



GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING

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TEACHER TRAINING SCHEDULE

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	Introduction and Gender Responsive Schools			Learning and Teaching				Positive Discipline		Community support
Morning	Session 1 Intro to the Training Program 1 hour 15 mins	Session 5 Education as a Right 1 hour 30 mins	Session 8 Gender Responsive Schools 1 hour 45 mins	Session 10 How do Students Learn? 2 hours 45 mins	Session 13 Objectives and Questions 1 hour 45 mins	Session 16 Setting up my Classroom 3 hours	Reflection Circle Practice #2 45 mins	Session 21 Safe and Positive Learning Environment 2 hours 45 mins	Session 24 Positive Discipline 2 hours 15 mins	Session 26 Engaging Parents and the Community 2 hours 45 mins
	Session 2 Introduction to Gender 2 hours 15 mins	Session 6 School Related Gender Based Violence 1 hour 30 mins	Session 9 Planning and Reflecting 2 hours 45 mins		Session 14 Cooperative Learning 2 hours 45 mins		Session 19 Why use Ongoing Assessment 1 hour 30 mins			
Lunch	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
After-noon	Session 3 Why is Gender Important? 1 hour 30 mins	Session 7 School Related Gender Based Violence 2 hours 30 mins	Session 9 Planning and Reflecting continued	Session 11 Active Learning 1 hour 35 mins	Session 14 Cooperative Learning continued	Session 17 Locally Made or Found Materials 1 hour 30 mins	Session 20 How to Assess 3 hours 15 mins	Session 22 Why Children Misbehave 1 hour 30 mins	Session 25 Revisiting Lesson Planning 2 hours 45 mins	Session 27 Training Wrap-Up 1 hour 15 mins
	Session 4 Gender and My Students 1 hour 30 mins		Reflection Circle Practice #1 45 mins	Session 12 Selecting Teaching Methods 1 hour 45 mins	Session 15 Remedial Teaching 1 hour 30 mins	Session 18 Gender in Learning Materials and Communication 1 hour 45 mins		Session 23 Punishment and Discipline 1 hour 30 mins	Reflection Circle Practice #3 45 mins	

MODULE 1: INTRODUCTION

BEFORE YOU START

The Gender Responsive Pedagogy Teacher Training (GRPTT) program was developed by Plan International Canada to support the teacher training components of the Stop Unique Challenges Compromising (Girls') Education in South Sudan (SUCCESS) project in South Sudan and the Apoiu para Melhores Oportunidades para Raparigas (AMOR)¹ project in Mozambique, funded by the Dubai Cares² Girls' Flagship Program. This 10-day training includes an introduction to key gender-related issues and concepts in education, and then mainstreams gender considerations into teaching skills, including child-centered instructional methods, classroom management, lesson planning, positive discipline, evaluation and assessment and reflective practice.

The GRPTT can be delivered as part of an education project, by Plan International or other organizations working in the sector in collaboration with ministries of education, who are the primary stakeholders responsible for teacher training.

The GRPTT program has been designed to be used with current and future teachers as participants. It is practice-based, and an effort has been made to limit the use of theory and technical terminology to ensure that participants gain a practical understanding of how to apply new skills and knowledge in their classrooms. These practical skills will enable teachers to eliminate gender stereotypes in common classroom scenarios, promote respectful interactions between students, and ensure that girls and boys in their diversity are equally encouraged and empowered to achieve.

Primarily, the GRPTT has been developed for teachers in mixed-sex or co-ed school contexts. However, the training material is equally pertinent for teachers in sex-segregated schools promoting an understanding of and practical skills in the promotion of gender equality. Furthermore, while the training materials assume schools with the availability of classrooms and other infrastructure, the principles of effective teaching methodologies can equally apply to low resource school settings, where such infrastructure may not exist.

The GRPTT package was originally developed for programming in development contexts. However, with the onset and escalation of conflict in the context of South Sudan, it was adapted for application in conflict settings. Please see the Annex 1 for adaptations.

The material in this program is learner-centered, meaning that the experience of the participants is central to the aim of each session. Exercises and activities have been designed to encourage participants to actively learn by exploring their own experiences of gender, by thinking about how gender discrimination and stereotypes affect their students, and by adapting the skills they learn in

¹ Both projects aim to improve girls' primary school completion, transition to secondary and reincorporation of excluded girls into education

² Dubai Cares is a UAE-based global philanthropic organization working towards providing children in developing countries with access to quality education through the design and funding of programs that are integrated, impactful, sustainable and scalable.

this program to the specific needs, challenges and opportunities within their classrooms and communities.

This package has been produced building on Plan International resources and also borrowing from some of the many useful and comprehensive guides, tools and resources produced by other organizations working in gender equality and child-centered learning and teaching approaches. Please see the list of references for citation information. Plan International Canada acknowledges with appreciation their contributions to the growing body of resources available to assist organizations in strengthening their approach to gender equality, inclusion and education.

NOTE: The GRPTT package is and always will be iterative, evolving as new learning and experience is added. This package is being released in current formatting for circulation and usage with appropriate recognition as provided. Formal release of the package will be carried out by Plan International Canada at a later stage.

HOW TO USE THIS PACKAGE

This program should be ideally delivered over 10 days to primary school teachers by local trainers for optimal results. Most content will equally apply to lower and upper secondary school teachers, with some modifications to the Teaching and Learning section to reflect subject specific pedagogy approaches. The local trainers should have received training on the full GRPTT Program from Plan International staff and should be supported on an ongoing basis to deliver the program. If this is you, welcome! While some of the sessions in the Learning and Teaching section can be left out if your training group has already mastered this teaching content, the sessions in the first and third sections (Gender Responsive Education and Positive Discipline) should always be delivered within this program, without exception.

WHAT'S IN THIS PACKAGE?

This package includes five main sections (or topics) with 4-10 sessions (or sub-topics) in each section:

1. Introduction

- Teacher training schedule
- Before you start
- Warm-up activities
- Introduction to the Training Program

2. Gender Responsive Schools

- Introduction to Gender
- Why is Gender Important?
- Gender and My Students
- Education as a Right
- School-Related Gender Based Violence
- Gender Responsive Schools

3. Learning and Teaching

- Planning and Reflecting
- How do Students Learn?
- Active Learning
- Selecting Teaching Methods
- Objectives and Questions
- Cooperative Learning
- Remedial Teaching
- Setting up my Classroom
- Locally Made or Found Materials
- Gender in Learning Materials and Communication
- Why use Ongoing Assessment?
- How to Assess

4. Positive Discipline

- Safe and Positive Learning Environment
- Why Children Misbehave
- Punishment and Discipline
- Positive Discipline

5. Wrap-up and Community Support

- Revisiting Lesson Planning
- Engaging Parents and Community
- Training Wrap-Up

Each session has a session guide and session resources. Session resources include supporting notes for facilitators, and worksheets or case studies for participants. As a facilitator, you should be familiar with all of these materials well before delivering the session and should have your Facilitators' Guide (this package) to refer to for help while you are facilitating. There are one or two sessions with extra handouts that you will need to photocopy before the session.

Session Guide

The session guide is the 'how to steps' for the session – it tells you what the learning objectives are for the session, what steps to take to run the session, what materials are needed and helpful facilitation tips.

Session Resources

The session resources give you information about the topic being covered by the session. They also include worksheets and case studies for participants. You should read the session resources thoroughly and well in advance of the session so that you can ask for help if there is anything you don't understand. You don't need to memorize everything in the session resources – but you should understand the key concepts and ideas and be ready to refer back to the resources if participants have any questions during the session.

GRPTT – Step by Step

A training of trainers (TOT) should be conducted by Plan International staff and/or any other GRPTT trainers on the delivery and content of the GRPTT. This training will be supported by technical staff who either work for Plan International or for other organizations trained in the GRPTT. In addition to attending this TOT, you should prepare for delivering the GRPTT program by doing the following:

1. Review all Materials

Go through all the session guides and resource materials before you begin the process of planning your activities. It is a lot of material, but it will help you to prepare for delivering the program.

2. Know your Group

The participants for your teacher training may already have been identified by the project staff and local education officials, but there are some important things to keep in mind when preparing to deliver your teacher training:

- **Know the capacity of your group.** Are these teachers that have had teacher training before, either pre-service or in-service? Are they volunteer teachers or professional teachers? What are their language skills?
- **Know the type of schools they teach in.** Do your teachers work in rural or urban schools? What are the resource limitations your teachers face? What are their classroom sizes? Are the schools accessible?
- **Know some of the issues/challenges within the communities and amongst the students at their schools.** What are some of the main issues that are likely to come up in the training? Is the school difficult to get to? Is the school in a community that is for example especially poor, or perhaps conflict-affected? What are some of the specific gender-related issues that might come up?

3. Coordinate with your Co-facilitator

You will have a co-facilitator that will be working alongside you throughout the program – it is important that you share an understanding of the material and divide the responsibilities for leadership and preparation before you start each session. You and your co-facilitator will likely have different strengths and interests – try to divide your responsibilities and support each other using these strengths and interests. Where possible, try to build mixed-sex facilitation teams.

4. Plan your Agenda for the program

The overall training program schedule is already laid out in this package, as are the session guides. But, you may want to bring in guest speakers or introduce some additional activities that are relevant for your participants. Make sure that these are well-planned and that you let the groups know when to expect these activities in the program. Also, feel free to make changes in the training start time, end time, lunch break, etc., but make sure you leave at least 5 hours of training time each day, which is the amount of time needed to get through all four sessions.

5. Monitoring and Evaluation

It is important to keep track of how the training goes in a way that is clear for you and others. This helps you to see how well your participants have done, it helps project staff to understand how effective the project has been, where this is delivered as part of a project, and ultimately, it will help to improve the delivery of the material for next time. You can monitor the training using the following tools:

- **Assessment and Evaluation of the GRPTT:** assessments or evaluations can be conducted before (diagnostic), during (formative), or after (summative) the delivery of the training, depending on the purpose of the assessment. Suggested forms of assessment are presented as resources in the final module, along with examples of possible methods and the intended purpose of their use. They are arranged under diagnostic, formative, and summative categories, though multiple forms of assessment can be implemented during a training round. All training plans are encouraged to conduct detailed needs assessments prior to training.
- **Attendance Records:** attendance for the entire program should be monitored to ensure that no participants are missing key sessions – these sessions include the foundational gender sessions in the first section, as well as the positive discipline sessions in the third section. Participants should also not miss more than half of the learning and teaching sessions in the second section – without attending these sessions, they will not know how to put their new gender-responsive skills into practice in their classrooms.
- **Ongoing feedback mechanisms:** Each session gives you an opportunity to ask participants to reflect on the exercise and what they thought about it. This feedback should be recorded and shared with project staff/training providers and other facilitators so that it can be used to improve the content.
- **Facilitator's evaluations:** Finally, participants will be given an opportunity to evaluate your performance. This will help to provide you with support, to improve the training of trainers, and to make changes to the program for the next group.

A NOTE FROM PLAN INTERNATIONAL CANADA

We recognise that many individuals identify as male or as female. We also recognise that gender is not binary, and includes a continuum of identities. To facilitate ease of reading within this package we refer to women, men, girls, and boys throughout. This does not in any way diminish our recognition of, commitment to and work with individuals with other gender identities.³

³ *Global Policy on Gender Equality and Inclusion*. Plan International. 2017.

HELPFUL TIPS AND TROUBLESHOOTING

(Adapted from Ghana Education Service, 2011, p.48-60)

It is important that you are comfortable with delivering this material and that you have fun while doing it. You will each have a different training style and different strengths, and these will shine through in the training.

Although you'll be trained on how to be a strong and effective facilitator, the following section will add to that training and also serve as a reference for you as you progress through the program. Be sure to read through this guidance and if there is anything you don't understand or have questions about, take the time to talk to a Plan International staff member or another facilitator who can help.

Facilitation can be great fun, but is also a big responsibility. The participants in your groups will be introduced new concepts, skills, to some very sensitive material and will talk about some difficult topics. They may share personal information and experiences. It is your responsibility to create a safe environment where everyone is encouraged to support and learn from each other.

WHAT IS FACILITATION?

When you facilitate, you are helping a group of participants to explore a topic and discover things on their own. You provide opportunities for people in the group to discuss issues and share ideas, guide the discussion in useful directions, and be ready to answer any questions that the group might have. In the GRPTT program, you will sometimes also provide instruction to participants by explaining key concepts or ideas.

Teachers need to develop their skills in a practical way, just as their students do. It is not enough to only explain concepts to participants – participants need opportunities to practice and apply what they are learning. Facilitation uses an approach that mixes some instruction with lots of activities that encourage participants to make their own discoveries and share experiences.

Facilitators should also share their knowledge and experiences

As a facilitator, you are in a great position to share some of your own experiences in the classroom or training room. Often, it is most helpful to share experiences where you felt challenged or when things didn't go as well as you had hoped. This creates a safe space for participants to share and explore their own challenges as teachers and as individuals.

A good facilitator...⁴

- Sees the participants as experts with important information to share.
- Encourages participants to learn from each other and also learns from the participants.

⁴ Taken from John Hopkins. *Go Girls! Community-based Life Skills for Girls: A Training Manual*, 2011, p. 15.

- Helps participants to learn by doing, experiencing, practicing and sharing.
- Is organized but flexible and can shape the session to the needs of the group.
- Is energetic and enthusiastic!
- Keeps promises made to the group and follows through.
- Is patient with participants who are struggling.
- Is ready to deal with emotions if necessary.

HOW CAN I MAKE SURE EACH SESSION GOES WELL?

There will be sessions that go well and others that don't go how you want them to. But as they old saying goes, 'Fail to prepare, and prepare to fail'. The most effective way to ensure that you have enjoyable and productive sessions is to make sure that you are prepared as a facilitator. Here is what you need to think about before each session:

Do I know my material?

Even though you read the material at the beginning of the course, reread all the session materials (session guides and session resources) before each day. It won't take long, but it is necessary if you want to be prepared. You should be comfortable with the content and ready to answer questions and provide examples. If there is anything that you still feel unclear or unsure about, ask to spend some time with a Plan International staff member or a co-facilitator. You can even request some support during the session from Plan International.

Who's doing what?

Make sure that you have met with your co-facilitator before each session to agree on how you will conduct the session together. One facilitator can lead the session while the other supports. Be careful not to have the same person lead every session. It is also very important that the supporting facilitator is present and active in the session. They should provide support by circulating to help participants in group work, jumping in with extra examples, taking notes on a flip chart, or doing anything else that helps the lead facilitator.

What do I need?

Ensure that you have all the materials that you need for the exercises that you plan to do including any materials needed for your activities and enough copies of any handouts required for the session. Make sure you've worked with Plan International staff to assemble these ahead of time.

Is my location ready?

You will likely be using space that is also used for other things, like a classroom or a schoolyard. Arrive early to the space and make sure that it is ready and set up how you would like it. If you need to post flipchart sheets to write on or reorganize the furniture, do that ahead of time. This will allow you to focus on your participants when they arrive rather than rushing to get the space ready.

HOW DO I CREATE A POSITIVE, OPEN ENVIRONMENT FOR THE SESSIONS?

As a facilitator, it's up to you to set the tone. The activities in this package include a lot of group work, reflection, participation, and creating – it's up to you to present each activity as an opportunity for participants to learn from each other and expand their horizons. You want participants to feel safe, supported and respected. You want to be sure that as a facilitator, you model the behaviour you expect from your participants, so try to be an active learner as well!

- **Use warm-up or 'icebreaker' exercises (see Warm-up Menu).** At the beginning of sessions, and at any time that you feel the group needs to relax or get energized, you should use simple, fun activities called 'warm-up' exercises. These exercises can also be chosen to get the group ready for the particular exercise you'll ask them to do in the session.
- **Respond to what participants say in a way that shows they are valued.** Phrases like 'Thank you for sharing that with us', 'That is an interesting point', and "'Well done' are useful and supportive.
- **Handle sensitive topics with care.** Recognize that there may be victims of violence or abuse in the group, or participants that relate to other topics in a very personal way that makes their participation more difficult. Never force anyone to contribute or single participants out to share their experiences, and make sure that participants treat each other's shared experiences with respect. Consider some form of support for participants who may need counselling upon reflecting on their own experiences.
- **Assure the participants that what they say about sensitive issues in the sessions will be kept private, unless a student is in danger or at risk of abuse.** Your training sessions should be safe spaces where participants feel that they can share thoughts and experiences without being concerned about anyone else finding out what they've shared. The one exception is if a participant shares an experience of abuse that needs to be communicated to authorities concerned.
- **Make sure that you're having fun, too.** The best way to create a comfortable and safe environment where participants will feel free to express themselves creatively is to be having fun yourself. Don't be afraid to embarrass yourself and be silly! It will put your group at ease and make it easier for them to take risks in the group by expressing themselves.
- **Be inclusive.** Some participants will want to contribute more than others for a variety of reasons such as their level of confidence, level of education or language skills. It is up to you to make sure everyone has the opportunity to contribute and be heard. Be intentional about asking if quieter participants would like to comment or share their experiences and thoughts.

How Can I Get Good Discussions Going?

One of the most important features of an active learning environment is lots of discussion. But discussions can be difficult sometimes, especially when dealing with sensitive issues. As a facilitator, there are a lot of ways that you can encourage the group to participate in a good discussion.

- **Ask questions that have many possible answers.** Questions that have only one right answer limit discussion, because the discussion ends once the right answer has been reached. On the other hand, questions that have many possible answers encourage participants to think of a variety of different responses and share many different opinions. This can lead to a rich and productive discussion. These questions often begin with 'why' or 'how'.
- **Give participants time to think.** Sometimes facilitators feel awkward or uncomfortable leaving a moment of silence after they ask a question. It is normal to want to jump in to explain or suggest answers, but leaving time after your question will give participants an opportunity to think of answers for themselves. Make sure you give some time (5-20 seconds) to your group after you've asked a question or even after you've suggested a scenario or introduced a concept.
- **Follow-up Questions.** You can guide the discussion by building off of the comments of contributions of participants. Try asking follow-up questions, such as: 'Who else has had an experience like that?', 'Who has had a different experience to the one we just heard?', and 'Who would like to share a different point of view?'.
- **Do not personalize questions if the subject is sensitive.** This is an important point: participants will not feel comfortable if they are asked personalized questions on 'sensitive' issues, such as sex or discrimination. As a facilitator, you should either address questions to the whole group or de-personalize the question, for example, 'Do you know of any circumstances where a student or teacher has experienced ...?' rather than 'Have any of you experienced...?'. This allows participants to speak about *someone else*, rather than themselves.

WARM-UP ACTIVITIES MENU

Warm-up activities should be used at the beginning of each session as a way to get participants focused on the group and also to relax the group and encourage an environment of participation. They can also be used during the session at any time if facilitators are finding it difficult to get participants to participate or relax.

When choosing warm-up activities, think of what you're doing in the session and choose a context-appropriate activity that will get participants ready for the session. For example, if your session is about sensitive topics, choose a warm-up activity that will make participants aware of listening and trusting each other. If your session exercise involves acting and role-playing, choose a warm-up activity that encourages creativity and expression.

CLAP AROUND

- Ask participants to stand in a circle. Explain to them that they will 'pass a clap' around the circle – one person claps once, and the next person claps, and so on.
- Explain that when someone claps TWICE, they have to change direction.
- The object is to get the circle going really fast without anyone making a mistake – so participants have to pay close attention to the people next to them.

EYE SPY

- Ask participants to stand in a circle and ask for one volunteer to stand in the middle.
- The middle person turns around five times and chooses one object that everyone can see (a tree, a building, a fence, etc).
- All the people in the circle then ask the person in the middle 'yes' or 'no' questions to try to find out what they've chosen.
- If it goes fast, then the person who guesses correctly gets to go in the middle and choose something.

BIRTHDAY BREAK-UP

- Ask all participants to organize themselves in one long line in order of their birthdays. This is a good warm-up for a mixed group, because it forces everyone to interact.

MIME A LIE

- Ask participants to stand in a circle.
- The leader starts by miming an action.

- When the person to the leader's right asks "what are you doing?" the leader replies that she is doing something completely different. For example, the leader mimes swimming and says "I am washing my hair".
- The person to the leader's right then has to mime what the leader SAID she was doing (washing her hair). The person to their right asks "what are you doing?" and they say that they are doing something completely different.
- Go around the circle in this way until everyone has had a turn.

MAKING RAIN

- Ask participants to form a circle.
- Ask participants to follow the motions of the leader. Tell them that each person will follow that motion as you go around a circle clockwise. (The motions are: put palms together and rub hands together back and forth; click fingers; use hands to slap the tops of the thighs; stomp feet).
- Remind participants to begin the new motion after the person to their right has begun.
- The leader starts by putting palms together and rubbing hands together back and forth. The leader should continue the motion until every person in the circle is doing it. Once this happens, the leaders should initiate the next motion. Continuous motion will produce a sound like a thunderstorm.
- Repeat the cycle a few times.
- Once the leader has decided the energizer should end, she will just place her hands at her sides. This motion should travel around the circle, just as the other motions did, and allow for silence.

OCTOPUS TAG

- Choose one person to be the chaser and when they catch people they join up holding hands.
- The people on the ends have to catch more people, adding to the 'octopus', until everyone in the group has been caught.

WHO ARE YOU?

- Ask for a volunteer to step away from the group. While the volunteer is away, the rest of the participants decide on an occupation for him or her – such as a teacher or a doctor.
- When the volunteer returns, the rest of the participants mime activities and the volunteer has to guess what they are.

THE FOREST⁵

- Explain that we will be walking through an imaginary dense forest, where we will meet different kinds of creatures, some lovely and some scary. Explain that you will be acting as the guide through the forest.

⁵ Taken from International HIV/AIDS Alliance, 2008, p.54.

- Ask people to name possible lovely or scary creatures that they might meet – select three lovely and three scary creatures.
- Ask people to walk around imagining that they are in this dense forest and are not sure whether they will meet the lovely creatures or the scary ones. Explain that you will shout out the name of a creature and everyone has to react as they would in the forest! For example, you might yell out 'Bat!' and some may scream or fling their arms in the air. There is no right or wrong way, because everyone has got their own way of reacting.

EXPLORING SENSES

- Explain that in this activity, participants explore how to show different senses and improve their acting!
- Ask participants to think of their five senses: taste, hear, feel, smell, touch. Tell them to think of ways to demonstrate those senses to others.
- Have the group form a circle. Go around the circle asking each participant to choose one of the five senses and 'act' out sensing a specific thing. Use these suggestions:
 - How can you show something that smells really bad?
 - How could you show that you are feeling cold?
 - How could you show that you are carrying something heavy?
 - How could you show that you are tasting something really delicious?
 - How could you show that something is really, really loud?
 - How could you show that you are looking at something really far away?
- The rest of the group has to guess which sense that person is using and what it is that they are sensing.

CREATE AN ANIMAL⁶

- Ask participants to get into pairs and explain that as a pair they have to use their bodies (not voices) to show an animal (one animal – not two or more!).
- Give the pairs about five minutes to try out their animals on their own.
- After five minutes call everyone back into the group and share the animals. The others have to try and guess what animal a pair has created before the pair tells them what it is.
- Talk about the experience of doing the activity.

OCCUPATIONS⁷

- Ask participants to walk quietly around the room.
- On the words, 'Freeze as a...', followed by an occupation, each person must quickly freeze in the pose of the occupation described. Some suggestions of occupations: fisherman, hairdresser, teacher, farmer, pop singer, bus driver, nurse, waitress.

⁶ Taken from International HIV/AIDS Alliance, 2008, p.56.

⁷ Taken from Ibid. p.57.

- People look at each other's images and talk about the different ways that people have showed the occupation and the different way that people see things.
- This exercise can also be used to try other 'freezes', such as anger, joy, sadness, trust, birth, etc.

CHITTY-CHATTY⁸

- Explain that this activity explores the importance of clear communication.
- Ask participants to get into pairs and ask them to tell each other stories at the same time. Encourage them to keep talking while trying to listen to the other's story as well.
- After about a minute, ask them how this felt and whether anyone could tell what the other was saying. Discuss what the participants observed during the exercise.
- Now ask them to tell their stories by alternating back and forth, each saying one word of their story. Discuss whether this is clear communication.
- Ask the group what the best way to communicate is – talk about the important role of the listener.

COMPLETE THE IMAGE⁹

- Ask participants to sit in a circle on the floor and explain that you are going to do an activity that helps to explore how people interact with each other.
- Ask two volunteers to come into the middle of the circle and ask them to shake hands and freeze.
- Ask one of the participants to remove themselves from the frozen image and sit down while the other one remains in the same position.
- Another participant stands up and completes the image to show a different relationship between the characters. The participant who was frozen first detaches themselves from the image and another one comes on to make yet a different relationship. Continue in this cycle to explore different relationships.
- The facilitator should feel free to jump in and participate if the group needs starting out or to keep momentum.

CIRCLE TRUST¹⁰

A group of six to eight people stand in a close circle. One person stands in the centre, eyes closed, body straight but relaxed, and falls forwards, backwards or sideways. The group gently pushes the person back into an upright position after each 'fall' or towards another side of the circle. Play the exercise gently, either in silence or singing a lullaby. Many people enjoy the feeling when they are in the middle. Divide into single sex groups if this is more comfortable. Afterwards, ask:

⁸ Taken from International HIV/AIDS Alliance, 2008, p.57.

⁹ Taken from Ibid., p.60.

¹⁰ Taken from Ibid., p.15.

- Did you trust the people in your group to always catch you when you were falling and put you back in the upright position?
- You have entrusted the group with your body. In what other ways would you trust the people in your group?
- How does this game relate to our lives and talking about issues in this program?

Note: It is important that facilitators emphasize the seriousness of safety, so that nobody gets hurt.

KEEPING A SECRET¹¹

This is an activity to explore the importance of protecting our privacy and keeping secrets. It helps to encourage confidentiality and creates a safe climate in which to discuss sensitive issues.

- Ask participants to sit or stand in a circle. Explain to participants that this is a serious exercise about trust.
- Ask participants to think of a secret which they would not want anyone to know. Ask them to write this down on a small piece of paper or make a picture of it, fold it up and not show anyone.
- Now ask participants to pass their piece of paper with the secret to the person to their left. No one should look at the folded pieces of paper.
- Ask each person around the circle how it feels to have someone else holding their secret.
- Now ask the participants to give the pieces of paper with the secret back to the owner of the secret. Participants can now destroy their pieces of paper and relax.
- **Ask:**
 - What have we learned about keeping secrets in this game?
 - How shall we use what we have learned in our sessions?

BLIND WALK¹²

In this activity participants go into pairs. One person shuts their eyes and the other leads them around using a sound. The game explores issues of trust and responsibility amongst participants.

- Scatter obstacles around the room – they could be chairs or bags, sticks or other objects.
- Ask participants to go into pairs and label each other A and B.
- Ask all the As to close their eyes or blindfold them. Explain that B will lead around A in the space and then back to where they started. They can lead their partners in any way they choose. This could be by making a unique sound, touching or talking, or a mixture of both. They should make sure that A does not bump into anyone else or anything in the space.
- After some time, they change positions.
- **Ask:**
 - How did the person being led feel? What helped them to feel safe?

¹¹ Taken from International HIV/AIDS Alliance, 2008, p.15.

¹² Taken from Ibid. p.16.

- How did the person leading feel?
- How does this activity relate to our lives and work?

WILLOW IN THE WIND¹³

This activity is aimed at building trust and therefore requires careful attention to instructions. It is very important that every individual in the group carries out the instructions carefully; if not, someone could get hurt. Every participant will have a chance to be in the center that is to be the 'willow', but only if they want. The willow will be blown around, but will also be supported by the wind.

- Everyone should stand in a circle, shoulder to shoulder, and to look towards the middle of the circle where one participant is standing. The person in the center is the 'willow'. Everyone standing in the circle should hold their hands up, with palms facing the person, just below chest height of the person in the middle. Their legs should be apart, with one slightly in front of the other, and their knees bent a little, so that they will not be thrown off balance if someone leans heavily on them (demonstrate how this is done).
- The person in the center must remain standing as stiff as a board the whole time, with their arms crossed at chest level and hands under the armpits. When she is ready to begin, she should make a series of statements about a particular topic and then say, "Ready to fall." The circle should reply, "Ready to catch." The person then says, "I'm falling," and the circle responds, "Fall away."
- As the 'willow' falls out towards the circle, make sure she remains stiff and doesn't bend at the waist. The participants support the 'willow' and slowly move her around, back and forth. Invite people in the circle to make very soft blowing sounds, passing air between their lips to make it sound like a gentle wind (demonstrate).
- After the 'willow' has been moved around in the 'wind' for a couple of minutes, ask the group to help the person stand upright, placing their hands on her shoulders to indicate it is time to stop.

TRUST FALL¹⁴

Put participants into pairs. One participant in the pair should stand with their feet firmly planted and their arms in an "X" across their chest (demonstrate). The other participant should stand very close behind them with their hands up at shoulder level (demonstrate). Then the partners should exchange the following words:

Participant in front: "Ready to fall"

Participant in back: "Ready to catch"

Participant in front: "Falling"

Participant in back: "Fall away"

At this point, the participant in front should fall back slowly, with their feet still firmly on the ground, and their partner should catch them. Each time, the "catcher" partner should take one small step back so the falling partner falls a little bit more each time.

¹³ Taken from Population Council, 2013, p.290

¹⁴ Taken from Ibid. p. 294.

SESSION 1: INTRODUCTION TO THE TRAINING PROGRAM

Facilitator's Guide

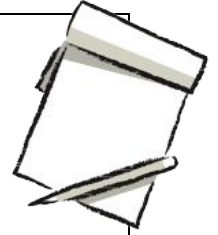
1 HOUR & 15 MINUTES

- Introduction (10 minutes)
- Activity 1 (15 minutes)
- Activity 2 (30 minutes)
- Activity 3 (15 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers



LEARNING OBJECTIVE

By the end of this session, participants should be:

- Familiar with the objectives of the training and the training schedule.



KEY MESSAGES

- The training room is a 'safe space' where all participants' views and opinions are respected.
- Participants can show their respect by listening to each other, participating and asking questions, and acting responsibly (for example, by arriving to the training on time and putting their cell phones on 'silent' mode).



TIPS FOR FACILITATORS

- Feel free to adapt this session as you wish. Use your favourite icebreaker or have participants introduce themselves in a creative way. Just make sure you set the positive tone of the training and that the key messages come out – this training will be hard work but a lot of fun!

This session will probably not take the full time allotted. Use the extra time to run additional icebreakers, go over administrative issues, or get started on the next session.

ACTIVITY 1: INTRODUCTION ICEBREAKER

(15 minutes)

1. **Introduce yourself** as the training facilitator. Explain that this training program is about **gender responsive pedagogy, which means teaching in a way that responds to the needs of boys and girls**. We will talk a lot about this idea over the next 10 days.
2. **Explain** that in this training program, we will discuss some very interesting and sometimes difficult topics. It is important for our training room to be a **'safe space'** where all participants feel comfortable and encouraged to share their ideas. This means that we need to get to know each other a little bit better before we get started.
3. **Ask participants** to introduce themselves in an interesting way.
 - For example, divide participants into pairs and give them five minutes to get to know each other.
 - Then, ask them to introduce their partner to the group.
 - You can ask them share one or two details about the other person, like their favourite food, their favourite thing to do to relax, etc.
4. Take a few minutes to set the tone of the training. **Explain** the key messages to participants.
 - If necessary, use the time to come up with a few training 'rules' that will help make sure the training is a **safe space** where all participants and their ideas are respected.

ACTIVITY 2: ASSESSMENT AND EVALUATION OF THE GRPTT

(30 minutes)

1. After introductions, **you can choose to do a diagnostic assessment**.
 - This will help you understand what participants already know about gender-responsive pedagogy and help you tailor the training to their needs.
2. **Review** the Diagnostic Assessments listed in **Resource 1a**, which includes:
 1. Needs analysis
 2. Pre-test
 3. Group discussion

NOTE:

Also review the formative assessments listed in **Resource 1a** so you can continue to use them throughout the 10 days of training.

ACTIVITY 3: TEACHER TRAINING SCHEDULE

(15 minutes)

1. **Review** the training schedule with participants. Explain:
 - The training program runs for 10 days and consists of 27 sessions.
 - Review the start time, end time, break time, and lunch time with participants.

2. Continue by explaining that the training program is divided into five key sections:
 - (1) Introduction,
 - (2) Gender Responsive Schools,
 - (3) Learning and Teaching,
 - (4) Positive Discipline, and
 - (5) Community Support.
 - Point out a few specific topics in each section.
 - Ask participants if they have any questions.

3. Tell participants that it is time to get started! Move into the first training session.

SESSION 1: INTRODUCTION TO THE TRAINING PROGRAM

Activity Resources

RESOURCE 1A: ASSESSMENTS AND EVALUATIONS

Understanding the outcomes of the GRPTT can provide valuable information of the extent to which trainees have increased their ability to provide a child-centred and gender-responsive educational experience. Assessment can also give evidence of the effectiveness of the GRPTT itself and provide guidance for future training.

There are multiple ways to conduct assessments or evaluations of trainings, depending on the type of information that is being gathered and the purpose which it is designed to serve. Assessments can provide information to identify levels of need, provide evidence (comparatively or otherwise) of the level of learning or change in trainees knowledge, exist as a motivational tool, or provide guidance to the trainer on how to alter and adapt the training itself to achieve better results.

Assessments or evaluation can be conducted before (diagnostic), during (formative), or after (summative) the delivery of training, depending on the purpose of the assessment. Suggested forms of assessment are presented below, along with examples of possible methods and the intended purpose of their use. They are arranged under diagnostic, formative, and summative categories, though multiple forms of assessment can be implemented during a training round. All training plans are encouraged to conduct detailed needs assessments prior to training.

Method	Purpose
Diagnostic assessment	
Needs analysis	Assessing the needs of trainees is a vital stage in the training cycle. Gathering as much information as possible of the current level of knowledge and understanding, as well as the context in which the trainees will teach will allow the trainer to prioritise these needs and to adapt the GRPTT content. This needs analysis can be completed through observations of trainee teaching, formal/informal interviews, through written answers, or, if timing is limited, a simple checklist.
Pre-test	A pre-test can be conducted in various ways, but usually exists as a formal written assessment that is scored and provides a quantitative measure of a trainee's knowledge. This level can then be compared with a post-training assessment (such as a post-test) or can exist independently to inform the level of content and input for the trainer. Pre-tests can often be appropriate for training that provides objective content that be quantitatively assessed.
Group discussion	Assessments can be effective at focusing attention or increasing motivation in trainees. It can introduce the areas that will be covered and can prepare trainees to engage with the material that will be presented. Group discussion can be an effective method for this, especially when the training relates to attitudinal or perception-based content. It allows trainees to reflect on their own beliefs and approaches prior to receiving new input.

Formative assessment	
Recap	Either through periodic reviews or at the beginning of new sessions/modules, a process of recapping previous content is an effective method of both assuring that trainees are prepared to move to the next stage, and as a way of reintroducing key information that will be relevant for the upcoming session. Whether through group discussion, or through eliciting responses from trainees, the process can affirm knowledge and help prepare for new content.
Short quizzes	Quizzes can offer a chance to assess the pace of learning and are a valuable tool for trainers in determining whether the approach and level of the training is appropriate. Quizzes can also be engaging, can support quantitative measurement and even combine with summative testing, and can also provide motivation to trainees.
Peer presentations	An extremely effective example of recapping content is for trainees to present (in various degrees of formality) content previously covered. This requires them to acknowledge directly the extent to which they have internalised the content and are adequately able to articulate the core concepts externally.
Practice teaching (if possible)	Practice teaching is the most effective method of assessing whether the objectives of the training have been internalised and whether it has had an impact on their pedagogy. Providing opportunities for practice within the training should be prioritised wherever possible. Structured reflection sessions (with peers and with the trainer) should be scheduled after.
Summative Assessment	
Post-test	A post-test can either be a replication of the pre-test (allowing for direct comparison) or can be a wider test that covers additional areas of knowledge, attitudes and practices. A post-test can provide valuable evidence for the specific level of improvement achieved. Post-tests can also be conducted in small groups, which can encourage analysis of answers, increase engagement with the content, and further support reflective practice.
KAP survey	If possible, a detailed assessment of the knowledge, attitudes and practices (KAP) of trainees can provide a deeper understanding of the impact of the training. This is particularly appropriate for training that seeks to alter perceptions around inequalities, which can be hard to assess through knowledge testing alone. A KAP survey could be a combination of other assessments methods, such as discrete testing, group discussion, and classroom observation.
Observations	Formal observations of the trainees at an appropriate point following the training is the most effective way of assessing the impact of the GRPTT. Classroom observations can be tailored to specific areas covered in the training (such as lesson planning, or classroom management) and should be supported with reflection sessions with the observed teacher.
Trainee feedback	Trainees should be provided the opportunity to give feedback on the training course. This should include opportunities for praise and criticism of the GRPTT and the trainer, as well as for trainees to identify areas that offered the most value to their teaching practice. This feedback is vital in adjusting the training methodology to more effectively benefit teachers.



GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING

MODULE 2: GENDER RESPONSIVE SCHOOLS

SESSION 2: INTRODUCTION TO GENDER

Facilitator's Guide

(Adapted from USAID, 2009, p.42-49 and Winrock International, 2016, p.12-14)

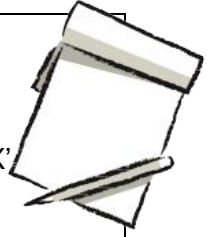
2 HOURS & 15 MINUTES

- Introduction (10 minutes)
- Activity 1 (40 minutes)
- Activity 2 (40 minutes)
- Activity 3 (40 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Signs for 'GENDER' and 'SEX'
- Session resources (2a, 2b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the difference between *gender* and *sex* – and start relating it to their own lives.
- Be able to identify some gender roles and stereotypes in their own community and how those can have a negative effect on girls and boys.
- Understand how gender most often *does not* reflect the actual ability of men/boys and girls/women.



KEY MESSAGES

- '**Sex**' refers to the *biological* and *genetic* differences commonly found between males and females. These differences are **universal** – they are not different between cultures or communities.
- '**Gender**' is something **you learn**, and it is based on the way that people in your community see the differences between men and women. It can also **change** – gender roles changes over time and it can be very different across communities and in different countries and cultures.
- Men and women – and boys and girls – are usually restricted in their behaviours, responsibilities, and choices because of what society expects from them as males or females. These are called **gender roles** and **gender stereotypes**.



TIPS FOR FACILITATORS

- Make sure that you share a good understanding of the **difference between sex and gender** and the **meaning of gender equality** with your co-facilitator and be ready to answer questions and give examples for each. It is important that together, you are delivering the same message to your group.

- Have the definitions of sex and gender written on flipchart paper, as well as ‘sex’ and ‘gender’ signs, ahead of time so you are ready to post them at the beginning of Activity 2.
 - If you are more comfortable using the terms ‘Social’ (for gender) and ‘Biology’ (for sex), that is fine too.
- The terms **‘gender roles’** and **‘gender stereotypes’** will be used throughout the training program, so make sure participants have a good understanding of what we mean when we use these terms.

TERMS

Gender: Social differences in the way that males and females are expected to behave.

Gender Roles: Socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and boys and for women and girls.

Gender Stereotypes: Beliefs about women and men that are commonly seen as true and unchangeable.

Gender Socialisation: The process in which we learn which gender roles are expected from us from social interactions with those around us.

Sex: Biological and genetic differences commonly found between males and females.

Resource: *Champions of Change for Girls’ Rights and Gender Equality*. Plan International.

ACTIVITY 1: SEX VS. GENDER

(40 minutes)

1. **Post the definitions** of ‘sex’ and ‘gender’ where everyone in the group can see them (see [Resource 2a](#)).
 - Write the words ‘gender’ and ‘sex’ on two pieces of paper and post them on opposite sides of the room.
 - Explain the definition of ‘sex’ and the definition of ‘gender’ to ensure that everyone has a shared understanding.
2. **Read out statements** from [Resource 2b](#) and **ask** participants to move to the sign ‘sex’ if they think that the statement refers to a biological difference between men and women, and to move to the sign ‘gender’ if they think the statement refers to specific social roles or expectations of women and men. If they think it is related to both, they should stand in the middle.

REMEMBER!

Talking about gender can sometimes make people feel confused or uncomfortable because it makes us think about our expectations of ourselves, our personal relationships, and even our culture and traditions. The more familiar you are with this material as a facilitator, the more comfortable participants will feel as they learn.

- Remind participants that this is not about whether they *agree* or *disagree* with the statement – it is about whether the statement reflects **biological** or **social** differences.
3. After you read each statement and participants have moved to either ‘sex’ or ‘gender’, give them a chance to **explain why they are standing there**.
 - Facilitators should encourage the participants standing under the correct sign to try to convince the others to join them.
 - **Facilitators should ask guiding questions** and refer back to the definitions posted of gender and sex to remind participants of the terms.



As a facilitator, be sure to use statements that you feel confident to explain—if you don’t understand, they won’t either! The support material will provide some helpful explanations—but you should also feel free to come up with your own statements.

4. The following discussion questions can be used after this exercise, or if the facilitator prefers, you can try to **incorporate them into the discussions** after each statement.
 - Why is it important to understand the difference between biological differences (sex) and differences that are based on social expectations (gender)?
 - How do gender roles affect you in your adult lives, and as teachers?
How do gender roles affect your expectations of your students? And what about your expectations of each other as adults, and as teachers?

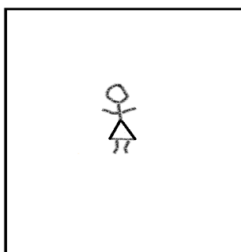
REMEMBER!

In order to make gender relations more equal, we have to first realize that they *can* change – that they are not absolute or biological. Explain that we’ll talk more about some gender roles that have changed in our next session.

ACTIVITY 2: GENDER BOXES

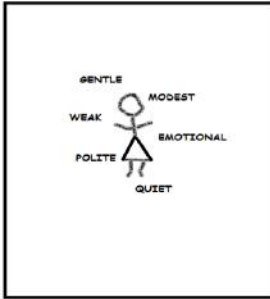
(40 minutes)

1. **Hang up 2 flip chart papers side by side.** Draw a picture of a girl in the middle of the flipchart paper. **Ask** participants what they would like to name the girl.

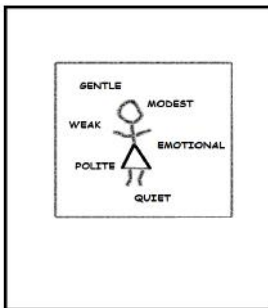


2. **Have participants ‘brainstorm’** some terms (*descriptors*) for girls. **Ask:**
 - What are some words that describe girls?
 - What do we mean when we say, ‘*act like a lady or woman*’?
 - What qualities do we expect from girls (good and bad)?

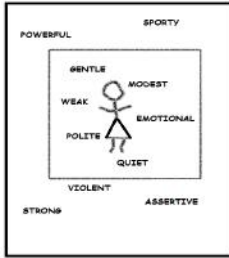
- As participants are volunteering words, write them around the drawing of the girl, keeping them as close to the drawing as possible.



3. As the facilitator, you may need to **guide the process** by prompting the group, for example by **asking**:
 - “Do we expect girls to be aggressive? Violent?”
 - “Do we expect them to be smart? No?”
 - “How are they supposed to act? Gentle?”
4. **Now do the same for boys**: draw a picture of a boy on the other sheet of paper. Give the boy a name. **Ask**:
 - What are some words that describe boys?
 - What do we mean when we say, ‘*act like a man*’?
 - What qualities do we expect in boys (good or bad)?
5. You might need to prompt by **asking** questions like:
 - “Is being gentle considered ‘*acting like a man*’? No?”
 - “How *is* a boy supposed to act? Tough?”
6. Once you have at least 6-10 words around each of your drawings, draw a box around the messages; **explain that this is a gender box**. This is how we expect people to act, depending on society’s idea of what is considered **appropriate behaviour or characteristics** of boys or girls.



7. Once you have drawn your ‘gender box’ around the girls’ and the boys’ words and drawings, **ask**:
 - “What are some words that describe what boys and girls are not encouraged to behave or do?”
 - Write them *outside* the gender box.



8. Next, **lead a discussion** about how these expectations affect girls and boys, and **ask** the group to think of their own personal experiences:
- How did these expectations affect the way that you grew up as girls and boys in your own community? For example, if girls are always told to be quiet and obedient, and boys are expected to be tough – how did this shape your behaviour?
 - What happens when a boy (or a man) behaves in a way that is not ‘in the box’?
 - What happens if a girl (or a woman) behaves in a way that is not ‘in the box’?
 - How are they treated at school by other students or by teachers?
 - **Ask** participants to think of examples of people in their community who do not conform to the behaviour ‘in the box’.
 - How do they do it? How do people react to them?
9. **Explain** that next you’re going to look at an example of how social beliefs and norms often don’t reflect the actual ability of men/boys and women/girls.



Facilitators should post the ‘gender boxes’ up in the room so they can be easily referenced throughout the rest of the training. As well, the gender boxes will act as helpful reminders and recaps for participants.

ACTIVITY 3: GENDER ROLES & STEREOTYPES

(40 minutes)

1. Next you will have **participants talk about some examples** from their own communities where men and women or boys and girls behave in ways or engage in activities that are not traditionally in keeping with gender expectations. The following are examples from South Sudan and Mozambique, but **facilitators should feel free to come up with their own example**, if they prefer.
- *“In some states in South Sudan (Northern Bahr el-Ghazal), women are responsible for constructing thatched roofs. In other states, only men construct thatched roofs.”¹⁵*
 - *“In Mozambique, it is common to see young women enrolled in vocational courses that used to be mostly ‘male-oriented’, like welding, electrical engineering, and auto mechanics.”*



Adapt this step to fit the context of your training. Prepare for this step by noting down a few examples from your community where men/boys and women/girls behave in ways or engage in activities that are not traditionally in keeping with gender expectations.

¹⁵ Winrock International, 2016, p.13

2. **Ask:** “What do you think of these examples? What does it tell us about how gender roles can change?”

Make sure that the discussion includes the following:

- Women and men are both *able* to thatch roofs, to learn how to weld, do electrical wiring, and fix cars.
- The differences between the two societies are the gender roles, *not* what men and women can or cannot do.
- Just because a society assigns an activity only to men or only to women *does not mean* that the opposite sex is not capable of performing the activity.
- If we always support boys or girls to do certain activities in certain ways, they will of course become better at those activities because of *practice*. And then, because of those socialized skills, we continue to assign those specific tasks to girls or boys and assume that they are *naturally* better at them.

ENCOURAGE PARTICIPANTS TO...

Think about how this relates to our expectations of male and female students and the type of activities or tasks we think they should or should not do.

3. **Divide participants** into groups of five by counting them off (*this will help make sure that everyone gets a chance to work with different people*).



If you have a group of 30, assign everyone a number from 1 to 6 (30/5), then ask everyone with the same number to join together to form a group—you will have six groups of five.

4. **Ask** each group to: “think about the gender roles and stereotypes in your communities and particularly with those at school – attending and performing at school, teaching as a profession, leadership at school.” Tell them to use examples of either adults or children.

They should answer the following questions:

- **In your community, what are some school-related activities that mostly males do, but females are also capable of doing?**
 - Some examples might include school leadership or management for adults; and mathematics or school sports for boys
- **What are some activities that mostly females do, but males are also capable of doing?**
 - Some examples might include school nurse or meal preparation for adults, latrine cleaning or caring for younger students for girls
- **How have some of these changed over time – or are changing now?**
 - Some examples might include that men used to be the headmasters at schools, now women are as well – or that girls now play as much football as boys do

**GIVE THE
GROUP 10
MINUTES TO
DISCUSS!**

REMEMBER!

As a facilitator, you are trying to demonstrate that most of these differences are about **expectations**, rather than actual physical differences. During the discussion, try to guide the group towards this.

5. **Bring the groups back together** and **ask** for some good examples that were identified.
 - You might not be able to ask all the groups – but focus particularly on the groups that have been able to identify roles that have *changed over time*.
 - This helps to demonstrate one of the key factors in gender: **that gender roles and expectations can change and can be changed**.
6. **Wrap the session up** by *very briefly* (5 minutes) asking participants to share their understanding of ‘gender equality’.
 - Perhaps they’ve been to training sessions before with other organizations, or perhaps it was a part of their teacher training.
 - If they haven’t, ask them what they think it might mean.
 - After a few contributions, share your understanding of gender equality, based on the definition in the box, your training, and your discussions with your co-facilitator.
7. **Close the session** by reminding participants about the key messages for this session – and ask them for their thoughts on what they have learned through the activities in the session and what thoughts they have about **gender equality**.
 - **‘Sex’** refers to the *biological* and *genetic* differences commonly found between males and females. These differences are **universal** – they are not different between cultures or communities.
 - **‘Gender’** is something **you learn**, and it is based on the way that people in your community **see** the differences between men and women. It can also **change** – gender roles changes over time and it can be very different across communities and in different countries and cultures.
 - Men and women – and boys and girls – are usually restricted in their behaviours, responsibilities, and choices because of what society expects from them as males or females. These are called **gender roles** and **gender stereotypes**.

TERM

Gender equality is when women and men, girls and boys enjoy the same status in society; enjoy all human rights fully and without discrimination; enjoy the same level of respect in the community; are equally valued by all; can take advantage of the same opportunities to make choices about their lives and expect equivalent results; and have the same amount of power to shape the outcomes of these choices.

Gender equality does not mean that women and men, or girls and boys are the same. Women and men, or girls and boys, and individuals with other gender identities have different but related needs and priorities, face different constraints, and enjoy different opportunities. Their relative positions in society are based on standards that, while not fixed, tend to advantage men and boys and disadvantage women and girls.

Ultimately, promoting gender equality means transforming the power relations between women and men, boys and girls and individuals with different gender identities in order to create a more just society for all.

Resource: *Global Policy on Gender and Inclusion*. Plan International. 2017.

SESSION 2: INTRODUCTION TO GENDER

Activity Resources

RESOURCE 2A: DEFINITIONS OF SEX AND GENDER

Sex	Gender
<ul style="list-style-type: none">• Biological (male or female)• Universal (same around the world)• Born with• Does not change naturally over time• Does not vary between or within cultures	<ul style="list-style-type: none">• Socially constructed roles, responsibilities and behaviours (what is sometimes referred to as 'masculine' or 'feminine')• Cultural• Learned• Changes over time• Varies within and between cultures

RESOURCE 2B: STATEMENTS FOR SESSION 2, ACTIVITY 1

(Adapted from USAID, 2009, p.49)

Statement	Answer	Explanation
<i>Women give birth to babies; men do not.</i>	sex	This is a biological fact – men cannot give birth to babies.
<i>Women cook, clean the house and take care of the children. Men earn income through paying jobs outside the home</i>	gender	In many cultures and societies, household work and caregiving are considered women’s responsibilities, while men are considered responsible for earning money. It is a social expectation that women and men perform these tasks. However, men are <i>equally capable</i> of cooking, cleaning and caregiving – and women are <i>equally capable</i> of earning income outside the home. Many societies across the world have changed this social expectation.
<i>Women are soft-spoken and passive; men are assertive and strong</i>	gender	In many cultures and societies, boys and girls are raised with strong social expectations for appropriate behaviour. Girls and boys are taught how to behave from a very young age – girls are rewarded for passiveness and punished for assertive behaviour. So naturally, they will adopt this behaviour, whether it is ‘natural’ or not. Likewise, boys are often rewarded for aggressive or assertive behaviour and punished or ridiculed for being gentle or soft-spoken. Men and women are not naturally prone to either type of behaviour but are actually raised to reflect the social expectations of their sex.
<i>Young boys are more active than young girls.</i>	gender	Young boys are often given more leisure time and encouraged to participate in sports or other physical and recreational activities that girls are not. As they grow, this will be reflected in their behaviour. Girls are equally capable and interested in physical activity, and only need the encouragement and support of teachers, family and peers to participate.
<i>Boys often perform better at school because they learn more quickly</i>	gender	Boys and girls are equally capable of learning – and in fact, there are many places in the world where girls’ learning outcomes are higher than boys. Learning outcomes depend on the individual student’s ability, the support they receive from parents and teachers, and their access to educational resources such as notebooks and pencils, time for homework, school fees, nutrition (healthy children learn more effectively). Often boys and girls cannot access these resources equally and boys are given greater support for

		their education. When girls' and boys' education is valued equally, they are equally able to succeed at school.
<i>Boys' voices break at puberty; girls' don't.</i>	sex	When boys reach adolescence, they're voices become lower – referred to often as 'breaking'. Girls' voices do not break – but different changes occur during puberty, such as the beginning of menstruation, the widening of hips and the growth of breasts. These are biological facts.
<i>Women can breast-feed babies.</i>	sex	Only women's breasts produce milk – This is a biological fact. But men and other family members can participate in feeding by bottle-feeding, which can be done by either men or women.

NOTE!

Breast milk is the most complete source of nutrients for infants and babies and should always be encouraged – especially from 0-6 months. In circumstances where a child is unable to be breastfed, or as a baby gets older, fathers and other family members can support at feeding time by using a bottle.

SESSION 3: WHY IS GENDER IMPORTANT?

Facilitator's Guide

(Adapted from Winrock International, 2016, p.35)

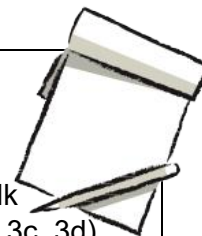
1 HOURS & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (30 minutes)
- Activity 2 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Slips of paper for powerwalk
- Session resources (3a, 3b, 3c, 3d)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand that power imbalances are at the root of gender inequality.
- Agree that addressing gender inequality is important to make sure that boys and girls can access and benefit from education equally.



KEY MESSAGES

- Unequal power relations, which are at the root of gender inequality, are important because they often determine who gets what, who gets to make decisions, and who gets to benefit from development.
- Gender inequality is an important factor in how well girls and boys can access education and whether they succeed at school.
- Gender inequality compounds all forms of exclusion, making exclusion different and often worse for girls and women.



TIPS FOR FACILITATORS

- It is particularly important for this session that facilitators take the time to have a strong understanding of the power dynamics being discussed (see [Resource 3b](#) for helpful information).
- If you have never done the powerwalk activity with a group before, try it out with some colleagues first to give yourself a feel for it!
- Make sure you prepare your materials ahead of time for this session so that you're not using time during the session to do so.

TERMS

Power: the ability or capacity to effectively communicate an idea, influence people and take action—and can be experienced individually or collectively. This definition understands power as a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.

Specifically:

- **The ability and freedom to participate and contribute to decisions that affect one's life** (at the household level, community level and even political level)
- **Being able to access and control resources** (to survive, but also to thrive by accessing opportunities such as education and employment)

Power over: when one person or group has the ability to impose their views, needs or desires over another person or group.

Power with: the strength and capacity that is gained by working together with others.

Power within: individual feeling of self-esteem, value and dignity that enable one to take action.

Resource: *Champions of Change for Girls' Rights and Gender Equality*. Plan International.

1. In the previous session we talked about roles and expectations for men and women, girls and boys. Now we're going to talk about what is at the **root** of those expectations, and how they impact access to education. **Explain** that power is a key part of equality.

ACTIVITY 1: GENDER & POWER

(30 minutes)

1. **Ask participants** to turn to the person sitting next to them and to describe two memories to each other:
 - When was a time in your life when you felt that you had power?
 - When was a time in your life when you felt that you had no power?
 - **Ask** them to focus on situations where the power or lack of power was related to gender – so, having to do with expectations or restrictions that have to do with being male or female.
 - A teacher might describe walking home past a group of men every day who harass and holler at her, and how this makes her feel powerless and unsafe.
 - A male participant might describe a memory where he was pressured to fight an older boy in the schoolyard when he was a child, and how that made him feel powerless.

**FACILITATORS
SHOULD BE READY
TO PROVIDE
EXAMPLES**

Give them *5 minutes* to discuss in pairs.

REMEMBER!

Having more power doesn't necessarily mean that you are stronger. Power can be represented by a gun—this is true. But this is just physical domination. Real power is the ability and freedom to make decisions and participate, and to access resources.

2. **Ask** a few volunteers to share stories with the group – some of the stories may be related to those they shared in the first session.
3. After the discussion, **explain** to participants that **in most communities, men have more power over more things**. Refer participants to [Resource 3a](#).

KEEP THE
DISCUSSION
BRIEF!

Even though this is changing, and women and men are becoming more equal, **share** a few of the following statistics to show how gender inequality looks at the global level:

- Women make up almost half of the world's population (United Nations Population Division, 2013)
 - Women do about 66% of the world's work in return for less than 5% of its income (Women's International Network, n.d.)
 - 2 out of every 3 of the world's poorest people are women, living on less than \$1.25/day (Green, 2010)
 - 2 out of every 3 people who cannot read and write are women (Ford, 2015).
 - 31 million girls worldwide are still denied a primary education (UNESCO, 2014)
 - Less than 2 out of every 10 elected officials in the world's national parliaments are women (UNWomen, 2012)
 - Girls with disabilities experience greater exclusion and injustice as a result of their disability and gender. (Plan International, Include Us in Education, 2014)
4. **Continue your discussion** by looking at **who has power** in different social spaces. **Ask** the group the following questions (quickly, to stimulate discussion):
 - **Who has power in the home?** Men or women?
 - Do men or women make decisions over how money is spent?
 - Do men or women make decisions about the activities of women and girls in the home and outside the home?
 - Do men or women make decisions about whether children attend school?

Confirm that in the home, women continue to serve the role of primary caretaker. Women often take the lead in childcare and household duties like cooking and cleaning. **But is this real power?**

- **Who has power in your school?**
 - Men or women? Are they equal?
 - Do women or men have more power to make decisions?
 - Do they participate equally in discussions? If not, who participates more?
 - Are they compensated equally for their work?

Explain that as gender roles change, and become more equal, women have access to more and different types of employment (**can the group think of examples?**), and power dynamics in the workplace are starting to change.

5. Finally, in their pairs, **ask** participants to discuss:
 - Do these differences in power affect how parents and teachers treat boys and girls? How?
 - And do differences in power affect how boys and girls behave and the kind of activities they do.
6. **Ask** volunteers to **share** some points and take note of some examples from the group.
 - Examples might include:
 - Girls are quiet and less confident in speaking;
 - Teachers discipline boys more firmly;
 - Girls are more often assigned cleaning tasks at the school;
 - Boys are encouraged to succeed in lessons more than girls;
 - Girls are removed from school to help out at home.

WRITE
EXAMPLES ON
FLIPCHART
PAPER!

ACTIVITY 2: POWERWALK, GENDER & ACCESS TO EDUCATION

(45 minutes)

1. **Tell participants** that next you'll explore what impact these power dynamics have through an activity called the 'powerwalk'.
 - The focus will be on **how power in decision-making and access to education can put some people in a position of privilege, and some at a disadvantage**. Facilitators should make sure to keep emphasizing this point.
2. **Clear a large space** for participants where they can form a straight line across the space.



If your group is very large, ask for 10-12 volunteers for the powerwalk and the rest of the group can observe and discuss.

3. **Provide** each participant with a slip of paper that includes a brief description of a person, or 'character' from **Resource 3c**. Facilitators should have prepared these cut slips before the session.
4. **Instruct** the participants to keep their identity a secret from other participants.
5. **Explain** to participants that you will read out a series of statements from **Resource 3d**.
 - If the statement is likely to be true to their 'character', they should take a step forward – if the statement is likely to be false to their 'character', they should take a step back. If they are not sure, they should stay in place.

REMEMBER!

Facilitators should remember that after all the statements, most of the 'girl' characters will be way back, and most of the 'boy' characters will be ahead – **so make sure that each participant is carefully thinking about each statement and whether their character really has the power to either make that decision or access that resource.**

6. After the first statement, **ask** each participant to read out their character.
 - Talk about why they moved the way that they did and ask if everyone agrees.

Read out all statements, pausing after each one to make sure that participants are carefully thinking about their choices.

7. Once you have read all statements, **note that those who are furthest ahead will have had the greatest access to education.**
 - **Ask:** Are they surprised to see where each 'character' is in relation to the starting line?
 - Give the group an opportunity to ask each other how they responded to different statements.
 - **Most importantly, encourage the group to look at the role that gender played in the relative amount of power that different characters had to access education.**
 - **Ask:** What other factors can exclude children from education (use the powerwalk example of the HIV/AIDS orphaned boy).
 - Discuss disability, poverty, ethnicity, language, etc.
 - **Explain to participants** that gender inequality interacts with all forms of exclusion, making exclusion different and often worse for girls and women.
8. **Close** the session by revisiting the key messages with the group and asking for comments or questions.
 - Unequal power relations, which are at the root of gender inequality, are important because they often determine who gets what, who gets to make decisions, and who gets to benefit from development.
 - Gender inequality is an important factor in how well girls and boys can access education and whether they succeed at school.
 - Gender inequality interacts with all forms of exclusion, making exclusion different and often worse for girls and women.

SESSION 3: WHY GENDER IS IMPORTANT

Activity Resources

RESOURCE 3A: GLOBAL GENDER STATISTICS

- Women make up almost half of the world's population (*United Nations Population Division, 2013*).
- Women do about 66% of the world's work in return for less than 5% of its income (*Women's International Network, n.d.*).
- 2 out of every 3 of the world's poorest people are women, living on less than \$1.25/day (*Green, 2010*).
- 2 out of every 3 people who cannot read and write are women. (*Ford, 2015*).
- 31 million girls worldwide are still denied a primary education (*UNESCO, 2014*).
- Less than 2 out of every 10 elected officials in the world's national parliaments are women (*UNWomen, 2012*).
- Girls with disabilities experience greater exclusion and injustice as a result of their disability and gender. (*Plan International, Include Us in Education, 2014*)

RESOURCE 3B: GENDER AND POWER

'Power' is such a familiar term to most people – and everyone has an idea of what it means. But when we ask people to define power, they usually have a fairly simple definition, based on domination and control over people. But when it comes to the way that people relate, and especially the many gendered aspects of their relations, power can be thought of in many different ways.

This table explores some different ways of thinking about power – where it comes from and how it is exercised. It also includes some thoughts on how gender interacts with different types of power. Facilitators can introduce some of these ideas to support the discussion in this session.

REMEMBER!

Remember that the terms used to talk about 'types of power' are not important – the purpose is to help facilitators explore some ideas for discussion of power and gender.

Type of Power	Description	What about Gender?
Power within	Individual or collective feeling of self-esteem, value and dignity. When people have inner strength, they have a better capacity for positive relationships, good decision making, for imagination and innovation. For example, when children receive praise from parents and teachers, it builds their confidence and they are more likely to try new things and succeed.	How we feel about ourselves – whether we have self-esteem and value ourselves – is strongly affected by how we are treated. If girls are constantly undervalued and told to be quiet and obedient, are they likely to develop strong self-esteem and 'inner power'?
Power over	Having power over someone or over a situation. This can be physical power or authoritative power. For example, police have this power, and sometimes religious institutions or authorities have this power.	In some communities, women must have permission from men to travel, which is a form of authoritative power. In abusive relationships (for example, if the abuse is a father against a son, or a husband against a wife), that is physical power of one over another. This type of power is exercised over women in many ways – some legal and some customary.
Power with	This is collective action – the power of people to work together to make accomplish change. Usually this is a result of a common aim or goal that	Collective power is often how individuals act to protect and exercise their rights – and historically, women have used this power to gain the right

	<p>benefits everyone. This type of power can be very effective because it builds on different interests, experiences and knowledge.</p>	<p>to vote, to advocate against oppressive laws, and to raise their voices against violence. This type of power can also bring men and women, and boys and girls together, to accomplish shared goals – and helps build better understanding and greater equality.</p>
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Power can also be visible or invisible – and sometimes hidden. **Visible power** is the power that is most obvious – it refers to the formal rules, structures and institutions that determine how decisions are made and implemented in our communities. This would include government and elections, churches and police. At the household level, this could be parents or caregivers – at work, it could be employers. Sometimes these formal systems of power discriminate against women – by limiting their right to participate in decision-making (for example, not being able to vote), or by limiting their access to resources (for example, laws against land ownership or inheritance), or by unequal treatment in other ways (for example, unequal pay for equal work).

Invisible power is the kind of power that is less obvious – it refers to our social institutions and cultural traditions. It is the belief systems and relationships that have been defined by those who have power and have been built over time. Often people see these power dynamics as innate or ‘natural’, *even when these dynamics put them at a disadvantage*. Gender is a very important theme here – the power dynamics between men and women have been built over time and are often thought of as ‘natural’, when really they can be changed just like any other belief or relationship.

Hidden power is different from invisible power because it is exercised by specific people with a specific purpose – it is just not obvious or easy to see. It refers to when powerful people maintain their power by manipulating access to decision-making and including or excluding certain people to ensure their desired outcomes. Those with power see and understand these rules, while no one else does. An example would be to exclude certain groups from a consultation process so that their voices are not heard and their concerns do not impact the results of the consultation. Often excluded people do not even know that a process is happening and that they are being excluded. For women and girls, being excluded from informal decision-making processes is common and would be an example of the ‘hidden’ power that men have in day to day decision-making.

RESOURCE 3C: POWERWALK CHARACTERS

A girl of 15, just married

✂-----

A boy of 18, just married

✂-----

The first son of a shop-owner in town, age 17

✂-----

The youngest daughter of 7 children in a farming family, aged 9

✂-----

22 year-old mother of 2, with no schooling

✂-----

A 9 year old boy, orphaned by HIV/AIDS.

✂-----

The only boy in a family of girl children, aged 7

✂-----

The only girl in a family of boy children, aged 7

✂-----

The six year old daughter of a widowed market women

✂-----

The six year old son of a widower motorcycle mechanic

✂-----

RESOURCE 3D: POWERWALK STATEMENTS

“I will choose who and when I marry.”

✂-----

“I am likely to receive equal time and attention from my teacher

✂-----

“I can walk safely on my own at night.”

✂-----

“I am encouraged to speak my opinion.”

✂-----

“If I want to play sports, I will be encouraged by my family and friends.”

✂-----

“Money will likely be available to pay for my school fees and supplies.”

✂-----

“For school attendance, my parents would prioritize me over my siblings.”

✂-----

“I expect to participate in community decision-making when I am older.”

✂-----

“I have free time in my day to complete my homework.”

✂-----

“It is expected that I will attend and complete school.”

✂-----

SESSION 4: GENDER AND MY STUDENTS

Facilitator's Guide

(Adapted from USAID, 2009, p.50-52)

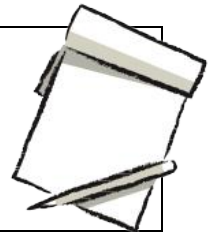
1 HOURS & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour & 15 mins)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (4a, 4b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to recognize some of the gender-related barriers and challenges that students, especially girls, face in their lives.
- Be able to identify some actions that they can take as teachers to better understand and support those students.



KEY MESSAGES

- Teachers should try to consider some of the challenges that girls and boys have outside of the classroom. For example, if a student is constantly sleeping in class, there may be something going on in their life that is causing this behaviour.
- Young women and girls are often expected to perform household chores and care for siblings, in addition to their school work, which places a heavier burden on them. Often, boys are allowed to play or are excused from housework because it is considered girls' work. This can mean that girls have limited time for home learning activities (reading, studying, homework), or may be less prepared for class.
- Adolescent girls are often kept away from school while they are menstruating due to social norms or the fact that there are few safe opportunities for menstrual hygiene management at school. This is a unique issue faced by girls placing them at a disadvantage relative to boys at school.



TIPS FOR FACILITATORS

- Adult teachers, both male and female, might have very different – and sometimes inaccurate – ideas about what their male and female students do when they are not in school. To get ready for this session, facilitators should speak to three or four male and female students to fill out a daily schedule for each. Facilitators can use this to compare to the daily schedules created during the session.

ACTIVITY 1: DAILY SCHEDULE¹⁶

(1 hour & 15 minutes)

1. **Explain** to participants that this activity is an opportunity for them to learn from each other and from their students.
 - It will require them to draw on lessons from the previous day's sessions about gender equality, inclusion, power and privilege.
2. Have participants **divide themselves into groups** of 5, with representation of men and women in each group.
3. **Tell them to think** about a typical day in the life of **students** (girls and boys) during the school week.
 - **Ask** half of the groups to write the daily schedule for girl students and half the groups to write the schedule for boy, using **Resource 4a**.
 - Before starting the activity, decide on a season, preferably a busier time of the year.
 - The schedules should cover from the time students wake up until the time they go to bed.
 - Write down the activities hour by hour – instruct the group to include activities at school (recreation, chores, tasks, etc).
 - **Ask** the groups to write out their schedules on a piece of flipchart paper so it can be posted.

GET THE GROUP
ENERGIZED
WITH A WARM-
UP ACTIVITY!

Give groups about *15 minutes* to complete their schedules.

4. Once everyone is finished, have all the groups that were making the girls' schedules **post their flipchart examples** in one area of the room – have the groups working on boys' schedules do the same in a different area of the room.
 - If you were able to get schedules from students, post them in the appropriate areas as well.
5. Give everyone *15 minutes* to do a **'gallery walk'** of the schedules – this means that everyone will take their time to walk around the room and look at the different schedules posted.
6. Before they start walking around, **ask** them to keep in mind these questions as they review the schedules:
 - What kind of activities do girls do outside the school, both before and after? What about boys?
 - Are all the girls' schedules similar? And the boys?
 - What chores do the boys do at school?

¹⁶ Taken from USAID, 2009, p.51-52.

- What chores do the girls do?
7. After everyone has had a chance to look at the schedules, **bring the group back together**. Use the following questions to guide the **discussion**, as well as the **key messages** outlined at the beginning of the session:
- Is it important for teachers to be aware of what their students do on a daily basis? Why or why not?
 - How do these schedules impact learning and what happens at school? And how is this different for boys and girls? (see 'hint!' box)
 - **How will this new information impact your teaching or your classroom? What specific actions can you take?**
8. It will be great if participants can come up with some actions they can take but keep the conversation brief. **Explain** that as we make our way through the sessions in this training, they will be building their skills to respond to the specific needs and challenges of boys and girls in their class.

HINT!

Household work: the daily schedule should show what has come out in student focus groups discussions and surveys from around the world—that girls often have more responsibilities at home and this has an impact on their time for homework, and even attendance as they get older.

9. If you haven't had a chance during the discussion, **return to the key messages**, and **ask** for comments and questions:
- Teachers should be aware of their students' life outside of the classroom and should realize that sometimes students' household chores have an effect on their schoolwork or other areas of their lives. For example, if a student is constantly sleeping in class, there may be something going on in his or her life that is causing this behaviour.
 - In many cultural contexts, young women are expected to perform household chores in addition to their school work, which often places a heavier burden on them. Boys are allowed to play or are excused from housework because it is considered girls' work. This can mean that girls have limited time for home learning activities (reading, studying, homework), or may be less prepared for class.
 - Adolescent girls are often kept away from school while they are menstruating due to social norms or the fact that there are few safe opportunities for menstrual hygiene management at school. This is a unique issue faced by girls placing them at a disadvantage relative to boys at school.

SESSION 4: GENDER AND MY STUDENTS

Activity Resources

RESOURCE 4A: DAILY SCHEDULE FOR GIRL & BOY STUDENTS

Time	Location (home, school, travel, work)	Activity (Reminder: girls and boys might go to sleep and wake up at different times generally – try to be accurate!)
6 am		
7 am		
8 am		
9 am		
10 am		
11 am		
12 pm		
1 am		
2 am		
3 am		
4 am		
5 am		
6 am		
7 am		
8 am		
9 am		
10 am		

SESSION 5: EDUCATION AS A RIGHT

Facilitator's Guide

(Adapted from USAID, 2009, p.106)

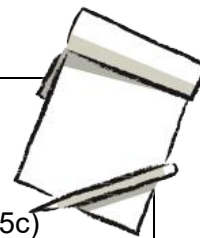
1 HOURS & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour & 15 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

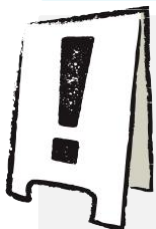
- Flipchart paper
- Markers
- Session resources (5a, 5b, 5c)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the articles of the Convention on the Rights of the Child (CRC) that relate to school and education.
- Identify themselves as duty-bearers and understand how upholding the rights of children creates positive outcomes not only for children, but also for teachers, parents, and the community as a whole.



KEY MESSAGES

- Every child has the right to education, on the basis of equal opportunity.
- Teachers share responsibility as *duty-bearers* in the protection and realization of children's rights – especially those rights relating to education. They share the responsibility with government, local leaders, school administrators, and of course, parents.
- Even when children misbehave in school or at home, they are still entitled to same rights as other children, and duty-bearers still have an obligation to fulfill these rights.
- Children's rights, however, are not a threat to the authority of adults like teachers. Instead, children's rights promote children's healthy development and can strengthen their relationships with teachers, classmates, and the community.



TIPS FOR FACILITATORS

- As a facilitator, make sure that you have a good understanding of what a 'right' is and that you are comfortable explaining rights to your group, and that you are familiar with the articles of the CRC. Use [Resource 5a](#).
- Be aware that many of the participants might have had similar experiences or know of students who have experienced some of the incidents in the scenarios for this session. Make sure to read through the section later in this module 'Supporting Participants who have experienced violence and abuse' in [Resource 7d](#) so that you are prepared.

TERMS

Rights-holders: People who have rights. Children are 'rights-holders' as outlined in the CRC. In other words, there are things every child should be able to have or to do for them to survive and develop to their full potential.

Duty-bearers: People, organizations, and institutions who are legally responsible for protecting and fulfilling these rights. Parents, teachers, school principals and the State all have an obligation to realize children's right to education.

ACTIVITY 1: CONVENTION ON THE RIGHTS OF THE CHILD¹⁷

(1 hour & 15 minutes)

1. **Introduce** the United Nations Convention on the Rights of the Child (CRC).
 - **Explain:** The CRC was developed and adopted in 1989 because world leaders felt that children need additional special care and protection. There is also an African Charter on the Rights and Welfare of the Child – and that this charter is very closely aligned with the CRC.
2. **Explain** (*for only the country you are in*) that South Sudan and Mozambique have ratified the Convention on the Rights of the Child (1989). Mozambique ratified the CRC in 1994, and South Sudan ratified it in 2015. Both countries also have specific provisions in their constitutions around the protection and realization of children's rights, including the right to education. See [Resource 5b](#) for specific articles.

IMPORTANT!

Remember, this training manual was specifically designed in the South Sudan and Mozambique context. Ensure to adapt this session to the context you are working in. This will require, as the facilitator, to research country specific CRC details. Feel free to use information provided about South Sudan and Mozambique as examples, but it is necessary to adapt this material accordingly.

3. **Ask** participants to read the summary of the CRC ([Resource 5a](#)) and to circle the articles that relate to school and to themselves as teachers.
 - **Explain:** Many of the articles in the CRC can be related to education in some way as human rights are inter-related. However, they should try to find the 3-4 articles that most strongly relate to education. **Give** them *10 minutes* to do this.
4. **Ask:** "Which articles you think are most closely related to education?"

¹⁷ Taken from USAID, 2009, p.105-109.

- There are several **very important rights** that relate to education – **facilitators should make sure that these are discussed by the group if nobody has listed them**. They are circled in red in your copy of the summary of the CRC in [Resource 5a](#).
5. Once you **review** the list of key articles that relate to education, use the following questions to **lead a discussion**. Remind participants that right now, you are discussing the role of **teachers as duty-bearers**.
 - As an educator, can you affect some rights more than others? Which ones?
 - Which rights relate to gender equality?
 - Which rights relate to violence?
 6. **Explain** that children’s rights, especially the right to education, encourage children to develop their talents and their abilities, and encourage children to respect other people, to live peacefully, and to protect their environment.
 7. **Ask**: “What rights are necessary to have a safe classroom, school and learning environment.” On a piece of paper, write “What are the rights of the student in the class and in the school?” Prompt participants to think back to the articles in the CRC. In a large group, brainstorm and write down the rights on a flipchart paper. If necessary, you can use the following as prompts:
 - Right to basic learning materials.
 - Right to Information.
 - Right to an education and to learn.
 - Right not to be subject to harmful punishment.
 - Right to be treated equally.
 - Right not to be subjected to psychological abuse such as bullying, teasing or harassment.
 - Right to be treated with respect by teachers and other students.
 - The right to participate in making decisions that affect them.
 8. **Divide** the participants into smaller groups of 3 - 5. Assign each group 1 right. Ask them to come up with:
 - a matching responsibility for teachers
 - how can teachers encourage students to support them?
 - how gender might be a factor impeding their right?

Facilitators can go through the first example in the chart below to show how this assignment should be done.

- **Give** the groups *10 minutes* to discuss and ask them to write their answers on a flipchart or paper. They can use [Resource 5c](#) as a guide. Facilitators should circulate amongst the groups and help them to get started – use the following examples:

Right	How teachers are responsible for children's rights	How teachers can encourage student participation	How teachers can consider Gender Equality
Right to education and to learn	Responsibility to provide quality instruction to all students.	Encourage students to try their best on assignments and to form study groups.	Some students, especially girls, might find they have less time to complete assignments because of other household responsibilities. Teachers should find ways to support these students.
Right to be treated equally	Responsibility to treat all students equally, regardless of language, ability, sex, or other factors.	Encourage students to treat others as they would like to be treated.	Male and female students should receive praise, rewards, attention and respect equally.
Right not to be subjected to abuse such as bullying, teasing or sexual harassment	Responsibility to use positive forms of discipline (not to abuse physically, psychologically or sexually) and to intervene in incidents of abuse.	Encourage students have avenues/mechanisms to report abuse.	Boys and girls are often subjected to different forms of violence (girls may experience more sexual violence; boys more physical violence) – each are a violation of their rights.
Right to be treated with respect by teachers and other students	Responsibility to treat all students with respect.	Encourage students to follow classroom rules and to treat teachers and other students with respect by obeying classroom rules.	Girls and boys are equally deserving of respect from both teachers and other students.
Right to participation in decision-making	To consult with female and male students on decisions that affect them (for example, involving students in development of class code of conduct).	Encourage students to listen to the opinion of other students.	Girls and boys should be provided equal opportunities to participate, and their inputs should be <i>valued equally</i> by adults and other children.

9. **Ask** each group to post their flipchart on the walls around the room and give everyone 5 minutes to do a 'gallery walk'. Facilitators should look at all the answers, too – and be sure to make any corrections.

- For example, if a group says that it is the 'right for children to learn and have an education', and that the child's participation is to 'perform well in school', the

facilitator should help the group to see that they can identify ways to encourage the child to **try** at school – but that good performance depends on many factors outside of the control of children.

- **Come back to the larger group** and ask for volunteers to talk about some rights, responsibilities or gender aspects that they found interesting or surprising. Spend about *10 minutes* discussing.

10. Close the session by asking these questions. Make sure that in the discussion for each question, the group is guided towards the key messages for the session:

- **Can children ever ‘give up’ their rights?**
 - Everyone is born with inherent rights that cannot be given or taken away. Even when children misbehave or do not respect those around them, **they still have the same rights and adults still have an obligation to fulfill them.**
- **What have you learned about being a ‘duty-bearer’ for children’s rights?**
 - Teachers share responsibility as *duty-bearers* in the protection, promotion and realization of children’s rights – especially those rights relating to education. They share the responsibility with government, local leaders, school administrators, and of course, parents.
- **How does the protection of children’s rights also benefit teachers, other students and the community?**
 - Children’s rights are not a threat to the authority of adults. Children’s rights encourage the teaching of respect. Education will encourage the development of respect towards others, including respecting oneself, other children, teachers, parents, and the broader community.
 - Encourage each participant to select one “teacher responsibility” and think about how this responsibility can help create a positive impact for students, for themselves, and for the larger community.
- **What other international conventions protect the rights of girls and boys to education?**
 - All children with disabilities have the right to develop to their fullest potential, and education offers an essential means of facilitating this development. Education provides a means of acquiring knowledge and skills that children with disabilities can use in exercising a whole range of other human rights.

DID YOU KNOW?

There’s a **Convention on the Rights of Persons with Disabilities (CRPD)**?

You can read it here:

<https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>

- **Give participants a take-away activity** to help them connect one of their responsibilities as a teacher, and how it creates a positive impact for students, themselves as teachers and the community. Draw the chart below on flipchart paper and provide participants with an example to help get them started.

Teacher's Responsibility	How this benefits my students	How I benefit as a teacher	How the community benefits
Right to education and to learn	<i>My students are given the opportunity to grow as individuals, feel empowered through education, and realize their rights.</i>	<i>I am able to pursue a career that allows my students to be the best they can be and continue to learn and grow in an enabling and encouraging environment.</i>	<i>Students work hard and learn to be responsible social citizens within their community. Creating a thriving community with empowered individuals to prosper together.</i>
Example responsibility...			

SESSION 5: EDUCATION AS A RIGHT

Activity Resources

RESOURCE 5A: UN CONVENTION ON THE RIGHTS OF THE CHILD¹⁸

Note to Facilitators:

- A version of the CRC that does not have the articles circled or the answers written in is included after the answers. Teachers should use that version to complete the tasks in this session.

Summary of the UN Convention on the Rights of the Child (CRC)

What are Child Rights...

“Rights” are things every child should have or be able to do. All children have the same rights, regardless of their sex, ethnic origin, social status, language, age, nationality or religion. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important.

Think about rights in terms of what is the best for children in a situation and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

Rights related to education are circled in pink.

¹⁸ Taken from USAID, 2009, p.111.

The CRC Articles... ¹⁹

Article 1: Everyone under 18 has these rights.

This article relates to teachers and school authorities because they work with people younger than 18 years of age, who all have these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

This article relates to teachers because they should treat all their students equally and not discriminate between girls and boys or any other characteristic such as disability, etc.

Article 3: All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

As adults, teachers should always make decisions that are in the best interest of the child.

Article 4: The government has a responsibility to make sure children's rights are protected. They must help families protect children's rights and create an environment where children can grow and reach their potential.

Article 5: Children's families have the responsibility to help children learn to exercise their rights and to ensure that their rights are protected.

Article 6: Children have the right to be alive.

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

Article 8: Children have the right to an identity – an official record of who they are. No one should take this away from them.

Article 9: Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

Article 10: If children live in a different country than their parents do, they have the right to be together in the same place.

Article 11: Children have the right to be protected from kidnapping.

Article 12: Children have the right to give their opinions and for adults to listen to them and take them seriously.

¹⁹ Taken from United Nations, 1989, p. 2-15.

Children have the right to express themselves; teachers should listen and take children seriously.

Article 13: Children have the right to share what they think with others, by talking, drawing, writing or in any other way, unless it harms other people.

School should be a safe space for children to express themselves in a variety of ways, without being bullied or teased.

Article 14: Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong and what is best for them.

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

Article 16: Children have the right to privacy.

Teachers should respect the privacy of their students and ensure confidentiality at all times.

Article 17: Children have the right to get information that is important to their well-being from the radio, newspapers, books, computers and other sources. Adults should make sure that the information they are getting is not harmful and help them find and understand the information they need.

Article 18: Children have the right to be raised by their parent(s), if possible.

Article 19: Children have the right to be properly cared for and protected from violence, abuse and neglect.

Teachers must never hurt or mistreat children, such as by hurting them, hitting them, or embarrassing them. The school has a responsibility to protect students from all forms of maltreatment.

Article 20: Children have the right to special care and help if they cannot live with their parents.

Article 21: Children have the right to care and protection if they are adopted or in foster care.

Article 22: Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

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

Government and schools need to make sure that children with special needs are able to access education and thrive within the education system.

Article 24: Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.

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

Article 26: Children have the right to help from the government if they are poor or in need.

Article 27: Children have the right to a standard of living that meets their basic needs. Government should help families provide this, especially regarding food, clothing and housing.

Article 28: Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can. Discipline in schools should respect children's dignity. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

Children have the right to a good quality education and should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's human dignity. Schools must review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

Article 29: Children's education should help them develop and use their talents and abilities. It should also help them learn to respect others, to respect their parents and their culture, to live peacefully, and to protect their natural environment.

In addition to the subjects in school, education is also about learning to be a member of the community, and how to respect and relate to other people.

Article 30: Children have the right to practice their own culture, language and religion – or any they choose. Minority and indigenous groups need special protection of this right.

Article 31: Children have the right to play and rest.

Children have a right to leisure, play and to participate in cultural and artistic activities. Teachers should make sure that both boys and girls have equal opportunities to play and are not discriminated against.

Article 32: Children have the right to protection from work that harms them and is bad for their health and education. If they work, they have the right to be safe and paid fairly. Children's work should not interfere with any of their other rights, such as the right to an education and play.

Work or chores at home should not interfere with a child's ability to attend school, perform well at school, or complete homework.

Article 33: Children have the right to protection from harmful drugs and from the drug trade.

Article 34: Children have the right to be free from sexual abuse and exploitation.

Children have the right to be free from sexual abuse. Because teachers work with students, they have a responsibility to ensure that students are not sexually abused.

Article 35: No one is allowed to kidnap or sell children.

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

Article 37: No one is allowed to punish children in a cruel or harmful way.

Children should never be beaten, abused, humiliated, exploited or otherwise harmed at school or outside of school as a form of punishment. This will be discussed in detail during the positive discipline session.

Article 38: Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: Children have the right to help if they have been hurt, neglected or badly treated.

Duty-bearers (including parents, teachers, government, etc.) have an obligation to intervene and take action if they see a child's rights being violated in these ways.

Article 40: Children have the right to legal help and fair treatment in the justice system that respects their rights.

Article 41: If the laws of their country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42: Children have the right to know their rights! Governments have a responsibility to make children and adults aware of Convention of the Rights of the Child.

Children should learn about their rights at home and at school – teachers are in an excellent position to help students recognize and understand their rights and their responsibilities.

Articles 43 to 54: These articles explain how governments and international organizations will work to ensure that children are protected with children's rights.

The CRC Articles... ²⁰

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 4: The government has a responsibility to make sure children's rights are protected. They must help families protect children's rights and create an environment where children can grow and reach their potential.

Article 5: Children's families have the responsibility to help children learn to exercise their rights and to ensure that their rights are protected.

Article 6: Children have the right to be alive.

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

Article 8: Children have the right to an identity – an official record of who they are. No one should take this away from them.

Article 9: Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

Article 10: If children live in a different country than their parents do, they have the right to be together in the same place.

Article 11: Children have the right to be protected from kidnapping.

Article 12: Children have the right to give their opinions and for adults to listen to them and take them seriously.

Article 13: Children have the right to share what they think with others, by talking, drawing, writing or in any other way, unless it harms other people.

Article 14: Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong and what is best for them.

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

Article 16: Children have the right to privacy.

²⁰ Taken from United Nations, 1989, p. 2-15.

Article 17: Children have the right to get information that is important to their well-being from the radio, newspapers, books, computers and other sources. Adults should make sure that the information they are getting is not harmful and help them find and understand the information they need.

Article 18: Children have the right to be raised by their parent(s), if possible.

Article 19: Children have the right to be properly cared for and protected from violence, abuse and neglect.

Article 20: Children have the right to special care and help if they cannot live with their parents.

Article 21: Children have the right to care and protection if they are adopted or in foster care.

Article 22: Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

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

Article 24: Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.

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

Article 26: Children have the right to help from the government if they are poor or in need.

Article 27: Children have the right to a standard of living that meets their basic needs. Government should help families provide this, especially regarding food, clothing and housing.

Article 28: Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can. Discipline in schools should respect children's dignity. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

Article 29: Children's education should help them develop and use their talents and abilities. It should also help them learn to respect others, to respect their parents and their culture, to live peacefully, and to protect their natural environment.

Article 30: Children have the right to practice their own culture, language and religion – or any they choose. Minority and indigenous groups need special protection of this right.

Article 31: Children have the right to play and rest.

Article 32: Children have the right to protection from work that harms them and is bad for their health and education. If they work, they have the right to be safe and paid fairly. Children's work should not interfere with any of their other rights, such as the right to an education and play.

Article 33: Children have the right to protection from harmful drugs and from the drug trade.

Article 34: Children have the right to be free from sexual abuse and exploitation.

Article 35: No one is allowed to kidnap or sell children.

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

Article 37: No one is allowed to punish children in a cruel or harmful way.

Article 38: Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: Children have the right to help if they have been hurt, neglected or badly treated.

Article 40: Children have the right to legal help and fair treatment in the justice system that respects their rights.

Article 41: If the laws of their country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42: Children have the right to know their rights! Governments have a responsibility to make children and adults aware of Convention of the Rights of the Child.

Articles 43 to 54: These articles explain how governments and international organizations will work to ensure that children are protected with children's rights.

RESOURCE 5B: CHILDREN'S RIGHTS IN THE CONSTITUTIONS OF MOZAMBIQUE AND SOUTH SUDAN

Mozambique²¹

The Mozambique Constitution includes the following articles that speak about children's rights:

Article 47: Rights of Children

1. Children shall have the right to protection and the care required for their wellbeing.
2. Children may express their opinion freely on issues that relate to them, according to their age and maturity.
3. All acts carried out by public entities or private institutions in respect of children shall take into account, primarily, the paramount interests of the child.

Article 88: Right to Education

1. In the Republic of Mozambique, education shall be a right and a duty of all citizens.
2. The State shall promote the extension of education to professional and continuing vocational training, as well as equal access to the enjoyment of this right by all citizens.

Article 113: Education

1. The Republic of Mozambique shall promote an educational strategy that aims towards national unity, wiping out illiteracy, mastering science and technology, and providing citizens with moral and civic values.
2. The State shall organise and develop education through a national system of education.
3. Public education shall not pertain to any religion.
4. Education provided by collective and other private entities shall be administered in accordance with the law and shall be subject to State control.
5. The State shall not plan education and culture in accordance with any specific philosophical, aesthetic, political, ideological or religious guidelines.

Article 121: Childhood

1. All children have the right to protection from the family, from society and from the State, having in mind their full development.
2. Children, in particular orphans and disabled and abandoned children, shall be protected by the family, by society and by the State against all forms of discrimination, ill treatment and the abusive use of authority within the family and in other institutions.

²¹ Taken from Republic of Mozambique, 2004, p.15-37.

South Sudan²²

The South Sudan Constitution includes the following articles that speak about children's rights:

17. Rights of the Child

1. Every child has the right:
 - a) To life, survival and development;
 - b) To a name and nationality;
 - c) To know and be cared for by his or her parents or legal guardian;
 - d) Not to be subjected to exploitative practices or abuse, nor to be required to serve in the army nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being;
 - e) To be free from any form of discrimination;
 - f) To be free from corporal punishment and cruel and inhuman treatment by any person including parents, school administrations and other institutions;
 - g) Not to be subjected to negative and harmful cultural practices which affect his or her health, welfare or dignity; and
 - h) to be protected from abduction and trafficking.
2. In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the paramount consideration shall be the best interest of the child.
3. All levels of government shall accord special protection to orphans and other vulnerable children; child adoption shall be regulated by law.
4. For the purposes of this Constitution, a child is any person under the age of eighteen years.

29. Right to Education

1. Education is a right for every citizen and all levels of government shall provide access to education without discrimination as to religion, race, ethnicity, health status including HIV/AIDS, gender or disability.
2. All levels of government shall promote education at all levels and shall ensure free and compulsory education at the primary level; they shall also provide free illiteracy eradication programs.

²² Taken from Government of South Sudan, 2011, p.5-9.

RESOURCE 5C: TABLE OF RIGHTS AND RESPONSIBILITIES

Right	How teachers are responsible for children’s rights	How teachers can encourage student participation	How teachers can consider Gender Equality
Right to education and to learn			
Right to be treated equally			
Right not to be subjected to abuse such as bullying, teasing or sexual harassment			
Right to be treated with respect by teachers and other students			
Right to participation in decision-making			
Right to basic learning materials			

SESSION 6: SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

Facilitator's Guide

(Adapted from USAID, 2009, p.57-65)

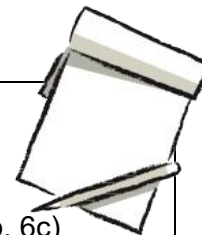
1 HOURS & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (45 minutes)
- Activity 2 (30 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (6a, 6b, 6c)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Have examined their personal feelings and attitudes related to violence.
- Be familiar with three types of violence: psychological, physical and sexual.



KEY MESSAGES

- There are different types of violence – psychological, physical and sexual. Even though some of these might be more difficult to see, or in some cases are even seen as 'normal', they are equally harmful and **are always a violation of children's rights**.



TIPS FOR FACILITATORS

- Remind participants about confidentiality (unless you suspect a child is at risk of abuse), emphasizing not to mention names. Further, it is not appropriate to gossip about students, teachers or those suspected of abusing children.
- This is a space where everyone can speak freely and confidentially. **Participants and facilitators are expected to share their thoughts in a respectful way.** Facilitators should try to keep the session light and use humour when possible and appropriate.
- Be aware that many of the participants might have had similar experiences or know of students who have experienced some of the incidents in the scenarios for this session. Make sure to read through the section 'Supporting Participants who have experienced violence and abuse' in [Resource 7d](#) so that you are prepared.

REMEMBER!

Some of the participants might think that violent behaviours listed in this session are a normal part of life and not view them as violence. This training program is intended to enable participants to question, ultimately change, their ideas of what they consider violence to be.

ACTIVITY 1: VOTE WITH YOUR FEET AND DEBATE²³

(45 minutes)

1. **Tell** the group that this activity, which will be done in one large group, will ask them to express their feelings and opinions regarding violence. Point out the three pieces of paper you posted before the session on different walls: 'Agree', 'Disagree', 'Not Sure'.
2. **Explain** to the group that you are going to read some statements. **Ask**: "Think very carefully about how you feel about that statement and move to the section of the room that best reflects your opinion: 'Agree', 'Disagree', or 'Not Sure'."
 - **Remember the Child Rights discussion from the previous session as you make your choice!**
3. After everyone has moved to the sign that represents his or her opinion, you will ask for volunteers to explain why they feel that way. **Explain** that everyone has a right to express his or her opinion, without being judged, put down or disrespected.
4. Most importantly, **explain** to participants that they may change positions during the discussion.
 - For example, participants might say they disagree, but after hearing the opinion of someone in the "Agree" category, they may then 'agree' or become 'not sure'.
 - Facilitators should use the information and arguments in **Resource 6a** to lead a debate (see box below).
 - Encourage participants to move to the 'correct' side when they make statements that agree with the correct side (even if they don't realize they have, facilitators should point it out to them!).
 - Remember to keep it respectful and try to prevent the discussion from getting too heated – this should be a fun activity!

THIS SHOULD
BE A FUN
ACTIVITY!

REMEMBER!

There are correct and incorrect answers in this activity—it is up to the facilitator to ask the right kind of questions that will lead the participants to all eventually choose the correct response. See **Resource 6a** for guidance.

²³ Taken from USAID, 2009, p.58-59

5. **Ask** participants to stand during this activity to help keep energy and participation high, unless their health requires sitting.
6. **Read** each of the following **statements**, one at a time. Ask participants to go stand under the sign that best reflects their opinion of that statement.
 - Teachers should never use violence to punish students.
 - If a girl dresses in a way that is considered 'inappropriate' in your community, she should be blamed if she is sexually assaulted by a teacher.
 - Bullying is a normal part of growing up that students must accept.
 - Boys also experience sexual abuse or exploitation.
 - Children with disabilities are almost four times more likely to experience violence than non-disabled children.

If you do not have time to go through all the statements, at least be sure to use the first 2 statements. After about *15 minutes* of discussion for each statement, if there are still participants that have not moved to the correct answer, **explain** to them what the correct answer is and why it is important for children's rights (using [Resource 6a](#)).

Once you have finished, **ask** participants to give themselves a round of applause for their enthusiastic participation.

ACTIVITY 2: TYPES OF VIOLENCE

(30 minutes)

1. **Ask** participants to take their seats and explain that you're now going to identify examples of violence. Write 'VIOLENCE' across the middle of a flipchart at the front of the room.
2. **Ask** for participants to volunteer examples of words that they associate with violence – types or instances of violence (some examples might include 'guns'; 'fighting'; 'beating'; 'rape').
 - In order to get participation from the whole group, **move around** the space, asking for contributions from different tables or areas in the room.
 - **Record** all responses on the flipchart – get at least 10-15 words to **create** a **word web** (see example in [Resource 6b](#)).
3. **Explain** that violence can fall into one or more three categories: psychological, physical and sexual.
 - **Refer** participants to the definitions and examples in [Resource 6c](#). **Read** through the examples as a group, and make sure that all the participants understand the different categories.

- **Note:** Remind participants that the purpose of identifying these categories is not so that we can neatly organize violent instances that occur, but rather so that we can **become more aware of different forms of violence**, and ones that are more difficult to see.

IMPORTANT!

Be sure to point out that **psychological violence** is the least visible of the three types of violence, and most difficult to identify. **Sexual violence** might be most difficult to discuss for participants – but is important to understand. As facilitators, be prepared to provide examples of psychological and sexual violence that will resonate with your participants.

4. Next, return to your **word web**. Go over each word and ask the group to **identify** what ‘type’ of violence each word refers to: psychological, physical or sexual.
 - **Note:** Some of the words that the group chooses might refer to two or three types of violence – for example, if a neighbor rapes a young girl on her way home from school, this is both physical and sexual violence. If a teacher humiliates a girl in relation to her physical appearance as well as her abilities in class, this is both sexual harassment and psychological abuse (both forms of violence).
5. **Divide participants** into smaller groups of 4 - 5. **Ask** them to think about the types of violence that are harder to see.
 - Can they think of some examples that were missed? Give the groups *10 minutes* to discuss and explain that you would like each group to give them one additional example of each type of violence.
6. Bring the group back to **share** their examples in plenary and **add** their new examples to the flipchart. **Guide a discussion** using the following:
 - Why is it harder to think of examples of types of violence that are harder to see?
 - For the types of violence that are harder to see, how are these victims treated by others?
 - Which types of violence are girls more vulnerable to?
 - And which ones are boys more vulnerable to?
7. **Close** the session by revisiting the key messages:
 - There are different types of violence – psychological, physical and sexual. Even though some of these might be more difficult to see, or in some cases are even seen as ‘normal’, they are equally harmful and are always a violation of children’s rights.

**KEEP THIS
FLIPCHART FOR
ACTIVITY 1 IN
SESSION 7.**

SESSION 6: SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

Activity Resources

RESOURCE 6A: VIOLENCE STATEMENTS AND DISCUSSION

1. Teachers should **never** use violence to punish students.

TRUE. As was discussed in the session on child rights, *EVERY* child has a right to be free from abuse, violence, neglect and exploitation – and a child cannot consent to being hit, beaten or exploited. (Note that in some countries, corporal punishment is banned by law.) In addition, corporal punishment and other forms of physical punishment don't actually change the behaviour of children – instead, they continue the cycle of violent behaviour. In later sessions, we'll talk about **positive discipline** and approaches that teachers can use instead of caning or beating.

Questions to try:

- Even if a child 'agrees' to beating – can a child really ever 'give up' his or her rights? Should an adult ever ask them to?
- When people are treated violently, how are they likely to treat other people?

REMEMBER:

Violence and Gender

Because of the roles and stereotypes we've discussed in earlier sessions (recall the **gender box**), boys and girls are often more likely to experience different types of violence. Sometimes boys are targets of physical forms of violence like beatings and fighting. Power imbalances between males and females make girls more likely to experience sexual violence and exploitation.

2. If a girl dresses in a way that is considered 'inappropriate' in her community, she should be blamed if she is sexually assaulted by a teacher.

FALSE. Ideas about what is acceptable and respectable dress for women and men change between communities and over time (just like gender). But human rights do not change. Regardless of what a woman or girl is wearing, she always has the right not be harassed, abused or assaulted. Also, it is important that we do not insult men and boys by suggesting that they are somehow not in control of their actions – they are able to control themselves, and they should be held accountable for their actions.

Key to this discussion is that any sexual relations between a teacher and a student is ALWAYS sexual abuse or exploitation, and a violation of the child's rights.

Questions to try:

- Does a girl or woman have different rights because of the way she dresses? Does she still have the right NOT to be raped?
- Do all men rape women in a short skirt? No? Then what is really the issue – if most men can control themselves, isn't the issue with these men who choose not to?

3. Bullying is a normal part of growing up that students must accept.

FALSE. *Bullying is a type of violence and is about one person trying to be more powerful than the other. Often, people who bully or tease will choose the most vulnerable people because they are seen as easy targets. Teachers and students should never tolerate bullying, teasing or harassment.*

Questions to try:

- When people (adults or children) are 'bullying', what are they trying to do to the person that they are bullying? Are they trying to humiliate? Demean? Are those feelings that make children healthier or stronger?
- Remember our conversations about different types of power? What kind of power is being used when people bully others? Is it a good use of power?

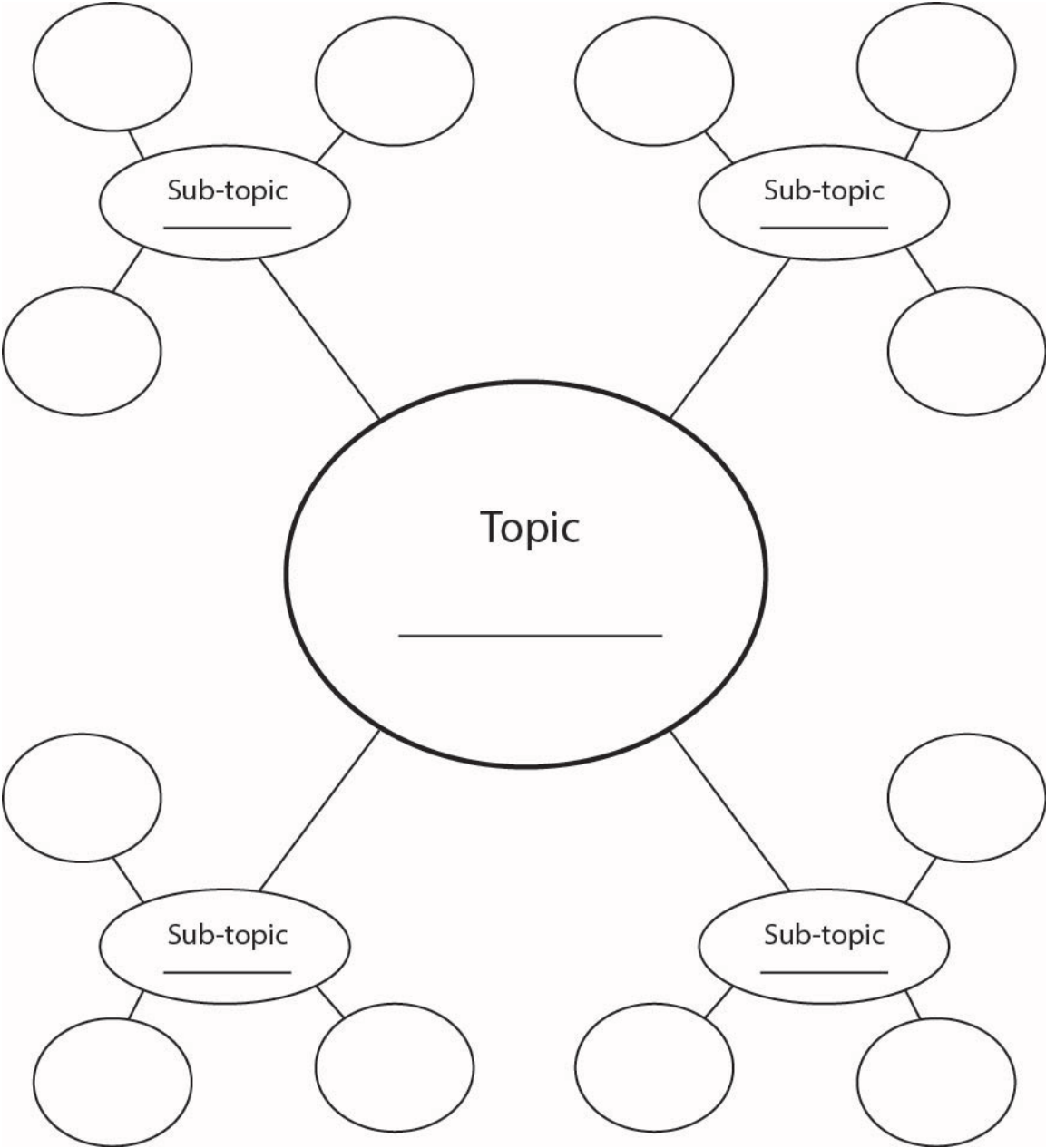
4. Boys also experience sexual abuse and exploitation.

TRUE. *Sometimes it is harder to see or harder to understand, but boys are also victims of sexual harassment and abuse. Perpetrators can be men or women. Boys often feel more shame when they are victimized, because it is less common, and people find it more difficult to understand.*

Questions to try:

- If a crime is not reported, does that mean it didn't happen? If the survivor is not sure of what happened to them to be a crime, does that mean it is not one?
- What is the expected reaction from friends, family, men in authority, if a boy was to report an incident? How likely is one to report an incident, if he believes it would raise questions about his sexuality and/or masculinity?

RESOURCE 6B: EXAMPLE OF A WORD WEB



RESOURCE 6C: THREE TYPES OF VIOLENCE²⁴

Examples of Three Types of Violence

Psychological violence: Refers to harassment, exploitation or otherwise harmful treatment with the intent to degrade, humiliate or demoralize someone.

- Making threats
- Teasing
- Intimidation
- Insulting someone
- Bullying
- Humiliation
- Ignoring

Physical violence: Refers to any treatment or action in which physical force is used to cause some degree of physical pain or discomfort, however minimal.

- Holding
- Punching
- Restraining
- Kicking
- Hitting, including hitting with a switch or whip
- Shoving
- Throwing something at someone

Sexual violence: Refers to actions or treatment that involve any forced or unwanted sexual activity, attention or interaction where there is no consent, consent is not possible (as in the case of a child), or power and/or intimidation is used to coerce a sexual act. *(Regardless of the legal age of consent, sexual activity between a teacher and a student is considered abuse because of the age and power differentials between the two).*

- Rape
- Molestation – sometimes known as ‘defilement’
- Indecent touching and exposure
- Sexually explicit language, including sexually suggestive remarks or offers

Examples of School-Related Gender Based Violence

Psychological	<i>Girls and boys both experience psychological abuse from peers and teachers through:</i> <ul style="list-style-type: none">• Verbal harassment• Verbal abuse related to puberty• Bullying, teasing• Abusive language from teachers• Emotional manipulation and exploitation
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²⁴ Taken from USAID, 2009, p.64-65.

	<ul style="list-style-type: none"> • Labeling students lazy or stupid • Exclusion or isolation
Physical	<ul style="list-style-type: none"> • Hitting • Slapping • Caning • Punching • Shaking • Choking • Painful body postures • Excessive exercise drills • Preventing use of the toilet • Exploitive labour • School chores that negatively impact student learning or health • Labour as punishment
Sexual	<ul style="list-style-type: none"> • Rape • Molestation - sometimes known as 'defilement' • Groping, touching, etc. • Aiming sexually explicit language at a child • Indecent self-touching and exposure • Exposing children to pornographic material

SESSION 7: SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

Facilitator's Guide

(Adapted from USAID, 2009, p.60-63)

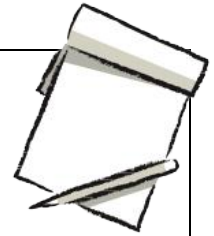
2 HOURS & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (15 minutes)
- Activity 2 (1 hour)
- Activity 3 (1 hour)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Flipchart from session 6, activity 2 (the word web)
- Session resources (7a, 7b, 7c, 7d)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to understand school-related gender-based violence (SRGBV), and identify examples
- Discuss and practice how to handle an SRGBV incident



KEY MESSAGES

- Teachers are duty-bearers and have an obligation to respond to incidents of physical, sexual and psychological violence that occur in and around school.
- SRGBV is a violation of children's rights and children **can never consent to this treatment** – whether it is sexual exploitation or abuse by a teacher or bullying and violence from teachers or other students.
- When responding to an incident of school-related violence, teachers should analyze the situation and consult their school rules and code of conduct for guidance.



TIPS FOR FACILITATORS

- Make sure that you have a good understanding of the terms and ideas used in this session – and that you share this understanding with your co-facilitator(s).
- Remind participants about privacy and not to mention names. Also, it is not appropriate to gossip about students, teachers or others. This is a space where everyone can speak freely and expect privacy.
- Be aware that many of the participants might have had similar experiences or know of students who have experienced some of the incidents in the scenarios for this session. Make sure to read through **Resource 7d**: 'Supporting Participants who have experienced violence and abuse' so that you are prepared.



The term 'school-related gender-based violence' can be hard to remember. It is not important that all participants remember or use this term. The important thing is that participants have an understanding of the types of violence that can happen in and around school and how they can be driven by gender inequalities.

ACTIVITY 1: UNDERSTANDING SCHOOL-RELATED GENDER-BASED VIOLENCE²⁵

(15 minutes)

1. **Write** 'Gender-Based Violence' at the top of a flipchart. Using their understanding of gender from the previous sessions, **ask** the group how they would define gender-based violence (GBV). Write down their answers on a flipchart.
2. **Refer participants** to the definition of GBV and compare their answers with the definition:

TERM

Gender-based violence (GBV) is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.

- Remind participants that it is *not important that they remember these terms* – but only that they understand the different aspects of violence that can happen at school and how gender inequality can be an important factor.
3. **Refer back** to the flipchart word-web from Session 6: Activity 2. Make sure you have it posted where everyone can see. Ask participants which examples could qualify as GBV.
 4. Now **write** 'school-related gender-based violence' (SRGBV) on a flipchart paper. Based on their understanding of GBV and the word 'school', how would they define SRGBV? **Record** their answers on the paper, and then compare with the definition:
 - *It can be physical, sexual or psychological, or some combinations of the three.*
 - *It can take place in the school, on the school grounds, going to and from school or in school dormitories.*
 - *It can also take place outside of the school environment (for example, if a teacher invites a student to his/her house and then abuses them).*
 - *This violence can be committed by teachers, students, school administrators, support staff or community members.*
 - *Both girls and boys can be victims as well as perpetrators. SRGBV has a negative impact on education and health of children.*

²⁵ Taken from USAID, 2009, p.61-62.

TERM

School-related gender-based violence (SRGBV) is any form of gender-based violence that occurs in school, around the school, on the way to school, or involves school-based relationships.

5. **Return** again to the flipchart from Session 6: Activity 2. **Ask**: “Could any of the terms/words be SRGBV?” If yes, **ask**: “what makes those examples of SRGBV?”
 - **Ask** participants to look at the examples of SRGBV in support materials. **Explain** to the group that next they will work with some scenarios that describe incidents of SRGBV.

ACTIVITY 2: IDENTIFYING INCIDENTS OF SRGBV

(1 hour)

1. Next, **ask** participants to form smaller groups of 3-4 people, groups with people from other schools, and people they have not had a chance to work with yet.
2. **Give** each group one of the scenarios from [Resource 7a](#).
3. **Instruct** the groups that once they start, all the members should quietly read the scenarios. Then, as a group, they should **respond** to the following discussion questions, and one person should make notes as they **discuss**:
 - What type(s) of violence is the young person in your scenario experiencing? How does the young person’s gender influence the situation?
 - What are the effects of this type of violence on the student?
 - How is this incident a violation of this child’s rights?²⁶
4. **Give** groups *25 minutes* for their group work, and then ask one person from each group to **briefly summarize** their scenario (not read it) and **explain** how their group responded to the questions above.
 - Facilitators should use the guidance answers from [Resource 7a](#) to add to or correct the group work.

ACTIVITY 3: RESPONDING TO INCIDENTS OF SRGBV—WHAT SHOULD WE DO?

(1 hour)

1. Looking back at the incidents of violence that were drawn on a flipchart paper and the scenarios from the last activity, **ask** participants:
 - Have you ever seen a violent or abusive situation between two people, either adults or children, and wanted to step in, or maybe you were not sure if you should

²⁶ Taken from USAID, 2009, p.63.

– or *how* you should? It could have been between family members, friends, students, or between students and another teacher. Can anyone give an example?

- If nobody wants to share, that is also okay. As facilitators, be prepared to share an incident from your own experience.

2. **Explain** that people should always respond to an incident of SRGBV – especially if they are a duty-bearer (like **teachers**, parents). Why?

- Legal obligation: depending on your local laws, teachers may have a duty to report
- Because by doing nothing, they do not help the problem or change the outcome of the situation. In fact, if teachers do nothing, the perpetrator (person doing the act of violence) may think that they are actually approving of the violent act.
- Teachers should serve as role-models for students. By intervening to stop incidents of violence, including sexual harassment, bullying, beating – they set an example for students that **no forms of violence are acceptable** in and around school.

All incidents of physical, sexual and psychological violence should be a violation of your school, classroom and teachers' code of conduct. Ask participants if they are aware of these codes and how they prohibit different types of violence. Explain that teachers should always make sure that they are familiar with the codes of conduct for their school. Take 5 minutes to discuss.

REMEMBER!

When you step in to stop an act of violence, always keep these things in mind:

- **The Best Interest of the Child.** Consider how you can handle the situation in a way that reflects the best interest of the child – ensuring not just their safety in the present moment, but also how the situation can be handled in a way that prevents any harm for the child afterwards (for example, if a teacher publicly humiliates the student or adult who is committing the violence, that person might later treat the child even more violently).
- **Defuse violence** rather than increase it. This means not adding more violence to an already violent situation (for example, by verbally or physically attacking the perpetrator or other bystanders).
- **Personal safety.** If your own personal safety is jeopardized, you should immediately seek the assistance of a community leader or authorities like a head teacher, discipline committee chair, village elder or police (some examples might include if a student or adult has a gun or other weapon).

3. Now that we know we have to intervene when we see incidents of violence in and around school, the next question teachers need to **ask** is: **What do we do?**

4. **Ask:** “When you are responding to a situation of violence, what are some questions you should ask yourself?” **Write** them on a flipchart and make sure that these include:
 - Is the child in immediate danger?
 - Are other students in immediate danger?
 - Is the incident of violence illegal? (**Check your local laws**, if necessary)
 - Is a teacher involved in this incident of violence?
 - Are parents or other community members involved?
 - Is your personal safety at risk?

5. **Explain** to teachers: There are two ways to react to violence and the questions above will help them decide which is best.
 - Intervene themselves to resolve the situation; to
 - Escalate the issue to an authority like their headmaster or school administration.

Explain that teachers should always follow the steps in their own school guidelines and codes of conduct for responding to violence, but facilitators can use the table in **Resource 7b** to provide some guidance in the discussion.

6. **Tell participants** to return to their groups from the previous activity. **Instruct** them to look at their scenario and imagine that a teacher becomes aware or witnesses the violence that is occurring in their scenario.
 - **Ask** them: “What actions should be taken by the teacher in this situation?” Instruct them to list **three steps** the teacher can take. Give them *20 minutes* to do this.
 - Facilitators should **move around** the room to help discussions if needed, and also to make sure that discussions are dealing respectfully with this sensitive issue.

7. Have the **groups present** their **three steps** to respond to the scenario.

8. After each group presents their **three steps**, answer the discussion questions as a whole group:
 - **Is this an issue that a teacher can resolve on their own or is this an issue that needs to be escalated to a higher authority – and if so, whom?**
 - Do you think the perpetrator will change his or her behaviour?
 - Has the best interest of the child been served in your suggested response?

Use the ideas in the table in **Resource 7c** (also below) to list out some actions teachers can take – facilitators and participants should add to this list during the course of the discussion.

This is an incident that you can resolve:
Stay calm – do not try to solve violence with more violence (including yelling).
State your position clearly and calmly – those involved in the incident should understand what is happening.

Listen to and understand the points of view of the victim and the aggressor – there might be more happening than you have seen, so let those involved explain.
Define the problem in a way that will prevent or stop a fight and defuse the tension.
Communicate positive messages – what helpful actions can everyone take to resolve the problem?
Identify the problems and possible solutions with the victim and the aggressor.
Propose alternatives and work out a compromise if appropriate.
Avoid humiliating anyone involved publicly – sometimes it is best to talk to the perpetrator privately after the situation is calm.
This is an incident that must be escalated:
Make sure that the child experiencing the violence is safe – and that other children are safe as well.
Avoid causing more violence.
If the child has difficulty with communications (example: speech or visual impairment), identify someone who can support them.
Consult your head teacher on how to respond to the incident.
Report the incident to the appropriate authority (head teacher, PTA, police). If you are unsure about who to report the incident to, ask your school administration.
Follow up with the child to ensure he or she has support – make sure to do this an appropriate way that respects the privacy of the child.
Follow up with the relevant authority to ensure the incident has been addressed – in some cases this might be something that a teacher can do directly, or they can go through their PTA or child protection committee.
Ensure the child seeks immediate medical attention, and ensure their caregiver is involved.
Ensure you record detailed notes of the incident as you may be required to serve as witness.

3. Wrap up the session by returning to the **key messages**:

- Teachers are duty-bearers and have an obligation to respond to incidents of physical, sexual and psychological violence that occur in and around school.
- SRGBV is a violation of children’s rights and children can never consent to this treatment – whether it is sexual exploitation or abuse by a teacher or bullying and violence from teachers or other students.
- When responding to an incident of school-related violence, teachers should analyze the situation and consult their school rules and code of conduct for guidance.

SESSION 7: SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

Activity Resources

RESOURCE 7A: SCENARIOS FOR TYPES OF VIOLENCE THAT AFFECT YOUNG PEOPLE²⁷

(Taken from USAID, 2009, p.66-69)

Scenario 1 - Clinton

I am 12 years old and much bigger than most young people my age. I am tall and muscular and the older boys hang out with me because I am their size and I am good at football. I like the older boys because they are popular and they know all the older girls in the school.

Last month, an older girl approached me and said I was handsome and that if she weren't dating this other guy, Kweku, she would like me. The next day after school I was walking to the football field with all the guys when I noticed that we were taking a different route than usual. Also, the girl who told me I was handsome was walking with us, which was unusual. I didn't say anything to her because her boyfriend, Kweku, was also with us. He is very jealous and easily angered. After a while, out of nowhere, I felt someone jump on me and knock me to the ground. I could hear a girl screaming and I felt several fists on my head, back and face. At the end of the beating, Kweku kicked me in the face and told me to never talk to his girlfriend again or he would kill me. I couldn't go to school for a week because my face was swollen. I am so frightened that Kweku will kill me. I go to school alone and walk straight home after school. I also quit the football team because some of those guys were on the team. Every day they taunt me and say I am not really a man because I didn't fight back. I am so lonely and afraid.

ANSWER:

Clinton has experienced several forms of violence. He has experienced physical violence by being severely beaten, and he has experienced psychological violence because he has been threatened, teased and taunted. Both of these types of violence are gender-related – meaning that the fact that Clinton is a boy is a factor in this violence. First, Kweku's treatment of Clinton is an example of how society often expects and teaches boys to solve problems through violence or aggression. Second, the teasing and taunting that Clinton experiences is because he is not 'fighting back'. The expectation of these boys is that a 'real man' would fight. Because of this violence, Clinton has had to miss school, and he is no longer participating in the football team. But also, he is afraid and lonely, which could affect his ability to perform well in school, and his confidence in general.

Scenario 2 - Anita

I walk the same way to school every day. It's the only way I can walk to school safely, because in the fields there are sometimes bandits and I am afraid to walk through the fields alone, especially

²⁷ Taken from USAID, 2009, p.66-69.

when the crops are high. So, each day I walk past the bus depot and bar to get to school, and each day I am approached by an older man offering to buy me a drink. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of the gangs, because I am also scared of the man who has been harassing me.

ANSWER:

Anita is experiencing both psychological and sexual violence. By sexually harassing her, this man is causing intimidation and fear. He is threatening her in a sexual way and whether he physically forces himself on her or not, this form of harassment is still violent in nature. The gender element is clear: when men behave this way, it is because they believe women and girls are subordinate, or inferior, and that they are to be dominated by men. They also see girls as something to be sexualized. The effect of this harassment on Anita is that she now will put herself in even greater danger to avoid being harassed by this man. She may also experience anxiety about this harassment that will affect her performance at school.

Scenario 3 - Anna

My favorite subject is math. My math teacher has taken an interest in me because I am so smart. Last Tuesday, my teacher offered me extra tutoring if I agreed to carry his briefcase home for him. Honestly, I was uncomfortable with this, but I really don't want to anger the teacher of my favorite subject, so I agreed. The first day he thanked me, but inappropriately brushed his hand against my breast when I left his yard. I was relieved that that was over and I didn't have to do it again. The next day, Wednesday, the teacher asked me again to carry his briefcase home. I agreed, but this time he pressured me into entering his home. When I said no, he started calling me rude and ungrateful for declining a cold drink. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me. I tried to fight, but he told me that I was a stupid girl and threatened that if I screamed or told anyone he would fail me. After that, I ran all the way home, feeling sick and bruised. I feel so stupid and that what happened was my fault. The next day at school, all my friends made fun of me and called me the teacher's girlfriend. I am thinking about quitting school and going to live with my aunt in another village.

ANSWER:

Anna has experienced sexual, physical and psychological violence at the hands of her teacher. He has used his position of power to intimidate her into his home and to rape her. His power comes from the fact that he is a teacher and in a position of trust and authority. But it also comes from social gender norms that sexualize women and girls, and give men and boys more social power over decisions around sex and intimacy. The effect of this violence on Anna is that she has been physically hurt. Also, this attack has made her feel shame and embarrassment. Victims of sexual violence should never feel shame or embarrassment. It may cause Anna to leave her school and her community.

Scenario 4 – Rashma

My name is Rashma. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "You are stupid, why do you even come to school? You should go and try to find a husband!" Another day when I accidentally fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so large." It made me very mad when he said this, and everyone was laughing, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next level. Once I told a female teacher and she said, "You shouldn't worry, he is only joking with you." That did not make me feel better.

ANSWER:

Rashma has experienced psychological and sexual violence. Her teacher is humiliating and shaming her in front of the class, and insulting her intelligence. Also, her parents are violating her right to education by keeping her home from school to complete chores, which are related to her gender role in the family. The teacher has also targeted his ridicule at her gender, harassing her about her physical body and development in an inappropriate way. Rashma did not get support from a female teacher she approached for help. Rashma will feel unwelcomed and unsupported in this class and perhaps at school in general. It will affect her confidence and her ability to focus, which will affect her overall performance. It may also affect her relationship with her peers and cause her to be ridiculed by them in addition to the ridicule she is receiving from her teacher.

Scenario 5 – Sam

My name is Sam, and I really like school. My favorite classes are art and writing. Everyone makes fun of me and says I am "like a girl" because I don't like math and science. All my friends at school are girls. I like being around girls because in my house I am the youngest boy with six sisters. Boys are not fun to play with because they like to fight and pretend they are fighting in a war. When the other boys try to fight with me and I tell them I do not like to fight, they call me names like "sissy" and "coward." I like to study, but when I am at school I sometimes cry when the older and bigger boys pick on me. One day I was crying, and my teacher asked me why. When I told the teacher why I was crying, she said, "Well, you should quit acting like a girl and playing with girls." I don't understand why I shouldn't play with girls if we really have fun together.

ANSWER:

Sam is experiencing psychological violence and gender discrimination – as well as physical violence if boys are fighting him. He is being teased and bullied by his peers and by his teachers because he is making choices that do not fit the kind of behaviour that they expect from boys, particularly that boys 'should not cry', or that boys should play with other boys and fight. Sam is acting in a way that is outside of his 'gender box'. Sam might feel embarrassed and pressured to hide his feelings, or to start fighting with other boys to avoid ridicule. This shame and humiliation might affect his ability to focus and do well in school. There is also the possibility that Sam's bullying might escalate into violence and he could get hurt.

RESOURCE 7B: WHAT TO DO? QUESTIONS AND CONSIDERATIONS FOR RESPONDING TO INCIDENTS OF VIOLENCE

These are some guiding considerations and suggested actions for different factors in violent incidents. A teachers' code of conduct or the rules at your school might be slightly different – and teachers should always follow the steps laid out by their school administration for responding to incidents of violence. A teacher's primary duty and responsibility is to protect the rights of their students and not to protect the reputation of fellow teachers and staff.

Question	Considerations	Actions
Is the child in immediate danger?	Teachers have a responsibility to protect children from harm (physical, sexual and psychological) – whether the harm is being done by another student, a teacher or others.	If a child is in immediate danger, the teacher should step in as soon as possible to ensure the safety of the child. He or she can then report or refer the children involved if necessary.
Is the incident of violence illegal?	Teachers should be aware of local laws that address violence against children. If they are unsure, they can ask their headmaster or the PTA.	Any incident of illegal treatment of children should be reported to the police or relevant authority. This includes any sexual relations or physical violence between teachers and students. If the student is in immediate danger, the teacher should take action to make the student safe, then involve the authorities. Ensure the student receives immediate medical attention.
Is a teacher involved in this incident of violence?	It can be difficult for teachers to directly question or respond to the actions of another teacher.	If a child is in immediate danger, a teacher should always intervene to ensure his or her safety. Once the child is safe, the headmaster should be made aware of the incident so he or she can take action.
Are other students in immediate danger?	Teachers have a responsibility to protect all children from harm (physical, sexual and psychological) – whether the harm is being done by another student, a teacher or others.	If any children are in immediate danger, the teacher should step in as soon as possible to ensure their safety. He or she can then report or refer incident if necessary.
Are parents or other community	It can be difficult for teachers to directly question or respond to the	If a child is in immediate danger at or around school, a teacher should always intervene to ensure his or her safety.

<p>members involved?</p>	<p>actions of a parent or a community member, unless they are on school grounds. However, when parents and community members enter the school grounds, teachers have an immediate responsibility – and the authority - to keep children safe from violence.</p>	<p>Once the child is safe, the headmaster should be made aware of the incident so he or she can take action and address the parent or community member.</p> <p>If a teacher suspects that violence is occurring against the child at home, they should consult with the headmaster or the school administration on what steps can be taken to protect the child. Depending on the local legislation, teachers have a duty to report.</p>
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RESOURCE 7C: WHAT TO DO? TIPS FOR RESPONDING TO INCIDENTS OF VIOLENCE

This is an incident that you can resolve:²⁸
Stay calm – do not try to solve violence with more violence (including yelling).
State your position clearly and calmly – those involved in the incident should understand what is happening.
Listen to and understand the points of view of the victim and the aggressor – there might be more happening than you have seen, so let those involved explain.
Define the problem in a way that will prevent or stop a fight and defuse the tension.
Communicate positive messages – what helpful actions can everyone take to resolve the problem?
Identify the problems and possible solutions with the victim and the aggressor.
Propose alternatives and work out a compromise if appropriate.
Avoid humiliating anyone involved publicly – sometimes it is best to talk to the perpetrator privately after the situation is calm.
This is an incident that must be escalated:
Make sure that the child experiencing the violence is safe – and that other children are safe as well.
Avoid causing more violence.
Consult your head teacher on how to respond to the incident.
Do not delay. Seek medical attention.
Record the incident to ensure you remember all of the relevant details.
Report the incident to the appropriate authority (head teacher, PTA, police). If you are unsure about who to report the incident to, ask your school administration.
Follow up with the child to ensure he or she has support – make sure to do this an appropriate way that respects the privacy of the child.
Follow up with the relevant authority to ensure the incident has been addressed – in some cases this might be something that a teacher can do directly, or they can go through their PTA or child protection committee. Depending on local legislation, teachers have the duty to report as there is a zero tolerance policy for child harm.
If the child has difficulty with communications (example: speech or visual impairment), identify someone who can support them.

²⁸ Taken from USAID, 2009, p.80.

RESOURCE 7D: SUPPORTING PARTICIPANTS WHO HAVE EXPERIENCED VIOLENCE AND ABUSE²⁹

It is expected that some participants who participate in the GRPTT will have a very personal connection to violence. Some participants may have observed or experienced violence at home or school but have never spoken about it with anyone or have accepted it as normal. Others might have experienced sexual harassment or violence in some form but never identified it as sexual violence. Some participants may have been subjected to painful teasing or bullying by peers but never felt comfortable speaking out. And still others might have been cruel or violent to another person and currently have guilty or confused feelings about it.

Since violence is so prevalent in many societies, participating in these sessions may bring up deep-rooted pain and suffering. On the next page are strategies to comfort participants. In addition, have a mechanism in place to support and assist participants in their healing process, such as access to a counselor, nurse, doctor, religious leader, village elder or someone else who has experience in responding to gender violence.

Actions that comfort:

1. Be available immediately to provide the participant with assistance and support.
2. Bring the participant to a safe place outside the room, away from his or her peers.
3. Focus on the participant. Ask what he or she would like to do at that moment (e.g., go home, not participate in the session but remain in the room, not participate in the session and sit outside or in another location within the room, talk to a counselor or supportive person immediately or the next day).
4. If the participant has communication challenges (visual, auditory, etc), find an appropriate person who can provide support.
5. Be non-judgmental. Provide support and information to the participant regardless of your personal feelings, beliefs or attitudes.
6. Do not overwhelm the participant with information, questions or advice. Do not assume the participant is ready for all resources or help.
7. Listen to what the participant is saying. Provide the participant with understanding, support and assistance. Do not attempt to tell the participant how he or she feels. Assure the participant that it is normal to feel upset.
8. Be flexible in order to meet the participant's needs. Be prepared to call in a back-up facilitator, call for an extra-long break or call on a co-facilitator should a participant need immediate emotional support.
9. Always follow up with a participant. Following up shows the participant that you care and are dedicated to his or her recovery and well-being.
10. Offer to support the participant if they would like to report the violence or abuse to the head teacher or relevant authority.

²⁹ Taken from USAID, 2009, p.11-12.

Actions that do not comfort:

1. Do not interrupt, ridicule or shame the participant.
2. Do not criticize or blame the participant.
3. Do not interrogate the participant.
4. Do not judge the participant.
5. Do not ignore the participant.
6. Do not minimize or ignore the participant's feelings.
7. Do not put the participant in a threatening setting.
8. Do not try to distract or divert the participant's attention from his or her feelings.
9. Do not tell the participant how to feel.
10. Do not discuss the participant's situation with others.

SESSION 8: GENDER RESPONSIVE SCHOOLS

Facilitator's Guide

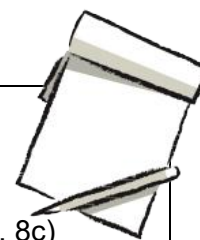
1 HOUR & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (40 minutes)
- Activity 2 (40 minutes)
- Activity 3 (40 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (8a, 8b, 8c)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand how their school is responding to the needs of both girls and boys;
- Be able to identify actions that can make them more gender responsive as teachers.



KEY MESSAGES

- Girls and boys have a right to a school environment that responds to their specific needs.
- Teachers play an important role in creating a gender responsive school environment.



TIPS FOR FACILITATORS

- Be sure that you feel comfortable with the definition of gender responsive education and schools. If needed, practice defining it using your own words with your co-facilitator(s).
- Facilitators must read and become familiar with the notes in the resources - in particular for **Activity 2**.

1. **Ask** participants to remember some of the issues that they've explored over the past two days. **Use** the list below to remind them, and **ask** participants to share any points that they thought were especially important or interesting:
 - exploring their own experiences with gender;
 - identifying the differences between boys' and girls' daily schedules and how that revealed different challenges they might face in accessing education;
 - acknowledging the unique barriers adolescent girls may face due to menstruation;
 - gender stereotypes and how power underpins gender inequality;
 - children's rights and responsibilities related to education – and their own role as duty-bearers;
 - some of the types of violence that are gender-related in and around school.

2. **Explain** to participants that over the morning they will explore what it means for a school to be 'gender responsive'. **Ask** for some volunteers to share what they think that term means. Share with the group the definition of '**gender responsive school**' (see box) and explain that they will now map out their schools and do a simple 'gender review' of their school.

TERM

A **gender responsive school** is one which *responds* to the specific needs of both boys and girls in its:

- Teaching activities
- Infrastructure
- School rules
- Administration
- Play and relationships

(Adapted from Mlama et al., FAWE Handbook, pg. 4)

ACTIVITY 1: MAPPING YOUR SCHOOL

(1 hour)

1. Once you feel that everyone has a good understanding of what is meant by 'gender responsive school', **divide them into groups** of 3 - 4. Group teachers from the same school together. *(Note: If you are unable to place teachers from the same school together, have the group imagine a hypothetical school, including elements of their own schools.)*
2. **Tell participants** that they will create a map of their school. The school map should include all the features of their school and the area close around it. Facilitators can ask teachers to look at **Resource 8a** for an example of the school map. Facilitators are to refer to **Resource 8c** for further notes school mapping.
3. Facilitators should **walk around and visit** the groups, giving support if needed. Give them about 10 minutes to finish their maps.
4. Once they have created their school map, **ask** participants to refer to **Resource 8b** (Gender Review) and **ask** the groups to look at the map of their school and its grounds, exploring each area, all the buildings and the area close around it and fill in the questions on **Resource 8b**. They should **discuss** and **answer** each of the questions on the Gender Review.

As they are going through the questions **ask** each group to **identify** at least **one strength** and at least **one opportunity** for improvement for **each category** of the Gender Review:

- Surrounding Area and Community
- School Yard

- Classroom
- School Office
- Latrines and sanitation facilities

Give them *20 minutes* to complete and ask them to write their answers on a flipchart.



Participants will be learning how to apply gender considerations into new skills in this training program, so do not expect them to have many well-developed suggestions. Remind them that they will be building this skill and use this session as an opportunity to better understand their current knowledge and attitudes.

5. Then, back in the larger group, **ask** for several strong examples of strengths and opportunities for each category (you will not have time to go through all the answers from each group – try to find the best ones!).
6. **Lead a discussion** with the groups by asking the following questions:
 - Has this changed your perspective on gender equality in your school? How?
 - What links can you see between the information in the Gender Review (**Resource 8b**) and some of the barriers to education that we discussed in previous sessions?



Facilitators should ask for a volunteer to record these on a flipchart so everyone can see, and also so they can bring up these suggestions in sessions later in the training program.

Participants should comment and add to each group's ideas, and the facilitator should use this opportunity to make sure they are appropriate (see box) and help the group to make changes to any ideas that might violate rights of children, or accidentally reinforce gender inequality.

WORD OF CAUTION!

Sometimes when we try to correct gender imbalances, actions can accidentally be harmful to both boys and girls. For example, if we force girls to play soccer because we want to make sure that girls have as much of a chance to do sport and games, then we're taking away their ability to choose what kind of recreation to participate in. Gender equality is about giving boys and girls *equal opportunities*, not about making boys and girls do the *same* things.

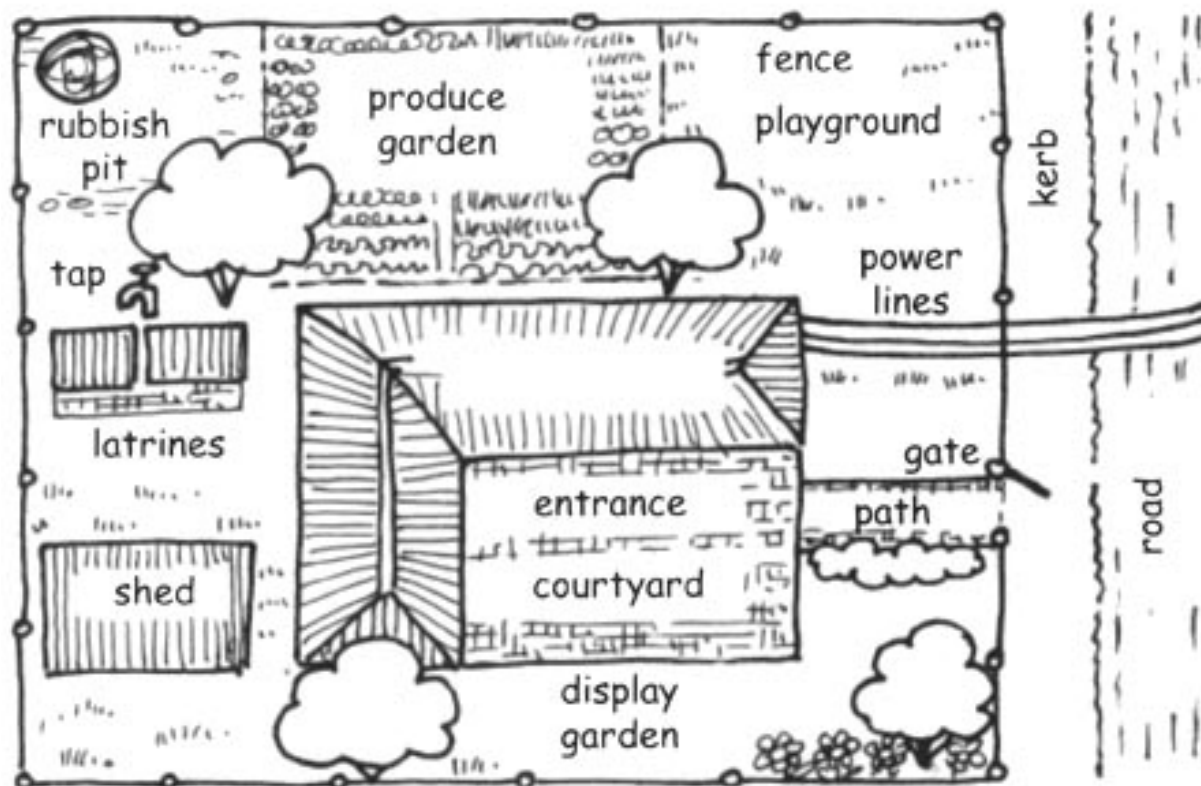
7. **Close the session** by returning to the key messages of the session and thanking the group for their continued attention, participation and commitment.
 - Girls and boys have a right to a school environment that responds to their unique and specific needs.
 - Teachers play an important role in creating a gender responsive school environment.

SESSION 8: GENDER RESPONSIVE SCHOOLS

Activity Resources

RESOURCE 8A: EXAMPLE OF SCHOOL MAP

(Taken from FAO, 2005.)



RESOURCE 8B: GENDER REVIEW QUESTIONS

(Adapted from Education International, 2007, p.20-30)

Note that these are just examples facilitators can use to get conversations started – but participants can think of many more examples of how different parts of their school can be gender responsive.

Surrounding Area and Community	Y	N
Are there ways for girls and boys to get to school safely?		
Are there bars, military barracks, or other places around the school where students, particularly girls, might feel unsafe?		
Is the school in a generally safe area for both boys and girls?		
Are male and female caregivers welcomed and respected equally on school visits and in PTA meetings?		
<i>Facilitators can add...</i>		
School Yard:	Y	N
Do girls and boys feel equally encouraged to play sports and other recreational activities here?		
Does any bullying or sexual harassment that takes place get addressed effectively by school teachers or administrators?		
Is the yard safe for both boys and girls – for example, do people from outside the school wander into the schoolyard?		
<i>Facilitators can add...</i>		
School Office:	Y	N
Are both female and male staff equally involved in school decision making?		
Are there codes of conduct for teachers and students that include gender-based violence and discrimination?		
Do both boys and girls feel safe approaching the headmaster (or principal) with an issue?		
Is there a way for students to report grievances anonymously?		
<i>Facilitators can add...</i>		
Latrines:	Y	N
Are the girls and boys latrines separate and the area around the latrines clean and safe for both boys and girls? <i>(Are there locks on the doors so girls and boys can have privacy? Are there cracks in the walls that allow other students to peer in to latrines?)</i>		
Are the girls' latrines in a safe space where girls are not harassed or bullied?		
Are there hand washing facilities?		

Are menstrual hygiene information and supplies available for girls?		
Are the latrines accessible for girls and boys with disabilities?		
<i>Facilitators can add...</i>		
Classroom:	Y	N
Are boys and girls equally able to use materials in the classroom?		
Do teachers promote positive roles for both female and male learners – ones that go beyond ‘traditional gender roles’? <i>For example, providing examples of female leaders and male caregivers?</i>		
Do teachers give equal and similar attention to boys and girls? <i>For example, praise and extra help?</i>		
Do girls and boys get equal access to seating in the classroom?		
Do girls and boys get assigned the same types and amounts of tasks?		
Is classroom accessible for girls and boys with disabilities (adequate ramps, doors wide enough, etc.)?		
<i>Facilitators can add...</i>		

RESOURCE 8C: NOTES FOR ACTIVITY 1

(Adapted from Mlama et al., 2005, p.7-18)

Surrounding Area and the Community

The area around a school and the people that live there can influence access in good or bad ways for boys or girls. There could be elements that are particularly threatening to boys or girls – for example if there is a police post or military barracks, a large and busy road or bars and men’s clubs. These elements could make girls (or boys) feel less safe traveling to school or, if there is no fence around the school yard, it can make it unsafe when playing in the school yard or using the latrines. If these elements are identified by the school management and PTA, actions can be taken to improve the safety and accessibility of the school for both girls and boys.

School Yard and Recreation

In general, girls often have less time for recreation than boys because they are made to help out with a wider variety of chores at home, such as cleaning, assisting with care of siblings and other responsibilities. At school, they might be less encouraged to participate in team sports or other physical activities.

Gender responsive recreation programs encourage both boys and girls to engage in recreational activities, arts, and team sports. It discourages gender stereotypes that might associate sport with boys, and other recreational activities, such as dance, with girls – but instead encourages girls and boys to try activities based on their interest. Often, when boys and girls engage in activities that are outside of their ‘gender box’, other students can tease or bully them. In gender responsive schools, teachers address this type of behaviour and correct it to make sure that the school is a safe and positive environment for students to explore a variety of recreational activities.

School Office

School management and administration is an important part of gender responsive education. School management can influence all these areas by providing a safe and gender responsive school environment – by creating codes of conduct for teachers, by being open and approachable to both girl and boy students when problems occur, by ensuring that there are support staff that students are aware of who can be approached to deal with bullying, incidents of gender based violence, etc. School management also ensures that parents – mothers and fathers – are engaged with school activities and students’ attendance and performance. And they are responsible for maintaining a safe and gender-sensitive physical environment – for example, providing fencing around the school yard, ensuring latrines are clean, separate and safe, etc. Lastly, it is important for school management to build good relationships with community-based mechanisms and child protection actors.

Classroom³⁰

How the classroom is physically arranged has an impact on teaching and learning processes. Some schools have more resources and space to create orderly and classroom environments;

³⁰ Taken from Mlama et al., 2005, p.16.

others find it difficult to address the issue of classroom setup, particularly when resources, for example desks, are limited or class sizes are very large.

A gender responsive classroom set up responds to the specific needs of both boys and girls. This approach considers the following:

- Classroom setup that mixes girls and boys in mixed-sex schools.
- Classroom setup that enhances participation of girls and boys.
- Fixtures and learning materials on the walls that send positive messages and challenge gender stereotypes.
- Appropriate number, size and weight of desks and chairs.

Many schools do not have adequate or appropriate infrastructure or furniture. These make it difficult for teachers to organize the classroom set up for effective learning. An overcrowded classroom makes it hard to organize seating arrangements that can enhance learning, and teachers may have no say about what type of furniture is found in the school. Despite these restrictions, teachers should try to think creatively to organize their classroom in the best possible way for girls' and boys' learning experience.

Classroom interaction is another important element in the way teachers can promote gender equality. Students are not all the same: they are individual boys and girls with gender specific and individual needs. Especially as they mature, their gender roles and relations (and often sex roles and relationships) have an increasing impact on classroom interactions. The teacher must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come into play. It is therefore important to create and enforce a positive learning environment through classroom interaction that is gender responsive, age specific and respectful, particularly in mixed-sex schools.



**GENDER RESPONSIVE PEDAGOGY
TEACHER TRAINING**

**MODULE 3:
LEARNING AND TEACHING**

SESSION 9: PLANNING AND REFLECTING

Facilitator's Guide

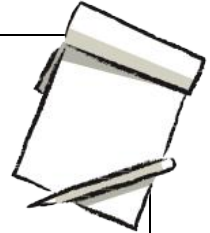
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour and 15 minutes)
- Activity 2 (30 minutes)
- Activity 3 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Examples of lesson plans from participants
- Session resources (9a, 9b, 9c, 9d)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand that a lesson plan has four basic steps but can be elaborated into many different lesson planning formats
- Agree that participating in teacher reflection circles can help them improve their teaching practice
- Be familiar with the teacher reflection circle process
- Understand what kind of reflection and engagement will be asked of them over the course of this training



KEY MESSAGES

- Different lesson plan formats use different headings, but many of the formats of a good lesson plan cover the same four steps.
- The content that we put in our lesson plans should be gender responsive and use new, child-friendly teaching skills.
- Reflection circles are non-judgmental forums where teachers can support each other to improve their teaching practice.



TIPS FOR FACILITATORS

- By this point, you should be familiar with different participants and their strengths. Before you start this session, choose participants for 2-3 reflection circle groups. Make sure groups are diverse and mixed in terms of gender and ability so that you have a balance amongst the different groups. Ideally, the groups represent teachers from different schools so that they benefit from each other's different experiences.
- Before this session, ask for two or three volunteers to bring in an example of a lesson plan that they have used and are proud of. Use these examples in Activity 1.

5. **Explain to participants that, so far, this training has focused on gender responsive schools.** Over the next few days, they will learn teaching skills that will make their teaching pedagogy more child-friendly, gender responsive and inclusive.
6. **Explain that pedagogy is an umbrella term.** It covers a number of things, including:
 - **what** is being taught
 - **how** teaching takes place
 - **how** students **learn** what is being taught
 It also includes:
 - the teaching materials that are being used
 - the type of language and presentation of teachers
 - the way they manage and set up their classrooms
 - how they praise and discipline students
 - how they assess and evaluate students
7. **Tell participants that the skills they learn will be ones that they can use in their classrooms.** What they learn will help them improve the lessons that they plan and teach and make them more gender responsive. Continue explaining:
 - a. Each day of the training, participants should think about the question: How will you use what you learned today in your lessons after the training? How (and where) will you put the skills you learned into your lesson plan?
 - b. Participants' task is to identify where in the lesson they would integrate what they have learned that day. For example, one training session will be on setting up mixed-sex groups. This new skill can be used in the 'Practice' part of the lesson plan, when students are practicing what they learned in groups.
 - c. Periodically throughout the training, participants will come together in reflection circles to discuss their ideas. The next activity will help participants learn more about reflection circles.
8. **Explain** that the next few days of the training will use our new knowledge from the last couple of days to **build gender considerations into new teaching skills that we will learn.** This will make our teaching practices more **gender responsive.**

ACTIVITY 1: GENDER RESPONSIVE LESSON PLANNING

(1 Hour and 15 minutes)

10. One important teaching tool is a lesson plan.

Ask participants:

- a. Who is familiar with a lesson plan?
- b. How is a lesson plan different from a syllabus or scheme of work?³¹
- c. Who uses a lesson plan on a regular basis?
- d. What are the benefits of having a lesson plan?
- e. How could a lesson plan help teachers ensure gender equality in the classroom?

NOTE!

A **lesson plan** is a tool for teachers to use to help them plan how they will teach a lesson. It can include many different kinds of details, including subject, objectives, activities, and evaluation methods. This training will help teachers make sure the content of their lesson plans is gender responsive.

³¹ Note: this training package does not cover the use of syllabi or schemes of work. If this is a need for your trainees, please feel free to add an introductory session to cover this topic.

11. Explain that there are many formats for lesson plans. Ask for two or three volunteers to describe the format of a lesson plan that they use. Or, if you have asked one or two participants to bring in examples of lesson plans they have used, ask those participants to present them. If participants do not have any examples to share, use the examples on [Resource 9c](#) and/ or [Resource 9d](#).

12. Draw participants’ attention to things that are included in a lesson plan, such as:

- Title
- Objective
- Introduction
- Presentation
- Activity
- Evaluation, etc.

Ask them to write down the headings on a flip chart.

13. Tell participants that there is no one correct format for lesson plans.

- Many different lesson plan formats actually follow the same steps – they just use different words to describe the steps.
- Draw out the similarities and differences between the lesson plans participants have shared. Refer to [Resource 9b](#) for support drawing out these connections.

14. Explain that in this training we will use lesson plans.

- Participants are welcome to use their own lesson plan formats if they have them. But we also want to make sure that we have a shared understanding of the key steps in a lesson plan and the other words we might use for them.
- In this training, we will plan lessons using four key steps outlined in [Resource 9a](#). They are:

1.	Introduction	The teacher introduces the lesson topic and objectives. The teacher might find out what girls and boys already know about the topic (by asking questions, giving them a quick quiz, doing a short activity, etc.). The teacher might also do something to get students interested in and excited about the lesson, like invite them to play a game, do a demonstration, or present a puzzle or challenge that will be solved over the course of the lesson. They might go over key vocabulary for the lesson or do a review of the last lesson.	<i>Also called big idea, warm up, introduction.</i>
2.	New Content	The new content is taught to students. Usually, the teacher does this by presenting content to girls and boys in an interactive way. The new content could also be presented by other students (student experts) or by female and male community members (guest speakers).	<i>Also called presentation, new information.</i>

3.	Practice	The students practice what they have been taught with help from the teacher. This could be through group work, pair work, work in plenary or individual work. The teacher checks girls' and boys' understanding of the new content based on their practice.	Also called guided practice, students' task, practice and review.
4.	Production	Girls and boys work together to apply their learning in a new way. They create something new or work on a creative project. The teacher gives girls and boys feedback on the production. This step can also be used for ongoing assessment and evaluation.	Also called free practice, demonstration of knowledge, independent practice, production, evaluation.

NOTE!

The conclusion step has been left out, as this is a very quick step and not crucial to the structure of the lesson.

Remind participants that they can use these four steps in their lesson planning if they would like to.

- Refer them to [Resource 9b \(Lesson Plan Outline\)](#).
 - Participants are also welcome to use the lesson plan format that they are comfortable with and the terminology that they like best.
6. Whichever format they use, **make sure participants understand that what is most important is the content that they put in their lesson plan.**
- In this training, they will learn new teaching skills and how to practice those skills in a way that meets the unique needs of girls and boys (so, is gender responsive).
 - Every day, participants should think of how they might fit those new gender responsive skills into the content of a lesson plan.

ACTIVITY 2: REFLECTION CIRCLES

(30 minutes)

1. **Explain to participants that all people, students and teachers, learn best through active learning**, which means learning by **doing** and **reflecting**. We will talk more about active learning tomorrow. This session introduces the process of reflection and the benefits it can have for teaching practice.
2. **Ask participants for a show of hands for who has heard of reflection circles.**
 - Ask: Do reflection circles already exist at their schools?
 - Explain the concept of reflection circles.

NOTE!

Reflection circles are when a group of teachers meet to discuss their teaching practice with other teachers. It is an opportunity for peer-to-peer learning, where teachers can talk about daily challenges and share strategies to help each other improve their teaching. Research has shown that reflection circles can provide teachers with a support system and can lead to increased job satisfaction and commitment among teachers (Hord, 2003 in Lalor & Abawi, 2014).

3. **Tell participants that there are a number of things teachers can do in reflection circles.** For example, teachers can meet to:
 - Share daily teaching challenges and solve problems as a group
 - Share lesson plans, teaching resources and instruction strategies
 - Develop joint lesson plans
 - Demonstrate and share model lessons
 - Develop common student assessments
 - Share ideas for how to develop more gender responsive teaching approaches
 - Reflect on and analyze girls' and boys' learning
 - Reflect on and plan for particular support that certain students may need
 - Engage in informal action research, through the process of reflecting on their teaching practice to identify what works, what doesn't, and what they can try in the future

ACTIVITY 3: BENEFITS OF REFLECTION CIRCLES

(45 minutes)

1. **Explain to participants that we will now play a quick, fun game.**
 - Divide participants into two teams, making sure to have men and women on both teams.
 - Tell them that they have 5 minutes to brainstorm as many benefits of reflection circles for teachers as they can think of.
 - The team with the most benefits wins. Stop participants at the end of 5 minutes exactly – do not give them extra time!
2. **Invite participants back to plenary.**
 - Ask each group to share the ideas from their lists and make a master list on the board or flip chart.
 - Keep track of how many benefits each team came up with. These must be different and distinct benefits – do not count anything that is mentioned twice!
3. **Add any ideas that participants didn't come up with,** such as:
 - Reducing teachers' work load by sharing lesson plans, developing joint lesson plans, sharing model lessons, etc.
 - Getting help with teaching problems
 - Helping someone else with their problems
 - Helping find creative ways to unique issues of boys or girls – or how to create a more equal learning environment
 - Maintaining motivation to teach
 - Aligning assessments among teachers teaching the same subject or the same grade
 - Sharing lessons learned in the classroom
 - Having access to more teaching resources
 - Sharing techniques that work well in the classroom
 - Feeling supported by peers
 - Being able to 'vent' about problems without judgment
 - Mentoring untrained teachers
 - Makes teaching more fun

4. **Remind participants that they will practice discussing what they have learned** in this reflection circles training. Tell participants that you have split the training group into smaller groups for the circles. Split participants up into the groups you have chosen and tell them to remember their groups for their first reflection circle, which will happen in the next session.

5. **Close the session by reiterating the key messages:**
 - Different lesson plan formats use different headings, but many of the formats cover the same four steps in a good lesson.
 - The content that we put in our lesson plans should be gender responsive and use new, child-friendly teaching skills.
 - Reflection circles are non-judgmental forums where teachers can support each other to improve their teaching practice.

SESSION 9: PLANNING AND REFLECTING

Activity Resources

RESOURCE 9A - LESSON PLANNING STEPS

1. Introduction

The teacher introduces the lesson topic and objectives. The teacher might find out what girls and boys already know about the topic (by asking questions equally to girls and boys, giving them a quick quiz, doing a short activity, etc.). The teacher might also do something to get all students interested in and excited about the lesson, like invite them equally to play a game, do a demonstration, or present a puzzle or challenge that will be solved over the course of the lesson. They might go over key vocabulary for the lesson or do a review of the last lesson.

Also called big idea, warm up, introduction

2. New content

The new content is taught to students. Usually, the teacher does this by presenting content to girls and boys in an interactive way. The new content could also be presented by other students (student experts) or by female and male community members (guest speakers). It is important that efforts are made, as far as possible, to find both male and female experts, whether students or guest speakers so that no gender stereotypes are inadvertently perpetuated.

Also called presentation, new information

3. Practice

The students practice what they have been taught with help from the teacher. This could be through group work, pair work, work in plenary or individual work. The teacher equally checks girls' and boys' understanding of the new content based on their practice.

Also called guided practice, students' task, practice and review

4. Production

Girls and boys work together to apply their learning in a new way. They create something new or work on a creative project. The teacher gives girls and boys feedback on the production. This step can also be used for ongoing assessment and evaluation.

Also called free practice, demonstration of knowledge, independent practice, production, evaluation

RESOURCE 9B - LESSON PLAN OUTLINE

Grade:

Subject:

Topic:

Lesson objectives

By the end of the lesson, students will:

-
-
-

Introduction	
New content	
Practice	
Production	

RESOURCE 9C – EXAMPLE OF A LESSON PLAN OUTLINE

Date	Time	Duration	Class	Subject

Unit	Aspect/ Topic	Skills	Number of students (M/F)	Average age of students

Objectives:

By the end of the lesson, students will be able to...

–

–

Methods:

Teaching/ learning aids:

References:

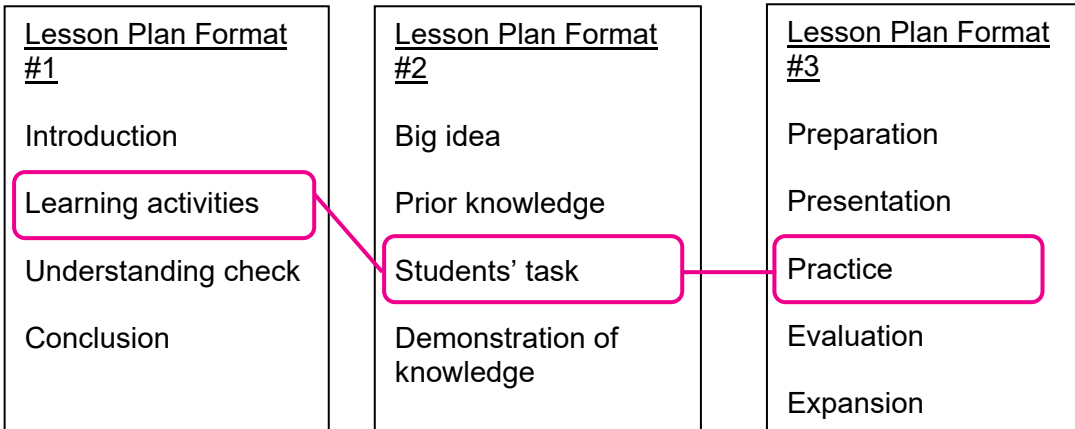
Lesson Development:

Time	Steps/ Phases	Teacher's activities	Students' activities
5 minutes	Introduction		
10 minutes	Presentation		
15 minutes	Practice		
10 minutes	Production/ Evaluation		

RESOURCE 9D – OTHER LESSON PLAN OUTLINE EXAMPLES

There is no one correct format for lesson plans. Many different lesson plan formats actually follow the same steps – they just use different words to describe the steps. When participants share the different lesson plan formats that they use, be ready to draw out the similarities between them.

The parts of the lesson that are similar have been circled in the example below:



Here are some other examples:

Lesson Plan Format #1	Lesson Plan Format #2	Lesson Plan Format #3	Other examples
Introduction	Big idea	Preparation	Raising awareness
	Prior knowledge		
		Presentation	New information
Learning activities	Students' task	Practice	Guided practice
Understanding check	Demonstration of knowledge	Evaluation	Free or independent practice Production
Conclusion	Reflections	Expansion	Review Closing

REFLECTION CIRCLE PRACTICE #1

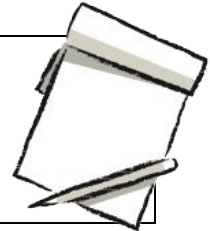
Reflection Circle Guide

45 MINUTES



WHAT YOU NEED

- Flipchart paper
- Markers



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be familiar with the structure and process of a reflection circle
- Demonstrate discussion and problem-solving skills for Reflection circles



KEY MESSAGES

- Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and supportive atmosphere for the reflection circles.



TIPS FOR FACILITATORS

- There may be some participants that are still not convinced of the importance of gender equality in school. Rather than try to pressure them to agree, facilitators should respectfully listen, take note and try to include or adjust content in the following sessions that could help to gain their support and understanding.

1. **Explain that at this point in the training, you want to make sure that participants understand the main ideas from the lessons of the past two days** and are looking forward to learning how to integrate gender into their teaching practice.
 - Tell participants that in this session, they will practice taking part in reflection circles and will discuss how their new understandings of gender will affect their teaching practice.
2. **Tell participants to move into their reflection circle groups assigned to them in the last session.**
3. **Write down the following questions on a piece of flip chart paper:**
 - Do you feel that you have a better understanding of how gender affects the students in your school? Discuss your new ideas.

- Have your own perceptions about boys and girls affected your opinion or treatment of boys or girls in your classroom in the past? What changes will you make in the future?

4. Give participants 30 minutes to discuss in their groups.

- They do ***not*** need to record their discussions on flip charts or be prepared to present. Rather, this is an opportunity for them to reflect deeply on their learning so far in the training and start thinking about how they will put what they have learned into practice in their classrooms.

REMEMBER!

The groups should talk about how their ideas around gender have changed and how their new ideas will affect their teaching practice. They should help each other think of ways to make their teaching more gender-responsive.

5. As they discuss, circulate between the groups to make sure that the tone of the discussion is supportive and non-judgemental.

- Try to stimulate interesting discussion if the groups run out of things to talk about.

6. Invite all the groups back to plenary.

- Thank participants for engaging in their first reflection circle.
- Ask for a few volunteers to share their experiences in the reflection circles – did they find them helpful? Why or why not?
- Explain that reflection circles take practice, and that there will be more opportunities to practice reflection circles in the upcoming days.

7. Close the session by recapping the main message:

- Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and supportive atmosphere for the reflection circles.

SESSION 10: HOW DO STUDENTS LEARN?

Facilitator's Guide

(Adapted from Government of Afghanistan, 2014; National Teaching Laboratories, n.d.; VARK Learn Limited, 2016)

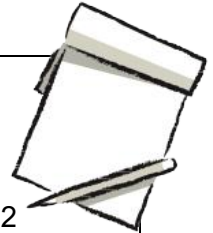
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (30 minutes)
- Activity 2 (45 minutes)
- Activity 3 (30 minutes)
- Activity 4 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Prepare flipchart for Activity 2
- Session resources (10a, 10b, 10c, 10d, 10e, 10f, 10g)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Accept that active learning is a natural and effective way of learning
- Understand which kinds of learning activities are most effective for boys and girls
- Understand that, at the same time, each of us has preferred ways of learning (learning styles) that are not determined by sex or other factors
- Understand that variety is the name of the game – there should be different activities in each lesson that cater for different learning styles



KEY MESSAGES

- Learning by doing (experience and practice) is a natural and effective way of learning. People (males and females equally) have been learning this way for thousands of years.
- Both girls and boys learn best through active learning activities (see box on the next page). Often, teaching in schools is passive, and students do not learn well through passive methods. We can change that by using more active teaching methods.
- At the same time, everyone has preferred ways of learning. These different ways of learning are called **learning styles**. Most people like to learn in some ways more than in others, but all of us (men and women, girls and boys) use many learning styles in our everyday lives.
- Girls and boys need equal opportunities to learn in a variety of ways, and teachers should think of each of their students as *individual* learners, rather than grouping them by sex.



TIPS FOR FACILITATORS

- By this point, you should be familiar with different participants and their strengths. Before you start this session, choose participants for 2-3 reflection circle groups. Make sure groups are mixed in terms of gender and ability so that you have a balance amongst the different groups. Ideally, the groups represent teachers from different schools so that they benefit from each other's different experiences.
- Before this session, ask for two or three volunteers to bring in an example of a lesson plan that they have used and are proud of. Use these examples in Activity 1.

REMEMBER!

It is often thought that boys learn better through active/physical learning and girls learn better through more passive/quiet learning styles. This is false. Girls and boys are individuals and their sex does not determine how they best learn.

ACTIVITY 1: HOW DO YOU LEARN?

(30 minutes)

1. Start the session with a short reflection activity.

- Ask participants to think back to when they were young and remember one **non-academic** thing they learned how to do. This could be something like making rice, riding a bike, learning to play a musical instrument, etc.
- They should not select things like learning how to read, learning the multiplication tables, etc., as these are academic skills.
- Don't ask them for examples yet, but give them a few minutes to think quietly by themselves.

2. Draw the following table on the flipchart:

What did you learn?	I learned how to...
Why did you learn it?	
How did you learn it?	
Who taught you?	

- ### 3. Go through an example with participants to make sure everyone understands.
- Use the example below, or use an example from your own life. When you choose an example, remember to make it something that females and males can both relate to.

What did you learn?	I learned how to ... <i>ride a bike</i>
Why did you learn it?	<i>Because riding a bike looked like fun</i>
How did you learn it?	<i>I got on and tried, and my sister pushed me while I practiced pedaling</i>
Who taught you?	<i>My sister</i>

4. Give participants 5 minutes to think quietly about how they learned this skill and fill in the chart.
5. Ask a few (about 5) participants to share their experiences.
 - Record one or two of their answers on the board or flip chart, and listen to the others orally.
 - Make sure you guide the discussion towards the points below, emphasizing that people learn through doing.
 - You **MUST** get examples from female participants as well as from male participants!
6. Explain that there are common principles of learning that we can see in the ways we learned as children. Use the examples given by participants to lead a discussion, drawing out the following points:
 - Girls and boys learn because they are **interested** and excited about what they want to learn about *or* because they **need** to know how to do it
 - They learn through doing, practicing, watching and trying
 - They learn from someone they respect and like
7. Ask:
 - a. Did you notice any differences between the examples shared by men and women?
 - b. What does this say about whether boys and girls learn things in the same ways or in different ways?
8. Summarize by re-stating that the oldest and most natural way of learning is learning by doing.
 - But, in our classrooms, we often ask students to learn in a “rote” way – by listening passively and memorizing information. We will now look at different ways that people learn and how this information can help us be better teachers.

NOTE!

The answers should reveal that even if men and women learned different skills or talked about different activities (like those typically done by boys or typically done by girls), how they learned these things should be the same. For example, boys may learn how to make bricks and girls may learn how to cook – but they both will learn by practicing that activity.

ACTIVITY 2: EFFECTIVE LEARNING ACTIVITIES

(45 minutes)

1. **Draw the following chart on the flip chart.** Tell participants that we are going to talk about different kinds of learning activities and how effective they are for students' learning.

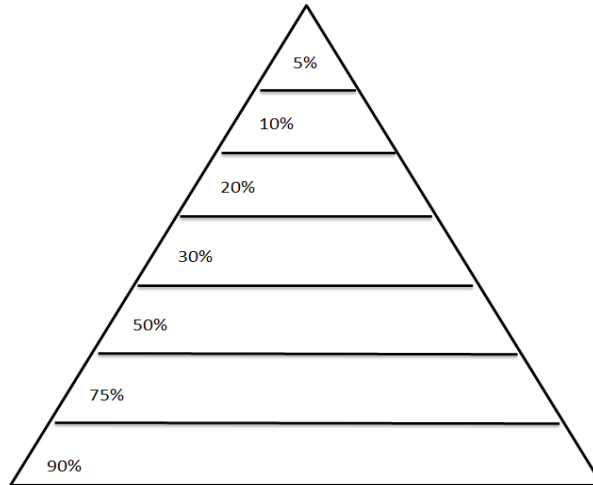
Learning activity	Example
Listening to lectures	
Practice by doing exercises	
Teaching others	
Watching demonstrations	
Reading texts	
Discussing concepts	
Seeing and hearing	

2. **Refer participants to [Resource 10a](#) – learning activity examples.**
 - Go through the science example in plenary to explain what each learning activity looks like with examples.
3. **Give participants 5 minutes to read the history example individually.**
 - Give them another 5 minutes to fill in the math example. Make sure you circulate and give participants support while they do this. Remind them not to look ahead in the Activity Resources (as the answers are in [Resource 10b](#)).
4. **Invite them back to plenary and go through their math examples.**
 - Ask for one example from each group.
 - Refer them to [Resource 10b](#) (Learning Activity Examples: Answers for facilitators) for more math examples.

ACTIVITY 3: LEARNING PYRAMIDS

(30 minutes)

1. **Explain that, in general, girls and boys, men and women, learn better through some kinds of activities than others.**
 - Draw the following pyramid on the board or on a flip chart.



2. Explain that in the pyramid, there are different levels for how much information girls and boys remember from what they are taught.
3. Next, ask participants to match the learning activity with what they think is the right level on the pyramid.
 - For example, if participants think that students remember almost all of the information they hear after listening to a lecture, they would fill in “listening to a lecture” on the bottom of the pyramid next to 90%.
 - The most effective learning activities will go at the bottom, and the least effective will go at the top.
4. Divide participants into small groups of 3-4, as gender balanced as possible.
 - Assign half of the groups [Resource 10c](#) (Boys’ Learning Pyramid) and assign [Resource 10d](#) (Girls’ Learning Pyramid) to the other half of the groups.
 - Give them 10 minutes to draw a pyramid with the learning activities at the right levels.
5. Once they have finished, have all the groups who worked on the girls’ pyramid come together and agree on a single pyramid and all the groups that worked on the boys’ pyramids do the same.
6. Invite participants back to plenary.
 - Ask: Are the pyramids the same or different? Are the differences because the groups think that girls and boys learn differently?
7. Choose one of the pyramids (the boys’ pyramid or the girls’ pyramid) and correct the answers using [Resource 10e](#).
 - Clarify any points of confusion with additional examples from [Resource 10b](#). Ask:
 - ❖ Do people from the other group want to make changes to the girls’/ boys’ pyramid (the one you haven’t corrected)?
 - ❖ Do you think boys and girls learn the same or differently?

NOTE!

If the participants correct the pyramids to make them the same, give congratulations to the groups for not applying any gender biases in their work!

8. **Then correct the other pyramid.**
 - Ask the participants to compare the two pyramids – they will see that *there are no differences* between the most effective ways to learn for boys and girls. Participants may be surprised to see this, and might even disagree based on their own experiences with boys and girls in their classrooms.
 - Explain using the information in the box to the right.
9. **Hang up the flip charts.**
 - Keep the correct pyramids as reference for future sessions.

REMINDER!

Recall the gender box exercise. Being put in a gender box will make boys and girls used to learning in certain ways. If girls are rewarded for being quiet and studious, they may become more accustomed to learning from a book. If boys are rewarded for assertive behaviour or physical activity, they may be more accustomed to learning by questioning and doing. As children are encouraged towards behaviour 'outside' of their gender box, their preferred way of learning will demonstrate less of these gender stereotypes. Also, teachers should be aware of their own perceptions and expectations of girls and boys. This is also often based on typical gender roles found in our 'gender boxes' and may affect how they perceive girls and boys abilities.

ACTIVITY 4: LEARNING STYLES

(45 minutes)

1. **Explain to participants that while we have just seen that some learning activities are more effective than others in helping girls and boys learn**, it is also true that everyone likes to learn in different ways.
 - A person's preferred method or way of learning is called a **learning style**. Understanding this will help us to make our teaching methods more diverse to accommodate all girls and boys.
2. **Explain that there are 6 different learning styles that we will talk about.**
 - These will be different from the learning activities in the learning pyramids session.
 - Post the flip charts that you prepared using **Resource 10f** around the room.
3. **Take about 10 minutes to explain each different learning style to the participants using the information and discussion questions in Resource 10g.**
 - Ask participants to think about the ways they like to learn as you are explaining.
4. **Ask participants to walk around the room and put a checkmark under all of the ways that they like to learn.**
 - Ask them to choose one way they don't like to learn and put an X under it.
 - If you are short of time, you can also do this as a 'show of hands' in plenary.
5. **After everyone has finished, reflect on the results.** Ask:
 - Which styles are the most popular?
 - Which are the least?
 - Do men and women demonstrate different preferences for learning styles? (Refer back to the gender box and how boys and girls might be used to learning in a specific way because of the gender box).

6. Each individual learns differently.

- Explain that while it is not possible for teachers to tailor every lesson to all learning styles, **teachers should make sure that teaching methods are varied and diverse so that all learners can enjoy school and learn well.** It also keeps class interesting for both students and teachers.

7. Tell participants that remembering these 6 ways of learning is a useful ‘checklist’ for teachers as they develop their lessons. Teachers should make sure they include many different kinds of activities in their lessons for people who prefer to learn in different ways.

8. Lead a quick brainstorm about different kinds of activities that would be good for girls and boys who like to learn in different ways. Ask:

Which activities would be good for students who like to work in groups?	Group work, pair work, class discussions, teaching others, doing experiments in groups, etc.
Which activities would be good for students who like to work individually?	Individual reading, writing, assignments, worksheets, journals, etc.
Which activities would be good for students who like the visual learning style?	Maps, diagrams, charts, graphs, symbols, circles, flash cards, etc.
Which activities would be good for students who like the physical learning style?	Demonstrations, simulations, case studies, role plays, real examples, etc.
Which activities would be good for students who like the talking and listening learning style?	Listening to the radio, storytelling, listening to lectures, discussions, reading out loud, etc.
Which kinds of activities could students who like to read and write do?	Read and write manuals, reports, essays, stories, etc.

- As participants are identifying different kinds of activities, ask them to identify whether they would be more likely to assign different kinds of activities to boys or girls. If so, ask them why?
- If participants claim that boys and girls have different learning styles, return again to the conversation from your session on ‘How Students Learn’ (see box on previous page).

9. Wrap up by reminding participants of the key messages in this session:

- Learning by doing (experience and practice) is a natural and effective way of learning. People (males and females equally) have been learning this way for thousands of years.
- Both girls and boys learn best through active learning activities (see box to the right). Often, teaching in schools is passive, and students do not learn

REMINDER!

It is important to support children with disabilities through different learning styles, as the type of impairment can impact a student’s listening, speaking, reading and/or writing skills.

well through passive methods. We can change that by using more active teaching methods.

- At the same time, everyone has preferred ways of learning. These different ways of learning are called **learning styles**. Most people like to learn in some ways more than in others, but all of us (men and women, girls and boys) use many learning styles in our everyday lives.
- Girls and boys need equal opportunities to learn in a variety of ways, and teachers should think of each of their students as *individual* learners, rather than grouping them by sex.

SESSION 10: HOW DO STUDENTS LEARN?

Activity Resources

RESOURCE 10A – LEARNING ACTIVITY EXAMPLES

Science example:

<i>Learning activity</i>	<i>Science example</i>
Listening to lectures	The teacher tells students about the properties of solids, liquids and gases
Practice by doing exercises	Students receive instructions for how to do an experiment to show how water turns into steam. They then do the experiment themselves
Teaching others	Students teach their peers what they have learned about the properties of solids, liquids and gases
Watching demonstrations	The teacher does an experiment showing how water turns into steam in front of the class. Students watch the experiment
Reading texts	Students read two pages of their science textbook to learn about the properties of solids, liquids and gases
Discussing concepts	The teacher leads a discussion about the differences and similarities of solids, liquids and gases
Seeing and hearing	The teacher explains the properties of solids, liquids, and gases with diagrams and real objects

History example:

<i>Learning activity</i>	<i>History example</i>
Listening to lectures	Students listen to an elder talk about historical traditions
Practice by doing exercises	Students debate how easy or difficult it would have been to live a long time ago by citing events and facts in the past
Teaching others	Students put on a play to teach younger students about ancient traditions and later talk about them
Watching demonstrations	The teacher demonstrates a traditional dance while students watch
Reading texts	In class, students read out from the pages in their history textbook (or what the teacher has written on the board) about ancient traditions in their country
Discussing concepts	Students write an essay describing and evaluating ancient traditions and talking about their essay in class
Seeing and hearing	Students learn the names of the traditional items from the teacher who uses pictures to explain what they were used for

Math example:

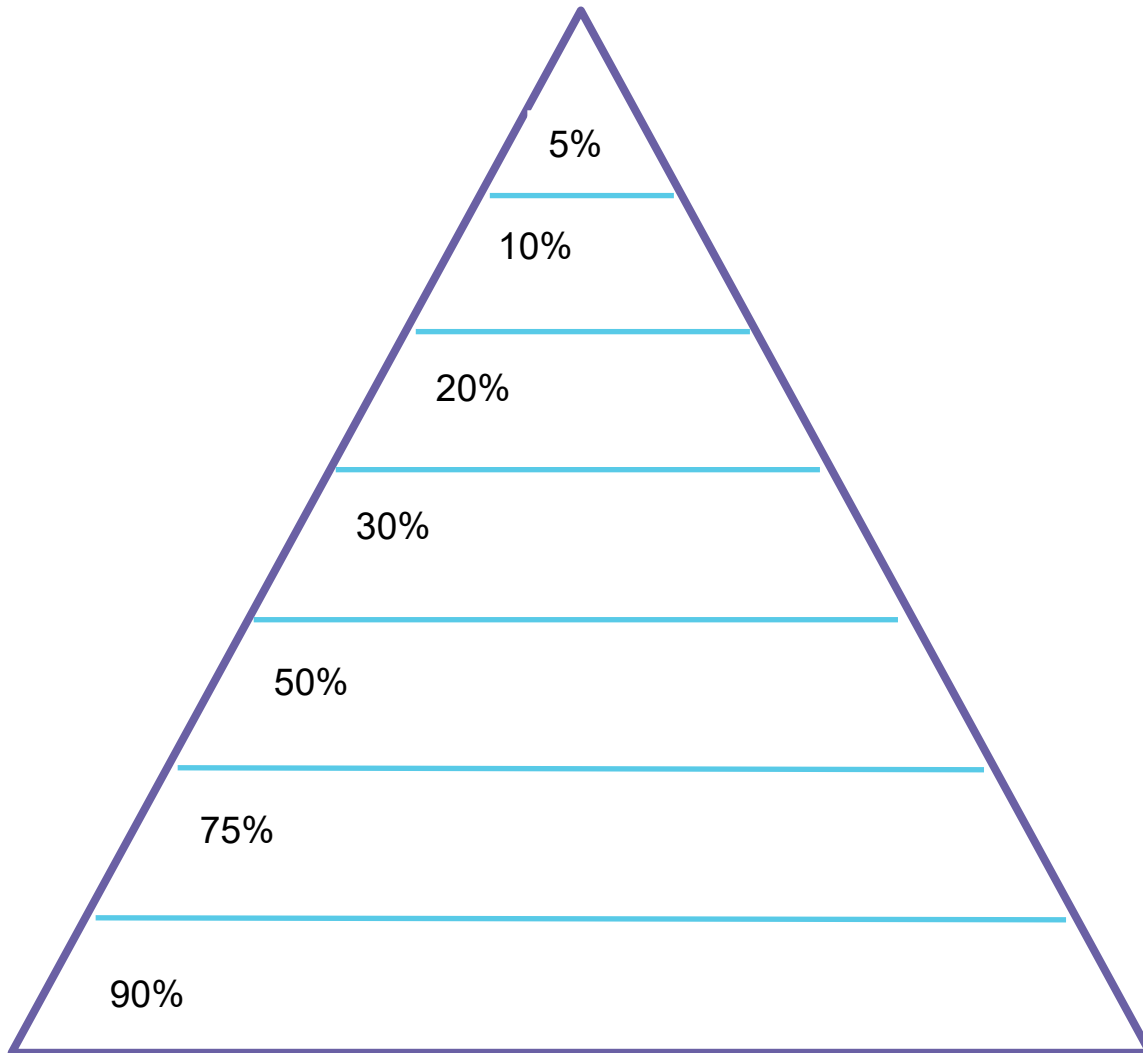
<i>Learning activity</i>	<i>Math example</i>
Listening to lectures	
Practice by doing exercises	
Teaching others	
Watching demonstrations	
Reading texts	
Discussing concepts	
Seeing and hearing	

RESOURCE 10B – LEARNING ACTIVITY EXAMPLES: ANSWERS FOR FACILITATORS

	Science	History	Math
Reading texts	Students read two pages of their science textbook to learn about the properties of solids, liquids, and gases	In class, students read out from the pages in their history textbook (or what the teacher has written on the board) about ancient traditions in their country	Students read the explanation of a new equation in their textbooks for homework
Listening to lectures	The teacher tells students about the properties of solids, liquids, and gases	Students listen to an elder talk about historical traditions	The teacher explains when students would use the new equation
Seeing and hearing	The teacher explains the properties of solids, liquids, and gases with diagrams and real objects	Students learn the names of the traditional items from the teacher who uses pictures to explain what they were used for	The teacher explains how the new equation works by putting it onto the board and labeling terms
Watching demonstrations	The teacher does an experiment showing how water turns into steam in front of the class. Students watch the experiment	The teacher demonstrates a traditional dance while students watch	A teacher solves a math problem on the board
Discussing concepts	The teacher leads a discussion about the differences and similarities of solids, liquids, and gases	Students write an essay describing and evaluating ancient traditions and talking about their essay in class	Students talk about what kind of equation to use to solve a problem in small groups
Practice by doing exercises	Students receive instructions for how to do an experiment to show how water turns into steam. They do the experiment themselves	Students debate how easy or difficult it would have been to live a long time ago by citing events and facts in the past	Students solve math problems using the equation
Teaching others	Students teach their peers what they have learned about the properties of solids, liquids, and gases	Students put on a play to teach younger students about ancient traditions	Students help other students use the new equation correctly

RESOURCE 10C – BOYS' LEARNING PYRAMID

Match the learning activities in the box below to the levels of the pyramid. The percentages refer to the percent of information that students can retain when they are taught in certain ways.



Teaching others

Seeing and hearing

Reading texts

Discussing concepts

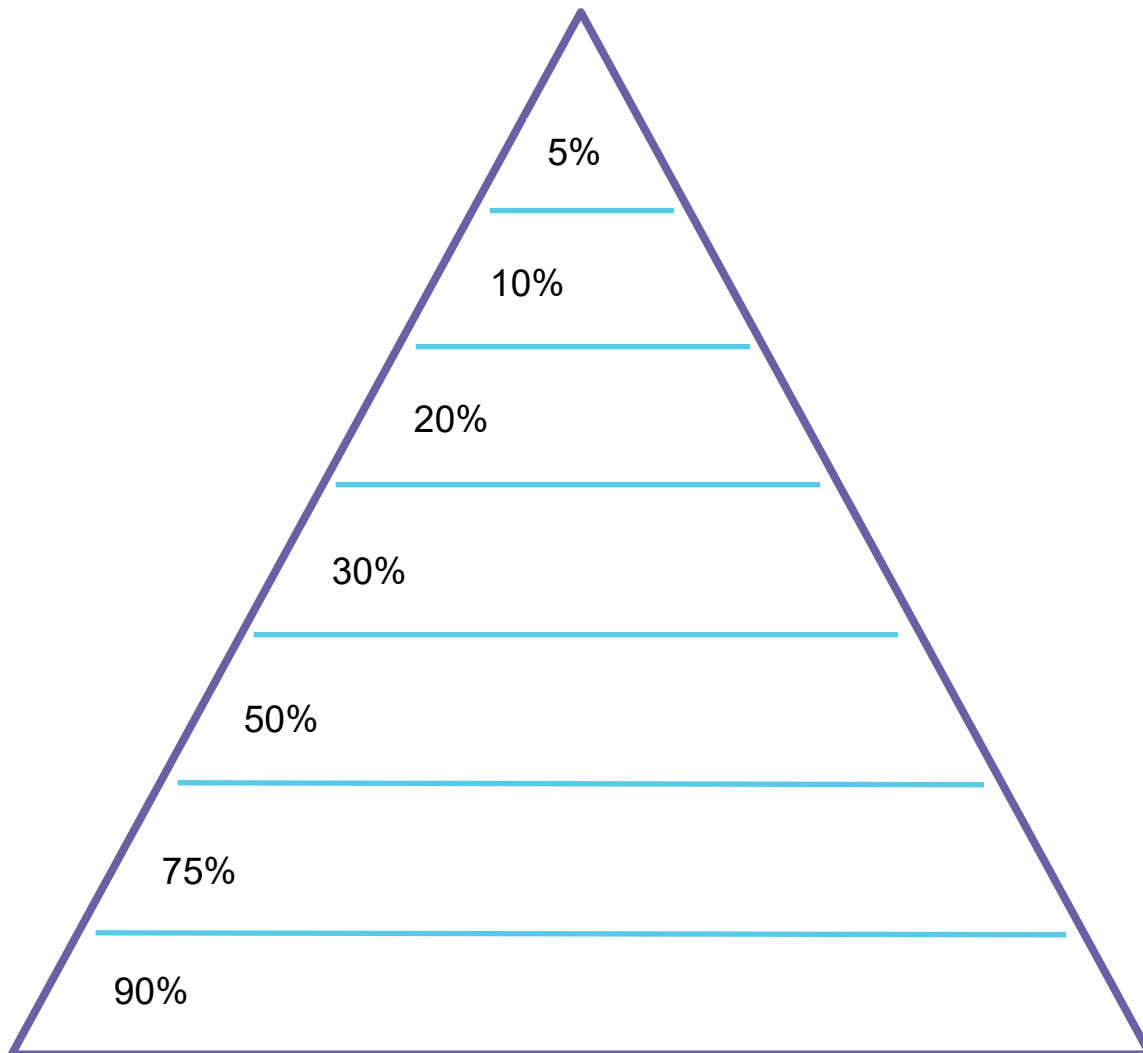
Watching demonstrations

Practice by doing exercises

Listening to lectures

RESOURCE 10D – GIRLS' LEARNING PYRAMID

Match the learning activities in the box below to the levels of the pyramid. The percentages refer to the percent of information that students can retain when they are taught in certain ways.



Teaching others

Seeing and hearing

Reading texts

Discussing concepts

Watching demonstrations

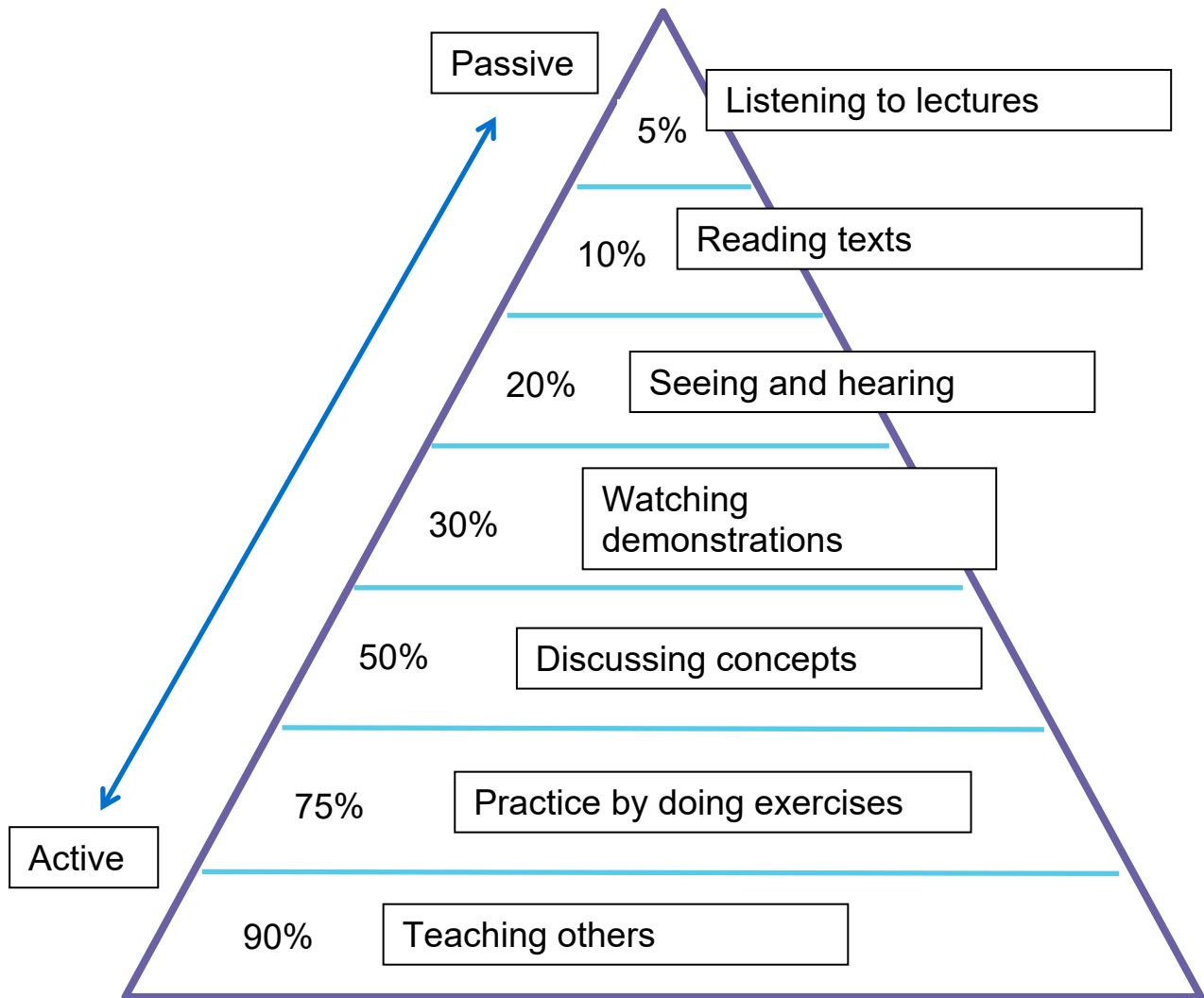
Practice by doing exercises

Listening to lectures







RESOURCE 10E – LEARNING PYRAMID

(Adapted from National Teaching Laboratories, n.d)

Average student retention rate after 24 hours

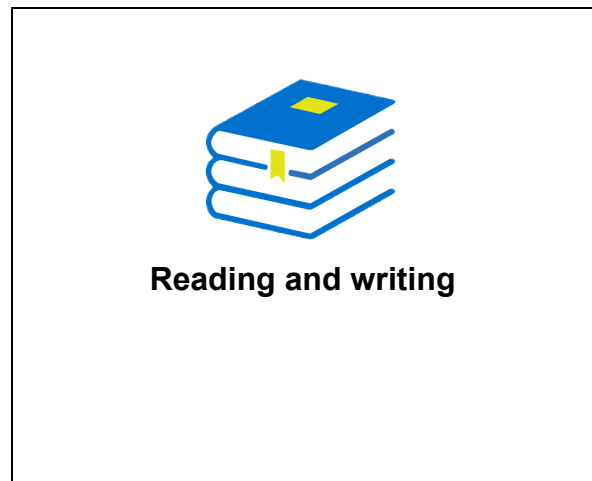
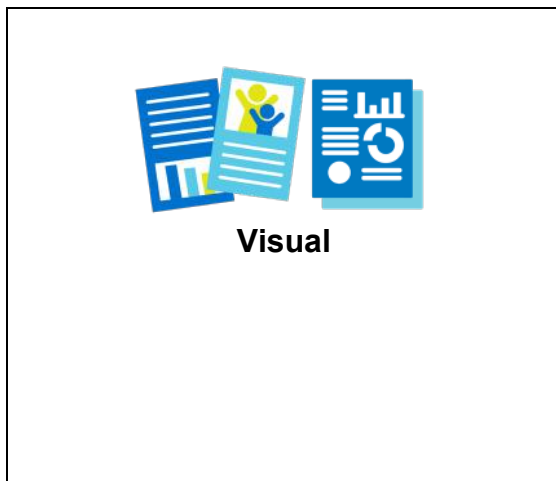
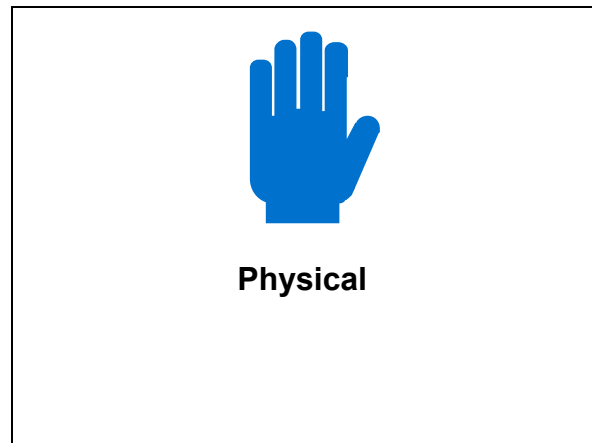
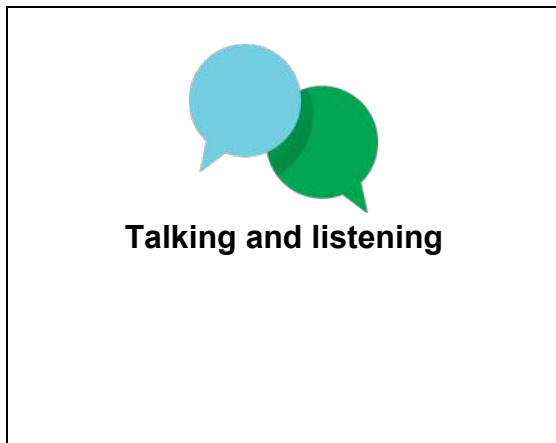
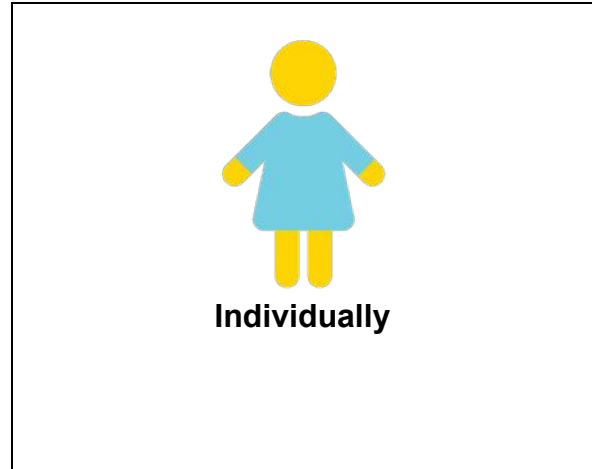
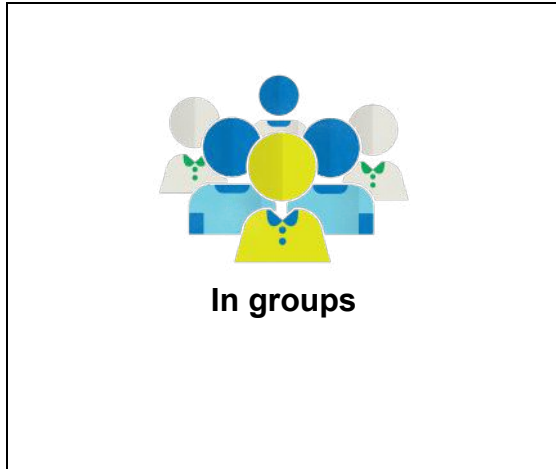


RESOURCE 10F – WAYS OF LEARNING (LEARNING STYLES)

Picture	Way of learning	Discussion questions
	<p>In groups Working with other people in groups or pairs <i>Example: Improved classroom maps activity</i></p>	<ol style="list-style-type: none"> 1. Who really enjoyed learning in groups? 2. Who was very active in their small groups? 3. Who took the lead? Who stayed quiet?
	<p>Individually Working on your own <i>Example: Individual classroom maps</i></p>	<ol style="list-style-type: none"> 1. How did they feel working individually? Did they like it? 2. Did they prefer it to working in groups or did they enjoy it the same amount?
	<p>Talking and listening Discussing, debating, talking things through, and listening to information</p>	<ol style="list-style-type: none"> 1. Who likes class discussions or debates? 2. Who likes discussing concepts with a partner?
	<p>Physical Using physical things to learn</p>	<ol style="list-style-type: none"> 1. Who liked using the locally made materials in the active learning session? 2. Who likes to do math problems by counting on their fingers?
	<p>Visual Using pictures and diagrams to learn</p>	<ol style="list-style-type: none"> 1. In this session, who has liked learning about ways of learning by looking at the pictures?
	<p>Reading and writing Reading and writing words to learn</p>	<ol style="list-style-type: none"> 1. In this session, who has liked learning about ways of learning by reading the words?

RESOURCE 10G – LEARNING STYLES FLIP CHARTS

Prepare 6 flip charts for the session like the ones below:



SESSION 11: ACTIVE LEARNING

Facilitator's Guide

(Informed by McLeod, 2013 and Diem, 2001)

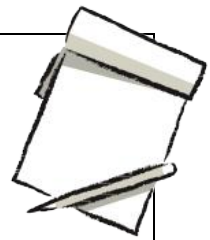
1 HOUR & 35 MINUTES

- Introduction (10 minutes)
- Activity 1 (40 minutes)
- Activity 2 (40 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Set of materials for each group outlined in Resource 11a
- Session resources (11a)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Have a deeper understanding of active learning
- Understand what active learning looks like in the classroom and how it promotes gender equality in the classroom
- Be able to develop their own active learning activities



KEY MESSAGES

- Active learning is another name for learning by doing – when girls and boys learn through real-life tasks and interacting with real people. It is anchored in the students' own knowledge, context and experiences, which makes learning relevant and meaningful.
- Girls and boys learn well and deeply through active learning.
- Active learning can be used in all subjects.



TIPS FOR FACILITATORS

- Participants might say that setting up group work in large classes is not possible. Although it is definitely a challenge, we will look at ways to do this in Session 14 Cooperative Learning.

Active Learning is when students are learning by doing something—completing a practical task, doing an experiment, solving a real-world problem, playing an instrument. **Active learning** can involve physical activity, but it doesn't have to. What it means is that students are actively engaged in the learning process, rather than just passively listening or watching.

ACTIVITY 1: ACTIVE LEARNING

(40 minutes)

1. **Introduce the session by reminding participants that in the last session, we saw that learning by doing is a natural and effective way of learning for both girls and boys.** There are many other names for learning by doing, like experiential learning or active learning.
2. **Write the definition of active learning on a flip chart: *Active learning is when girls and boys are learning by doing something themselves, rather than by watching someone else or by listening.***
3. **Emphasize that active learning means that all boys and girls participate.**
 - For example, asking a few students to help the teacher demonstrate a science experiment in front of the class is not a good active learning activity because not all girls and boys participate.
 - If students work in groups and do the experiment themselves, this is a good active learning activity.
4. **Ask:** How often do you use active learning in your classrooms?
5. **Ask for volunteers to give some examples.**
 - Explain that while we learn actively all the time in our lives, it is not used very often in our teaching. In this session, participants will have the opportunity to take part in an active learning that they can use with their students.
6. **Divide participants into four groups** – try to ensure that groups are mixed (male and female).
 - Assign each group a real-life question and set of materials from **Resource 11a**.
 - Give participants 15 minutes to work in their groups on their challenge.
7. **Invite participants back to plenary.**
 - Explain that they just completed an active learning activity when students **do** something (complete a task, etc.).
 - Explain that it can be useful for students to then **reflect** on what they learned. Reflecting gives participants a chance to think through the active learning task and talk about what they learned. For example, if participants worked in a group to solve a real-life problem, they would reflect on which strategies worked well to help them solve the problem and which strategies did not work well.
8. **Ask participants to reflect on their active learning experience:**
 - What did they learn when working through the challenge?

Gender Considerations!

Active learning can be a great way to break down gender inequality within the classroom and encourage healthy and positive relationships between male and female students. Research has shown that when students actively learn together or 'do' together, it helps build an environment of trust and respect (Ferguson-Patrick, 2012). Like with any learning approach, teachers should be aware of different experiences and abilities of girls and boys when planning active learning activities.

- Which ideas worked and which didn't?
- How do they think active learning might promote more equal participation of boys and girls, especially in mixed-sex/co-ed settings?

ACTIVITY 2: DEVELOPING ACTIVE LEARNING ACTIVITIES

(40 minutes)

1. **Divide participants into pairs.** Ask participants to make up an active learning activity for their students on a topic of their choice. For example:
 - Girls and boys learn about measurement by measuring the correct proportions of ingredients to make bread
 - Girls and boys learn about directions by following a map to a 'hidden treasure'



If participants have trouble thinking of topics, suggest ones that relate to real-life, like weather, animals, nature, measurement, speed, managing money, directions, etc.

2. **Give participants 25 minutes for this activity.**
 - While they are working, facilitators should circulate around the room and look at the different ideas that groups are coming up with.
 - They should choose 2 that are particularly strong.
3. **Invite pairs back to plenary.**
 - Ask the two pairs to teach their ideas to the rest of the group – as they would in their own classrooms.
 - Next, ask some other groups (about 5) to briefly describe their own ideas.
4. **Provide feedback on the activities. Make sure they are all good examples of active learning and stress why activities are good.**
 - For example, a game in which there is no clear learning point (like tag) or an activity that is not active (like silent reading or listening to a lecture) are not good examples.
5. **Give participants a few minutes to note down active learning ideas** that they like in their training guide so that they can use them in the future.
6. **Remind participants that reflection circles are a great activity for teacher peer-to-peer learning.** The idea is that teachers **do** their teaching and **reflect** on it with a group of peers in the reflection circles. Teachers can share active learning activities that they have tried in their classrooms and support each other with new teaching resources.
7. **Wrap up the session** by reminding participants of the key messages:
 - Active learning is another name for learning by doing – when girls and boys learn through real-life tasks and interacting with real people.
 - Students learn well and deeply through active learning. Active learning can be used in all subjects.
 - It is often thought that boys learn better through active/physical learning and girls learn better through more passive/ quiet learning styles. This is false. Girls and boys are individuals and their sex does not determine how they best learn.

SESSION 11: ACTIVE LEARNING

Activity Resources

RESOURCE 11A: ACTIVE LEARNING CHALLENGES

(Adapted from *Learning Theories 4101*, 2008)

	Subjects	Materials	Task
Group 1	Language	Slips of paper with the following words: Rain Dust Wind Cold Sun Hot	Students must write a poem about weather using the words provided. The poem must be 8 or more lines long, and some lines must rhyme.
Group 2	Social science and math	A flipchart to record results	Students must interview the other people in their group to find out what profession they would want to pursue in the future. They can then present their results in pictogram or simple table.
Group 3	Social science and drama	Locally available props such as an old shirt, a tool, a broken toy, etc.	Students must use the props to write and perform a drama/play about what to do if there is a drought or rainstorm (facilitators adapt for context).
Group 4	Science	Natural items such as grass, a cup of dirt or sand, some old sticks, etc.	Students must experiment with each material to find out what happens to it when there is a rainstorm. They must prepare a verbal presentation about their results.

SESSION 12: SELECTING TEACHING METHODS

Facilitator's Guide

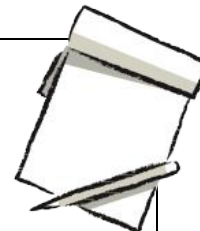
1 HOUR & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (35 minutes)
- Activity 2 (40 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Flipchart prepared with 'challenge' for Activity 1
- Session resources (12a, 12b, 12c)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to develop a variety of learning activities to teach different kinds of content
- Be able to choose learning activities that will be most effective to teach certain types of content



KEY MESSAGES

- It is important to use different kinds teaching methods to help girls and boys with different learning styles, but it is also true that certain teaching methods work best with certain subjects or types of content.

TIPS FOR FACILITATORS

- When putting participants into groups, assign a group leader and a reporter who will report back to plenary. Assign these roles to men and women equally, and rotate the roles throughout the training so that all participants get a chance to be the leader and the reporter.
- Write out the challenge in Activity 1 step #1 on a flipchart ahead of time.



ACTIVITY 1: SELECTING TEACHING METHODS

(35 minutes)

1. **Divide participants into small groups.** Write the following 'challenge' on the board or flip chart. Give participants 15 minutes to work.

You are a teacher in a second grade class with 50 students, 20 girls and 30 boys. You need to teach them 5 new vocabulary words about the weather: sunny, cloudy, rainy, dusty and humid. Make up three short activities for your class, taking into account different learning styles and gender considerations.

2. Invite participants back to plenary.

- Give each group 5 minutes to teach one of their activities.
- They should also explain how their activities take into account different learning styles, as well as how they have considered gender, language and other factors that might effect learning. For example, how will they ensure that girls and boys are both participating and sharing equally? How can they use this exercise to build respectful and trustful relationships between boys and girls?
- Note down the different activities on a flip chart.

3. If necessary, revisit the learning styles and suggest additional activities. Here are some ideas:

Activity	Learning style
Draw a picture representing each vocabulary word. Ask students to make up a story using all of the pictures. Then ask them to tell their story to a partner.	Visual, talking and listening, individual, in groups
Take girls and boys outside and ask them to describe the weather using their new vocabulary (the weather is ____, and the weather is not ____).	Physical, talking and listening
Ask girls and boys to make up a role play about the weather using their new vocabulary – encourage role-play groups to be mixed with girls and boys.	Physical, in groups
Ask girls and boys to practice writing new weather vocabulary words.	Reading/ writing, individual
Have girls and boys debate the best kind of weather, making sure that all students have a chance to speak and debate.	Talking and listening, in groups
Show girls and boys flashcards with pictures of each kind of weather. Ask students to identify the kind of weather represented on each flashcard.	Visual, talking and listening
Ask students to interview family members about what kinds of activities they do in different kinds of weather. Ask them to write a report of their findings (give them the option of interviewing each other during class time for those students, especially girls, who might have limited time at home).	Physical, talking and listening, reading/ writing, in groups, individual

Have students draw pictures of each kind of weather.	Visual, individual
Have students keep track of how many days of each kind of weather there are this month. Have them make a chart of their findings.	Visual, physical, independent

4. Give participants a few minutes to note down any additional activities that they like in their training guide.

ACTIVITY 2: SELECTING TEACHING METHODS WITH CONTENT IN MIND

(40 minutes)

1. Remind teachers that although it is extremely important to use a variety of teaching methods to account for different learning styles, it is also true that there is some content that lends itself more to being taught one way rather than another.

2. We will now have a little fun by showing what happens when you select a method that doesn't match well with what you want to teach.

- The learning from this activity may at first seem obvious, but it is an active way for participants to start thinking about how they will choose good teaching methods for different types of content.

3. Divide participants into small, gender-balanced groups.

- Assign each group a task from [Resource 12b](#). If you have more groups than tasks, you can give multiple groups the same task.
- Give them 15 minutes to complete the task.

4. Pair up each group with one other group.

- Ask them to teach the other group how to do the task using the method they were assigned (write their instructions on the board, give their lecture, perform their drama, or show their diagram).
- Ask groups to make sure that as they choose one person to present, they are making sure that male and female group members are participating equally.

5. Invite participants to stay in their small groups but focus their attention back to plenary. Lead a short discussion using the following questions:

EXAMPLE!

If you are teaching girls and boys something brand new, use a two-step approach with different methods:

1. Start by teaching directly (using a lecture with questions, examples, and visuals). If you put students into groups right away, they might not have enough information to complete the task.
2. Then, give students time to work through the new content individually or in groups. It is hard for students to really think things through in a lecture.

- Could participants easily learn what was taught to them?
Draw out the point that most of the tasks asked teachers to use a teaching method that was not well-suited for the task. This should be an easy point to draw out.
- Does it make the job of teaching more difficult when the method and the content don't match well? How?
Some responses might include that it makes students frustrated and pay less attention, that it takes more time for teachers to teach the content.
- Which method(s) would have been better to use for each task?
Refer to [Resource 16c](#) as a guide, but keep in mind that there can be more than one answer.

6. Wrap-up the session by restating the key message:

- It is important to use different kinds teaching methods to help girls and boys with different learning styles, but it is also true that certain teaching methods work best with certain subjects or types of content.

SESSION 12: SELECTING TEACHING METHODS

Activity Resources

RESOURCE 12A – CHALLENGE

You are a teacher in a second grade class with 50 students, 20 girls and 30 boys. You need to teach them 5 new vocabulary words about the weather: sunny, cloudy, rainy, dusty and humid. Make up three short activities for your class, taking into account different learning styles and gender considerations.

1. _____

2. _____

3. _____

RESOURCE 12B – TASKS

Group 1

The task is to write instructions to teach students how to measure objects using a ruler and a tape measure. Students should be able to follow the instructions and complete the task without any other help.

Group 2

The task is to draw a picture to teach children about the properties of solids according to shape and texture. There should be NO writing on your picture!

Group 3

The task is to prepare a lecture to teach someone how to solve the following math equation:

$$32 \div 4 = x - 1$$

NO writing on the board or flip chart is allowed – or counting on fingers!

Group 4

The task is to draw a diagram to teach someone how to care for plants.

RESOURCE 12C – TASKS WITH IMPROVED METHODS OR ACTIVITIES FOR THE CONTENT

Group 1

The task is to write instructions to teach students how to measure different objects using a ruler and a tape measure. Students should be able to follow the instructions and complete the task without any other help.

This task uses reading/ writing to teach a child how to measure objects using a ruler or a tape measure. However, the easiest way to teach children how to measure objects is to show them and get them to practice, physically.

Group 2

The task is to draw a picture to teach children about the properties of solids according to shape and texture. There should be NO writing on your picture!

This task uses a visual picture to children about the properties of solids and liquids. The easiest way for children to learn is to show them examples of solids in different shapes as well as let them touch solids of different textures.

Group 3

The task is to prepare a lecture to teach someone how to solve the following math equation:

$$32 \div 4 = x - 1$$

NO writing on the board or flip chart is allowed!

This task uses a lecture (which is a talking and listening method), which is challenging to explain mathematical representations. Reading/ writing and visual methods would allow students to see the formula and try different methods of solving it using pen and paper, which most students find easier than doing math in their heads.

Group 4

The task is to draw a diagram to teach students how to care for plants.

This task uses a visual method to teach someone how to do care for plants. It is not impossible to learn how to care for plants through a diagram. But, showing students and getting them to practice, is much easier and more effective.

SESSION 13: OBJECTIVES AND QUESTIONS

Facilitator's Guide

(Informed by Crown, 2002, p.90-120; "Bloom's Taxonomy Teacher Planning Kit," n.d.)

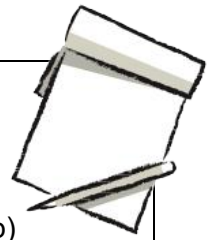
1 HOUR & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour and 30 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (13a, 13b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand that learning objectives build on each other, from simple to more complex
- Be able to identify examples of 'remember' and 'apply' objectives and questions
- Be able to set objectives and ask a variety of different kinds of questions to make students think deeply about a topic



KEY MESSAGES

- By setting 'apply' learning objectives and giving girls and boys 'apply' learning tasks, we can help them develop a deeper understanding of what they are learning as well as develop important critical thinking skills and creativity.
- Good questions are tools that teachers can use to promote understanding and stimulate discussion in the classroom.
- Different types of questions serve different purposes. Many teachers only ask 'remember' questions, which is fine for checking basic understanding. But, if girls and boys are to think deeply, teachers must ask 'apply' questions too.



TIPS FOR FACILITATORS

- Some teachers ask certain types of questions to male or female students, based either on the value they place on girls' or boys' education, or on their beliefs about the ability of girls or boys in particular subjects. This is also the case for both girls and boys with disabilities; teachers, parents and caregivers often think that they simply cannot learn, that they don't have the capacity and don't have any potential. It is important for facilitators to watch for this type of

bias and when they see it, refer teachers back to what they have learned about gender responsive education in earlier sessions.

- Before this session, ask for two or three volunteers to bring in an example of a lesson plan that they have used and are proud of. Use these examples in Activity 1.

ACTIVITY 1: LEARNING OBJECTIVES

1 hour and 30 minutes

1. Explain to participants that we have talked about **how** girls and boys learn (learning by doing, active learning, different learning styles), and **now we will talk about what girls and boys learn**.
 - Often, students are required to know specific dates, places, formulas, and famous people. Many students simply memorize these things without understanding their importance. But teachers know that memorizing is not enough; girls and boys need to *really* understand what they are being taught. **They need to know how to do things:**
 - ❖ How to use the formulas they learn
 - ❖ How to apply concepts
 - ❖ How to explain their work
 - ❖ How to solve problems
 - This session will explore ways teachers can help girls and boys learn deeply by setting learning objectives and asking questions that ask students to ‘apply’ what they have learned.

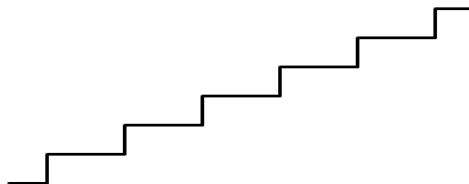
2. **Review the definition of a learning objective.**

Often, learning objectives for students are outlined in lesson plans, curriculum, and textbooks. Some learning objectives are simple and others are complex. Explain that a complex learning objective makes students to go beyond memorizing and think deeply about a topic.

NOTE!

A learning objective is a statement outlining what the teacher wants girls and boys to be able to do after each lesson.

3. **Draw the following diagram on the board or flip chart paper.** Explain that, as teachers, we want our students to reach high levels of understanding. We can imagine that the learning process is like climbing a staircase. As our students develop a deeper understanding of what they are learning, they climb up the staircase.



4. Explain that **setting objectives is an opportunity to require students to think deeply about what they are learning**, not just memorize information.

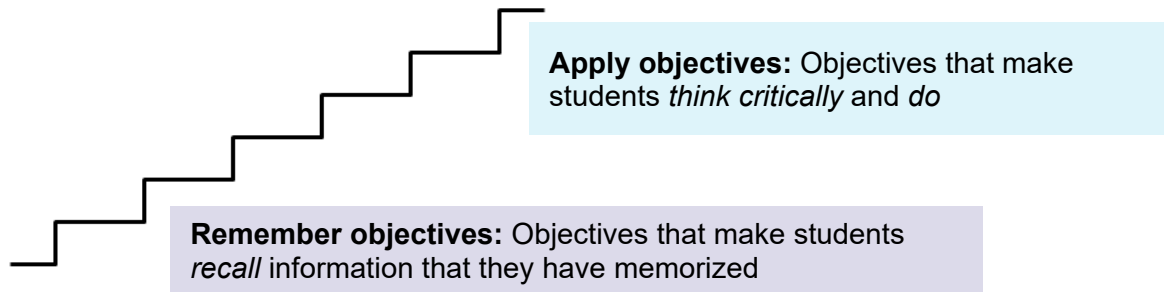
- Explain that objectives that require students to ‘remember’ what they have learned go at the bottom of the staircase. These are simple objectives that ask girls and boys to memorize and recall information and facts.

5. Add the ‘remember’ label, as shown below.

- Then explain that objectives that require students to ‘apply’ what they have learned go at the top of the staircase. These are more advanced objectives that ask girls and boys to think about and apply the information that they have learned.

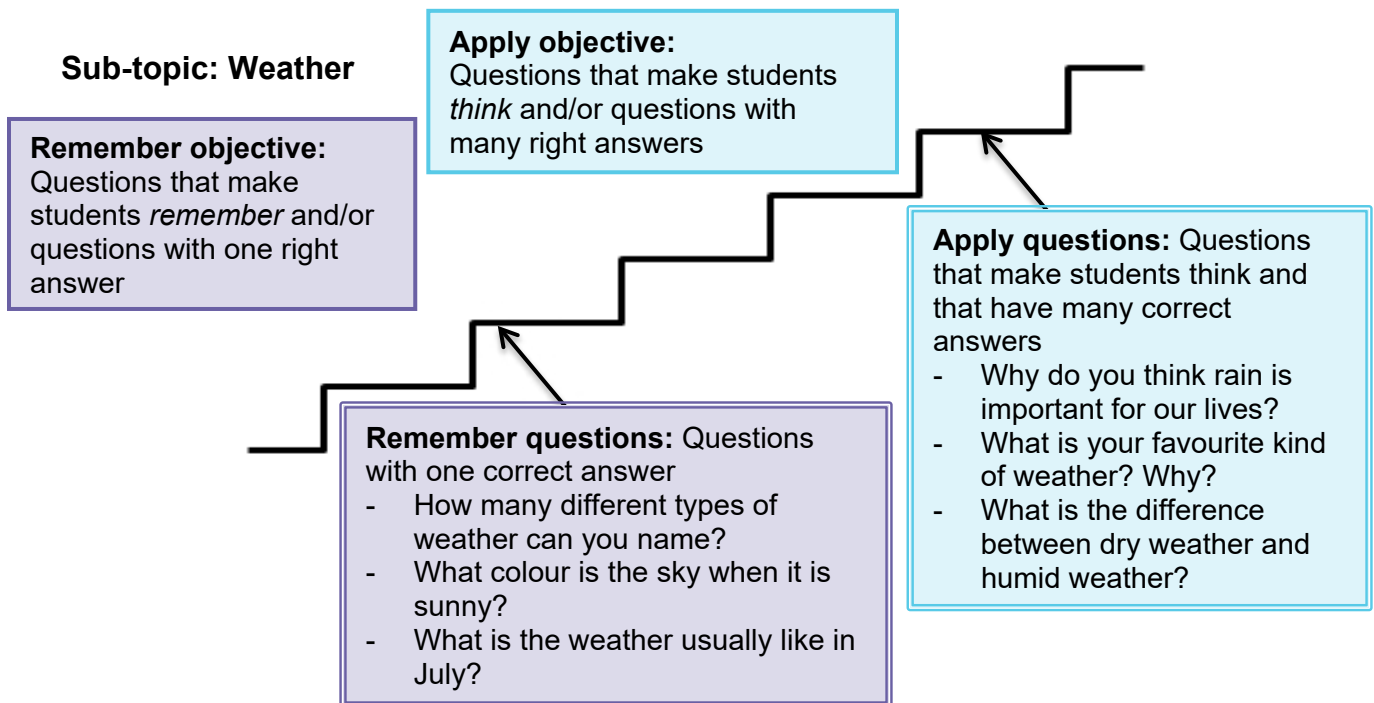
6. Add the ‘apply’ label, as shown below.

- Explain that once a teacher has set the objectives for the lesson, they should also think about what kinds of questions they will ask students to help them achieve the objectives. Questions are ‘tools’ that teachers can use to help guide students up the staircase. Teachers can start by asking simple, ‘remember’ questions and then move on to asking more advanced, ‘apply’ questions.



7. Tell participants that we will now look at an example from grade 2.

- Note that ‘apply’ objectives and questions can and should be used with girls and boys in all grades, even the lower grades.
- Explain the example below: Questions.



8. Explain the following key points to participants:

- 'Remember' objectives and questions often use words like: define, name, what, where, when, mention, etc.
- 'Apply' objectives often use words like: why, how, compare, contrast, solve, evaluate, judge, recommend.
- If the answer is in the textbook, the objective or question is *always* 'remember', not apply.
- Lessons should build on each other. It is important for girls and boys to 'remember' key information before they 'apply' what they have learned.
- 'Apply' questions can be used to start good discussions in your class. Remember that, according to the learning pyramid, girls and boys remember 50% of what is taught if they discuss it. This is much more effective than lecturing without discussion, where students only remember 5% of what is taught.

9. As a large group, get participants to develop 2 objectives (1 'remember' and 1 'apply') and 4 questions (2 'remember' and 2 'apply') for the same sub-topic (weather) but this time for a grade 6 class. Use the examples below if they get stuck.

- **'Remember' objective:**
 - ❖ By the end of the lesson, students will be able to name 3 different types of clouds.
- **'Remember' questions:**
 - ❖ What are the names of 3 different types of clouds?
 - ❖ Which type of cloud is the one you see when there is a thunderstorm?
- **'Apply' objective:**
 - ❖ By the end of the lesson, students will be able to predict and test how clouds are formed.
- **'Apply' questions:**
 - ❖ How do you think clouds are formed? Explain your reasoning.
 - ❖ Why do you think we see large, dark clouds when it rains?

10. Write the following objectives and questions on the flip chart (see side box).

- Explain that these are incorrect objectives and questions. Give participants 5 minutes to work in pairs and correct them. Refer to the answers below if participants get stuck.

WRITE ON FLIPCHART!

'Apply' objective:

By the end of the lesson, students will be able to recall how clouds are formed.

'Recall' means remember, so this is actually a 'remember' objective.

- ❖ **Correction:** By the end of the lesson, students will be able to predict and test how clouds are formed.

'Apply' questions:

How are clouds formed? Remember the explanation from the textbook.

If the answer is in the textbook and you have expected girls and boys to read and remember it, this is not really an 'apply' question. Remember that apply questions require students to really think.

- ❖ **Correction:** How do you think clouds are formed? (Do not look in the textbook!)

What is the importance of clouds?

This question does not link well with the objective. Remember that 'apply' questions should help students think deeply about the topic, which is how clouds are formed.

- ❖ **Correction:** How can understanding how clouds are formed help us in our daily lives?

11. Finally, **ask participants to think of a topic and write two learning objectives** (one 'remember' and one 'apply') **and two questions** (one 'remember' and one 'apply') about the topic.

- Give them 10 minutes. They should write their objectives and questions on a piece of paper and post them around the room when they are done. As a facilitator, circulate to provide feedback to participants and correct their work.

12. **Give participants time to walk around the room and read each other's questions.**

- In plenary, do not 'take up' all of the work, but do conclude by summarizing key points and sharing one or two good examples.

13. Finally, **explain to participants that *how* you ask questions is also important to ensure that all girls and boys get an equal chance to participate.**

- Ask participants to help brainstorm things that teachers can do to question in this way. Ideas may include:
 - a. Take responses from boys and girls proportionally (for example, if half of your students are girls, half of the questions you ask should be answered by girls)
 - b. Ask 'apply' questions to both boys and girls, high-achievers and low-achievers
 - c. Give girls and boys time to think before calling on someone to answer your question (this gives lower-achieving or shy students time to think of the answer)
 - d. If a boy or girl gets the answer wrong, ask another student to help them. Do not make the student feel ashamed if they don't know the answer. Give praise for students supporting one another.
 - e. Ask questions that connect the lesson to students' lives (this will help girls and boys stay interested and make the lesson accessible so that all students can participate)
- Participants will now have an opportunity to practice writing their own objectives and questions.

REMEMBER!

Some teachers, whether they realize it or not, will demonstrate bias in their questioning and favour boys or girls with higher level questions. Explore this with participants: ask them *why*, and remind them that **all students** have the right to be challenged and given positive attention.

14. **Close the session by reminding participants of the key messages from the session:**

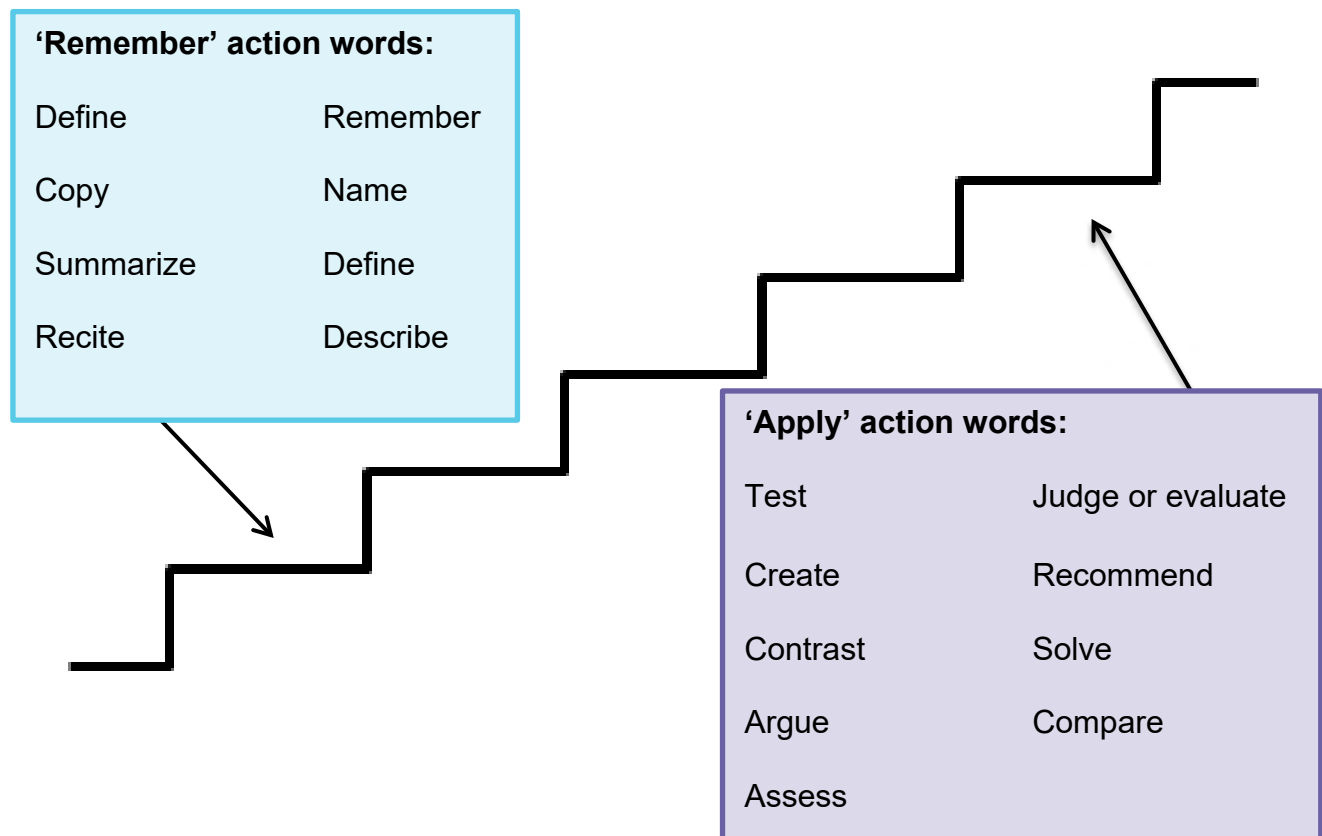
- By setting 'apply' learning objectives and giving girls and boys 'apply' learning tasks, we can help them develop a deeper understanding of what they are learning as well as develop important critical thinking skills and creativity.
- Good questions are **tools** that teachers can use to promote understanding and stimulate discussion in the classroom.
- Different types of questions serve different purposes. Many teachers only ask 'remember' questions, which is fine for checking basic understanding. But, if girls and boys are to think deeply, teachers must ask 'apply' questions too.

SESSION 13: OBJECTIVES AND QUESTIONS

Activity Resources

RESOURCE 13A – ACTION WORDS FOR WRITING OBJECTIVES AND ASKING QUESTIONS

(Adapted from Eberly Center for Teaching Excellence, n.d.)



Remember!

- If the answer is in the textbook, the objective or question is *always* 'remember', not apply.
- 'Apply' objectives and questions ask girls and boys to think for themselves and extend their knowledge or understanding.
- Lessons should build on each other. It is important for girls and boys to 'remember' key information before they 'apply' what they have learned.
- 'Apply' questions can be used to start good discussions in your class. Remember that, according to the learning pyramid, girls and boys remember 50% of what is taught if they discuss it. This is much more effective than lecturing without discussion, where students only remember 5% of what is taught.

RESOURCE 13B – QUESTIONING SKILLS TIPS AND TRICKS

(Adapted from Crown, 2002, p.101)

1. Link questions closely to the learning objectives of the lesson:

Questions must have a purpose – you must know why you are asking the question and what kind of answer you want to get from girls and boys.

2. Start with easy questions and work up to more difficult ones:

This kind of questioning moves students from existing knowledge to new understandings.

3. Use questions with only one right answer to check girls' and boys' understanding:

Avoid yes/no questions because students can 'guess' the answer. Ask factual questions so that students must recall and rephrase their understanding.

NOTE!

Avoid asking "Do you understand?" because almost all girls and boys will say "yes" even if they don't. Instead, ask them a question that will allow them to demonstrate their understanding.

4. Give girls and boys enough time to answer the question:

Pause and stop others from interrupting for a few moments before moving on to someone else. Shy girls and boys, or those that feel less confident, might need more time – try not to rush them. Or, give students time to discuss their answers in pairs or small groups before sharing them with the big group.

5. Correct wrong answers positively:

Rather than saying, 'wrong!', try:

- If the student is close, encourage them to try again
- Ask another student to help find the right answer
- Say, 'no' kindly, and give the student another chance to answer an easier question later in the lesson to improve his/ her confidence

6. Ask girls and boys why they chose a specific answer:

This helps the teacher understand the student's thought process, and it helps extend a correct answer so that other students understand it better

7. Encourage girls and boys to answer each other's question:

This encourages active listening and participatory discussion in the class.

8. Ask boys and girls the same number of questions with similar difficulties:

Take a note of your usual questioning patterns and try to improve them so that you ask and answer questions from boys and girls equally.

9. Give time for girls and boys to ask their own questions.

SESSION 14: COOPERATIVE LEARNING

Facilitator's Guide

(Adapted from UNESCO, 2006a, p.35-40; Teacher Vision, n.d.)

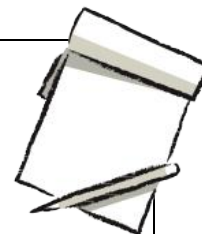
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (25 minutes)
- Activity 2 (45 minutes)
- Activity 3 (35 minutes)
- Activity 4 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Timer
- Session resources (14a, 14b, 14c, 14d)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the benefits of cooperative learning for boys and girls
- Know when to use cooperative learning
- Be able to effectively set up cooperative learning arrangements with girls and boys
- Problem solve issues that might arise when using cooperative learning



KEY MESSAGES

- Cooperative learning benefits girls and boys by giving them an opportunity to learn from each other and work together, and for boys and girls to develop respectful and constructive social relationships with each other (Ferguson-Patrick, 2012).
- Cooperative learning improves girls' and boys' learning outcomes (Ferguson-Patrick, 2012). They retain information well when they learn cooperatively, which can help them achieve on exams.
- Teachers should have a clear reason for using cooperative learning or individual learning. Some tasks lend themselves to either cooperative or individual learning, so teachers should be clear on why they are using one method over another. But remember there are no hard and fast rules – teachers should try different ideas and share challenges in their reflection circles.
- The more you use cooperative learning in your classroom, the quicker and easier it will be to set up.
- Cooperative learning is a good method for managing large class sizes.



TIPS FOR FACILITATORS

- By this point, you should be familiar with different participants and their strengths. Before you start this session, choose participants for 2-3 reflection circle groups. Make sure groups are mixed in terms of gender and ability so that you have a balance amongst the different groups. Ideally, the groups represent teachers from different schools so that they benefit from each other's different experiences.
- Before this session, ask for two or three volunteers to bring in an example of a lesson plan that they have used and are proud of. Use these examples in Activity 1.

Cooperative learning is when girls and boys work together (in groups or pairs) to discuss a concept, solve a problem, or create a project.

ACTIVITY 1: BENEFITS OF COOPERATIVE LEARNING

(25 minutes)

1. Explain cooperative learning (see box above).

- Add that cooperative learning is an effective way of teaching and learning, as well as inculcating respectful and trusting behaviours amongst students.
- Explain that cooperative learning is a great way to make education more participatory, child-friendly and inclusive. It also increases learning and understanding among your students, so it is a good way to prepare students for their exams.

2. Remind participants that we have been using cooperative learning a lot in this training.

- Ask them to recall some of the activities in which we used cooperative learning in this training, such as the SRGBV case studies, group brainstorming, improving classroom set-ups in groups, etc.

NOTE!

Use a timer to keep time for this activity. It is a race, so do not give participants any extra time!

3. Put participants into pairs, making sure to mix men and women.

- Explain that this activity is a race – they will be given a task and a certain amount of time to complete it.
- Give them 5 minutes to make a list of all of the benefits of cooperative learning in their notebooks. The group that gets the most benefits wins!

4. Then put two pairs together into a group of four. Give them 7 minutes to share and expand their lists.

5. Invite all participants back to plenary. Ask male and female participants for examples of benefits of group work from the groups of four. Make a master list of about 10 – 15 benefits (one or two from each group) on the board or flip chart. Your list should include:

- Students don't get bored listening to the teacher
- Girls and boys help each other (they can share ideas and correct each other's mistakes)
- Girls and boys learn to respectfully and constructively work together (which is an important skill in life)
- Girls and boys discuss ideas, which is an effective way of learning (remember the learning pyramid – [Resource 14d](#))
- All girls and boys participate (even ones who are shy participating in front of the whole class)
- Students are more likely to think deeply about a topic
- It is easier for a teacher to monitor 10 groups of 6 students than 60 individual students
- Teachers can assess how learning takes place and if learners understand
- Students perform better in school when they work in groups
- Girls and boys can share teaching and learning aids
- Traditionally excluded children (children with disabilities, children from indigenous communities, street children etc) have the opportunity to integrate more and learn from other children directly

6. Thank participants for their work.

- Point out that this was a type of cooperative learning activity – participants worked in pairs to brainstorm about a specific topic and then shared their ideas with another pair to come up with an expanded list. This technique is called '[pair and share](#)'. Participants can use this activity in their classrooms.
- In the next activity, participants will look more closely at different kinds of cooperative learning activities.

ACTIVITY 2: SELECTING APPROPRIATE TASKS FOR COOPERATIVE LEARNING

(45 minutes)

- 1. Ask participants to recall the last session when we talked about how it is important to match teaching methods with content.** Remember how difficult it was to draw a picture to teach properties of solids?
 - Explain that matching content to teaching method is also important in cooperative learning. Some tasks work very well for girls and boys to complete in groups, while others are better for each student to complete individually.
- 2. Explain that these two questions can help us decide whether a task is best for students to do individually or in groups.**
 - Write the following questions on a flip chart and lead a discussion using the prompts:
 - ❖ **Will the students have a chance to discuss ideas and learn from each other? (see box to the right)**

If the task is to discuss a concept or topic, then group work is ideal. If the task is to complete an assignment without discussion, individual work is a better choice.
 - ❖ **Will the students be able to generate more ideas as a group than they would on their own?**

If the task is to solve a problem, to brainstorm, or to generate many possible alternatives or ideas, group work is ideal. If there is only one correct answer, individual work may be a better choice.
 - Tell participants that these are general principles, not hard and fast rules. Encourage participants to try cooperative learning with different kinds of tasks and see if it works in their classrooms. They can share their experiences in the reflection circles.
- 3. Explain to participants that we will now do a short activity** that will help them think about activities that can be done cooperatively and activities that are better done by students individually.
- 4. Ask participants to choose their own small groups** (3-4) and to choose a leader and a secretary to record their answers. Refer participants to [Resource 14a](#).
 - Give participants 10 minutes to identify if each activity is best done cooperatively (by putting students in groups or pairs) or individually (students work on their own).
 - Tell participants that the group should discuss each answer and be prepared to explain their choices.

NOTE!

Be aware about using 'girls and boys' vs. using 'students'. It is useful as a periodical reminder of the importance of considering 'girls and boys' unique needs and experiences. However, sometimes it changes the actual meaning of the sentence – and puts an EMPHASIS on the differences between girls and boys. For example – in this sentence, if we were to put 'girls and boys', the focus would be on one group learning from the other group, whereas the intent is really to highlight the experience of any students (two boys, two girls, mixed) learning from their peers.

5. Invite participants back to plenary.

- Before you take up the answers, ask all the ‘leaders’ to raise their hands. Note how many men and women were chosen as leaders.
- Then ask all the ‘secretaries’ to raise their hands and note the gender balance.
- Have a very brief discussion about any imbalances you notice and ask participants to think about how teachers can make sure they see diversity, equal participation and leadership when organizing group work? Explain that you’ll look at this question more in depth during a later activity.

6. Take up the answers by asking each group to explain their answer to one or two questions. If necessary, elaborate using the guidance notes on [Resource 14a](#).

- Remind participants some tasks lend themselves to either cooperative or individual learning, so teachers should be clear on why they are using one method over another.

ACTIVITY 3: SETTING UP COOPERATIVE LEARNING

(35 minutes)

1. Explain to participants that we will now practice setting up group work.

- Sometimes, putting students into groups can be chaotic and time-consuming, or students want to always work with the same groups – or separate themselves by sex or other factors. But, the more you use cooperative learning in your classroom, the more used to it your students will get, and the quicker and easier it will be to set up.
- In this activity, participants will learn about different grouping strategies to make sure the process is simple and form groups that will work well.
- Point out that we have already used most of these strategies in this training, so they should be familiar with them.
- In addition to those they are familiar with, they will experience one new way of grouping girls and boys in this activity, which is called ‘**mix and match**’.

2. Put participants into small groups (5 to 6 people) using one of the methods on [Resource 14b](#).

- The groups should be diverse in terms of gender and ability.
- Appoint one participant from each group as the leader – trying to make sure to have male and female leaders. Tell participants that this is their ‘**home**’ group.

3. Give each participant in one group a grouping strategy from [Resource 14b](#).

- For example, if there are six participants in a group, give each of them a different grouping strategy.

4. **Give participants 5 minutes to read over their strategy and become familiar with it.** They do not need to memorize it, but they should understand it. Facilitators should walk around and help any participants that need more explanation.
5. **Regroup the participants by having all those assigned to the *same grouping strategy* sit together in a new group.**
 - If facilitators assign a space in the room for each of these groups, the regrouping will go more smoothly. Tell participants that this is their **'expert' group**.
6. **Give participants 10 minutes to discuss** the main points of their grouping strategy with their **expert group**, and help any of their members who need to improve their understanding. They should talk about whether they have used it before and if it worked well or not.
7. **Ask participants to go back to their 'home' groups.**
 - Each participant, now an 'expert' on their strategy, should now teach their grouping strategy to the others in their **home group**.
 - If needed, members of the home group should ask the expert questions until they understand. Give them 15 minutes to do this. Circulate the groups to make sure they are on the right track.
8. **Remind participants that the grouping and regrouping strategy that they experienced in this activity is called 'Mix and Match'** (they can make up another name for it if they prefer). It can be used when the teacher wants students to learn from each other (peer learning).
 - Tell participants that instructions for how to organize mix and match groups are in their training guides.

NOTE!

When groups are done working, teachers need to get their attention back to continue the lesson. There are creative ways to do that which can be used with your students if you explain them ahead of time and use them regularly. For example:

- **Clap:** Use a clap pattern (teacher claps a pattern and the students clap it back)
- **Waterfall:** Teach your students what a waterfall is and when things are too noisy you call out, "What sound does a waterfall make?" and all the students respond, "Sssssshhhh!" doing wiggly fingers like water as they say it
- **Finger on nose:** Put one finger on your nose and another one in the air. When students notice you doing this they copy you until everyone is doing it. The rule is as soon as you put your finger on your nose you have to stop talking. When everybody has their finger on their nose you should have a silent class



Tips and tricks for successful group work:

In addition to the problems and solutions brought up in the case studies, you may want to address these common issues with participants:

Problem: Girls and boys are not familiar with group work

Solutions:

- Start with pair work so that students get a chance to practice working together.
- Keep trying! Don't give up, they'll get the hang of it. Practice makes perfect – or at least better!

Problem: Dominant students take over the group

Solutions:

- Try keeping group sizes small (fewer than 6 students per group) so that all girls and boys have a chance to participate.
- Try assigning roles for each student in the group (like leader, reporter, peacekeeper, and devil's advocate).
- Try changing the grouping strategy so that girls and boys work with different peers each time. Sometimes, you can even try putting all the dominant students in one group together.

ACTIVITY 4: COOPERATIVE LEARNING PROBLEM SOLVING

(45 minutes)

1. **Explain to participants that there are a number of reasons that some teachers don't use cooperative learning**, and a number of issues that can arise when using cooperative learning.
2. **Use a grouping strategy** (and name it for participants) to put participants into small groups
 - Distribute one case study from **Resource 14d** to each group.
3. **Ask participants to read their case studies and analyze and discuss the questions below their cases.**
 - Give participants 20 minutes to work.
 - One person from the group should take notes, and another should be prepared to present the key points from their discussion.
 - Are they thinking about diverse groups with gender balance and equal participation?
4. **Ask the presenter from each group to stay where they are (at their table).**
 - The rest of the group members should visit the group beside them, moving clockwise.
 - Groups will have 5 minutes to visit the group beside them and learn about their case study before moving on to the next group – use your timer so they don't go over time!
 - After 20 minutes, all students will have visited all groups.
5. **In plenary, pull out the key points from each case study.** Make sure the following issues are raised, using **Resource 14d** answer key for guidance.

- Students with different learning abilities
- Homogenous groups – all male or all female
- Noise
- Grouping strategy
- Task
- Monitoring (for equal participation of boys and girls, and different abilities)

6. Explain to participants that we just completed another kind of cooperative learning activity – male and female participants worked in small groups to analyze case studies and solve problems.

- The method we just used for presenting the results of group work (where participants went around the room visiting one group and then another) is called **'round about'**.

7. Close the session by recapping the key messages:

- Cooperative learning benefits girls and boys by giving them an opportunity to learn from each other and work together, and for boys and girls to develop respectful and constructive social relationships with each other.
- Cooperative learning improves girls' and boys' learning outcomes. They retain information well when they learn cooperatively, which can help them achieve on exams.
- Teachers should have a clear reason for using cooperative learning or individual learning. Some tasks lend themselves to either cooperative or individual learning, so teachers should be clear on why they are using one method over another. But remember there are no hard and fast rules – teachers should try different ideas and share challenges in their reflection circles.
- The more you use cooperative learning in your classroom, the quicker and easier it will be to set up.

SESSION 14: COOPERATIVE LEARNING

Activity Resources

RESOURCE 14A – ACTIVITIES/ TASKS

1. Reading a history textbook

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2. Brainstorming to come up with a list of types of animals in their village

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3. Doing an experiment to see which colours combine to make purple

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4. Coming up with a new design for an object to keep you dry in the rain

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5. Memorizing multiplication tables

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6. Filling out a worksheet matching names to pictures

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7. Finding solutions to case study problems

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8. Writing a story

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9. Reflecting on personal experience, like how they spend their day

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10. Practicing long division

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RESOURCE 14A – ACTIVITIES/ TASKS (Answer Sheet)

1. Reading a history textbook

Individually.

Follow-up question for participants: “What kinds of things could students do cooperatively after reading the textbook?”

Students could discuss the content, check their understanding, and ask clarification questions from their peers.

2. Brainstorming to come up with a list of types of animals in their village

Cooperatively.

Brainstorming is best done in groups to come up with many ideas from different people’s experiences.

3. Doing an experiment to see which colours combine to make purple

Cooperatively (although both is also acceptable).

Experiments are a good opportunity for students to work together, each with a different role. For example, someone could set up the experiment while someone else records results and someone else draws a diagram of the materials used. It is difficult to conduct an experiment individually and record results at the same time, although it is possible.

4. Coming up with a new design for an object to keep you dry in the rain

Both.

Creative tasks can be done very effectively in groups in order to come up with many different ideas. However, some girls and boys like to work creatively on their own. A good way to make this activity work for all students is to ask them to work individually first so that everyone thinks of their own idea, and then have them get together in groups to share, discuss, and improve their ideas.

5. Memorizing multiplication tables

Both.

Some students might want to memorize multiplication tables on their own, while others might want to work with a partner to quiz each other and learn that way.

6. Filling out a worksheet matching names to pictures

Individually.

Follow-up question for participants: “What kinds of things could students do cooperatively after filling in the worksheet?”

Checking their answers with a partner and discussing items that need clarification.

7. Finding solutions to case study problems

Cooperatively.

Problem solving tasks are best done in groups to come up with many different ideas.

8. Writing a story

Individually.

Follow-up question for participants: "When would students work cooperatively on a writing assignment?"

Students might work in groups to share their stories and edit their work together.

9. Reflecting on personal experience, like how they spend their day

Individually.

Reflection is a personal exercise, although students might want to share their reflections with a partner or in a group after they have finished reflecting.

10. Practicing long division

Individually. This is a skill that all students need to be able to do independently.

Follow-up question for participants: "When would students work cooperatively on long division?"

Students might work in groups to check their answers and clarify questions that were unclear.

RESOURCE 14B – GROUPING STRATEGIES

(Adapted from Catapano, n.d.)

1. Number off

Decide on the number of groups you want (usually 2 – 8). Assign each student a number. For example, if you want 8 groups, assign each student a number from 1 to 8. Tell all 1s to get together, all 2s to get together, etc.

If you have a large class, ask students to get up from their desks and stand against the walls of the classroom. Also tell them which table 1s will sit at, which 2s will sit at, etc. Then, number them off. This will reduce chaos and confusion in the classroom.

Numbering off is also a great way to break up groups of students that usually sit together and mix them up (girls and boys, friends, different age groups or ability groups, etc).

2. Cards or objects

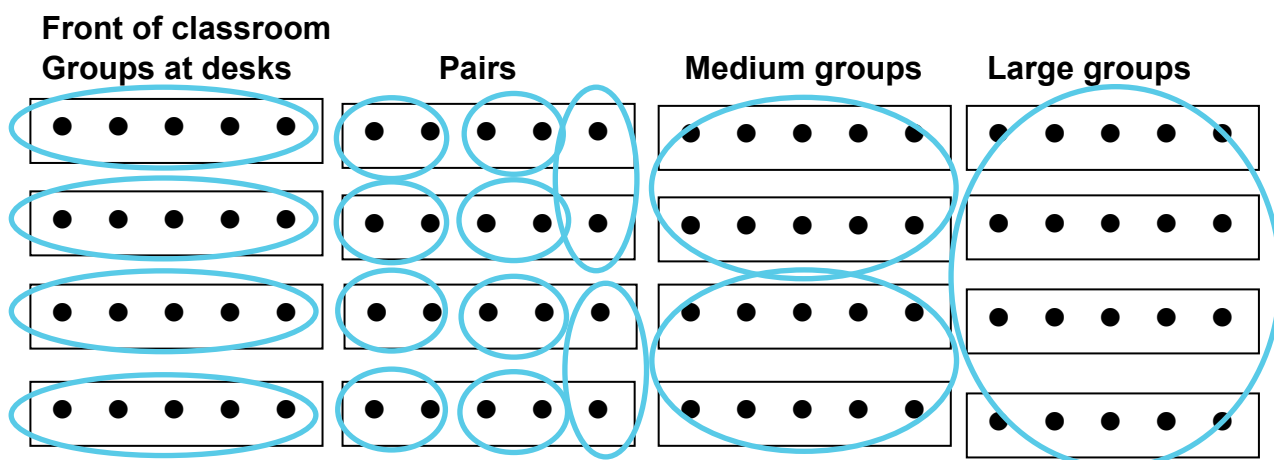
Decide on the number of groups you want. Cut out different coloured cards for each group. For example, if you want 4 groups, create 4 sets of different coloured cards – some red, some blue, some green, and some yellow. Pass out one card to each student. Tell all blues to get together, all greens to get together, etc. You can also use different found objects – for example, pass out stones, bottle caps, sticks and leaves to different students. Keep these objects in buckets in your classroom and use them over again and for different exercises (like mapping!).

To save time, try standing at the door and giving each student a card or object as they enter the classroom.

3. Group by seating arrangement

This is a great technique for large classes when there is not a lot of space to move around! Ask students to make groups with the people sitting in front of them or behind them. For example, students in the front row turn around and work with the students behind them. Teachers can put students into pairs, small groups, and large groups using this method. While this will usually end up with groups that are mostly all boys or girls, try to arrange it so that you have representation of both boys and girls in all groups.

See the diagram below, where each dot represents a student, and there are 5 students sitting at each desk:



4. Group by mixed ability

Decide on the number of groups you want. Plan ahead which students you want to be in each group, to make sure they are mixed ability – also try to keep a gender balance in this approach. Read out the names of who is in each group.

Or, group students in another, random way (number off, with cards, by seating arrangement, etc.). After students are in their groups, switch a few high-achieving or low-achieving students around to make sure all groups are mixed-ability. Make sure not to single out students or identify their level of ability in a way that will humiliate them.

5. Group by same ability

****This method should be used with caution.** It is only to be used if the teacher plans to spend extra time with the low-achieving group of students. The teacher should never name the groups as 'high-achieving' or 'low-achieving', which would stigmatize students**

Decide on the number of groups you want. Plan ahead which students you want to be in each group – you might want one high-achieving group, a few middle-achieving groups, and one low-achieving group. Read out the names of who is in each group. Make sure you have an extra, more advanced task for the high-achieving group, as they will likely finish the task before other groups. Make sure you spend time with the low-achieving group to give them extra support to complete the task.

6. Day of the week groups

Put girls and boys into groups using any of the other methods. Tell students to remember which group they are in, and assign that group a day of the week. For example, if it is a Monday and you have just put students into a new group, tell them to remember that this is their Monday group. The next day, do the same thing for Tuesday. Then, whenever you tell students to get into groups on a Tuesday, they will know who is in their group. This can help save time and make sure that students interact with a wide variety of peers.

Depending on the age of your students, teachers may need to keep track of these groups by writing them down in their notebook. After a couple of weeks, older students will likely remember on their own.

7. Students select their group

Decide how many students should be in a group. Tell students to make their own groups. For example, tell students to get into groups of three with whoever they want. Try not to use this method often, as you will likely have the same students working together over and over, and girls' and boys' often separated.

8. Group by interest

Decide on the number of groups you want and assign each group a different sub-topic. For example, if you are teaching about modes of transportation, decide that group 1 will brainstorm the benefits car travel, group 2 will brainstorm the benefits of bicycle travel, group 3 boat travel, etc. Students join the group working on the thing they are most interested in. However, make sure you set a maximum number of students who can work in each group.

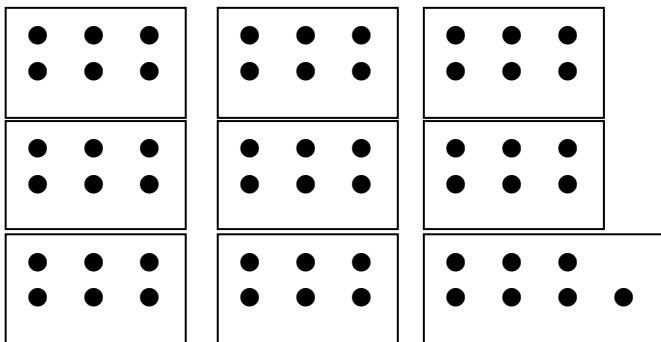
Also for this method, it is helpful to have the students decide in secret – for example, the day before they can write down which group they want to go in with their name on a piece of paper. In this way, they won't choose a particular group because of their friends, but rather because of their actual interest. In this way, girls and boys will end up working with peers who really share their interest!

RESOURCE 14C – HOW TO SET UP MIX AND MATCH GROUPS

(Adapted from *Social Psychology Network, n.d.*)

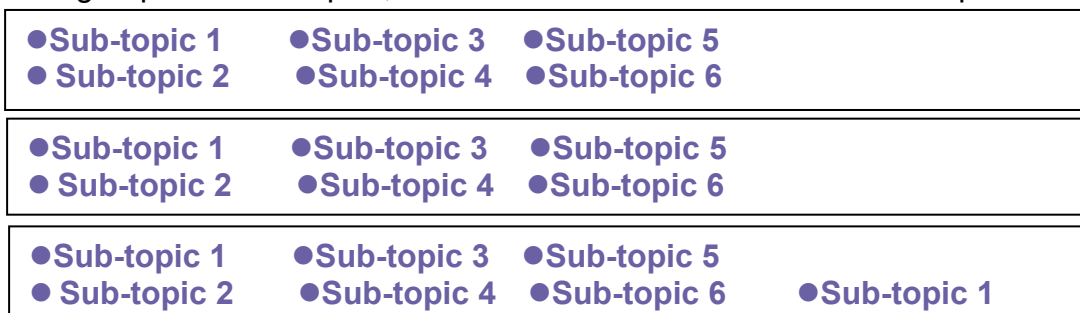
1. Before you start, think about how many different sub-topics you want students to learn about. In each home group, you need one student teaching the others about each sub-topic. For example, if you have 6 different sub-topics that you want students to learn about, you will need 6 students in each home group (1 assigned to each sub-topic). This means you will put students into groups of 6.
2. Divide the number of students in your class by the number of students you want in the home groups. For example, if you have 54 students in your class and you want to put them into groups of 6, you will have 9 groups of 6 ($54/6 = 9$). If you have 55 students in your class, you will have 9 groups of 6 and one group of 7, which is fine. Divide students into home groups using the numbering method.

Home groups (55 students in 9 groups of 6-7 students each)



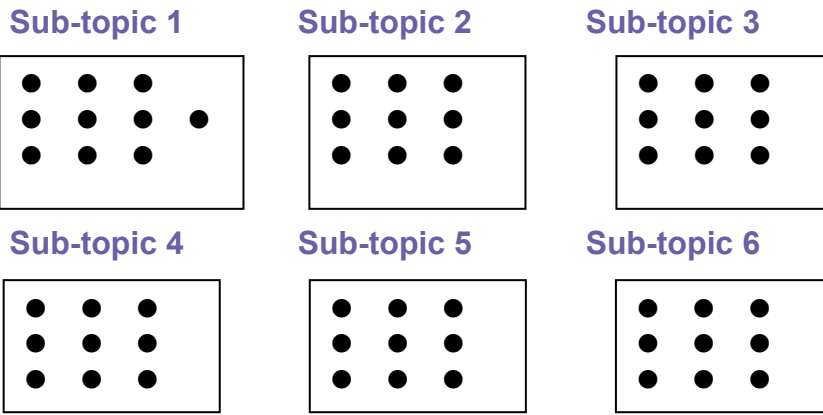
3. Appoint one student from each group as the leader, trying to achieve a gender balance across the groups. Initially, this person should be the most mature person in the group.
4. Assign each student in one group to a different sub-topic. They should not share their sub-topic with anyone. Give students time to read over their sub-topic at least twice and become familiar with it. There is no need for them to memorize it.

For example, each student gets a different sub-topic. If there are more students in a group than sub-topics, two students can have the same sub-topic.



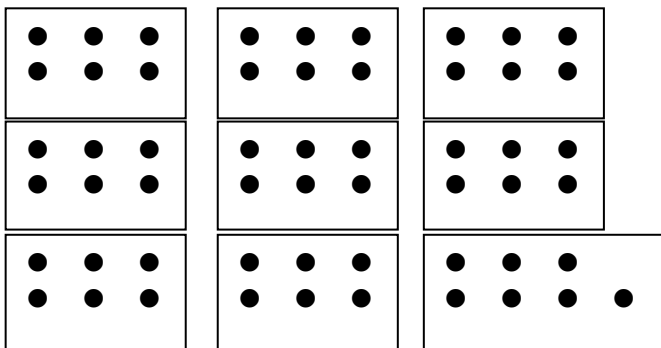
5. Regroup students into 'expert groups' by having each student from each home group join other students assigned to the same sub-topic.

Expert groups (55 students in 6 groups of 9-10 students each)



6. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their home group.
7. Bring the students back into their home groups. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

SAME home groups as Step 2 (55 students in 9 groups of 6-7 students each)



8. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.
9. At the end of the session, give a quiz on the material or do a quick review in plenary to make sure all students learned the material effectively.

RESOURCE 14D – COOPERATIVE LEARNING CASE STUDIES

Case 1

Teacher Mohammad splits up his grade 3 students into groups of 5. He has 50 students, so there are 10 groups working. Since his classroom has no furniture, students sit together in groups on the floor. The students are doing an activity where they have to create a new way to feed chickens. They are discussing animatedly and the class is becoming very loud. Teacher Mohammad tells the students to quiet down but they don't listen. They are laughing and shouting, and he is worried they are not staying on-task.

- What does Teacher Mohammad think is the problem? Is he right? Why or why not?
- If he is not right, what is the real problem?
- What should Teacher Mohammad do next time he has students work in groups?

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Case 2

Teacher Joan has a grade 1 class of 40 students. She has been to a workshop about cooperative learning and wants to try it in her class. She splits her students into gender-mixed groups and gives each student a handwriting worksheet to complete. The students sit quietly in groups and complete their worksheets.

- Is this an effective cooperative learning activity? Why or why not?
- Why do you think Teacher Joan chose this activity?
- What kind of activity can she choose next time?

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Case 3

Teacher Pascal has a grade 6 class of 30 students. He knows all of their names and knows which students will be able to finish quickly and which need more time. He wants them to work in groups to solve complicated math questions. He puts the students who finish quickly in two groups, the ones who take an average amount of time to finish in another two, and the students who usually take longer to finish in the last two groups. The students who work quickly are done their work after 5 minutes and there is nothing else for them to do. The ones who take an average amount of time take 15 minutes, and the ones who need more time do not finish because after 20 minutes, Teacher Pascal calls them back to the big group.

- What was the problem with the way Teacher Pascal set up the group work? (Think about the groups and the task)
- How could he set it up differently next time?

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Case 4

Teacher Eliza is not comfortable with using cooperative learning, but her principal has forced her to try it for one lesson. She teaches grade 4 science, and each lesson is 35 minutes. Her students are late, usually the girls because they have extra work at home, and she doesn't start on time. When the bell rings, she splits them into groups by giving them each a number as they walk in the door and asking them to sit down. First, she gives out all the '1' cards, then the '2' cards, then the '3' cards, then the '4' cards. Once they are seated, she asked them all to move to their groups. There are so many students moving around that the last students can't even hear where their number group is supposed to stand. Other students know their numbers but don't know where they are supposed to sit. It takes her 15 minutes to get the students into groups. After that, they only have 15 minutes for the lesson.

- What is the problem with how Teacher Eliza set up the group work?
- What are some ways she could do it differently in the future?

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Case 5

Teacher John teaches grade 2. He splits his students into groups of 6 and gives them a task. Then, he sits down at his desk at the front of the class and reads his newspaper. The students do not understand the instructions for the task. One student raises his hand to signal to Teacher John that he needs help, but Teacher John doesn't see him. Another student goes up to Teacher John and asks for help and Teacher John helps her without getting up from his chair. The other students are still confused. One student in each group ends up just taking charge and doing the assignment on their own – mostly the assertive boys in the class. The other students do not contribute very much to the group.

- What is problem with Teacher John's actions?
- What could Teacher John do instead?

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Case 6

Teacher Anora teaches grade 6. She likes the idea of group-work, and asks her class to form groups of 4-5 with the people sitting closest to them in order to avoid chaotic movement of desks and chairs. However, the same students always sit together and they are always boys with boys and girls with girls. When they form groups, they are always the same.

- What are the students missing out on by always working in the same, sex-disaggregated groups?
- How could teacher Anora solve this issue and still maintain order in her class when creating groups?

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RESOURCE 14D – COOPERATIVE LEARNING CASE STUDIES (Answer Key)

Case 1

Teacher Mohammad splits up his grade 3 students into groups of 5. He has 50 students, so there are 10 groups working. Since his classroom has no furniture, students sit together in groups on the floor. The students are doing an activity where they have to create a new way to feed chickens. They are discussing animatedly and the class is becoming very loud. Teacher Mohammad tells the students to quiet down but they don't listen. They are laughing and shouting, and he is worried they are not staying on-task.

- What does Teacher Mohammad think is the problem? Is he right? Why or why not?
- If he is not right, what is the real problem?
- What should Teacher Mohammad do next time he has students work in groups?

Teacher Mohammad thinks that his classroom is too noisy. This is a common concern when students work in groups. It is normal for the classroom to become somewhat noisy when students are working together and discussing concepts. But Teacher Mohammad might be right that students are going off-task – this is the real problem. Teacher Mohammad can make sure students stay on task by monitoring the group work (going from group to group and checking on students). He can also help girls and boys set their own ground rules before the group work (like no shouting, no yelling, having a group leader, etc.), which will help them focus.

Case 2

Teacher Joan has a grade 1 class of 40 students. She has been to a workshop about cooperative learning and wants to try it in her class. She splits her students into gender-mixed groups and gives each student a handwriting worksheet to complete. The students sit quietly in groups and complete their worksheets.

- Is this an effective cooperative learning activity? Why or why not?
- Why do you think Teacher Joan chose this activity?
- What kind of activity can she choose next time?

This is not an effective cooperative learning activity because students have been asked to fill out a handwriting worksheet individually. They do not have the opportunity to discuss or learn from each other in this task. Teacher Joan may have chosen this task because she doesn't understand the purpose of group work, or because this is a task she is comfortable assigning to her students. Next time, she can choose an activity where students can work and learn together, like a problem solving or brainstorming activity.

Case 3

Teacher Pascal has a grade 6 class of 30 students. He knows all of their names and knows which students will be able to finish quickly and which need more time. He wants them to work in groups to solve complicated math questions. He puts the students who finish quickly in two groups, the ones who take an average amount of

time to finish in another two, and the students who usually take longer to finish in the last two groups. The students who work quickly are done their work after 5 minutes and there is nothing else for them to do. The ones who take an average amount of time take 15 minutes, and the ones who need more time do not finish because after 20 minutes, Teacher Pascal calls them back to the big group.

- What was the problem with the way Teacher Pascal set up the group work? (Think about the groups and the task)
- How could he set it up differently next time?

Teacher Pascal set up groups according to the speed at which they understand and work. But, he did not provide extra help to the students who need more time or extra extension activities to the ones who work quickly. This means the students who need more time didn't complete the task and were not able to learn effectively. The ones who learn quickly finished the task and might have been bored without something else to do. Next time, Teacher Pascal could set up mixed-ability groups. If he chooses to set up single ability groups again, he needs to make sure he helps the students who need more help and has extra tasks ready for the students who finish quickly.

Case 4

Teacher Eliza is not comfortable with using cooperative learning, but her principal has forced her to try it for one lesson. She teaches grade 4 science, and each lesson is 35 minutes. Her students are late, usually the girls because they have extra work at home, and she doesn't start on time. When the bell rings, she splits them into groups by giving them each a number as they walk in the door and asking them to sit down. First, she gives out all the '1' cards, then the '2' cards, then the '3' cards, then the '4' cards. Once they are seated, she asked them all to move to their groups. There are so many students moving around that the last students can't even hear where their number group is supposed to stand. Other students know their numbers but don't know where they are supposed to sit. It takes her 15 minutes to get the students into groups. After that, they only have 15 minutes for the lesson.

- What is the problem with how Teacher Eliza set up the group work?
- What are some ways she could do it differently in the future?

Teacher Eliza should have had all the students move directly to their number group as they walked into the class, rather than sitting first. This caused chaos and confusion. It also took up lots of class time. Also, because the late students are mostly girls – and the high-performing students are usually first to arrive, these students will all be grouped together because Joan didn't mix up the numbers as she gave them out. Next time, Joan can mix up the numbers and ask students to quietly go to where their number is posted in the room. This way, she will achieve a mix of both ability and gender in her groups.

Case 5

Teacher John teaches grade 2. He splits his students into groups of 6 and gives them a task. Then, he sits down at his desk at the front of the class and reads his newspaper. The students do not understand the instructions for the task. One student raises his hand to signal to Teacher John that he needs help, but Teacher John doesn't see him. Another student goes up to Teacher John and asks for help and Teacher John helps her without getting up from his chair. The other students are still confused. One student in each group ends up just taking charge and doing the assignment on their own – mostly the assertive boys in the class. The other students do not contribute very much to the group.

- What is problem with Teacher John's actions?
- What could Teacher John do instead?

Teacher John did not make sure all students understand the instructions. He is not paying attention to the students and don't see when they ask for help, unless they come up to his desk. He is not monitoring the groups to see which boys and girls are not getting a chance to participate and contribute. Teacher John should make sure all students understand the instructions before they start the task by asking questions to check students' understanding. When they are doing the task, Teacher John should monitor the groups, offer support, and answer the students' questions. He should also make sure that in the groups, girls and boys are both getting a chance to participate equally.

Case 6

Teacher Anora teaches grade 6. She likes the idea of group-work, and asks her class to form groups of 4-5 with the people sitting closest to them in order to avoid chaotic movement of desks and chairs. However, the same students always sit together and they are always boys with boys and girls with girls. When they form groups, they are always the same.

- What are the students missing out on by always working in the same, sex-disaggregated groups?
- How could teacher Anora solve this issue and still maintain order in her class when creating groups?

The students are missing out on an opportunity to work with students from a different sex and build respectful and healthy social relationships. Teacher Anora could change the seating arrangement in her class so that students do not always sit in the same places and therefore do not work with the same people when they make groups with the people closest to them. She could also try a different grouping method to mix boys and girls.

SESSION 15: REMEDIAL TEACHING

Facilitator's Guide

(Adapted from McLeod, 2013; Raising Voices, n.d., p.129-133)

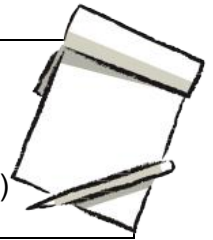
1 HOUR & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (20 minutes)
- Activity 2 (55 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (15a, 15b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to identify many reasons girls and boys may be falling behind or not understanding in class
- Be able to come up with ways to address the learning needs of girls and boys who are falling behind, to 'remedy' the situation.



KEY MESSAGES

- Good teaching will help reduce the number of students who fall behind. But, when girls and boys do fall behind, we need to teach remedially. Teachers need to understand the barriers to student learning. Understanding why girls and boys fall behind helps teachers come up with ways to help them.
- Teachers can use many of the teaching tools already covered in this training to meet the needs of girls and boys who are falling behind.



TIPS FOR FACILITATORS

- Teachers may label individual girls and boys who have difficulties learning as 'slow learners'. Facilitators should not use this label in this training. This is because we know that some students may have trouble in certain subjects or in certain lessons, but this doesn't mean that they won't excel in other subjects or lessons. It is important to separate the behaviour (having trouble understanding) from the student by avoiding the use of labels. This will help teachers look at when and why students have trouble understanding in order to address their specific learning needs in that moment.

Identifying students who are at risk of not learning

In Sessions 19 and 20, we will talk about quick and easy ways to assess students in class so that teachers can find out which girls and boys are having difficulty learning. For this session, teachers should think of a student they know had trouble in a specific lesson. Facilitators should have their own examples ready to share with participants.

ACTIVITY 1: WHY DO STUDENTS FALL BEHIND?

(20 minutes)

1. Explain that despite good teaching practices, some students will still have trouble learning. There are many situations in which students can fall behind and many reasons they have trouble learning.
2. Ask participants to think about a time when they have noticed that a girl or boy or a group of students have fallen behind in class or have had trouble understanding the lesson. Give participants a minute to think of their examples.
3. Ask two or three participants to share their examples. Remember that they should not be specific or use any student names.
4. Now, ask participants to brainstorm **why** these students had trouble understanding.
 - What was going on in the classroom? Did the student have learning needs that weren't being accommodated?
 - Use examples to explain. For example, some children fall behind because they don't have the right skills (perhaps they missed a previous lesson or did not learn an important skill, like reading or fractions, properly).
 - This requires the teacher to spend extra time with the student to teach them the skill they are missing. However, if a student is falling behind because they are tired, the teacher may be able to talk to the student or their parents about why they are tired or invite the student to come to see them for extra help when they are well-rested.

NOTE!

Some students have learning challenges that are beyond the means of the teacher to address. For example, a blind student may need to learn how to read Braille, but not all teachers know how to read Braille themselves.

When teachers cannot remedy the learning challenges of a student, they have the **responsibility** to:

1. Welcome and include the child in the class as best they can, using the resources available
2. Look for additional resources to support the student, like help from the community, or from other teachers through reflection circles, etc.
3. Report the concern to the Head Teacher and/or PTA/SMC to request help and additional resources

NOTE!

It is important for teachers to provide a welcoming and inclusive atmosphere in the classroom for girls and boys. This will help them feel supported and learn better!

5. **Make a list of reasons girls and boys may not understand** on the flipchart. Make sure your list includes many of the reasons listed on [Resource 15b](#).
6. **Summarize by explaining that it is our job as teachers to make sure that our students understand.** Explain that this session is about remedial teaching:
 - **Remedial teaching** comes from the word 'remedy', which means solution. Remedial teaching is about understanding why boys and girls are falling behind in order to help them understand better. If teachers understand the barriers to learning, they can find a solution (or remedy).

ACTIVITY 2: WHAT IS THE REMEDY?

(55 minutes)

1. **Explain to participants that we will now brainstorm ways to help girls and boys who are falling behind or having trouble understanding.**
2. **Divide participants into small groups.** Ask them to think back to their example of when a student fell behind from the beginning of the session. Their task is to write a case study including the following information on [Resource 15a](#).
 - What were you teaching?
 - Which teaching methods were you using?
 - How did you know the student was not understanding?
 - What resources and support did they have?
 - Where was the student sitting? Think of the previous sessions- learning environment, gender issues, classroom management etc.
 - Was there anything going on in the student's home life?
 - Could there be other reasons such as GBV, harassment, bullying?
3. **Give them 15 minutes to write their case study.**
4. **Have participants pass their case study to the group next to them.** Now give them another 15 minutes to answer two questions:
 - a. What is/are the barrier(s) to learning?
 - b. What are three remedies?

Remind participants to think back to previous sessions where we discussed many tools to support boys' and girls' learning. For example, make sure they consider:

- Learning styles
 - Unique barriers that boys and girls face
 - Teaching methods
 - Student groupings
5. **Invite participants back to plenary and ask them to share their case studies and answers.**

- Make a list of all of their remedies on the flip chart.
 - Add any that they did not mention from **Resource 15b**.
 - Remind participants to write down the ideas in their workbooks to refer back to later.
- 6. Remind participants that remedial teaching is a trial and error process.** There are many things teachers can try, and some things will work for one child but not for another. Don't give up! Remedial teaching is hard and sometimes takes a long time, but it is very important to make sure that all children learn well.
- 7. Close the session by recapping the main messages:**
- Teaching remedially means that teachers should understand the barriers to girls' and boys' learning and then come up with different ways to address them.
 - Teachers can use many of the teaching tools already covered in this training to meet the needs of girls and boys who are falling behind.

SESSION 15: REMEDIAL TEACHING

Activity Resources

RESOURCE 15A – CASE STUDY WRITING

Write a case study about a student who fell behind in your class. If you are writing about a real student, do not use their name or any defining characteristics. Make sure you include the following information:

- What were you teaching?
- Which teaching methods were you using?
- How did you know the student was not understanding?
- What resources and support did the student have?
- Where was the student sitting? Think of the previous sessions- learning environment, gender issues, classroom management etc.
- Was there anything going on in the student’s home life?
- Could there be other reasons such as GBV, harassment, bullying?

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RESOURCE 15B – REMEDIAL TEACHING METHODS

Reason student is falling behind	Things to try
<p>General things to try:</p> <ul style="list-style-type: none"> If a student says, “I don’t understand”, ask them to tell you what exactly they are having trouble with. Having more information about the problem will help you find the solution faster. 	
<p>The lesson is too difficult for me</p>	<ul style="list-style-type: none"> Take more time in class to explain the concept Try using different methods for explaining, like visuals (diagrams or pictures) as well as words Walk girls and boys through the material step by step, asking comprehension questions after each step to find out where they are going wrong
<p>I’m trying, but I don’t have the right skills</p>	<ul style="list-style-type: none"> Use simple examples Put students into mixed-ability groups so that students who are having trouble can learn from students who understand Pair students who understand with students who don’t and ask them to explain the concept to their peers
<p>I don’t understand the teacher’s explanation</p>	<ul style="list-style-type: none"> Put girls and boys into same-ability groups and provide extra help to students who are having trouble. Remember to have extra tasks ready for girls and boys who have understood well Give a task to students who say they understand, and invite girls and boys who are having trouble to work through more examples with the teacher at the front of the class Develop or identify questions for different ability levels – at grade level, below grade level and above grade level. Focus your attention on students at the lower levels Frame the problem as a ‘real life’ event that the students can relate to Offer help outside of class Offer to bring in additional / specialist teaching support if possible
<p>The lesson is going too quickly for me</p>	<ul style="list-style-type: none"> Slow down the lesson Use pauses to look around the room and make eye contact with students. Check if they look overwhelmed or if they are with you Try methods above

I didn't have time to do my homework	<ul style="list-style-type: none"> • Assign more tasks for students to do in class and less homework • Give students time in class to do their homework • Give homework that can be done alongside other tasks. For example: interview your older parent or sibling to learn their thoughts about a current or historical event you are learning about. Or, count how many mammals you see during a day • If possible, engage with parents to encourage them to provide time for homework
The teachers' methods don't work for me	<ul style="list-style-type: none"> • Try a different teaching method • Talk to other teachers/teacher mentors who have experience dealing with diverse needs of students
I'm not interested in this topic	<ul style="list-style-type: none"> • Relate the topic to lives of students – remember, this might be different for girls and boys • Ask both boys and girls for examples of how the topic relates to their lives
I'm bored	<ul style="list-style-type: none"> • Use locally-made or found materials • Select topics that both girls and boys find interesting • Use active learning methods • Use methods that are effective for all learning styles (physical, visual, reading/ writing, talking and listening, individually, and in groups) • Get excited! Are you delivering the material in an exciting way? Use some jokes, smile, make it interactive! • The material might not be challenging enough for the student. Try having extra, more challenging activities or questions ready so that girls and boys who understand quickly can expand their knowledge and stay interested in the topic
I don't know what the teacher expects from me	<ul style="list-style-type: none"> • State the objectives of the lesson up-front, so students know what they are supposed to be learning • Get students' feedback on objectives beforehand. Give them the chance to say if something is unclear • Invite the student's suggestions for what they think the expectations should be and then discuss together
I know I'm going to fail anyway, so I just don't try	<ul style="list-style-type: none"> • Encourage girls and boys equally, and those with different abilities to keep trying

<p>I'm frustrated because I can't do it</p>	<ul style="list-style-type: none">• Reflect on an area where the student has shown improvement in the past, to illustrate that they can improve now too
<p>I can't see the board or hear the teacher</p>	<ul style="list-style-type: none">• Move the student to the front of the class• If possible, move around the classroom when teaching• Consider whether you may be lecturing or writing on the board too much. Try adding some other teaching methods where students discuss in groups and learn from each other• Identify how the school can source accessible and affordable assistive technology

SESSION 16: SETTING UP MY CLASSROOM

Facilitator's Guide

(Adapted from UNESCO, 2009; Mlama et al., 2005; Dunne, 2007, p.26-30)

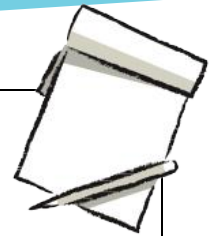
3 HOURS

- Introduction (10 minutes)
- Activity 1 (30 minutes)
- Activity 2 (1 hour and 30 minutes)
- Activity 3 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- 'Example of a classroom map' picture drawn on the blackboard or a flip chart
- 2 pieces of paper and 1 pen for each participant
- Tape or sticky tack
- Session resources (16a, 16b, 16c, 16d, 16e)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the importance of arranging a classroom to improve the learning and engagement of both boys and girls
- Propose ways to make their own classroom set ups more child-centred, inclusive and gender-responsive



KEY MESSAGES

- Setting up your classroom in a way that responds to the needs of all students means that every student – regardless of sex or ability – has the opportunity to learn meaningfully. This can make a big difference in how girls and boys perform at school, as well as how they behave.
- As a teacher, you have the power to do things to change your classroom set-up, even if there are some things that you cannot change (like the level of noise outside your classroom or desks bolted to the floor).



TIPS FOR FACILITATORS

- Make sure you have carefully read the support materials for this session and understand how to address some of the challenges that teachers will bring up. Use the guidance in the materials, but also talk to your co-facilitators to come up with some additional solutions that could work. In particular, [Resource 16e](#) provides some help with some common challenges.
- Keep in mind that resources vary from community to community. This session asks teachers to use their creativity to find solutions that would work in their own classrooms. Some classrooms may have mud floors, no windows, and little furniture. This can be difficult, but teachers can still apply the principles in this session to make their classrooms gender responsive by focusing on where boys and girls usually sit within the classroom space.

ACTIVITY 1: WHAT DO OUR CLASSROOMS LOOK LIKE NOW?

(30 minutes)

- 1. Ask participants what kinds of things come to mind when we say ‘physical classroom environment’.**
 - Lead a quick brainstorming session and make a list of things participants mention on the board or flip chart.
 - They might talk about desks, chairs, windows, electricity, light, temperature, blackboards, cleanliness, ramps, etc. Explain that, in this session, we will think about how all of these physical factors affect how girls and boys learn – and we talk about what teachers can do to make positive changes in these factors and what to do if physical items (like furniture, posters, ventilators, etc.) are not available.
- 2. Participants close their eyes and think about the classroom they usually teach in.**
 - Tell them to imagine their classroom and try to get a clear picture of what it looks like. Use these questions to help them imagine their classrooms: (You can ask for a show of hands after each question if you wish)
 - a. Is your classroom big or small?
 - b. Is your classroom light or dark? Where does the light come from?
 - c. Does your classroom have furniture? What kind? Desks? Tables? Chairs?
 - d. How much furniture is in your classroom? Enough for all students?
 - e. How is the furniture arranged? In rows, groups, a circle?
 - f. Can all students easily access the classroom?
 - g. Is it crowded or is there lots of space?
 - h. Is there a lot noise outside of your classroom?
 - i. Where do your students sit? How many students sit at each desk?
 - j. Where do the boys sit and where do the girls sit?
 - k. Where do you sit or stand?
- 3. Refer participants to [Resource 16c – Example Classroom Map and Legend](#).**
 - Explain that this is just an example, and that participants will have an opportunity to draw maps of their own classrooms later on. Explain the legend to participants.
- 4. Ask participants how they think these things affect student learning.**
 - For example, if a student always sits near the back of the class, how might this affect his or her learning? What if he or she sits in an area where there is lots of noise from outside? What if he or she sits close to the fan? Where does the light come from and how does this affect girls and boys who sit in certain areas of the classroom?
 - Refer to [Resource 16b](#) to lead a discussion about these questions.

ACTIVITY 2: CLASSROOM MAPPING

(1 hour and 30 minutes)

- 1. Explain to participants that they will now have a chance to make a map of their own classrooms.**
 - Tell participants that they should map what their classrooms usually look like.
 - If teachers change their classrooms setup or if they often work in different classrooms, they should pick one typical classroom arrangement and draw a map of that.
- 2. Hand out one piece of paper and one pen/pencil to each participant.**
 - Ask them to draw a map of their classroom as clearly as they can, using the legend/key provided in the Activity Resources for this session ([Resource 16c](#)).
 - Ask each teacher to indicate at the top of their map what grade or level their classroom is.
- 3. Give them 15 minutes to work on their maps** – while they are working, facilitators can go around and give each participant a piece of tape or tack so they can post their map afterwards.
 - Once they have finished, ask everyone to find a space on the wall and post their map.
- 5. Refer participants to [Resource 16a](#) and explain that everyone will now do a ‘gallery walk’ of the maps.**
 - Ask them to fill in the chart with comments or notes while looking at each other’s maps.
 - Explain that they should try to look for patterns in the maps – for example, if girls sit at the back of the class in almost all the maps, they should write that down. But, if there is no clear pattern from looking at all the maps, they should also write that down.
 - Give them 20 minutes to walk around the room and look carefully at each other’s maps.



As a facilitator, you should also complete [Resource 16a](#) to familiarize yourself with the maps and guide the discussion in plenary. Look for examples of maps that clearly illustrate the things mentioned in [Resource 16a](#). For example, choose one map where girls sit at the back of the class, one where children with disabilities sit in an area where there is a lot of external noise, etc.

- 6. Invite participants back to plenary and lead a discussion about what participants saw in each other’s maps.**
 - Take about 10 minutes and ask for volunteers to share interesting or surprising observations.
 - Facilitators should always be sure to have their own observations ready in case it is difficult to get volunteers to speak up. Facilitators could have one good example and one example that needs improvement in mind.

7. Next, guide a deeper discussion about some key issues using the following questions (find discussion guidance in [Resource 16d](#)). Remember to draw on examples from participants' maps whenever possible.

- Who decides the seating arrangement in your classroom? You or the students? How can this affect their learning?
- Do boys and girls sit together in the classroom, or do they sit separately? Is it different for younger and older grades? What does that say about gender dynamics in your classroom?
- Who sits at the front of the class and who sits at the back? Does the teacher move around the classroom?
- Who sits on the right side of the room and who sits on the left? Where does the teacher look when he/ she is writing on the blackboard?
- Are the seating arrangements always the same, or do they change? Who changes them – students (do they choose to sit in different places) or the teacher (does he/ she assign students to sit in different places)?
- What are some additional examples of how classroom arrangement might affect different students? Sum up by reiterating that how a classroom is arranged can affect girls' and boys' learning.

8. Ask participants for their ideas about how to improve the classroom maps so that boys and girls learn better.

- Select one or two maps that had some challenges in how they were set up (for example, very segregated seating, limited teacher movement, etc.).
- Ask: What does a classroom look like when it responds to the learning needs of boys and girls, students of different abilities, students of different performance levels, etc.?
- Refer back to the questions on [Resource 16a](#) to guide the discussion. Participants might mention:
 - ❖ Girls and boys sit together
 - ❖ Students of different abilities sit together
 - ❖ Students with special learning needs (seeing or hearing impairment) sit in appropriate places (near the front of the class, in a quiet part of the class, etc.)
 - ❖ Desks can be grouped into mixed groups
 - ❖ There are the same number of boys and girls on the right side of the class as the left side
 - ❖ There are the same number of boys and girls at the front of the class as the back
 - ❖ Posters on the wall include boys and girls
 - ❖ Teacher has a path to move around the classroom
 - ❖ Teacher teaches from both sides of the blackboard
 - ❖ Girls and boys work together in mixed groups

9. Finally, ask: Should the classroom arrangement always be the same? Why or why not? What happens to girls and boys who sit in less desirable seats (for example, at the back of the room) because of factors outside of their control (for example, they are tall so block others when they sit at the front)?

- Tell participants that it is best to change the seating arrangement routinely. This makes sure that different girls and boys get a chance to sit in the better seats, like those close to the blackboard.
- Use the notes on [Resource 16e](#) to help you guide the discussion. Spend extra time on addressing participants' identified challenges and concerns. Assure them that challenges are expected and we will take some time to talk through them and think of possible solutions.

10. Summarize the session by highlighting the key messages:

- Setting up your classroom in a way that responds to the needs of all girls and boys means that every student – regardless of sex or ability – has the opportunity to learn meaningfully. This can make a big difference in how girls and boys perform and behave at school.
- As a teacher, you have the power to do things to change your classroom set-up, even if there are some things that you cannot change (like the level of noise outside your classroom or desks bolted to the floor).

SESSION 16: SETTING UP MY CLASSROOM

Activity Resources

RESOURCE 16A – COMPARING MAPS

Student seating arrangements	
1. Where do the girls usually sit? The boys?	
2. Where do the high-performing students usually sit? The low-performing students?	
3. Where do the students with disabilities sit?	
4. Where do the tall students sit?	
5. Where are the favourite seats in the class? Who sits at them?	
Teacher position in the classroom	
6. Where does the teacher sit or stand in the classroom?	
7. Does the teacher walk around the classroom?	
Other factors	
8. Which students sit close to the external noise?	
9. Which students sit close to the light?	
10. Which students sit close to the heater or fan?	
11. Where are the learning materials (books, posters, etc.)?	

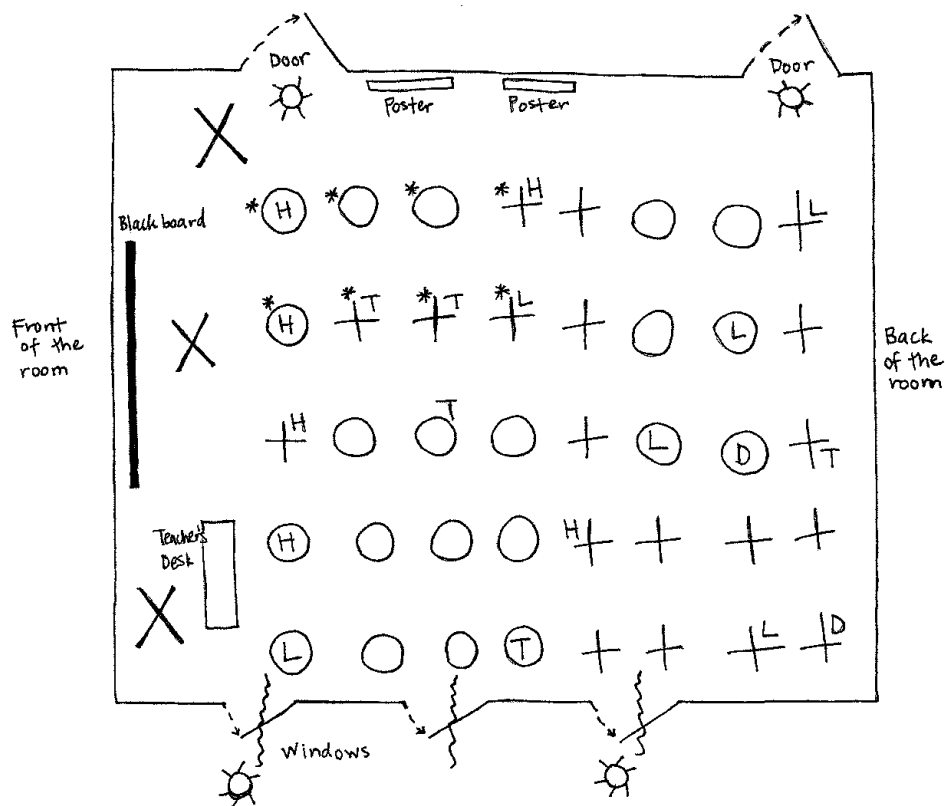
RESOURCE 16B – HOW CAN THE CLASSROOM SET-UP AFFECT GIRLS' AND BOYS' LEARNING?

Seats at the front of the class:

- Are close to where the teacher usually stands
- Allow students to hear the teacher easily
- Allow students to see the blackboard easily

Position of the teacher:

- If the teacher stands at the front of the class, students at the front will usually get the most attention
- Right-handed teachers will have a natural blind spot behind their left shoulder when they write on the blackboard (and vice versa for left-handed teachers)



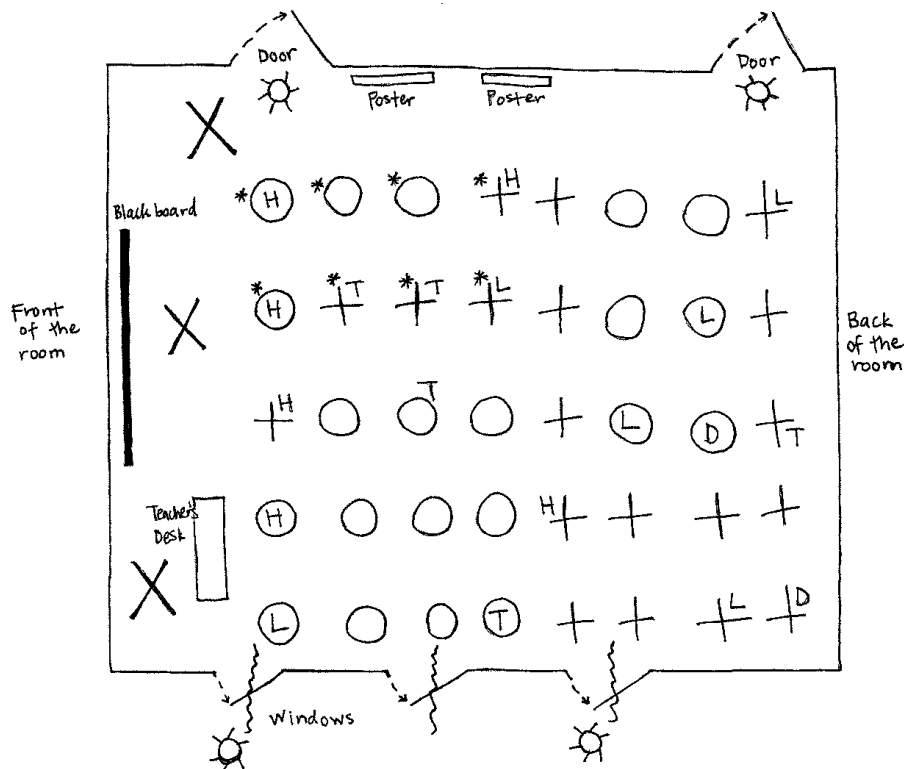
Seats near windows:

- May result in students having trouble hearing the teacher if noise is coming in from outside
- May allow a breeze to enter hot classrooms, which is comfortable for students
- May allow light to enter the classroom, which is good for students to see

Seats at the back of the class:

- Are far from where the teacher usually stands
- May result in students having trouble hearing the teacher
- May result in students having trouble seeing the blackboard



RESOURCE 16C – EXAMPLE CLASSROOM MAP AND LEGEND



Labels show:

- Front and back of the room
- Windows and doors
- Blackboard(s)
- Teacher desk or chair
- Learning materials (books, posters, etc.)

Symbols show:

- Each + shows where a girl sits
- Each o shows where a boy sits
- Each H shows where a high-performing student sits
- Each L shows where a low-performing student sits
- Each D shows where a student with a disability sits
- Each T shows where a tall student sits
- Each x shows where a teacher sits or stands
 - If the teacher walks around the classroom often, there should be many “x”s all around the room to show where the teacher usually walks
- A squiggly line  shows where noise from outside comes from
- Each star * shows where students like to sit (the favourite seats in the class)
- A sun  shows where the light comes from

RESOURCE 16D – ACTIVITY 2 DISCUSSION QUESTIONS

- Who decides the seating arrangement in your classroom? You or the students? How can this affect their learning?

Sometimes students feel pressured to sit with their friends in class, or with other members of the same sex. They might sit near their friends but in a spot in the classroom that does not meet their learning needs. For example, a student who is hard of hearing might sit in a noisy part of the classroom because it is close to his friends but this means he cannot hear the teacher talking. This negatively affects his learning. Also, girls or boys sometimes might sit towards the back if they don't feel comfortable, confident or respected – this will make them feel even less included.

- Do boys and girls sit together in the classroom, or do they sit separately? Is it different for younger and older grades? What does that say about gender dynamics in your classroom?

Students will often choose to sit with their same sex group, especially in older grades. While as a teacher you don't want to cause discomfort among students, it is important the male and female students interact and build respectful and constructive social relationships. As with the example above, a girl might want to sit closer to the front of the classroom, but feels uncomfortable because it is mostly occupied by boys. By purposefully rearranging the seating so that students are mixed and sit in different spots, the teacher provides an opportunity for students to break out of those patterns without singling themselves out.

- Who sits at the front of the class and who sits at the back? Does the teacher move around the classroom?

It is best practice for the teacher to move around the classroom when they teach – to lead a discussion, monitor group work, and help individual students. But, sometimes, classrooms are too crowded for teachers to move around easily. This means they end up teaching to the students at the front of the classroom and might pay less attention to the harder-to-reach students at the back. This can have a gender dimension if most of the students sitting at the

FIND OUT MORE...

A good way to get more insight into the dynamics of seating arrangements in your classroom is to ask your students why they sit where they sit. You might be surprised to learn why certain students prefer to sit where they do.

NOTE FOR TEACHERS!

Sometimes, when boys and girls are interacting socially, this behavior is labeled “flirting,” just like when girls are disruptive it is sometimes referred to as “gossiping” and when boys are disruptive it is sometimes labelled “goofing around.” When interactions are characterized by gender, these labels perpetuate gender stereotypes and norms. All interactions among students should be talked about as just that – social interactions – without labeling.

front are of the same sex. Likewise, this also has an ability and performance dimension if students with disabilities or low-performing students always sit at the back. If the class is too crowded for a teacher to move around, the next best thing is for the teacher to change the students' seating arrangement on a regular basis so that all children get a chance to sit at the front.

- Who sits on the right side of the room and who sits on the left? Where does the teacher look when he/ she is writing on the blackboard?

A teacher who writes with his/ her right hand will often stand at the left side of the blackboard, facing the right side of the room when he/ she is teaching. This leaves a big blind spot on the left side of the classroom, where the teacher can't see. If most of the students sitting on the left side of the classroom are of the same sex, this means the teacher is unintentionally ignoring girls or boys when they teach.

- Are the seating arrangements always the same, or do they change? Who changes them – students (do they choose to sit in different places) or the teacher (does he/ she assign students to sit in different places)?

If the seating arrangement always stays the same, then some students have better seats in the classroom than others. Over time, this can affect their learning outcomes, as students who regularly sit in places where there is not enough light cannot see their books, and students who regularly sit under the fan are more comfortable and able to pay more attention than students who sit in hot areas of the classroom, etc. In addition, there might be students who always arrive last (for example, girls who have many responsibilities at home) – and re-arranging or assigning seats gives them a chance to sit in more preferred seats as well.

RESOURCE 16E – COMMON QUESTIONS AND CHALLENGES

Q: Should the classroom arrangement always be the same?

A: No. It is best practice for teachers to change the seating arrangements of students regularly, keeping in mind some students' special learning needs. For example, a tall student can be seated at the back of the classroom so that he/ she does not block other students' sight. However, since seats at the back are farther away from the teacher and blackboard, the tall student must also have a chance to sit near the front. He or she can be seated at the front near the side of the room so that he/ she can see but doesn't block other students.

Q: How can the following challenges that teachers may bring up be addressed?

- Girls and boys don't want to sit in mixed arrangements. They always go back to their sex-segregated arrangements.
If students are genuinely uncomfortable or upset by mixed seating arrangements, then of course teachers need to weigh how that might affect their ability to focus and learn. However, in most instances, children will be motivated by wanting to sit with their friends – while that is fine some of the time, it is also important that students get an opportunity to learn from different students, but also (as mentioned previously) to break away from the social pressure to conform. Teachers can provide that opportunity without students feeling like they are singling themselves out. If students are genuinely uncomfortable because they are so used to sitting in same sex groups, try starting with some mixed group work to get them used to the idea, and then gradually start shifting the seating arrangements.
- Desks are bolted to the floor. It is not possible to group desks.
A: If it is not possible to put desks into groups, think about how to put students into groups at their desks. Seat students so that diverse groups of students can be made by having students turn around in their seats to form groups. We will discuss this further in the session on cooperative learning.
- Girls and boys are disruptive when they sit in mixed arrangements.
A: Students are often disruptive for a variety of reasons, whether they are sitting in mixed or same-sex groups. Learning to be respectful of classroom rules, and each other, is an important social skill that they must learn as a part of their education. By segregating students by sex, girls and boys are missing the

opportunity to build respectful relationships and learn from each other. Usually this behaviour is being driven by one or two individual students – and in later sessions, we'll talk about why they misbehave and some positive strategies to correct their behaviour.

- The classroom is very crowded. The teacher doesn't have enough space to move around the classroom.
A: Try putting desks or students together in groups to make more space in the classroom. Remove any unnecessary furniture from the classroom. If it is impossible to move around the room, make sure you make eye contact with girls and boys at the back of the room as well as at the front when you are teaching and that you direct questions evenly to girls and boys sitting all around the classroom. If possible, take students outside for an activity.
- It takes too long to change the seating arrangement regularly.
A: Try fun and quick ways of changing the seating arrangement. For example, number the desks and give students numbers as they enter the classroom. This will produce a random seating arrangement, so make sure you move students with special learning needs (like low hearing or low vision) if they end up in inappropriate seats. Also, the more you change the seating arrangement, the more used to it your students will become and the less time it will take.

SESSION 17: LOCALLY MADE OR FOUND MATERIALS

Facilitator's Guide

(Adapted from Olumorin, Yusuf, Ajidagba, Jekayinfa, 2010; Merckx, n.d.)

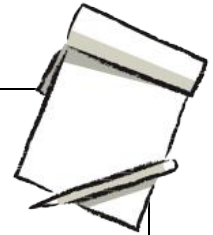
1 HOUR & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (15 minutes)
- Activity 2 (1 hour)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (17a)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the benefits of using locally made or found materials in their teaching
- Generate ideas for (or create their own) locally made or found materials that they can use in their classrooms



KEY MESSAGES

- Using locally made or found materials is a great way for teachers to make their lessons more interesting, relevant and effective for girls and boys.
- There are lots of items that are low-cost and available in the community that can be used in class. Teachers should use their creativity – and the reflection circles – to think of new ways to use locally found materials for different lessons.



TIPS FOR FACILITATORS

- If you have resources available, you can adjust this session so that participants make their own materials (instead of find them) for their lessons. You can provide them with simple things like flip chart paper, markers, and cloth sacks. Participants can use these things to make their own teaching and learning materials. After the training, they can take these materials with them and use them in their classrooms.

ACTIVITY 1: WHY USE LOCALLY MADE OR FOUND MATERIALS?

(15 minutes)

1. **Introduce this session by asking participants if they are familiar with ‘locally made or found materials’ for teaching.**
 - Explain that this refers to anything that is available in the community for a low-cost and can be used in a lesson.
 - Ask the group for some examples, which might include bottle caps, plants, etc. (see side box).
2. **Lead the group in a brainstorm of the advantages of using locally made or found materials.** Why would teachers want to use them? Note down their ideas on a flip chart.
These could include:
 - They are low-cost
 - They are easy to make from things found in the community
 - They are quick to make
 - They are easy to use
 - They are culturally relevant
 - They fill a gap when purchased resources are not available
 - Girls and boys can be involved in collecting them, if it is safe
 - There can be enough materials for all girls and boys, even in big classes, because materials are common and low-cost
 - They are interesting for students as they link the lesson to the girls’ and boys’ everyday lives
3. **Explain to participants that we will now use group work to come up with a variety of examples of how locally made materials can be used to strengthen lessons.**

In South Sudan, teachers gave the following examples of real-life objects that can be used in school:

- **Frogs or lizards**, which can be used in biology lessons
- **Maize**, which can be used in experiments like growing seeds
- **Bottle tops**, which can be used in math for counting, subtracting, adding
- **Water bottles**, which can be used for measuring the volume of liquids
- **Bones**, which can be collected and used in science lessons
- **Flowers and soil**, which can be used in science lesson

Facilitators should feel free to come up with examples for the local context in their country.

ACTIVITY 2: USING LOCALLY MADE OR FOUND MATERIALS

(1 hour)

1. **By counting off, put participants into small groups of four people.**
 - Tell participants that their task is to prepare a plan for a short, *active and participatory* lesson for a topic and grade of their choice which must include locally made or found materials.
 - Encourage each group to choose a different topic so that you end up with a variety of examples. They will have 30 minutes to find (or make – see tips for facilitators on previous page) the materials and prepare their lesson. They should be prepared to share an overview of their lesson and show their materials to the group.

- Remind participants to include how they will ensure that all girls and boys, and students who like to learn in different ways, are able to participate equally in the use of the materials.
2. **After 30 minutes, invite participants back to plenary and ask each group to teach a short part of their lesson.** Remind participants to take notes on the examples of locally made materials and how they can be used in lessons on [Resource 17a](#).
 3. **Close the session by recapping the key messages:**
 - Using locally made materials is a great way for teachers to make their lessons more interesting, relevant and effective for girls and boys.
 - There are lots of items that are low-cost and available in the community that can be used in class. Teachers should use their creativity – and the reflection circles – to think of new ways to use locally found materials for different lessons.

SESSION 17: LOCALLY MADE OR FOUND MATERIALS

Activity Resources

RESOURCE 17A – LOCALLY MADE OR FOUND MATERIALS

	Locally made or found material	How to use it in a lesson, and ensure gender equality
1		
2		
3		
4		
5		
6		
7		

SESSION 18: GENDER IN LEARNING MATERIALS AND COMMUNICATION

Facilitator's Guide

(Adapted from Mluma et al., 2005, p.12-15)

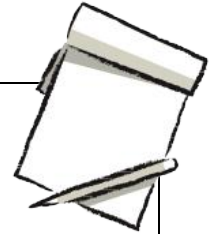
1 HOUR & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (45 minutes)
- Activity 2 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

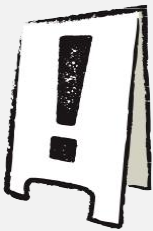
- Flipchart paper
- Markers
- Session resources (18a, 18b)



LEARNING OBJECTIVES

By the end of this session, participants should:

- Be able to recognize examples of gender stereotypes found in learning materials, and in verbal and non-verbal communication.
- Understand how and what girls and boys hear and see can shape their gendered expectations of themselves and their peers.
- Make a commitment to address gender stereotypes in learning materials and in their own communication with girls and boys.



KEY MESSAGES

- Girls and boys will come to believe what they consistently see and hear. The materials and language we use as teachers can often reinforce gender stereotypes for girls and boys: portraying girls as weak, passive and submissive, and boys as powerful, assertive and intelligent.
- Teachers can create a gender-responsive learning environment by using language that promotes equal treatment and participation of girls and boys.
- Teachers should adapt learning and teaching materials to address gender biases and stereotypes, and through creating their own materials and adding examples to existing materials that demonstrate more equal positions for men and women, boys and girls.



TIPS FOR FACILITATORS

- Facilitators should try to collect some teaching and learning materials that can be used as examples in this session.
- Read the support materials and discuss some examples with your co-facilitators. Make sure that you are comfortable with identifying gender stereotypes in your own words and the materials that you have used in the classroom.

REMEMBER!

Young boys and girls are like sponges – they soak up everything that they see and hear as they form their ideas and their behaviours. As a teacher, you have a very strong influence on young people and how they think of themselves and others.

1. **Ask participants to brainstorm a list** of different things that girls and boys **SEE** and **HEAR** in their classroom. The list might include textbooks, posters, flashcards, diagrams, pamphlets, teachers' voices and words, music, other students talking, etc.
 - Explain to the group that these tools of communication are used to deliver *content* of lessons – but ask the group: 'What other messages can be found in the way we communicate?'
 - See if anyone in the group can come up with the answers, but if they are struggling, refer to **Resource 18a** and help them by suggesting that the way we communicate also says a lot about:
 - ❖ what we believe
 - ❖ what we value
 - ❖ how we feel about things, and
 - ❖ our perceptions of the world and other people.
2. **Ask participants to think about how much influence this has on what boys and girls learn.** Lead a discussion based on the introduction to the support materials. Make sure that the following points are made:
 - *We know that as children grow up through school, they form their ideas about **what it means to be a boy or a girl**. They will form ideas about their expectations and hopes for themselves, and also how they expect their peers to behave.*
 - *The things that children **hear** and **see** within their school environment have an important influence on how they think of themselves, their peers and others within their community. For this reason, it is important that the type of **language** we use as teachers, and the **materials** we provide to students, reinforce the equal value and treatment of girls and boys in the learning environment and in the community.*
3. **Explain that during this session, you will talk about what that means in your day-to-day classroom,** and how teachers can make their language and learning/teaching materials more gender responsive.

ACTIVITY 1: GENDER STEREOTYPES IN LEARNING MATERIALS

(45 minutes)

1. **Ask for a volunteer to use a grouping strategy to divide participants into groups of 3-4.** Explain that you will now have a small competition to see which groups can identify the most gender-related observations in two examples from school textbooks. Assign half of the groups to Illustration #1 and the other half to Illustration #2 from **Resource 18b** in the Activity Resources. These observations can be positive or negative.
 - By now, participants should be able to identify some good examples in each illustration – there are 4 spaces on **Resource 18b**, but they should make more if they can!
 - Circulate to the groups and if any are having trouble, ask them the following questions to prompt their discussion – but only if they are really having trouble!
 - a. How many males and females do you see in the illustration?
 - b. What roles are men and women, boys and girls playing in the illustration?

- c. Where are women and men, boys and girls positioned in the illustration?
2. Give groups about 10 minutes to make as many gender-related observations as they can.
 - Invite them back to plenary and start with Illustration #1.
 - Ask which groups could make 3 observations, 4? 5?
 - Ask the group with the most observations to list off their observations. Record them on a flipchart.
 - Ask other groups to add their own observations if they were different. The facilitator should use the answer sheet in **Resource 18c** to add any that were missed.
 - Do the same process with Illustration #2.
3. Next, ask each group to return to their illustration and their groups to come up with one creative idea for how they could address some of these issues within their classrooms.
 - Give them 10 minutes to discuss, then invite them back and make flipchart lists with their ideas for both Illustration #1 and Illustration #2.
 - Remind participants to record any ideas they like in their resource books so that can refer back to them later.

ACTIVITY 2: GENDER RESPONSIVE COMMUNICATION

(45 minutes)

1. Ask participants to recall the ‘gender boxes’ activity done at the beginning of the training (Session 3). What were some of the stereotypes for boys and girls? What were some of the terms and language that was used around those stereotypes? Revisit the flipchart from that session to lead the discussion.
2. In plenary, ask for some examples of both verbal and non-verbal forms of communication that might reinforce gender stereotypes – facilitators should use the information in the support material as guidance. Try to get the group to come up with ideas, but some examples might include:

Verbal:

- Suggesting that girls aren’t good at math by saying things like, “This math problem might be difficult for girls to understand” or “You understand so well for a girl!”
- Telling boys to ‘be tough’
- Suggesting that girls who are assertive are ‘bossy’ or ‘not ladylike’
- If a boy is being sensitive, calling him a ‘sissy’ or saying he is ‘acting like a girl’
- Commenting inappropriately about a girls’ or boys’ bodies

Non-verbal

- Rolling eyes or shrugging when a girl asserts herself
- Making eye contact and giving attention to boys only when discussing subjects like science or math
- Focusing on building the skills of male soccer players during recreation time

3. **Next, divide participants into three groups and assign each group one of the following three examples.** Ask each group to:
 - a. Identify the kind of communication that teachers could use to respond to this situation that would **reinforce** these gender stereotypes. What would the teacher say? What would the teacher do?
 - b. Identify alternative, gender sensitive and positive responses to the situation that **do not reinforce and challenge** these gender stereotypes. What would the teacher say? What would the teacher do?

EXAMPLE 1: A girl is playing soccer with a group of boys and scores three goals.

EXAMPLE 2: Two boys are wrestling on the ground in front of the classroom.

EXAMPLE 3: A girl is struggling with a multiplication question in math class.

4. **Give the groups about 10 minutes to come up with their responses.**
 - When you bring them back, ask each group to share their responses that **reinforce gender stereotypes** – you can let others add to possible responses as well.
5. **Next, have each group present their responses that are gender sensitive and positive, and do not reinforce gender stereotypes.** Again, allow others to add possible responses.
6. **Ask the group to reflect on why it is important for teachers to be aware of the kind of verbal and non-verbal communication they use.** Take about five minutes to make sure that the key points from the discussion in the support materials have been covered in the discussion.
7. **Close the session by revisiting the key messages:**
 - Girls and boys will come to believe what they consistently see and hear. The materials and language we use as teachers can often reinforce gender stereotypes for girls and boys: portraying girls as weak, passive and submissive, and boys as powerful, assertive and intelligent.
 - Teachers should create a gender-responsive learning environment by using language that promotes equal treatment and participation of girls and boys.
 - Teachers should adapt learning and teaching materials to address gender biases and stereotypes, through creating their own materials and adding examples to existing materials that demonstrate more equal positions for men and women, boys and girls.

SESSION 18: GENDER IN LEARNING MATERIALS AND COMMUNICATION

Activity Resources

RESOURCE 18A – GENDER IN LEARNING MATERIALS AND COMMUNICATION

(Adapted from Mlama et al., 2005, p.12-15)

We know that as children grow up through school, they form their ideas about what it means to be a boy or a girl. They will form ideas about their expectations and hopes for themselves, and also how they expect their peers to behave. The things that children hear and see within their school environment have an important influence on how they think of themselves, their peers and others within their community. For this reason, it is important that the type of **language** we use as teachers, and the **materials** we provide to students, reinforce the equal value and treatment of girls and boys in the learning environment.

Gender Stereotypes in Teaching and Learning Materials

Teaching and learning materials are very important to girls' and boys' learning and to shaping young minds as they grow. However, when we look at the materials used in schools around the world we see that textbooks, posters and other learning materials mostly reflect traditional and limited gender roles (remember the gender boxes?).

What are some of the themes we find?

- Often, women and girls are portrayed as weak, passive and submissive. They are mostly shown in domestic, caregiving and supportive roles (household chores, nursing, etc).
- Men and boys are portrayed as powerful, assertive and intelligent – and as leaders in society and their work (head of the household, breadwinner, doctor, administrator, etc). Illustrations in science textbooks, for example, will often show only boys carrying out experiments.
- Most named characters in textbooks are boys and men. History lessons generally mention the role of males in national historical events and narratives, when often there are many important female figures as well. In English, the pronoun 'he' has come to be used whenever there is uncertainty about gender, or to apply to human beings in general.

As a result, teaching and learning materials reinforce gender stereotypes. It is therefore important for teachers to be able to review the textbook and other teaching aids for

possible gender stereotypes. And, when possible, they should also be able to develop and use gender responsive teaching and learning materials.

It will be impossible for most teachers to change textbooks or materials since the selection of approved texts is not made at the school level. However, as a first step, the existing text can be adapted at the classroom level to make it more gender responsive.

What can teachers do?

- Whenever gender-biased illustrations or examples appear in a textbook or teaching aid, the teacher can add interpretations and examples to capture a different gender dynamic.
- Teachers can also create their own materials to counter-balance some of the gender stereotypes portrayed in teaching materials. For example, teachers can lead the class through an activity where they make their own posters to show different careers that men and women can choose, providing guidance on how to ensure they are showing both women and men in diverse roles (e.g., men as caregivers, women as leaders).

Gender Responsive Language Use in the Classroom

As teachers, we know that language is one of the most important tools we have for teaching and for learning – perhaps the most important tool. It reveals a lot about what we think and believe and so of course, we must be thoughtful about how we use language, especially with young boys and girls who are still developing ideas about themselves and the people around them.

Inappropriate language use can send negative messages and limit the ability of a boy or a girl to learn. A child who is constantly told ‘you are so stupid’, may actually come to believe this to be true, which will affect their confidence and ability to learn. A teacher’s constant use of harsh, abusive and threatening language may instil fear in the students and hinder communication between them.

Language can also reinforce gender differences and inequalities. Gender biases can be found in language that reveals the belief that girls cannot perform as well as boys, or that boys should not allow themselves to be outperformed by girls academically and in other ways. For example:

- Teachers often discourage girls from taking science by telling them that such subjects are for boys or are too difficult for girls.
- When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop behaving like a woman.

These stereotypes are harmful – think back to our ‘gender boxes’ session and some of the negative impact these stereotypes can have.

In addition, sometimes teachers use language that refers to girls’ bodies or physical development which is inappropriate – or, at worst, considered sexual harassment. This kind of behaviour from teachers is harmful in itself, but also because teachers model behaviour that children will adopt. So, when boys and girls see teachers using discriminatory or sexist language, they view that as acceptable for themselves as well.

But spoken language is only part of the equation. Much offensive communication is non-verbal. An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention. Other gestures and body language, such as winking, touching, brushing, grabbing and other moves may be inappropriately sexual. This type of communication violates the rights of students, and often sexual harassment occurs and escalates in this way.

Language use in the classroom that is gender responsive treats boys and girls as equal partners and provides a positive learning environment for both. Teachers need to re-examine the kind of language they use, to ensure that it is gender responsive.

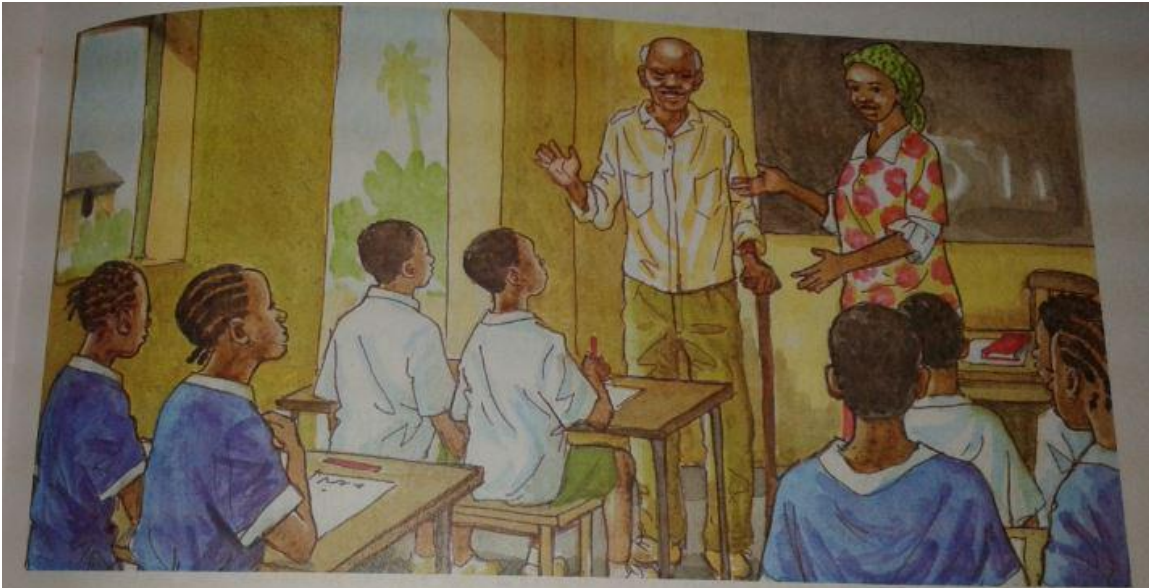
RESOURCE 18B – TEXTBOOK ILLUSTRATION

Illustration #1:
(Taken from Mlama et al., 2005, p. 13)



- 1. _____
- 2. _____
- 3. _____
- 4. _____

Illustration #2:
(Taken from South Sudan textbook)



Teacher: Today, Yaba Laku is going to tell us about the movement and settlement of people in our state. We are happy to welcome Yaba Laku. He has lived in

1. _____
2. _____
3. _____
4. _____

RESOURCE 18C – TEXTBOOK ILLUSTRATION (Answer Key)

Illustration #1:

1. The community leader is a man.
2. The teacher is a man.
3. There are six males and 3 females represented here.
4. The women/girls are all standing at the back of the group.

Illustration #2:

1. The teacher is a woman, which shows an educated female leader.
2. The community leader, with knowledge of history, is a man.
3. There are equal numbers of boys and girls in the class.
4. All the girls are sitting at the back of the class.

REFLECTION CIRCLE PRACTICE #2

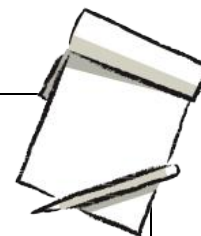
Reflection Circle Guide

45 MINUTES



WHAT YOU NEED

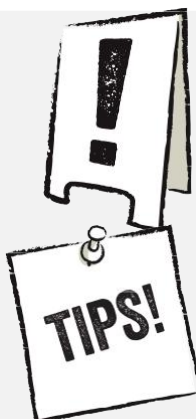
- Flipchart paper
- Markers



LEARNING OBJECTIVE

By the end of this session, participants should:

- Demonstrate discussion and problem solving skills for reflection circles



KEY MESSAGES

- Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and supportive atmosphere for the reflection circles.

TIPS FOR FACILITATORS

- Consider asking participants if there was anything they felt would have made last practice of reflection circles more effective, that they would like to try for this practice.

1. **Explain to participants that we will now take some time to practice reflection circles again.** The last time participants practiced reflection circles, they discussed what they have learned about gender equality in the classroom. In this reflection circle, participants will talk about how they will use what they have learned so far about gender responsive pedagogy in their teaching practice.
2. **Tell participants to move into their reflection circle groups.** Write down the following questions on a piece of flip chart paper:
 - How will you use what you learned over the last three days in your classroom after the training?
 - How (and where) will you incorporate the skills you learned in your lesson plans?
For example, participants learned about setting up mixed-sex groups in Session 14 Cooperative Learning. This new skill can be used in the 'Practice' part of the lesson plan, when students are practicing what they learned in groups.

3. **Give participants 30 minutes to discuss in their groups.** They do **not** need to record their discussions on flip charts or be prepared to present. Rather, this is an opportunity for them to reflect deeply on their learning so far in the training and start thinking about how they will put what they have learned into practice in their classrooms.
4. **As they discuss, circulate the groups to make sure that the tone of the discussion is supportive and non-judgemental.** Try to stimulate interesting discussion if the groups run out of things to talk about. Remember, they should talk about how they will incorporate the new gender responsive teaching skills that they have learned into their lesson plans and teaching practice.
5. **Invite all of the groups back to plenary.**
 - Thank participants for engaging in their second reflection circle.
 - Ask for a few volunteers to share their experiences in the reflection circles – did they find them more or less helpful than last time? Why?
 - Remind participants that reflection circles take practice, and that there will be more opportunities to practice reflection circles in the upcoming days.
6. **Close the session by recapping the main message:**
 - Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and **supportive atmosphere for the reflection circles.**

SESSION 19: WHY USE ONGOING ASSESSMENT

Facilitator's Guide

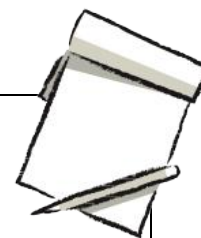
1 HOUR AND 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (45 minutes)
- Activity 2 (30 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (19a)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Recognize the advantages of using ongoing assessment
- Identify some methods for ongoing assessment



KEY MESSAGES

Ongoing assessment is a tool that teachers should use throughout their lessons to check how well girls and boys understanding the lesson and to improve their teaching.



TIPS FOR FACILITATORS

- Many teachers face significant pressure for students to achieve on national exams. There may be resistance to using ongoing assessment because it takes time away from exam preparation. But using ongoing assessment can help teachers check how well girls and boys understand and improve their teaching. It will also help students to remember what they learn in class and do well on exams. Ongoing assessment is also quick and easy to do, so it does not take much extra time.

ACTIVITY 1: WHAT WENT WRONG?

(45 minutes)

1. Introduce the session by stating that the next two sessions will be focused on assessment. Explain that first we will play a game called 'What went wrong?'

2. **Refer participants to Resource 19a.** Ask for a volunteer to read the first story. Ask participants to think about the question: “What went wrong?” as they are listening to the story.



When asking for volunteers, try to encourage different participants (women/men) to step in. This will allow you as a facilitator to ‘assess’ how well different participants understand the content.

Mrs. Mbuma has a class of 40 students in a small fishing village next to the water. She is teaching a grade 3 social studies class about fish. She grew up in the village and remembers that when she was a child, she already knew a lot about fish when she was in grade 3. She teaches for only 10 minutes about fish and skips over a lot of information in the textbook. The next week, she gives students a test on the characteristics of fish anatomy. She is surprised that almost every female student gets 100% but almost every male student gets 50%. What went wrong?

- *Mrs. Mbuma did not check her students’ prior knowledge about fish.*
- *She assumed that they all had the same prior knowledge that she had when she was a child.*
- *She did not consider the gender dimensions – that girls might have more knowledge about the bodies of fish than boys because of their life experiences (girls would help with the scaling, cleaning and gutting of fish, whereas boys would catch fish but then pass them on women in their community for processing).*

3. **Ask for another volunteer to read the following story.** Again, participants should think about the question, “What went wrong?”

Mr. Chase has a large class of 100 students. He is teaching a grade 5 history lesson about independence. He engages his students by asking them questions to make sure they understand the content. He asks the boy students who sit at the front of the class, and he is happy that they all understand well. But, when all of his students take their final exams, he is surprised that most of them fail the questions on independence. What went wrong?

- *Mr. Chase only assessed the understanding of **some** (not all) of his students. He assessed the students boys who sit at the front of the class and assumed the rest of his students understood as well as these students.*
- *He did not consider gender dimensions – the students who sit at the front are the ones who come to class early, get the best seats, get the most attention from the teacher, and therefore get the best instruction. This is a biased seating arrangement made his assessment biased.*
- *Mr. Chase did not assess (or teach to) the rest of his students, so he did not realize that many of them did not understand.*

4. **Ask for another volunteer to read the following story.** Again, participants should think about the question, “What went wrong?”

Mr. Abe is teaching his grade 3 class how to spell simple words. When he is finished the lesson, he conducts a short dictation with students and asks them to write the word in their notebooks. As they leave the class, he checks their answers. About half of the students did not spell most of the words correctly and some didn't have notebooks at all. “Ugh!” he says (when the students are not around), “these students are so stupid! Next time I will continue with harder words and they will be totally lost!” What went wrong?

- *Mr. Abe did not use the information from his assessment to improve his teaching. He blamed his students when he should have adjusted his teaching to make sure that everyone understood.*
- *His assessment method was not ‘fair’ – it didn't consider that some students do not have their own writing materials or notebooks.*

ACTIVITY 2: WHY USE ONGOING ASSESSMENT?

(30 minutes)

1. Write the word ‘assessment’ on the board.

- Explain that, as these examples showed, an assessment is any technique that a teacher uses to get information about how girls and boys are learning.
- Explain that most teachers use assessment in formal ways. Explain formal assessment using the box to the right. This kind of assessment helps teachers assign students grades so that students know how well they are doing in school. This is a kind of formal assessment and is very common.

FORMAL ASSESSMENT

The teacher assigns a task to students and students complete it and are marked on their completion of the task. For example, teachers give students tests and quizzes and mark their homework.

2. Another kind of assessment is ongoing assessment (or informal assessment, or formative assessment, or continuous assessment, daily or progress assessment, or alternative assessment – there are lots of different names for this). Explain ongoing assessment using the box to the right.

- Teachers use the feedback from this ongoing assessment to improve their teaching. It is not an official assessment to grade students. This session will focus on ongoing assessment – the kind of assessment that teachers use to make sure girls and boys are learning in their classrooms.

ONGOING ASSESSMENT

The teacher assesses students to find out what girls and boys already know about a subject, how well they are teaching, how well students are understanding, and if the lesson objectives are being met. For example, asking girls and boys questions in class, monitoring group work tasks, checking homework (but not counting it for marks), etc.

3. **Explain that there are many reasons teachers assess students.** In formal assessment, teachers use assessments to assign grades or positions.
 - Ask: Why do teachers use ongoing assessment? Tell participants to think back to the 'What went wrong' scenarios and identify how using good quality ongoing assessment could help teachers avoid the mistakes that they made.
 - These could include:
 - ❖ To find out what girls and boys already know about a subject
 - ❖ To see if learning objectives have been met
 - ❖ To see how well girls and boys understand, and identify who may be having difficulty understanding
 - ❖ To find out if your teaching is effective and improve teaching methods
 - ❖ To adjust your teaching to account for individual differences
 - ❖ To arrange your classroom more effectively
 - ❖ To help students prepare for formal assessments such as exams, to understand what they are having trouble with and address issues in our teaching
 - ❖ To motivate students
 - ❖ To give students feedback on their progress
4. **Reiterate that ongoing assessment is a tool to improve the teaching and learning process.** However, ongoing assessment can take time if it is not implemented well – teachers have to find quick and easy ways to assess their students regularly. We will talk about how to do this in the next session.
5. **Close the session by recapping key message:**
 - Ongoing assessment is a tool that teachers should use throughout their lessons to check how well girls and boys understanding the lesson and to improve their teaching.

SESSION 19: WHY USE ONGOING ASSESSMENT

Activity Resources

RESOURCE 19A – WHAT WENT WRONG? SCENARIOS

Mrs. Mbuma

Mrs. Mbuma has a class of 40 students in a small fishing village next to the water. She is teaching a grade 3 social studies class about fish. She grew up in the village and remembers that when she was a child, she already knew a lot about fish when she was in grade 3. She teaches for only 10 minutes about fish and skips over a lot of information in the textbook. The next week, she gives students a test on the characteristics of fish anatomy. She is surprised that almost every female student gets 100% but almost every male student gets 50%. What went wrong?

Mr. Chase

Mr. Chase has a large class of 100 students. He is teaching a grade 5 history lesson about independence. He engages his students by asking them questions to make sure they understand the content. He asks the boy students who sit at the front of the class, and he is happy that they all understand well. But, when all of his students take their final exams, he is surprised that most of them fail the questions on independence. What went wrong?

Mr. Abe

Mr. Abe is teaching his grade 3 class how to spell simple words. When he is finished the lesson, he conducts a short dictation with students and asks them to write the word in their notebooks. As they leave the class, he checks their answers. About half of the students did not spell most of the words correctly and some didn't have notebooks at all. "Ugh!" he says (when the students are not around), "these students are so stupid! Next time I will continue with harder words and they will be totally lost!" What went wrong?

SESSION 20: HOW TO ASSESS

Facilitator's Guide

(Informed by McMillan, 2004; UNESCO, 2004c; British Columbia Ministry of Education, 2010)

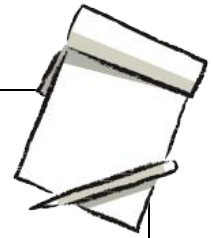
3 HOURS 15 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour)
- Activity 2 (1 hour and 15 minutes)
- Activity 3 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (20a, 20b, 20c, 20d, 20e, 20f, 20g, 20h, 20i, 20j)
- Photocopied handouts of essays (half of the participants should receive a copy of **Resource 20a** and the other half should receive a copy of **Resource 20b**)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to identify whether assessments are effective in actually assessing what girls and boys should be able to do (as outlined in the learning objective)
- Apply the principles of good and fair assessment to real-life situations
- Understand that gender bias can affect assessment results and know how to minimize its affect



KEY MESSAGES

- The way that you assess girls and boys has to allow him or her to demonstrate that they are able to do whatever is in the learning objective. The assessment must be good quality and be fair.
- It is important to match the assessment method with the purpose of the assessment. Teachers need to get the information they need from girls and boys (to assign grades or to improve the teaching process) quickly and efficiently.
- Being aware of our own bias is important to make sure that we assess all students fairly. Making an effort to stay objective, not looking at students' names before grading their assignments, and setting specific marking criteria can help reduce the effect of gender bias.



TIPS FOR FACILITATORS

- Make sure you have a good understanding of Activity 2. The purpose of the activity is to reveal the biases we all have, whether we realize it or not. In most cases, the group marking boys' essays will give higher grades than those marking girls' essays. This creates an opportunity for teachers to examine the way that they think about girls and boys as students, and their expectations of girls and boys. That is why it is very important that you don't let participants know that everyone is actually marking the *same* essay.

1. Explain that we will look at how to make sure the assessments we use are high quality.
 - There are two steps to developing high quality assessments. Write the steps on the board:
 1. Be clear on the learning objective you are assessing
 2. Make sure assessments are good quality and fair
 - Tell participants that we will look at each of these steps in more detail in this session.

ACTIVITY 1: BE CLEAR ON THE LEARNING OBJECTIVE YOU ARE ASSESSING

(1 hour)

1. Explain that the first step is clearly articulating the learning objective you are assessing.
 - Remind participants of what we learned in Session 13 (Objectives and Questions) about learning objectives. A **learning objective** is a statement of what the student should be able to do after each lesson. This means that the way that you assess the student has to allow him or her to demonstrate that they are able to do whatever is in the learning objective.
2. As an example, write the following objective on the board. *“By the end of the lesson, students will be able to explain the importance of eating nutritious foods in order to stay healthy.”*
 - Ask: Is this a ‘remember’ objective or an ‘apply’ objective?
 - Explain that, as long as the answer is not in the textbook, it is an ‘apply’ objective that asks girls and boys to think critically about what they have learned. Tell them that we can assume that students already understand what makes foods nutritious – the question that students need to think about now is what these nutritious foods do for our bodies.
3. Ask participants to brainstorm questions that they could ask students to check to see if this objective has been met.
 - Explain that questioning can be used as a teaching tool (as we discussed in Session 13: Objectives and Questions) **or** as an ongoing assessment to check students’ understanding and see if the objective has been met. In this session, we will focus on questioning for ongoing assessment.
 - Examples could include:
 - ❖ Why is it important to eat nutritious foods?
 - ❖ How do nutritious foods help your body stay healthy?
 - ❖ What kinds of vitamins does your body get from nutritious foods?
 - ❖ What happens when you don’t eat nutritious foods?

NOTE!

Participants might suggest the question: “What are some examples of healthy foods?” While this question is important for students to demonstrate knowledge about healthy foods, it does not show that they understand why it is ‘important’ to eat healthy food.

- Explain that in order for assessments to be useful, the teacher must make sure that they are assessing the *specific* skill or information that is being taught in the lesson (remember: the ‘learning objective’ and use the box above to illustrate).

4. Explain that we will now demonstrate a quick, informal assessment method with the group. Refer participants to [Resource 20a](#). Tell them that you will read out a series of learning objectives and assessment ideas. These are a mix of ‘remember’ and ‘apply’ objectives.

- For the ‘apply’ objectives, participants should assume that students already have a basic understanding of the concepts in the objective.
- After each one, ask: Will this assessment tell you if girls and boys have met the learning objective?
- If they think the answer is ‘yes’, they should stand up. If they think the answer is ‘no’, they should stay seated.
- Give participants 10 seconds to decide, and then say, “Stand up or sit down” to prompt participants to make their choice.
- Ask one standing participant and one sitting participant to explain their answers, and then explain the correct answer.

	Learning Objective	Assessment Idea	Will this assessment tell you if girls and boys have met the learning objective?
1	By the end of the lesson, students will be able to identify if a number is even or odd	The teacher gives girls and boys a series of numbers and asks students to circle even numbers	Yes – <i>It asks girls and boys to identify even and odd numbers in a list of numbers</i>
2	By the end of the lesson, students will be able to perform a traditional dance	The teacher gives girls and boys a multiple choice test with questions about different kinds of dance steps	No – <i>If you want to know if girls and boys can perform a dance, you have to see them actually do it. Multiple choice tests usually test knowledge (‘remember’ objectives), not skills (‘apply’ objectives)</i>
3	By the end of the lesson, students will be able to order objects by length	The teacher asks girls and boys to measure different objects and record their measurements	No – <i>There is no ordering in the assessment, which is outlined in the learning objective.</i>
4	By the end of the lesson, students will be able to use new vocabulary words correctly	The teacher asks students to make sentences using the new words they learned	Yes – <i>It tests whether students can use words in context correctly. This is an ‘apply’ objective and an ‘apply’ assessment.</i>

5	By the end of the lesson, students will be able to explain how a story told in class relates to their lives	The teacher asks girls and boys to remember what happened in the story	<i>No – It is about recalling content, not applying the main messages of the story to <u>their lives</u>. The objective is an ‘apply’ objective, but the assessment is a ‘remember’ assessment.</i>
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5. Ask participants to think about this exercise:

- Did they find it easy or difficult?
- Ask them to think about the ‘sit down/ stand up’ part of the activity: What are the benefits of using this kind of an activity?
 - ❖ *Assessment is built in to the activity*
 - ❖ *The activity is participatory*
 - ❖ *The teacher gets a visual snapshot of their students’ progress quickly and easily*
 - ❖ *There is a risk that girls and boys will copy the class high achievers, but asking students to explain their answers reduces this risk*

NOTE!

These assessments can be individual, pair, group, whole class, etc. We have used many of these assessments in this training. Ask participants to recall ones we have used.

- Answer questions orally and teacher observations (in every session)
- Do something (presentations on case studies in Session 6-7 on SRGBV)
- Make something (classroom maps in Session 16)

6. Ask participants to volunteer some of their own methods for ongoing assessment. Write them on a flipchart as they give examples. Use the list below if they get stuck (it is also in **Resource 20b**):

- Questions with closed answers where there is just one correct answer – oral or written (yes/ no, true/ false, multiple choice, matching, labeling, etc.). These are best for ‘remember’ objectives
- Questions with open answers where there are many correct answers – oral or written (class discussion, debate, writing assignments, solving math problems, etc.). These are best for ‘apply’ objectives
- Demonstrating a skill – (giving a presentation, doing a role play, performing a dance, reading out loud, demonstrating a sports skill, making something creative like a painting or drawing)
- Teacher observations – This is when teachers watch how students respond to questions, listen to them as they speak to their peers, and pay attention to their body language. Teachers do this all the time – it is very common!
- Self or peer assessment – This is when students assess themselves or assess each other. For example, the teacher could ask girls and boys to put their thumbs up or thumbs down depending on how well they feel they understand the topic)

7. Ask teachers how they make sure that they are treating all their students fairly in their informal assessments: girls and boys, learners who understand quickly and those who have trouble understanding, children in different seating positions in the classroom, etc.

- What challenges have they experienced in making sure everyone gets assessed fairly? How have they addressed these challenges?

ACTIVITY 2: PRINCIPLES OF GOOD AND FAIR ASSESSMENT

(1 hour and 15 minutes)

1. Explain to participants that we will now look at a few principles of good assessments. These principles will help teachers make sure that assessments are fair and unbiased. They can be used as a 'check list' for teachers when developing assessments ([Resource 20d](#)).

- Go through the following principles with participants:

Principles	Description	Examples
The assessment must match the learning objective	There are lots of ways to assess students, like asking oral questions, using multiple choice quizzes, asking girls and boys to demonstrate a new skill, etc. The assessment method that you choose must match the learning objective that you are assessing. There are no hard and fast rules, but you should think carefully about your objective to make sure your assessment matches.	If you want to know if girls and boys can sing the national anthem, the best thing is for you to ask them to sing it! It would not make sense for them to write an essay about the national anthem, or for you to ask them orally if they know it (they would all say they know it, but you would not be able to tell if they really did know it).
The assessment must be clear	Girls and boys need to know what they are supposed to do for the assessment and how they will be assessed. They need to know if the assessment is ongoing or formal, and if it is formal, they need to know how they will be marked.	A question like, "What is the meaning of water?" is not clear. It does not make a lot of sense. Girls and boys will not know what knowledge or skill they are supposed to demonstrate by answering the question.
The assessment must be fair	All girls and boys must have equal opportunities to do well on the assessment. This means that everyone must have access to the learning materials they need to learn the content and the time to use them. All content being assessed should be taught in class.	If a teacher gives a test on content from a textbook that only some students were able to borrow from the library, this is not fair. The teacher must either teach the content in class or make sure that all girls and boys have the time and resources to access the library book.

<p>The assessment must be unbiased</p>	<p>The assessment tasks or questions must not be offensive or biased. This means they should not use words that could be offensive to girls and boys, or to students from different backgrounds. Teachers should give all boys and girls an opportunity to participate and do well in the assessment, which means calling on boys and girls and making sure that their marking is not biased.</p>	<p>A teacher should not ask, “Why are boys better at science than girls?” This is offensive because it assumes that it is true that boys are better than science than girls. Another example if the teacher only asks the girls to answer oral questions in class, that teacher is biased in their assessment.</p>
<p>The assessment must be worth the time</p>	<p>Whatever information you will get from the assessment must be worth the time and energy it takes to do it. Look for the simplest ways to find out if all girls and boys are learning.</p>	<p>If a teacher asks each student to write a 1-page essay on what they learned on the first day of school, it will take him/ her a very long time to read them and he/ she will only know about what the students understood on day one.</p>
<p>Feedback must be constructive</p>	<p>Girls and boys should get feedback from the assessment right away so that they know how they are doing and have the opportunity to improve. Teachers can use the ‘sandwich’ method of giving girls and boys feedback (see box below). The ‘sandwich’ method is a positive way of sharing feedback, making it easier for girls and boys to take on board.</p>	<p>When a student presents the results of work done in a group, the teacher should be ready to point out positive points and points for improvement right after the presentation.</p>

Constructive feedback can be given using the sandwich method:

- Positive point
- Point for improvement
- Positive point

The point for improvement is ‘sandwiched’ between two positive points. This makes feedback easier to receive and makes it more likely that the student will take it on board.

2. Explain that participants will now apply what they have learned by identifying common mistakes in some case studies and suggesting ways to improve them.

Divide participants into small groups and assign one case study to each group from **Resource 20c**. Give participants 15 minutes to read the case study and answer two questions:

- What is wrong with the assessment? (Remind participants not to focus on the teaching methods, but to only focus on the assessment)
- How could the assessment be improved?

3. **Invite participants back to plenary to present their results.** Add any points the groups miss using the guidance from your copy of **Resource 20c** in this package.
4. **To wrap up the activity, lead a short discussion with participants about the type of ongoing assessment used in this activity** – when groups orally present their work and the teacher assesses their learning. Ask if any participants use this type of assessment in their classrooms.

ACTIVITY 3: PRACTICING ASSESSMENT – OUR PERCEPTIONS AS TEACHERS

(45 minutes)

1. **Tell participants that the last activity in this session is for them to practice grading assessments in ways that follow the principles of assessment.**
 - Remind participants that grading (or marking) is used for formal assessment.
 - Tell participants that you will give out essays written by different students in a class. Their task is to mark the essay based on the marking grid.
2. **Pass out Resource 20e (Maria’s essay) to half of the participants and Resource 20f (John’s essay) to the other half.**
 - Do not let the group know that they are marking the same essay, or that John and Maria are the only two names used. Teachers should be told they are marking a variety of ‘essays’ from a class. Give them 15 minutes to grade the essays using the grading criteria on the handout.
3. **Invite them back to plenary.**
 - Collect the scores for Maria’s essay and calculate an average score.
 - Then collect the scores for John’s essay and calculate an average score.
 - Compare the two scores – are they the same or different? Whose is higher?
4. **Reveal to participants that both essays were actually the same** – they just had different names on the top: one a girl’s name and one a boy’s.
5. **If John’s score was higher than Maria’s score**, explain that research from all around the world shows that gender biases often influence our assessment of an individual’s work. Lead a discussion on the differences between the scores given to Maria and John.
 - a. What gender stereotypes do these differences reveal? *(If there was very little difference in the scores, the difference could be due to individual differences in the way teachers mark rather than gender bias)*
 - b. If gender bias did affect the marking, is the assessment fair?
 - c. **How can teachers avoid letting these stereotypes affect their assessment of students?** See box below for examples.

Lead a short discussion on how the marking grid for Maria and John's essays could be improved to be more specific and reduce bias. *(The points could be further broken down – for example, 1 point for each correct property identified instead of 3 points for all of them, 1 point for correct grammar and spelling instead of 2 points for good writing, etc.)*

6. **If there was no difference in scores, congratulate the group on their equal treatment of female and male students** and share the information about how in most classrooms this is not the case.
 - Lead a discussion on what a difference between John and Maria's scores would reveal using the questions below.

As a teacher, how can I make sure that my ideas about gender don't affect my assessment of my students?

- Be aware of your own bias
Do you think boys are better at math? Does this affect how you mark girls' and boys' math tests? Make a conscious effort to stay objective.
- Don't look at students' names before marking tests or assignments
You can even assign them secret numbers that they can put on tests instead of their names – that way, you won't know whose test you are marking until the end when you match up the names and numbers
- Set very specific marking criteria
This will make marking more objective and less open to bias.
- Ask another teacher to re-mark a few of your students' tests or assignments
If you and the other teacher both mark similarly, there is less of a chance that you have been affected by bias.

7. **Emphasize that as teachers, we must always be aware of our own biases when we are assessing our students to make sure that we are fair in our assessments.**
8. **Conclude the session by recapping the key messages:**
 - The way that you assess girls and boys has to allow him or her to demonstrate that they are able to do what is in the learning objective. The assessment must be good quality and be fair.
 - It is important to match the assessment method with the purpose of the assessment. Teachers need to get the information they need from girls and boys (to assign grades or to improve the teaching process) quickly and efficiently.

SESSION 20: HOW TO ASSESS

Activity Resources

RESOURCE 20A – OBJECTIVES AND ASSESSMENTS

	Learning Objective	Assessment Idea	Will this assessment tell you if girls and boys have met the learning objective?
1	By the end of the lesson, students will be able to identify if a number is even or odd	The teacher gives girls and boys a series of numbers and asks students to circle even numbers	
2	By the end of the lesson, students will be able to perform a traditional dance	The teacher gives girls and boys a multiple choice test with questions about different kinds of dance steps	
3	By the end of the lesson, students will be able to order objects by length	The teacher asks girls and boys to measure different objects and record their measurements	
4	By the end of the lesson, students will be able to use new vocabulary words correctly	The teacher asks students to make sentences using the new words they learned	
5	By the end of the lesson, students will be able to explain how a story told in class relates to their lives	The teacher asks girls and boys to remember what happened in the story	

RESOURCE 20B – ASSESSMENT METHODS

1. Questions with closed answers where there is just one correct answer

- These can be oral or written questions
- For example: yes/ no questions, true/ false questions, multiple choice questions, matching, labeling, etc.
- These are best for 'remember' objectives

2. Questions with open answers where there are many correct answers

- These can be oral or written questions
- For example: class discussion, debate, writing assignments, solving math problems, etc.
- These are best for 'apply' objectives

3. Demonstrating a skill

- For example: giving a presentation, doing a role play, performing a dance, reading out loud, demonstrating a sports skill, making something creative like a painting or drawing

4. Teacher observations

- This is when teachers watch how students respond to questions, listen to them as they speak to their peers, and pay attention to their body language.
- Teachers do this all the time – it is very common!

5. Self or peer assessment

- This is when students assess themselves or assess each other
- For example, the teacher could ask girls and boys to put their thumbs up or thumbs down depending on how well they feel they understand the topic

Add your own assessment methods:

6. _____

7. _____

RESOURCE 20C – CASE STUDIES

Case study 1

Ms. Corina wants to know if her students have memorized their two-times tables. She asks each student to recite their times tables individually in front of the whole class. She has 50 students, so this takes up an entire lesson period.

- What is wrong with the assessment?
- How could the assessment be improved?

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Case study 2

Mr. Peta gives a surprise spelling dictation to his class of grade 6 students. The dictation is on new words that students were supposed to learn by reading their textbooks for homework. But, only half of his students have their own book. He also knows that many other students, especially girls, have a lot of work to do at home and often don't have time to finish their homework.

- What is wrong with the assessment?
- How could the assessment be improved?

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Case study 3

Students are given the following question on a test:

“A taxi driver, who comes from an ethnic background, earns a very low salary of \$30 a month. He spends two-thirds ($\frac{2}{3}$) on rent and one-sixth ($\frac{1}{6}$) on food. How much does he have left over to spend on other things?”

- What is wrong with the assessment?
- How could the assessment be improved?

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Case study 4

Mrs. Puma tells her grade 3 students to prepare a two-minute presentation about their favourite food for homework. The students will give their presentations in the next class. Mrs. Puma doesn't tell the students whether they will be graded on their presentations. The students don't know what knowledge they are supposed to demonstrate in their presentations. Some students talk about why they like certain foods, while others talk about the ways of preparing their favourite food.

- What is wrong with the assessment?
- How could the assessment be improved?

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Case study 5

Students are told to write a persuasive essay about why goats are more useful animals than platypuses. A platypus is an animal that only lives in Australia, and most students have never heard of it before.

- What is wrong with the assessment?
- How could the assessment be improved?

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RESOURCE 20C – CASE STUDIES – WHAT IS THE PROBLEM? (Answer key)

Case study 1

Ms. Corina wants to know if her students have memorized their two-times tables. She asks each student to recite their times tables individually in front of the whole class. She has 50 students, so this takes up an entire lesson period.

- What is wrong with the assessment?
- How could the assessment be improved?

*This assessment takes a lot of time and is boring for girls and boys. The information that the teacher will get from the assessment is not worth the time it takes. The assessment could be improved by using a different, quicker method, like giving students a quiz that the teacher can ‘take up’ in class, or by having students quiz each other in pairs or groups and monitoring to see if most are getting the answers right. **Note:** Participants may suggest that the teacher ask a few students to answer questions on the board. This is not a good assessment because only a few students will participate.*

Case study 2

Mr. Peta gives a surprise spelling dictation to his class of grade 6 students. The dictation is on new words that students were supposed to learn by reading their textbooks for homework. But, only half of his students have their own book. He also knows that many other students, especially girls, have a lot of work to do at home and often don't have time to finish their homework.

- What is wrong with the assessment?
- How could the assessment be improved?

This assessment is not fair. This kind of assessment puts some students, especially girls, at a disadvantage for reasons that are beyond their control. Mr. Peta could make the textbooks available in class and give students time to learn the new words, or he could assess them on words that they have learned in class.

Case study 3

Students are given the following question on a test:

“A taxi driver, who comes from an ethnic background, earns a very low salary of \$30 a month. He spends two-thirds ($\frac{2}{3}$) on rent and one-sixth ($\frac{1}{6}$) on food. How much does he have left over to spend on other things?”

- What is wrong with the assessment?
- How could the assessment be improved?

This assessment is biased. It mentions a driver's specific ethnic background and says he does not earn much money, which is an example of bias in the classroom that can be harmful to students. The question could be changed so that it doesn't mention the driver's ethnic background and does not say that he earns a low salary.

Case study 4

Mrs. Puma tells her grade 3 students to prepare a two-minute presentation about their favourite food for homework. The students will give their presentations in the next class. Mrs. Puma doesn't tell the students whether they will be graded on their presentations. The students don't know what knowledge they are supposed to demonstrate in their presentations. Some students talk about why they like certain foods, while others talk about the ways of preparing their favourite food.

- What is wrong with the assessment?
- How could the assessment be improved?

This case study is not clear or fair. Students do not know what learning they are supposed to demonstrate or how they will be marked, so they cannot prepare properly for the assessment. This type of assessment becomes a game of 'guess what the teacher wants' – the students who happen to guess correctly get good grades and those who don't get bad grades. Mrs. Puma could give her students clear guidelines for the presentation. If she is going to mark them, she should share the marking criteria.

Case study 5

Students are told to write a persuasive essay about why goats are more useful animals than platypuses. A platypus is an animal that only lives in Australia, and most students have never heard of it before.

- What is wrong with the assessment?
- How could the assessment be improved?

This case study is not clear or fair. The students have not been taught about platypuses in class and they are not familiar with this foreign animal. They will not do well on the assessment. The teacher could ask students to write a persuasive essay about two animals that they have been taught about in class or the teacher could teach the students about platypuses (although this might not be a very useful lesson for the students).

RESOURCE 20D – PRINCIPLES OF GOOD AND FAIR ASSESSMENTS

Principles	Description	Examples
The assessment must match the learning objective	There are lots of ways to assess students, like asking oral questions, using multiple choice quizzes, asking girls and boys to demonstrate a new skill, etc. The assessment method that you choose must match the learning objective that you are assessing. There are no hard and fast rules, but you should think carefully about your objective to make sure your assessment matches.	If you want to know if girls and boys can sing the national anthem, the best thing is for you to ask them to sing it! It would not make sense for them to write an essay about the national anthem, or for you to ask them orally if they know it (they would all say they know it, but you would not be able to tell if they really did know it).
The assessment must be clear	Girls and boys need to know what they are supposed to do for the assessment and how they will be assessed. They need to know if the assessment is ongoing or formal, and if it is formal, they need to know how they will be marked.	A question like, “What is the meaning of water?” is not clear. It does not make a lot of sense. Girls and boys will not know what knowledge or skill they are supposed to demonstrate by answering the question.
The assessment must be fair	All girls and boys must have equal opportunities to do well on the assessment. This means that everyone must have access to the learning materials they need to learn the content and the time to use them. All content being assessed should be taught in class.	If a teacher gives a test on content from a textbook that only some students were able to borrow from the library, this is not fair. The teacher must either teach the content in class or make sure that all girls and boys have the time and resources to access the library book.
The assessment must be unbiased	The assessment tasks or questions must not be offensive or biased. This means they should not use words that could be offensive to girls and boys, or to students from different backgrounds. Teachers should give all boys and girls an opportunity to participate and do well in the assessment, which means calling on boys and girls and making sure that their marking is not biased.	A teacher should not ask, “Why are boys better at science than girls?” This is offensive because it assumes that it is true that boys are better than science than girls. Another example if the teacher only asks the girls to answer oral questions in class, that teacher is biased in their assessment.

<p>The assessment must be worth the time</p>	<p>Whatever information you will get from the assessment must be worth the time and energy it takes to do it. Look for the simplest ways to find out if all girls and boys are learning.</p>	<p>If a teacher asks each student to write a 1-page essay on what they learned on the first day of school, it will take him/ her a very long time to read them and he/ she will only know about what the students understood on day one.</p>
<p>Feedback must be constructive</p>	<p>Girls and boys should get feedback from the assessment right away so that they know how they are doing and have the opportunity to improve. Teachers can use the 'sandwich' method of giving girls and boys feedback (see box below). The 'sandwich' method is a positive way of sharing feedback, making it easier for girls and boys to take on board.</p>	<p>When a student presents the results of work done in a group, the teacher should be ready to point out positive points and points for improvement right after the presentation.</p>

Constructive feedback can be given using the sandwich method:

- Positive point
- Point for improvement
- Positive point

The point for improvement is 'sandwiched' between two positive points. This makes feedback easier to receive and makes it more likely that the student will take it on board.

RESOURCE 20E – MARIA’S SCIENCE ESSAY

(Maria is 10 years old and lives with her farming family about one kilometer away from the school. She has two younger brothers and an older sister.)

Essay question for grade 4 students:

Compare and contrast the properties of air, water, and soil. Your essay should be 6 – 8 sentences long.

Marking grid:

Assign a mark out of 5:

- 3 points for including correct properties of air, water, and soil
 - 2 points for good writing
-

Maria’s Essay:

Air, water, and soil are sort of the same but mostly diffrint. Air is see thu and does not have any color. When you freeze water it gets hard and solid. Sometimes it disapears into the air like after it rains and its hot outside. Soil is made up of lots of small peaces of stuff like rocks and sand.

Mark:

RESOURCE 20F – JOHN'S SCIENCE ESSAY

(John is 10 years old and lives with his farming family about one kilometer away from the school. He has two younger brothers and an older sister.)

Essay question for grade 4 students:

Compare and contrast the properties of air, water, and soil. Your essay should be 6 – 8 sentences long.

Marking grid:

Assign a mark out of 5:

- 3 points for including correct properties of air, water, and soil
 - 2 points for good writing
-

John's Essay:

Air, water, and soil are sort of the same but mostly diffrint. Air is see thu and does not have any color. When you freeze water it gets hard and solid. Sometimes it disapears into the air like after it rains and its hot outside. Soil is made up of lots of small peaces of stuff like rocks and sand.

Mark:

RESOURCE 20G – BAD ASSESSMENT EXAMPLE

Learning objective:

By the end of the lesson, students will be able to add 1-digit numbers with 2-digit numbers.

Assessment task for students:

Solve:

1. $15 + 5 =$
2. $65 + 31 =$
3. $100 + 9 =$

*This assessment is not fair. Only one of the three questions is related to the learning objective. Question 2 asks students to add two 2-digit numbers and question 3 asks students to add a 3-digit number and a 1-digit number. Students may not have learned these skills yet. This assessment will not give Mr. Bernard enough information about how well students have learned **this** lesson – adding 1-digit with 2-digit numbers.*

Marking grid:

- 3 points for each correct answer
- Total out of 10 points

This marking grid is not clear. The points awarded for each question do not add up to the total number of points awarded. Also, there is no opportunity for students to receive partial points (1 out of 3, or 2 out of 3) for showing their work or getting the answer partially correct. Awarding partial points can be an important technique for acknowledging and rewarding students who are making progress, even if they do not arrive at the correct answer.

RESOURCE 20H – GOOD ASSESSMENT EXAMPLE

Learning objective:

By the end of the lesson, students will be able to add 1-digit numbers with 2-digit numbers.

Assessment task for students:

Solve:

1. $15 + 5 =$

2. $3 + 81 =$

3. $59 + 6 =$

This assessment is fair. The questions match up to the learning objective – they all ask students to add 1-digit numbers with 2-digit numbers.

Marking grid:

- 2 points for each correct answer
- 1 point for an answer that is incorrect but the student 'shows their work' and follows the method of calculation correctly
- Total out of 6 points

The marking grid is clear. The number of points awarded for each question adds up to the total number of points awarded. Students have an opportunity to get points for arriving at an answer that is close, which can motivate them to keep trying.

RESOURCE 201 – MORE GOOD ASSESSMENT EXAMPLES

Example 1 – Mathematics

Learning objective:

By the end of the lesson, students will be able to identify even and odd numbers.

Assessment task for students:

Circle the even numbers in the following sequence of numbers:

3 9 12 15 18 21 24 27 30 33 36 39

Marking grid:

- 1 point for each correct even number circled
- Total of 5 points

Example 2 – Language

Learning objective:

By the end of the lesson, students will be able to use new vocabulary words correctly.

Assessment task for students:

- Write a sentence using each of the new vocabulary words correctly.

Marking grid:

- 1 point for each sentence in which a new word is used correctly

RESOURCE 20J – ASSESSMENT FORMAT

Learning objective:

Assessment task for students:

Marking grid:

SESSION 25: REVISITING LESSON PLANNING

Facilitator's Guide

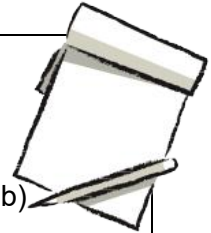
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour)
- Activity 2 (1 hour 30 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (25a, 25b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand how to write a gender-responsive and student-centred lesson plan that incorporates key learning from the training
- Be able to teach a section of a lesson plan that is gender-responsive and student-centred



KEY MESSAGES

- Practice and reflection are useful tools to help teachers apply what they have learned in this training to their everyday teaching practice.



TIPS FOR FACILITATORS

- Look ahead and make sure that you have options for using the space during this session – for example, if the room has a fixed 'boardroom' table, is there another space that participants can use so they can get creative in their classroom design and lesson delivery?

ACTIVITY 1: LESSON PLANNING

(1 hour)

1. Explain that this session will give participants an opportunity to put together all of the skills that they have been practicing in the previous days of training.
2. Remind participants of the four steps to a lesson that we outlined on day 3: Introduction – New content – Practice – Production.
3. Write the steps on the board or flip chart. Or, if many participants are using their own lesson plan formats, review the main steps in their formats.

4. **Remind participants that each day, they have been coming up with ideas for how to integrate the new knowledge and skills that they have learned in the training into lesson plans.** In the afternoon reflection circles, they have had the opportunity to discuss and improve these ideas with peers.
5. When writing a lesson plan, there are many things to think about. **Ask participants to brainstorm a list of all of the concrete things they have learned in this training that they can use in their lesson plans and in the classroom.** Make sure the following aspects are mentioned:
 - Setting up the classroom – changing seating arrangements regularly
 - Teaching for different learning styles
 - Trying out new teaching methods, like active learning, cooperative learning, and questioning skills
 - Selecting appropriate teaching methods for content
 - Using gender-responsive teaching materials and language
 - Using ongoing assessment
 - Don't forget to include positive discipline
 - Setting clear, 'apply' and 'remember' objectives
 - Using locally made and found materials for teaching and learning
6. **Divide participants into small groups or partners.**
 - Explain that they will work together to plan a lesson on a topic of their choice. They should carefully consider the ideas they have discussed in reflection circles – their lesson should incorporate as many of the new skills and knowledge from this training as possible.
 - Distribute **Resource 25b** – lesson planning checklist and explain that to help them, they can use this checklist to make sure they have covered the key aspects. Invite them to add their own ideas to the checklist.

Explain that their lesson plan should cover the four steps of a lesson, but they can use any lesson planning format of their choice. Resource 25a is the lesson plan format developed for this training available in case participants would like to use it.

Tell participants that they will have 30 minutes to develop their lesson.

7. As participants work, **circulate the groups to make sure they are incorporating learning from the training.**
 - Identify two strong groups to teach their lesson plan to the larger group. Ask the groups if they would be willing to teach their lesson plan.

ACTIVITY 2: LESSON PRACTICE

(1 hour and 30 minutes)

1. Invite participants back to plenary.

- Explain to participants that there are two groups who will teach their lesson plans. Half of the participants will watch one lesson and the other half will watch the other lesson. Participants can decide which lesson plan they would like to see. When they watch the lesson, they should participate in it as if they were students.
- After watching the lesson, the participants will discuss the lesson and give feedback using the 'sandwich feedback' method (see side box). The person who presented should always give themselves feedback first, before receiving feedback from other participants.

REMINDER!

Constructive feedback can be given using the sandwich method:

- Positive point
- Point for improvement
- Positive point

The point for improvement is 'sandwiched' between two positive points. This makes feedback easier to receive and makes it more likely that the student will take it on board.

2. Invite each group that will teach their lesson plan to give a one minute overview of what they will teach.

- Give participants a minute to decide which lesson they would like to see, and send one group outside or to another room while the other stays in the training room. One facilitator should stay with each group. If there is not enough space to do sessions concurrently, these can be held in the same room, one after the other.
- Participants not presenting should also be prepared to give feedback to the group based on how well they integrated learning from the training in the lesson. See the side box for tips on giving constructive and positive feedback. They can also use the checklist as a guide for feedback.

3. After each presentation, facilitate a reflection circle about the lesson.

Participants should give specific feedback on how well the group integrated learning from the training in the lesson. They should also work together to come up with ways to improve the lesson plan.

4. If there is extra time, ask another group to teach their lesson plan and run another reflection circle afterwards using the same process.

5. Thank participants for their work, and wrap up the session by reiterating the key messages:

- Practice and reflection are useful tools to help teachers apply what they have learned in this training to their everyday teaching practice.

SESSION 25: REVISITING LESSON PLANNING

Activity Resources

RESOURCE 25A – LESSON PLAN OUTLINE

Grade:

Subject:

Topic:

Lesson objectives

By the end of the lesson, students will:

-
-
-

Introduction	
New content	
Practice	
Production	

RESOURCE 25B – LESSON PLAN CHECKLIST

- Girls and boys are seated in mixed-ability and mixed-sex groups
- There are higher-level learning objectives in the lesson
 - For example:

- Teaching methods go beyond lecture. They include:
 - Active learning
 - Cooperative learning
 - Other methods: _____
- Teaching methods are appropriate for the content of the lesson
- The teacher will ask 'apply' questions to both boys and girls in the lesson
 - For example:

- Learning activities appeal to different learning styles. They include:
 - Visual
 - Reading / writing
 - Physical
 - Talking / listening
 - Individually
 - In groups
- The lesson uses learning materials that are:
 - Gender-responsive
 - Locally made
 - Not gender-responsive but bias and stereotypes are discussed in the lesson

REFLECTION CIRCLE #3

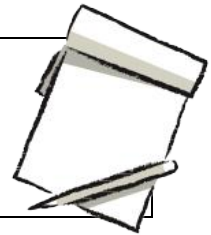
Reflection Circle Guide

45 MINUTES



WHAT YOU NEED

- Flipchart paper
- Markers



LEARNING OBJECTIVE

By the end of this session, participants should:

- Demonstrate discussion and problem-solving skills for reflection circles



KEY MESSAGES

- Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and supportive atmosphere for the reflection circles.



TIPS FOR FACILITATORS

- Build on the experience of the previous reflection circle practices to make adjustments to the way they are run – ask participants for inputs on how they would like to organize the sessions.

- 1. Explain to participants that they will now have time to practice reflection circles for the final time in this training.**
 - This reflection circle is a chance for them to think about everything they have learned in this training and discuss how they will put their new skills and ideas into action when they get back to their classrooms.
- 2. Tell participants to move into their reflection circle groups.** Write down the following questions on a piece of flip chart paper:
 - Which new skill are you most looking forward to trying out in your classroom?
 - Which topic(s) are unclear to you, or which ones do you think you will have trouble implementing in your classroom?
- 3. Give participants 30 minutes to discuss in their groups.** Remember, they do **not** need to record their discussions on flip charts or be prepared to present.

4. **As they discuss, circulate the groups to make sure that the tone of the discussion is supportive and non-judgemental.** Try to stimulate interesting discussion if the groups run out of things to talk about. This reflection circle should focus on problem solving – participants should help each other find ways to implement what they have learned in their classrooms.
5. **Invite all of the groups back to plenary.**
 - Thank participants for engaging in their last reflection circle.
 - Tell participants that they will have the opportunity to continue to participate in reflection circles when they are back at their schools.
6. **Close the session by recapping the main message:**
 - Reflection circles can help teachers improve their teaching, but they take practice. It is important for facilitators and teachers to work together to create a non-judgmental and supportive atmosphere for the reflection circles.



GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING

MODULE 4: POSITIVE DISCIPLINE

SESSION 21: SAFE & POSITIVE LEARNING ENVIRONMENT

Facilitator's Guide

(Adapted from *Raising Voices, n.d. p.22-24, 101-107; Naker & Sekitoleko, 2009; Plan International Vietnam, 2009*)

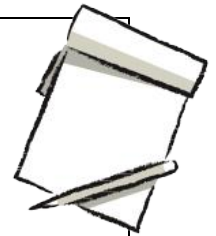
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (35 minutes)
- Activity 2 (15 minutes)
- Activity 3 (1 hour)
- Activity 4 (40 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (21a)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand that the learning environment in the classroom can help prevent behavioural problems
- Understand the key elements of a positive discipline approach
- Understand the importance of involving girls and boys in developing a classroom code of conduct and be able to lead an activity to develop a code of conduct in a participatory way
- Be able to reinforce positive behaviour in many ways



KEY MESSAGES

By the end of this session, participants should understand that:

- Teachers have an important role to play in creating a safe and positive learning environment in their classrooms for all girls and boys. Creating such a learning environment can help prevent behavioural issues.
- The positive discipline approach is a useful guide to help teachers create a positive learning environment. Setting out classroom objectives up front, reinforcing positive behaviours, and addressing behavioural issues in positive, non-violent ways are the key aspects involved in this approach.



TIPS FOR FACILITATORS

- During this session, be sure to role model the good behaviour being discussed in the session – for example, use different ways of providing praise to participants or pointing out areas of improvement in a positive way.

ACTIVITY 1: HOW EFFICIENTLY CAN YOU LEARN?³²

(35 minutes)

1. **Explain** to the participants that they are going to play a game called, 'I Went to the Market'.
2. **Put participants into groups** of 8 – 10 people and tell each group to stand in a circle. Or, if there are many participants in your training group and not much space in the room, you can select a group of 8 – 10 participants to play the game while other participants observe.
 - **Tell participants** the aim of the game is to go around the circle, listen to everyone, and remember what they say.
 - **Ask** one participant to begin by saying, "When I went to the market, I bought a mango." Then the participant next to them says, "I went to the market and bought a mango and a _____".
 - As you go around the circle, each participant adds their own purchase and repeats the purchases of the previous participants. It gets harder as they go around since there are more purchases to remember.

The aim is to be helpful, so **give clues** and help participants who may be struggling to remember some of the items (without giving the answer). Make it a cooperative activity.

3. If a participant forgets any of the items purchased by previous participants or gets the order wrong, they have to sit down. **Play the game** all the way around the circle one time and see how many people had to sit down.
4. **Explain** to the participants that they are going to play the same game again, but that there will be an added challenge.
 - There are two dangers in the room. **Ask** for two volunteers per group who will help you during the game.
 - One of the volunteers is a snake that can 'bite' participants if they are not careful. The other is a stick that can 'beat' them.
 - Of course, the volunteer who is the snake will not actually bite anyone and the volunteer who is the stick will not beat anyone. They will only gently tap other participants on the shoulder if they want to 'attack' them.
 - The only way participants can protect themselves against the snake is by clapping their hands if the snake looks like it is coming to attack them. If the participant fails to clap before the snake touches them, they are eliminated from the game.
 - The only way they can protect themselves against the stick is if they do as they are told by the stick. For example the stick can come and whisper in their ear, "Start dancing" or "Sit on the floor" or "Start singing" or "Start shaking your head". It can be anything. If the participant doesn't do as they are told, they are eliminated.

³² Taken from Raising Voices, n.d. p.22-24

5. **Play the game** and encourage the participants to be fast. This time, do not encourage cooperation but make it competitive. Do not offer help or clues.
6. **Continue playing** until you have been around the group or most participants are eliminated.
7. Now **ask** each group to discuss how the learning environment changed between the first time around the circle and the second.
8. Then **write** the following three tasks (below) on the flip chart and have each group complete them. Give them *10 minutes* for this work. Alternatively, this discussion can be done in plenary.
 - Make a list of what changed
 - Possible responses:**
 - Became afraid of the snake or stick
 - Became distracted by the danger in the environment
 - Became confused by the disorganized circle
 - My fear made me forget the order of the list
 - My fear of the stick did not allow me to focus on the game
 - Discuss how this game resembles the learning environment at your school. Is it more like the first time we played the game or the second? If it is like the second, how do you think it affects girls' and boys' ability to learn?
 - Possible responses:**
 - The fear of the stick and snake are like the psychological environment of our school
 - Girls and boys may not learn efficiently if they are afraid
 - Girls and boys may be so focused on the dangers or problems in their physical environment that learning suffers
 - Brainstorm what can be done to improve the psychological and physical environment of your school
 - Possible responses:**
 - Create order in the physical environment
 - Clean the school compound
 - Prohibit corporal punishment
 - Encourage girls and boys instead of instilling fear in them
 - Develop class rules
9. **Invite participants** to come back to plenary. Ask each group to report back their discussions, based on the three tasks. Have each group identify the key steps that their school can take to improve its physical and psychological environment.

ACTIVITY 2: UNDERSTANDING POSITIVE DISCIPLINE

(15 minutes)

1. **Explain** to participants that, as we saw in the last activity, there are many things that can be done to make the school environment safe and positive.
2. **Tell participants** that the approach that we are going to use to create a positive learning environment in the classroom is called ‘positive discipline’.
3. **Write** the phrase ‘**positive discipline**’ on the board or flip chart. **Ask** participants what they think positive discipline means. Note their ideas on the board.
4. **Explain** that positive discipline is a **way of guiding girls’ and boys’ behaviour by paying attention to their emotional and psychological needs**.
5. **Explain** that there are **three** aspects of positive discipline. **Explain** the three aspects of positive discipline using the points in the box below.

The first two aspects (setting expectations and rewarding good behaviour) are about preventing bad behaviour equally without gender stereotypes or biases. The last aspect (logical consequences) is about what to do when children misbehave.

TERMS

Positive discipline helps children:

1. Follow clear guidelines for acceptable behaviour by **SETTING EXPECTATIONS** free of any gender stereotypes
2. Be encouraged to and take responsibility for making good decisions by **REWARDING GOOD BEHAVIOUR**
3. Experience nonviolent, **LOGICAL CONSEQUENCES** for poor behaviour

The relationship between the teacher and child is central to the positive discipline approach – it should be respectful, compassionate, and firm.

6. **Ask participants to recall the Education as a Right session on Day 2 (Session 5).**
7. **Explain** that the positive discipline approach is rights-based, meaning that it is based on the equal rights and responsibilities of girls, boys, and teachers to create a positive learning environment for everyone – free of any gender stereotypes and biases.
 - For example, both girls and boys have the right not to be subjected to psychological abuse such as bullying, teasing or sexual harassment. Therefore, girls and boys also have the responsibility not to abuse others, and teachers have the

responsibility to use positive forms of discipline and to intervene in incidents of abuse.

8. **Tell participants** that we will now look more closely at the first aspect of positive discipline – setting expectations for children.

ACTIVITY 3: SETTING EXPECTATIONS FOR CHILDREN—CLASSROOM CODE OF CONDUCT

(1 hour)

1. **Explain** that part of setting up a positive learning environment is to outline clear behavioural expectations with students. Establishing classroom rules right away can help prevent behavioural problems. If girls and boys know what is expected of them in the classroom, it is easier for them to behave accordingly.
2. **Ask** participants for a show of hands of who has used classroom codes of conduct before.
3. **Tell participants** that classroom codes of conduct are simply a set of guidelines and rules for students to follow in class. Codes of conduct work best when girls and boys are involved in creating them.
 - **Ask** participants: why do codes of conduct work best when students are involved in creating them?
 - Girls and boys feel ownership for the rules. They get a chance to discuss and agree on which rules are the most important for the classroom. The rules are then something the girls and boys create together, as a group, and choose to follow rather than something imposed or forced on them by the teacher. Note that even young children (in grade 1) can be involved in creating classroom codes of conduct.
4. **Tell participants** that there are many ways to create a classroom code of conduct with their students. However, there are some key tips to keep in mind when creating a code of conduct with students.
 - **Ask** participants to **brainstorm** the key things to remember when developing a code of conduct. Make sure to mention the points below:
 - Keep the code of conduct short, with only 5 – 8 rules
 - Phrase rules positively (without the words ‘no’ or ‘don’t’), so students understand what behaviour is expected of them. For example, “Keep your hands and feet to yourself” instead of “No fighting”

IMPORTANT!

Sometimes it can be difficult to ensure that everyone participates in setting rules – but it is very important that teachers ensure all children (girls, boys, children with disabilities) have a say – or in the case of very large classes, that those children that are providing input are equally representative of different groups (age, sex, ability).

- Only choose rules that you are able and willing to enforce consistently free of any gender stereotype or bias
 - Rules should equally **reflect the concerns** of male and female students, and should **apply equally** to male and female students as well as students of other gender identities
 - Select rules that reflect children’s rights and responsibilities. For example, girls and boys have the right to be treated equally, which means they have the responsibility to treat others as they would like to be treated. “Treat others as you would like to be treated” is a classroom rule that follows the rights-based approach.
5. **Give participants** a few ideas for how to develop classroom rules, such as brainstorming rules in a large group, brainstorming in small groups, or voting on rules.
- **Remind** participants of the session at the beginning of this training where they created the training rules.
 - **Tell participants** that a common technique is for the teacher to start the code of conduct with one or two rules that they would like to see in the classroom. Then students can come up with the rest of the rules. This is a great way to keep the balance between student participation and making sure all important rules are covered. Another idea is in the box below.

HINT!

Another way to develop a classroom code of conduct is for the teacher to come up with a back-up list of rules that they think are important for the class. Students brainstorm the rules for the code of conduct. If there are some rules on the teacher’s list that are not on the students’ list, the teacher can suggest them and invite students to discuss.

6. **Tell participants** that we will now experience one way of creating classroom rules. Take participants through the exercise below. Ask them to think of rules for a grade 4 class of 60 students.
- **Put participants** into small gender-balanced groups of 4 – 5 people.
 - Give them *5 minutes* to write down 5 rules for the classroom on a piece of paper.
 - Then have participants pass their papers to the group next to them.
 - **Ask** participants to put a check mark next to the top three most important rules on the piece of paper.
 - Have participants pass their papers to a different group and select the most important rules again.
 - Continue this process one or two more times.
 - **Ask** each group to name the top three rules on their piece of paper. List them on the board or chart paper.
 - Eliminate duplicates or any rules that mean the same thing.
 - **Ask** participants if they agree with all of the rules or if there are any that they would like to eliminate.

- Participants and the facilitator should **discuss** the remaining rules and come up with the top 5 – 8 rules.
 - **Post the rules** somewhere in the class where everyone can see them.
7. **Highlight the rules** that participants developed as part of this exercise.
8. **Explain** that rules can and should vary from class to class, but that some rules are common and effective in creating a positive learning environment. If participants haven't already mentioned the following rules, be sure to mention them:
- Listen when my teacher or classmate is talking.
 - Raise my hand when I want to speak.
 - Keep my hands and feet to myself
 - Respect myself, my classmates, my teacher and their property
 - Use polite, appropriate language
 - Keep the class neat and clean
 - Treat boys and girls as I would like to be treated
 - Try my best to do well, and to help others.
9. **Tell participants** that for classroom codes of conduct to be effective, it is important for teachers to enforce the rules consistently without any gender stereotype or bias and remind students of the rules regularly. It is a good idea for teachers to post the codes of conduct somewhere in the classroom where girls and boys can see them easily and where the teacher can refer to them often.
10. **Wrap up** by telling participants that we will now move on to the next aspect of positive discipline, which is to help girls and boys be encouraged and take responsibility for their actions.

ACTIVITY 4: REWARDING GOOD BEHAVIOUR³³

(40 minutes)

1. **Explain** to participants that after setting clear behavioural expectations, the next thing teachers can do to create a safe and positive learning environment is to reward and reinforce positive behaviour from girls and boys. If students know what is expected of them and are rewarded when they behave accordingly, then they are more likely to behave well regularly.
2. Begin with a **group discussion** on why we need to encourage girls and boys and reinforce good behaviour.
 - **Discussion questions:**
 - Will it spoil them?
 - Will it help them?

³³ Taken from Taken from Raising Voices, n.d. p.101-105

- How will it help them?
- Examples might include: to build confidence and self-esteem; to acknowledge that they are following rules; to recognize effort, not just success; to keep girls and boys motivated; to build relationships of trust and role model positive behaviour.

Emphasize that it is about recognizing boys and girls who follow the code of conduct; exhibit good behaviour; and set good examples for others, not just about giving rewards for doing well academically.

Explain that this is also an effective way that teachers can engage and include children from different backgrounds or children that are quiet or face challenges with engaging actively. It can help combat stereotypes by giving active praise and attention to children who are sometimes excluded from the group. From a gender equality perspective, it can underline clearly that behaviours have nothing to do with gender role expectations and can be changed by everyone equally.

3. **Divide participants** into pairs. Give them *10 minutes* to brainstorm ways to reinforce positive behaviours shown by girls and boys.

- **Discussion questions:**

- What kinds of things can they do?
- What kinds of things can they say?
- Are there any rewards systems they can use or set up?

4. **Invite** them back to plenary and **write** their ideas on the board or flip chart. Be sure to **ask** teachers to include how their ideas can be inclusive and gender responsive. Ideas could include:

- An “I’m proud of you!” statement
- Selection as class leader for a day
- Selection as ‘peer mentor for a day
- Selector of a group activity or project
- Praising girls and boys in front of other teachers or the school principal
- Asking girls and boys to assist others
- Sending a note home for parents when a girl or boy does something good
- An honour, such as being nominated for most-improved student
- Badges or buttons
- Certificates
- Class honor roll
- Having names displayed on a classroom Wall of Fame
- A thank you note from the teacher
- Encouraging compliments on written work
- Smiles
- Verbal praise
- Tutoring other students
- Participating in a special project

- Displaying work for others to see
5. **Tell participants** that *how* we reward children and reinforce positive behaviour is important. Focus on the following points:
 - Reward the behaviour positively (focus on what they do, not what they didn't do)
 - Example: Instead of saying, "Thank you for not talking", say, "Well done for listening to others and waiting for your turn to talk".
 - Focus on what the student is doing correctly rather than what they are doing incorrectly
 - Example: Well done for putting back classroom resources in their proper places after use and for keeping the area neat and organized.
 - Try not to compare one student to another. It usually makes one of them feel bad.
 - Encourage and reward effort, not just success.
 - Remind students of when they have done something well in the past. This will make the student feel like they are building a positive reputation.
 6. **Divide participants** into pairs. **Assign** one statement from **Resource 21a** to each pair. Give the pairs *5 minutes* to read the statement and change it from a negative one to a positive and encouraging one.
 7. **Invite participants** back to plenary. **Ask** each pair to read the statement as it was and then read their new, positive statement. Other participants should record the answers on **Resource 21a**.
 8. **Note** that sometimes it will not be enough to set clear expectations and reward positive behaviour. These are important ways to prevent and minimize students' misbehaviour, but misbehaviour will still happen.
 - The next sessions talk about why students misbehave and how positive discipline can help teachers correct that misbehaviour without using violence.
 9. **Recap** that reinforcing positive behaviour is important for creating a safe and positive learning environment. Close the session by recapping **key messages**:
 - Teachers have an important role to play in creating a safe, equitable and positive learning environment in their classrooms. Creating such a learning environment can help prevent behavioural issues among both girls and boys.
 - The positive discipline approach is a useful guide to help teachers create a positive learning environment. Setting out classroom objectives up front, reinforcing positive behaviours, and addressing behavioural issues in positive, non-violent ways are the key aspects involved in this approach.

SESSION 21: SAFE & POSITIVE LEARNING ENVIRONMENT

Activity Resources

RESOURCE 21A: STATEMENTS WITH POSSIBLE ALTERNATIVES³⁴

Statements	Positive alternatives
A student in your class is dressed smartly. You want to praise him so you say, “You are dressed so smartly today. Your classmates could learn a good lesson from you because they are so untidy”.	“You are dressed so smartly today. Well done! Keep it up!”
A student who shared notes and information on class assignments to a classmate who has been absent for days and you want to recognise her good behaviour. You say, “Well done! You are so much kinder than your classmates!”	“Well done! I am proud of what you did. I am pleased to see that you want your classmate to keep up with lessons. Please keep up the excellent effort!”
A child who always interrupts classmates when they are speaking exhibits restraint and waits for his/her turn one day. You say “You are unusually quiet today! What’s wrong with you?”	“Thank you for being such a good listener today.”
A student is working very hard to write well in English but continues to make mistakes. You say, “I think you are not good at English. If you don’t improve by next week, you will fail my class.”	“Very good effort! I can see you are trying very hard to do well in English class. Is there something we can help you with to do better, do you think you will benefit if another student will tutor you?”
It’s really hot outside and a child is wasting water by letting the tap flow while sticking his head under it to cool down. You say: “What’s wrong with you? You are wasting water!! You want to know what it is like to feel hot? Go stand in the sun until I say you can come inside!”	“I know it is really hot outside, and we are all suffering. But I think you understand what this water is for and it is limited. All of the children need it to be able to wash themselves. Please conserve it.”

³⁴ Taken from Raising Voices, n.d. p.105-106.

SESSION 22: WHY CHILDREN MISBEHAVE

Facilitator's Guide

(Adapted from Raising Voices, n.d. p.129)

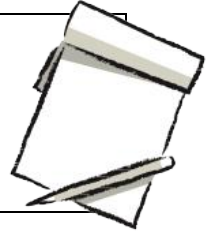
1 HOUR & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (45 minutes)
- Activity 2 (30 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (22a)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to identify the reasons why children misbehave;
- Understand that not all misbehaviour requires a disciplinary response;
- Build skills for handling our own emotions.



KEY MESSAGES

- Girls and boys misbehave for reasons that are not always clear. Sometimes those reasons can be successfully addressed without disciplinary action.
- Teachers can create a safer and more positive learning environment by remembering not to take children's misbehaviour personally, and by learning how to manage their own feelings.



TIPS FOR FACILITATORS

- Take the time to read the support materials a couple of times to make sure you have a good understanding of some of the reasons that children might misbehave – and some of the different reasons that boys and girls might have.
- Throughout this session, try to link the discussion to discussions from earlier sessions – for example, the 'daily schedule' exercise.

ACTIVITY 1: WHY CHILDREN MISBEHAVE³⁵

(45 minutes)

1. **Ask** the group to define the word 'misbehaviour'. What do we mean when we say a student has *misbehaved*? **Brainstorm** a group definition. For example:

³⁵ Taken from Raising Voices, n.d. p.129-131.

- Misbehaviour is when children do not behave in a way that reflects our expectations or the classroom rules, and interrupts the learning experience of others, or that places the child or others in danger.

REMEMBER!

When teachers are asked to recall their own reactions to misbehaviour, it is important that they don't feel judged or criticized. The focus should be on building new skills, rather than on criticizing old habits.

2. **Explain** that most children misbehave for a reason. They may not know what the reason is, but there is usually one, including a gender-related one such as feeling excluded or under valued. Most of the time, the child misbehaves because she or he is not getting something that they need.
 - It is important to try to understand what that need is and the reason the child is misbehaving. This will help teachers decide what will be *the most effective way to change that behaviour*.
3. Girls and boys have many needs, of course, but to help participants start to think of some needs that may not be met for their students, **explain** that it can be helpful to break them down into three types of needs:
 - **Body.** Sometimes a child has an unmet physical need and this will cause them to misbehave. This might include being hungry or feeling sick.
 - **Mind.** This relates to how a child learns and processes information. Sometimes a child misbehaves because of frustrations in the classroom, such as being bored or not understanding how something is being taught.
 - **Heart.** Sometimes children misbehave because they have a hard time managing their feelings. For example, if they are angry or lonely, or they feel like they are being excluded from the group or neglected at home, or they have suffered a loss in their family etc.



Everyone has felt many of these feelings at some point in their lives. Some teachers might not want to talk about the reasons that children misbehave because they think it is giving 'excuses'. To overcome this resistance, try to get participants to recall times in their own lives when the needs of their body, mind or heart were not being met.

4. **Divide participants** into six groups. **Assign** each group one of the categories so that two groups are assigned for each category: body, mind, or heart. Their task will be to answer the following questions:
 - **Why does this category of needs affect how students behave?** **Ask** each group to come up with a brief explanation of their category.
 - **What would the child be experiencing?** **Ask** each group to make a list on a flip chart in first person statements, for example: "I'm hungry" or "I don't understand the lesson"

- For example, what might a child be feeling in their heart when they are misbehaving? Are they frustrated or sad? Are they looking for attention? What sort of emotional issues might affect how they learn or their ability to focus? Have they suffered a loss in the family? Are they being bullied at school? Ask participants to recall what kind of feelings and experiences they had as a child.
 - **Are there different unmet needs for boys and for girls?** While most needs are universal, some experiences might be different for boys and girls.
 - Examples might include: a girl has begun menstruation but the school does not have adequate facilities and so she comes late every day. Or a girl has to do a lot of household chores in the evening and is very tired. Or a boy is afraid of the teacher because he is a large boy and larger boys get more severely beaten for bad behaviour, so he skips that teachers' class.
5. Allow the groups about *15 minutes* to **brainstorm** their lists. Have the groups come back together and ask each group to present their list.
- Remember that it is not important that participants get things in the 'right' category – the purpose of the activity is to get them thinking about what different factors might cause students to misbehave. After all groups have presented, **ask** if anyone wants to add to the lists. Use the following guidelines:

Body:

I'm hungry

I'm thirsty

I'm tired

I'm sick

I have a physical impairment (I cannot see, hear, walk, etc)

I'm too hot or too cold

I'm dirty

I don't have comfortable clothes or a uniform

Mind:

I don't understand

The lesson is too easy or too difficult for me

I don't feel prepared

I have experienced trauma (war, abuse, torture, neglect)

I'm frustrated because I can't do it

I'm trying, but I don't have the right skills

The teachers' methods don't work for me

I don't know what the teacher expects from me

I'm bored

I know I'm going to fail anyway, so I just don't try

Heart:

I feel lonely

I feel like I don't belong to the group

I feel that I am not accepted
I don't feel safe
I don't feel respected
I'm angry
I'm hurt
I want to seek revenge
I need attention
I want to be in control
I'm scared of the teacher

6. **Ask** participants: “How their lists might help them understand children’s behaviour?” Use these points of discussion:

- **Explain** that poor behaviour often results from factors outside of a child’s control and so, in many cases, disciplining the child will not change the behaviour – and may in fact make the behaviour worse. Instead, other types of support for the child may be needed.
- **Provide** some examples (use the discussions in the support materials below to identify examples).
 - For instance, sometimes children come late to school because they have a lot of work to do in the home – ask participants to recall the ‘daily schedule’ exercise (Session 4) they did in one of the first sessions that identified the different responsibilities outside of school for girls and boys.
 - Or maybe a child refuses to tuck in their shirt, but they are refusing because the zipper on their pants is broken and they are embarrassed, or they may feel self-conscious of their body.
 - In these situations, what should a teacher do? Is a disciplinary measure appropriate or likely to solve the issue?
- **Explain** that other times, children make poor choices based on flawed beliefs.
 - For example, sometimes children make no effort to arrive on time for school because they do not believe that being on time is important.
 - These types of beliefs should be corrected through disciplinary response – they are correctable beliefs. In these cases, you can use the variety of *non-violent* discipline responses that will be discussed in the coming sessions.
- Explain that next you’ll discuss how students’ misbehaviour makes us feel and react as adults.

ACTIVITY 2: HANDLING OUR OWN RESPONSE³⁶

(30 minutes)

1. **Ask** participants, “How do you feel when a child misbehaves in your class?”

³⁶ Taken from Raising Voices, n.d. p.131-133.

- Write down 5-10 feelings on a flipchart. They might include ‘frustrated’, ‘angry’, ‘exhausted’, ‘annoyed’.
2. **Discuss** these feelings with the group, using these questions:
 - What kind of actions does a teacher take when these feelings come up?
 - Do teachers sometimes react in the moment because they are angry or annoyed?
 - Is their reaction different for girls and for boys?
 - Have you ever wished you had reacted to a situation in a different way?
 3. **Ask** participants to sit comfortably and close their eyes. **Explain** that you will lead them through a thought exercise in which they will remember an incident where they reacted to a student’s misbehaviour – they will not be asked to share this incident, it is only for them to think about. In a calm voice, read the following script slowly – make sure to walk around the room and speak loud enough that all participants can hear clearly.

Close your eyes and relax. Picture yourself in your classroom, with your students in front of you. Take a moment to recall an incident where you responded to a child who was misbehaving.

(Pause for a moment so teachers can choose an incident)

What had the child done? Think for a moment about our discussion earlier in this session – what can you imagine might have been the reasons the child was behaving in this way? Was the child a girl or a boy? Was this a child whose needs were being met at home and at school? Now, try to honestly remember your own feelings in the moment the student was misbehaving. Were you angry? Annoyed? Did you feel disrespected? Perhaps you were exhausted, it was the end of a long day and you were out of patience.

(Pause again so that participants can think of their feelings)

What actions did you take to address the child’s misbehaviour? Was this the expression of your own anger or frustration? Was the action taken to respond to the reasons behind the behaviour? Did it change the long-term behaviour of the child? Would your reaction have been different if the child was the opposite sex?

(Pause a moment)

Would you have done something different if you could revisit the situation? Be honest with yourself! Think about possible alternative actions you could have taken.

4. **Ask** the group to take a moment and come out of their recollection. Thank them for their focus. **Ask** the group to think of what positive things teachers can do in the moment when they are annoyed or angry at a student? It is easy to react in a way that expresses our

anger and frustration, but what are some other things we can try instead? **Write** down their answers. For example:

- Choose to defer discipline until after class.
- Shift the child's seat.
- Ask the child to leave the classroom and to wait for you outside the door.
- Send the child to the office.
- Ask another teacher for help.
- Close your eyes and count to 10.
- Take a deep breath.
- Remember not to take it personally.
- Walk away for a moment.
- Say a short prayer to yourself.

NOTE!

It is critical for teachers to model better behaviour to help the next generation learn to resolve conflicts peacefully.

Modeling non-violent problem solving and addressing grievances is a key take-away for participants.

Specifically important in contexts with a high prevalence of conflict.

5. **Do not ask participants** to share their incident, but if any participants are interested in sharing, it is welcome. **Explain** that it will be good to keep that incident in mind as they go through the following sessions and build their skills in positive discipline.
6. **Ask** participants what they have learned from this session and how they might apply it in their classrooms – or how it might change what they think about students who misbehave and their response. Recall the **key messages**:
 - Girls and boys misbehave for reasons that are not always clear. Sometimes those reasons can be successfully addressed without disciplinary action.
 - Remember not to take children's misbehaviour personally, and learn how to manage your own feelings. This will create a safer and more positive learning environment.

SESSION 22: WHY CHILDREN MISBEHAVE

Activity Resources

RESOURCE 22A: WHY CHILDREN MISBEHAVE³⁷

The way children behave is affected by many things in their lives, not only your classroom and school, but also the child's friends and family, his or her health and wellbeing, and his or her community. For instance, how many times have you heard, "He acts just like his father" or "He acts just like his older brother"?

How a student behaves in your classroom may reflect his or her frustration in himself, in his home life, or in dealing with other difficult issues inside and outside of school. We need to be careful when judging a child's behaviour. What we think is misbehaviour may not be a disciplinary problem at all; for instance, a child may be seeking extra attention from you because he is not getting it at home. It may be the child's reaction, or frustration, to problems at home or elsewhere that carry over into the classroom. So in some cases, it is not the child's behaviour that is the problem, it is the situation in which the child is caught.

We may be blaming the child for something that is not his or her fault, and we may confuse the child even more. In this case, punishment will definitely not work, and it may in fact end up making the behaviour worse.

To guide the child's behaviour in a positive way, we need to consider the factors, including gender-related factors that may affect his or her behaviour at a personal level, a family level, and a community level. When a child misbehaves, we need to take these factors into account. We need to ask ourselves if he or she is having difficulty with the classroom situation or whether it is something outside of the classroom and school that may be causing the problem.

Finally, solving these problems rests not only with us. We also need to form strong partnerships with parents, community leaders and local organizations to identify and solve any very difficult conditions that a child is facing and that his or her misbehaviour is reflecting.

Following is a list of some factors that may affect whether or not one of your students wants to attend and do well in your class, and whether or not he or she may misbehave. Also included are some actions that can be taken to try and overcome these factors, and especially actions involving the participation of families and communities.

Need to work

Children who feel that they should be helping their families to earn a living may not want to be in your class and may use misbehaviour as a means of escape. Their interest is on providing their families with immediate assistance, rather than viewing their education as a long-term way to

³⁷ Taken from UNESCO, 2006b, p.47-51.

ensure their families' economic future. For these children, they need to be shown how their learning and good behaviour may actually improve their work prospects.

Another good strategy is to invite parents or respected community members with special knowledge or skills to be resource persons in the classroom. They can teach the children about their specialty, how it relates to what they are learning in class, and the value of education in the long-run.

Some children – and girls, especially – may have many household duties to perform before school starts, such as caring for younger siblings, cleaning the house, collecting fuel, preparing food, and tending animals. Thus, they may have very little time to do homework, may come to school late, and may sleep in class. These are not behavioural problems, but responses to their family situation.

Consequently, discipline probably will not correct the child's behaviour.

Rather, teachers should find ways to try and help the child work in the home as well as learn, such as giving extra attention during class time; giving little to no homework and, if given, providing time to complete it in school; encouraging students to help each other in completing assignments (peer-to-peer learning); and giving additional time for tutorials, possibly in the home.

Illness and hunger

Children do not learn well if they are ill, hungry, or malnourished. Usually these children are from poverty stricken families who are fighting on a daily basis just to survive. Illness and hunger make it difficult for students to focus and learn. Low achievement levels can lead to feelings of shame and failure, which can lead to misbehaviour.

The actions that are needed to help these children go beyond your classroom, reaching out from the school and into the community. The first action is to establish school feeding for learning programs that provide regular, nutritious lunches or snacks. These may benefit girls, in particular. Community women's groups or other local organizations can prepare these lunches or snacks. This type of action can be organized through the school administration and the PTA.

Fear of violence

Fear of violence when going to and from school, as well as at school and in the classroom (in the form of corporal punishment or bullying), may cause some students to become quiet and to not participate in class. It also takes a heavy toll on their self-esteem and confidence.

What actions can you take to understand your school's situation better? Help children and community members to map where violence occurs on school grounds, as well as in returning to or coming from home. You can also work with community leaders and parents to establish 'child watch' activities, where responsible teachers, parents or other community members watch over areas of potential or high violence inside and outside of school.

This may include escorting children to safe areas when needed. You can also ask your students to complete anonymous questionnaires that ask them about whether or not they have been

bullied or were subjected to corporal punishment, and in what ways. Your school will also need firm and enforceable policies for violence against children, including the use of corporal punishment, and codes of conduct for teachers and school staff that prohibit all forms of violence against children.

Disabilities and special needs

Most children with disabilities or special needs are not in school, especially when our schools and education systems have no policies or programs for including children with physical, emotional, or learning difficulties. However, some of these children ARE in school and may be in your class. They are the ones whose disabilities are more 'hidden', such as those with sight and hearing impairments, or learning disabilities. If these impairments are not detected, the children's behaviour – such as not paying attention or poor learning performance – may be mistaken as misbehaviour. Schools need screening programs to identify these conditions early and refer the children for assistance so that they can fully learn and participate in our classes. Your students can even do some simple sight and hearing tests themselves. Teachers should ask their school administration for help if they think one of their students has a disability.

The family and community

Families and communities should be the first line for protection and care of a child, for understanding the problems a child may be facing, and for taking action to address these problems in sustainable ways. The most effective means to prevent misbehaviour is through strong, caring, and productive families and communities. Below are some of the major considerations associated with the family and community that may determine whether your students attend school or how they behave within it.

Poverty and the practical value of education

Directly related to the 'need to work' factor above, poverty often affects a child's performance and behaviour in school. Poor parents are often find it hard to provide for even the basic needs of their families. Sometimes children must help to earn the family's income and are pulled out of school. This occurs especially when families do not feel that education is meaningful for their daily lives; they do not understand why their children should attend school and do not take an interest in how their children do at school. Parents also may feel that the local school cannot provide a good quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom.

Inadequate caregiving

Because of the need to earn money, some parents may have little time to care for their children. Sometimes, they may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put their children in the care of elderly grandparents or others. These parents or guardians may not have the knowledge, experience, or resources to provide suitable child care, which can lead to illness and hunger. They also may not value education when money is needed so badly, and they may not care how the child behaves in class. What are some of the actions that can be undertaken by school administration and teachers to help these children?

- On special days, invite parents and other caregivers to visit the school. Show them the children's work, and give informal talks on improving children's health and behaviour through better caregiving.
- As above, invite parents and caregivers with special knowledge to talk about their skills with your class so they can also learn that their knowledge is valuable for their children.
- Establish parenting skills training programs in which the school and other local organizations can help parents and other caregivers to improve their parenting and caregiving practices.
- Develop partnerships with local social welfare agencies and refer children who are experiencing especially difficult family circumstances.

Menstruation

It is by no means a behavioural issue but can be the reason why girls are frequently absent from school, may have mood swings, may be in pain due to cramps with no access to pain relief medication, may feel ashamed and become less participative due to stigma and worry that they may have a leak and no recourse to menstrual hygiene management products or facilities at school and fear ridicule. While menstruation is a contextual issue, it is a healthy and normal part of a girl's biology. Teachers have a role in understanding this issue and normalizing it in their school and classrooms in an age and context appropriate way.

SESSION 23: PUNISHMENT AND DISCIPLINE

Facilitator's Guide

(Adapted from *Raising Voices*, n.d., p.77-85)

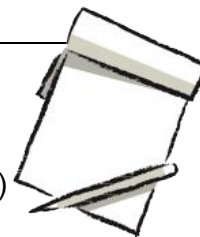
1 HOUR & 30 MINUTES

- Introduction (10 minutes)
- Activity 1 (30 minutes)
- Activity 2 (45 minutes)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Session resources (23a, 23b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand the differences between *punishment* and *discipline*
- Should recognize some of the harms of punishment and the benefits of taking a positive discipline approach



KEY MESSAGES

By the end of this session, participants should understand that:

- Punishment is any action that intends to **harm, hurt or humiliate** girls and boys as a consequence of their behaviour. It is considered violence against children. It includes corporal punishment and also non-physical forms of punishment.
- Using positive discipline with girls and boys not only benefits the students' but is more likely to change behaviour because it is addressing the real reason for the behaviour.



TIPS FOR FACILITATORS

- Facilitators should carefully read the support materials for this session. They should take an opportunity to review with their co-facilitator(s) so that they have a shared understanding of how to talk about some of the issues that will come up during discussion, including how to handle participants who are not yet convinced that positive discipline can work.
- As we have said in other sessions – the terminology here is not as important as understanding the **idea** of positive discipline, why it is more effective at changing behaviour, and how punishment that harms, hurts and humiliates is a violation of children's rights.

ACTIVITY 1: UNDERSTANDING PUNISHMENT³⁸

(30 minutes)

1. **Have participants recall** previous sessions where statements were read out loud and they moved to the sign that reflected their opinion. **Explain** that you will do a similar activity now about punishment, and what we think of violent punishment.
2. **Ask** the group what they understand by the word ‘**punishment**’. **Write** down all the ideas and thoughts that the participants have on a flipchart. Make sure to include any consequence that **harms, hurts** or **humiliates** children.
3. Now **ask** participants what they understand by the words ‘corporal punishment’. **Explain** that corporal punishment is any physical punishment.
4. **Refer participants** to the following definition of corporal punishment by the Committee on the Rights of the Child (CRC), which they can find in **Resource 23a**. **Read it out loud** and **explain** that it is the most widely agreed upon understanding of what we mean by corporal punishment:

“...corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.”

Examples:

- *hitting (smacking, slapping, spanking) children with the hand or with an implement - whip, stick, belt, shoe, wooden spoon, etc.*
- *kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).*

Circle all of the words related to corporal punishment on the flip chart.

5. **Explain** that the CRC also talks about **non-physical forms of punishment** that are still considered ‘violent’. Continue reading:

“In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, threatens, scares or ridicules the child.”

Use your own words to summarize the definition of punishment – try to use the terms ‘**hurt, harm and humiliate**’, which covers the kind of actions that we mean when we talk about violent punishment.

³⁸ Taken from Raising Voices, n.d., p.78.

6. **Ask participants:** What other examples of punishment can you think of that you experienced as a student, or that you know of other teachers using?

Examples might include caning, slapping, pinching, carrying heavy loads, shaming/humiliating, standing in the sun, strenuous or dangerous work around the home or school, etc. Participants should also be encouraged to identify non-violent examples – try to help participants to come up with examples in which children are not beaten or humiliated (examples include suspension from sport, parental meeting, writing a letter of apology, etc).

- Which examples are punishments that **hurt**?
- Which examples are punishments that **humiliate**?
- Which examples are punishments that **harm**?

7. **Ask** participants about differences between the types of punishments or corrections received by female participants and those received by male participants (see text box). **Discuss** these differences with the group and ask why they think these differences exist?



Did male and female participants experience very different forms of punishment or discipline? If so – ask them **why** they think that is, and how it relates to earlier discussions about gender.

ACTIVITY 2: WHAT DO YOU THINK?³⁹

(45 minutes)

1. **Put up** three signs around the room: 'agree', 'disagree' and 'not sure'. **Explain** to participants that after each statement is read, they should move to the area where the sign is that describes how they feel.
2. **Read** the first statement. After everyone goes to a sign, **ask** the last person under 'agree' to say why they agree and the last person under 'disagree' to say why they disagree. After they each state their reasons, those who were under 'not sure' sign may choose to go under a new sign if they wish. Those who disagree and agree may try to convince those who are not the same to come on their side.
3. **Repeat** the exercise with several statements:
 - It is okay to use corporal punishment as a last resort (**Disagree**).
 - Corporal punishment is more appropriate for boys than for girls (**Disagree**).
 - Physical or humiliating punishment harms children more than it helps them (**Agree**).

³⁹ Taken from Raising Voices, n.d., p.77-85

- Students should fear their teachers (**Disagree**).

Note: Facilitators should use the discussions in *Resource 23b* to guide the group to the right answers in blue. Here are some helpful prompts:

- It's not a long-term solution – kids will obey out of fear. This will affect their ability to learn, and they won't remember what they learned on exams
 - It hurts children physically and psychologically
 - If student can't learn, it is better to change your teaching methods than to punish kids for not learning (doesn't address the real problem)
 - It is against children's rights
 - There are other, effective, non-violent options
 - Teachers are agents of change – even if violence is normalized in our communities, we should change their mindsets
4. **Explain** to the group, as an example, that research related to projects in South Sudan and Mozambique has suggested that there is a change in attitude happening within the education system – and this reflects national level policies in both countries that are striving to eliminate corporal punishment from schools.
- While students still report high levels of corporal punishment (caning, beating, humiliation, labour), teachers are claiming it is *not* being used. What this indicates is that while it is difficult to change practice, there is awareness among educators that corporal punishment is *not an acceptable form of discipline*.

EXAMPLES

In Plan SUCCESS project communities in South Sudan:

- **58% of students** (54% of boys and 60% of girls) surveyed said that teachers almost always or most of the time used physical forms of discipline, whereas only **26% of teachers** (22% of male teachers and 28% of female teachers) reported using physical discipline.

In Plan AMOR project communities in Mozambique:

- **63% of girls** and **74% of boys** agreed that teachers/ administrators use violent forms of discipline (violence includes hitting with ruler, yelling, name calling).

What do these statistics tell us about corporal punishment in schools in South Sudan and Mozambique?

5. After the debate, **tell the group** to recall the previous session where you talked about 'positive discipline'. **Ask:** What are some of the differences between punishment and positive discipline?

As a facilitator, try to **draw out** some of the following differences:

Punishment:

- is a short-term strategy that stops the behaviour right away, but doesn't stop it from happening in the future

- involves associating pain with misbehaviour rather than an understanding of what is wrong with the behaviour
- presents no opportunity for learning from the mistake
- reduces confidence
- is about being told what not to do rather than what to do
- encourages children to follow rules because they are scared
- is controlling, humiliating, ridiculing
- has consequences that are illogical (meaning that the punishment is not related often to the behaviour that it is trying to correct)
- models violent behaviour that children will then replicate with their peers

Discipline:

- is a long-term process which aims to build children’s ability to make good judgements
- is focused on helping children to learn from their mistakes
- does not create fear or shame
- recognizes effort and good behaviour
- provides consistent rules and consequences
- is respectful of the child, not humiliating
- has consequences that children will understand
- is proportional to the offence
- involves listening to children
- focuses on correcting behaviour, not judging the child

6. Lead a **brief** discussion on the two lists.

- Is there a clear difference?
- Which is more effective?
- Which form do you usually use at your school – the same for boys and girls?
- Is there pressure from parents to use more physical forms of punishment? As teachers, how can you manage that expectation?
- Again, facilitators should use the discussions in the support materials below to respond to issues raised.

7. Close the session by explaining that next you’ll move on to explore some practical ways to introduce a positive discipline approach to the classroom. Review the **key messages** with the group and take any questions.

- Punishment is any action that intends to harm, hurt or humiliate girls and boys as a consequence of their behaviour. It is considered violence against children. It includes corporal punishment.
- Using positive discipline with girls and boys not only benefits the students’, but is more likely to change behaviour because it is addressing the real reason for the behaviour.

SESSION 23: PUNISHMENT AND DISCIPLINE

Activity Resources

RESOURCE 23A: DEFINITIONS OF PUNISHMENT

According to the Committee on the Rights of the Child (CRC), corporal punishment is any physical punishment.

“...corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.”

Examples:

- hitting (smacking, slapping, spanking) children with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc.
- kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).

The CRC also talks about non-physical forms of punishment that are still considered ‘violent’.

“In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, threatens, scares or ridicules the child.”

RESOURCE 23B: PUNISHMENT AND DISCIPLINE⁴⁰

Why do adults use corporal punishment?

Most educators enter their profession because they want to help girls and boys learn. They do not intend to harm children by using corporal punishment. Given the harmful effects of corporal punishment, why then do so many educators still use it? The answer to this question is not simple. Until now, much of our society and culture has encouraged educators and all adults to hold the following types of beliefs:

1. Spare the rod and spoil the child.

Some adults believe that if children do not fear them, they will disrespect their elders and behave in a way that is against their culture and tradition. These adults believe that by instilling fear in children, they can shape children's value systems and teach children to appreciate their heritage.

“Yes. I beat them. How else will they learn respect for elders?”

- female parent

However, *forcing* someone to respect you or the ideas you represent does not give you ‘real’ and authentic respect. True respect is earned by giving respect, being a good role model, and helping children see for themselves the wisdom of respecting those around them.

Furthermore, if we want children to respect culture and tradition, we have to help children understand how culture and tradition enrich our lives; we need to teach children about their heritage in a manner that respects the dignity of all girls and boys.

2. Without pain there is no gain.

Many adults have been told throughout their lives that learning occurs when we have to endure hardship, pain or discomfort. Our own schooling taught us to believe that without the threat of the stick or a public rebuke, we will become lazy and not exert the effort required to learn new things. Often, adults will feel this is especially true for boys – and that suffering pain makes them tougher or stronger. The effect that this has is actually to teach boys that violence is good way to respond to conflict or problems.

“There are as many ways to punish a child as there are children.

What is important is that the child experiences pain and remembers the pain or else they will not learn.”

- male community leader

However, we now know that positive reinforcement and compassion are more powerful motivators for boys and girls (and adults!) than pain. Pain motivates a behaviour aimed at avoiding pain. It does not teach children how to *learn from their mistakes*. When forced to learn under the threat of a stick, children often memorize the correct answers instead of

⁴⁰ Taken from Naker & Sekitoleko, 2009, p.12-17

understanding the deeper logic about what makes those answers correct. Over time, these children become poorer learners than children who grasp the underlying principles. Deeper learning requires effort and safety, not the threat of physical pain.

3. Good teachers are always in control of their students.

We have all learned from our environment that the only acceptable way of relating to children is to exercise power over them, to control them and make them comply with our wishes.

“I do beat. It is my duty to make sure children behave well. If I don’t punish they will get out of control.”

- female community leader

In the past, it may have been the practice to teach children never to question authority, but times have changed. Many teachers are adopting child-centred learning techniques that encourage girls and boys to explore, to think for themselves, to ask questions, and to learn the joy of finding answers as a major way of learning. Corporal punishment, however, stops a child from questioning, thinking independently, and achieving personal goals; yet these are qualities that both adults and children need in order to be successful. Enforcing unquestioning obedience through the threat of corporal punishment greatly stifles strength and creativity in children (and adults).

We must ask ourselves, is our main goal to control girls and boys or to guide them on how to behave and learn from their mistakes? If we threaten them, they may comply due to fear of the punishment, but as soon as we remove the threat, they will likely go back to the original behaviour. The best teachers do not try to control children by beating or shouting. Instead they strive to show children the error in their behaviours and create an environment within which children can learn from their mistakes.

4. Corporal punishment works best. Other methods don’t.

Getting your students to behave through fear of punishment is not the same as discipline. Corporal punishment works only if you look at it in the *short-term*. Corporal punishment teaches children to do what you say, but only when you are around. In effect, it could teach them to be sneaky, as well as to lie about misbehaviour to avoid being hit or punished in some other degrading manner. By creating a sense of distrust and insecurity in the child, it destroys the teacher-child relationship. Children become angry when someone who is supposed to teach and care for them is instead threatening, beating, or insulting them. While a single act of corporal punishment may seem to be effective, it only temporarily frightens a child into submission.

5. I was beaten and I learned how to behave better.

Many adults argue that they were beaten and humiliated as children, and it did them no harm. Furthermore, they argue that it helped them learn right from wrong, and it showed that the adult who punished them loved and cared for them.

“My father beat me all the time because he cared about me.”

- female teacher

As adults, we need to consider why we hold this belief. Often, when experiencing abuse of power, people focus only on avoiding pain and humiliation. They stop thinking for themselves and they learn to conform—to agree with the reasons they are given for the abusive behaviour. If you were beaten as a child, you were probably told repeatedly that it was for your own good and that it would make you a better person. If a person is abused regularly, it is natural for that person to think that abuse is normal. For example, you may be able to think of a woman who has experienced domestic abuse that will justify it by suggesting that she somehow deserves it.

Sometimes, people use this argument to reduce the guilt they have for using corporal punishment on children today. However, their actions reveal that corporal punishment did, in fact, do them harm: it perpetuated the cycle of violence that they now inflict upon children, and similarly these children are more likely to continue the violence for generations to come. In addition, many things that former generations managed to survive are no longer common practice now. For instance, the fact that some people may not have received vaccinations when they were children does not mean that they would prefer this NOW for their own children.

6. I only use corporal punishment sparingly.

Many adults say that a light slap or a few canes are useful ways to quickly resolve a conflict and to show children they made a mistake. As long as the punishment does not cause physical injury, many adults see nothing wrong with it.

“Yes, I slap her once in a while. It puts her right quickly.”

- female parent

However, most of the damage of corporal punishment is emotional and psychological. It is not about what you do, but how the child experiences it. Even single slaps humiliate children and violate their right to physical safety. Imagine if you were at work and your supervisor slapped you as a way of correcting your mistake. The humiliation you would feel with one slap would be just as damaging as five slaps. Although we cannot see emotional injury, it often has more serious long-term consequences than physical injury. Also, many adults underestimate the frequency and severity of their punishments. It is hard to maintain clarity when you are angry, to maintain awareness of whether you used a gentle slap or a hard one.

With an impulsive slap, adults do not guide children to learn from their mistakes. Most of the time children simply link the behaviour to the pain, and do not understand why the behaviour was wrong.

7. I only use corporal punishment as a last resort.

Some adults argue that it is important to retain corporal punishment as a last resort. They say it serves as a powerful deterrent and allows a way out of a conflict when all else has failed.

“When nothing else works, a stick is necessary.”

- male teacher

However, often in normal day-to-day interactions, adults use physical forms of discipline because it is faster and seems at first to be easier. However, as we know, this form of discipline does not result in long-term behaviour change.

Also, if we regularly use corporal punishment, it will take time and effort for new, positive discipline methods to work. If we have been nagging, yelling, threatening, or physically punishing our students for a long time, it is difficult to build an effective, trusting relationship with them overnight. This may in turn create the feeling that nothing else works, or that the children are 'asking' to be beaten; but the problem is the disciplinary approach, not the misbehaviour of the children. Justifying that a child has asked for violence is really intended to make the perpetrator feel less guilty: blame the victim. Keep trying the new, positive discipline methods and soon they will work.



Some teachers might say that their students 'agree' to caning or beating, or other forms of humiliating punishment. Facilitators should be very clear with their participants: children **can never consent** to being abused or having their rights violated. Corporal punishment should not be given as an 'option' to girls and boys.

What is wrong with corporal punishment?

Most adults do not want to harm children. They use corporal punishment because they experienced it during their childhoods. As a result, they trust that corporal punishment will teach children how to behave. Often, adults do not realize the damage they cause when they use it.

Consider the following effects of corporal punishment on children:

1. Corporal punishment has physical consequences.

Many children suffer physical injury as a result of corporal punishment, such as broken bones, infections and physical illness. These physical consequences can be painful for children and costly for families.

“Teachers beat us badly when we are late, and yet we come from far. My friend has scars where the teacher hit her so hard.”

- 10 year-old girl

2. Corporal punishment has emotional and psychological consequences.

When children are beaten, they often feel anger and shame at the same time, which leads to a feeling of humiliation. When we force children to suffer abuse, we damage their sense of dignity and self-confidence. Children may also stop trusting adults who repeatedly use corporal punishment against them. These negative experiences can lead children to depression, thoughts of suicide, desires for revenge and aggression toward others.

“What is left for me here? No one cares about me. They torture me with words, and my heart is sick. It is better that I die than live this way.”

- 15 year-old girl

3. Corporal punishment promotes bad behaviour.

Many girls and boys who experience corporal punishment end up bullying other children, or as adults, use domestic violence. Corporal punishment teaches children that violence is an acceptable way of imposing their views on someone less powerful than themselves. Girls and women are most vulnerable to this cycle of violence as they typically have less power within the household and the community.

“I become violent and beat other small children.”

- 16 year-old boy

“I feel so ashamed, shy, and feel lonely.”

- 17 year-old girl

4. Corporal punishment effects how young minds develop.

Children who experience corporal punishment and violence regularly may suffer from slowed cognitive and emotional development. They become withdrawn and fearful of trying new things. They feel ashamed of themselves due to regular humiliation. They need more time to learn social and academic skills. Their performance at school may suffer, and their ability to form healthy relationships can be lessened.

“I don’t settle when I think they are going to beat me. My brain closes. I just be as if I do not have life and quake with fear a lot.”

- 12 year-old boy

Because of these consequences, corporal punishment is not an effective way to change behaviour or strengthen girls’ and boys’ performance at school. It brings harm to children rather than success. It does not help children learn what was wrong with their behaviour. It undermines their confidence and contributes toward children trusting adults less. If you are interested in helping children learn, corporal punishment will not assist you in achieving that aim.

SESSION 24: POSITIVE DISCIPLINE

Facilitator's Guide

(Adapted from Plan International Vietnam, 2009, p.74; Naker & Sekitoleko, 2009, p.48)

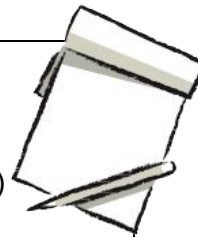
2 HOURS & 15 MINUTES

- Introduction (10 minutes)
- Activity 1 (1 hour)
- Activity 2 (1 hour)
- Wrap-up (5 minutes)



WHAT YOU NEED

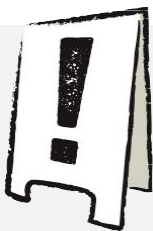
- Flipchart paper
- Markers
- Session resources (24a, 24b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Understand what positive discipline means: that teachers respond with **logical consequences** that are **Related, Respectful** and **Reasonable**.
- Learn skills and tips for using positive discipline to deal with misbehaviour of girls and boys.



KEY MESSAGES

- Logical consequences will help girls and boys to correct misbehaviour, not just to stop their behaviour in that moment, because it is **related** to the behaviour, it is **reasonable** for their age, ability and the nature of their misbehaviour, and it demonstrates **respect** for the student.
- Teachers may have to try different types of actions and troubleshoot with their peers to find the most effective approach for themselves and the student they are disciplining.



TIPS FOR FACILITATORS

- Make sure that you and your co-facilitators have plenty of good examples and ideas that demonstrate positive discipline in different types of common situations.

1. **Begin** this session by reviewing the key learning messages from the previous sessions on positive discipline (see box).

KEY MESSAGE REVIEW!

- Girls and boys misbehave for reasons that are not always apparent. Sometimes those reasons can be successfully addressed without disciplinary action.
- Teachers can create a safer and more positive learning environment by remembering not to take girls' and boys' misbehaviour personally, and by learning how to manage their own feelings.
- Punishment is any action that intends to **harm, hurt or humiliate** girls and boys as a consequence of their behaviour. It is considered violence against children. It includes corporal punishment.
- Using positive discipline with girls and boys not only benefits the students, but is more likely to correct behaviour for the long-term because it is addressing the real reason for the behaviour.

ACTIVITY 1: LOGICAL CONSEQUENCES

(1 hour)

1. **Ask** participants to recall the session when positive discipline was introduced and outlined as a process of:
 - Setting expectations
 - Rewarding good behaviour
 - Logical consequences for misbehaviour

Now you have talked about how to set expectations (code of conduct), how to reward good behaviour, why girls and boys misbehave, and how we respond as teachers. **Next** we're going to talk about **logical consequences** for misbehaviour and some skills we can use as teachers.

2. **Ask** participants to discuss their understanding of what 'logical consequences' should be. Break it down into what 'logical' means and what a 'consequence' is.
 - Something that is '**logical**' is clear and sensible given the circumstance (eating is a logical action in response to hunger).
 - A '**consequence**' is the result or effect of something.

Using logical consequences is most effective when you make sure that the solutions are logical and *not punishment*. All three of the following principles need to be met when choosing a logical consequence. Write these three terms on a flipchart while you explain each:

- **Related:** Action and consequence must be related: when a child throws his or her toys or other objects around the room, the logical consequence is that the child either puts them back in order or stops playing with or using them. When a child spills water, the related consequence is to have him or her clean up the spill. When a child writes on a desk, the related consequence would be to have him or her clean up the desk, rather than to have him or her clean the classroom or the toilet. It also means that the consequence is related to the behaviour, not to the sex of the student or their ethnicity or overall performance at school (for example, boys or poorly performing students should not be singled out for harsher consequences).
 - **Respectful:** If adults do not respect girls and boys and, in particular, make them feel humiliated (“How messy you are”, “How can you be so clumsy? That is the last time I’ll let you pour the milk!”), it becomes a type of punishment and scolding rather than a logical consequence. Logical consequences must respect the rights of the child, which means by definition they are non-violent. This also means being respectful of the reasons that girls and boys might misbehave and some of the issues that were discussed in the previous sessions (for example, is a girl coming late to school because she cannot use the facilities during menstruation, or she must care for her siblings?)
 - **Reasonable:** If the adult is not reasonable and requests a child to clean up their toys or objects they were throwing or scrub the floor again to make sure he or she has learned a lesson, it is no longer a logical consequence. Children have a very excellent sense of fairness. As such, the child will probably not change his or her behaviour or cooperate next time. Reasonable also means taking into consideration the evolving capacity of the child (for example, asking a boy or girl in the first grade to write an essay about respecting the code of conduct would not be in line with their capacity, and might cause them to feel humiliated).
3. **Explain** that next you’ll be exploring some examples of how to apply positive discipline and logical consequences to real-life examples of students’ misbehaviour.

ACTIVITY 2: POSITIVE DISCIPLINE IN ACTION

(1 hour)

1. Now, participants will come up with their own positive discipline approach to some tough examples of misbehaviour in their classroom. **Divide participants** into groups of 5-6, ensuring you have the greatest mix of men and women possible.
2. **Assign** each group one scenario from [Resource 24a](#) – Positive Discipline Scenarios’ for this session. There are five scenarios – if you have more than five groups, you can give the same scenario to more than one group.

3. **Direct** each group to **Resource 24b** from the support materials and give them 15-20 minutes to discuss and answer the questions from **Resource 24b**. Ask them to record positive discipline recommendations for their scenario in their personal notebooks.
4. **Bring the groups back** to plenary and have each group present the information and suggestions for their scenario. Use your copy of **Resource 24a** (case studies with positive discipline alternatives) to help you **lead a discussion**. You should guide this discussion as a reflection, making note of the following:
 - The variety of ideas that the groups came up with shows the many options teachers have that don't involve corporal punishment or humiliation. Remember that teachers can't resolve all issues – sometimes they'll need to take the incident or issue to school administration.
 - Disciplining girls and boys requires the same approach (**related, respectful and reasonable**) – facilitators should try to highlight some examples. When we apply different consequences to boys and girls, we encourage gender discrimination and keep them in their 'gender boxes'.
 - It might take more time to apply logical consequences, but you should discuss how this approach is more likely to *correct* the behaviour of students (in the longer term), rather than just stopping it for the moment and creating a less positive learning environment for that child and for their classmates.
5. **Close the session** by reviewing the **key messages** and taking any questions or comments from the group:
 - Logical consequences will help girls and boys to correct misbehaviour, not just to stop their behaviour at that time, because it is **related** to the behaviour, it is **reasonable** for their age, ability and the severity of their action, and it demonstrates **respect** for the student.
 - Teachers may have to try different types of actions and troubleshoot with their peers to find the most effective approach for themselves and the boys and girls they are disciplining.

SESSION 24: POSITIVE DISCIPLINE

Activity Resources

RESOURCE 24A: CASE STUDIES⁴¹

(From Naker & Sekitoleko, 2009, p.52-58)

What are some examples of positive discipline in action?

The following five scenarios involve common misbehaviours for which some teachers might use corporal punishment. For each scenario, try to think of alternatives to corporal punishment and then read the alternatives provided. Remember, it is important that you begin by understanding the reasons for the child's behaviour. Sometimes there may be a very good reason, and in that case, it is far more useful to help the child find a solution to the situation than to discipline the girl or boy.

Case Study 1: Arriving late to school

Sabina: I live two kilometers from my school. In the morning sometimes I have to fetch water and sweep the compound around our house before I can go to school. Most of the time I walk, because I do not have money to take the bus. I know that being beaten is just the way things are at our school. Sometimes, because I am tired, I take it easy. I will just take the three canes. I try to hide in the bush until the teacher leaves, but most of the time there is no escape. I just have to take the beating.

Sabina's teacher: I have to make sure the children understand that coming late to school is not acceptable. They have to know that there are consequences for their lateness. I always give them three canes. Some of them are even used to it. They just offer themselves up because they know I don't listen to any excuses.

What are positive discipline alternatives?

In this situation, beating Sabina is not justified. Coming to school late is not her fault as she lives far from school and has responsibilities at home before going to school. Beating will not teach her to come to school on time. It just teaches her that she will experience pain as her everyday reality. She will get used to it and think that she deserves it. However, she will never be able to come to school on time because her situation will not change unless the expectation for her to do domestic work before coming to school is eased. The likely impact of the constant beating is either she gets used to it or she drops out of school.

Consider the following alternatives:

- The teacher could begin by trying to understand why Sabina comes late. The teacher could get in touch with her parents to see if together they could help Sabina get to school on time.

⁴¹ Taken from Naker & Sekitoleko, 2009, p.52-58.

- The teacher could hold discussions in class about the importance of being on time and the values behind punctuality. However, the teacher should acknowledge that there may be times and situations when coming to school on time is not within the control of the students, particularly girls who may have household chores to complete before going to school. In these instances, the students who come in late should not be punished. The class could make a list of reasons for being on time, such as:
 - The lessons can start and finish on time.
 - You will not miss part of the lesson because you are late.
 - It shows respect for your fellow students, teachers and school.
 - It shows that you take pride in your conduct and enjoy being at school.
- Sabina could be offered remedial education support to keep up with lessons and counseling, where available on how to convince her parents to allow her to leave early for school. This approach would involve asking her how she thinks she could convince her parents to lessen her workload and allow her to come to school early. It may also involve sending a note home to her parents or, if it is a small community, arranging personal communication with her parents to explain why Sabina needs to arrive at school on time. In all these, the teacher must be aware of the gender related causes of why Sabina is late to school and mitigate any potential risks of either Sabina confronting her parents or the teacher talking to them or sending a note as it might bring harm to Sabina. She might be punished or forced to drop out by her parents who may feel humiliated by being confronted by a teacher.

Case Study 2: Making noise in class and disruptive behaviour

James: I was feeling good today. I was telling funny stories and everyone was laughing. The teacher tried to tell me to stop talking, but I wanted to show everyone that I was not afraid. I am tough and can't be bossed around by a teacher.

James' teacher: I have to ensure that they fear me in this class. Otherwise, they will just get out of control and I will not be able to teach. The students will take over and other teachers will laugh at me. I will put James in his place by embarrassing him publicly and beating him. I will make an example out of James so that students will not dare to show disrespect by making noise in my class.

What are positive discipline alternatives?

In this case, James may be trying to get some attention and praise rather than wanting to be disruptive for the sake of it. It is possible that James does not understand the lesson and is trying to create a distraction to avoid being embarrassed. Maybe James is being treated badly at home, and he is seeking the positive attention of classmates by making them laugh. Maybe James is learning that it is important for boys to be tough and he is demonstrating to his class fellows what that means in class.

Consider the following alternatives:

- The teacher could begin the term by developing class ground rules. The class would agree on these rules together. These rules could include:
 - No side talking during the lessons.
 - All the lessons will start and finish on time.

- The teacher will not humiliate students if they don't know the answer to a question.
- Students will take responsibility for trying hard by asking questions when they don't understand.
- Everyone will respect each other in class.
- If a person breaks any of the rules, the teacher will take an appropriate action already discussed with the class.
- In the case of persistent offenders, the class disciplinary committee will follow pre-written guidelines to determine the appropriate discipline.
- The teacher should talk to James and find out his reasons for misbehaving; remind of the rules and the consequences of non-compliance; the teacher could get James to write a letter to the teacher regarding his behaviour and what effect he thinks it has on the class and what he will do to correct his behaviour.
- The teacher could focus on giving James extra positive attention when he is behaving very well to reinforce that behaviour and give him the attention he is seeking.

Case Study 3: Failing a test or giving a wrong answer to a question

John: I am so nervous in class. I am afraid that the teacher is going to pick on me and ask a question when I don't know the answer. Even if the answer is obvious, sometimes when the teacher looks at me, I can't speak. I become scared and just remain quiet. I know everyone is staring at me and laughing, but what can I do. I just can't risk giving the wrong answer. Even in tests, I feel so afraid and always fail, because I don't know how to answer the questions. I just don't understand anything that is being taught, and I don't want to be laughed at. The best thing is to stay quiet or just leave that question blank on the test.

John's teacher: This boy is rude and stupid! He is insulting me by not paying attention. How many times have I taught this thing? Is he not listening? I am tired of trying hard when this class just doesn't care. Last week almost everyone failed the test and now they don't even know the answer to this simple question. I am going to teach this class a lesson. I am going to thrash this boy so that everyone will learn that when I teach they have to pay attention. They should know the right answer before I ask the question!

What are positive discipline alternatives?

Learning can be a difficult process. The ability to learn depends on the emotional and mental state of the learner. Even if the lesson is simple, some learners may still experience difficulty understanding and retaining the information.

Consider the following alternatives:

- The class could agree to the following rules for learning:
 - The teacher will present the information in many different ways so that children who can't understand one way have an opportunity to understand another way.
 - The teacher will frequently check to see if children understand what is being taught.
 - The students will ask questions and seek clarifications when things are not clear.

- The teacher will give many examples, happily repeat information and will welcome students' questions.
- The teacher will not punish students for not having an answer or giving wrong answers to her questions.
- The teacher could adopt practices that support students who are either timid, shy, academically challenged and all others who are at-risk of leaving school, such as the following:
 - When possible, the teacher offers extra help after class to children who had difficulty with the lesson.
 - When possible, peer mentors provide extra support during vacant periods.
 - If a child does not know the answer to a question, the teacher moves to another child. The teacher never keeps attention focused on just one or two children.
 - The teacher explains that wrong answers are part of learning and that students should not be afraid of giving a wrong answer.
 - When students try hard but give wrong answers, the teacher recognizes the students for trying and then guides them in understanding the correct answer.

Case Study 4: Missing class or being absent without permission

Amina: Sometimes my mother sends me to sell things at the market and I can't go to school. Sometimes I feel bored on the way to school and visit my friend instead of going to school. Sometimes I don't like being in a class where the teacher asks me questions all the time and looks at me in a funny way. I know that I am not going far after primary school ends, so what's the point? I might as well do what I want.

Headteacher at Amina's school: We can't have a child missing class whenever she wants. She has to be made an example of so that her behaviour doesn't spread. In the morning assembly, I will single her out, cane her six times and give her a final warning. If she doesn't listen, she is out of this school. We can't have children undermining authority at this school.

What are positive discipline alternatives?

Amina needs help to see the value of education and feel hopeful that the school has something important to offer her. She may also need help to convince her family that education is important and, she deserves a chance to continue with her studies. Her family might also need to be convinced to not send her to work during school hours.

Consider the following alternatives:

- The head teacher could try to find out why Amina is missing classes and try to convince Amina's parents to prioritize her education.
- The head teacher could refer Amina to a school counselor, if available, if not senior female teacher/head teacher/adult female role model who could help her see that if she invested in her education now, her life could be different.
- The head teacher could ask Amina to write a letter regarding what the school means to her and what she could and would do to continue schooling. Also what others (i.e. parents, siblings and teachers) could do to support her in her schooling.

- The head teacher could ask a trusted teacher to encourage and motivate Amina during this difficult time.
- The head teacher could pair Amina with another student who could encourage her participation in school.
- The head teacher should investigate why Amina feels uncomfortable in her teacher's presence.

Case Study 5: Bullying other children

Peter: I am the toughest boy in this school. Everyone fears me, and I need to make sure that no one gets away with undermining my status. I keep others' respect by showing them what might happen if they don't fear me. I tease small girls, and sometimes rough-up an annoying boy. Everyone in school knows not to cross me. They know my father is tough at home and I am tough at school.

Peter's teacher: This boy is a problem. He is making other children miserable and giving our school a bad name. Today in assembly, I am going to humiliate him. I will slap him a few times and ask another teacher to cane him six times. I will then announce that we don't tolerate such behaviour from anyone. I will warn him publicly that if he persists we will throw him out of this school.

What are positive discipline alternatives?

Peter's behaviour may be motivated by the humiliation he is subjected to at home or elsewhere. Thus, further humiliation at school is unlikely to be helpful. Before taking any firm action, it is important to find out the root cause of his behaviour, through counseling by school counsellors, if available, or senior teacher/school head or adult male role model if not, as well as enquiring within the community. However, it is also important to provide immediate protection for other children.

Consider the following alternatives:

- The school could develop a commitment statement to a bully-free school and post it on a public board, providing guidance on how to report bullying, and making sure all students get introduced to the commitment.
- The school could ensure Peter receives counseling for his problem, if counseling is available.
- The school could involve other community members, such as parents, relatives, religious leaders or other community leaders to help develop and implement non-violent, positive discipline solutions. However, this action should only be pursued if it is ascertained that no further harm will be done to him by these stakeholders who may feel humiliated when their abusive behaviours are exposed.
- The school could involve the community child protection committee or probation officer, if they exist.
- The head teacher could talk about bullying during the school assembly and emphasize that violence against children is unacceptable, regardless of whom it comes from. To do so effectively, the head teacher would focus on talking about the behaviour and not single out or humiliate Peter.

RESOURCE 24B: REFLECTING ON THE CASE STUDIES

What are some possible reasons for the student's misbehaviour? Do gender-related issues play a role?

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How would this behaviour make you feel as a teacher?

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Give THREE suggestions for logical consequences that a teacher could apply here:

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GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING

MODULE 5: COMMUNITY SUPPORT

SESSION 26: ENGAGING PARENTS & THE COMMUNITY

Facilitator's Guide

(Adapted from UNESCO, 2004a, p.5; Wright, Mannathoko, & Pasic, 2009, p.122)

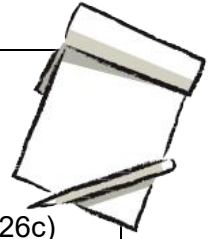
2 HOURS & 45 MINUTES

- Introduction (10 minutes)
- Activity 1 (45 minutes)
- Activity 2 (45 minutes)
- Activity 3 (1 hour)
- Wrap-up (5 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- 1 blank piece of paper
- Session resources (26a, 26b, 26c)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to identify key male and female stakeholders in the community and how they can support gender-responsive and inclusive schools
- Develop a plan with other teachers at their schools to share what they learned at this training with their SMC/PTA and engage them in supporting their gender-responsive schools



KEY MESSAGES

- Engaging fathers, mothers, carers and the community is important in order for teachers to share what they are doing to make their school and classrooms gender responsive, inclusive and child-friendly.
- Fathers, mothers, carers and other community members play an important role in supporting girls and boys as students, and teachers within the community.



TIPS FOR FACILITATORS

- Try to keep this session fun and upbeat – it's nearing the end and they'll be tired, so take breaks or do energizers as needed!

1. **Refer back** to the map of the school that participants made on Day 3, Session 8.
 - **Remind participants** that the 'road' on the map represents the relationship between the community and the school.
 - This session will look at how the community can support our gender-responsive work in our schools and classrooms.

2. **Tell participants** that there are two main purposes for engaging parents and the community:
 - **To share** what we are doing to make our school gender-responsive
 - **To get support** for our gender-responsive school
 - First we will **discuss** the ways in which the community can support our gender-responsive school.

ACTIVITY 1: HOW CAN THE COMMUNITY SUPPORT OUR GENDER-RESPONSIVE AND INCLUSIVE SCHOOL?

(45 minutes)

1. **Explain** that we will do a new kind of brainstorm activity. In this activity, you will prompt participants with a question.
 - They should write their response on their piece of paper. Then, they will switch their paper with a person next to them and you will ask another question.
2. **Hand out** one blank piece of paper to each participant. **Ask:** “Who in the community can support our gender-responsive and inclusive school?” Give participants a *minute* to write down their answers.
3. Now **ask** participants to switch their papers with a person next to them.
 - **Ask** them to look at the community member written on the piece of paper and answer the next question: “How can this person or people support our school?” Give them *5 minutes* to write down their answer.
4. **Ask** participants to pass their pieces of paper to a different person close to them. Now **ask** participants to read what is on their paper.
 - **Ask:** “What are some other ways this person or people can support our school that relates to gender equality or inclusion of marginalized children?” Participants should add one or two other ideas to the paper.
5. **Invite participants** back to plenary. **Ask** for one participant to share what is on their piece of paper, and note down their answers on the flip chart. **Ask** for other participants to add items from their pieces of paper to the list. Use **Resource 26a** for guidance, and add anything participants missed.

ACTIVITY 2: PREPARATION FOR SMC/ PTA MEETING

(45 minutes)

- 1. Explain** that when participants leave this training and go back to their schools, it is important that they share what they learned at this training with members of the community, like the SMC/ PTA.
 - Participants will go back to their schools with new ideas, and they will need support from the community to be able to implement them.
- 2. Tell participants** that the best way to do this is to organize a meeting with the SMC/ PTA at their school with the help of the Head Teacher. Or, participants can ask for a timeslot to talk about the training at an upcoming SMC/ PTA meeting. This will be their responsibility when they return to their schools.
 - In this session, they will have time to prepare for the meeting and to practice their presentations to the SMC/ PTAs.
- 3. Remind participants** of the two main purposes of engaging the community. The meeting will be an opportunity for participants:
 - To **share** what they learned in this training and how they plan to put it into practice in their classrooms
 - To **brainstorm** how to work with the SMC/ PTA to get support from the community for their gender-responsive school
- 4. Ask participants** to refer to **Resource 26b** – Example SMC/PTA Meeting Agenda. Review the agenda with participants.
- 5. Point out** that the first agenda point is that participants will **share** what they learned in the training with the SMC/ PTA members.
 - They will need to come up with **key messages** to share with the SMC/ PTA when they go back to their schools.
- Put participants into groups by school. **Tell** participants that they will now have *30 minutes* to prepare their **key messages** for the meeting.
 - **Ask** them to choose one or two people who will present their key points to a pretend SMC/ PTA. **Remind them** to consider the equal participation of men and women in group leadership.

NOTE!

Some SMCs and PTAs may have disability representatives on them such as interested volunteers, parents of children with a disability or even representatives of a local Disabled Persons' Organization (DPO).

They should prepare:

- A short description of what a gender responsive school is:

- *If necessary, remind participants that a gender responsive school is one in which teaching activities, play, infrastructure and relationships take into account the specific needs of both girls and boys in all their diversity.*
 - A few points on the most important things they learned in the training:
 - *Remind participants of the sessions covered, such as how girls and boys learn, school-related gender-based violence, co-operative learning, assessment, positive discipline, etc.*
 - Some examples of how they will put what they learned into practice in their classrooms:
 - *Remind participants of the ideas that came out in the reflection circles*
 - A plan for who will present this information to the SMC/PTA (they should select one or two spokespeople to speak on behalf of the group)
7. Now **point out** the third and fourth agenda points. The purpose is for participants and the SMC/ PTA to come up with a plan for engaging the community.
- **Remind participants** to draw on their discussion in Activity 1 (How the community can support our gender-responsive school) to share ideas in the meeting.
 - **Encourage** them to be creative when thinking about how to engage the community in supporting gender responsive education.
 - **Emphasize** the importance of engaging the community when it comes to child protection and reporting.

ACTIVITY 3: PRACTICING FOR THE SMC/PTA MEETING

(1 hour)

1. **Explain** that participants will now practice their presentations for the SMC/ PTAs in front of a pretend SMC/ PTA.
 - **Ask** for 3 – 4 volunteers to play different ‘parts’ on the SMC/ PTA – chairperson, secretary, Head Teacher, etc. **Invite** them to the front of the training room. Make sure your SMC leadership ‘actors’ are well-represented by women!
2. **Refer participants** to the meeting agenda in [Resource 26b](#). **Tell participants** that one spokesperson from each school group will have *5 minutes* to explain their **key messages** to the SMC/ PTA (Agenda item 2).
 - After each group has presented, the spokespeople and the SMC/ PTA members will have 15 minutes to discuss how the SMC/ PTA can support the gender-responsive and inclusive school (Agenda item 3). **Remind participants** of the ideas they came up with for engaging the community in Activity 1.
3. **Handover** the meeting to the participants, but make sure to keep them on track and on time.

4. Near the end of the meeting, **prompt participants** and the SMC/ PTA to commit to one or two actions for engaging the community. **Ask** participants to note down the actions in their resource books.
5. **Close the session** by thanking the participants for their participation. **Remind** them that they should organize a meeting with the SMC/ PTA when they get back to their schools. Recap the **main messages** of the session:
 - Engaging fathers, mothers and carers (equally!) and the community is important in order for teachers to share what they are doing to make their school and classrooms gender responsive and child-friendly.
 - Fathers, mothers, carers and other community members play an important role in supporting girls and boys as students, and teachers within the community.



When discussing ways to involve the community, make sure participants discuss common challenges and solutions. For example, what would participants suggest if most fathers were unable to attend parent-teacher meetings because they are always held during times when many fathers are working. What would participants suggest for engaging fathers?

SESSION 26: ENGAGING PARENTS & THE COMMUNITY

Activity Resources

RESOURCE 26A: WHY INVOLVE THE COMMUNITY?

(Adapted from UNESCO, 2004a, p.5; Wright, Mannathoko, & Pasic, 2009, p.122)

1. Fathers, mothers and carers
 - Parents can support gender-responsive education by sending both boy and girl children to school
 - Parents can provide a supportive home environment for students by:
 - Giving them time to do their homework
 - Ensuring they have enough to eat
 - Covering the costs of attending school (like for uniforms and notebooks)
 - Parents can encourage their children to try their best in school – if parents value education, children will too
 - Parents can share practical, local knowledge with teachers to incorporate into and improve their lessons, like traditional stories or local techniques for growing different plants. This makes education more relevant for boys and girls
2. Grandparents
 - Grandparents who are raising children can do all of the things parents can do
 - Grandparents are elders in the community and may have significant influence. They can advocate for education for both girls and boys within the community
3. School Management Committee (SMC/PTA)
 - The SMC can work with teachers and the school administration to undertake projects that support gender-responsive schools, like:
 - Building girls' and boys' latrines in safe areas
 - Mobilizing the community to support initiatives, such as school walking programs, that help girls' and boys' get to school and stay in school
 - Providing menstrual hygiene materials for girls
 - Strengthening child protection and accompanying reporting systems
4. Community leaders
 - Community leaders can advocate for education for both girls and boys within the community
 - Community leaders can work with parents to help them provide a supportive home environment for students

- Community leaders can share their knowledge and experience with students in class if teachers invite them in as guest speakers. Female and male community leaders can serve as good role models for girls and boys
- Strengthening child protection and accompanying reporting systems

5. Neighbours

- Neighbours can help make sure the route to and from school is safe for boys and girls

RESOURCE 26B: SMC/PTA MEETING AGENDA

Date	
1 hour	
Attendees	<i>Training participants and SMC/ PTA members</i>

Time	Agenda Item	Responsible
10 minutes	1. Welcome and opening the meeting	<i>Head Teacher and SMC/ PTA members</i>
30 minutes	2. Key learning from gender-responsive pedagogy training <ul style="list-style-type: none"> • How this learning will be put into practice in the classroom 	<i>Participants</i>
15 minutes	3. How the community can support our gender-responsive school <ul style="list-style-type: none"> • Ways to engage the community in supporting our school 	<i>Participants and SMC/PTA members</i>
5 minutes	4. Closing the meeting	<i>Head Teacher</i>

Agreed actions moving forward:

1	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/>

RESOURCE 26C: WAYS TO ENGAGE THE COMMUNITY IN OUR GENDER-RESPONSIVE SCHOOL

(Adapted from Wright, Mannathoko, & Pasic, 2009, p.112-114)

- Gender-responsive actions are included in the SMC/ PTAs school improvement / development plan
- SMC/PTA required to report child protection cases
- Teachers and school administrators invite parents to discuss concerns about their children and to inform them about events at home or in the community
- Teachers and school administrators welcome mothers, fathers and carers when they visit the school for any reason
- Teachers and school administrators keep in close contact with parents through regular and varied communication, including meetings, telephone calls, home visits, bulletins, school events, student progress reports, etc.
- Communication is provided to illiterate parents or parents who are not speakers of the majority language through oral messages and/or translation
- The school hosts events that showcase the talents of girls and boys or to present them with awards
- The school encourages boys and girls to participate in community activities
- Parents and community members are invited to participate in school improvement projects that support gender-responsiveness, like building separate latrines, setting up community walk-to-school programs to ensure girls and boys arrive safely, etc.
- Male and female community members with special knowledge and skills are invited into the classroom as resources or guest speakers
- The teacher assigns homework that requires children to interact and learn from their mothers, fathers and carers



GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING

MODULE 6: TRAINING WRAP-UP

SESSION 27: TRAINING WRAP-UP

Facilitator's Guide

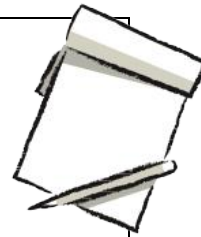
1 HOUR & 15 MINUTES

- Introduction (15 minutes)
- Activity 1 (30 minutes)
- Activity 2 (30 minutes)



WHAT YOU NEED

- Flipchart paper
- Markers
- Post-training assessment/evaluation
- Session resources (27a, 27b)



LEARNING OBJECTIVE

By the end of this session, participants should:

- Be able to reflect on the main things they learned in this training and share idea for how they will use what they learned in their teaching practice
- Complete the training assessment and evaluation



KEY MESSAGES

- This training was designed to be practical and applicable. You should now have the tools to teach in a more gender-responsive way. We hope that you will try out the new things you learned in your classrooms!
- Participating in reflection circles will help you stay connected with other teachers who completed this training and support each other to practice what you have learned.



TIPS FOR FACILITATORS

- This session will not take the full time allotted. Use the extra time to address any questions, to give out certificates, or to end early to give participants time to travel to their home communities.

ACTIVITY 1: REFLECTION & NEXT STEPS

(30 minutes)

1. **Explain** that this is the last session of the training. **Ask** participants to think back on everything they learned over the last ten days. There will be some things that were new to them, and some things they may have already known.
2. **Direct participants** to [Resource 27a](#) – reflections and next steps. Give them *15 minutes* to reflect and write down their answers to the questions. Participants may wish to record some of the ideas that they discussed yesterday, in the last reflection circle.
3. **Invite participants** back to plenary. **Ask** two or three participants to share their reflections. **Lead a discussion** about next steps and identify areas where participants may need to support each other to implement what they learned in their classrooms.
4. **Remind participants** that they are encouraged to participate in reflection circles at their schools.
 - These reflection circles will be like the ones they have been participating in during this training. So, they can continue to have opportunities to share their ideas for putting what they learned into practice and getting support from other teachers.

ACTIVITY 2: TRAINING ASSESSMENT & EVALUATION

(30 minutes)

1. **Explain** that participants will now complete the training assessment evaluation.
 - **You can choose to complete one of the summative assessments in [Resource 27b](#)** which includes:
 1. Post-test
 2. KAP survey
 3. Observations
 4. Trainee feedback
2. **Wrap-up** the session and the training by thanking participants for their strong participation over the last ten days.
 - Feel free to **share** a personal story or sentiment to express gratitude to participants. Attending an intensive training like this one can be tiring and draining, and it is important that participants know their work is acknowledged and appreciated!
3. **Close the training** by thanking participants once again. Recap the **main messages**:

- This training was designed to be practical and applicable. You should now have the tools to teach in a more gender-responsive way. We hope that you will try out the new things you learned in your classrooms!
- Participating in reflection circles will help you stay connected with other teachers who completed this training and support each other to practice what you have learned.

THANK YOU FACILITATORS!

We know that facilitating an intensive training like this one is tiring! Thank you for your work training teachers these past ten days. You can feel proud of your role in strengthening education for girls and boys.

SESSION 27: TRAINING WRAP-UP

Activity Resources

RESOURCE 27A: REFLECTIONS AND NEXT STEPS

1. Which new technique or skill are you most excited about trying out in your classroom?

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2. Which new skills do you need more support to implement in your classroom?

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3. How do you think you can help other teachers in your school teach in a way that is gender-responsive?

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RESOURCE 27B: ASSESSMENTS AND EVALUATIONS

Understanding the outcomes of the GRPTT can provide valuable information of the extent to which trainees have increased their ability to provide a child-centred and gender-responsive educational experience. Assessment can also give evidence of the effectiveness of the GRPTT itself and provide guidance for future training.

There are multiple ways to conduct assessments or evaluations of trainings, depending on the type of information that is being gathered and the purpose which it is designed to serve. Assessments can provide information to identify levels of need, provide evidence (comparatively or otherwise) of the level of learning or change in trainees knowledge, exist as a motivational tool, or provide guidance to the trainer on how to alter and adapt the training itself to achieve better results.

Assessments or evaluation can be conducted before (diagnostic), during (formative), or after (summative) the delivery of training, depending on the purpose of the assessment. Suggested forms of assessment are presented below, along with examples of possible methods and the intended purpose of their use. They are arranged under diagnostic, formative, and summative categories, though multiple forms of assessment can be implemented during a training round. All training plans are encouraged to conduct detailed needs assessments prior to training.

Method	Purpose
Diagnostic assessment	
Needs analysis	Assessing the needs of trainees is a vital stage in the training cycle. Gathering as much information as possible of the current level of knowledge and understanding, as well as the context in which the trainees will teach will allow the trainer to prioritise these needs and to adapt the GRPTT content. This needs analysis can be completed through observations of trainee teaching, formal/informal interviews, through written answers, or, if timing is limited, a simple checklist.
Pre-test	A pre-test can be conducted in various ways, but usually exists as a formal written assessment that is scored and provides a quantitative measure of a trainee's knowledge. This level can then be compared with a post-training assessment (such as a post-test) or can exist independently to inform the level of content and input for the trainer. Pre-tests can often be appropriate for training that provides objective content that be quantitatively assessed.
Group discussion	Assessments can be effective at focusing attention or increasing motivation in trainees. It can introduce the areas that will be covered and can prepare trainees to engage with the material that will be presented. Group discussion can be an effective method for this, especially when the training relates to attitudinal or perception-based content. It allows trainees to reflect on their own beliefs and approaches prior to receiving new input.
Formative assessment	
Recap	Either through periodic reviews or at the beginning of new sessions/modules, a process of recapping previous content is an effective method of both assuring that trainees are prepared to move to the next stage, and as a way of reintroducing key information that will be relevant for the upcoming session. Whether through group discussion, or through

	eliciting responses from trainees, the process can affirm knowledge and help prepare for new content.
Short quizzes	Quizzes can offer a chance to assess the pace of learning and are a valuable tool for trainers in determining whether the approach and level of the training is appropriate. Quizzes can also be engaging, can support quantitative measurement and even combine with summative testing, and can also provide motivation to trainees.
Peer presentations	An extremely effective example of recapping content is for trainees to present (in various degrees of formality) content previously covered. This requires them to acknowledge directly the extent to which they have internalised the content and are adequately able to articulate the core concepts externally.
Practice teaching (if possible)	Practice teaching is the most effective method of assessing whether the objectives of the training have been internalised and whether it has had an impact on their pedagogy. Providing opportunities for practice within the training should be prioritised wherever possible. Structured reflection sessions (with peers and with the trainer) should be scheduled after.
Summative Assessment	
Post-test	A post-test can either be a replication of the pre-test (allowing for direct comparison) or can be a wider test that covers additional areas of knowledge, attitudes and practices. A post-test can provide valuable evidence for the specific level of improvement achieved. Post-tests can also be conducted in small groups, which can encourage analysis of answers, increase engagement with the content, and further support reflective practice.
KAP survey	If possible, a detailed assessment of the knowledge, attitudes and practices (KAP) of trainees can provide a deeper understanding of the impact of the training. This is particularly appropriate for training that seeks to alter perceptions around inequalities, which can be hard to assess through knowledge testing alone. A KAP survey could be a combination of other assessments methods, such as discrete testing, group discussion, and classroom observation.
Observations	Formal observations of the trainees at an appropriate point following the training is the most effective way of assessing the impact of the GRPTT. Classroom observations can be tailored to specific areas covered in the training (such as lesson planning, or classroom management) and should be supported with reflection sessions with the observed teacher.
Trainee feedback	Trainees should be provided the opportunity to give feedback on the training course. This should include opportunities for praise and criticism of the GRPTT and the trainer, as well as for trainees to identify areas that offered the most value to their teaching practice. This feedback is vital in adjusting the training methodology to more effectively benefit teachers.

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ANNEX 1

ADAPTATION OF GRPTT IN CONFLICT SETTING: SOUTH SUDAN EXAMPLE

Background:

In 2014-2017 Plan International, with assistance from Dubai Cares, supported the “Stop Unique Challenges Compromising Girls Education in South Sudan” (SUCCESS) project in South Sudan. It aimed to increase enrolment and retention of children, especially girls in primary education; improve the quality of education as well as improve community-based gender-responsive school management. The project components included construction of school infrastructure, support to overage learners (including married teenagers, young mothers and pregnant girls) through alternative learning programs; capacity building of district and school stakeholders, including teachers.

The GRPTT was adapted for emergency context when violence broke out in South Sudan in July 2016. In May 2017, teachers from schools in conflict-affected Yei town were trained on the adapted GRPTT package. The context in South Sudan when the GRPTT was adapted were as follows:

- a) Psychosocial support, child protection in emergency were key gaps.
- b) There was overcrowding in classes in schools, pupils did not spend the required hours in school due to security fears and hunger, and out of classroom teaching was limited.
- c) The extra skills and tasks required from teachers included monitoring child protection issues, passing hygiene messages to pupils every morning, teaching in more classes than usual.

Based on the above-mentioned context, the following adaptations were made in the GRPTT sessions and activities to ensure conflict sensitivity was mainstreamed:

Session	Activity/Steps	Notes/ Additional question(s)
<i>Session 1: Introduction to the training program</i>	Activity 1, Step 1	– If facilitators think it’s relevant, share with participants that the provision of education in emergency contexts can make a big difference in the lives of boys and girls. If properly delivered, education can help restore a sense of normality, dignity, and hope. Boys and girls who are in school are less vulnerable to violent attacks, sexual violence and being recruited into armed groups. Good quality education can help spread values of inclusion, tolerance, and conflict resolution, and teachers have a very important role to play in this provision. This training will provide teachers with opportunities to discuss good teaching practices for boys and girls, and efforts have been made to contextualize these good practices to the current emergency context in South Sudan.

	Activity 2	<ul style="list-style-type: none"> – Skip Activity 2: Training evaluation and assessments – Session shortened to 30 minutes
Session 2: Introduction to Gender	Activity 1: step 4	<p>ASK: How do boys and girls, or men and women, experience conflict differently?</p> <ul style="list-style-type: none"> • <i>For example, do girls become even more vulnerable to sexual violence? Perhaps women and girls are viewed as powerless victims, while boys and men are viewed as perpetrators? Do boys become more vulnerable to being recruited into armed conflict or gangs?</i> <p>ASK: How do girls and boys experience food insecurity differently?</p> <ul style="list-style-type: none"> • <i>For example, who is favoured in the distribution of food when there is a limited supply? What kind of additional responsibilities do women and girls take on to provide food in this context?</i>
Session 3: Why is Gender Important?	Activity 1: Step 4 & 5	<p>ASK: Does the current insecurity change these power dynamics? Or does it reinforce existing power structures between men and women?</p> <ul style="list-style-type: none"> • <i>For example: Do women take on more leadership roles in times of conflict or insecurity?</i>
Session 4: Gender and my Students	Activity 1: Step 3 & 5	<p>ASK: While participants are mapping out the daily schedules of their students, ask them to consider how the daily routines of boys and girls have changed as a result of the current insecurity. Invite them to share in Step 4 during the discussion about girls and boys' daily routines.</p> <ul style="list-style-type: none"> • <i>For example: do girls have to go further or work harder to find food? Have their family care responsibilities increased?</i> • <i>Do boys have to spend more time supporting family income?</i>
Session 5: Education as a Right	Activity 1: Step 2	<p>ASK: Do rights change for children in times of conflict?</p> <ul style="list-style-type: none"> • <i>Answer: NO. Even in times of conflict and insecurity, all children have a right to safe and quality education.</i>
Session 6: School- Related Gender Based Violence	Activity 2: Steps 9-12	<p>This activity might bring up examples of violence that are specific to the conflict or insecurity being experienced. Try also to ask participants to include examples of violence that occur outside of the current situation of insecurity.</p> <ul style="list-style-type: none"> • <i>For example, what types of violence occur in the home? At school? To children? To women or men? At work? In the community?</i> <p>Some examples of violence related to conflict or insecurity will be easy to identify – those that are physical and sexual.</p>

		But teachers might also talk about fear, intimidation and other forms of psychological violence.
Session 7: School-Related Gender Based Violence	Resource 7b and 7c	<p>It may be the case that there are no clear or functioning authorities (police, school admin) to report incidences of violence to. Teachers should discuss whether there are alternative actors providing support (NGOs, community structures, etc.). Facilitators can discuss with supporting Plan or other actors staff to find out which organization is the child protection lead in the community and inform teachers of available services.</p> <p><i>Facilitators should remind teachers that institutions and individuals that respond to incidents of violence should always act in the <u>best interest of the child</u> (not the community, not the school, not the teachers).</i></p>
Session 9: Planning and reflecting	Activity 1, Step 4	<p>Ask: What are the challenges with lesson planning in the current emergency context? What are some possible solutions?</p> <ul style="list-style-type: none"> – Teachers may discuss challenges, perhaps including: <ul style="list-style-type: none"> ○ Increased workload, as they are expected to teach additional classes and have less time to plan ○ Difficulty planning lessons for large classes ○ Feeling personally affected by the conflict – perhaps stressed, distracted, demotivated, tired, etc., finding it challenging to concentrate and/ or plan effectively – Possible solutions could be: <ul style="list-style-type: none"> ○ Working together to plan lessons, and sharing lesson plans amongst teachers ○ Planning to use methodologies that will work well for large classes (such as group work – which will be covered in Session 14: Cooperative Learning) ○ Keeping lesson plans simple – focusing on the big question ‘What do students need to know’ and then selecting the best methodology to use for the content (more on this will be covered in Session 12: Selecting Teaching Methods)
	Activity 2 and Activity 3	<ul style="list-style-type: none"> – Skip content on Reflection Circles: <ul style="list-style-type: none"> ○ Skip Activity 2: Introduction to Reflection Circles ○ Skip Activity 3: Benefits of Reflection Circles – Session shortened to 1 hour 15 minutes
Session 10: How do students learn?	Activity 1, Step 6	<p>Ask: How do you think the emergency context affects how girls and boys learn? How can teachers better support their learning in this context?</p> <ul style="list-style-type: none"> – Teachers may discuss: <ul style="list-style-type: none"> ○ Girls and boys may be hungry, which has biological effects on their readiness to learn

		<p>(malnourishment and hunger can affect children's ability to absorb information)</p> <ul style="list-style-type: none"> ○ Girls and boys may be experiencing risk, stress, distress and/ or trauma <p>– Teachers can support their learning by:</p> <ul style="list-style-type: none"> ○ Showing empathy and understanding why girls and boys may be having trouble learning right now ○ Making the classroom environment safe and positive (see Session 21: Safe and Positive Learning Environment) ○ Continuing to support girls and boys to learn effectively by using remedial teaching strategies (see Session 15: Remedial Teaching) ○ Recognizing signs of distress in children and referring children who require extra support to psychosocial services in the community. Signs of distress can include: <ul style="list-style-type: none"> ▪ Crying, anger, fighting, absence, lack of concentration in class, not completing assignments, dirty/ un-bathed, inadequate clothing/ lack of uniform, appearance of under-nourishment, and illness ▪ Specific signs of sexual abuse, harassment, child labour, and bullying include: shyness, emotional withdrawal, and isolation <p><i>Note:</i> Each child may be affected differently by the conflict. Some may have mild reactions, while others may have more severe reactions and require additional, specialized support. It would be helpful if facilitators and/ or program staff can identify support services where teachers can refer children needing additional support. If no services are available, the SMC and/ or community leaders may be able to offer guidance.</p>
<p>Session 12: <i>Selecting teaching methods</i></p>	<p>Activity 1, Steps 1 – 2</p>	<ul style="list-style-type: none"> – Consider adjusting the 'challenge' in Step 1 to better fit the emergency context: <ul style="list-style-type: none"> ○ Second grade class with 100 students (40 girls and 60 boys), many of whom do not attend class regularly – Add the following question(s) to Step 2, Ask: Does the activity meet the learning needs of girls and boys in the emergency context? For example: <ul style="list-style-type: none"> ○ Can it be used in large classes? ○ Can all girls and boys participate, even if they have missed previous lessons?

		<ul style="list-style-type: none"> ○ If not, how can teachers and other students help to support the students who do not attend regularly to participate?
	Activity 2, Step 5	<p>Add the following question, ask: How can selecting the right teaching method for the content help teachers teach in this emergency context?</p> <ul style="list-style-type: none"> – Teachers may discuss: <ul style="list-style-type: none"> ○ Makes teaching easier for teachers, as girls and boys understand better ○ Saves time, as girls and boys understand faster ○ Makes class more enjoyable for girls and boys, as they understand more easily
Session 14: Cooperative learning	Note to Facilitators	<ul style="list-style-type: none"> – Connect the note on using cooperative learning with large classes to the current emergency context, where classes are overcrowded. Cooperative learning is a good method for large classes. If the physical space is crowded, see tips for organizing groups in Resource 14b (Grouping Strategies – 3. Grouping by seating arrangement)
	Activity 1, Step 5	<ul style="list-style-type: none"> – Connect the point about girls and boys learning to respectfully and constructively work together within the emergency context by adding that it is important for boys and girls to practice working cooperatively, resolving disagreements and building positive relationships, which are important skills for preventing conflict and building peace
	Activity 3, Step 2	<ul style="list-style-type: none"> – Use method #3 in ‘Grouping Strategies’ (Resource 14b) to put teachers into groups, as this is a good method for teachers to use in large, overcrowded classrooms
	Activity 4, Step 5	<p>Add the following question, ask: What other challenges have you faced when using group work in the emergency setting? Have you found any ways to overcome these challenges?</p> <ul style="list-style-type: none"> – Teachers may discuss: <ul style="list-style-type: none"> ○ Girls and boys not working well together in groups, perhaps because of the psychosocial effects of the conflict (disagreeing, not focusing on work, etc.) ○ Room gets too noisy because it is overcrowded there are too many students speaking at once ○ Some girls and boys who do not attend school regularly are not able to participate in the group work activities

		<ul style="list-style-type: none"> – Teachers may identify ways to overcome these challenges like: <ul style="list-style-type: none"> ○ Closely monitoring group work and helping boys and girls to resolve conflicts positively and effectively, looking for win-win solutions ○ Moving some groups outside to reduce noise, if possible and if the teacher can still supervise them when outside of the classroom ○ Assigning one boy or girl (who attends regularly) in each group to be the group ‘helper’. It is their job to provide extra help or explanations to boys or girls who may have missed classes. If there is too much missing content to cover, the helper can notify the teacher, who can use remedial teaching techniques (see Session 15: Remedial Teaching)
Session 15: Remedial teaching	Activity 1, Steps 2 – 4	<ul style="list-style-type: none"> – Encourage teachers to think of examples since the crisis. They may discuss boys and girls who fall behind because of emergency-related issues – missing class because of security issues, hunger, family responsibilities, etc. Try to draw on these experiences as much as possible.
	Activity 2, Step 4 and Resource 15a	<ul style="list-style-type: none"> – Add the following question: <ul style="list-style-type: none"> ○ How has the student been affected by the emergency context? Are gender-related factors in play in affecting the student?
	Resource 15b – Remedial Teaching Methods	<ul style="list-style-type: none"> – Add conflict-related reasons for students falling behind, such as missing class, hunger, distraction, increase on household work and/ or psychosocial distress <ul style="list-style-type: none"> ○ Missing class can be addressed by using many of the strategies for ‘<i>This lesson is too difficult for me</i>’ <ul style="list-style-type: none"> ▪ Offering help outside of class may not be possible in the emergency context ○ Hunger, distraction and/ or psychosocial distress require more specialized interventions (school feeding, referral to psychosocial support services, etc.). <ul style="list-style-type: none"> ▪ Teachers can help minimize the effects on learning by making sure the lesson is interesting (see strategies next to ‘<i>I’m not interested in this topic</i>’), that students feel encouraged (see strategies next to ‘<i>I know I’m going to fail anyway, so I just don’t try</i>’), and that the learning environment in the classroom is positive (see Session 21: Safe and Positive Learning Environment)

Session 16: <i>Setting up my classroom</i>	Activity 1, Steps 1 – 2	<ul style="list-style-type: none"> – Activity 1 shortened to 15 minutes – Run through Step 1 (brainstorm) very quickly in plenary. Make sure all of the items included in the questions in Step 2 are covered in the brainstorm – Skip Step 2
	Activity 2, Steps 7-8	<ul style="list-style-type: none"> – If possible, try to move through Activity 2 in 1 hour – In Step 7, add the following question, ask: <i>How has the emergency context affected the arrangement of your classroom? How have you dealt with these changes?</i> (Teachers may mention overcrowding) – In Step 8, add a note that girls and boys who do not attend regularly should still be accommodated in the regular seating plan – they should not all be seated together at the back of the class, for example
Session 21: <i>Safe and positive learning environment</i>	Activity 1, Step 9	<ul style="list-style-type: none"> – In the plenary discussion, add that girls and boys may be experiencing risk, stress, distress and/ or trauma from the conflict, which affect their behavior and performance in the classroom. It is important that the learning environment does not reinforce or exacerbate these affects, but instead provides a safe and caring environment for children. Teachers have an important role to play in making sure boys and girls feel safe, cared for, and encouraged at school. – Girls and boys who have been severely affected by the conflict may require more specialized psychosocial support services. If support services are available, teachers should be made aware of them and encouraged to refer boys and girls who they think require additional support.
	Activity 3, Step 8	<ul style="list-style-type: none"> – Adjust the list of rules to reflect the reality of the emergency situation.
	Activity 4, Step 10	<ul style="list-style-type: none"> – Connect to the emergency context, as encouraging boys and girls and rewarding good behavior is very important as they face increased stress and uncertainty in the rest of their lives. It is valuable for them to know that their classroom is a safe space where their efforts will be valued and respected in a supportive way.

Session 22: <i>Why Children Misbehave</i>	Activity 1: Step 4	<p>While participants brainstorm in their groups, ask them also to consider what type of unmet needs girls and boys might experience more in times of insecurity or conflict.</p> <p>For the body, these might include:</p> <ul style="list-style-type: none"> • Increased hunger, injury or illness due to absence of healthcare or medicine <p>For mind and heart, these might include:</p> <ul style="list-style-type: none"> • Increased anxiety, inability to focus • Constant fear, inability to sleep • Sadness due to loss of family, friends, displacement, etc.
	Activity 2: Step 2	Acknowledge that teachers will also experience unmet needs, anxiety and other impacts as a result of the insecurity they might be experiencing in their own lives. Invite participants to examine how that might affect their response to students' misbehavior.
Session 24: <i>Positive Discipline</i>	General comment	Consider discussing with participants whether in times of insecurity, where children might feel anxious or afraid, their need for logical and reasonable treatment might be even greater.
Session 25: Revisiting lesson planning	Activity 1, Step 2	<ul style="list-style-type: none"> – Revise list based on what was covered in condensed 6-day training. – Move through Activity 1 in 45 minutes.
	Activity 2	<ul style="list-style-type: none"> – Move through Activity 2 in 1 hour 15 minutes. Entire session shortened to 2 hours.
Session 27: Training wrap-up	Activity 1	<ul style="list-style-type: none"> – Step 2, Resource 27a: Adjust Question 3 to read: <i>'How do you think you can help other teachers in your school teach in a way that is gender-responsive and addresses the needs of girls and boys in this emergency situation?'</i> – Skip Step 4.
	Activity 2	<ul style="list-style-type: none"> – Skip Activity 2: Training assessment and evaluation. – Session shortened to 30 minutes.



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