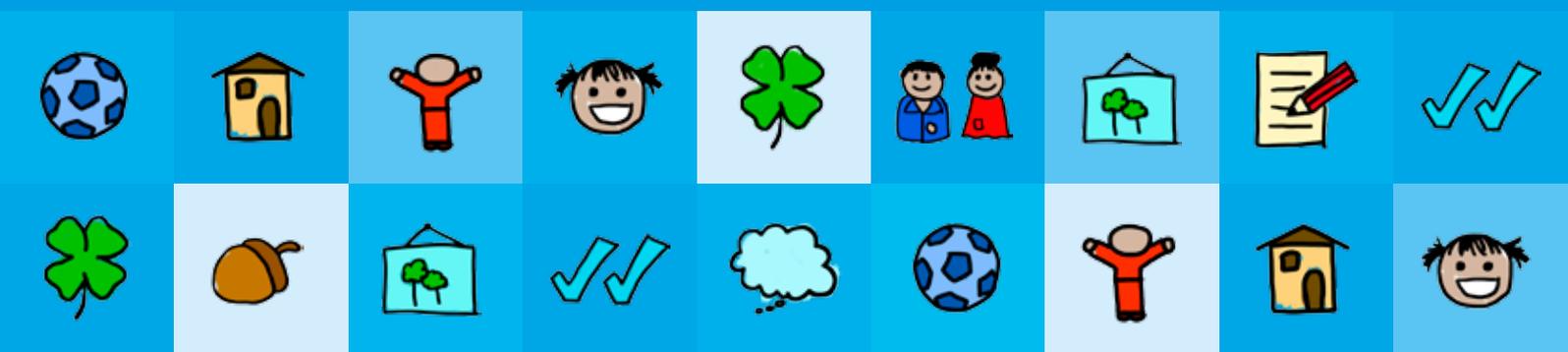


# UNICEF Education Kit Handbook

## Guidelines for Training of Trainers





# UNICEF Education Kit Handbook

## Guidelines for Training of Trainers



# INTRODUCTION

The UNICEF Education in Emergencies (EiE) Handbook is a tool that provides training and curricular guidance in support of UNICEF pre-packaged education kits. This is the first version of the handbook and it has only been partially field tested. As such, all feedback is critical and welcome to help inform the planned revision. Please contact the Education Unit at UNICEF Supply Division with all relevant input, criticism and suggestions.

The handbook is available in French and English. Each education kit shipped from Supply Division will contain the relevant module. Module One, the overall guidance module, is available upon request, or on the UNICEF website, along with all the other modules.

## **ACKNOWLEDGEMENTS**

The Handbook was developed over eighteen months by UNICEF staff from the Programme Education sections in New York and Geneva and from Supply Division in Copenhagen. This document was developed through a consultative process led by a consultant that was guided by a reference group composed of UNICEF staff from Country Offices, Regional Offices and HQ locations. It was also independently reviewed at various stages by other UNICEF staff. A special thank you goes to all those who supported this project.

Project Managers: Ms Pilar Aguilar, Senior Education Adviser, UNICEF Geneva and Mr Chris Cormency, Chief, Water, Sanitation and Education Centre (WSEC), Supply Division, UNICEF Copenhagen

Writer: Ms Miresi Busana

Edited, produced and distributed by WSEC.

First Edition 2013

# KEY TERMINOLOGY

**Definition of Child:** The terms child and children refer to all children and young people from birth to 18 years of age, as specified in the UN Convention on the Rights of the Child. If a particular age group of children is intended, this will be made clear in the text.

**Age groups:** It is important to highlight that age groups can vary according to context and culture. Indicatively the Handbook targets the age groups below:

- 1) **Infants, toddlers** and **pre-school children** approximately from birth to seven/eight years.
- 2) **Young adolescents** between ten and fourteen years.
- 3) **Older adolescents** between fifteen and nineteen years.
- 4) **Youths** are adolescents and young adults between the ages of fifteen and twenty-four years

(Reference: United Nations definitions)

**Definition of Pupil(s) and Student(s):** Terms pupil(s) and student(s) refer to children taught by a teacher. They are interchangeable.

**Definition of Instructor(s), Caregiver(s) and Teacher(s):** The term instructor(s) refers to the personnel implementing the semi-structured recreational activities (Module Two). The term caregiver(s) refers to the personnel implementing early childhood education activities (Module Three). The term teacher(s) refers to the personnel implementing basic primary education and primary mathematics and science education (Module Four, Module Five and Module Six). **NOTE** *Volunteers are non-paid members of the local community who voluntarily help in the implementation of the activities. They are not members of staff but they should sign a Code of Conduct.*

**Definition of Trainer(s):** The term trainer(s) refers to the personnel delivering the training to instructors, caregivers and teachers (Module One).

**Definition of Trainee(s):** The term trainee(s) refers to those who receive training. They can be (1) the trainers during the Training of Trainers (TOT) or (2) the instructors, caregivers and/or teachers receiving the training from the trainers.

**Definition of Child-Friendly Spaces/Environment(s):** The term Child-Friendly Spaces/Environment(s) (CFS/Es) is used in a broad sense. It is important to highlight that there is a broad and developing literature on the definition(s) of CFS/Es that involves different disciplines. Also the terminology used to indicate CFS/Es can vary among agencies. In the Handbook the term CFS/Es can refer to:

- CFS/Es, which are 'places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and information about services/supports is provided. Generally Child-Friendly Spaces refer to relatively short to medium term programme responses. They are very often operated from tents and/or temporary structures (e.g. in schools, under a tree or a vacant building).' UNICEF, 2009, *A Practical Guide for Developing Child-Friendly Spaces*, p.9.

- Temporary Learning Spaces (TLS), which are set up in the immediate aftermath of an emergency.
- Alternative Learning Spaces (ALS), which can be 'set up just about anywhere according to the context. Alternative learning spaces can be churches, mosques, temples, community halls, rooms within the community chief's office, libraries, a compound, allocated land and an unused room in a private house or even a boat'. UNICEF, 2009, '*Child Friendly Schools Manual*', Chapter 4, p.22.
- Existing or rehabilitated schools.
- Child Friendly Schools (CFS) as defined in the UNICEF, 2009, '*Child Friendly Schools Manual*'.

Three key reference documents, which can be downloaded via the UNICEF website, provide further information on Child Friendly Spaces: **(1)** '*A Practical Guide for Developing Child-Friendly Spaces*', UNICEF, 2009; **(2)** '*Guidelines for Child Friendly Spaces in Emergencies*', 2011, Field-testing version developed and reviewed by the Global Education Cluster, Global Protection Cluster, INEE and IASC; **(3)** '*Child Friendly Schools Manual*', UNICEF, 2009, New York.

### KEY GRAPHIC MARKS:

The following icons aim at facilitating the comprehension of the text:

- |     |   |                          |   |
|-----|---|--------------------------|---|
| 1.  |  | <b>KEY MESSAGE</b>       | summarises important learning content in a nutshell.  |
| 2.  |  | <b>TRAINING</b>          | provides indications on how to convey the KEY MESSAGES during the training session.   |
| 3.  |  | <b>NOTE</b>              | indicates a suggestion, tip, encouragement, clarification and idea.   |
| 4.  |  | <b>THINK</b>             | invites readers to reflect on their own experience and context.   |
| 5.  |  | <b>LEARNING OUTCOMES</b> | indicates what is expected to be learned. It can help in monitoring and evaluating the progress of learning.  |
| 6.  |  | <b>TABLES</b>            | are lists of items.   |
| 7.  |  | <b>PICTURES</b>          | are visual examples of key concepts described in the text.  |
| 8.  |  | <b>BOX</b>               | summarises general contents and helps to visualise them all together.   |
| 9.  |  | <b>SAMPLES</b>           | are examples of what teachers and caregivers are expected to do.  |
| 10. |  | <b>YOUR ROLE</b>         | summarises what is expected from the trainer in Module One and from the instructors, caregivers and teachers in Modules Two, Three, Four, Five and Six. |
| 11. |  | <b>CASE STUDY</b>        | are examples of education interventions already implemented.  |
| 12. |  | <b>CHECK LIST</b>        | indicates important points to consider before and during the implementation of the activities.  |
| 13. |  | <b>ACTIVITY</b>          | indicates the beginning of a new chapter in a unit.   |

# INTRODUCTION TO TEXT

## 1. Rationale of the EiE Handbook

The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict-affected countries, 28 million children of primary school age were out of school in 2011 – 42 per cent of the world total. Only 79 per cent of young people are literate in conflict-affected countries, compared with 93 per cent in other poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

The Core Commitments for Children in Humanitarian Action – the CCCs – constitute UNICEF’s central humanitarian policy to uphold the rights of children affected by humanitarian crisis. They are a framework for humanitarian action, around which UNICEF seeks to engage with partners. The updated CCCs continue to promote predictable, effective and timely collective humanitarian action and to clearly outline the areas in which UNICEF can best contribute to results including education.

In addition, the Inter-Agency Network for Education in Emergencies (INEE) has developed the Minimum Standards Handbook. The Handbook is designed to give governments and humanitarian workers the tools they need to address the Education for All movement and the UN Millennium Development Goals (MDGs). It is the first step toward ensuring that education initiatives in emergency situations provide a solid and sound basis for post-conflict and disaster reconstruction. Both instruments have been complementary and critical in the preparedness and response of the Inter-Agency Standing Committee (IASC) Humanitarian Reform launched in 2005 that established the education cluster approach.

UNICEF believes that education is not only a basic human right; it is an instrumental strategy for supporting recovery. It not only restores schooling and all its related benefits to affected people, it also helps countries transform and rebuild the institutions and systems destroyed during the emergency. Re-establishing education after an emergency not only safeguards children’s fundamental right to education, it also plays a critical role in normalising their environment. This helps them overcome the psychosocial impact of disasters and conflict.

**Back-to-School (BTS) Initiatives:** a strategy to put into action the CCCs

UNICEF and partners coordinate with Ministries to provide safe temporary learning spaces; teaching and learning materials; and training of teachers, parents, education officials and others to provide quality education, reduce drop-out and promote student retention. In essence, the BTS initiative offers a way to put the CCCs into practice.

With the introduction of the first UNICEF-supported BTS Initiative after the Rwandan genocide in 1994, these initiatives have become a powerful first response and strategy in facilitating access to protective learning environments for approximately 27 million children affected by conflict and natural disasters. These initiatives have been implemented with great success in over 55 countries in the period 1994-2012, including Afghanistan, Côte d’Ivoire, Haiti, Lebanon, the State of Palestine, South Sudan, and Uganda. BTS Initiatives are characterised by 1) the establishment of robust targets for numbers of children to return to some form of education as quickly as possible after the onset of the emergency, 2) rapid deployment of education supplies in the form of kits as well as teaching and learning materials to aid in resumption of education, 3) establishment of some form of temporary learning infrastructure as needed, combined with the rapid

repair of damaged schools, and 4) intensive advocacy, communication and social mobilisation efforts with governments, communities, donors and partner organizations.

The Handbook aims at providing training and curricular guidance related to existing pre-packaged materials or kits. It is intended to strengthen the impact of UNICEF from the initial first response of pedagogical supplies to one of fostering learning, growth and development. With the Handbook, the education kits, and proper teacher training, it will be possible to extend the utility of the individual kits, improving the quality of the initial education response in BTS initiatives.

## 2. Objectives of the Handbook

- a) To provide curricular guidelines and instructions on how to use the teaching aids contained in the kits for teachers, caregivers and instructors working in emergency contexts. A printed copy of each curriculum is contained in the related kit.
- b) To provide training guidelines for the trainers involved in the emergency response.

The complete Handbook is available for download via the UNICEF website.

## 3. Overview of the Handbook

### BOX 1: Overview

| MODULE       | CURRICULUM                               | KIT                                 | TARGET GROUP(S) |
|--------------|--|-------------------------------------|-----------------|
| Module One   | Guidelines for Training of Trainers      | No specific kit                     | Trainers        |
| Module Two   | Recreation Kit Guidance                  | Recreation Kit                      | Instructors     |
| Module Three | Early Childhood Development Kit Guidance | Early Childhood Education (ECD) Kit | Caregivers      |
| Module Four  | School in a Box Kit Guidance             | School-in-a-Box (SiB) Kit           | Teachers        |
| Module Five  | Mathematics Kit Guidance                 | Primary Mathematics Kit (PMK)       | Teachers        |
| Module Six   | Science Kit Guidance                     | Primary Science Kit (PSK)           | Teachers        |

## 4. Target groups of the Handbook

The Handbook targets three groups:

- a) **The actors involved in the preparedness and coordination of the education response to emergencies.**  
 These actors are responsible for purchasing the teaching aids, identifying and setting up the learning spaces and providing the training of trainers and of teachers, caregivers and instructors according to the contextual needs and priorities. They are UNICEF personnel from HQ, Regional and/or Country Offices and Focal Points and representatives of the Ministry of Education (MOE) or other Education Authorities involved in the preparedness and coordination of the education response in emergencies. They can be members of staff of Implementing Partners (IP) such as International Non-Governmental Organizations (INGOs), National Non-Governmental Organizations (NGOs) and local Community Based Organizations (CBOs) and/or practitioners.

- b) The trainers** involved in the training of teachers, caregivers and instructors before (pre-service training) and possibly also during (in-service training) the response to the emergency according to the specific contextual needs. Usually the EiE/C trainers are trained in advance and are strategically positioned, for example in Regional Offices, in order to provide a rapid response to emergencies.
- c) The teachers, the caregivers and the instructors** who directly implement the EiE curricula with the support of the teaching aids contained in the related education kit.

## 5. Overview of the UNICEF Education Response in Emergencies

The UNICEF education response in emergencies takes a ‘**phased-approach**’. Box 2 below provides an overview by phase. It is important to highlight that the Handbook can also be used in **non-emergency** settings.

### BOX 2: Overview of the UNICEF Education Response in Emergencies

| PHASE               | TIME-LINE   | ACTIVITIES  |
|---------------------|---|---|
| <b>PHASE ZERO:</b>  | <b>Preparedness:</b><br>Before the emergency.   | <ul style="list-style-type: none"> <li>• Trainers are identified and trained.</li> <li>• The UNICEF education kits are strategically pre-positioned.</li> </ul>   |
| <b>PHASE ONE:</b>   | <b>Rapid Response:</b><br>The first eight weeks from the onset of the emergency. Acute phase of the emergency.                            | <ul style="list-style-type: none"> <li>• CFS/Es are identified and set-up according to the context.</li> <li>• Education kits are distributed.</li> <li>• Semi-structured recreational activities are implemented and are linked to non-formal education programmes.</li> <li>• Teachers, caregivers and instructors are recruited and trained.</li> </ul>  |
| <b>PHASE TWO:</b>   | <b>Early Recovery:</b><br>Approximately between eight weeks and six months from the onset of the emergency. Acute phase of the emergency. | <ul style="list-style-type: none"> <li>• Non-formal education is implemented while the national education system is rehabilitated.</li> <li>• The national curricula and the related textbooks in use before the emergency are recovered.</li> <li>• If it is not possible to recover the national curricula and the related textbooks, new national curricula are developed in collaboration with the Ministry of Education (MOE) or other Education Authorities.</li> <li>• Textbooks related to the new curricula are developed and printed.</li> <li>• In the case of refugees, links are established with the education curricula of the country of origin.</li> </ul> |
| <b>PHASE THREE:</b> | <b>Transition Phase:</b><br>After approximately six to eight months from the onset of the emergency.                                      | <ul style="list-style-type: none"> <li>• Children resume formal schooling.</li> <li>• The formal curriculum is introduced.</li> <li>• Textbooks are distributed.</li> </ul>   |

References: Inter-Agency Standing Committee (IASC), 2006, ‘*Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response*’, Geneva.

UNICEF, 2010, ‘*Core Commitments for Children in Humanitarian Action*’, New York, p.3.

UNICEF, 2010, ‘*Emergency Field Handbook*’, New York, pp. 220 – 242.

• **Types of Education provided by the EiE Non-Formal Curriculum**

The EiE/C Non-Formal Curriculum provides different types of education according to the specific context and needs.

**Formal Education** refers to the national education system of a country implemented and managed by the Ministry of Education (MoE) or other Education Authorities. Formal education implies the existence of national curricula and related textbooks. UNICEF EiE/C Primary Mathematics Education (Module Five) and Primary Science Education (Module Six) are intended as an extra support to existing curricula and reference textbooks.

**Non-Formal Education (NFE)** targets specific disadvantaged groups who due to their circumstances need ad-hoc, tailored educational programmes. Alternative Learning Programmes (ALP) for Refugees and Internally Displaced People (IDPs) are an example of NFE. NFE programmes are not an alternative to formal education. Early Childhood Development Education (Module Three) and Basic Primary Education (Module Four) are also NFE programmes.

**Informal Education** is complementary to Formal and Non-Formal education programmes. Informal Education provides extra-curricular activities in informal settings, such as youth clubs or informal groups. Informal Education activities are not implemented during Formal or Non-Formal Education hours. Informal Education is not a substitute for Formal or Non-Formal Education. Recreational Activities (Module Two) provide Informal Education activities.

**BOX 3: Types of Education provided by the UNICEF EiE/C Curriculum**

| CURRICULUM AND KIT                                  | TARGET GROUP   | TYPE OF EDUCATION   |
|---|--|---|
| Recreational Activities – Recreation Kit            | Approximately 7/8 – 19 year-old children and adolescents               | <b>Informal Education</b> complementary to Formal and Non-Formal education. |
| Early Childhood Education – ECD Kit                 | Approximately 0 – 6 year-old infants, toddlers and pre-school children | <b>Non-formal Education</b>   |
| Basic Primary Education – School-in-a-Box (SIB) Kit | Approximately 7/8 – 19 year-old children and adolescents               | <b>Non-Formal Education</b> for Beginners (B) and Non-beginners (N).        |
| Primary Mathematics Education – PMK                 | Approximately 7/8 – 19 year-old children and adolescents               | <b>Formal Education</b>   |
| Primary Science Education – PSK                     | Approximately 7/8 – 19 year-old children and adolescents               | <b>Formal Education</b>   |

**• Deployment of the UNICEF Education Kits**

The deployment of the UNICEF education kits is in line with the different phases of the emergency. BOX 4 below provides an indicative overview of the deployment of the kits by phase.

**BOX 4: Deployment of the Education Kits according to the Phase of the Emergency**

|              |                  |                                 |
|--------------|------------------|---------------------------------|
| PHASE ONE:   | Rapid Response   | Recreation – Kit                |
|              |                  | Early Childhood Development Kit |
| PHASE TWO:   | Early Recovery   | Recreation Kit                  |
|              |                  | Early Childhood Development Kit |
|              |                  | School-In-a-Box Kit             |
| PHASE THREE: | Transition Phase | Recreation Kit                  |
|              |                  | Early Childhood Development Kit |
|              |                  | School-In-a-Box Kit             |
|              |                  | Primary Mathematics Kit         |
|              |                  | Primary Science Kit             |

**• Training related to the implementation of the Handbook**

The Handbook requires two sets of training:

- **Training of Trainers (TOT).** Trainers are trained on how to set-up and deliver the training to instructors, caregivers and teachers. Module One provides the training guidelines related to the EiE/C Curricula. Trainers are identified and trained on the Handbook during the preparedness phase.
- **Training of Instructors, Caregivers and Teachers.** Instructors, caregivers and teachers implementing the EiE/C Curricula should receive a pre-service training, which can be followed-up by an in-service training according to their specific needs and context. Instructors, caregivers and teachers are trained on the specific Module they are going to implement. Instructors will be trained on Module Two, caregivers will be trained on Module Three and teachers will be trained on Modules Four, Five or Six.

# TRAINING GUIDELINES

## LEARNING OUTCOMES



At the end of Module One you will be able to:

1. Demonstrate how to set up and deliver the UNICEF Education in Emergencies (EiE) Training of Trainers (TOT)
2. Demonstrate how to set up and deliver the training of instructors, caregivers and teachers involved in the implementation of the UNICEF EiE response
3. Explain the UNICEF EiE Approach
4. Understand the project-based interactive teaching methodology and relate it to the development of life skills and lifesaving messages
5. Demonstrate how to set up safe and stimulating physical environments in emergencies

**NOTE** *Implementing Partners (IP) can be local Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) and/or representatives of the local education authorities that collaborate with UNICEF in the Education in Emergencies response.*

**NOTE** *UNICEF personnel can be part of the education, protection, nutrition, health and water and sanitation (WASH) programs.*

Welcome to Module One of the **UNICEF Education in Emergencies (EiE) Handbook**. This Module provides key guidelines on the UNICEF approach to Education in Emergencies and on the training of trainers, caregivers, teachers and instructors involved in the response to Education in Emergencies.

You are about to play a major role in the life of many children who find themselves in difficult and new circumstances, either because they are living in conflict areas or because they survived a natural disaster. Many of these children experienced distressful events that suddenly changed their lives. Most likely you also experienced the same events.

You might be a UNICEF staff member or work for a UNICEF Implementing Partner (IP). You might be an official of the Ministry of Education or other education authorities involved in the response to education or you might be an external consultant. You might have some experience in training or you might be new to it.

Module One aims at providing practical guidelines and tools that can help you to set-up and deliver the training according to the UNICEF EiE Handbook. As a trainer, you are expected to work close together with the Ministry of Education or other education authorities, with the Implementing Partners (IP) appointed by UNICEF and with the local community.

In emergency contexts it is possible that many of the challenges you encounter cannot be solved immediately, thus your initiative and capacity to deal with challenges positively will make the difference in the quality of the training provided.

Please use your best judgment to apply the following guidelines to your situation in your context. Thank you for your valuable contribution!

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

|  |            |
|--|------------|
| <b>INTRODUCTION .....</b>  | <b>iii</b> |
| <b>MODULE ONE: TRAINING GUIDELINES .....</b>   | <b>1</b>   |
| <b>UNIT ONE: SETTING UP THE TRAINING OF TRAINERS.....</b>  | <b>8</b>   |
| ACTIVITY ONE: Training of Trainers (TOT).....  | 9          |
| • Objectives of the Training of Trainers.....  | 9          |
| • Who is responsible for the Training of Trainers? .....   | 9          |
| • Planning the Training of Trainers .....  | 10         |
| ACTIVITY TWO: Roll-out the Training of Trainers (TOT) .....                                      | 11         |
| • Endorsement of the Curricular Guidelines .....   | 11         |
| ACTIVITY THREE: Gender Responsive Education.....   | 12         |
| • Awareness of gender bias in education .....  | 12         |
| <b>UNIT TWO: SETTING-UP THE TRAINING OF INSTRUCTORS, CAREGIVERS AND TEACHERS.....</b>            | <b>14</b>  |
| ACTIVITY ONE: Training of Instructors, Caregivers and Teachers .....                             | 15         |
| • Objective and focus of the Training of Instructors, Caregivers and Teachers .....              | 15         |
| • Tailoring the training to target groups .....  | 15         |
| • How to use KEY MESSAGES in the delivery of training to instructors, caregivers and teachers .. | 16         |
| • Microteaching .....  | 16         |
| ACTIVITY TWO: The training team, materials, venue and duration of training .....                 | 17         |
| • The role of the trainer and of the training team .....   | 17         |
| • Choosing the venues .....  | 17         |
| • Duration of the training .....   | 18         |
| • Training materials .....   | 19         |
| ACTIVITY THREE: Developing the Training Agenda.....  | 19         |
| ACTIVITY FOUR: Gender Responsive Pedagogy .....  | 21         |
| <b>UNIT THREE: UNICEF EDUCATION IN Emergencies (EiE) APPROACH.....</b>                           | <b>23</b>  |
| ACTIVITY ONE: The rationale of education responses in emergencies .....                          | 24         |
| • Definition of 'emergency' .....  | 24         |
| • The role of Education in Emergencies .....   | 24         |
| • Definition of UNICEF Education in Emergencies .....  | 24         |
| ACTIVITY TWO: The 'Whole-Child' Approach .....   | 26         |
| • Definition of child well-being and 'whole-child' approach.....                                 | 26         |
| • Definition of child development .....  | 28         |
| • The development stages of the child.....   | 29         |
| ACTIVITY THREE: Child-Friendly Spaces/Environments (CFS/E) in emergencies .....                  | 33         |
| • Definition of Child-Friendly Spaces/Environments in emergencies.....                           | 33         |
| • Involvement of the local community in Child-Friendly Spaces/Environments.....                  | 34         |
| • Steering committees .....  | 34         |
| • Community volunteers .....   | 34         |

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

|  |           |
|--|-----------|
| ACTIVITY FOUR: Inclusive education in emergencies.....                               | 38        |
| • Definition of ‘inclusive education’ .....  | 38        |
| <b>UNIT FOUR: ROLES OF INSTRUCTORS, CAREGIVERS AND TEACHERS IN EMERGENCIES .....</b> | <b>41</b> |
| ACTIVITY ONE: Key areas of influence.....  | 42        |
| ACTIVITY TWO: Teaching methodologies.....  | 44        |
| • Non-participatory or closed teaching methodologies.....                            | 46        |
| • Participatory or open teaching methodologies.....                                  | 47        |
| • Project-based methodologies .....  | 49        |
| ACTIVITY THREE: Learning methodologies .....   | 52        |
| • Multiple intelligences theory.....   | 53        |
| • Tips for teachers .....  | 55        |
| ACTIVITY FOUR: Teaching aids .....   | 57        |
| ACTIVITY FIVE: Good practices in classroom management.....                           | 62        |
| • Tips on positive discipline .....  | 62        |
| • Tips on multi-grade classes .....  | 63        |
| <b>UNIT FIVE: THE EDUCATION IN Emergencies (EiE) CURRICULA .....</b>                 | <b>66</b> |
| ACTIVITY ONE: Lesson planning .....  | 67        |
| • Learning outcomes .....  | 69        |
| ACTIVITY TWO: RECREATIONAL ACTIVITIES CURRICULUM .....                               | 71        |
| • Rationale, objectives and target group.....  | 71        |
| • Table of contents of the Recreational Activities Curriculum.....                   | 72        |
| ACTIVITY THREE: EARLY CHILDHOOD DEVELOPMENT (ECD) CURRICULUM .....                   | 72        |
| • Rationale, objectives and target group.....  | 72        |
| • Table of contents of the Early Childhood Development (ECD) Curriculum .....        | 72        |
| ACTIVITY FOUR: BASIC PRIMARY EDUCATION CURRICULUM.....                               | 73        |
| • Rationale, objectives and target group.....  | 73        |
| • Table of contents of the Basic Primary Education Curriculum .....                  | 74        |
| ACTIVITY FIVE: PRIMARY MATHEMATICS CURRICULUM .....                                  | 75        |
| • Rationale, objectives and target group.....  | 75        |
| • Table of contents of the Primary Mathematics Curriculum .....                      | 75        |
| ACTIVITY SIX: PRIMARY SCIENCE CURRICULUM.....  | 75        |
| • Rationale, objectives and target group.....  | 75        |
| • Table of contents of the Primary Science Curriculum.....                           | 76        |
| ACTIVITY SEVEN: Lifesaving messages.....   | 77        |
| • Disaster Risk Reduction (DRR) messages .....                                       | 78        |
| • Mines and Explosive Remnants of War (ERW) awareness messages .....                 | 79        |
| ACTIVITY EIGHT: Life skills .....  | 81        |
| ACTIVITY NINE: Peace and reconciliation education .....                              | 84        |

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

|   |            |
|---|------------|
| <b>UNIT SIX: PSYCHOSOCIAL SUPPORT AND ACTIVITIES IN EMERGENCIES.....</b>              | <b>87</b>  |
| ACTIVITY ONE: Objectives and rationale of psychosocial support in emergencies.....    | 88         |
| • Definition of psychosocial support in education.....                                | 89         |
| ACTIVITY TWO: The role of play and expressive arts in emergencies .....               | 92         |
| ACTIVITY THREE: Referral systems.....   | 93         |
| • Dos and don'ts in psychosocial support.....   | 94         |
| ACTIVITY FOUR: Teachers and caregivers working in emergencies.....                    | 95         |
| ACTIVITY FIVE: Psychosocial activities for teachers and caregivers.....               | 97         |
| <b>UNIT SEVEN: CHILD PROTECTION IN EMERGENCIES .....</b>                              | <b>101</b> |
| ACTIVITY ONE: Rationale and objectives of child-protection in emergencies .....       | 102        |
| • Definition of child abuse .....   | 102        |
| ACTIVITY TWO: Good practices of child protection .....                                | 104        |
| ACTIVITY THREE: Referral systems.....   | 105        |
| • Dos and don'ts in child protection.....   | 106        |
| ACTIVITY FOUR: Child-protection activities.....                                       | 108        |
| <b>UNIT EIGHT: PHYSICAL ENVIRONMENTS IN EMERGENCIES.....</b>                          | <b>109</b> |
| ACTIVITY ONE: Setting up physical learning environments according to age groups ..... | 110        |
| • Early Childhood Development (ECD) .....   | 110        |
| • School-age children .....   | 111        |
| • Adolescence .....   | 113        |
| • Safety of the physical environment.....   | 114        |
| ACTIVITY TWO: Health and HIV/AIDS in emergencies .....                                | 115        |
| ACTIVITY THREE: Water, Sanitation and Hygiene (WASH) in emergencies.....              | 117        |
| • Promotion of good practices in personal hygiene .....                               | 118        |
| • Promotion of good practices in food hygiene .....                                   | 119        |
| • Promotion of good practices in sanitation.....                                      | 120        |
| • Promotion of good practices in safe water .....                                     | 121        |
| ACTIVITY FOUR: Nutrition in emergencies .....   | 124        |

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

### TABLE OF SAMPLES

|   |    |
|---|----|
| SAMPLE 1: Training Agenda for Instructors, Caregivers and Teachers..... | 19 |
| SAMPLE 2: Action Plan .....   | 37 |
| SAMPLE 3: Lesson Structure .....  | 68 |
| SAMPLE 4: Lesson Plan .....   | 68 |

### TABLE OF FIGURES

|  |     |
|--|-----|
| FIGURE 1: Some characteristics of a healthy child.....     | 27  |
| FIGURE 2: The developmental stages of children .....       | 29  |
| FIGURE 3: A Child-Friendly Space/Environment (CFS/E) ..... | 34  |
| FIGURE 4: Missing-out card .....                           | 40  |
| FIGURE 5: Sender-message-receiver .....                    | 45  |
| FIGURE 6: Closed teaching methodology .....                | 46  |
| FIGURE 7: Open teaching methodology.....                   | 47  |
| FIGURE 8: Old Chinese proverb .....                        | 53  |
| FIGURE 9: Multiple intelligences wheel .....               | 54  |
| FIGURE 10: Zigzag multi-board.....                         | 58  |
| FIGURE 11: Wall display.....                               | 58  |
| FIGURE 12: Flannel board.....                              | 59  |
| FIGURE 13: Washing-line display .....                      | 59  |
| FIGURE 14: Pocket board .....                              | 60  |
| FIGURE 15: Wall chart.....                                 | 60  |
| FIGURE 16: Flash cards .....                               | 61  |
| FIGURE 17: Finger puppets.....                             | 61  |
| FIGURE 18: Scale of learning outcomes .....                | 69  |
| FIGURE 19: Life-skills overview .....                      | 81  |
| FIGURE 20: Potty.....                                      | 111 |
| FIGURE 21: Early childhood physical environment .....      | 111 |
| FIGURE 22: Learning corner.....                            | 112 |
| FIGURE 23: Bad germs .....                                 | 118 |
| FIGURE 24: Children washing their hands .....              | 119 |
| FIGURE 25: Child-friendly pit-latrine .....                | 121 |

### TABLE OF TABLES

|  |    |
|--|----|
| TABLE 1: Factors that contribute to the well-being of children .....                   | 26 |
| TABLE 2: Initiatives that contribute to the well-being of children .....               | 27 |
| TABLE 3: The domains of a child's development .....                                    | 28 |
| TABLE 4: Key areas of influence for the delivery of quality education .....            | 42 |
| TABLE 5: Repercussions of closed teaching methodologies on learners and teachers ..... | 46 |
| TABLE 6: Repercussions of open teaching methodologies on learners and teachers.....    | 47 |
| TABLE 7: Repercussions of project-based teaching on learners and teachers.....         | 51 |

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

### TABLE OF CHECK LISTS

|  |    |
|--|----|
| CHECKLIST 1: How to involve community volunteers in the CFS/E .....  | 35 |
| CHECKLIST 2: Ground rules and positive behaviors.....                | 62 |
| CHECKLIST 3: For teachers and caregivers working in emergencies..... | 96 |

### TABLE OF BOXES

|   |     |
|---|-----|
| BOX 1: Planning the Training of Trainers (TOT) .....  | 10  |
| BOX 2: Steps for the roll-out of the Training of Trainers .....                                 | 11  |
| BOX 3: Gender responsive education.....   | 12  |
| BOX 4: Promoting gender responsive education.....   | 13  |
| BOX 5: Overview of the UNICEF EiE Handbook .....  | 16  |
| BOX 6: Key roles of trainers .....  | 17  |
| BOX 7: Duration of the training.....  | 19  |
| BOX 8: Gender responsive lesson planning .....  | 21  |
| BOX 9: Gender responsive lesson evaluation.....   | 22  |
| BOX 10: Dos and don'ts of trainers .....  | 22  |
| BOX 11: The developmental stages of early childhood .....                                       | 30  |
| BOX 12: Dos and don'ts of Child-Friendly Spaces/Environments (CFS/Es).....                      | 36  |
| BOX 13: Suggestions on how to make Child-Friendly Spaces/Environments (CFS/E s) inclusive ..... | 39  |
| BOX 14: The steps involved in a project.....  | 49  |
| BOX 15: Multiple intelligences snapshot.....  | 54  |
| BOX 16: Learning.....   | 55  |
| BOX 17: Tips on positive discipline .....   | 63  |
| BOX 18: Guidelines for lesson planning.....   | 67  |
| BOX 19: Evaluation of a lesson.....   | 70  |
| BOX 20: Table of Contents of Module Two: Recreation Activities Curriculum .....                 | 72  |
| BOX 21: Table of Contents of Module Three: Early Childhood Development (ECD) Curriculum.....    | 73  |
| BOX 22: Table of Contents of Module Four: Basic Primary Education Curriculum .....              | 74  |
| BOX 23: Table of Contents of Module Five: Primary Mathematics Curriculum .....                  | 75  |
| BOX 24: Table of Contents of Module Six: Primary Science Curriculum .....                       | 76  |
| BOX 25: Disaster Risk Reduction (DRR).....  | 79  |
| BOX 26: Learning to live together, to be, to do and to know.....                                | 82  |
| BOX 27: How to spot life skills .....   | 82  |
| BOX 28: Support a culture of peace .....  | 85  |
| BOX 29: Involving parents and/or guardians in psychosocial activities .....                     | 88  |
| BOX 30: Psychosocial support in Child-Friendly Spaces/Environments (CFS/Es) .....               | 90  |
| BOX 31: Dos and don'ts in psychosocial support .....  | 94  |
| BOX 32: Tips for teachers and caregivers working in emergencies.....                            | 96  |
| BOX 33: The tree of life.....   | 99  |
| BOX 34: Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) .....    | 102 |
| BOX 35: Definition of child abuse .....   | 103 |

# TABLE OF CONTENTS

## Guidelines for Training of Trainers

|   |     |
|---|-----|
| BOX 36: Good practices of child protection.....   | 105 |
| BOX 37: Dos and don'ts of child protection.....   | 106 |
| BOX 38: Set-up of learning corners.....   | 112 |
| BOX 39: Good practices that can prevent injuries and harm to children.....                | 114 |
| BOX 40: Medical information and basic health care that should be available in CFS/Es..... | 116 |
| BOX 41: Good practices in personal hygiene.....   | 118 |
| BOX 42: Good practices in food hygiene.....   | 120 |
| BOX 43: Good practices in sanitation.....   | 121 |
| BOX 44: Good practices to keep water safe.....  | 122 |
| BOX 45: Good nutrition practices.....   | 124 |

# UNIT ONE:

## SETTING UP THE TRAINING OF TRAINERS (TOT)



© UNICEF/NYHQ2010-0206/Shehzad Noorani

### LEARNING OUTCOMES



At the end of **Unit One** you will be able to:

1. Explain the objective of the Training of Trainers
2. Demonstrate the steps needed to develop a Training of Trainers strategy
3. Demonstrate the steps needed to roll-out the Training of Trainers
4. Identify gender biases in education

This unit provides general guidelines on how to set up the Training of Trainers (TOT) according to the UNICEF Education in Emergencies (EiE) response. It also provides important gender guidelines.

The **objective** of Unit One is to provide general guidelines on how to plan and implement the Training of Trainers. It also provides gender guidelines.



## ACTIVITY ONE: Training of Trainers (TOT)

### • Objective of the Training of Trainers

Trainers are responsible to set up and deliver the UNICEF EiE training to instructors, caregivers and teachers. The objective of the Training of Trainers (TOT) is to prepare a cadre of trainers who can set up and deliver quality training in EiE at short notice.



### CASE STUDY Training of Trainers in Haiti

In Haiti the teacher training system followed a '*cascade approach*' to respond to the urgent training needs of approximately 15,000 Haitian primary school teachers.

1. A core team of **25 trainers** was identified in close collaboration with the government.
2. **A two-day training** was organized for the core team of trainers. The training included basic teaching theory and a demonstration of the School-in-a-Box and Recreation Kit methodology. In addition, it focused on practical teaching skills for literacy and numeracy and life skills using the didactic materials of the educational activities included in the School-in-a-Box and the Recreation Kit and the corresponding teacher guides. Special attention was given to ensuring gender equity in participation in the trainings, given that reports showed women are traditionally underrepresented in the training of trainers in Haiti.
3. The core group of trained trainers was sent to train principal inspectors, zone inspectors, school directors, head teachers and partners **in the affected departments**, which received the education kits. These participants were responsible for drawing up a plan to facilitate trainings for all teachers in their zone that utilized the kits.

The roll out of the trainings and the local training plans were monitored based on a series of indicators agreed upon by UNICEF and the government.

### • Who is responsible for the Training of Trainers?

The actors involved in the preparedness and coordination of the UNICEF education response in emergencies are responsible for (i) purchasing the teaching aids (ii) identifying and setting-up learning spaces (iii) setting-up and providing the Training of Trainers and (iv) setting-up and providing the training of instructors, caregivers and teachers according to the local needs and priorities. These actors are UNICEF personnel from the Regional and/or Country Offices (EiE Focal Points) working together with representatives of the Ministry of Education (MOE) or other education authorities involved in the preparedness and coordination of the education response in emergencies. Also key actors can be members of staff of Implementing Partners (IP) appointed by UNICEF such as International Non-Governmental Organizations (INGOs), National Non-Governmental Organizations (NGOs) and local Community Based Organizations (CBOs) and/or external practitioners such as consultants.

• **Planning the Training of Trainers**

A **Rapid Needs Assessment** should precede the planning for the Training of Trainers (TOT). The Rapid Needs Assessment should be coordinated and shared among all agencies responding to the education emergency through **the Cluster System**.

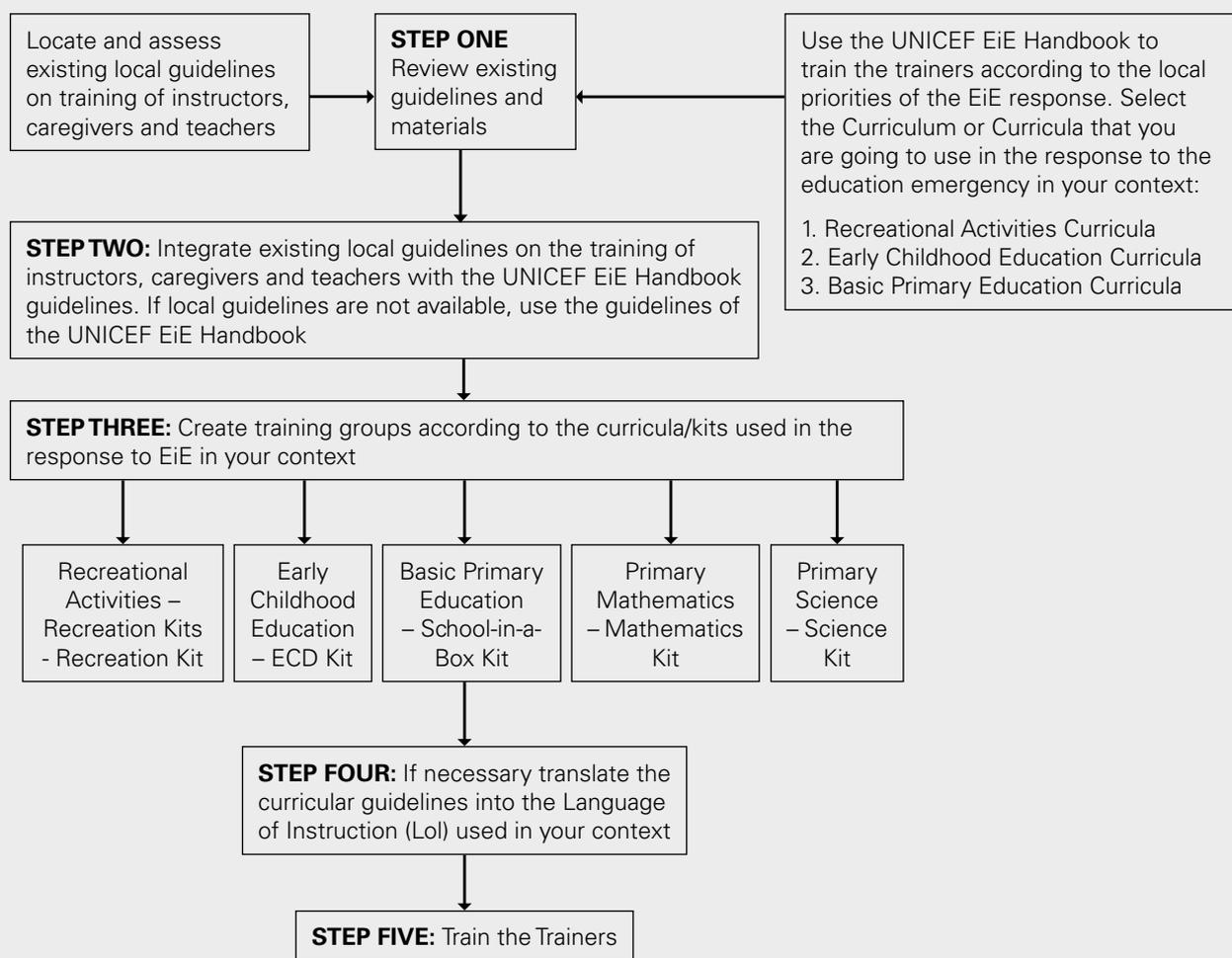
| <b>BOX 1: Planning the Training of Trainers (TOT)</b> |  |   |
|---|--|---|
| <b>#</b>  | <b>Activities</b>  | <b>Instruments, Materials and Logistics</b>   |
| <b>ACTIVITY ONE</b>                                   | Develop a culturally-sensitive and context-relevant <b>strategy for the Education in Emergencies (EiE) response</b> . Organize a workshop to develop the strategy. | UNICEF personnel together with education specialists from the MOE or other education authorities develop a strategy for the local implementation of the Education in Emergencies (EiE) response. Use the Rapid Needs Assessment to estimate the number of out-of-school children and identify the type of education response needed such as Early Childhood Development Education, Basic Primary Education, Primary Science or Primary Mathematics Education. Recreational Activities should be implemented during Phase One as an entry point to more structured education activities. |
| <b>ACTIVITY TWO</b>                                   | Organize a workshop to <b>integrate</b> existing curricular guidelines with the UNICEF EiE Handbook.   | UNICEF personnel together with education specialists from the MOE or other education authorities integrate existing curricular guidelines with the UNICEF EiE Handbook curricular guidelines and adjust them to the local context and culture. The curricular guidelines shall cover a 6 month period, which corresponds to Phase Two of the EiE response.  |
| <b>ACTIVITY THREE</b>                                 | Organize a workshop to <b>present</b> the new, integrated and adjusted Curricular Guidelines to the Ministry of Education (MOE) or other education authorities.    | The Ministry of Education (MOE) or other education authorities shall endorse the new Curricular Guidelines. If local curricular guidelines are not available, use the curricular guidelines of the UNICEF EiE Handbook.   |
| <b>ACTIVITY FOUR</b>                                  | <b>Identify and map the affected areas</b> . Estimate the number of instructors, caregivers and teachers needed to respond to the emergency.                       | UNICEF personnel together with education specialists from the MOE or other education authorities identify the affected districts and estimate the number of instructors, caregivers and teachers needed to implement an effective response. They should also identify the criteria for recruiting instructors, caregivers and teachers. <b>NOTE</b> A <i>distribution map with an estimation of the number of children is required</i> .  |
| <b>ACTIVITY FIVE</b>                                  | Recruit the trainers, set up the workshops for the <b>Training of Trainers</b> and deliver the training.   | UNICEF personnel together with education specialists from the MOE or other education authorities estimate the number of trainers needed to train the instructors, caregivers and teachers. They should also identify the criteria for the recruitment of the trainers and appoint key trainers for the delivery of the Training of Trainers.  |
| <b>ACTIVITY SIX</b>                                   | Deliver <b>the training of instructors, caregivers</b> and teachers.   | UNICEF personnel together with education specialists from the MOE or other education authorities coordinate the training workshops for instructors, caregivers and teachers. UNICEF logistics team insures the adequate distribution of kits and curricular guidelines during the process. A UNICEF specialist will and evaluate the final impact.  |



## ACTIVITY TWO: Roll-out the Training of Trainers (TOT)

According to the UNICEF EiE ‘phased approach’ (see INTRODUCTION for more details) the Training of Trainers (TOT) should happen during **Phase Zero** (Preparedness) or during **Phase One** (Rapid Response) of the emergency. **BOX 2** below indicates the main steps of the roll-out of the Training of Trainers.

### BOX 2: Steps for the Roll-out of the Training of Trainers



#### • Endorsement of the Curricular Guidelines

The Curricular Guidelines and the related Kit(s) shall be presented to a team of education specialists led by the Ministry of Education (MOE) or other education authorities. The team of education specialists shall consist of education advisors, Education for All expert(s), inspector(s), school director(s), curriculum director(s), project supervisor(s) and personnel from the Basic Education Department. The objective of the presentation is the endorsement of the Curricular Guidelines and use of the education kits by the Ministry of Education (MOE) or by other education authorities.



## ACTIVITY THREE: Gender Responsive Education

Trainers should promote the creation of learning environments that are positively responsive to gender. **BOX 3** below provides a general description of 'Gender Responsive Education.'

### BOX 3: Gender Responsive Education

#### What is Gender Responsive Education?

- It promotes **equity** and equality between boys and girls in schools.
- It deals with the **needs of girls** in particular and other vulnerable children.
- It **guarantees** girl-friendly facilities, curricula and teaching and learning processes.
- It socializes girls and boys in a **non-violent environment**.
- It **addresses** issues of sexual harassment.
- It promotes female educators as **role models**.

#### • Awareness of gender bias in education

Instructors, caregivers and teachers are expected to be aware of the gender biases that are present in education. There are several factors that promote gender bias in education. Among them are:

- **Culture** – Some cultures perceive women and girls as secondary to men and boys and this affects the roles and responsibilities that are assigned to them. For example some cultures do not encourage girls to pursue an education because they perceive the role of girls and women as limited to marriage, motherhood and the domestic realm, and in such roles a 'formal education' is not necessary.
- **Teaching and learning methods** – Some methods are not 'girl friendly.' For example some caregivers prevent girls from playing with toys that are perceived to be only for boys such as cars and tractors or prevent boys from playing with toys that are perceived to be only for girls, such as dolls.
- **Teaching and learning resources** – Some textbooks are gender biased, in terms of pictures and language used. For example doctors are always represented as male figures. This implies the wrong message that only boys can become doctors.
- **Language** – Some language used by teachers in classrooms promotes gender stereotyping. For example referring to household duties such as cooking or cleaning as an exclusive female responsibility.
- **Infrastructure** – lack of and inappropriate infrastructure, such as toilets, water points, classrooms and desks. It is a fact that girls regularly drop out of school during their menstrual periods for lack of adequate infrastructures.
- **Knowledge and skills** – There may be an inadequate knowledge of biological and socially-constructed differences between girls and boys. For example driving is a skill often related only to boys.



**THINK:** *Gender biases apply to trainers too. Reflect on your training practice: Do you treat female and male trainees in the same way? Is there anything you can improve to make the training more gender sensitive?*

- **Role models** - lack of/inadequate number of female teachers to act as role models in schools, particularly rural schools. In many contexts male teachers outnumber female teachers.

Instructors, caregivers and teachers play an important role in promoting gender responsive education. **BOX 4** below summarizes some key actions that promote gender responsive education.

#### **BOX 4: Promoting Gender Responsive Education**

Instructors, caregivers and teachers can promote gender responsive education by:

- Ensuring equal treatment and interaction of all children regardless of gender or ability.
- Ensuring positive dialogue between boys and girls.
- Encouraging girls to participate in non-traditional subjects such as physical education, mathematics, science etc.
- Encouraging boys and girls to academically support each other.
- Providing space for boys and girls to discuss issues that affect them and their learning. For example by encouraging children to discuss their interests, reflect on how they learn best and discuss barriers that might prevent their participation and performance.
- Ensuring that children are treated with due respect at all times.
- Training children on child protection. See **Unit Seven** for further information.

# UNIT TWO:

## SETTING-UP THE TRAINING OF INSTRUCTORS, CAREGIVERS AND TEACHERS



© UNICEF/NYHQ2008-0561/Wim Naing

### LEARNING OUTCOMES



At the end of **Unit Two** you will be able to:

1. Explain the objectives of the Training of Instructors, Caregivers and Teachers
2. Know how to use the UNICEF EiE Handbook in the delivery of the training
3. Demonstrate how to organize the training team, venue and materials
4. Demonstrate how to develop the training agenda
5. Understand gender responsive pedagogy

This unit provides general guidelines on how to set up the training of instructors, caregivers and teachers according to the UNICEF EiE Handbook. It also provides specific gender guidelines for teachers.

The **objective** of Unit Two is to provide general guidelines on how to plan and implement the training of instructors, caregivers and teachers. It also provides specific gender guidelines for teachers.



## ACTIVITY ONE: Training of Instructors, Caregivers and Teachers

### • Objective and focus of the Training of Instructors, Caregivers and Teachers

The objective of the training of instructors, caregivers and teachers is to provide them with clear guidelines on how to implement the EiE curriculum and how to use the teaching aids contained in the kits.

The training of the UNICEF EiE Handbook focuses on three key areas:

**Area One:** the **curriculum** which is covered in Unit Five, Unit Six and Unit Seven of Module One). The curriculum provides guidelines on what instructors, caregivers and teachers should teach in situations of emergency and for what purpose. The UNICEF EiE curricula cover:

- ✓ Psychosocial activities – activities that support the processing of the impact of distressful events.
- ✓ Learning activities – basic literacy, basic numeracy, life skills, primary mathematics, primary science and early childhood development.
- ✓ Recreational activities – semi-structured activities that encourage play
- ✓ Child-protection activities – activities that enhance resiliency and self-protection
- ✓ Life-saving messages – disaster risk reduction (DRR), mines and RWO education and health promotion
- ✓ Peace Education

**Area Two:** the **teaching methodology** (covered in Unit Four of Module One). The teaching methodology provides guidelines on how to deliver the UNICEF EiE curricula.

- ✓ Participatory and investigative project-based methodologies that actively engage learners.
- ✓ Learning environments that support active learning such as learning corners and teaching/learning aids.

**Area Three:** the **learning environment** (covered in Unit Eight). Child-Friendly Space/Environment (CFS/E) should:

- ✓ be protective, secure and safe at all times
- ✓ promote context-related and culturally-sensitive learning
- ✓ promote good practices in Water, Sanitation and Hygiene (WASH), Nutrition, Health and Safety and Child-protection

### • Tailoring the training to target groups

Each education curriculum and kit corresponds to a specific target group of trainees. BOX 5 below indicates the target group of each Module of the UNICEF EiE Handbook.

**NOTE** As a trainer you should have a soft copy and possibly also a hard copy of the UNICEF EiE Handbook. You can download the complete UNICEF EiE Handbook from [www.unicef.org](http://www.unicef.org).

| BOX 5 : Overview of the UNICEF EiE Handbook |  |                                       |                 |
|---|--|---------------------------------------|-----------------|
| MODULE                                      | CURRICULUM                               | KIT                                   | TARGET GROUP(S) |
| Module One                                  | Guidelines for Training of Trainers      | No specific kit                       | Trainers        |
| Module Two                                  | Recreation Kit Guidance                  | Recreation Kit                        | Instructors     |
| Module Three                                | Early Childhood Development Kit Guidance | Early Childhood Development (ECD) Kit | Caregivers      |
| Module Four                                 | School in a Box Kit Guidance             | School-in-a-Box (SiB) Kit             | Teachers        |
| Module Five                                 | Mathematics Kit Guidance                 | Primary Mathematics Kit (PMK)         | Teachers        |
| Module Six                                  | Science Kit Guidance                     | Primary Science Kit (PSK)             | Teachers        |

**NOTE** In emergencies a low-cost production unit for the reproduction of educational materials is set up and can assist in printing the relevant materials.

In order to organize and deliver the training to instructors, caregivers and teachers you will need **Module One** and the **module** related to the curriculum and kit that the trainees are going to implement. Ideally each trainee should have a printed copy of the module contained in the kit they received. Alternatively you can **download** the module from [www.unicef.org](http://www.unicef.org) and print a hard copy of it.

**NOTE** It is good practice to read and understand the whole training activity before delivering it to the trainees.

**• How to use KEY MESSAGES in the delivery of training to Instructors, Caregivers and Teachers**

Units Three, Four, Five, Six, Seven and Eight of **Module One** have training sessions marked **TRAINING**. In each training session KEY MESSAGES are highlighted. There might be more than one training message to convey to the trainees. The contents of the training sessions are explained in each activity. Each training session follows a step by step layout to facilitate the delivery of the training.

Below are some key interactive activities used to deliver the training:

- **Group work:** when the trainees are asked to work in groups
- **Brainstorm:** when the trainees are asked to come up with ideas and concepts on the topic in question without a specific order
- **Pair work:** when the trainees are asked to work in twos (pairs)
- **Plenary:** when the entire group of trainees discusses a topic together
- **Picture gallery:** when the work developed is pinned or laid out as an exhibition, where everybody can see and read the contents freely
- **Role play:** where trainers act out a situation, a word or a key concept

**• Microteaching**

Microteaching is a teaching assignment based on the curriculum. Usually a group of trainees are asked to develop a lesson plan based on the curriculum and to deliver it to the rest of the trainees. The objective of microteaching is to practice teaching methodologies and lesson planning supported by the coaching role of the trainer. The feedback of the trainees and the exchange of roles (teachers who becomes learners) are

important practical exercises. Microteaching is time consuming and it might not always be possible. However, it is recommended that at least one microteaching session is included in the training agenda.

In microteaching it is important to establish a non-judgmental atmosphere among the trainees and build on constructive observations. Very often teachers and caregivers have never had the opportunity to reflect on the way they teach or observe other teachers teaching. Microteaching if properly set up is a powerful learning tool.



### ACTIVITY TWO:

The training team, materials, venue and duration of training

#### • The role of the trainer and of the training team

Following are definitions that can help a better understanding of the roles and responsibilities of participants during the training.

**Trainer:** the person delivering the training, usually an experienced teacher or professional trainer. The trainer is responsible to set up and deliver the training following Module One of the UNICEF EiE Handbook.

**Training team:** the team delivering the training. It is best practice to have a minimum of two trainers: a female and a male trainer.

**Trainees:** the people receiving the training. Instructors, caregivers and teachers recruited to respond to the emergency.

**Children/Pupils/Students/Players/Participants:** the term is used freely to indicate all the target groups of the UNICEF EiE education curricula.

#### BOX 6: Key Roles of Trainers

##### KEY ROLES OF TRAINERS:

- i. Trainers should have proper standards of professionalism. They should know the contents of the training by familiarizing themselves with [Module One](#) and the [related module](#) of the UNICEF EiE Handbook they are going to deliver.
- ii. Trainers are role models and are expected to adhere to the signed Code of Conduct.
- iii. Trainers are responsible for setting-up the venue; preparing the agenda of the training; ensuring that all materials needed are available and for the overall management of the trainees during the training.
- iv. The authority of trainers should be recognized and respected by the trainees.



**YOUR ROLE** as trainer is to set up and deliver the training according to the guidelines of Module One

#### • Choosing the venue

The venue of the training should be adequate to the number of trainees. It is very important that trainees feel comfortable during the training and have all the support and materials needed to actively participate to the training.

**NOTE** Provide drinking water to the trainees; it helps to keep them properly hydrated and alert.

The training room should have enough room for group work and for plenary sessions. Make sure that enough chairs and tables are available for all the participants; alternatively provide other sitting solutions according to the local cultural norms (e.g. carpets). Make sure it is possible to pin up materials on the walls. Food and accommodations should be provided during the training sessions. Agree with the trainees the best options for meals. Accommodations should also be provided during the training and should be of an acceptable standard. Make sure female and male trainees feel comfortable and at ease.

**NOTE** Provide breakfast early in the morning before the starting of the training. Trainees will have an extra excuse to be punctual and ready for the training.

The best way to manage the training is to delegate key roles to the trainees and dedicate ten (10) minutes of the agenda every day to troubleshooting problems that might interfere with the implementation of the training.

Following are roles to delegate to the trainees:

- **Manager of materials and equipment:** person in charge of the materials used during the training sessions: e.g. markers, flip-chart paper, projector, etc.
- **Manager of meals:** person in charge of meals. S/he coordinates the meals with the rest of trainees.
- **Manager of time:** person in charge of keeping participants on time.
- **Manager of accommodations:** person in charge of the accommodations. S/he coordinates the accommodations with the rest of trainees.
- **Manager of transportation:** person in charge of transportation. S/he coordinates transport needs with the rest of trainees.
- **Spokes-person for the trainees:** person who reports issues on behalf of the trainees.
- **Spiritual leader:** in many contexts it is important to start the sessions with prayer. The spiritual leader coordinates the prayers respecting all the participants' faiths.

#### • Duration of the training

The training should last from a minimum of two to ideally five days. Usually the training takes up approximately seven to eight hours per day with one lunch break and two coffee/tea breaks, one in the morning and one in the afternoon. The timetable should be adapted to the context and cultural norms. See the agenda for further details. Trainers should be very careful to balance the contents (amount of information to be shared with the trainees) and the timetable of the training. If too much information is packed in each session the trainees will feel overwhelmed and will not be able to process all the information, causing frustration and demotivation.

**NOTE** The duration of the training should be in line with the contents of the training.

| <b>BOX 7: Duration of the Training</b> |  |
|--|--|
| <b>Five days training</b>              | Five days training should cover all the three focus areas of the training: the curriculum, the teaching methodology and the learning environment of the UNICEF EiE Handbook.<br><b>Units Three, Four, Five, Six, Seven and Eight</b> |
| <b>Two days training</b>               | Two days training should cover the curriculum and the teaching methodology of the UNICEF EiE Handbook<br><b>Units Four, Five Six and Seven</b>   |

• **Training materials**

Trainers are responsible for having all the training materials needed for the training. Stationery such as flip-chart paper, markers, crayons, pens, note pads and training equipment such as flip-chart stand, projector, computer, etc. should be ready before the start of the training. It is the responsibility of the trainer to ensure that all the materials and equipment needed for the training are in place and functioning.



**ACTIVITY THREE:**  
Developing the Training Agenda

The training agenda is the guiding program of the training. Elements of the agenda are:

- The time of each session
- The title of each session
- Objective of each session
- The resources and learning aids
- The name of the trainer/s or co-trainer/s of each training session
- Recap sessions at the beginning of a new training day
- Revision of the agenda at the beginning of a new training day
- Energizers to recharge the energy of the trainees

The agenda sets the pace of the training and guides the trainer and the trainees throughout the training program. The agenda is developed by the trainer but it must be shared and agreed on by the trainees at the beginning of the training. Trainees should be involved in the basic tasks of the agenda. For example, a person can be assigned to the recap sessions and/or to the energizers. The agenda of the training has the same function of a curriculum. The agenda outlines the key contents of the training program and provides an overview of what is going to be learned.

**NOTE** *Involving the trainees builds ownership of the training and enhances participation.*



**SAMPLE 1 Training Agenda for Instructors, Caregivers and Teachers**

Following is a prototype of how to organise each training day of the workshop. Try to make sure to have enough printed copies of the agenda to share with the trainees. Alternatively you can write the agenda of the workshop on flip-chart papers.

**SAMPLE 1 - Training Agenda for Instructors, Caregivers and Teachers**

| DAY 1: 19th APRIL 2013                                       |                |                     |   |  |   |
|--|----------------|---------------------|---|--|---|
| SESSION  | TIME           | TRAINERS            | OBJECTIVE   | ACTIVITIES   | REFERENCE                                   |
| SESSION 1<br>Introduction of the training program            | 8:00<br>9:00   | Auxilia             | Outline of the four days training   | Learn participants' names; establish ground rules; share the workshop objectives; distribution of duties; expectations of the trainees and trainers; house keeping | UNICEF EiE Handbook, Module One, Unit Two   |
| SESSION 2<br>Agenda of the training                          | 9:00<br>9:30   | Charles and Auxilia | Introduce, discuss and agree on the training agenda.  | Distribute copies of the training agenda ; Questions and Answers session   | UNICEF EiE Handbook, Module One Unit Two    |
| SESSION 3<br>UNICEF EiE Approach                             | 9:30<br>10:30  | Charles             | The role of education in emergency settings   | Training Activity One Unit Three   | UNICEF EiE Handbook, Module One, Unit Three |
| BREAK 10.30-11.00  |                |                     |   |  |   |
| SESSION 4<br>The 'whole-child' approach                      | 11:00<br>12:30 | Auxilia             | Definition of a healthy child; universal developmental needs of children; stages of child development   | Training Activity Two Unit Three   | UNICEF EiE Handbook, Module One, Unit Three |
| SESSION 5<br>Child-Friendly Spaces/ Environments part one    | 12:30<br>13:00 | Charles             | How to involve the community and families in the CFS/E; good practices in the involvement of volunteers | Training Activity Three Unit Three   | UNICEF EiE Handbook, Module One, Unit Three |
| Lunch Break one hour   |                |                     |   |  |   |
| SESSION 5<br>Child-Friendly Spaces/ Environments part two    | 14:00<br>14:30 | Charles             | Session 5 continued   | Training Activity Three Unit Three   | UNICEF EiE Handbook, Module One, Unit Three |
| SESSION 6<br>Inclusive education                             | 14:30<br>15:30 | Auxilia             | Definition of inclusive education and ideas for the CFS/E   | Energizer: 'Do what I say not what I do;' Training Activity Four Unit Three'   | UNICEF EiE Handbook, Module One, Unit Three |
| Break 15:30 – 16:00  |                |                     |   |  |   |
| SESSION 7<br>Roles of teachers and caregivers in emergencies | 16:00<br>17:00 | Charles             | Definition of the key areas of influence: curriculum, teaching methodology and learning environment     | Training Activity One Unit Four  | UNICEF EiE Handbook, Module One, Unit Four  |
| SESSION 8<br>End of day evaluation                           | 17:00<br>17:15 | Charles and Auxilia | Evaluation of the day activities  | Walking evaluation   |   |



## ACTIVITY FOUR: Gender Responsive Pedagogy

**NOTE** Gender Responsive Pedagogy applies to trainers too.



**THINK:** Are you aware of your gender bias? Take time to reflect on your practice and be willing to look at and understand reality from a different point of view.

Gender Responsive Pedagogy responds to the specific needs of boys and girls and uses gender approaches during **lessons** (e.g. lesson planning, presentation, use of materials, classroom management) and their **evaluation**. Teaching is never neutral. Instructors, caregivers and teachers are persons with values and beliefs, which are transmitted to children when interacting with them.

**BOX 8** and **BOX 9** below provide a snapshot of Gender Responsive Lesson Planning and Gender Responsive Lesson Evaluation.

### BOX 8: Gender Responsive Lesson Planning

Your lesson plans should feature all the teaching and learning processes, content, teaching and learning materials, methodologies and activities, as well as classroom arrangements which are responsive to the needs of boys and girls. There are many aspects to consider in a gender responsive lesson plan such as:

- **Subject Matter:** The subject matter should be handled in a gender friendly manner. The content should address the needs of both boys and girls. This will entail addressing the needs of both boys and girls to carry out the activities with equal participation, and also utilize examples from boys and girls experiences.
- **Gender Responsive Teaching and Learning Resources:** Teaching and learning materials should be evenly distributed - furniture, books, stationery etc. Materials such as textbooks should not contain stereotypes in order to achieve gender equity and they should foster participation of both boys and girls in the lesson. For example, a lesson on roles and responsibilities of family members should emphasize that both men and women can do all chores in the household except those that are governed by their biological differences. Materials that depict women and girls as weak or inferior, cannot be leaders in society, less intelligent etc. are not appropriate. Where your existing materials are not appropriate, perhaps one could switch roles depicted in the materials used (e.g. where a man has been portrayed as a doctor or engineer, let a woman become one).
- **Methodologies:** There are many methodologies that teachers use such as question and answer, role play, storytelling, discussion, inquiry methods, lecture style, group activities and experiments. These methods must be gender responsive. Group activities should be arranged in such a way that they are gender friendly, i.e. you should plan activities for both boys and girls, and leadership roles should be given to boys and girls equally.
- **Awareness of language use:** Sometimes gender biasness in class is encouraged by the use of language. For example, if a girl performs well in class, common praise may be: "she is a man...because she is very intelligent". This implies or suggests that girls cannot outperform boys. Another example of comments teachers may make (with regard to physical appearance) – to girls is, "Just go home and marry" or "Look at your breasts, they are too big for a school girl!" Likewise, boys may be ridiculed for having grown beards. As a teacher, be aware of your language so that learners do not feel out of place in the classroom. Also, ensure that you use a friendly tone when communicating with both male and female learners.

**NOTE** *In some cultural settings mixed classrooms might not be possible. Your role is to promote equal access and participation to education of both boys and girls.*

**BOX 8: Cont.**

- **Gender Responsive Classroom Management:** Provide a learning environment that is conducive to learning by both boys and girls. For example the seating plan:
  - ✓ Allow girls to mix with the boys and arrange the seating plan in such a manner that allows free movement and active participation of both boys and girls.
  - ✓ Encourage both boys and girls to respect each others' views and opinions.
  - ✓ Enforce routines which are fair to both boys and girls.



**THINK:** *Look at BOX 10 below and reflect on your training practices.*

**BOX 9: Gender Responsive Lesson Evaluation**

Assess how boys and girls fared in the lesson and make room for improvement when necessary. You should make time to allow both boys and girls to give feedback on the lesson covered and to show if they have thoroughly understood what was taught. Note that the evaluation of learners' work should be done without due consideration of the sexes.

**BOX 10: Dos and don'ts for trainers**

| DOs   | DON'Ts  |
|---|---|
| ✓ Do prepare the agenda, the venue, the materials and the contents of the training in advance.  | ✗ Don't arrive to the training unprepared. It is a sign of disrespect and bad professionalism.  |
| ✓ Do ask the trainees for their feedback on the agenda.   | ✗ Don't impose the agenda on the trainees. Give the trainees time to understand the agenda. Make sure the trainees understand what is expected from them during training. |
| ✓ Do delegate roles and responsibilities to the trainees. Proper delegation is a sign of good management.   | ✗ Don't take all the tasks upon yourself. You will not have enough energy and time to fulfill everything on your own.   |
| ✓ Do use participative approaches but be firm once the agenda is set. The success of the training requires the efforts of all participants.   | ✗ Don't allow trainees to ignore the agreed upon timetable and agenda. Waiting for people and frequent changes of the agenda cause delays and frustration.                |
| ✓ Do establish rules and clarify what is expected from the trainees during the training. This will help to keep time and support learning.  | ✗ Don't use disrespectful language or aggressive behaviors towards the trainees.  |
| ✓ Do reflect on your training practice. Are you bias? Are you taking in consideration the point of view of the trainees when addressing issues? Do you have your gender glasses on? | ✗ Don't assume that teaching and training is neutral. As people with values and beliefs, trainers always transmit something related to them when teaching and training.   |

# UNIT THREE:

## UNICEF EDUCATION IN EMERGENCIES (EiE) APPROACH



### LEARNING OUTCOMES



At the end of **Unit Three the trainees** will be able to:

1. Explain the role played by education in emergencies and give context-related examples
2. Define the well-being of children according to the 'whole-child' approach
3. Describe Child-Friendly Spaces/Environments (CFS/Es) and give context-related examples of how to involve the community and volunteers
4. Explain the meaning of 'inclusive education' and give context-related examples

The UNICEF Education in Emergencies (EiE) Approach is based on the principle that children have specific development needs and that their well-being depends on multiple inter-connected factors. The main objective of UNICEF education responses in emergencies is to 'restore a sense of normalcy' through the provision of safe and protective Child-Friendly Spaces/ Environments (CFS/Es) and the implementation of psychosocial and educational activities.

The **objective** of Unit Three is to provide an overview of the UNICEF Education in Emergencies Approach.



## ACTIVITY ONE:

### The rationale of education responses in emergencies

#### • Definition of 'emergency'

Emergencies are unexpected and sudden events. Generally emergencies are described either as 'manmade' or 'natural' according to what caused them. For example, an armed conflict is a manmade emergency because conflicts are initiated by human beings, while an earthquake is a natural emergency because it is caused by natural phenomena.

The Inter-agency Network of Education in Emergencies (INEE) and the Global Education Cluster classify emergencies as:

- Natural disasters, which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes
- Manmade disasters, which include civil or military unrest, war, occupation, economic crises
- Complex emergencies, which combine both natural and manmade emergencies

#### • The role of Education in Emergencies (EiE)

Children are very vulnerable because they need constant protection and care in order to grow and develop into healthy adults. Children can easily be harmed if they are not properly protected and nurtured. In contexts of emergency and also in deprived and marginalized settings, many children lose the protection and care of their parents, family and community, and they become extremely vulnerable to exploitation, violence and abuse.

The Inter-agency Network of Education in Emergencies (INEE) and the Global Education Cluster define education in emergencies as the provision of **quality education** opportunities that meet the **physical protection and the psychosocial, developmental and cognitive needs** of people affected by emergencies, which can be both **life-sustaining and life-saving**. (Reference [www.ineesite.org/post/about\\_education\\_in\\_emergencies1/](http://www.ineesite.org/post/about_education_in_emergencies1/))

#### • Definition of the UNICEF Education in Emergencies (EiE) Approach

UNICEF Education in Emergencies (EiE) Approach is in line with the INEE and the Global Education Cluster guidelines. It is based on the belief that Child-Friendly Spaces/Environments can 'provide **a safe and protective environment for children** affected by conflicts and natural disasters. The provision of education opportunities in the aftermath of an emergency is a means of **restoring a sense of normalcy** in the lives of children and it can contribute to **the healing and recovery process** from traumatic and distressful experiences.' (Reference: UNICEF, Emergency Field Handbook, p. 225)

The **UNICEF Core Commitments to Children in Humanitarian Action (CCCs)** are an important global framework for actions in emergencies. They were developed by UNICEF and its partners and are based on international human rights law such as the 'Convention on the Rights of

the Child.’ (Reference: UNICEF, 2010, CCCs p.2)

UNICEF education response in emergencies provides:

1. **Child-Friendly Spaces/Environments** that promote:
  - the **protection and wellbeing** of all children, including preschool-age children, adolescents, girls and other excluded children and
  - access to **quality education**
2. **Education Kits** that provide **teaching aids**
3. **Curricular Guidelines** (this **Handbook**) that guide instructors, caregivers and teachers
4. **Integrated programs** that support appropriate child-protection, water, sanitation and hygiene, health, education and nutrition interventions  
(Reference: UNICEF, 2010, CCCs p.36)



## TRAINING

### UNIT THREE: ACTIVITY ONE



#### KEY MESSAGE 1: The role of education in emergencies is

- to provide **safe and protective learning environments**
- to support children re-establishing a **‘sense of normalcy’** in their lives
- to implement activities that can **support healing and recovery**
- to implement learning activities that **support developmental and cognitive needs** and the development of **life skills**
- to communicate **life-saving messages** according to the context, such as mines and ERW awareness and Disaster Risk Reduction (DRR)
- to provide **integrated programs** that take in consideration the **‘whole child’**

45 min



## TRAINING

**Step 1:** Brainstorm. Ask the trainees to define the role of education in emergencies situations and write the key words from their answers on a flip-chart.

**Q:** *In your opinion, which role does education play in emergencies? Can you give some examples related to your context?*

**Step 2:** Read **KEY MESSAGE 1** and explain the INEE, Global Education Cluster and UNICEF EiE guidelines. You can write the key words (**in bold** in the text) on the flip-chart next to the answers of the trainees. This will help the discussion and clarify the terms.

**Step 3:** Draw connections between the answers provided by the trainees.

**Step 4:** Ask the trainees if they agree with the INEE, Global Education Cluster and UNICEF guidelines on education responses in emergencies.

**Q:** *Do you agree with the INEE, Global Education Cluster and UNICEF EiE guidelines? Why yes? Why not? Discuss.*

**Step 5:** Divide the trainees into groups of 4/5 people and ask them to provide two examples of how the INEE, Global Education Cluster and UNICEF EiE guidelines can be implemented in their context.

**Step 6:** Discuss the examples with the trainees.

**Step 7:** Ask the trainees if they have further questions. Close the training session.



### ACTIVITY TWO: The 'Whole-Child' Approach

**NOTE** Physical health is related to the body.

**NOTE** Psychosocial health is related to the mind, to feelings and emotions, to relationships and interactions with people and society/community at large.

• **Definition of child well-being and 'whole-child' approach**

The well-being of children depends on multiple and inter-related factors. Generally we can say that the well-being of a child depends on good physical and psychosocial health.

The World Health Organization (WHO) defines health as 'a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.' Reference [www.who.com](http://www.who.com)



**Table 1: Factors that contribute to the well-being of children**

| Factors that contribute to good physical health   | Factors that contribute to good psychosocial health   |
|---|---|
| <ul style="list-style-type: none"> <li>• access to nutritious food and safe water</li> <li>• access to clean environments that prevent the contamination from illnesses and diseases</li> <li>• access to safe and secure environments that prevent injuries and harm</li> <li>• access to health services</li> <li>• access to health education</li> </ul> | <ul style="list-style-type: none"> <li>• access to quality education that promotes the good emotional, cognitive and social development of the child</li> <li>• access to protection services</li> <li>• feeling protected</li> <li>• feeling nurtured</li> <li>• feeling part of a community</li> <li>• feeling part of a family</li> <li>• experience trusting relationships</li> <li>• access caring environments</li> <li>• feeling listened to (participation)</li> <li>• feeling free to express emotions and opinions</li> </ul> |

Psychosocial health and physical health are deeply inter-related. Very often a child who feels threatened and experiences abusive relationships also shows physical symptoms such as loss of appetite, tense muscles and frequent headaches.



**THINK:** Reflect on the meaning of health in your context. Can you describe a healthy child?

A child who is sick, hungry and/or feels threatened cannot fully participate in education activities. This is why the UNICEF EiE Approach considers **the 'child as a whole.'**

**FIGURE 1: Some characteristics of a healthy child**

Following are general characteristics of a healthy child



**"a state of complete physical, mental and social well-being and not merely the absence of disease"**  
**WHO Alma Ata Declaration, 1978**



**THINK:** How can you support education initiatives that take in consideration the 'child as a whole' in your context?

The sector-specific UNICEF program commitments as described in the 'Core Commitments to Children in Humanitarian Action' (CCCs) are in line with the 'whole-child approach.' UNICEF promotes **integrated programs** in nutrition, health, water, sanitation and hygiene (WASH), HIV/AIDS, education and child-protection.



**Table 2: Initiatives that contribute to the well-being of children**

| Responses that support good physical health   | Responses that support good psychosocial health  |
|---|--|
| <ul style="list-style-type: none"> <li>• improve nutrition practices</li> <li>• improve safe-water and sanitation practices</li> <li>• improve food hygiene practices</li> <li>• teach personal hygiene practices</li> <li>• improve safety practices</li> <li>• introduce deworming practices</li> <li>• arrange regular visits from health services</li> <li>• create a physically-safe environment that supports the physical development children</li> <li>• teach good health practices</li> <li>• teach physical education through play and sports</li> </ul> | <ul style="list-style-type: none"> <li>• involve children in stimulating learning activities that are structured (well planned and relevant for the learners) and consistent (happen at regular times)</li> <li>• involve community members, parents and volunteers managing learning environments</li> <li>• teach how to improve self-protection</li> <li>• teach what to do in case of sexual, emotional and physical abuse</li> <li>• teach what to do in situations of risk</li> <li>• encourage positive interactions (socialization) between peers (children of the same age group)</li> <li>• teach conflict resolution</li> <li>• teach how to have positive and trusting interactions with adults</li> <li>• teach how to express emotions, feelings and ideas through play and creative activities</li> </ul> |

**NOTE** A child's development is a continuous process of change where the child learns to handle progressively more complex levels of movements, thoughts, feelings, emotions and relationships with other people.

**• Definition of child development**

There are different interpretations of child development. Generally we can say that there are five domains (areas) of child development: cognitive, emotional, social, physical and moral/spiritual. TABLE 3 below offers a snapshot of these different domains



**Table 3: The domains of a child's development**

| Domain                               | Explanation   | Needs  |
|--------------------------------------|---|--|
| <b>Cognitive-intellectual domain</b> | Refers to the development of the child's ability to think, remember, reason and process information   | The child needs to stimulate her ability to think, reason, remember, make connections, learn to speak and learn useful skills that are important for survival and development  |
| <b>Emotional domain</b>              | Refers to the development of the child's ability to experience feelings and emotions. The main caregiver (generally the mother) plays a central role in the child's emotional development                                       | In early-childhood the child needs to develop a stable and continuous relationship with one main caregiver, preferably the mother or a person who takes the role of mother. In general the child needs to develop meaningful and trustful relationships with parents or guardians, siblings and other significant family members in order to feel nurtured, safe and protected and develop healthy emotional relationships |
| <b>Social domain</b>                 | Refers to the development of the child's ability to be and interact with people outside the family like teachers, peers, neighbors, religious and cultural leaders, community members and progressively with the larger society | The child needs to develop meaningful and trustful relationships outside the family realm within the community and in society. An important element of healthy social development is a child's participation in relevant decision making processes   |
| <b>Physical domain</b>               | Refers to the development of the child's ability to move and coordinate. Physical development depends on the muscular and skeleton (bones) growth of the child  | The child needs to progressively develop the ability to move and interact with the physical environment in which it lives. Physical activity should suits the child's age. Heavy work or child bearing at an early age can irreparably damage physical health.   |
| <b>Moral domain</b>                  | Refers to the development of ethical values and attitudes and moral judgments. The development of the child's ability to understand ethical behaviors and moral principles. To distinguish right and wrong                      | The development of ethical values and attitudes and moral judgments in children varies according to age. Culture, context and family play a central role in the moral and spiritual development of the child.  |

(Reference: Berti and Bombi, 1985, 'Child's Psychology', Il Mulino)

**Children needs are universal.** This means that all children around the world have the same needs: **physical needs** (such as good nutrition, safe water, clean and protective physical environments); **emotional needs** (such as trusting, protective and nurturing relationships); **social needs** (such as feeling part of a community and developing a cultural identity); **cognitive needs** (such as learning relevant knowledge, skills and values)

and **moral needs** (such as ethical and moral behaviors like telling lies and distinguishing right and wrong behaviors).

The **United Nations Convention on the Rights of the Child (UNCRC)** states that the basic human rights of children are the right to survival, the right to develop to the fullest, the right to protection from harmful influences, abuse and exploitation and the right to participate fully in family, cultural and social life.

• **The development stages of the child**

The development of a child into a healthy adult is characterized by **progressive learning**. For example, the control of toileting needs, the ability to dress and eat without adult’s help, the ability to use graphic signs in reproducing sounds (literacy), the ability to draw objects using perspective, the ability to perform mathematical operations (numeracy) etc.

There are different definitions of the development stages of childhood according to different schools of thought. Generally we can say that there are three main developmental stages of childhood (the term stage is used in a generic meaning): **early childhood** when a child develops from infant to toddler to young child; the core years of **childhood** when a child develops progressive independence from adults and **adolescence** when the sexual maturation of the child occurs. The passage from one stage to another is not clear cut as each child develops at a different pace and the passage from stage to stage is influenced by cultural norms and context realities.

**FIGURE 2: The developmental stages of children**



• **EARLY CHILDHOOD: from birth to seven/eight years**

Early childhood is a very delicate and vulnerable age because young children need the constant protection and care of adults to ensure their well-being. Early childhood is the most rapid period of development in human life. At this age the brain develops very fast and the neural connections (wiring of the brain) that provide the foundations of language, reasoning, problem solving, social skills, behavior and emotional references are established. This is why it is very important to provide

children with stimulant activities that enhance the healthy development of the physical, emotional, social, moral and cognitive domains.

Early childhood is characterized by different periods during which quick developmental changes happen. Generally early childhood is divided in three main periods of development as shown below.

**BOX 11: Developmental stages of Early Childhood**

- **infants or babies** – from birth to one year approximately  
Infants progressively develop their abilities to interact with the surrounding environment. Between 5 and 9 months the baby learns to sit, imitate, become social and start to develop sounds. Between 9 to 14 months the baby starts crawling, exploring, standing, walking and speaking.
- **toddlers** – age one to two/three years approximately  
A toddler’s abilities mature from sitting to crawling, to walking and running; from basic grasping to eye-hand coordination and to use tools. At this age a child should gain independence in feeding and toileting.
- **pre-school children** – age four to seven/eight years approximately  
At this age the child gains a good level of independence. The young child can communicate its needs. At this age play is the central learning activity.

**NOTE** Child-friendly Spaces/ Environments should provide timetables that take in consideration the needs of working mothers/guardians.



**THINK:** Can you describe the practices of early childhood care and education in your context?

Culture and context influence the practices of early childhood care and education. For example in many cultures infants and toddlers are carried on the shoulders of the mother or of a young sibling. This practice is very convenient for working mothers because it protects the child from hazards while the mother has freedom of movement. However, it is important to alternate this practice with stimulating activities that support the proper development of the child. Parents, guardians, caregivers and teachers should dedicate ‘quality time’ to children. Quality time means time when children are engaged in stimulating learning, expressive and recreational activities that support their development. See Module Three of this Handbook for further information on Early Childhood Development.

• **CHILDHOOD – from six/seven years to ten/eleven years**

Childhood is the period in which the child progressively develops more independence from an adult’s care. At this age the child can control bodily functions and can dress and eat alone. Around the age of six/seven years children are expected to attend primary education generally in school settings. Children learn to read and write and perform operations with numbers. At this age children can connect the relation between cause and effect of events and understand chronological orders.



**THINK:** Can you describe what is expected from children in your context?

In many contexts children have extra duties and work to support the livelihood of their family. Children collect wood, fetch water, help in agriculture, attend business activities, supervise younger siblings, cook and clean.

• **ADOLESCENCE – from ten to nineteen years**

During adolescence children experience major physical changes. They go through a process of sexual maturation, which in many cultures is

celebrated through rituals of passage. Adolescents seek to affirm their independence and they develop strong relationships with peers. It is during adolescence that children develop abstract thinking and draw connections between ideas and knowledge.



**THINK:** Can you describe some characteristics of adolescents in your context?

During and after emergencies, adolescents are likely to take on the responsibilities of adulthood, often earlier than they would have in stable situations. Some of these new roles constitute violations of their rights, such as early pregnancy and marriage. Emergency programmers must make concerted efforts to ensure that all adolescents are reached by education programming even if they are in challenging circumstances. Many adolescents may not see themselves as children, and may respond positively if their capacities as leaders and care providers are supported and treated as assets within the context of education and protection programs.



## TRAINING UNIT THREE: ACTIVITY TWO



### KEY MESSAGE 1: Description of a healthy child

30 min

The well-being of a child depends on multiple and interconnected factors. Generally we can say that the well-being of children is related to good physical and psychosocial health. A child who is sick, hungry and/or feels threatened cannot fully participate to education activities; this is why UNICEF considers the **'whole child'** in the response to Education in Emergencies (EiE).



## TRAINING

**Step 1:** Brainstorm. Ask the trainees to describe a healthy child.

**Q:** *In your opinion, who is a healthy child? Can you describe her?*

**Step 2:** Discuss with the trainees. Use **FIGURE 1** and **TABLE 1** as references.

**Step 3:** Ask the trainees to identify the reasons why it is important to consider the child as a whole in the implementation of education responses.

**Q:** *In your opinion, why is it important to consider the whole child in education responses in emergencies?*

**Step 4:** Discuss with the trainees and draw connections between the well-being of a child and her capacity to learn and attend education activities effectively and recover from the events experienced during the emergency.



### KEY MESSAGE 2: The stages of child development

45 min

There are different stages of child development: **early childhood** when a child develops from infant to toddler to young child; the core years of **childhood** when a child develops progressive independence from adults and **adolescence** when the sexual maturation of the child occurs. The passage from a stage to another is not clear cut, as each child develops at a different pace and the passage from stage to stage is influenced by cultural norms and context realities. Use **FIGURE 2: The developmental stages of children** as a reference.



### TRAINING

**Step 1:** Group work. Divide the trainees into three groups.

**Step 2:** Distribute a large poster (e.g. flip chart paper) and markers. Ask group one to draw a picture of young children, ask group two to draw a picture of school-age children and ask group three to draw a picture of adolescents in their context.

**Step 3:** Discuss the pictures. Ask each group to describe the characteristics of the children drawn in each picture.

**Q:** *What do children like doing at this age? What are their needs? What is expected from them in your context and culture? Do they receive formal education?* Discuss.

**Step 4:** Highlight relevant distinctions among age groups and identify how their situation changed after the emergency.



30 min

### KEY MESSAGE 3: Children's needs are universal.

This means that all children around the world have the same needs: **physical needs** (such as good nutrition, safe water, clean and protective physical environments); **emotional needs** (such as trusting, protective and nurturing relationships); **social needs** (such as feeling part of a community and developing a cultural identity); **cognitive needs** (such as learning relevant knowledge, skills and values) and **moral needs** (such as ethical and moral behaviors like telling lies and distinguishing right and wrong behaviors). Use **TABLE 3:** The domains of a child's development as a reference.



### TRAINING

**Step 1:** Group work. Divide the trainees into groups of 4/5 people.

**Step 2:** Ask each group to define the needs of children according to the 'cognitive, social, physical, emotional and moral domains.'

**Q:** *Can you describe the needs of children in your context?*

**Step 3:** Write the key words referring to children's needs on flip-chart paper. Draw connections to the physical, emotional, cognitive, social and moral needs of children.

**Step 4:** Ask each group to provide one example of how to respond to the needs of children in their own context.

**Q:** *In your opinion, how can you respond to the needs of children in your context?*

**Step 5:** Discuss the examples of each group and highlight relevant ideas.

**Step 6:** Ask if there are further questions. Summarize the main learning outcomes and close the training session.



### ACTIVITY THREE:

#### Child-Friendly Spaces/Environments (CFS/E) in emergencies

##### • Definition of Child-Friendly Spaces/Environments in emergencies

In this Handbook the term Child-Friendly Spaces/Environments is used in a broad sense. It is important to highlight that there is a vast and developing literature on the definition(s) of Child-Friendly Spaces that involves different disciplines. Also the terminology used to indicate Child-Friendly Spaces can vary among agencies.

In this Handbook the term Child-Friendly Spaces/Environments refers to:

- **Child-Friendly Spaces (CFS)**, which are 'places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and information about services/supports is provided. Generally Child-Friendly Spaces refer to relatively short to medium term program responses. They are very often operated from tents and/or temporary structures (e.g. in schools, under a tree or a vacant building).' (Reference: UNICEF, 2009, 'A Practical Guide for Developing Child-Friendly Spaces', p.9.)
- **Temporary Learning Spaces (TLS)**, which are set up in the immediate aftermath of an emergency.
- **Alternative Learning Spaces (ALS)**, which can be 'set up just about anywhere according to the context. Alternative learning spaces can be churches, mosques, temples, community halls, rooms within the community chief's office, libraries, a compound, allocated land and an unused room in a private house or even a boat'. (Reference: UNICEF, 2009, 'Child Friendly Schools Manual', Chapter 4, p.22.)
- Existing or rehabilitated **schools**.
- **Child Friendly Schools (CFS)** as defined in the UNICEF, 2009, 'Child Friendly Schools Manual'.

**NOTE** Consult the reference documents for detailed information and guidelines on Child-Friendly Spaces and Environments, Child-Friendly Schools, Temporary and Alternative Learning Spaces.

Three key **reference documents**, which can be downloaded from the UNICEF Supply Office website [www.unicef.org](http://www.unicef.org) can provide further information on Child Friendly Spaces: (1) UNICEF, 2009, 'A Practical Guide for Developing Child-Friendly Spaces'; (2) 'Guidelines for Child Friendly Spaces in Emergencies', 2011, Field-testing version developed and reviewed by the Global Education Cluster, Global Protection Cluster, INEE and IASC; (3) UNICEF, 2009, 'Child Friendly Schools Manual', New York.

When setting-up a Child-Friendly Space/Environment (CFS/E) in situations of emergency, it is important to consider what is available locally and how the emergency response can integrate within existing structures and local resources and guarantee sustainability in the aftermath of the emergency.



**THINK:** *Where can you set-up a Child-Friendly Space/Environment in your context?*

**FIGURE 3: A Child-Friendly Space/Environment**



© UNICEF/NYHQ20060325/ Giacomo Pirozzi

- **Involvement of the local community in Child-Friendly Spaces/ Environments**

The involvement of the local community and of the family/guardian members in the management of the Child-Friendly Spaces/Environments and in the education activities can vary according to the context. Following you can find some ideas and guidelines on how to ensure that a Child-Friendly Space/Environment is community-based. Please adapt these guidelines to your context.

- **Steering committees**

Steering Committees have different names in different contexts, although they all have the same task. Very often they are called Parents and Teachers Association (PTA), as the underlying purpose of these committees is to support the collaboration between parents and teachers. Members of the steering committee are selected among local well-respected people. Their task, in collaboration with the local education authorities (where they exist and are active), is to support and supervise the Child-Friendly Space/Environment.

- **Community volunteers**

Very often, especially in early childhood education activities, mothers and/or siblings and/or family members volunteer as caregivers. They are a great support in the supervision and care of groups of demanding children.

The easiest way to involve community volunteers is to ask the steering committee to organize a meeting with the families and community groups who may be interested in volunteering

**NOTE** *Older children can be actively involved as volunteers in early childhood or primary education activities.*

**NOTE** *In many cultures child care is seen as the duty and role of women, especially with young children. It is also important to encourage the involvement of male volunteers. Children will benefit enormously from having both female and male role models.*



**CASE STUDY** In Colombia the UNICEF program ‘**El Retorno a la Alegría**’, ‘Return to Happiness’, broke with the clinical model of psychosocial therapy by offering a community-based participatory approach. Youth community volunteers are trained in ‘play therapy’ and taught how to encourage the trust and hope of younger children through games, art, puppetry, song and story-telling. The youth-to-child relationship helps to rebuild the children’s trust. Through their work as ‘play therapists’ the adolescent volunteers become role models in their communities. The volunteers are called ‘tios and tias’, uncles and aunts, according to local custom enhancing the ‘family’ link between children and young volunteers.



**NOTE** You can prepare a short note with the tasks that you expect from the volunteers. Make sure that everybody understands that voluntary work is not paid. However there are different ways to recognize the hard work of volunteers. Having access to the feeding center and being properly trained in good standards of care is an example. Involve the steering committee in agreeing how to compensate the community volunteers in their role of caregivers.

**Checklist 1: How to involve community volunteers in the CFS/E**

- Arrange a community meeting involving all the potential people and groups who might be interested in volunteering in the child-friendly space/ environment
- Give a general introduction of the activities of the child-friendly space/ environment and what is expected from community volunteers
- It is very important for the safety and protection of the children to follow some protection measures:
  - ✓ Write down the names and contact information of each volunteers.
  - ✓ Make sure volunteers are well-known among the community.
  - ✓ Allow volunteers to ask questions about their roles and explain what is expected of them. Remember, volunteers do not have the same knowledge and experience as a teacher. Do not expect that volunteers are present full time.
  - ✓ Agree on a rotation of duties, and a schedule with the volunteers to ensure that volunteers are present throughout the week and that duties are shared.

**NOTE** Ownership means that the stakeholders feel important supporting the Child-Friendly space/environment because it is a relevant and useful service for the community. In case of threats, for example by guerrilla or militia groups, the community can play an important role in the protection of children.

It is important that all stakeholders, parents, guardians, families, children, local education authorities, opinion/religious leaders and the local community at large, are aware of what is happening in the Child-Friendly Space/Environment so that they can support it. Involving the community leads to sharing responsibilities and building ownership. Teachers and caregivers can recruit precious help, promote social cohesion and build the foundations of child protection through the active involvement of community members.



**THINK:** Reflect on the following guidelines for Child-Friendly Spaces/Environments. What can you implement in your context?

• **Dos and Don’ts of Child-Friendly Spaces/Environments**

| <b>BOX 12: Dos and Don'ts of Child-Friendly Spaces/Environments</b>   |  |
|---|--|
| <b>DOs</b>  | <b>DON'Ts</b>  |
| ✓ Do coordinate with the government and other agencies that implement CFS/Es, especially protection, psychosocial, education, and other relevant coordination groups  | ✗ Don't set-up CFS/Es as a single agency or Implementing Partner without coordinating with other agencies and the government.                          |
| ✓ Do take an integrated approach that considers the well-being of the whole child and that includes non-formal education, protection, and psychosocial support  | ✗ Don't make CFS/Es recreational and psychosocial supports only, make sure that protection and education needs are also met                            |
| ✓ Do engage communities, parents and girls and boys in all key decisions regarding CFS/Es, encouraging their ownership in all steps.  | ✗ Don't set-up CFS/Es merely as services; actively involve the local community in decision-making processes.   |
| ✓ Do build on existing resources such as parents groups, cultural leaders and community volunteers, such as youth and women' groups.  | ✗ Don't select and recruit CFS/E volunteers and staff from outside the affected group only or use only materials and activities imported from outside. |
| ✓ Do make CFS/Es accessible and inclusive for girls and excluded children and tailor activities to meet their needs.  | ✗ Don't assume that because the CFS/E is open to all children it is therefore accessible and inclusive.  |
| ✓ Do ensure that all staff and volunteers understand and adhere to an appropriate code of conduct.  | ✗ Don't have CFS/E workers sign a code of conduct that they do not understand or care about.   |
| ✓ Do make CFS/Es physically, culturally, and developmentally appropriate, providing adequate space for small groups to conduct different activities simultaneously  | ✗ Don't design CFS/Es to look like a place of worship or to display colors used by parties to an armed conflict.                                       |
| ✓ Do listen and be supportive to children who have particular concerns, making referrals for children who need specialized services.  | ✗ Don't force children to draw or talk about their difficult experiences.  |
| ✓ Do ensure that the timing and nature of activities are compatible with daily routines of girls and boys and family members.   | ✗ Don't predefine the kinds and timing of activities without careful consultation with girls and boys, community and family members.                   |
| ✓ Do organize sessions or activities according to developmental stage and develop child-to-child sessions that support the interaction between older and younger children.  | ✗ Don't organize activities that do not take in consideration the different developmental needs of children.   |
| ✓ Do provide in the CFS/E appropriate equipment, including materials for play, first aid items, cleaning materials, etc.  | ✗ Don't focus excessively on manufactured toys; be creative and use local materials that are environmentally friendly where possible.                  |
| ✓ Do keep the number of children who participate in CFS/Es manageable.  | ✗ Don't allow too many children to participate to the CFS/Es without providing adequate space and activities   |
| ✓ Do provide pre-service and in-service training, and capacity-building opportunities for volunteers and staff.   | ✗ Don't offer a one off training and assume that it is enough for volunteers and staff to understand and implement their tasks.                        |
| ✓ Do draw on existing assessment data, include questions on CFS/Es in coordinated needs assessments, and, where necessary, conduct a dedicated assessment before establishing CFS/Es to determine that they are needed, safe, and appropriate to the context. | ✗ Don't assume that CFS/Es are appropriate interventions in all contexts.  |
| ✓ Do organize psychosocial support for national and local CFS/E volunteers and staff who have been affected by the emergency.   | ✗ Don't assume that everybody needs counseling or therapy.   |
| ✓ Do monitor and evaluate CFS/Es, and use the information to learn from experience and improve program quality.   | ✗ Don't neglect evaluation or conduct an evaluation only to please donors.   |
| ✓ Do develop an exit or transition strategy with the community from the beginning of the implementation of CFS/Es.  | ✗ Don't continue CFS/Es without proper sustainability and don't allow CFS/Es to compete with schools.  |

Reference: INEE, Guidelines for Child-Friendly Spaces in Emergencies, Field testing version, 2011



**TRAINING**  
**UNIT THREE: ACTIVITY THREE**



**KEY MESSAGE 1: How to involve the community and families in the CFS/E**



It is important that all stakeholders, parents, guardians, families, children, local education authorities, opinion/religious leaders and the local community at large, are aware of what is happening in the Child-Friendly Space/Environment so that they can support it. Use **Checklist 1: How to involve community volunteers in the CFS/E** as a reference.



**TRAINING**

**Step 1:** Group work. Divide the group of trainees into groups of 4/5 people.

**Step 2:** Ask each group to identify three activities they can implement in the CFS/E in order to involve the community.

**Q:** Which activities can you implement in the CFS/E to involve the community? Give three examples.

**Step 3:** Discuss the examples in plenary. Establish which examples are feasible in your context and how you can implement them.

**Step 4:** Ask the trainees to identify the reasons why it is important to involve the community and the families in the CFS/E.

**Q:** In your opinion, why is it important to involve the community in the CFS/E? Discuss.

**Step 5:** Use the discussion points to develop an **action plan** (step by step plan). Look at **SAMPLE 2: Action Plan** below as reference.

**NOTE** An action plan is a plan that has different steps and a time-line that guides their implementation in order to reach an objective.



| SAMPLE 2: Action Plan   |  |   |
|---|--|---|
| GOAL:<br>(What do I want to achieve?)   | E.g. recruitment of volunteers                                 |   |
| What:<br>(What should I do to achieve the goal? Which steps do I need to take?) | When<br>(By when should my step be achieved?)                  | Who<br>(Who is responsible for the step/ action?)     |
| E.g. Step 1: Talk with the steering committee                                   | By next week   | Representative of teachers                            |
| E.g. Step 2: Establish what volunteers should do (terms of reference TORs)      | Before meeting with the steering committee so it can be shared | Representative of teachers and two appointed teachers |
| E.g. Step 3: Appoint two teachers to help in the TORs of volunteers             | By end of the meeting  | The teachers  |



## KEY MESSAGE 2: Good practices in the involvement of volunteers in CFS/Es



It is very important for the safety and protection of the children to follow **recruitment procedures** when recruiting volunteers. Following you can find some good practices:

- ✓ Write down the names and contact information of each volunteer.
- ✓ Make sure volunteers are well known among the community.
- ✓ Allow volunteers to ask questions about their roles and explain what is expected of them. Remember, volunteers do not have the same knowledge and experience as a teacher. Do not expect that volunteers are present full time.
- ✓ Agree on a rotation of duties and a schedule with the volunteers to ensure that volunteers are present throughout the week and that duties are shared.



### TRAINING

**Step 1:** Divide the group of trainees in groups of 4/5 people.

**Step 2:** Ask each group to identify tasks that volunteers should perform in the CFS/E.

**Q:** *In your opinion, which tasks should volunteers perform in the child-friendly space/environment?*

**Step 3:** Discuss the tasks in plenary. Write the list of agreed-upon duties on flip chart paper.

**Step 4:** Ask each group to identify a recruitment strategy for volunteers.

**Q:** *In your opinion, what should you do when recruiting community volunteers and why?*

**Step 5:** Discuss in plenary. Write the steps of the strategy on the flip chart.

**Step 6:** Distribute flip chart paper and markers to each group. Ask each group to develop a weekly schedule for volunteers according to their tasks.

**Step 7:** Discuss the schedule in plenary.

**Q:** *Is the schedule feasible? Are duties shared among all volunteers?*



### ACTIVITY FOUR: Inclusive education in emergencies



**THINK:** *What does the term 'inclusive education' mean in your opinion?*

#### • Definition of 'inclusive education'

Inclusive education means that every child in the community is included in education. Inclusive education means for every child to:

- ✓ **be present** at school – **access** CFS/Es
- ✓ **participate** – **join** in all aspects of school life or CFS/Es activities
- ✓ **achieve** – or in some way feel that they **benefit** from attending school - CFS/Es

The flexibility of education programs in emergencies and the adaptability of physical environments allow more room than in normal circumstances to accommodate the different needs of children.

**BOX 13: Suggestions on how to make Child-Friendly Spaces/Environments inclusive**

- 'All children have the right to education.' Article 29 of the Convention on the Rights of Children. **Assess** the education programs in your context. How many boys and girls are present? Are all ethnic groups represented? Are children with disabilities participating? If you notice that not all groups are represented, more outreach work is needed. Are there barriers that prevent children from participating in education programs in your context? What can you do to make education programs more accessible? **Learn** who the children in your community are and where they are, including their ages, family situations, daily responsibilities, ability/disability situation, etc. For example, learning the times of days when adolescent girls are carrying out their duties can help to ensure that lessons are given when girls are free and available to join.
- **Adapt** education activities to the different needs of children.
- **Advocate** (talk about, influence decision makers) for the inclusion of all children within the local community and families. Involve the steering committee to actively seek children who are not included in the CFS/E. For example, in many communities disabled children are kept at home because parents/families are ashamed and believe that their children cannot learn. Many communities and families believe that girls should stay at home and learn domestic duties instead of receiving education. Many children work to support the income of the household and many children have lost the protection of their parents and families and are vulnerable to exploitation.
- **Create a culture of inclusiveness** in the classroom by reflecting on your teaching style and methodology.
- **Engage children and adolescents** and ensure that they can share perspectives and opinions and take a role in ensuring that education programs meet the needs of all children in their community.

(Reference: INEE, 2011, Education in Emergencies: Including Everyone ([www.ineesite.org/inclusion](http://www.ineesite.org/inclusion)))

**TRAINING****UNIT THREE: ACTIVITY FOUR****KEY MESSAGE 1: Definition of inclusive education**

45 min

Inclusive education is first of all a 'state of mind' because it refers to the capacity and will to draw out the children in the community who are **not** in school. Instructors, teachers and caregivers together with the steering committee **should seek out the children who are not in school** by raising awareness and making room in the CFS/E for their inclusion and active participation. Use **BOX 13** as a reference.

**TRAINING**

**Step 1:** Use **FIGURE 4 Missing-out card** below. You can either print one copy of FIGURE 4 per working group or alternatively draw it on the flip-chart and ask the trainees to copy it in their exercise book.

**Step 2:** Divide the trainees in groups of 4/5 people. Ask each group to fill in FIGURE 4 Missing-out card.

**Step 3:** Compare and discuss the Missing-out card of each group.

**Step 4:** Use the discussion points to develop an **action plan** on how to implement inclusive education in the CFS/E in your context. (See **SAMPLE 2: Action Plan**).

**FIGURE 4: Missing-out card**

| GIRLS   |  | BOYS  |  |
|---|--|---|--|
| Describe the girl-children who can't go to school in your community                                     | Why can't they come to school?                             | Describe the boy-children who can't go to school in your community                                      | Why can't they come to school?                       |
|                       |  |                      |  |
| What have they missed by not coming to school?<br>How might their be different if they attended school? | What can you do to help these girl. children go to school? | What have they missed by not coming to school?<br>How might their be different if they attended school? | What can you do to help these children go to school? |

# UNIT FOUR:

## ROLES OF INSTRUCTORS, CAREGIVERS AND TEACHERS IN EMERGENCIES



© UNICEF/NYHQ2006-0878/Mariella Furrer

### LEARNING OUTCOMES



At the end of **Unit Four the trainees** will be able to:

1. Define the key areas of influence of instructors, caregivers and teachers in the delivery of quality education
2. Compare participatory and non-participatory methodologies
3. Practice investigative project-based teaching and learning methodology
4. Describe teaching aids suitable for project-based methodology
5. Demonstrate good practices of positive discipline

Instructors, caregivers and teachers play a key role in the provision of quality education in all contexts and situations all over the world. In the difficult and challenging circumstances of emergencies instructors, caregivers and teachers need extra motivation and dedication to cope with unforeseen challenges.

The **objective** of Unit Four is to clarify and demonstrate what is expected from teachers and caregivers working in emergencies



### ACTIVITY ONE: Key areas of influence

The disruption of education and lack of resources that generally follow situations of emergency require extra personal initiative, dedication, good will and positive attitudes in order to deliver quality education. Instructors, caregivers and teachers play a central role in three key areas:

- the **curriculum**
- the **teaching methodology**
- the **learning environment**



**Table 4: Key areas of influence for the delivery of quality education**

| The <b>curriculum</b> refers to what is taught and for which purpose. What is taught should be:   |   |   |
|---|---|---|
| 1. relevant to the situation <b>of emergency</b>  | 2. relevant to the <b>local culture</b>   | 3. relevant to the <b>age group</b>   |
| <ul style="list-style-type: none"> <li>• teachers should engage children in <b>psychosocial activities</b>: recreational and expressive activities that support children recovering from distressful events</li> <li>• teachers should deliver <b>life-saving messages</b> relevant to their context, for example mine education, disaster risk reduction (DDR) and child-protection messages</li> <li>• teachers should promote and be role models of <b>healthy behaviours</b> like good personal hygiene, good sanitation practices and use of safe water</li> <li>• teachers should deliver <b>learning activities</b> that meet the cognitive needs of the pupils and promote the development of <b>life skills</b></li> <li>• teachers should <b>use local culture references when teaching</b>, for example use traditional stories, teach names of local trees and plants, use local songs and poems</li> <li>• teachers should <b>prepare their lessons in advance</b> and ensure they are in line with the objectives of the curriculum and that the tasks given to the learners <b>can be fulfilled</b></li> </ul> |   |   |
| The <b>teaching methodology</b> is <b>how</b> learning takes place. The teaching methodology relates to:  |   |   |
| 1. <b>teaching styles</b> , which depend on own teaching training, own personality and also on the subjects taught  | 2. <b>the management of the class</b> and the learning atmosphere that is established | 3. <b>the relationship</b> between the instructor, caregiver and teacher and the children |
| <ul style="list-style-type: none"> <li>• teachers should be good professionals and <b>know the subjects taught with confidence</b></li> <li>• teacher should stimulate participation and learning through <b>open participatory methodologies</b></li> <li>• <b>teachers should reflect on their interaction with pupils</b> and be ready to <b>change teaching style</b> to meet their pupils' learning needs</li> <li>• <b>teachers should create a nurturing and protective learning atmosphere in the class</b>, where children feel free to express themselves</li> <li>• teachers should <b>never</b> use corporal punishment or the threat of it to discipline children</li> <li>• teachers should adopt an <b>open attitude</b> and support children to express freely without fearing punishment or judgement</li> <li>• teachers should <b>build trusting, protective and nurturing relationships</b> with their pupils</li> <li>• teacher should <b>listen</b> to children attentively and <b>observe</b> their behaviours carefully</li> </ul>  |   |   |

**Table 4: Cont.**

| The <b>learning environment</b> is <b>where</b> learning takes place. The learning environment relates to:  |   |   |
|---|---|---|
| 1. <b>the physical environment:</b> Child-Friendly Spaces/Environments (CFS/Es), the classroom, the playground, the feeding centres, the toilets, the water points and the health facilities and/or services etc...   | 2. <b>the attitude</b> of instructors, caregivers and teachers and other personnel towards the children and among each-others | 3. <b>the ownership</b> of the Child-Friendly Space/Environment (CFS/E) and the involvement of the <b>community</b> and <b>families</b> |
| <ul style="list-style-type: none"> <li>• teachers should create and support a learning environment where all <b>children are protected and safe</b> at all times</li> <li>• teachers should create a learning environment where all the personnel <b>genuinely care for the children</b></li> <li>• teachers should create a learning environment that is inclusive of <b>all children</b> regardless of their abilities, gender, social, religious or cultural background</li> <li>• teachers should create a learning environment that <b>promotes the good health of all children and adults</b></li> <li>• teachers should create a learning environment where the <b>local community and the families</b> are actively involved</li> </ul> |   |   |



**TRAINING**  
**UNIT FOUR: ACTIVITY ONE**



**KEY MESSAGE 1: Key areas of influence of teachers and caregivers in the delivery of quality education**

Caregivers and teachers play a central role in the implementation of quality education in emergencies:



1. by doing their best to **support the psychosocial and learning needs** of the children in their care
2. by **being good professionals** and knowing the curriculum; plan lessons regularly and use relevant cultural and context references
3. by creating and keep Child-Friendly Spaces/Environments **clean, safe and protective** at all times
4. by creating **a positive learning atmosphere** where children feel free to express without fear of judgement or punishment
5. by using **teaching methodologies** that meet the learning needs of pupils
6. by **genuinely caring** for the well-being of all children



**TRAINING**

**Step 1:** Brainstorm. Ask the trainees to identify the key roles played by instructors, caregivers and teachers in emergencies

**Q:** *In your opinion, what should instructors, caregivers and teachers do in a situation of emergency?*

**Step 2:** Write key words on the flip-chart. Discuss the answers and try to group them according to the three key areas of learning environment, teaching methodologies and curriculum.

**Step 3:** Group work. Divide the trainees in three groups of 4/5 people.

**Step 4:** Give the following instructions to each group and ask the trainees to write their answers on flip-chart paper:

- Ask group one to discuss the role of teachers in relation to the **learning environment** and provide practical examples of how they can implement each task in their context.

- Ask group two to discuss the role of teachers in relation to the **teaching methodology** and provide examples of how they can implement each task in their context.
- Ask group three to discuss the role of teachers in relation to **the curriculum** and provide examples of how they can implement each task in their context.

**Step 5:** Ask the trainees to identify the resources, either material or in terms of training, that they need to implement their tasks.

**Q:** *In your opinion, what do you need to implement your role of instructor/caregiver/teacher in relation to the curriculum, the teaching methodology and the learning environment? Please list them and provide examples.*

**Step 6:** Discuss the answers in plenary. Invite each group to report their discussion points.

**Step 7:** Discuss which resources are available for the trainees. Introduce the education kits. Look at **TABLE 1** of each Module, where you can find a list of all the contents of the kits as reference. It might be that many of the resources that the teachers are asking for will not be available. Discuss with the trainees what can be done to overcome the gaps. Report the issues identified by the teachers to the UNICEF education team or implementing partners. Use the indications provided by the trainees to adjust the training to their needs.

**Step 8:** Ask if there are further questions and close the session by briefly listing three learning outcomes.

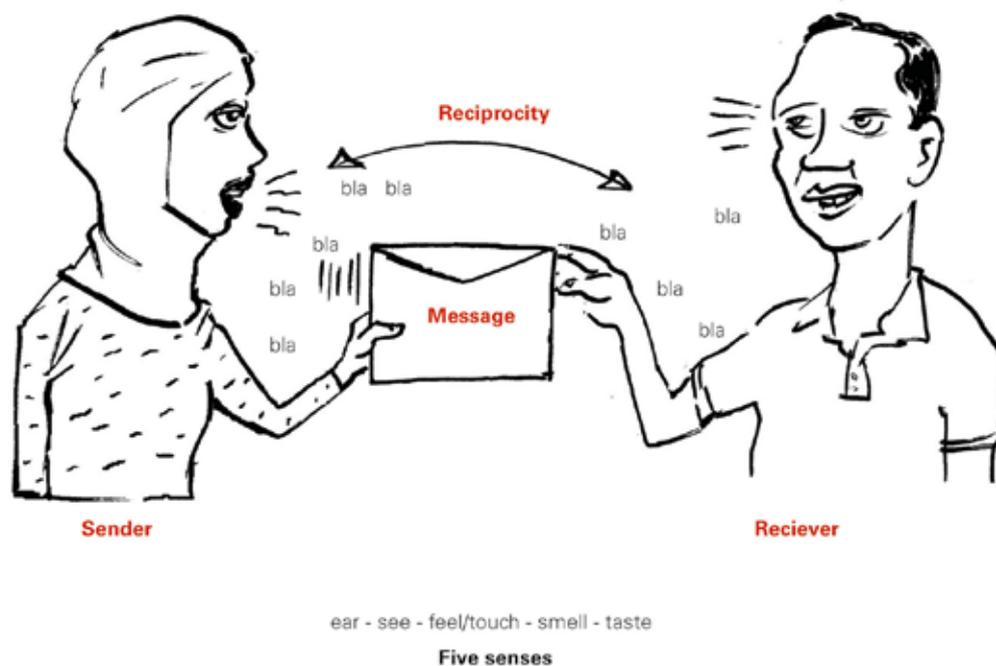


## ACTIVITY TWO: Teaching methodologies

Teaching is about the interaction and communication between teachers and learners. Communication requires a sender, a message and a recipient. We can think of communication as the process of sending a letter. In education the teacher can be visualized as the sender of the letter; the topic or subject as the letter itself and the learner or student as the receiver of the letter. **Teaching methodologies** are the different ways in which teachers communicate a message and **learning methodologies** are the different ways learners receive and elaborate (make sense of) the message.

It is very important to understand that communication is never only in one direction, but it is an interactive process between sender and receiver. For example the reply to a letter requires that the receiver becomes the sender. The same happens during teaching—the learner gives feedback to the teacher’s message and this creates the process of learning. Teaching and learning are based on continuous interactions between teachers and learners. Knowledge is built through **reciprocity**.

**FIGURE 5: Sender – message – receiver**



**NOTE** It is important to remember that teaching is never neutral. Teachers are human beings with beliefs and values.

**THINK:** Can you think of what has influenced your teaching/training style? Can you list three factors?

Several factors influence the teaching style of teachers. Instructors, caregivers and teachers develop their own teaching style according to the teaching training received, according to their personality, according to the subject taught, resources available, the size and age-group of the class, according to their culture, their experience as learners, their moral values, etc...

There are several theories on teaching methodologies that developed through the centuries and from the different points of view of scientists and philosophers. New teaching methodologies are constantly elaborated, especially after the introduction of information/digital technologies like the internet, mobile phones and portable computers and the findings of neuroscience (science that studies how the human brain works).

In the UNICEF EIE Handbook **the focus** is on **participatory (open)** teaching methodologies. The following descriptions are simplified and aim at giving a general understanding of teaching methodologies that are related to the delivery of the UNICEF EIE Curricula and that can foster discussion and reflection during the training of instructors, caregivers and teachers.

Some teachers still do not individualize learning nor recognize their responsibility for enabling learning. They teach and believe that it is the learner's fault if they do not learn.  
Reference: Save the Children Back to School Campaign, 2012.

**• Non-participatory or closed teaching methodologies**

In non-participatory or closed methodologies, teachers and caregivers are the initiators of all the learning going on in the classroom or learning space, and they maintain absolute control over the learning process and the contents. The communication is only one way, from the teacher to the learner. What the teacher says or what the teacher writes on the blackboard is the only message recognized as valid. The learner is asked not to question the message but merely to repeat it exactly as it is. The closed environment does not encourage learners to be the protagonists of their learning process. This methodology is also called ‘chalk and talk’ teaching methodology because the focus of the learning is on what the teacher says and on what the teacher writes on the blackboard rather than what the learners learn.

**FIGURE 6: Closed teaching methodology**

In the closed style of teaching, learners are considered only as recipients of the message.



The same message is repeated without any elaboration



**Table 5: Repercussions of closed teaching methodologies on learners and teachers**

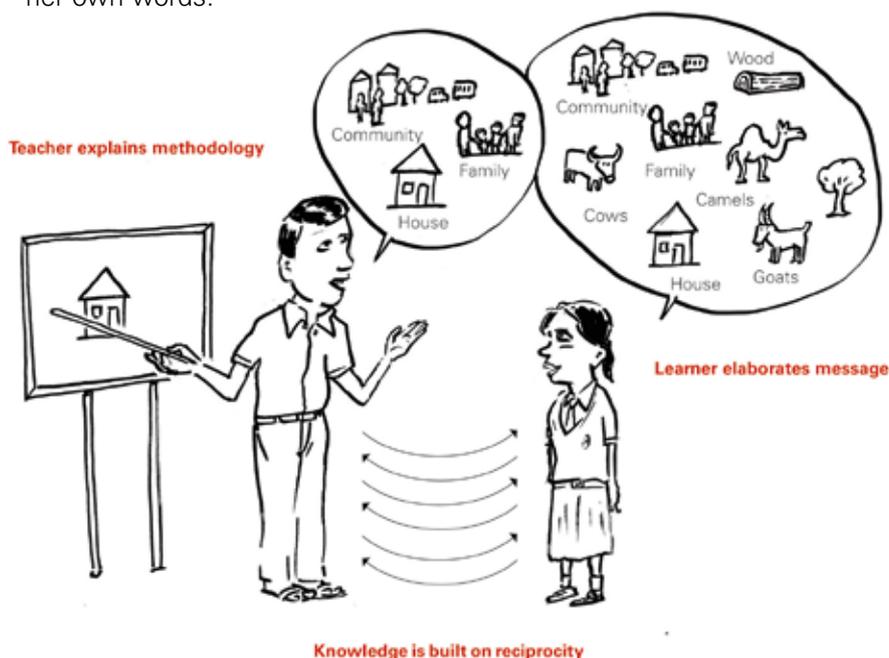
| Non-participatory or closed teaching methodology   |   |
|--|---|
| Teacher  | Learner   |
| <ul style="list-style-type: none"> <li>The teacher is in command/control of the learning process/class</li> <li>The teacher assumes that all students are of the same abilities and motivations</li> </ul> | <ul style="list-style-type: none"> <li>The learner is less likely to use critical thinking and self-initiated learning</li> <li>The learner often finds the closed environment uninspiring and boring as it fails to foster in-depth learning through different approaches</li> </ul> |
| <ul style="list-style-type: none"> <li>The teacher evaluates learners only on their capacity to respond to predictable and pre-determined cue/commands (messages)</li> </ul>                               | <ul style="list-style-type: none"> <li>The learner responds only to predictable and pre-determined cues/commands (messages)</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher focuses on standardized learning</li> </ul>   | <ul style="list-style-type: none"> <li>The learner does not contribute to the lesson</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher creates a closed learning environment regulated by rules. Discipline is very strict</li> </ul>  | <ul style="list-style-type: none"> <li>The learner often is afraid to contravene the rules and concentrates more on rules than on learning</li> </ul>   |

**• Participatory or open teaching methodologies**

In participatory methodologies, instructors, caregivers and teachers strive to build an open learning environment that promotes the active interaction between teachers and learners and also among learners. Learners actively participate and contribute to the lesson. Learners reflect on what they learn and develop critical thinking through the comparison and discussion of different points of view. Learners are recognized as valid contributors to the learning process and contents. The environment of the classroom or learning space is open and stimulates the interaction among learners. Music, art, dance and theater are engaged to support the learning process. The blackboard is no longer the center of attention. Learners are the protagonists of the learning process.

**FIGURE 7: Open teaching methodology**

The learner (the receiver of the message) is expected to read, understand and reply to the message sent by the teacher with a new message using her own words.



**Table 6: Repercussions of open teaching methodologies on learners and teachers**

| Participatory or open teaching methodologies  |  |
|---|--|
| Teacher   | Learner  |
| <ul style="list-style-type: none"> <li>The teacher promotes a learning environment that is interactive and inclusive of all learners</li> <li>The teacher stimulates critical thinking</li> </ul>         | <ul style="list-style-type: none"> <li>The learner works in group and learns from peers and by doing</li> <li>The learner reflects on the contents</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>The teacher uses art, music, songs, rhymes, dance, theater etc... to convey messages</li> <li>The teacher recognizes and values learner's contributions</li> </ul> | <ul style="list-style-type: none"> <li>The learner learns through different means like art, music, theater...</li> <li>The learner contributes to the lesson and initiates learning</li> </ul> |
| <ul style="list-style-type: none"> <li>The teacher asks and answers questions</li> </ul>  | <ul style="list-style-type: none"> <li>The learner asks and answers questions</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher evaluates the whole learner</li> </ul>   | <ul style="list-style-type: none"> <li>The learner expresses freely using different means of communication</li> </ul>  |



**TRAINING**  
**UNIT FOUR: ACTIVITY TWO**



**KEY MESSAGE 1: Teaching methodologies**



Teaching is about the interaction and communication between teachers and learners. Communication requires a sender, a message and a recipient. We can think about communication as the process of sending a letter or an e-mail. In education the teacher can be visualized as the sender of the letter or e-mail; the topic or subject as the letter or e-mail itself and the learner or student as the receiver of the letter. **Teaching methodologies** are about the different ways in which teachers communicate a message and **learning methodologies** are about the different ways in which learners receive and elaborate (make sense of) the message.



**TRAINING**

**Step 1:** Introduce the topic and explain **KEY MESSAGE 1**. Use **FIGURE 5 . Sender – message – receiver** as a reference.

**Step 2:** Individual work. Distribute pen and paper to the trainees alternatively they can use their note book.

**Step 3:** Ask the trainees to think about their experience as learners and to think about their teachers. Ask the trainees to divide the page in two columns and write on the left hand side of the page, **‘What I liked about my teacher’** and on the right hand side of the page, **‘What I did not like about my teacher.’** You can do the same on the flip chart. Invite the trainees to take some minutes to think about their teachers and list their answers in each column.

**Q:** *Can you think of one teacher you particularly remember? What did you like about him/her? What did you not like about him/her? Why?*

**Step 4:** Ask the trainees to group in pairs and share their answers with their partner.

**Step 5:** Ask the trainees to describe ‘who is a good teacher’ and ‘who is not a good teacher’ in plenary. Write the relevant answers on the flip chart. You can also draw pictures.

**Step 6:** Ask if there are further questions. Highlight the importance of communication and list three key learning outcomes. Close the session.



**KEY MESSAGE 2: Comparing participatory and non-participatory teaching methodologies**



In non-participatory or closed methodologies, instructors, caregivers and teachers are the initiators of all the learning going on in the classroom or learning space and they maintain absolute control over the learning process and the contents. Communication is only one way, from the teacher to the learner. Use **TABLE 5** as a reference.

In participatory or open methodologies, instructors, caregivers and teachers strive to build an open learning environment. Learners actively participate and contribute to the lesson. Learners reflect on what they

learn and develop critical thinking through the comparison and discussion of different points of view. Use **TABLE 6** as a reference.



### TRAINING

**Step 1:** Introduce the topic and explain **KEY MESSAGE 2**. Draw **FIGURE 6** and **FIGURE 7** on the flip-chart to support the explanation.

**Step 2:** Group work. Divide the trainees into two teams. Team one will prepare a role-play on non-participatory methodologies and team two will prepare a role-play on participatory methodologies. Use **TABLE 5** and **TABLE 6** as reference. Photocopy or draw the tables on separate flip chart paper before the session.

**Step 3:** Ask each team to perform their role-play in turn.

**Step 4:** At the end of both role-plays open a plenary discussion with the trainees. Ask them to identify the positive and negative aspects of each methodology and the repercussions on the learners.

**Q:** *What are the positive and negative aspects of participatory and non-participatory methodologies? What are the positive and negative repercussions of these methodologies on the learners?*

**Step 5:** Individual work. Ask the trainees to reflect on their teaching methodology for a few minutes. If the trainees feel comfortable they can fill a positive and negative aspects table in their notebook as they did previously with their teacher.

**Step 6:** Divide the trainees in pairs and invite them to discuss their teaching methodology with their partner.

**Q:** *What do you find challenging when you teach? What do you find easy when you teach? Is there anything you would like to change in your teaching? How can you do it?*

**Step 7:** Plenary. Ask the trainees to make a list of the kind of resources and support they need to improve their teaching and where they can find it.

**Step 8:** Ask if there are further questions. Highlight three learning outcomes. Thank the trainees for sharing their personal experiences. Close the session.

### • Project-based methodologies

Project-based teaching is a general term that identifies interactive and investigative approaches to teaching and learning. Projects are research studies into various aspects of a selected topic. Usually a project is undertaken by a group of children, by the whole class and occasionally by an individual child.

#### BOX 14: The steps involved in a project

1. The selection of the topic: what are you going to investigate and why?
2. The planning of the project:  
which are the necessary steps you need to take to develop the project?
3. The implementation of the project: do what was decided to do.
4. The evaluation and closure of the project: what did you learn?

Projects ideas should come from students, who should be the initiators of the learning process with the coaching support of the teacher. Students pose the important questions to be answered through the research study. Projects can last several weeks and captivate the interests of learners and teachers. The role of the teacher is to judge the relevance of the topic and to guide the learners in the development of the project.

Project based teaching is particularly relevant **in emergencies**. Teachers and learners can develop their own learning materials and investigate important **life-saving messages** and relevant topics by engaging learners in projects that are culturally viable and relevant to the context where they live. It is through the development of projects that **life skills** are experimented and learned. See Unit Five of this Module for further details on life skills.



**CASE STUDY** Hair lice project in Ein El Helweh Camp in South Lebanon

**1. The selection of the topic:**

The primary school students of the community center in Ein El Helweh Camp in South Lebanon observed that hair lice were a common problem with younger and older children. This led to bullying in the center.

**2. The planning of the project:**

The students discussed what to do to stop bullying in the center. The students agreed that by controlling the problem of hair lice they would reduce bullying attitudes in the center. The students started to identify solutions: How many children have a problem with hair lice in the community center? Where can we find more information? What can we do to solve the problem?

**3. The implementation of the project:**

The older children took the lead and found out how many had the problem through a survey (asking the children directly). A group of children went to the library to find out more about how to prevent and cure hair lice. A third group of children talked to the doctor and got more information on the prevention of hair lice. After gathering all the relevant information and after discussing what to do with it, the children prepared role-plays, songs and posters on how to prevent and detect hair lice. They shared them with the other children of the community center. Medicated shampoo was obtained from the camp pharmacy and distributed to the younger children who seemed to have more difficulties controlling hair lice.

**4. Evaluation of the project**

After a month the survey was repeated and the number of children with hair lice was considerably decreased. Bullying attitudes also declined as children became more aware about hair lice.

Reference: Early Years Children Promote Health', Child-to-Child Trust, 2004

Two of the most well-known project-based methodologies are the Reggio-Emilia approach and the Child-to-Child approach. Both approaches involve members of the community and family in the learning process, recognizing that learning does not only happen in the classroom. Activities using the Child-to-Child approach are developed in the School-in-a-Box Curriculum and in the ECD Curriculum.


**Table 7: Repercussions of project-based teaching on learners and teachers**

| Project-based teaching methodology   |  |
|--|--|
| Teacher  | Learner  |
| <ul style="list-style-type: none"> <li>The teacher encourages students to discover the answers and solutions to specific topics/subjects</li> </ul>  | <ul style="list-style-type: none"> <li>The learner discovers own answers and controls the learning process</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher promotes experimentation and uses failures to foster learning</li> </ul>  | <ul style="list-style-type: none"> <li>The learner learns from mistakes too</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher supports the development of skills and abilities needed to inquire, compare, invent, discover, reflect and draw subsequent conclusions regarding a variety of issues</li> </ul> | <ul style="list-style-type: none"> <li>The learner participates actively in building knowledge and in passing it on to siblings, family members, peers and the community at large</li> </ul> |
| <ul style="list-style-type: none"> <li>The teacher supports group work and learning</li> </ul>   | <ul style="list-style-type: none"> <li>The learner develops team work and cooperation skills</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher works in collaboration with other teachers, instructors, caregivers, parents, family members, community...</li> </ul>   | <ul style="list-style-type: none"> <li>The learner participates actively in the decision-making process on matters that effect the learners directly</li> </ul>                              |



### TRAINING

#### UNIT FOUR: ACTIVITY THREE



#### KEY MESSAGE 1: How to involve the community and families in the CFS/E

90 min

Project-based pedagogy is a general term that identifies interactive and investigative approaches to teaching and learning. Projects are research studies into various aspects of a selected topic. Usually a project is undertaken by a group of children, by the whole class and occasionally by an individual child. Projects ideas come from the students, who should be the initiators of the learning process with the coaching support of the teacher. Students pose the important questions to be answered through the research study. The role of the teacher is to judge the relevance of the topic and to guide the learners in the development of the project.



### TRAINING

**Step 1:** Introduce the topic and explain **KEY MESSAGE 1**. Use the 'hair lice project' and **TABLE 7** as a reference.

**Step 2: Develop a project.** Ask each group to select a topic.

**Q:** *What are you going to investigate and why?* It can be something related to the trainees or a general theme like: me and my family, the history of my community, cultural festivities of my community etc. Look at **Module Four** of the UNICEF EIE Handbook for more detailed information.

**Step 3: Plan the project.**

**Q:** *Which activities can you implement to develop the project?*

Encourage the trainees to come up with their own ideas and suggestions. Refer to learning corners. Look at Activity One of Unit Eight of this Module for ideas.

**Q:** *How can you develop a learning corner on the topic of the project?* For example, you can develop maps, charts, interviews, surveys, games, pictures etc.

**Step 4:** Discuss with the trainees which activities can be implemented. Make a **list of activities**. Ask the trainees to divide into groups according to their interests for each activity. For example, there will be a group developing a map, a group drawing a picture, a group developing a chart, and so on.

**Step 5:** The **implementation** of the project: do what was decided to do. Ask each group to develop their activity. Allow 15 mins to develop the activity. It is not important if the activity is not completely finished. Trainees can do it later if they wish.

**Step 6:** Ask the trainees to create a learning corner on the topic developed using the material they developed in Step 5. Remember to provide the necessary stationery in advance.

**Step 7: Evaluation** and closure of the project. Ask the trainees.

**Q:** *What did you learn?* Discuss with the trainees and list five learning outcomes.

**Step 8:** Discuss with the trainees.

**Q:** *How did you feel during the development of the project? What did you like? What did you not like? Why?*

**Step 9:** Ask the trainees if there are further questions. Close the session.



### ACTIVITY THREE: Learning methodologies

Learning methodologies are the different ways in which the learner receives and elaborates (makes sense of) the message sent by the teacher. Individuals learn in different ways and use different languages to understand and express what they have learned. Messages can be conveyed in different ways through different languages. Communication is context- and culture-sensitive.

**Communication** can happen:

- Through speech, called oral/verbal communication
- Through music, sounds, songs, stories, etc.
- Through pictures, drawings, photographs, etc. This is called visual communication.
- Through body movements, dance, signs, gestures, etc.
- Through written words, poetry, literature, books, etc.
- Through behavior, for example a slap, a smile, a hug, an angry reaction, etc. This is called nonverbal communication

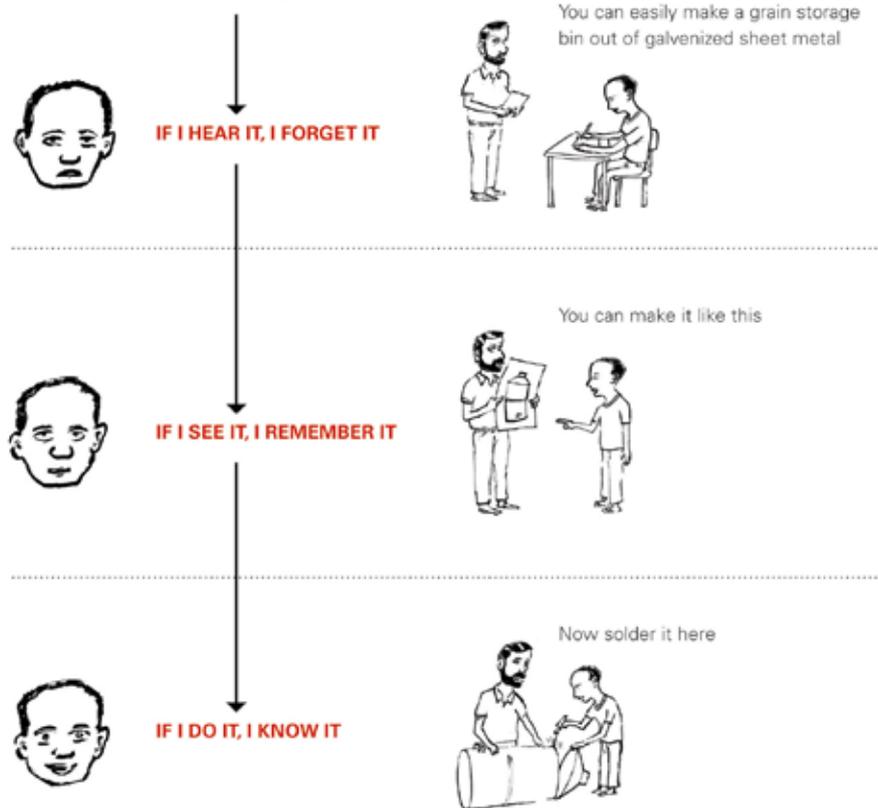


**THINK:** *Can you think of any other way in which communication happens in your context?*

**FIGURE 8: Old Chinese proverb**

There is an old Chinese saying, “If I hear it, I forget it; if I see it, I remember it; if I do it, I know it.”

**An old chinese saying:**



**THINK:** *What kind of knowledge and skills do children learn outside the classroom in your context?*

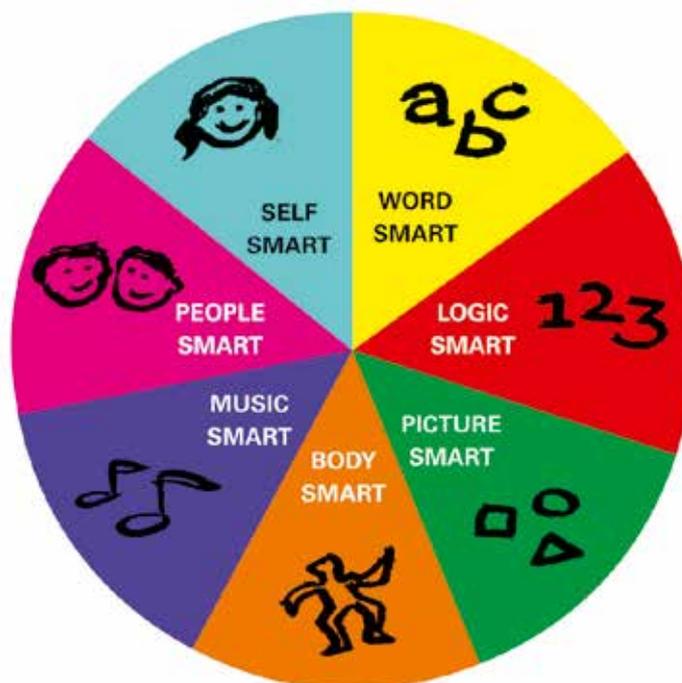
Learning happens inside and outside the classroom. The way we interact with the **environment** we live in provides important knowledge and skills relevant for our survival. For example children who live in rural areas without direct access to water most likely know how to find the nearest water source. Children who live in big cities know how to move in the city using local transportation.

There are many theories about learning processes according to different schools of thought. The ‘multiple intelligences’ theory is introduced here as a reference to understand the importance of using different languages when teaching.

**• Multiple intelligences theory**

The learning theory of ‘multiple intelligences’ was developed by Professor Howard Gardner. Its focus is not on ‘how smart the learner is’ but on ‘how the learner is smart.’ Following is a brief description of the different ways a learner can be smart and learn. It is important to highlight that multiple intelligences coexist in the learner, though the learner learns better through the specific type of intelligence with which she is more at ease.

**FIGURE 9: Multiple intelligences wheel**



**BOX 15: Multiple intelligences snapshot**

- **PICTURE SMART:** learners who learn best by organizing things spatially. They like to see what is taught and talked about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, pictures, art, puzzles, costumes, etc.--anything that is eye catching
- **WORD SMART:** learners who demonstrate strength in speaking, writing, reading and listening. These learners have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching
- **LOGIC SMART:** learners who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced
- **BODY SMART:** learners who experience learning best through activity: games, movement, hands-on tasks, building. These children are often labeled 'overly active' in traditional classrooms where they are told to sit and be still
- **MUSIC SMART:** learners who learn well through songs, patterns, rhythms, instruments and musical expression
- **SELF SMART:** learners who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves and to humankind in the big picture of existence
- **PEOPLE SMART:** learners who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as 'talkative' or 'too concerned about being social' in a traditional setting
- **NATURE SMART:** learners who enjoy the outdoors and nature and who are fascinated and learn easily by observing natural phenomena

(Reference: Gardner, Howard 1999 *Intelligence Reframed. Multiple intelligences for the 21st century*, New York)

• **Tips for teachers**

Following are some tips on good teaching practices:

**NOTE** *It is a sign of good teaching that the pupils ask questions*

**NOTE** *Remember to involve all the students in the course of a lesson and praise any little effort*

**NOTE** *Use the relaxation techniques outlined in the psychosocial activities.*

**NOTE** *Look out for the quieter pupils who are reluctant to answer and give them confidence by asking them easier questions and praising them for their efforts*

**NOTE** *Remember that your students will never forget you - so make sure their memories are good ones!*

**Readiness** - Students learn more easily when they have a desire to learn. Conversely, students learn with difficulty if they're not interested in the topic or if the topic is not presented in an engaging and interesting way.

**Effectiveness** - Learning is more effective when accompanied by feelings of satisfaction and achievement. Teacher should make sure the students can accomplish the tasks given.

**Relaxation** - Learners learn best and remember longest when they are relaxed. Reducing stress increases learning and retention of learning. Building a non-judgemental and inclusive atmosphere in the classroom helps learning.

**Association** - Learning makes sense (comprehension) when the mind compares a new idea with something already known.

**Involvement/participation** - Learners learn best when they take an active part in what is learned. Project-based methodologies are based on participatory learning.

**Relevance** - Effective learning is relevant to the learner's life, context and culture.

**Intensity** - A vivid, exciting, enthusiastic, enjoyable learning experience is more likely to be remembered than a boring, unpleasant one.

**Challenge** - Learners learn best when they're challenged with novelty, a variety of materials and learning aids.

**Feedback** - Effective learning takes place when learners receive immediate and specific feedback on their performance. Feedback needs to be constructive and show how to do things better next time instead of focusing on the mistakes.

**Differences** - Students learn in different ways. One size does not fit all!

**BOX 16: Learning**

We all learn best when we take an active part in finding out things that are new to us!

A class in which we **take part in discussions** is more interesting than a class in which we just listen to a lecture. A class in which we can **see for ourselves** what things look like and how they work, is more interesting than a class in which we only talk about things. A class in which we not only talk and see, but actually **do and make and discover things** for ourselves, is exciting! When we learn by finding things out for ourselves, by building on experience we already have, we do not forget. What we learn through **active discovery** becomes a part of us.



**TRAINING**  
**UNIT FOUR: ACTIVITY FOUR**



**KEY MESSAGE 1: Guess the message**

45 min

Learning methodologies are about the different ways in which the learner receives the message sent by the teacher. Individuals learn in different ways and use different languages to understand and express what

they have learned. There are many theories about learning processes according to different schools of thought. The learning theory on 'multiple intelligences' developed by Professor Howard Gardner focuses not on 'how smart the learner is' but on 'how the learner is smart.'



### TRAINING

**Step 1:** Introduce the topic and explain **KEY MESSAGE 1** Use **BOX 15: Multiple intelligences snapshot** as a reference.

**Step 2:** Game: 'Guess the message.' Prepare a list of about 10 messages. Each message should be very short and clear. For example: 'I am happy to see you,' 'you are welcome,' 'I am interested in what you are saying,' 'I am bored,' 'I am sad,' etc. Write the messages clearly on flash cards. Do not show them to the trainees.

**Step 3:** Ask for one volunteer to come in front of the trainees. Give him/her a flash card and ask to use all possible ways to communicate the message written on the flash card **without talking**. Trainees can use the flip chart or any other objects they can find to help them convey the message. The person who guesses the message first wins. Ask different volunteers to mime different messages. You can also have different volunteers miming the same message.

**Step 4:** Discuss different ways of being smart.

**Q:** *Did you find it easy to guess the message? Why? Which messages were the most clear to you? Why?*

**Step 5:** Discuss the importance of using different languages, like art, music, pictures etc. to convey messages to learners.

**Q:** *In your opinion, why is it important to use different means (pictures, body, music, art) to convey learning contents?*

**Step 6:** Use **FIGURE 9** to list different ways of being smart. Ask the trainees to provide an example for each way to be smart.'



### KEY MESSAGE 2: Learning methodology

We all learn best when we take an active part in finding out things that are new to us! A class in which we **take part in discussions and can ask questions** is more interesting than a class in which we just listen to what the teachers says. A class in which we not only talk and see, but actually **do and make and discover things** for ourselves, is exciting! When we learn by finding things out for ourselves, by building on experience we already have, we do not forget. What we learn through **active discovery** becomes a part of us and it is easily remembered.



### TRAINING

**Step 1:** Introduce **KEY MESSAGE 2**.

**Step 2:** Individual work. Ask the trainees to think about their own experience and reflect on how they learn best.

**Q:** *Reflect on your own experience. How do you learn best? What helps you? Why?*

**Step 3:** Ask the trainees to give one example of how they learn.

**Q:** *Can you give an example of how you learn best? Which activities help*

you learn? What helped you during your studies?

**Step 4:** Plenary. Ask the trainees to share some of their examples and discuss learning methodologies and why they are important.

**Step 5:** Ask the trainees if they have further questions. Highlight three learning outcomes. Close the session.



## ACTIVITY FOUR: Teaching Aids

The UNICEF education kits provide diversified materials and teaching aid according to the target group. Unit One of all the Modules of the **UNICEF EiE Handbook** provides a description of each item contained in the kit and gives general guidelines on how to use them to support teaching. Following are ideas on how to develop teaching and learning aids that support the project-based teaching and learning methodology. They can help develop learning corners and also support a more efficient and interactive layout of the physical environment as described in Unit Eight of this Module.

### • Tips on teaching aids for teachers

- ✓ Make your own teaching aids, using low-cost local materials.
- ✓ When making teaching aids, use and build on skills students already have.
- ✓ Try not to make the aids for the students, but rather involve students or members of the community in making them for themselves.
- ✓ Look for ways to use real objects instead of just drawing things.
- ✓ Teach new ideas or skills by comparing them with familiar objects or activities.
- ✓ Make teaching aids as natural and lifelike as you can, especially when detail is important.
- ✓ Make teaching aids as fascinating or fun as possible.
- ✓ Use teaching aids that do not simply show or explain something, but that help the students to think things through and discover solutions for themselves and exercise the powers of observation and reason.
- ✓ Turn the making and inventing of teaching aids into a challenge and an adventure.

**NOTE** *Appropriate teaching aids encourage observation and thought that lead to discovery and action.*

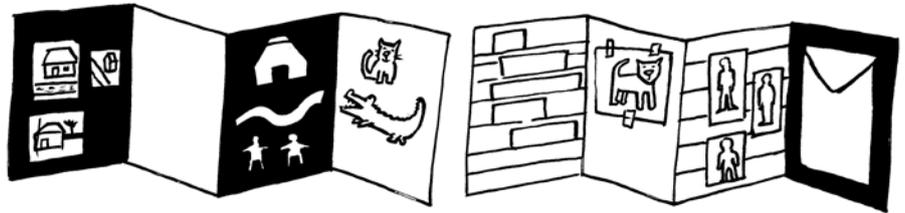
Following are some ideas on how to build teaching aids that can be useful in the classroom. Your creativity and initiative will help to make stimulating and vibrant learning environments.

### Zigzag multi-board

A zigzag multi-board is a series of three or four rectangular boards. They are joined together along the sides by flexible devices (hinges) that allow the turning of the panel so that the board can be easily folded up and carried. The size of the boards should be approximately 1m x 1.5m so that

children can easily read the information posted on them. The zigzag board can also be used as a screen to separate the classroom space.

**FIGURE 10: Zigzag multi-board**



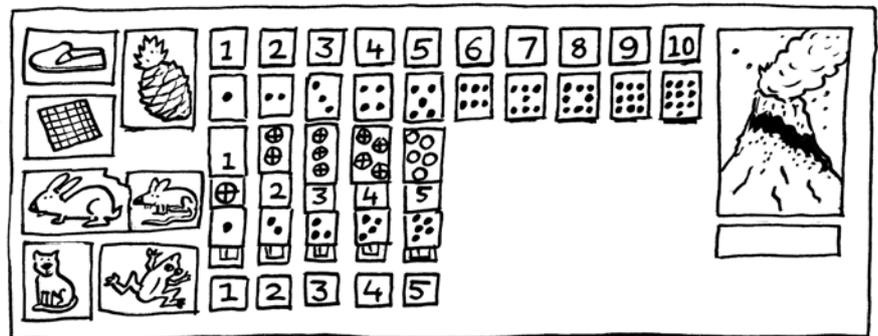
'Most classrooms had nothing on the walls. It was hard to pin up displays to lime and clay walls. When they were pinned up they were stolen because there was no security. What we used instead was a coconut leaf mat - you could stick things onto that or hook them through the fronds.'

*Teacher, Zanzibar, Tanzania*

**Wall display**

A wall display is a collection of many different types of items and materials put up on a wall to make an interesting and informative display. In a classroom, the display can consist of the students' own work or of the project work. A well-made wall display can be used for weeks in a classroom, or it can be changed every month. Students' poems together with illustrations and other creative writing such as class newsletters can be pinned up.

**FIGURE 11: Wall display**



### Flannel board

**FIGURE 12: Flannel board**

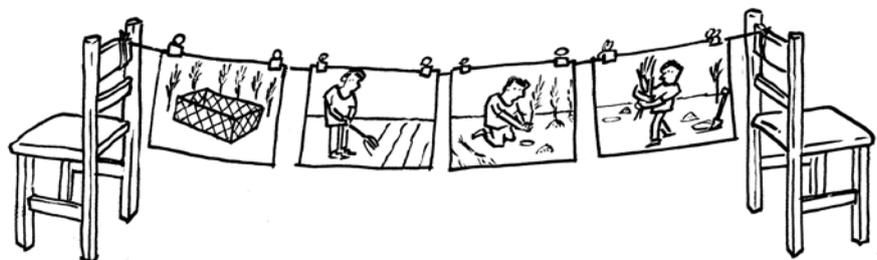


A flannel board is a board covered in felt or rough fabric, or simply a large piece of cloth such as a blanket. Flannel boards are easy to make. Flannel boards are used for telling stories or for making-up stories. You can cut out pictures of characters and places of the story and apply a rough backing, such as sandpaper, to pin them on the board. As an alternative you can use safety-pins. Movable pictures help to make the story more captivating. The teacher or a pupil places the pictures on the flannel board while the story is told.

### Washing-line display

A washing-line display or string display looks exactly like a washing-line – a string tied between two poles or trees. It can be used to display or organize information during teaching and is particularly useful for explaining the order of a process.

**FIGURE 13: Washing-line display**

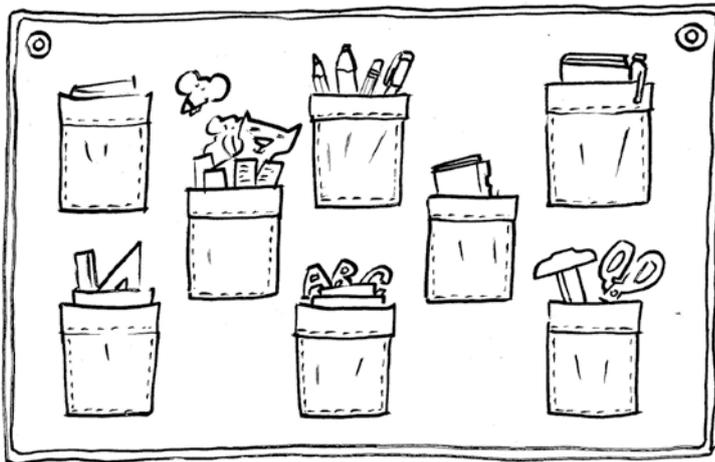


**Pocket boards**

**NOTE** It is easy to make a pocket-board locally with the help of a tailor

The pocket board is made of cotton fabric. It is about 3 meters long and 1.5 meters wide. It has several pockets for storing different teaching aids. Flash cards, toys and drawing materials can be stored in the pockets.

**FIGURE 14: Pocket Board**



'Many of us who were trained years ago find it hard to imagine how the chalk-board can be effectively modified and used by pupils as a learning aid.' – Professor Karega Mutahi, Permanent Secretary, Ministry of Education, Kenya

**Wall Chart**

**FIGURE 15: Wall Chart**

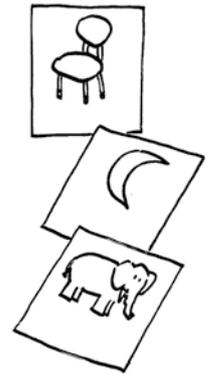
| Community forestry monitoring chart<br>Month JUNE |  |   |  | Nursery | Tree planting | Fertiliser | External support | Group trimming | Log reinforcement | Wood pulp | Loader | Fruit | Soil preparation | Visitors |
|---|--|---|--|---------|---------------|------------|------------------|----------------|-------------------|-----------|--------|-------|------------------|----------|
|   |  | 5 |  |         |               |            |                  |                |                   |           |        |       |                  |          |
|   |  | 4 |  |         |               |            |                  |                |                   |           |        |       |                  |          |
|   |  | 3 |  |         |               |            |                  |                |                   |           |        |       |                  |          |
|   |  | 2 |  |         |               |            |                  |                |                   |           |        |       |                  |          |
|   |  | 1 |  |         |               |            |                  |                |                   |           |        |       |                  |          |

A wall chart is a large flat sheet of paper or cardboard, which records and displays related sets of information. A wall chart is useful for recording information like daily attendance of the pupils. Attendance can be done in a fun way by having the pupils themselves ticking on the wall chart at the beginning of each day. Charts are very useful in monitoring exercises.

### Flashcards

**FIGURE 16: Flashcards**

Flashcards are small cards with a picture or symbol on them. In the classroom flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it. The students are encouraged to associate the pictures and the words through 'look and say' and 'look and write' activities and games



### Finger puppets

**FIGURE 17: Finger puppets**

A finger puppet is placed over one or two fingers. The fingers are moved to make the actions of the puppet. Finger puppets can be used to make language practice more fun and create stories that students can share with the rest of the class. Teachers can use finger puppets to tell stories or during psychosocial activities.



### TRAINING

#### UNIT FOUR: ACTIVITY FIVE



#### KEY MESSAGE 1: Teaching and learning aids

60 min

Teaching and learning aids are widely used in project-based teaching and learning. Aids like the zigzag board, the wall chart and the washing-line display are very useful when developing learning corners. They also support a more efficient and interactive layout of the physical environment and contribute to making learning spaces vibrant and interesting.



### TRAINING

**Step 1:** Introduce the topic. Write the list of the teaching aids described in **Activity Five** on the flip chart: 1. zigzag multi-board; 2. wall chart; 3. flannel board; 4. washing-line display; 5. pocket board; 6. flash cards; and 7. finger puppets.

**Step 2:** Ask the trainees if they are familiar with the items. If so ask the trainees to describe them. If not explain what they look like, what they are used for and possibly draw a picture of each item. Use the descriptions and pictures in Activity Four as a reference. You can share your copy of Module One among the trainees so they can see the pictures.

**Step 3:** Ask the trainees if they know of any other teaching aids that can be useful. Add the items to the list.

**Q:** Do you know of any other teaching aid that can be developed?

**Step 4:** Group work. Divide the trainees into eight groups according to the number of the items.

**Step 5:** Assign one teaching aid per group and ask the trainees to give three examples of how the teaching aid can be used during the implementation of activities.

**Step 6:** Plenary. Discuss the examples provided with the trainees.

**Q:** *Have you used any of the teaching aids before? Were they useful?*

**Step 7:** Ask the trainees if they have further questions. Highlight three learning outcomes. Close the session.



### ACTIVITY FIVE: Good practices in classroom management

**NOTE** *It is important to establish clear rules and positive behaviors at the onset of the learning/play group.*

At times it can be very difficult and overwhelming to manage large groups of children. Instructors, caregivers and teachers are very vulnerable to stress and fatigue, especially in situations of emergency. Following are some tips that can help the implementation of positive discipline.

#### • Tips on positive discipline

Positive discipline can help instructors, teachers, caregivers and children work together. The objective of positive discipline is to teach children self-control, respect of others and of the learning environment in order to establish an atmosphere of respect and collaboration. The best way to develop ground rules is through a **participative approach**. Children, caregivers, instructors, teachers and volunteers should develop the ground rules together. They should also agree on the behaviors that are not tolerated in the Child-Friendly Space/Environment and establish the positive behaviors that are welcome. Rules should be adapted to the age-group.

Following is a list of the main areas where behaviors and rules should be agreed on:



#### Checklist 2: Ground rules and positive behaviors

- 1) Behavior during learning activities: e.g. talking one at a time, listening, asking questions, not shouting, sharing materials, helping each other etc.
- 2) Respecting others: e.g. by listening, by not using bad words, by being kind, by not using corporal punishment or tolerating its use etc.
- 3) How to use sanitation facilities: e.g. how to keep sanitation facilities clean at all times
- 4) How to use learning materials: e.g. replace the materials after use, not take materials home unless allowed by the teacher and caregiver etc.
- 5) Agreed rules should be displayed in a place where everybody can see them.
- 6) Everybody should respect the rules, teachers and caregivers too!
- 7) Establish and agree with the children on consequences if rules are breached.

**NOTE** *A playful way to write ground rules and internalize them is to draw pictures and hand posters in the learning environment.*

Following are some tips for teachers and caregivers:

### BOX 17: Tips on positive discipline

- ✓ **Be polite and respectful** with colleagues and children. Do not use abusive language and do not shout. If you feel you are very angry and cannot control your anger, step out of the classroom and try to calm down.
- ✓ **Always explain** the kind of behavior you expect from the children. When children know and understand what teachers and caregivers expect from them, it is more likely they will implement it.
- ✓ **Create routines.** Routines help children prepare for activities and also to understand what is expected from them. For example, after play time ask the children to bring back all the toys and materials. Make up songs or little poems to make routines fun.
- ✓ Build **supportive and positive relationships** with the children. Address children by name and try to get to know their families and give feedback on their achievements and challenges. In case of misbehavior discuss with the parents how best to address it.
- ✓ Create a supportive and **positive learning atmosphere** where children feel safe and nurtured.
- ✓ Use **different strategies** to address misbehavior of children. Usually children misbehave to attract attention and demonstrate power or because they feel rejected or inadequate. There are different responses you can try in response to misbehavior:
  - Ignore the misbehavior and give children attention when they behave well. Children seeking attention will have to behave well to receive it.
  - Look sternly (intensely) at the child without saying a word.
  - Redirect the child's attention to what she is doing.
- ✓ Plan and implement activities that are **enjoyable** and engaging.
- ✓ **Avoid value judgments.** For example, 'bad girl or boy' states that the person is bad and not the behavior. Focus on the behavior instead like, 'please be kind, let's see how kind you can be by letting your friend play with that toy for a while.'
- ✓ Highlight and **reward** positive behaviors.
- ✓ Be a positive **role-model**. Children learn from your behavior too!

### • Tips on multi-grade classes

In emergencies multi-grade classes are very likely. The project-based teaching methodology makes the management of multi-grade classes easier. Activities in the classroom can be developed by peer groups (students in the same grade) or they can be developed by mixed groups (students in different grades). The teacher should guide the mix of students according to the activities developed and adapt activities and tasks.

Multi-grade groups can be an excellent strategy to build teamwork and to have children support each other in the accomplishment of the project.



## TRAINING UNIT FOUR: ACTIVITY SIX



### KEY MESSAGE 1: Positive discipline

60 min

Positive discipline can help teachers, caregivers and children work together. The objective of positive discipline is to teach children self-control, respect of others and of the learning environment in order to establish an atmosphere of respect and collaboration. The best way to develop rules to live happily together (ground rules) is through a **participative approach**.



## TRAINING

**Step 1:** Group work. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask each group to write a list of five methods they use to discipline children.

**Q:** *Please list five methods that you use to discipline children and give some examples.*

**Step 3:** Ask each group to read their list. Write key words on the flip chart.

**Step 4:** Discuss with the trainees which are acceptable methods to discipline children and which are not. Ask the trainees:

**Q:** *In your opinion, which are acceptable methods to discipline children and which are not? Why?*

**Step 5:** Introduce positive discipline and **KEY MESSAGE 1**: Draw examples from the list developed by the trainees if relevant. Explain that positive discipline is very helpful in creating positive learning environments. Give examples of how to implement positive discipline in the classroom by reading the tips for teachers and caregivers.

**Step 6:** Group work continued. Ask each group to develop a list of ground rules for the CFS/E using **Checklist 2** and write it on flip chart paper.

**Step 7:** Ask one group to report back in plenary. Discuss with the trainees. Develop a sample list of ground rules for the CFS/E.



### KEY MESSAGE 2: Discipline and corporal punishment

90 min

At times it can be very difficult and overwhelming to manage large groups of children. Teachers and caregivers are very vulnerable to stress and fatigue, especially in situations of emergency. In many countries corporal punishment is accepted by parents and teachers as a way to discipline children. This session will discuss the use of corporal punishment to discipline children.



## TRAINING

**Step 1:** Read the following statement to introduce the exercise:

*“Corporal punishment of children happens all over the world. It is common practice in many countries. Debates about what constitutes corporal punishment, whether it should be allowed at all and about what*

*is reasonable punishment have been taking place in many countries for a number of years. The importance of respecting children's rights is increasingly being recognized and children's legislation in many countries reflects this. For this exercise we are defining corporal punishment as the 'use of physical force with the intention of causing a child to experience pain for the purposes of correction or control of the child's behavior.'*

**Step 2:** Write the following heading on the flipchart:

'Corporal punishment is the best way to teach children right from wrong.'

**Step 3:** Ask for five volunteers to form a panel of judges.

**Step 4:** Divide the rest of the trainees into two teams: Team 1 and Team 2.

**Step 5:** Team 1 will identify arguments that support the statement, 'Corporal punishment is the best way to teach children right from wrong.'

**Step 6:** Team 2 will identify arguments that are against the statement, 'Corporal punishment is the best way to teach children right from wrong'

**Step 7:** Each team must identify a spokesperson. Each team has ten minutes to prepare a presentation.

**Step 8:** Start the debate. Invite Team 1 to present the argument in favor of corporal punishment. Give Team 1 ten minutes to present their argument in front of the panel of judges.

**Step 9:** Invite Team 2 to present their argument against corporal punishment. Give Team 2 ten minutes to present their argument in front of the panel of judges.

**Step 10:** The panel of judges should declare the winner on the basis of evidence and facts presented by the teams.

**Step 11:** Discuss with the trainees the use of corporal punishment and wrap up the session by highlighting three positive outcomes from the debate.

(Reference: adapted from Keeping Children Safe [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk))

# UNIT FIVE:

## THE EDUCATION IN EMERGENCY AND CRISIS (EiE) CURRICULA



© UNICEF/NYHQ2011-0942/Marta Ramoneda

### LEARNING OUTCOMES



At the end of **Unit Five the trainees** will be able to:

1. Define the objectives and target group of the curriculum selected
2. Demonstrate how to use the materials of the UNICEF EiE education kit and give examples
3. Practice how to plan and deliver the activities of the curriculum
4. Practice how to plan and deliver lifesaving messages relevant to the context of the emergency
5. Explain the concept of life skills and give examples
6. Explain the concept of peace education and give examples

The UNICEF EiE Curricula focuses on the integration of psychosocial and learning activities. Unit Two of the Early Childhood Development (ECD) Curriculum, of the Basic Primary Education Curriculum, of the Primary Mathematics Curriculum and of the Primary Science Curriculum is specifically dedicated to psychosocial activities. Lifesaving messages and life skills are developed through the project-based methodology.

**NB: to complete the training of this Unit the selected Curriculum related to the supply kit is needed. In case the teachers have not received the kit and the curriculum yet, the trainer can draw examples or photocopy relevant parts from her own copy. Modules can also be downloaded from the following UNICEF Supply Office website [www.unicef.org](http://www.unicef.org)**

The **objective** of Unit Five is to provide teachers and caregivers with an overview of the UNICEF EiE curricula related to the UNICEF EiE education kits so they can plan lessons accordingly.



## ACTIVITY ONE: Lesson planning

Lesson planning is one of the main responsibilities of teachers and caregivers in order to ensure good quality education. A good amount of time needs to be dedicated to the understanding of the contents and goals of the curriculum and in planning the lessons accordingly. Usually lesson planning is done either at home or in the school or CFS/Es after the activities with children are over. Lesson planning can be done on a daily basis or on a weekly basis.

The **objective** of lesson planning is to prepare the lesson and ensure that the contents and the activities of the lesson are coherent and clear and support the achievement of the learning outcomes in line with the curriculum. Lessons should be explained and delivered according to the level and capacity of the majority of the pupils. Lessons are usually calculated in units of 60 min, 90 min or 120 min. Lessons longer than two hours are not effective. In the case of projects, which require several lessons to be accomplished, it is a good practice to break down the project activities in lessons.

Below are some questions that can guide teachers and caregivers in **planning the lessons**:

### BOX 18: Guidelines for lesson planning

- ✓ Who is the target group of the lesson? To whom are you teaching?
- ✓ What are the learning outcomes of the lesson? What are the contents of the lesson?
- ✓ What is the objective of the lesson? Why are you teaching these contents?
- ✓ Which learning activities are you going to implement during the lessons?
- ✓ Which materials do you need to implement the lesson?
- ✓ How can you ensure that learners have understood the lesson?



**THINK:** *Did you ask these questions while preparing the training sessions? Is there any other question that a teacher or a caregiver should ask when planning lessons?*

Following are samples of the general structure of a lesson and of a lesson plan for reference. Teachers are expected to develop their lessons according to this structure and prepare lesson plans regularly.



**SAMPLE 3: Lesson Structure**

**1: Introduction of the lesson (TIME: 10 min)**

Introduce the topic of the lesson. Have the title of the lesson ready, for example ‘an important person of our community’ or ‘interesting geometric angles.’ Captivate the attention of the students and build up motivation and eagerness in starting the lesson. You can sing a song or make up a rhyme that highlights the topic. It is a good warm up at the beginning of the lesson. List what each group is doing and what they are expected to accomplish during the lesson. Make sure you do not dedicate too much time to the introduction. It should not last more than ten (10) minutes.

**2: Explanation of the contents (TIME: 20 min)**

The contents are everything that the pupils are going to learn during the lesson. In lesson planning you should state the learning outcomes of the lesson. Use them to guide you in delivering the contents. You should not pack lessons with too much information. Two or a maximum of three learning outcomes are sufficient in each lesson.

**3: Application of the contents (TIME: according to the activities)**

This is the active part of the lesson. This is the core part of the lesson and the longest part. Project activities take place and group work is developed. Each group working on a project should know what they are going to develop and the objective of their activities, for example create a chart that represent fractions or develop an interview script to get to know more information about an important person in the community. Remember that this is the learning period of the lesson. Children are learning by applying the new contents – walk around the room and make sure students understand what they are supposed to do. Speak to them, and help those with difficulties

**4: Review of the lesson-evaluation (TIME: 15 min)**

This is the time to review the main areas of what has been taught. Ask the students what they have learned and see if they are in line with the learning outcomes you stated in the lesson plan. If you are going to assign homework to the students allow them to ask questions to clarify what they are expected to do. Wrap up the lesson by listing the learning outcomes of the lesson.

**5: Conclusion (TIME: 5 min)**

Finish the lesson with a compliment, a positive comment or a positive highlight of what happened during the implementation of the activities.

Reference: adapted from Teachers Emergency Package (TEP), 2000, Norwegian Refugee Council and UNESCO



**SAMPLE 4: Lesson Plan**

**TITLE OF THE LESSON:** \_\_\_\_\_ **Date:** *When are you going to deliver the lesson?*

**LEARNING OUTCOMES:** *What do you expect the learners to know at the end of the lesson?*

*What are the contents of your lesson?*

- 1.
- 2.
- 3.

**OBJECTIVE:** *Why are you teaching these contents?*

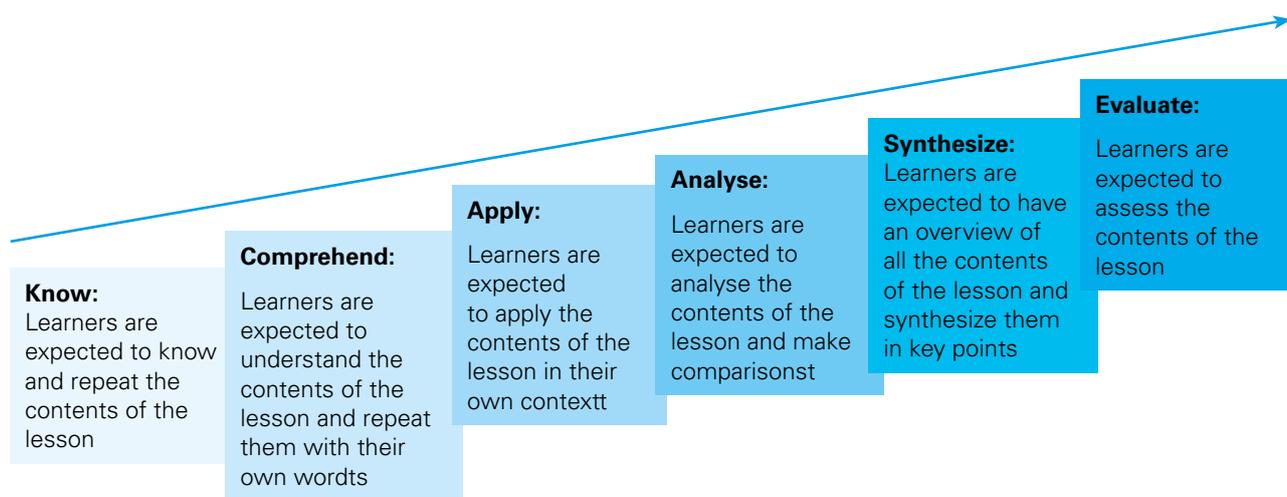
| <b>ACTIVITIES:</b> <i>What are the learners going to do in order to learn the contents?</i> | <b>Materials</b> | <b>Time allocated</b> |
|---|------------------|-----------------------|
| <b>Activity One:</b>  |                  |                       |
| <b>Activity Two:</b>  |                  |                       |
| <b>Activity Three:</b>  |                  |                       |

• **Learning outcomes**

Learning outcomes define what the learner is expected to know at the end of the lesson. Learning outcomes should be **SMART**: simple, measurable, achievable, relevant and time bound. Examples of learning outcomes are stated at the beginning of each Unit of this Handbook. Learning outcomes are indicators of what learners are expected to learn.

**FIGURE 18: Scale of learning outcomes**

Learning outcomes can be stated according to a scale of difficulty:



Learning outcomes can be stated according to **key verbs** (actions) that reflect what the learners are expected to do with what they have learned at end of the lesson:

**Know:** At the end of the lesson, learners are expected to define, repeat, name, relate to the contents of the lesson

**Comprehend:** At the end of the lesson learners are expected to interpret, translate, describe, recognize, explain, express, revise the contents of the lesson

**Apply:** At the end of the lesson, learners are expected to use, utilize, demonstrate, dramatize, practice, illustrate, and operate the contents of the lesson

**Analyse:** At the end of the lesson, learners are expected to distinguish, differentiate, test, compare, put in contact, criticize, discuss, inspect, debate, examine, experiment, and calculate the contents of the lesson

**Synthesize:** At the end of the lesson, learners are expected to plan, propose, design, create, construct, reunite, organize, structure, and conduct the contents of the lesson

**Evaluate:** At the end of the lesson, learners are expected to classify, estimate, give value, and qualify the contents of the lesson

### BOX 19: Evaluation of a lesson

Teachers should reflect on these questions at the end of each lesson:

- ✓ Did all the learners learn what I wanted them to learn? Why yes? Why not?
- ✓ Who had difficulties in learning the contents of the lesson? Why?
- ✓ What did the learners enjoy? What did they not enjoy? (Review session)



### TRAINING UNIT FIVE: ACTIVITY ONE



#### KEY MESSAGE 1: The structure of a lesson

60 min

A lesson is usually divided into five sections: 1. introduction of the lesson, 2. explanation of the contents, 3. application of the contents, 4. review of the lesson and 5. conclusion of the lesson.

Use **SAMPLE 3:** Lesson Structure as a reference.



### TRAINING

**Step 1:** Group work. Divide the trainees into groups of 4/5 people.

**Step 2:** Explain the five sections of a lesson and write them on flip-chart paper. Make sure the trainees can see them clearly. Use **SAMPLE 3:** as a reference.

**Step 3:** Ask the trainees to choose a lesson from the curriculum. If the trainees do not have a copy of the Module they are going to implement, photocopy the lessons from your own copy according to the number of groups. Use Module Two, Module Three, Module Four, Module Five and Module Six of the UNICEF EiE Handbook according to your target group of trainees.

**Step 4:** Ask each group to break down the lesson in the five main sections and provide examples of activities they are going to implement in each section.

**Step 5:** Ask one group to present its work to the rest of the trainees. Discuss with the trainees.

**Q:** *Are the sections of the lesson properly balanced according to time and contents? Do the learners have enough time to implement the activities? Are the learning outcomes clearly stated? Are they in line with the curriculum? Are the objectives clear?*

**Step 6:** Ask if there are any questions before moving to **KEY MESSAGE 2.**



#### KEY MESSAGE 2: Lesson planning

90 min

Lesson planning is one of the main responsibilities of teachers and caregivers in order to ensure good quality education. A good amount of time needs to be dedicated to the understanding of the contents and goals of the curriculum and in planning the lessons accordingly. Usually

lesson planning is done either at home or in the school or CFS/Es after the activities with the children are over. The objective of lesson planning is to prepare the lesson and ensure that the contents and the activities of the lesson are coherent and simple and support the achievement of what learners are expected to learn at the end of the lesson. Lessons should be planned according to the level and capacity of the majority of the pupils.



### TRAINING

**Step 1:** Group work. Trainees should be in the same groups of the previous training session.

**Step 2:** Explain the main sections of a lesson plan: title, date, learning outcomes, objective, activities, materials and time allocated. Use **SAMPLE 4:** as a reference. You can photocopy Sample 5 or copy it on flip-chart paper so that all the trainees can see it. You can adapt the sample to your context if needed.

**Step 3:** Ask the trainees to transform the lesson structure they prepared in the previous lesson into a lesson plan.

**Step 4:** Microteaching. Ask one of the groups to deliver the lesson to the rest of the trainees. Plan to have enough time for at least one group to deliver the lesson and to discuss the outcomes.

**Step 5:** Wrap up the session by recapping the learning points of **KEY MESSAGE 1** and **2**.

**NOTE** Explain to teachers that it is important to have an exercise book where they can record regular lesson planning. They can prepare lessons on a weekly basis. This will facilitate their work and also help plan in advance.



### ACTIVITY TWO: Recreational activities curriculum

#### • Rationale, objectives and target group

The UNICEF Recreation Curriculum and supplies kit is used in the first phase of the emergency response. It provides the materials and the instructor's guidelines to implement recreational activities that initiate informal gatherings of children.

The objective of the **semi-structured activities** is to attract children and adolescents and engage them in games and sport activities while starting to enroll children in the more structured activities of the Child-Friendly Space/Environment. The recreational activities aim at creating opportunities for children to meet and play together.

The target group of the Recreation Curriculum are children and adolescents from 7/8 years up to 19 years. The recreation kit and curriculum can also be used to support informal and extra-curricular initiatives like clubs and youth groups. The recreation curriculum should not interfere with other structured education initiatives, but rather complement them.

• **Table of contents of the Recreational Activities Curriculum**

The Recreation Curriculum is divided in three units and focuses on outdoor and in-door recreational activities.

**BOX 20: Table of contents of MODULE TWO Recreational Activities Curriculum**

**UNIT ONE: DESCRIPTION OF THE UNICEF EiE RECREATION KIT**

**ACTIVITY ONE: Which recreational materials can I find in the UNICEF EiE Recreation Kit?**

- Storage of the UNICEF EiE Recreation Kit
- Maintenance and restock of the UNICEF EiE Recreation Kit

**UNIT TWO: GUIDELINES ON HOW TO IMPLEMENT RECREATIONAL ACTIVITIES**

**ACTIVITY ONE: What should I consider when implementing recreational activities?**

- How to positively involve and children in the recreational activities
- Tips on how to manage large groups
- Gender sensitivity: making sure gender is included and considered

**UNIT THREE: RECREATIONAL ACTIVITIES**

**ACTIVITY ONE: Which recreational activities can I implement?**

- In-door activities by age-group
- Out-door activities by age-group → **GO TO MODULE TWO**



**ACTIVITY THREE:**

Early childhood development (ecd) curriculum

• **Rationale, objectives and target group**

In emergencies Early Childhood Development (ECD) care and education responds to the needs of children and mothers by providing safe Child-Friendly Space/Environments where children can play and engage in psychosocial and learning activities.

The objective of the ECD Curriculum is to provide caregivers with guidelines on how to implement psychosocial and learning activities, how to strengthen child-protection and identify and deliver lifesaving messages. The materials contained in the kit aim at ages 0 to 7/8 years. An activity book for caregivers accompanies the kit.

The target group of the ECD Curriculum are pre-school children from birth to 7/8 years. The ECD Curriculum and Kit respond to all the phases of the emergency and can also be used to support ECD activities in deprived contexts with limited educational resources.

• **Table of contents of the Early Childhood Development (ECD) Curriculum**

**BOX 21: Table of contents of MODULE THREE Early Childhood Development (ECD) Curriculum**

**UNIT ONE: DESCRIPTION OF THE ITEMS CONTAINED IN THE ECD KIT**

**ACTIVITY ONE: Which teaching and learning materials can I find in the UNICEF ECD kit?**

- Storage of the UNICEF ECD kit
- Maintenance and restock of the ECD kit materials

**ACTIVITY TWO: How can I use the teaching and learning materials of the UNICEF ECD kit in the implementation of activities?**

- Arts and Crafts activities
- Playing activities
- Expressive activities
- Reading activities

**UNIT TWO: PSYCHOSOCIAL ACTIVITIES**

**ACTIVITY ONE: Arts and Crafts (A&C) Psychosocial Activities**

**ACTIVITY TWO: Play Psychosocial Activities**

**ACTIVITY THREE: Psychosocial Activities for Relax and for Reassurance**

**UNIT THREE: CHILD-PROTECTION ACTIVITIES**

**ACTIVITY ONE: Older children taking care of younger children**

**ACTIVITY TWO: Education messages and learning activities that can contribute to the protection of children**

**ACTIVITY THREE: How to manage large groups of children**

**UNIT FOUR: LIFESAVING MESSAGES ACTIVITIES**

**ACTIVITY ONE: Education messages and learning activities that can prevent or mitigate situations of risk**

- Mines and explosive remnants of war (ERW)
- Natural hazards and disasters
- Health promotion

**ACTIVITY TWO: Peace and reconciliation activities**

—————> **GOTO MODULE THREE**



**ACTIVITY FOUR:**

Basic primary education curriculum

• **Rationale, objectives and target group**

During emergencies learning materials and equipment are often destroyed and difficult to purchase. Also formal curricula and textbooks are often lost. The Basic Primary Education Curriculum and supplies kit provide the materials and the teacher’s guidelines for relevant education and psychosocial activities that can be implemented during the first and second phase of the emergency response before the formal curriculum is re-instated.

The UNICEF EiE Basic Primary Education Curriculum is a **non-formal education curriculum** focused on the integration of psychosocial and learning activities that are complemented with basic literacy and

numeracy. The project-based teaching and learning methodology that is utilized supports the identification of lifesaving messages and the development of important life-skills that are relevant to the context and to the local culture.

The target group of the curriculum are children and adolescent from 7/8 years up to 19 years. The curriculum takes in consideration both beginners (B), who have never attended school before, and non-beginners (N), who have some basic literacy and numeracy.

The UNICEF EiE Basic Primary Education Curriculum is divided into twelve themes that the teacher can develop according to the pace and interests of the learners. An overview of the curriculum guides the teacher in the planning.

• **Table of contents of the Basic Primary Education Curriculum**

**BOX 22: Table of contents of MODULE FOUR Basic Primary Education Curriculum**

**UNIT ONE: DESCRIPTION OF THE PEDAGOGICAL MATERIALS CONTAINED IN THE SCHOOL-IN-A-BOX (SIB) EDUCATION KIT**

**ACTIVITY ONE: Which teaching and learning materials can I find in the UNICEF SIB kit?**

- Storage of the UNICEF School-in-a-Box (SIB) kit
- Maintenance and restock of the SIB kit materials

**ACTIVITY TWO: How can I use the materials of the UNICEF SIB kit in the implementation of activities?**

**UNIT TWO: PSYCHOSOCIAL ACTIVITIES**

**ACTIVITY ONE: Arts and Crafts (A&C) Psychosocial Activities**

**ACTIVITY TWO: Play, Relax and Assurance (PRA) Psychosocial Activities**

**UNIT THREE: BASIC PRIMARY EDUCATION CURRICULUM**

**ACTIVITY ONE: 'Me and my family'**

**ACTIVITY TWO: 'Me and my friends'**

**ACTIVITY THREE: 'The Rights of the Child'**

**ACTIVITY FOUR: 'Child-Protection'**

**ACTIVITY FIVE: 'My History and the History of my Community'**

**ACTIVITY SIX: 'Cultural festivities and rituals of my Community'**

**ACTIVITY SEVEN: 'Peace and reconciliation processes in my Community'**

**ACTIVITY EIGHT: 'The geography of my Community'**

**ACTIVITY NINE: 'Nutrition and Livelihood in my Community'**

**ACTIVITY TEN: 'Health Promotion in my Community'**

**ACTIVITY ELEVEN: 'Water, Sanitation and Hygiene in my Community'**

**ACTIVITY TWELVE: 'Disaster Risk Reduction (DRR) in my Community'**

**UNIT FOUR: BASIC LITERACY CURRICULUM**

**ACTIVITY ONE: Activities that promote literacy**

**ACTIVITY TWO: Minimum Learning Achievements (MLA)**

**UNIT FIVE: BASIC NUMERACY CURRICULUM**

**ACTIVITY ONE: Activities that promote numeracy**

**ACTIVITY TWO: Minimum Learning Achievements (MLA)**

—————> **GOTO MODULE FOUR**



## ACTIVITY FIVE: Primary mathematics curriculum

### • Rationale, objectives and target group

In emergencies educational materials and equipment are lost and difficult to purchase in a short time. The Primary Mathematics Curriculum and Kit provide teachers with guidelines and teaching aids. The Primary Mathematics Curriculum and Kit are suitable in the transition phase, when teachers need extra teaching aids to accompany the curriculum, and support formal education activities.

The objective of the curriculum is to stimulate the learner's observing, thinking and analysing skills and learn mathematics through an interactive methodology. The mathematics curriculum provides sample lessons. It also provides psychosocial activities that should be integrated to the primary mathematics curriculum. The target group of the curriculum are primary education students.

### • Table of contents of the Primary Mathematics Curriculum

#### BOX 23: Table of contents of MODULE FIVE Primary Mathematics Curriculum

##### UNIT ONE: DESCRIPTION OF THE TEACHING AIDS OF THE PRIMARY MATHEMATICS EDUCATION KIT (PMK)

##### ACTIVITY ONE: Which teaching and learning materials can I find in the UNICEF PMK?

- Storage of the UNICEF Primary Mathematics Kit (PMK)
- Maintenance of the PMK materials

##### UNIT TWO: PSYCHOSOCIAL ACTIVITIES

##### ACTIVITY ONE: Art Psychosocial Activities

##### ACTIVITY TWO: Physical Psychosocial Activities

##### UNIT THREE: PRIMARY MATHEMATICS CURRICULUM ACTIVITIES

##### ACTIVITY ONE: Overview of a standard Primary Mathematics Curriculum

##### ACTIVITY TWO: Mathematics Minimum Learning Achievements (MLA)

##### ACTIVITY THREE: Primary Mathematics Activities

—————> **GOTO MODULE FIVE**



## ACTIVITY SIX: Primary science curriculum

### • Rationale, objectives and target group

In emergencies educational materials and equipment are lost and difficult to purchase in a short time. The Primary Science Curriculum and Kit provide teachers with guidelines and teaching aids. The Primary Science Curriculum and Kit are suitable in the transition phase, when teachers need extra teaching aids to accompany the curriculum, and support formal education activities.

The objective of the curriculum is to stimulate the learner’s observing, thinking and analyzing skills and learn science through an interactive methodology. The Primary Science Curriculum provides sample lessons. It also provides psychosocial activities that can complement the science curriculum. The target group of the science kit is primary school students.

**• Table of contents of the Primary Science Curriculum**

|   |
|---|
| <b>BOX 24: Table of contents of MODULE SIX Primary Science Curriculum</b>   |
| <b>UNIT ONE: DESCRIPTION OF THE TEACHING AIDS CONTAINED IN THE UNICEF PRIMARY SCIENCE EDUCATION KIT (PSK)</b>                             |
| <b>ACTIVITY ONE: Which teaching and learning materials can I find in the UNICEF PSK?</b>  |
| <ul style="list-style-type: none"> <li>• Storage of the UNICEF Primary Science Kit</li> <li>• Maintenance of the PSK materials</li> </ul> |
| <b>UNIT TWO: PSYCHOSOCIAL ACTIVITIES</b>  |
| <b>ACTIVITY ONE: Art Psychosocial Activities</b>  |
| <b>ACTIVITY TWO: Physical Psychosocial Activities</b>   |
| <b>UNIT THREE: PRIMARY SCIENCE CURRICULUM</b>   |
| <b>ACTIVITY ONE: Overview of the UNICEF EIE Primary Science Curriculum</b>  |
| <b>ACTIVITY TWO: Primary Science Activities</b>   |
| → <b>GO TO MODULE FIVE</b>  |



**TRAINING**  
**UNIT FIVE: ACTIVITIES TWO, THREE, FOUR, FIVE and SIX**



**KEY MESSAGE 1: Get Familiar with the contents of the education kit**



The UNICEF education kits were designed to support learning and teaching activities in situations of emergency, when access to education supplies is difficult. A description of the items contained in the kit and a brief explanation on their use is provided in **Unit One** of each Module. Please see the INTRODUCTION for an overview of all the modules of the UNICEF EIE Handbook.



**TRAINING**  
**Step 1:** Ask the trainees to go to Unit One of their selected Module. If the trainees do not have a copy of the Module they are going to implement, photocopy the list of the items contained in each kit from your own copy. Alternatively you can list the items on the flip-chart before starting the lesson. If you have a color-printed list with pictures of the items, pass it around to the trainees so they can have a better understanding.  
**Step 2:** Explain to the trainees the objective and target group of the curriculum they are going to implement. Write them on the flip-chart. Look at Activity Two, or Three, or Four, or Five or Six of this Unit for reference.

**Step 3:** Brainstorm. Ask the trainees if they know all the items contained in the education kit. If the trainees do not have a copy of the Module, prepare the list of the items contained in the kit on flip chart paper and show it to the trainees.

**Q:** *Have a look at the list of the items contained in the education kit. Do you know all of them? Is there any item that you are not familiar with?*

**Step 4:** Clarify the questions of the trainees and invite the trainees to help you in the explanation with practical examples.

**Step 5:** Group work. Divide the trainees into groups of 4/5 people.

**Step 6:** Assign five items contained in the kit to each group. It does not matter if you give the same item to different groups, but it is important that all the items contained in the kit are covered. If the kit is available, use the real items.

**Step 7:** Ask each group to make a list of how they can use each of the five items for the implementation of education activities in the CFS/E. The group with the longest list wins.

**Q:** *Look at each one of the five items you were assigned. How can you use it in the implementation of the education activities? Please list all the possible uses of each item.*

**Step 8:** Ask each group to report back. Discuss with the trainees which are the relevant uses and which are not.

**Step 9:** Ask if there are any questions. Wrap up the session by listing the items of the kit one last time.

**NOTE** You can link this activity with Activity One of this Unit.



## ACTIVITY SEVEN: Lifesaving messages

Lifesaving messages are important information that can reduce exposure to risk in natural and manmade disaster situations, for example by learning what to do during an earthquake or by raising awareness on mines and explosive remnants of war (ERW).

Lifesaving messages are context related. For example the lifesaving messages that are relevant after an earthquake are not the same that are relevant in a conflict zone. Lifesaving messages are also culturally related. The way a message is conveyed in Colombia is not the same as in Afghanistan. Child-Friendly Space/Environments are catalysts for children and adults and an ideal setting for sharing important information that is relevant to the children, adults and other community members and that can prevent or mitigate harm.

It is important to highlight that **children are powerful drivers of change** and they can educate adults and siblings in basic lifesaving measures. The **participation of children** in identifying, developing and acting on the lifesaving messages relevant to their context and culture **is key**. The project-based teaching methodology supports the identification and implementation of context-related lifesaving messages



**CASE STUDY** During the Indian Ocean tsunami a young British school girl and a young Indonesian boy were able to escape the tsunami and save the lives of hundreds of people around them by recognizing the warning signs of the incoming wave and by alerting the adults.

Activities that convey lifesaving messages are developed in the Early Childhood Development (ECD) Curriculum and in the Basic Primary Education Curriculum.

Following is a general overview of the key areas where lifesaving messages are developed in this Handbook.

- **Disaster Risk Reduction (DRR) messages**

The Inter-agency Network for Education in Emergencies (INEE) defines **disasters** as ‘a serious disruption of the functioning of a community or society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using only its own resources.’

There are two factors that trigger disasters: hazards and vulnerability. **Hazards** are phenomena or processes, either natural or manmade that can endanger a group of people, their belongings and their environment, if they do not take precautions. Earthquakes, volcano eruptions, plague, draughts, landslides and mudslides, floods, tsunamis, wild fires, tornados and hurricanes are natural hazards. Conflicts, wars, chemical substances, deforestation and environmental degradation are manmade hazards.

**Vulnerability** is the inability to resist a hazard or to respond when a disaster has occurred. For example, people who live on plains are more vulnerable to floods than people who live higher up. There are many factors that contribute to vulnerability, for example people’s age, state of health, environmental and sanitary conditions, as well as the quality and state of local buildings and their location. Economic vulnerability is related to poverty, for example families with low incomes often live in high-risk areas around cities, because they can’t afford to live in safer (and more expensive) places. Physical vulnerability refers to the quality and type of materials used in construction. For example a wooden house is sometimes less likely to collapse in an earthquake, but it may be more vulnerable in the event of a fire or a hurricane. Old buildings badly maintained are more likely to collapse than newly constructed earthquake resistant buildings.

The risk for a disaster to happen depends on the intensity of the hazard, for example the intensity of the earthquake, and on the vulnerability of the community affected.



**CASE STUDY** In 2010 Haiti, a country situated in the Caribbean Sea on Hispaniola Island, suffered a massive earthquake that impacted the lives of about three million people. Many were killed or injured and left homeless by the earthquake. The devastating impact of the earthquake on the

population was partially due to the magnitude (strength) of the earthquake but also to the inadequate preparedness of the population. Buildings were not earthquake shock resistant, uncontrolled deforestation contributed to landslides and most critically the local population was not prepared to respond to the emergency. Many more people died and were injured because an adequate response system was not in place. Haiti is among the poorest countries in the world, which means it has limited resources to invest in proper mechanisms to prepare and respond to hazards. This makes Haiti more vulnerable to natural disasters.

The **objective** of Disaster Risk Reduction is to prepare for, prevent and/or mitigate disasters.

Prevention and mitigation are all those actions we can take to make sure a disaster doesn't happen and if it does happen, that it doesn't cause as much harm as it could. It is very difficult to stop disasters once they are triggered, but it is possible to reduce the damage caused. For example we can reduce the damage caused by an earthquake if we build stronger houses and on solid ground.

#### **Box 25: Disaster Risk Reduction (DRR)**

**Prevention** of disasters is about taking measures in order to avoid an event turning into a disaster. For example, planting trees prevents erosion and landslides.

**Mitigation** of disasters is about taking measures that reduce vulnerability to hazards. For example, there are building techniques that ensure that houses, schools or hospitals will not be knocked down by an earthquake or a hurricane.

**Preparedness** for disasters is about taking measures that prepare to respond to disasters when they occur. For example, develop emergency plans in schools and prepare emergency kits at home.

(Reference: adapted from INEE tool kit and from UNICEF, Let's learn to prevent disasters: Games and Projects)

- **Mines and Explosive Remnants of War (ERW) awareness messages**

UNICEF is the UN focal point for coordinating mine risk education. UNICEF coordinates mine awareness and education initiatives with governments and other actors at the national level. UNICEF is also responsible for specific mine risk education programs led or sponsored by the organization.

Mines and explosives are usually found in contexts where armed conflict took place. Minefields are a tactic of war and they aim at killing people. It is a fact that the majority of mines and explosives kill civilians and in specific children who happen to play in areas not cleared from mines and explosives. Mines and explosives can have different shapes and colors that attract the curiosity of children.



## TRAINING UNIT FOUR: ACTIVITY SEVEN



### KEY MESSAGE 1: Lifesaving messages

90 min

Lifesaving messages are important information that can reduce exposure to risk in natural and manmade disaster situations, for example by learning what to do during an earthquake or by raising awareness on mines and explosive remnants of war (ERW).

It is important to highlight that **children are powerful drivers of change** and that they can educate adults and siblings in basic lifesaving measures. The **participation of children** in identifying, developing and acting on the lifesaving messages relevant to their context and culture **is key**. The project-based teaching methodology supports the identification and implementation of context related lifesaving messages



### TRAINING

**Step 1:** Ask the trainees to go to Unit Four of the Early Childhood Development (ECD) Module or to Unit Three of the School-in-a-Box Module and select among the activities in Disaster Risk Reduction, Health Promotion, Nutrition and Livelihood and Water and Sanitation. Photocopy relevant activities if the trainees do not have a copy of the Module yet.

**Step 2:** Explain the meaning of lifesaving messages. Refer to Activity One of Unit One of this Handbook: The role of Education in Emergencies if needed.

**Step 3:** Group work. Divide the trainees into groups of 4/5 people. Ask the trainees to select an activity that refers to life saving messages from the Module they are implementing.

**Step 4:** Microteaching. Ask each group to develop a lesson plan for the activity they selected.

**Step 5:** Ask one group to teach the lesson to the rest of the trainees. Make sure there is a rotation among groups.

**Step 6:** Discuss with the trainees.

**Q:** *In your opinion, were the learning outcomes of the lesson plan achieved? Why yes? Why not? Which difficulties did the teaching group face? What can be improved? How can it be improved?*

**Step 7:** Discuss with the trainees the participation of children in the development and transmission of the lifesaving messages.

**Q:** *In your opinion were the children involved in the development and transmission of the lifesaving messages in the delivery of the lesson? Please provide some examples.*

**Step 8:** Discuss with the trainees the reasons why it is important to involve children in the development of lifesaving messages.

**Q:** *In your opinion why is it important to involve children in the development and delivery of lifesaving messages? In your opinion, what does it mean that children are 'powerful agents of change?'*

**Step 9:** Ask the trainees if they have further questions and wrap up the session by listing three learning outcomes from the session.



## ACTIVITY EIGHT: Life skills

UNICEF defines life skills as a ‘group of psychosocial and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them to lead a healthy and productive life.’



**THINK:** *Can you think of any life skills that you have? Can you list five of them?*

Life skills are abilities that help people to adapt and behave positively so that they can deal effectively with the challenges of everyday life. For example, if you have a limited budget and the responsibility to care for your siblings, bargaining skills are extremely important when shopping at the market. The amount of food that you will be able to provide depends on them. Many girls in low income realities develop these skills very early in their lives.

Life skills education refers to educational interventions that seek to strengthen life skills in children and adolescents.

Following is an overview of the four blocks of life skills. In each block specific life-skills are highlighted.

**FIGURE 19: Life-skills overview**



Life skills are skills that can help face challenging situations, make positive choices, engage in healthy behaviors, stay safe, and be aware of our own rights and respect the rights of others. Life skills are necessary to successfully cope with the stresses and challenges of daily life in a healthy way.

### **BOX 26 : Learning to live together, to be, to do and to know**

**'Learning to live together' skills** relate to the skills that we use when interacting in our community and with other people. These are also called interpersonal skills. They include knowing how to talk with another person in a respectful way or think about how other people might feel (empathy). They refer to our ability to work as part of a team and deal with group dynamics and also to our ability to negotiate and make sure that we do what is in our best interest.

**'Learning to be' skills** relate to the skills that improve our understanding of ourselves, who we are, what we are good at, how we deal with difficult situations, and understand the impact and consequences of our actions.

**'Learning to know' skills** relate to our understanding of how things work in our community and in the world at large. They help to gain new perspectives and points of view and expand our knowledge. They help us making analogies, compare our situation with other people's situations and make informed decisions.

**'Learning to Do' skills** improve our ability to accomplish tasks and achieve goals.

Children possess a broad base of knowledge and skills. Since birth, they have been constantly learning about the world and how it works. They have mastered many practical skills, like learning how to talk, tie their shoes, swim, ride a bicycle, climb a tree, light a fire, fetch water, take care of younger siblings, manage budgets, negotiate, make decisions etc. Children can do many things and can apply practical skills every day to help their families, reach their goals, go places, enjoy themselves or support people whom they care about.

When children enter school or join an education program, they already have an asset of skills that support them in coping with their daily life. The **asset-based approach to life skills** aims at highlighting these skills and building on them in order to support children dealing with the challenges they face daily. In situations of emergencies these skills are particularly important as they support children coping with new and unknown situations and contexts.

### **BOX 27 : How to spot life skills**

Spend time watching the children around you. They probably know how to do many things. Make a list of all the skills children and adolescents practice on a daily basis. Look for things they do when playing, helping their family, at school, or in the community, with their peers, or with adults.

You might see that children can fly a kite, plant crops, tell stories or jokes, fetch water, negotiate prices in the market, collect wood, speak more than one language, read and write, sew clothes, care for animals, hunt, ride a bicycle, etc.

Reflect on which of the skills that you listed can be linked with each one of the four blocks of Figure 19

(Reference: adapted from 'Life Skills Module' Child and Adolescent Development Kit, UNICEF)

Unit Three of this Module highlighted that learning happens everywhere and that a good teacher, caregiver or instructor can build on the existing set of skills, knowledge and values that children bring with them when entering school or when they join educational programs. **Empowering children** to become healthy adults is one of the most important goals of education.

The project-based methodology supports the development of life skills by encouraging learners to interact with peers, younger children and adults of the community while researching study projects. It also supports critical and creative thinking and decision making while implementing a project that requires good planning to reach its goal.



## TRAINING UNIT FIVE: ACTIVITY EIGHT



### KEY MESSAGE 1: Spot the life skills



Life skills are abilities that help us to adapt and behave positively so that we can deal effectively with the challenges of everyday life. For example, if you have a limited budget and the responsibility to cater for your siblings, bargaining skills are extremely important when shopping at the market. The amount of food that you will be able to provide depends on them. Many girls in low income realities develop these skills very early in their lives. When children enter school or join an education program, they already have an asset of skills that support them coping with their daily life. The **asset-based approach** to life skills aims at highlighting these skills and building on them in order to support children dealing with the challenges they face daily. In situations of emergencies these skills are particularly important as they support children coping with new and unknown situations and contexts.



## TRAINING

**Step 1:** Prepare flash cards according to the number of trainees. Each flash card should have the definition of the Learning to Be skills, the Learning to Live Together skills, the Learning to Know skills and the Learning to Do skills as outlined in the blue box according to **BOX 26 Learning to live together, to be, to do and to know.**

**Step 2:** Explain the meaning of life skills to the trainees. Copy **FIGURE 19: Life skills overview** and use it as a reference. If possible, you can photocopy FIGURE 19 and share it with the trainees.

**Step 3:** Pair work. Divide the trainees into pairs. Each pair is a team. Play the 'spot the life skills' game.

**Step 4:** Distribute one flash card to each team. Make sure you have enough flash cards for all the teams.

**Step 5:** Ask each team to read the flash card, identify one life skill related to it and develop a short skit. Refer to **FIGURE 19**. For example if the team has the 'learning to be skills' card, the team can develop a small role play

about 'managing anger.' The trainees can enact a situation where one member of the team is extremely aggressive and provocative, while the other is calm and tries to solve the conflict by reasoning and controlling the impulse to react with anger to the provocations.

**Step 6:** Ask each team in turn to act out the skit they developed in front of the rest of the trainees. The team who guess the life skill acted gets a point. The team with more points wins the game. Give a small prize to the winning team.

**Step 7:** Discuss with the trainees the game.

**Q:** *Did you find it difficult to spot the life skills? Why? Which do you think was the clearest representation of a life skill? Why?*

**Step 8:** Explain the meaning of **asset-based approach** to life skills.

**Step 9:** Brainstorm. Ask the trainees to list the life skills that children and adolescents likely have when joining school or learning environment in their context.

**Q:** *In your opinion, which are the life skills children have when joining the school or learning environment in your context? Please give examples.*

**Step 10:** Discuss with the trainees and draw examples.

**Step 11:** Ask the trainees if they have questions. Wrap up the session by highlighting three learning outcomes.



## ACTIVITY NINE: Peace and reconciliation education

Peace and reconciliation processes can have different meanings in different contexts. In all contexts of conflict and war civilian populations suffer terrible consequences. Education can play an important role in promoting processes that contribute to a culture of peace and reconciliation, especially among the young generations who can play a key role in sustaining peace and preventing further violence. Generally 'peace education' refers to learning activities that help students understand the complex root-causes of the conflict they experienced, while promoting processes of reconciliation. A core activity of peace education is conflict resolution, which investigates how different communities, countries and nations, but also individuals, deal with conflict and hopefully identify solutions to overcome it. The awareness of stereotypes and prejudice is also part of peace education curricula.

If there is not a good, positive and collaborative atmosphere in the Child-Friendly Space/Environment and/or school, it will be very difficult to implement peace and reconciliation activities with the children. Also peace and reconciliation education loses its meaning if corporal and emotional punishment and bullying behaviours are tolerated and practiced.

Following are some rules of thumb (good practices) to build and support a culture of peace in the CFS/E:

**BOX 28: Support a culture of peace**

- ✓ children, volunteers and colleagues should always be addressed with **respect**.
- ✓ Children should be coached in **positive conflict resolution** by encouraging compromises and agreements. For example if two children are fighting for the use of the football, encourage them to take turns or find a way to play together.
- ✓ Children should be encouraged to **apologize** if they do something wrong. Teachers and caregivers should do the same!
- ✓ Children should be taught to understand **boundaries** by explaining why aggressive behaviors are not accepted and the consequences of breaching those boundaries.
- ✓ Shouting or aggressive behaviours should **never** be used with children, volunteers or colleagues.
- ✓ Children should **understand** what is expected from them in order to comply.
- ✓ **Routines** help to manage children and keep them occupied and defuse possible situations of conflict.

In the UNICEF EiE Handbook peace and reconciliation activities are developed in Unit Three of the Basic Primary Education Curriculum and in Unit Four of the Early Childhood Development Curriculum.



**TRAINING**  
**UNIT FIVE: ACTIVITY NINE**



**KEY MESSAGE 1: Peace and reconciliation education**

60 min

Education can play an important role in promoting processes that contribute to a culture of peace and to processes of reconciliation, especially among the young generations who can play a key role in sustaining peace and in preventing further violence. Generally 'peace education' refers to learning activities that help students understand the complex root-causes of the conflict they experienced, while promoting processes of reconciliation. A core activity of peace education is conflict resolution, which investigates how different communities, countries and nations, but also individuals, deal with conflict and hopefully identify solutions to overcome it.



**TRAINING**

**Step 1:** Ask the trainees to go to Unit Three of the Basic Primary Education Module, Peace and Reconciliation Activities or to Unit Four of the Early Childhood Development Curriculum. Photocopy relevant activities if the trainees do not have a copy of the Module yet.

**Step 2:** Explain the meaning of Peace and Reconciliation education.

**Step 3:** Group work. Divide the trainees into groups of 4/5 people. Ask the trainees to select an activity that refers to Peace and Reconciliation from the Module they are implementing.

**Step 4: Microteaching.** Ask each group to develop a lesson plan for the activity they selected.

**Step 5:** Ask one group to teach the lesson to the rest of the trainees. Make sure there is a rotation among groups and it is not the same people who deliver lessons.

**Step 6:** Discuss with the trainees.

**Q:** *In your opinion, which messages of peace and reconciliation were conveyed? Were they relevant to your context? Why yes? Why not? How can you improve peace and reconciliation education in your context? What could be done?*

**Step 7:** Ask the trainees if they have further questions and wrap up the session by listing three learning outcomes from the session.



© UNICEF/HTIA2010-00549/Marco Dormino

# UNIT SIX:

## PSYCHOSOCIAL SUPPORT AND ACTIVITIES IN EMERGENCIES



### LEARNING OUTCOMES



At the end of **Unit Six the trainees** will be able to:

1. Explain the purposes and objectives of psychosocial activities for children after an emergency.
2. Describe types of activities and approaches that provide psychosocial support for children in education.
3. Explain the role of a teacher or caregiver in providing psychosocial support and when to refer a child to receive professional help.
4. Understand the importance and ways of taking care of yourself as a teacher or caregiver.
5. Experience the use of psychosocial activities.

Psychosocial wellbeing is about the child's feelings, thoughts and perceptions, as well as her/his positive relationships and connections with individuals in the family, school or community. These connections provide support and they help the child to feel safe, healthy, protected, respected, heard and happy. In emergencies and conflict situations, psychosocial support assists children to adjust to changes in their lives. It can help rebuild their confidence, sense of belonging, self-esteem and hopefulness about the future.

Psychosocial activities can include culturally-appropriate art, play, sports, drama, discussions and dance that support the recovery and healing process. Non-verbal activities, such as art and dance are important since some children may find it difficult to completely communicate their stress and emotions through speaking. Psychosocial activities are designed to help make sense of the changes in their lives, encourage interaction with peers, build community, recognize their strengths and feel safe and in control of their bodies and environment. Such activities can assist children to connect with the adults and peers around them and provide a space where they can ask questions, express worries, and feel safe.

**NOTE** *Instructors, do not implement psychosocial activities in Module Two. However it is important that you also implement the activities of Activity Five: Helping Hands and the Tree of Life with instructors who have been affected by the emergency too.*

The **objective** of Unit Six is to provide an understanding of psychosocial support in emergencies and how teachers and caregivers can support children through psychosocial activities.



**YOUR ROLE** as trainer is to explain to teachers and caregivers that they should focus on being especially patient and understanding with the children. Each child reacts differently in an emergency and their reactions are out of their control. It helps to remind children that what they are experiencing after a distressing event is a normal reaction to an abnormal situation. It is important that you involve parents and/or guardians as much as possible when implementing psychosocial activities.



**THINK:** What are other ways you can include parents in psychosocial support? How can you and your colleagues also provide psychosocial support for each other?

### BOX 29: Involving parents and/or guardians in psychosocial activities

- Get to know the parents of the children.
- When speaking to parents or guardians focus on the strengths and positive qualities of the child.
- Encourage parents or guardians to continue supporting their child's play and expression at home. Explain that it is normal for the child to display changes in their behavior after a traumatic or stressful event. Children might experience difficulties sleeping, have bad dreams, become more attached to the parent or reject them and display anger.
- Encourage parents and guardians to be supportive by showing understanding and patience, listening to their child's concerns and confusion, allowing them to cry and feel sad, and taking time to explain to their child why there are changes in their lives and what to expect next.
- You can also invite the parents to a meeting or workshop where you teach them relaxation exercises and discuss as a group how to help their children at home. The parents and guardians will also have experienced the emergency and will benefit from a parent art project. Consider activities like inviting them to trace and decorate a hand and make a Circle of Parent Hands.
- Speak to parents and guardians about the importance of routines and customs at home.



### ACTIVITY ONE: Objectives and rationale of psychosocial support in emergencies

#### **Every child reacts differently to the experience of trauma and stress.**

Some children may become restless, nervous, agitated, aggressive and destructive towards themselves or others, while some may become quiet, passive, withdrawn, distracted, or severely depressed. Children may reenact the violence they saw or felt, while others may avoid situations, people or thoughts that remind them of the traumatic experience. Though some children will display major changes in their behavior and emotions, most children are **resilient** to stressful, traumatic events. This means that the majorities of children naturally adopt healthy survival responses to stress and trauma and will exhibit little effect on their behavior and emotions. However, all children **benefit from receiving psychosocial support** after a distressful and frightening event.

The objective of psychosocial support in emergencies is to build the resiliency of children. This is done by providing the experience of a safe, stable, caring and nurturing environment where they feel heard, part of a community, and engage in activities that share their stories and recognize their individual and collective strengths.

During emergencies children lose control over their lives and often feel unsafe, confused and disoriented. **Re-establishing a community and sense of normalcy** is an effective and important response when supporting these children. Normalcy can be established through the implementation of **old or new routines and rituals**. Children regain a sense of control when they know what to expect from their day, follow daily and weekly routines, observe cultural, community or family rituals, and reliably interact with peers and adults whom they trust. Through these practices they begin to feel safe and stable in their bodies, minds, environment, community and relationships. This **safety and stability** is the rationale of psychosocial support in emergencies.

#### • Definition of psychosocial support in education

Psychosocial activities are recreational, expressive and creative activities that support the recovery and healing process of children who experienced stressful and traumatic events. These activities can be implemented in the Child-Friendly Spaces/ Environments and/or schools.

They include **recreational activities**, like games, play activities, or sports and **creative and expressive activities**, like arts and crafts, drama, singing, dancing, drawing, or storytelling. The activities will help the children interact, build community, and safely share, express and understand the events experienced.

The **objectives** of psychosocial activities are to:

- Release energy and anxiety through physical play, expressive activities and games
- Offer opportunities for children to talk about their experiences, thoughts and emotions freely and safely with peers and adults
- Provide children safety and stabilization of their environment, body, and relationships
- Build resiliency and empowerment through identification of individual and community strengths and connections
- Reestablish and create daily rituals and routines for children
- Help children cope with trauma-related behaviors like aggression or sadness
- Provide both verbal and non-verbal ways of communicating and interacting

Psychosocial activities are an integral part of any educational program. However, in the context of an emergency where children have experienced traumatic and frightening events, psychosocial activities provide children with additional, focused opportunities to express and understand the



**THINK:** *Can you think of an example of a psychosocial activity?*

events they experienced and how they are survivors. These activities also help build community, emphasize strengths, and implement structure, all essential for children to feel safe and stable after an emergency.

Generally children show and resolve their distress in the way they play and interact with peers, adults, toys, games, or art. It is common to see children reenact or express aspects of stressful events they experienced or witnessed. By recreating the event in their play, especially when in a safe environment, the child tries to master the impact of the event and understand what happened.



**CASE STUDY** Fatima is a four-year-old Lebanese girl who witnessed the stabbing of her father by militia fighters. The event left a deep impression on her and while playing she was seen repeatedly stabbing her doll and rushing it to the hospital. This re-enactment with her doll was Fatima’s natural attempt to make sense of and cope with the violence she saw committed against her father.

It is often assumed that during early childhood children are unable to understand what is happening around them and cannot communicate their thoughts and feelings. This is not the case. Like adults experiencing an emergency, young children also struggle to make sense of the changes in their environment and lives. If encouraged and appropriately supported children can express their thoughts and feelings and gain an understanding of the sudden changes and events in their lives.

**BOX 30: Psychosocial Support in Child-Friendly Spaces/ Environments**

- Children should always feel safe to talk about and express what happened to them, their family and their community.
- Children should be allowed to freely ask questions about what happened.
- Caregivers and teachers should communicate honestly and openly with the children and explain the events in simple words. This process will help children make sense of the event.
- When interacting with a child in an emergency it is essential to listen to what the child is communicating both verbally and nonverbally.
- Children should be listened to without judgement.
- Teachers and caregivers should understand and validate the child’s individual and collective experiences, feelings, and thoughts and recognize positive strengths.
- After stressful events children and adults will experience both negative and positive emotions and thoughts. During activities teachers and caregivers should give children the opportunity to talk about their difficult experiences while also encouraging questions about their courage, endurance, compassion, hope, joy, wishes, dreams and strengths.



## TRAINING

### UNIT SIX: ACTIVITY ONE



#### KEY MESSAGE 1: The meaning of psychosocial support

60 min

During emergencies children lose control over their lives and often feel unsafe, confused and disoriented. **Re-establishing a community and sense of normalcy** is an effective and important response when supporting children who lived and live in an emergency context. Normalcy can be established through the implementation of **old or new routines and rituals**. Children regain a sense of control when they know what to expect from their day, follow daily and weekly routines, observe cultural, community or family rituals, and reliably interact with peers and adults whom they trust. Through these practices they begin to feel safe and stable in their bodies, minds, environment, community and relationships. This **safety and stability is the rationale of psychosocial support in emergencies**.



## TRAINING

**Step 1:** Brainstorm. Ask the trainees the meaning of the word 'psychosocial.'

**Q:** *Do you know the meaning of the word psychosocial? Can you give an example?*

Write on the flip-chart key words from the trainees' answers.

**Step 2:** Explain that the word psychosocial refers to the psychological and social wellbeing of children. It refers to the developmental needs of children and to their psychosocial health. See **TABLE 3:** The domains of child's development and **TABLE 1:** Factors that contribute to the wellbeing of the child for reference.

**Step 3:** Introduce psychosocial support by reading and explaining **KEY MESSAGE 1**.

Explain that establishing a sense of community and stability in the lives of children through routines and educational and psychosocial activities in safe environments help children regain a sense of normalcy.

**Step 4:** Group work. Divide the trainees into groups of 4/5 people.

**Step 5:** Ask each group to identify how they can help children re-gain a sense of 'normalcy' in their lives and provide some examples.

**Q:** *In your opinion, how can you support children regaining a sense of 'normalcy' in the Child-Friendly Space? Give some examples.*

**Step 6:** Discuss the answers of the groups and highlight that teachers and caregivers should:

1. Create an environment where children feel safe to talk about and express what happened to them, their family and their community.
2. Listen to children without judgment and communicate honestly and openly with the children and explain the events in simple words.
3. Create and maintain a protective environment in the Child-Friendly Space following the guidelines in child-protection and in safe physical environments.
4. Establish routines.

5. Implement psychosocial activities as outlined in the Psychosocial Activities unit of the module and curricula they are going to use.



## ACTIVITY TWO: The role of play and expressive arts in emergencies

Children of all cultures learn through **play**. Children often play during daily routines, for example when dressing, washing or eating. It is through play that children explore and learn how to interact with people and their environment. Play enables them to develop their **sensory abilities** by smelling, touching, seeing, tasting and hearing, their **kinesics abilities** through physical movement, their **expressive and relational abilities** by using verbal and non-verbal body language and by expressing themselves through art, music, dance, or theatre. Play also enables children to develop their **cognitive abilities** by understanding the connections between concrete objects and people as well as the development of abstract thinking.

**NOTE** *Imaginative play helps children to understand that a letter (a symbol) can represent a sound.*

While playing children learn how to interact with their peers and adults. Through these interactions they also learn about themselves and their community and culture. For example children learn what they like doing and the people they like to spend time with. Depending on their age children use different forms of imagination to play. For example young children can use a pen to pretend they are combing their hair, pretend to drink a cup of milk even if the cup is empty or even pretend that a chair is a car. The use of **imagination** in playing is very important because imagination helps develop abstract thinking, which means that children can think of objects in their mind that are not present in reality.

Children also naturally use art and play to express painful, frightening and sad experiences. Traumatic and stressful experiences are often difficult to verbalize, and different forms of play can provide non-verbal ways to express what was physically experienced or witnessed. Through art and play children can tell their stories and share the difficulties and joys they have experienced in life. Psychosocial play activities also can be used to encourage children to explore their individual or community strength and resilience as survivors of traumatic and stressful events.

**NOTE** *Children can recover from a distressful experience by making sense of it through play.*

Teachers and caregivers should understand the importance of play and support the resiliency and growth of children by providing stimulating play activities. Teachers and caregivers should avoid judging or directing what children do, for example by saying there is a right or wrong way of playing or drawing, but instead allow children to take the lead and develop their own games and expressions according to their imagination, wishes, and needs. Teachers and caregivers should observe children's play regularly, ask questions and depending on their culture encourage children to appropriately express their thoughts, memories, and emotions freely.



## TRAINING UNIT SIX: ACTIVITY TWO



### KEY MESSAGE 1: Psychosocial activities

60 min

**Psychosocial activities** are recreational, expressive and creative activities that support the recovery and healing process of children who experienced stressful and traumatic events. They include **recreational activities**, like games, play activities, or sports and **creative and expressive activities**, like arts and crafts, drama, singing, dancing, drawing, or storytelling. The activities will help the children interact, build community, and safely share, express and understand the events experienced.



## TRAINING

**Step 1:** Microteaching. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask the trainees to choose one Psychosocial Activities unit from the module they are going to implement. If they do not have the hard copy of the module yet, print some examples of recreational, creative and expressive activities from your soft copy.

**Step 3:** Ask each group to develop a lesson plan. See **SAMPLE 4 Lesson Plan**.

**Step 4:** Ask one group to teach the lesson to the rest of the trainees.

**Step 5:** Discuss with the trainees.

**Q:** *In your opinion, which messages of support were conveyed? Were they relevant to your context? Why yes? Why not? How can you improve psychosocial support in your context?*

**Step 6:** Wrap up the session by asking the trainees what they enjoyed and what they found difficult and how they can improve their teaching of psychosocial activities.

**NOTE** Share the soft copy of the Handbook with the trainees if possible. Motivated and creative teachers and caregivers can find a way to access the materials in the unlucky case that they do not receive a hard copy.



## ACTIVITY THREE: Referral systems

It is important to remember that it is normal for children to show signs of stress and unusual behavior after experiencing or witnessing frightening and painful events. Children may feel afraid, insecure, worried and angry about the disruption of their lives and need time to understand their new circumstances.

Though it is normal to have a reaction to stressful events there is a minority of children who might find it more difficult to cope and recover from the experience of an emergency. Extremely vulnerable children need the support of a **qualified therapist** to recover. These children might be more withdrawn, emotional, and disorganized, or overly aggressive towards others and may find it difficult to focus in class, show interest or participate in activities. Teachers and caregivers can identify these children by carefully observing the way they interact and behave with peers and adults, both in class and while playing. Children's stress reactions are

considered severe when they last for long periods and become very intense. In these circumstances children require more specialized help than what parents/guardians, caregivers and teachers can offer and need to be referred to a specialist. The role of caregivers and teachers is to **signal (refer)** the children who need extra support to specialized professionals like psychologists, social workers and counsellors.



**THINK:** *Where can you refer an early childhood case for psychosocial support in your context?*

Local and national authorities together with UNICEF protection and education teams and partners should identify and implement a referral system for extremely vulnerable children who need extra support.



**YOUR ROLE** *Is to identify local resources, agencies and services that can support the teachers and caregivers in implementing protective measures and good practices in and out of CFS/Es. Come to an agreement with the teachers and caregivers about the mechanisms of referrals.*

**• Dos and don'ts in psychosocial support**

The guiding principle of responding to any psychosocial concerns is that the **safety and welfare of the child should always come first**. No child should be put more at risk by your actions.

| <b>BOX 31: Dos and don'ts in psychosocial support for caregivers and teachers</b>                                     |  |
|---|--|
| <b>DOs</b><br>What teachers and caregivers should do  | <b>DON'Ts</b><br>What teachers and caregivers should <b>NOT</b> do   |
| ✓ Do recognize your limits, and avoid situations that can cause more stress to you and the children                   | ✗ Don't be ashamed to say when you feel overwhelmed and stressed and ask for help .  |
| ✓ Do plan and implement learning activities that stimulate expression and support through play and art                | ✗ Don't keep concerns about children to yourself, always share them with your colleagues or designated personnel                 |
| ✓ Do encourage children to express their feelings and emotions freely and without judgement- verbally or through play | ✗ Don't force or pressure children to talk about their feelings, experiences or drawings before they feel ready or safe to share |
| ✓ Do ask children questions about their drawings, games and stories in a sensitive and respectful way.                | ✗ Don't use or tolerate aggressive and abusive language and behavior.  |
| ✓ Do pay attention to what children verbally and non-verbally communicate   | ✗ Don't judge or score what children say or make when sharing their experiences  |
| ✓ Do refer children who show prolonged and intense symptoms of trauma to a specialist                                 | ✗ Don't provide specialized psychosocial support to children - ONLY certified and experienced professionals can do this          |
| ✓ Do establish a supportive, safe and trusting learning environment   | ✗ Don't ignore your own needs to feel safe and supported   |



**TRAINING**  
**UNIT SIX: ACTIVITY THREE**



**KEY MESSAGE 1: Referral mechanisms**



Though it is normal to have a reaction to stressful events there is a minority of children who might find it more difficult to cope and recover from the experience of an emergency. Extremely vulnerable children need the support of a **qualified therapist** to recover.



**TRAINING**

**Step 1:** Brainstorm. Discuss with the trainees.

**Q:** *Why is it important to refer cases to qualified therapists? Who are the qualified therapists in your context? How can we develop a referral system in our CFS/E?*

**Step 2:** Group work. Divide the trainees into groups of 4/5 people. Ask each group to make a list of all the steps they should take if they think a child needs a specialized therapist.

**Step 3:** Ask each group to share their list in plenary. Discuss with the trainees the dos and don'ts in psychosocial support. Use **BOX 31:** Dos and Don'ts as reference.

**Step 4:** Ask the trainees if they have further questions on psychosocial support.

**Step 5:** Summarize the learning points of the session.



**ACTIVITY FOUR:**  
**Teachers and caregivers working in emergencies**

Teachers and caregivers who work in emergencies possibly also experienced traumatic and stressful events and are survivors of an emergency. Their personal stories of trauma and crisis, the increased risk of violence, abuse and exploitation, and the breakdown of systems of support in an environment of basic survival are all factors that will have an impact on their mental and emotional state.

Teaching and taking care of children is a task that demands a lot of energy and constant motivation. Teachers and caregivers, who work in emergencies, can find this task more difficult than when working in normal circumstances. Very often teachers and caregivers are not aware of the impact that stress and trauma can have on their daily contact with children. It is important that teachers and caregivers understand that the effects of their own stress and trauma can be unknowingly and insensitively expressed when interacting with the children.

The checklist below can help teachers and caregivers to **reflect on the way they interact with children** and on how they perform at work.



**THINK:** *How can you recognize and cope with the possible effects of your trauma and stress when interacting with children?*



### Checklist 3: For teachers and caregivers working in emergencies

1. How often do you feel overwhelmed (too much work and stress) with your tasks as a teacher or caregiver?  
For example: How often do you prepare your lessons before teaching a class? How often do you ask children to use their time in activities that are not related to the lesson/subject you are teaching? How often do you leave children unattended in the classroom without specific tasks? How often are you absent from work?
2. Have you ever felt angry and upset by the noise and unruly behavior of the pupils?  
For example: Do you use corporal punishment to discipline pupils? Do you make funny jokes or use funny nicknames to address pupils in the classroom? Do you assign a lot of work to keep pupils busy?
3. Have you ever noticed any of your colleagues (other caregivers or teachers) or yourself behaving strangely? What did you do?

### BOX 32: Tips for teachers and caregivers working in emergencies

- Always **share** difficulties with colleagues (other teachers or caregivers). They have likely experienced the same challenges and can provide appropriate suggestions.
- Avoid or **take a break** from situations that are overwhelming and ask for help.
  - If you feel angry and upset do not engage with the children. Wait until you feel calm. Never use corporal or emotional punishment to discipline pupils. Use positive discipline.
  - If you feel that the tasks of your job are overwhelming and you do not have enough energy to effectively and positively work with children, ask for help.



**YOUR ROLE** *Where can teachers and caregivers find help? Are there personal or community support systems or activities that help when you feel overwhelmed or stressed?*

- If you notice that some of your **colleagues** are not coping well with stress do not ignore their behavior or need for assistance. Have a quiet, private and respectful word with them and seek further help if needed.



### TRAINING UNIT SIX: ACTIVITY FOUR



### KEY MESSAGE 1: Teachers and caregivers working in emergencies



Trauma and stress can also impact the emotions and behavior of adults. Teachers and caregivers working in emergencies should know that trauma and stressful experiences affect the way they interact with children and perform at their job. It is important that teachers and caregivers regularly reflect on how they interact with children.



**TRAINING**

**Step 1:** Pair-work. Divide the trainees in pairs.

**Step 2:** Ask the trainees to discuss in pairs what they do when they are under stress and they feel tired and overwhelmed. Allow 10 min for discussion.

**Q:** *How do you behave when you are under stress? Please give an example.*

**Step 3:** Ask the trainees to discuss in pairs how they feel and what they do when they have too much work. Allow 10 min for discussion.

**Q:** *How often do you feel that you have too much work to do? What do you do when you have a heavy load of work? Can you give an example?*

**Step 4:** Ask the trainees to discuss in pairs how they cope with or manage their stress. Allow 10 minutes for discussion.

**Q:** *Have you ever noticed you or any of your colleagues (other caregivers or teachers) behaving in an unusual way (for example: shouting at children, is often absent, uses corporal punishment or is particularly demanding of children, etc.)? How did you feel? Please give an example.*

**Step 5:** Discuss in plenary

**Q:** *What are the most common causes of stress in teachers?*

**Step 6:** Discuss in plenary.

**Q:** *What should you do if one of your colleagues behaves in an unusual way?*

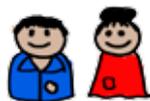
**Step 7:** Use the discussion points with the teachers, and identify a strategy that can support teachers and caregivers when they experience difficulties in their role as teacher or caregiver.



**ACTIVITY FIVE:**

Psychosocial activities for teachers and caregivers

The following psychosocial activities for teachers and caregivers aim at providing an opportunity for the trainees to experience a psychosocial activity and also to understand better what psychosocial support is about. Similar activities will be implemented with the children. It is important that a circle of trust and non-judgment is built among the trainees.



**YOUR ROLE** is to facilitate the activities and allow time and space for the trainees to talk about their experiences if they want and feel the need to.

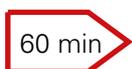


**TRAINING**

**UNIT SIX: ACTIVITY FIVE**



**KEY MESSAGE 1: Helping hands**



After a frightening or traumatic event it is natural for individuals and communities to support each other. A supportive and strong community helps build resiliency and re-establish safety. In an emergency every child and adult receives help from a person, an organization, their religion, or

other resources. All of us need and offer helping hands to one another, especially in difficult times. Teachers and caregivers are helpers but it is important they also continue identifying where they can receive help and feel supported during difficult times.



### TRAINING

**Step 1:** Distribute paper, pencils, and pens to trainees.

**Step 2:** Ask the trainees to draw or trace the outline of one of their hands onto the paper.

**Q:** *Please draw or trace the outline of your hand onto a piece of paper.*

**Step 3:** Ask the trainees to think about 5 different people, things, beliefs, or organizations that helped them through a trauma, crisis, or stressful experience, from their past or present.

**Q:** *Briefly think about a stressful or traumatic experience from your past or present. What are 5 people, things, organizations, or beliefs that helped you during this difficult time?*

**Step 4:** Ask the trainees to make a drawing or symbol or write the name of each identified person, thing, organization or belief that helped them survive the event inside each of the 5 fingers of the hand.

Tell the trainees: *“Using the outline of your hand drawing, write the name, or draw a picture or symbol of the 5 people, things or organizations that **provided help to you** inside each of the 5 fingers of the hand outline. This is your help-receiving hand. These five fingers helped you survive.”*

**Step 5:** Ask the trainees to then draw or outline a second hand onto paper. It can be placed next to the first hand outline, or on the back of the paper or on a new piece of paper.

Tell the trainees: *“Draw or trace the outline of a second hand onto a piece of paper.”*

**Step 6:** In the second hand ask the trainees to draw, symbolize or write 5 ways they have helped others during a difficult experience, trauma or stressful event.

Tell the trainees: *“In the fingers of the second hand draw pictures or symbols or write five different ways **you provided help** to someone during an emergency, trauma, or stressful event. This is your help-giving hand. These five fingers helped someone else survive.”*

**Step 7:** Once finished ask trainees to form pairs or smaller groups to share and explain their helping hands to each other. This is a time for them to take turns identifying and sharing stories of how and where they both received and gave help.

Tell the trainees: *“Spend 10-15 minutes sharing your helping hands with someone in the group.”*

**Step 8:** If possible hang all the hands on the wall or place them into a circle on the floor. Discuss as a larger group.

Tell the trainees: *“What the helping hands activity shows us is that we are part of a community and all have the ability to make a positive difference during difficult times. It also encourages us to identify where we can receive help and support. Both hands help us cope with difficult times.*

**Q:** *What other objectives of psychosocial support are realized through this activity?”*



## KEY MESSAGE 2: Tree of life

90 min

This activity will provide the teachers and caregivers the opportunity to experience the use and impact of an art psychosocial activity. Through the Tree of Life drawing the trainees will understand how art and playful expression can be used to share stories of individual, family and community values, skills, strengths, hopes, dreams and life events.



### TRAINING

**Step 1:** Distribute paper (larger size if available), pens, pencils, and crayons.

**Step 2:** Generally introduce the activity as an example of a psychosocial activity. Explain to trainees that they will be exploring their lives, stories and experiences by drawing their 'Tree of Life.' Remind trainees of the importance of respecting each other's work, thoughts and experiences.

**Step 3:** Explain that each section of the Tree of Life represents a different part of their life. Depending on the culture they can view the tree as a representation of their individual life or as a collective experience of the community they belong to.

**Step 4:** Describe the parts of the tree as follows (you can also write it on a board or large paper for trainees to refer to as they draw):

#### BOX 33: The tree of life

**Roots of the tree:** Represent where you come from (village, town, country), your family history (origins, family name, ancestry, extended family). It can also be a favorite location at home, an important song or dance, or those who have taught you most in life.

**Ground:** Where you are now in the present? What do you like to do - activities engaged in now (home, school, hobbies, spiritual community)? What nourishes and cares for you?

**Trunk of the tree:** Draw representations of important events and memories that shaped your life. It can be positive events or events that were difficult or painful. What are your strengths or what are you good at (skills etc.)?

**Branches of the tree:** Represent your or your community's hopes, dreams, wishes and direction in life.

**Leaves:** Represent important people in your life. Fallen leaves can be important people that have been lost (e.g. parents or family that have died).

**Fruits:** Represent your achievements, the things you are proud of, and qualities you like about yourself or your family or community.

**Bugs:** Represent the problems and challenges you or your community is facing in daily life.

**Step 5:** Invite the trainees to begin drawing their tree. Encourage them to take their time and that there is no right or wrong way to draw their tree. They do not need to be an artist to participate in the activity. It is a judgment-free zone.

**Q:** "Draw your Tree of Life. Use color, drawings, symbols or writing on your tree. There is no right or wrong way to draw your tree. It is unique to

*you. Different parts of the tree will represent different parts of your life. Take the time you need for this activity.”*

**Step 6:** While the trainees draw their trees be aware that some of the parts of the tree might bring back difficult memories or experiences. Be prepared to provide support, safety and encouragement.

**Step 7:** When all trainees are finished, hang the drawings on the wall or place them next to each other on the floor. Explain that it is now a “Forest of Life” where they are all supporting each other and belong to the same forest.

**Step 8:** Invite trainees to share stories or details about their Tree of Life with the group. Encourage the trainees to ask each other questions that relate to hopes, dreams, skills, and strengths, as well as challenges, survival and support.

**Step 9:** Discuss the activity. Ask trainees what they learned about psychosocial support in the process of drawing their Tree of Life.

**Q:** *What did you learn about psychosocial support by drawing your Tree of Life? How will this help you when working with children?*

**Step 10:** Summarize with the trainees the learning points of Unit Six.



© UNICEF/NYHQ2012-0969/Olivier Asselin

# UNIT SEVEN:

## CHILD PROTECTION IN EMERGENCIES



### LEARNING OUTCOMES



At the end of **Unit Five the trainees** will be able to:

1. Explain the objectives of child-protection and give examples
2. Explain the 'duty of care' and give examples
3. Demonstrate how to implement good child-protection practices in the CFS/E and give context related examples
4. Demonstrate how to implement child-protection activities in the CFS/E

**NOTE** A Code of Conduct guides what is and what is not an acceptable behavior or practice when working with children.



**THINK:** Do you have a copy of the Code of Conduct that the trainees can read? If not procure one or develop one together with the legal employer of the instructors, caregivers and teachers. UNICEF personnel can help in providing samples of the Code of Conduct for people working with children.

Instructors, caregivers, and teachers working in the Child-Friendly Space/Environment must sign a **'Code of Conduct'** when they take up employment. The **'duty of care'** is a principle incorporated in the Code of Conduct that makes any person working with children legally accountable for implementing good standards of child care. Any person working with children should make sure that children are safe and protected at all times while in their care.



**YOUR ROLE** is to support teachers and caregivers understanding the 'Code of Conduct' they signed and also what is expected from them. You should advise the Ministry of Education or other education authorities on the importance of developing a Code of Conduct.

The **objective** of Unit Seven is to provide guidelines on how to implement child-protection **good practices** and how to implement **child-protection activities** in Child-Friendly Space/Environments.



## ACTIVITY ONE: Rationale and objectives of child-protection in emergencies

In its widest sense child protection describes the actions that individuals, organizations, countries and communities take to protect children from all forms of harm. The protection of children in emergencies is particularly challenging because children become more vulnerable than in normal circumstances. In emergencies many children lose the protection of their primary caregivers (mother and father and immediate family), they are displaced, their normal systems of support (the community/society, the local government, social services) are disrupted, the resources available are fewer and the reinforcement of the law becomes weak or inexistent.

In situations of emergencies children may be forced to work, drop out of school or never attend any form of education. During emergencies children become more vulnerable and run more risks than in normal circumstances. For example they are at risk of being separated from their families or guardians, of being neglected, of being recruited into armed forces, of being economically exploited and physically, emotionally and sexually abused.

Child protection aims to prevent and respond to the abuse, neglect, exploitation and violence experienced by children. Education can play an important role in the protection of children by providing **protective and nurturing environments**, by delivering important **lifesaving messages** and by supporting the development of **life skills that can help children to protect themselves from harm**.

### • Definition of child abuse

Child abuse is a general term used to describe different forms of harm. There might be different understandings of what child abuse means according to culture and context. For example in some cultures ‘corporal punishment’ is accepted as a form of discipline while in others it is not. However, all children share the same universal (independent from culture and context) human rights, and international conventions like the **United Nations Convention on the Rights of the Child (UNCRC)** establish clear legal frameworks for the protection of all children.

#### **BOX 34: Article 19 of the United Nations Convention on the Rights of the Child (UNCRC)**

*Article 19 of the **United Nations Convention on the Rights of the Child (UNCRC)** states that ‘States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or **any other person who has the care of the child.**’*

**BOX 35 : Definition of child abuse**

- **Neglect or negligent treatment** is failure on the part of the parents/ guardians to take good care of the child. This includes the failure to properly supervise and protect children from harm as much as is feasible.
- **Commercial or other exploitation** of a child refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor. These activities are to the detriment of the child’s physical or mental health, education, moral or social-emotional development.
- **Physical abuse** of a child is physical harm inflicted on the child. Corporal punishment is considered physical abuse
- **Emotional abuse** includes the failure to provide an environment where the child experiences trusting and nurturing relationships. Acts of emotional abuse include restriction of movement, degrading, humiliating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment, shouting and aggressive violent behaviors.
- **Sexual abuse** is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse could include a number of acts, including but not limited to: sexual touching of any part of the body, clothed or unclothed; penetrative sex; encouraging a child to engage in sexual activity; intentionally engaging in sexual activity in front of a child; showing children pornography, or using children to create pornography.
- **Sexual exploitation** is the abuse of children for sexual purposes. Sexual exploitation includes child prostitution and trafficking of children for sexual abuse and exploitation.
- **Disabled children and abuse.** Disability in children can make them more vulnerable to child abuse and exploitation. It is important to recognize that disabled children can be abused and harmed and the effect of abuse can be more dangerous. The protection of disabled children may need extra thought and attention especially when a community or society does not recognize the human rights of disabled children.

Adapted from [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

**NOTE** Usually child abuse is perpetrated by a person who is near to the child and holds a position of power or trust from the child



**TRAINING**  
**UNIT SEVEN: ACTIVITY ONE**



**KEY MESSAGE 1: The objectives of child protection and forms of child abuse**



Child protection aims to prevent and respond to the abuse, neglect, exploitation and violence experienced by children in all settings. See **BOX 35** for the definitions of child-abuse.



**TRAINING**  
**Step 1:** Brainstorm. Ask the trainees to define the term ‘child protection.’  
**Q:** *What comes to your mind when the term ‘child protection’ is mentioned? Can you give some examples?*

**Step 2:** Write the relevant answers on the flip-chart. Discuss with the trainees and highlight the objectives of 'child-protection.'

**Step 3:** Group the answers written on the flip-chart that refer to child-abuse. You can simply circle them with a red or different color marker. Use **BOX 34** as a reference.

**Step 4:** Discuss with the trainees 'child protection' in their context and culture.

**Q:** *Can you remember any cases of child abuse that happened in your community? Please give an example of what happened.*

**Step 5:** Discuss with the trainees and highlight the forms of child abuse that happened in their community. To help the discussion you can use the following examples:

*a. Disabled children are given up by parents at birth or when very young to be cared for by institutions. It is not expected that families should have to carry the burden of caring for these children.*

*b. If a young girl is raped then the traditional remedy for this is for her to marry her perpetrator.*

*c. It is ok for children in this area to work as domestic servants instead of going to school; members of their family are dependent on them for food.*

**Step 6:** Ask the trainees what was done to solve the case and who were the major actors that dealt with the case.

**Q:** *How was the case of child abuse dealt with and who was involved in solving the case?*

Discuss the mechanisms of child protection present in the community.

**Step 7:** Read **BOX 34** Article 19 of the United Nations **Convention on the Rights of the Child** to the trainees. Highlight that all children must be protected at all times and that ultimately it is the responsibility of the adults to keep children safe and protected.



## **ACTIVITY TWO:** Good practices of child protection

Good practices of child protection are related to the set-up of good routines and the establishment of good communication among all stakeholders. Effective child protection can only be implemented as a **collective effort** among all the stakeholders interested in the protection of children, like parents, guardians, family members, caregivers, teachers, community members, local and international agencies, local, national and international authorities and **children** themselves.

Following are some guidelines that can help improve **child-protection practices** in the Child-Friendly Space/Environment and/or school:

### BOX 36: Good practices of child protection

- CFS/Es must be protective, clean, safe and inclusive of all children.
- Good protection practices should be developed together with the children. For example, a poster with unaccepted behaviors in the CFS/E can be developed by the children and posted in the class.
- Activities should respond to the needs of all children. Busy children are easier to manage.
- NO form of corporal or emotional punishment should be exercised or tolerated.
- Positive discipline should be implemented.
- An atmosphere of collaboration and support should be established in the CFS/E through the prevention of conflicts and the promotion of mutual understanding among children and all the people working in the CFS/E.
- A focal point where confidential issues can be reported should be established together with a sound referral system.
- Children should never be left unsupervised.
- More than one adult, and possibly of the opposite sex, should be in charge of the supervision of children.
- Adults and children should be aware of the CFS/E child-protection practices and be encouraged to challenge and report any inappropriate conduct.
- Children should be encouraged to report incidents and behaviors.
- Teachers and caregivers must listen carefully to children.
- Suspicions, allegations or cases of abuse must be reported immediately.
- Soldiers and weapons must be kept out of the CFS/E premises at all times.
- Confidential records on the basic data of the children should be compiled.
- Daily attendance of children must be recorded. It helps to keep track and follow up on absentees.

**NOTE** Teachers and caregivers should keep records of childrens' names, origin, and name and address or contact numbers of the caregiver/parent/next of kin.

**NOTE** Monitoring and reporting irregular attendance, unusual performance, signs of physical abuse and neglect of children is the single most effective activity that caregivers and teachers can implement to enhance the protection of children.



### ACTIVITY THREE: Referral systems

Adequate support for abused and maltreated children requires specialized psychological and legal support. In situations of emergency it is very challenging to report and address child abuse and maltreatment because the normal systems of protection are either collapsed or disrupted. In collaboration with local and national authorities, the UNICEF child-protection team, local, national and international agencies and implementing partners, should set up viable **referral systems** for cases of child-abuse.



**THINK:** Where can you refer a case of child abuse in your context?



**YOUR ROLE** is to identify how to set up referral systems in the CFS/E in collaboration with local authorities, other national or international organizations and implementing partners.

**NOTE** Remember, abuse of children is very often perpetrated by people who are known to the children.

• **Dos and don'ts in child protection**

The guiding principle in responding to any concerns about child protection is that **the safety and welfare of the child should always come first**. No child should be at more risk by any action taken.

**BOX 37: Dos and Don'ts of child protection**

| <b>DOs</b><br>What teachers and caregivers should do   | <b>DON'Ts</b><br>What teachers and caregivers should <b>NOT</b> do  |
|--|---|
| ✓ Do take any allegation or concern regarding the abuse or maltreatment of a child seriously                   | ✗ Don't address suspicions, allegations and cases of child abuse on your own directly with the perpetrator. You can put the child and yourself in danger..      |
| ✓ Do listen to children with sensitivity   | ✗ Don't leave children unsupervised   |
| ✓ Do implement good practices of child protection at all times   | ✗ Don't judge or comment on what children say   |
| ✓ Do challenge behaviors and attitudes that you feel are abusive towards children inside and outside the CFS/E | ✗ Don't ask leading questions like, "did he touch your leg?" Encourage children to talk about the events through open questions like, "and then what happened?" |
| ✓ Do handle sensitive information with confidentiality   | ✗ Don't promise children that you will keep what they tell you confidential   |
| ✓ Do teach children how to keep safe and say NO when they feel adults or older children behave inappropriately |   |



**TRAINING**  
**UNIT SEVEN: ACTIVITY TWO and THREE**



**KEY MESSAGE 1: The duty of care**



All the personnel working in direct contact with children in Child-Friendly Space/Environments (CFS/Es) should subscribe to the **'duty of care'** principle. A **'Code of Conduct'** should be developed by the legal employer. All the personnel should know that they are accountable for implementing good standards of child care and that they must prevent harm and keep children safe and protected at all times while in their care.



**TRAINING**

**Step 1:** Brainstorm. Ask the trainees to define the term 'duty of care' in reference to their role in the CFS/E.

**Q:** *In your opinion what does the term 'duty of care' mean in reference to your role of teacher or caregiver.*

**Step 2:** Write key words on the flip chart.

**Step 3:** Read **KEY MESSAGE 1**. Compare the definitions given by the trainees. Highlight that 'duty of care' means good standards of care and that teachers and caregivers subscribe to it when they sign the Code of Conduct together with their employment contract.

**Step 4:** Distribute a copy of the Code of Conduct to the trainees. Allow enough time to read it through. If needed, you can read the Code of Conduct as a group activity.

**Step 5:** Discuss the Code of Conduct with the trainees. Make sure that all trainees have understood the purpose of having a Code of Conduct. Ask if there are further questions.



## KEY MESSAGE 2: Good practices of child-protection

45min

Effective child protection can only be implemented as a collective effort among all the stakeholders interested in the protection of children, such as parents, guardians, family members, caregivers, teachers, community members, local and international agencies, local, national and international authorities and **children themselves**. Use **BOX 36** as a reference.



### TRAINING

**Step 1:** Group work. Divide the trainees into groups of 4/5 people each.

**Step 2:** Ask each group to give examples of how they can implement good practices of child protection in the Child-Friendly Space/Environment.

**Q:** *Please give some examples of how you can develop good practices of child protection in the CFS/E. You can ask one member of the group to write down the answers on flip-chart paper*

**Step 3:** Ask one group to give examples of good child-protection practices. Ask the other groups to integrate the answers with new examples.

**Step 4:** Ask each group to compile a poster with the guidelines on child protection.

**Step 5:** Wrap up the session by reading the relevant examples of good child protection practices.



## KEY MESSAGE 3: Referral systems

45min

Adequate support for abused children requires specialized psychological and legal support. Viable **referral systems** for cases of child abuse should be set up in Child-Friendly Spaces/Environments. The guiding principle in responding to any concerns around child protection is that **the safety and welfare of the child should always come first**. No child should be at more risk by any action taken. Use **BOX 37 Dos and don'ts of child protection** for teachers and caregivers as a reference.



### TRAINING

**Step 1:** Brainstorm. Ask the trainees to identify what to do in case there is a suspicion, allegation or case of child abuse in their context.

**Q:** *What would you do if a case of child abuse is reported to you? Give examples.*

**Step 2:** Write the relevant answers on the flip chart.

**Step 3:** Discuss with the trainees. Use **Dos and don'ts of child protection** for teachers and caregivers in the discussion. Highlight that the most

important thing to remember is **no child should be at more risk by any action taken.**

**Step 4:** Identify where to refer cases of child abuse and where to ask for support in the local context. Share relevant and reliable contacts with the trainees.

**Step 5:** Ask the trainees if they have further questions. Wrap-up the session by highlighting the learning outcomes.



## ACTIVITY FOUR: Child-protection activities

Child-protection activities aim at developing the children's life skills to protect themselves from harm. Simple messages like 'children have the right to say no' can boost children's self-confidence and protect them in situations of risk. Children can learn to recognize situations of risk and learn what to do in case of danger. The implementation of child-protection activities in the CFS/E also helps teachers and caregivers to better understand issues related to child-protection and how to prevent them.

Child-protection activities are developed in **Unit Three** of the Early Childhood Development (ECD) Curriculum and of the Basic Primary Education Curriculum.



## TRAINING UNIT SEVEN: ACTIVITY FOUR



### KEY MESSAGE 1: Child-protection activities



Education can play an important role in the protection of children by providing protective and nurturing environments, by delivering important lifesaving messages and by supporting the development of life skills that can help children to protect themselves from harm.



## TRAINING

**Step 1:** Microteaching. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask the trainees to choose one activity from the Child-Protection Activities unit of the module they are going to implement. If they do not have the hard copy of the module yet, print some examples of child protection activities from your soft copy.

**Step 3:** Ask each group to develop a lesson plan. See **SAMPLE 4.**

**Step 4:** Ask one group to teach the lesson to the rest of the trainees.

**Step 5:** Discuss with the trainees

**Q:** *In your opinion, which messages of protection were conveyed? Were they relevant to your context? Why yes? Why not? How can you improve child protection in your context?*

**Step 6:** Wrap-up the session by asking the trainees what they enjoyed and what they found difficult and how they can improve their teaching of child-protection activities.

**NOTE** Share the soft copy of the Handbook with the trainees if possible. Motivated and creative teachers and caregivers can find a way to access the materials in the unlucky case that they do not receive a hard copy.

# UNIT EIGHT:

## PHYSICAL ENVIRONMENTS IN EMERGENCIES



### LEARNING OUTCOMES



At the end of **Unit Eight** the **trainees** will be able to:

1. Describe how to set up the **physical learning environment** according to age-groups
2. Explain how to involve **Health and HIV/AIDS** services in the Child-Friendly Space/Environment and give examples
3. Describe how to implement **WASH** best practices in the CFS/E
4. Describe how to implement **Nutrition** best practices in the CFS/E

This unit looks into the elements specifically related to the physical set-up of learning environments and at the role of teachers and caregivers in making and keeping the physical environment safe, secure and healthy in line with the **UNICEF Core Commitments to Children in Humanitarian Actions (CCCs)** and the ‘whole-child approach.’

The **objective** of Unit Eight is to provide guidelines and ideas on how to set up safe, healthy, protective, interactive and stimulating environments in emergencies.



## ACTIVITY ONE:

### Setting up physical learning environments according to age groups

**NOTE** Remember a well-designed learning environment is **an extra teacher or caregiver!**

The objective of setting up physical environments according to age groups is to provide suitable learning environments that are conducive to learning, that are safe and secure and that promote the good health of children. Different age groups have different needs. Following are some guidelines for setting up physical learning environments according to age groups.

#### • Early Childhood Development (ECD)

Child-Friendly Spaces/Environments (CFS/Es) provides Early Childhood Development (ECD) education and care either as a stand-alone response to education in emergencies or as part of an integrated response to different age groups. The physical environment of ECD areas should be set up according to the different needs of babies, toddlers and pre-school children. See Module Three of the UNICEF EiE Handbook.

##### • area dedicated to infants and mothers

Here mothers can breastfeed the children while interacting with other mothers. Toys and materials to engage babies in stimulating activities should be provided. Teachers and caregivers should support the mothers in understanding the importance of proper care and stimulation of infants and toddlers. The area dedicated to infants should be equipped with personal hygiene facilities for infants. The proper disposal of infant feces (liquid and solid human waste) should be made easy in order to prevent contamination. Mothers and volunteers should be taught how to dispose feces properly. Also it is important that infants are not left in direct contact with soil or unclean surfaces.

**NOTE** In case an infant is not accompanied by the mother, it is important that another mother or volunteer takes responsibility for the supervision of the baby.

**NOTE** A good practice is to ask children and adults to remove their shoes or to clean their feet when entering the CFS/E.

##### • area dedicated to toddlers and pre-school children

Here children can move and interact freely. The area should be free from hazards and kept clean at all times. Play corners can be created using cushions, boxes, carpets and other materials where toddlers and young children can practice their motor skills and play freely. Children should have easy access to toys and playing materials, either home-made toys and/or toys from the UNICEF Early Childhood Development (ECD) kits. A theater corner can be built with minimal resources where children and caregivers can present puppets stories to an audience of children and parents. Hand and fingers puppets are part of the UNICEF Early Childhood Development (ECD) kit. The theatre corner can also be used for storytelling. Cushions and carpets can be used to make the corner more comfortable. Art corners, where children can easily access art materials and engage in structured psychosocial activities, can be arranged making sure that children are not in direct contact with soil and dirt. Personal hygiene should be actively promoted. Children should have easy access to potties to learn how to recognize and manage toilet needs and water and soap to wash their hands.

**NOTE** The toys of the ECD kit should be available for children.

**FIGURE 20: Potty**



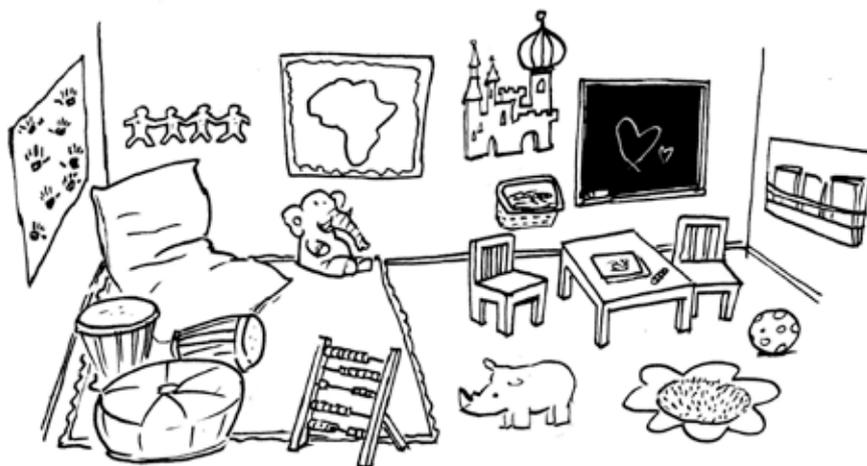
- **quiet area**

In Early Childhood the wake-eat-sleep cycle is central in the routine of children, and it is important that it is respected, to support the wellbeing of the child. The set-up of CFS/Es should provide a quiet area where children can rest and sleep safely.



**THINK:** What should you do if there are children with disabilities in your group? Think about the guidelines on inclusive education.

**FIGURE 21: Early childhood physical environment**



- **School-age children**

The learning environment for primary school children should stimulate children's curiosity through individual and peer learning. Arranging the physical environment can help manage large numbers of pupils and reduce overcrowded areas. The set-up of learning environments for school-age children should reflect the project-based investigative learning methodology and use display boards. See **Unit Three** of this Module and **Module Four** of the UNICEF EiE Handbook.

Following are some ideas that can support the set-up of stimulating environments.

- **Learning corners**

The objective of learning corners is to display learning resources on specific subjects. Children should be directly involved in the creation of the learning corners through project-based ideas as indicated in the Basic Primary Education Curriculum.

**NOTE** Teachers and caregivers should use their initiative and creativity to build learning corners.

The learning corner should be an area easily accessible to children. The objective of a learning corner is to create an area where children in small groups can look at learning materials they developed and engage in independent or peer-learning. Different kinds of extra learning materials can be produced and displayed in the learning corner. Learning corners can be **thematic**, for example language corners, science discovery corners, mathematics corners, reading corners, play corners, theater corner and music and dance corners, etc.

**FIGURE 22: Learning Corner**



**BOX 38: Set-Up of learning corners**

A learning corner can be set up as a class project. For example, a learning corner on the **'history and geography of my community'** could use a wall-display and include:

- A map of the local community that indicates important services like water points, sanitation facilities but also the CFS/E and the house/tent of each child.
- Pictures of the household of each child
- Posters of the natural environment that show the surrounding community using real tree leaves, flowers, stones, soil etc... directly collected by the children
- Pictures of important people in the history of the community that can be either hand drawn or cut outs or made using collage
- Drawings of cultural items, e.g. dressing, music, dance
- Pictures that represent important events of the history of the community.
- Reports from interviews of community elders
- An elderly person of the community can be invited as a guest-speaker to talk about some of the events or cultural rituals studied.

**NOTE** Remember to interview both female and male elders of the community in order to have different perspectives of events.

- **Blackboards**

The blackboard is generally considered a very important teaching aid. In contexts where there are few or no textbooks, teachers tend to use blackboards to write large amount of information that the pupils copy in their exercise books. Very often blackboards and chalk are of very poor quality, which makes it difficult to write on and difficult for the pupils to see what is written. Alternative low-cost teaching aids are available, (see Unit Three of Module One for further ideas) and teachers should learn how to use them. Zigzag boards, wall boards and display boards create more vibrant physical environments where children are involved in learning, and these materials support the creation of learning corners.

- **Sitting of children**

In situations of emergency desks and chairs are very difficult to find and very often not affordable. Setting up a stimulating classroom using learning corners and zigzag and pocket boards helps to create an interactive space that supports group-work and peer-learning at a low cost. A good tip is to use recycled materials to create interactive environments. Working with seated children becomes more manageable if they are divided into groups. Each working group can sit on a mat. Encourage children to remove their shoes to improve hygiene. It is important that the floor or area where the children sit is properly cleared from hazards and cleaned, ideally with a layer of plaster or in alternative with a strong plastic sheet on which the mats can be placed. For maintenance it is important that teachers establish rules on how to keep the environment clean by removing shoes and by organizing cleaning sessions at the end of the activities. Children can sit in circles or according to group activities. If the teacher does not feel comfortable sitting on the mat, a low chair can be provided.

- **Playgrounds – outdoor activities**

Playgrounds should be carefully arranged in the Child-Friendly Space/ Environment. Particular attention should be devoted to health and safety measures. Outdoor playgrounds can be organized using local recycled materials, like old truck or car tires to build swings or exploring areas and materials like jerrycans, blocks and stones to create obstacles. It is possible to build sand and water corners with plastic buckets, where children can play safely. Outdoor playgrounds can be easily built involving parents and community volunteers.

- **Adolescence**

Adolescents tend to aggregate in groups and very often in single gender, female and male, groups. Adolescents are quite autonomous in their learning and usually like to engage with technology. The physical environment for teenagers should respect their autonomy of learning and at the same time it should provide the necessary support to stimulate their curiosity and thirst for knowledge.

- **Learning corners**

Learning corners can work for teenagers too. A good tip is to form learning groups of 5/6 young people who take direct charge of thematic learning corners and develop the material to put on display and later explain it to their peers. Examples can be health learning corners, where information



**THINK:** What should you do if there are **children with disabilities** in your group? How can you modify the learning environment to make room for children with disabilities? Think about the guidelines on inclusive education.

on health issues can be gathered from local health services or from local health workers through interviews and research projects.

• **Library**

Reading corners and temporary libraries can be created, outsourcing books, magazines and comics, and using local resources or engaging with local and international agencies that provide reading materials.

• **Interest groups**

Adolescents work well in interest groups. Traditional music groups, traditional dance groups or singing choirs can be easily set-up. Journalist groups who can prepare newsletters and information leaflets are very easy to set up and can contribute enormously to information-sharing in the CFS/E and in the community. Theatre pieces can be developed to communicate important lifesaving messages.

• **Safety of the physical environment**

Children are at high risk of serious injuries because they are very curious and active in exploring their environment at any age. Teachers and caregivers have the responsibility to keep physical environments safe and secure from hazards.

**BOX 39: Good practices that can prevent injuries and harm to children**

Children must be kept away from:

- fires, stoves, ovens, cooking pots, hot foods, boiling water, steam, hot fats that can cause toxic fumes or burn the children if accidentally spilled
- sharp tools like scissors and knives and broken glass that can cause cuts
- windows, tables and stairs that can cause tumbling
- objects such as small pieces of toys, coins, buttons, plastic bags or nuts that can cause choking
- harmful liquids like paraffin, insecticide, bleach and detergents that can cause poisoning
- electric appliances or wires that can cause electric shocks

**NOTE** *It is a good practice to inspect the learning environment for hazards before starting the activities.*



**TRAINING**  
**UNIT EIGHT: ACTIVITY ONE**



**KEY MESSAGE 1: Setting-up physical learning environments according to age group**



The objective of setting-up physical environments according to age-groups is to provide suitable learning environments that are conducive to learning, that are safe and secure and that promote the good health of children. Different age groups have different learning needs and the physical environment should respond to them. The learning environment is like having ‘an extra teacher in the classroom’ because it can provide so many self-learning opportunities if properly set-up. Learning corners are

a practical and easy-to-implement example of how to make the learning space more interactive and on how to actively involve children in learning activities.



### TRAINING

**Step 1:** Group work. Divide the trainees in groups of 4/5 people. Develop a map of the layout of the physical learning environment.

**Step 2:** Distribute markers and flip-chart paper to each group.

**Step 3:** Ask each group to draw how they are going to set up the learning environment in the Child-Friendly Space/Environment according to the age-group they are going to work with.

**Q:** *Please draw how you are going to set up your classroom or the Child-Friendly Space/Environment taking into consideration the age-group you are going to work with.*

**Step 4:** Picture gallery. Ask each group to post the set-up of the learning space. Ask the trainees to walk around and look at the different pictures of the learning space.

**Step 4:** Discuss with the trainees.

**Q:** *Which one is the best set-up of the learning space according to the age-group? Why?*

**Step 5:** Wrap up the session and make a list of the materials needed for setting up the learning environment. Share the list with the local partners or UNICEF team in order to locally purchase the materials, such as small mats for the children and plastic sheets.



### ACTIVITY TWO: Health and HIV/AIDS in emergencies

Health and HIV/AIDS good practices in Child/Friendly Spaces/Environments aim at supporting the wellbeing of children through **basic health care** that local health facilities and health workers should also provide in the CFS/Es. Teachers and caregivers should collaborate with health workers to provide relevant health information to children and parents or guardians. Health information should be contextualized and culturally viable.

**NOTE** Medical information should only be provided by qualified health workers.



**YOUR ROLE** is to identify how to involve health facilities and health workers in the CFS/Es. Coordinate with local authorities and health agencies working in the context.

**BOX 40: Medical information and basic health care that should be available in CFS/Es**

1. **Injuries:** how to prevent common injuries and what to do in case of an injury. If possible teachers and caregivers should attend a first aid course.
2. **Vaccines** Health workers should provide relevant information to parents/guardians and children about lifesaving vaccinations relevant in their context, such as measles and polio vaccines.
3. **Deworming** is an inexpensive practice, which has a huge impact in improving the health and nutrition of children. Intestinal worms and parasites significantly reduce the absorption of the micronutrients contained in food, which are important for the cognitive and physical development of children. Health workers should provide relevant information and treatment of worms and parasites.
4. **Use of medications** Very often the misuse of medications causes detrimental consequences in young children, like in the case of antibiotics, which are often overused, for example, to cure common diseases like colds and coughs, or misused, for example, when the treatment is not completed, causing future resistance to antibiotics. Health workers should provide relevant information to parents/guardians about the correct use of medications.
5. **HIV/AIDS awareness** Health workers, caregivers and teachers should work together to provide relevant information and training on HIV/AIDS that is relevant to the context and to the different age-groups. For example it is important that breastfeeding mothers are aware of how to prevent mother to child HIV transmission (PMCT). Also health workers can provide proper information on the prevention of HIV infection to sexually-active adolescents and offer information on how to care for friends and family members who are infected and affected by HIV/AIDS.
6. **Prevention** Health workers, caregivers and teachers should work together to provide relevant health information and health education about the prevention and treatment of endemic diseases like malaria, the prevention of waterborne diseases like diarrhea and cholera, and of common illnesses like infective and respiratory diseases.

**NOTE** Caregivers and teachers must NOT give medications to children.



**TRAINING**  
**UNIT EIGHT: ACTIVITY TWO**



**KEY MESSAGE 1: Health and HIV/AIDS good practices**



In line with the UNICEF Core Commitments to Children (CCCs) and the 'whole-child' approach, Child-Friendly Spaces/Environments should collaborate with local health facilities in order to provide health care to children attending the CFS/E. The role of teachers and caregivers is to coordinate with health workers in order to facilitate the transmission of important health information.



- TRAINING**
- Step 1:** Group work. Divide the trainees in groups of 4/5 people.
- Step 2:** Ask the trainees to identify different examples of how they can support health workers in the delivery of important health information to children.

**Q:** *In your opinion, which kind of activities can you implement in the CFS/E in order to support the delivery of important health information to the children? Please give three examples.*

**Step 3:** Ask each group to report back and discuss with the trainees which activities are the most effective in supporting the transmission of health information in the CFS/E.

**Step 4:** Explain that there are different context-related topics that health workers can convey to children and parents/guardians. Use **BOX 40** as reference.

Following is a list of activities that could be implemented in the CFS/E for reference:

- Arrange information meetings with parents/guardians and health workers on agreed upon health topics.
- Arrange information sessions with the students and health workers on agreed upon health topics.
- Discuss with health workers how you can follow up the health information with project-work and learning activities according to age groups, such as teaching how to use a mosquito net to prevent malaria.
- Arrange basic first aid courses for the students and for teachers, caregivers and personnel of the CFS/E.

**Step 5:** Discuss with the trainees and make a list of context-related and culturally-viable activities that can be implemented in the CFS/E with the support of health workers.



### ACTIVITY THREE: Water, Sanitation and Hygiene (WASH) in emergencies

In situations of emergencies there is a higher risk of outbreaks of diseases, for example waterborne diseases like diarrhea and cholera, which can be very harmful and often fatal to children. Hygiene and sanitation practices are extremely important to **keep children healthy**.

Bad germs are the main cause of ill health in children. Bad germs are invisible (you cannot see them with your eyes) organisms that can cause diseases by getting into the child's body through contaminated food, water and air.



**THINK:** *In your opinion what does the word 'hygiene' mean? Can you give an example of hygiene practices in your context?*

**NOTE** *Contamination occurs when bad germs move from feces and soil to water, food and air and progress to the human body through the skin, by drinking contaminated water or eating contaminated food or inhaling contaminated air.*

**FIGURE 23: Bad germs**



**NOTE** Remember that adults are important role models for children. Teachers and caregivers should be the first to respect good personal hygiene practices, as this will also reduce the risk of contamination in the CFS/E.

• **Promotion of good practices in personal hygiene**

Personal hygiene is extremely important to prevent diseases and to foster healthy habits that will support the wellbeing of the child. Establishing good personal hygiene routines in the Child-Friendly Space/Environment (CFS/E) helps prevent outbreaks of diseases among children.

Following are some good practices in hygiene and sanitation. These are guidelines that should be adapted to the local context.

**NOTE** Washing hands with soap is the single most important activity that can prevent fatal diseases in children. Use a song that teaches children to properly scrub their hands and clean under their nails.

**NOTE** Potty training formation means for infants and toddlers to be able to recognize toilet-stimuli and seek an adult's help. For older children it means to learn how to properly clean themselves and where to dispose of feces.

**NOTE** Remember good health contributes to happy children.

**BOX 41: Good practices in personal hygiene**

- ✓ Children should be encouraged to wash their hands and face with soap or ash regularly, especially before eating and after they have been to the toilet.
- ✓ Children should be discouraged to put their hands in their mouth or to eat food and drink water contaminated with soil.
- ✓ Children's nails should be kept short, so that dirt cannot pile underneath.
- ✓ Children's hair should be washed regularly with soap or ash, as it helps prevent head lice and scalp infections.
- ✓ Parents and caregivers should 'potty train' children and properly dispose of children's feces to reduce the risk of contamination.
- ✓ Children should be encouraged to brush their teeth regularly.
- ✓ Children should be encouraged to keep their clothes clean. It is a good practice to use bibs and overalls when children play and eat to protect their clothes.
- ✓ Parents and caregivers should be encouraged to wash children's clothes with soap regularly and if possible iron them, as it prevents the contamination of parasites (little animals that can be harmful to humans) through the skin
- ✓ Parents and caregivers should be encouraged to bathe children with clean water and soap regularly.

It might be challenging to promote good personal hygiene practices in emergencies. However very often it is not only about resources but also about knowing that simple routines like washing the child's hands

regularly before meals and any other time is the most efficient way to reduce the risk of getting diarrhea.

**FIGURE 24: Children washing their hands**



**YOUR ROLE** is to raise awareness on the importance of good practices in personal hygiene and encourage teachers and caregivers to implement them in the CFS/E. Ask a WASH expert or a health worker to assist in developing context-relevant good personal hygiene practices.

#### • Promotion of good practices in food hygiene

Very often during emergencies the Child-Friendly Space/Environment is provided with a feeding area. Usually the feeding area is supported by the United Nations World Food Program (**WFP**) or in some cases it is supported by joint efforts from international and local partnerships. Very often feeding areas have a kitchen run by cooks and support staff, who are responsible for the implementation of proper food hygiene practices in the preparation of safe food. However it is also important that caregivers and teachers are aware of good practices in food hygiene as they can reduce the risk of contamination and keep children healthy.

Following are some guidelines that can improve food hygiene practices in the CFS/E:

**BOX 42: Good practices in food hygiene**

- ✓ Feeding bottles or teats should not be used to feed children unless they are cleaned each time with boiling water. Clean or use a cup instead.
- ✓ All utensils and plates should be washed immediately after use and be kept covered. This helps keep flies away and reduces contamination.
- ✓ Dirty towels should not be used to dry plates and utensils because their use increases the risk of contamination.
- ✓ Towels for drying dishes and cutlery must be used only for this purpose, and they must be washed thoroughly every day and dried in the sun.
- ✓ All surfaces where food is served must be cleaned before and after eating, not to attract flies and increase the risk of contamination.
- ✓ Food and water must be kept in covered containers to protect it from flies and dirt.
- ✓ Refuse water must be dried or brushed away because it attracts flies and mosquitoes..
- ✓ Dirty water should not be disposed in the kitchen sink or where food is handled.
- ✓ Waste/garbage containers should be kept in designated areas away from children and be disposed of regularly.

**NOTE** Flies are dangerous because they carry germs that can cause diseases. It is important to keep flies away from children and always cover food and water.

• **Promotion of good practices in sanitation**

Sanitation is about the proper disposal of human feces and the prevention of sewage contamination of sewage with regard to drinking water. Good sanitation practices play a central role in the prevention of waterborne epidemics like cholera or diarrhea.



**CASE STUDY** In 2010, Pakistan experienced the collapse of basic water and sanitation facilities in the aftermath of terrible floods. The death toll doubled less than six months later due to the rapid spread of waterborne diseases like cholera and acute diarrhea



**YOUR ROLE** is to make sure that caregivers and teachers understand how good practices in safe water and sanitation can reduce fatal diseases in children.

Following are some guidelines for the implementation of good sanitation practices in the CFS/Es:

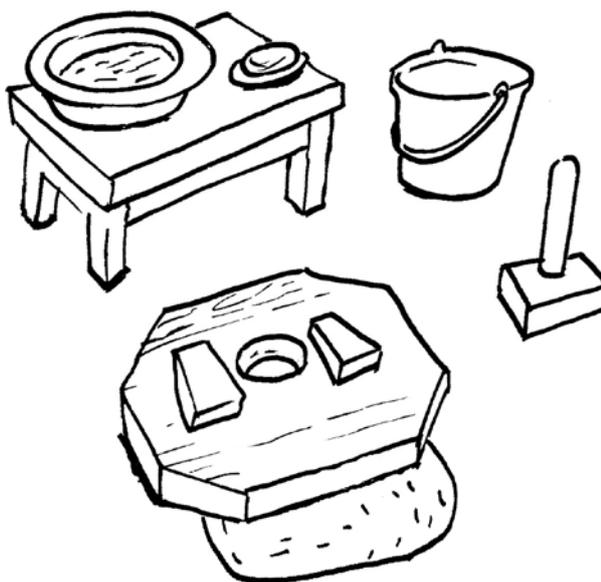
**NOTE** If there are cases of diarrhea, the feces of the sick child must be disposed of immediately. The child and the child's clothes must be washed with soap or ash immediately, and the water used to wash the child and the child's clothes must be disposed of in designated latrines/toilets designed to prevent water contamination.

**NOTE** Teachers and caregivers should wash their hands regularly too!

**BOX 43: Good practices in sanitation**

- ✓ Human feces, including children's feces, must be disposed of in designated toilets/latrines designed to prevent the water contamination.
- ✓ The CFS/E **toilets/latrines** must be kept clean and covered at all times to prevent contamination through flies. Tip: sprinkle fire ash on feces to reduce bad odors.
  - Latrines/toilets should be adapted and designed for the use of children, for example with the provision of easily washed chairs to fit the latrine/toilet pit-hole.
  - Latrines/toilets should have good ventilation.
  - Hand washing should be provided near the latrines/toilets to facilitate hand washing practices
  - Places for hand washing should be adapted and designed for the use of children, for example they should be at the right height for children to reach water and soap.
  - The CFS/E and areas where children play must be kept clean at all times.
  - Food and safe water supplies must be stored away from toilets/latrines and garbage.

**FIGURE 25: Child-friendly pit-latrine**



**• Promotion of good practices in safe water**

Safe water is water that is safe to drink. In contexts of emergency, when large numbers of people are displaced and when the normal water and sanitation systems are disrupted or under extra strain, access to safe water becomes a challenge. The risk of contamination of sanitation systems and drinking water is higher than under normal circumstances.

Following are some guidelines for the implementation of good practices to keep water safe in the CFS/E:

**BOX 44: Good practices to keep water safe**

- ✓ Safe water must come from a safe source. UNICEF or Implementing Partners WASH team can advise on how to make sure that drinking water is safe.
- ✓ Safe water must be kept in a safe place/area where it is unlikely that it can be contaminated.
- ✓ Safe water must be kept in safe, clean containers dedicated only for this purpose.
- ✓ It is a good practice to have a designated person in charge of the management of safe water in the CFS/E.
- ✓ Safe water should not be touched with hands or with objects that have not been safely cleaned. It is a good practice to keep one dedicated ladle for accessing safe water, to prevent contamination.
- ✓ Safe water containers should be kept covered at all times.



**TRAINING**

**UNIT EIGHT: ACTIVITY THREE**



**KEY MESSAGE 1: Good practices in personal hygiene**



Personal hygiene is extremely important to prevent diseases and to foster healthy habits that will support the wellbeing of the child. Establishing good personal hygiene routines in the Child-Friendly Space/Environment (CFS/E) contributes to preventing outbreaks of diseases among children. Washing hands with soap or ash is the single most important activity that can prevent fatal diseases in children. Teachers and caregivers should develop songs that teach children to properly scrub the top of their hands, the palm of their hands, in between the fingers and under the finger nails.



**TRAINING**

**Step 1:** Brainstorm. Ask the trainees to identify basic good practices in personal hygiene.

**Q:** *In your opinion, which are the basic personal hygiene good practices that can be implemented in the CFS/S? Please give examples.*

**Step 2:** Write the relevant answers or key words on the flip-chart. Discuss with the trainees and agree a list of personal hygiene good practices that teachers and caregivers should implement in the CFS/E.

**Step 3:** Group work. Divide the trainees in groups of 4/5 people.

**Step 4:** Ask the trainees to write a song, possibly with actions, that can teach children how to wash their hands properly: scrub the top of your hands, wash the palms of your hands, clean carefully in between your fingers and under your finger nails.

**Step 5:** Ask the groups to sing and perform the songs to the rest of the trainees.

**Step 6:** Ask each group to vote for the best song by giving three reasons why they think it is the best song.



## KEY MESSAGE 2: Good practices in safe-water

60min

Safe water is water not contaminated and that is safe to drink. In contexts of emergency when large numbers of people are displaced and when the normal water and sanitation systems are disrupted or under extra strain, accessing safe water becomes a challenge. The risk of contamination of sewage and drinking water is higher than in normal circumstances. Safe water must come from a safe source. UNICEF or Implementing Partners WASH team can advise on how to make sure that drinking water is safe.



### TRAINING

**Step 1:** Group work. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask the trainees to identify different examples of how they can support UNICEF WASH team or Implementing Partners in the delivery of important information on safe water to children.

**Q:** *In your opinion, which kind of activities can you implement in the CFS/E in order to support the delivery of important information on safe water to the children? Please give three examples.*

**Step 3:** Ask one group to report back and discuss with the trainees the most effective activities for transmitting information on safe water in the CFS/E.

**Step 4:** The following is a list of activities that could be implemented in the CFS/E for reference:

- Arrange information meetings on safe water with parents/guardians and children. Topics can be related to: Where can parents and children access safe water? Which best practices can ensure that the water is safe to drink? Where and how should the water be stored?
- Arrange information sessions with students on safe water topics.
- Discuss with the UNICEF or Implementing Partners team or local agencies working in water, hygiene and sanitation follow-up projects that can be developed about safe water.

**Step 5:** Discuss with the trainees, and make a list of context-related and culturally-viable activities that can be implemented in the CFS/E with the support of the WASH team.



## KEY MESSAGE 3: Good practices in safe-water

60min

Sanitation is about the proper disposal of human feces, and the prevention of contaminating drinking water with animal waste and sewage. Good sanitation practices play a central role in the prevention of waterborne epidemics like cholera or diarrhea. Teachers and caregivers are expected to implement good sanitation practices in the Child-Friendly Space/Environment.

Use **BOX 43** as a reference.



### TRAINING

**Step 1:** Group work. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask each group to use the layout of the physical learning

environment they developed in Activity One and draw the location of the sanitation facilities of the CFS/E on the map.

**Step 3:** Discuss with the trainees.

**Q:** *Are the sanitation facilities accessible for the children? How far are they from the CFS/E? Where can caregivers dispose of waste in a safe and efficient way?*

**Step 3:** Ask each group to draw the sanitation facilities of the CFS/E on flip-chart paper, paying specific attention to the details.

**Step 4:** Ask the trainees to post their drawings and discuss the layout of the sanitation facilities.

**Q:** *Are the facilities easily accessed by children? What could be done to make them more child-friendly? How are the children going to clean themselves? Are water and soap available for hand washing after being in the toilet?*

**Step 5:** Discuss with the trainees and make a list of what can be done to make the sanitation facilities more child-friendly and how teachers and caregivers should support the children in the proper use of the facilities.



## ACTIVITY FOUR: Nutrition in emergencies

In emergency contexts the supply of nutritious food can be a major challenge. Usually external agencies like the UN World Food Program (**WFP**) are called upon to provide food supplies. Good nutrition significantly contributes to the good health of children.

Following are some guidelines for good nutrition practices. UNICEF Nutrition Team and Implementing Partners can provide adequate advice on how to implement good nutrition practices in the CFS/E.

**NOTE** *Quantities of food supplies in emergencies are calculated by nutrition experts, who ensure that there is enough food for all children. Make sure that a shortage of food is not due to diversion of aid or any other bad practice.*

**NOTE** *In some cultures boys receive more food than girls or they are served before girls. Make sure that girls receive the same amount of food and at the same time as boys.*

**NOTE** *Micronutrients are important substances present in food. Not all kinds of food contain the same micronutrients, therefore **variety of food** and in specific **vegetables** and **fruit** help to increase the intake of important micronutrients. The alternative is to provide children with fortified food.*

### BOX 45: Good nutrition practices

- ✓ Children need to eat frequently. A young child needs to eat three to five times a day.
- ✓ Children with disabilities may require extra help and time for feeding.
- ✓ Children should be able to have a second serving of food, if asked for.
- ✓ Boys and girls need equal amounts of good food.
- ✓ During an illness children need to continue to eat regularly. After an illness children need one extra meal every day for at least one week.
- ✓ **Breast milk** alone is the **ONLY** and best food and drink an infant needs until the age of six months..
- ✓ Variety of food, in specific vegetables and fruit, is very important to make sure that children get all the micronutrients needed. .
- ✓ Regular deworming of children is an inexpensive and important practice that helps to improve the absorption of micronutrients from food by eliminating the worms often present in the intestine of children. Deworming tablets are usually given to children every six months.



**YOUR ROLE** is to coordinate with UN agencies like WFP and other agencies present in the territory and to set up feeding centers attached to the CFS/E if needed. Coordination with nutrition experts should provide proper assessment on the nutritional status of children in the CFS/E. Cases of malnourished children should be referred.



## TRAINING

### UNIT EIGHT: ACTIVITY FOUR



#### KEY MESSAGE 1: Good practices in nutrition

60min

In emergency contexts the supply of food can be a major challenge. Usually external agencies like the UN World Food Program (WFP) are called upon to provide food supplies. Good nutrition significantly contributes to the good health of children and supports the good cognitive development of children. Usually in emergencies teams of nutritionists are deployed in order to support feeding centers and work in collaboration with health facilities in the treatment of child-malnutrition.



## TRAINING

**Step 1:** Group work. Divide the trainees in groups of 4/5 people.

**Step 2:** Ask the trainees to identify different examples of how they can support UNICEF or the Implementing Partners NUTRITION team in the delivery of important information on nutrition to children.

**Q:** *In your opinion, which kind of activities can you implement in the CFS/E in order to support the delivery of important nutrition information to the children? Please give three examples.*

**Step 3:** Ask each group to report back and discuss with the trainees the most effective means to transmit nutrition information in the CFS/E.

**Step 4:** Following is a list of activities that could be implemented in the CFS/E for reference:

- Arrange information meetings on nutrition with parents/guardians. Topics can be related to: How do you provide proper nutrition to children according to their age group and physical needs? What are the best practices in nutrition for mothers and infants?
- Arrange information sessions with the students on good practices in nutrition.
- Discuss with the UNICEF, or WFP or Implementing Partners team or local agencies which kind of education projects can be developed on nutrition-related topics.

**Step 5:** Discuss with the trainees and make a list of context-related and culturally-viable activities that can be implemented in the CFS/E.

**Step 6:** Ask the trainees if they have any further questions on the topic of Unit Eight. Close the session by listing the learning outcomes of Unit Eight.





