

TABLE OF CONTENTS

CONTENTS	PAGE #
Notes about facilitation and being a facilitator	2 – 7
Domestic Violence	
- Introduction	10
- Section 1: What is Gender and Why is it Important?	11 – 12
- Section 2: Domestic Violence	13 – 17
- Section 3: What is Sexual Harassment?	18 – 22
- Section 4: Healthy Relationships	23 – 30
- Section 5: Assertiveness	31 – 33
Parenting	
- Introduction	36
- Section 1: Teenage Pregnancy	37 – 39
- Section 2: Child Abuse	40 – 43
- Section 3: Cost and Responsibility of Raising a Child	44
Homework Handout	45 – 46
Alcohol	
- Introduction	48
- Section 1: What is Alcohol?	49 – 52
- Alcohol Handout	53
Suicide	
- Introduction	56
- Section 1: Reflection on Self	57
- Section 2: Understanding Depression and Suicide	58 – 61
- Additional Information for Facilitators	62 – 63

Help & Shelter

Notes about Facilitation and being a facilitator

1. WHO IS A FACILITATOR?

A facilitator is one who uses different methods of interaction with other people to enhance learning. A facilitator uses techniques which encourage discussion, dialogue, self reflection and sharing of experiences about the issues for which sharing is done.

2. QUALITIES OF A FACILITATOR - A facilitator has the following qualities:

- Trusts other people and their abilities
- Respects other people's ideas and experiences
- Willing to listen and has good listening skills
- Has confidence and is humble
- Is Interested in people and their development , friendly and sensitive to their needs and feelings
- Is creative, flexible and dynamic
- Is open to feedback and willing to adjust or change accordingly
- Is aware of their strengths and weaknesses, and is willing to learn more
- Is alive, active and has a good sense of humour
- Gets things done
- Is organised, mentally and physically and has a sense of order and system
- Believes in participatory processes
- Works well with a team or group
- Is creative and has skills in drawing or handwriting
- Speaks clearly and uses simple words and short sentences.

3. DEVELOPING FACILITATION SKILLS

There are several important skills that a facilitator can develop and use to create a safe and dynamic learning environment. Some of these skills are listed below with tips for how to use them.

3.1 DEVELOP A RELATIONSHIP OF TRUST WITH THE PARTICIPANTS

- Be respectful, honest, open, and friendly before, during and after the process.
- Conduct group work while sitting in a circle, whenever possible, the way people do in informal discussions. Sitting behind desks or tables may intimidate some participants and create a competitive setting for others.
- Encourage and value all the participants' contributions.
- Establish an informal and comfortable atmosphere using your words and actions
- Emphasise that you are learning and growing through the process as well; avoid presenting yourself as the expert.
- Share openly the objectives of the process and address the expectations that the participants may have.

3.2 STRUCTURE THE LEARNING PROCESS IN AN UNDERSTANDABLE AND MEANINGFUL WAY

- Think and plan ahead about how to facilitate each activity so that the participants can feel that you are a reliable and credible person.
- Keep time and negotiate any major schedule changes with the participants.
- Share the timetable. Explain the flow of the process and obtain agreement. Be willing to modify the schedule if the group suggests alternatives.

3.3 ENABLE THE PARTICIPANTS TO SHARE THEIR EXPERIENCES MEANINGFULLY

- Develop ground rules with participants at the beginning of the process to share responsibility for the outcome of your work together.
- Create a safe way for participants to introduce themselves to the group at the beginning of the process and thus help them feel that they are members of the group. A fun activity often works well.
- Protect shy and vulnerable participants from being forced into silence or revealing personal information inappropriately.
- Delegate some of the 'disciplinarian' roles to nominated members such as time keeping, monitoring whether the objectives are being met, etc.
- Ask open-ended questions that help participants expand on what they're sharing and that help the group broaden their discussions.
- Emphasise in words and actions that all contributions are valid. Build on and make links between participants' contributions instead of searching for 'right answers'.
- Avoid pressuring participants or singling them out to share their views (i.e., calling on participants, when they are not ready, putting people on the spot, etc.). This may inhibit the participants and make them anxious about getting it wrong.
- Clarify what participants contribute using gentle probing questions and by repeating back what you think is being said.
- Invite elaboration without embarrassing participants by using neutral questions such as, "Can you say more?"
- Extract meaning from a set of contributions by summarising them and linking them to form a collective understanding.

3.3 INTERVENE IF YOU FEEL THE GROUP'S OBJECTIVES ARE BEING COMPROMISED

- Seek contributions from different participants if one or two of them are dominating the group.
- Have a private word with a participant if s/he is promoting an agenda for personal instead of collective learning or one that opposes the group's learning objectives.
- Focus the discussion if it is becoming diffuse and straying from the objective of the workshop.
- Boost the energy of the group by introducing a game or a physical activity, especially if energy is low during a demanding discussion or the heat of the afternoon.

3.5 ENSURE THAT THE WORK REMAINS A LEARNING PROCESS

- Summarise frequently, and always summarise at the end of each activity to highlight the collective learning that has occurred.
- End each session with an overview of the discussions and, if appropriate, questions for reflection until the next session.
- Begin each new session with an overview of the previous session's work and with an opportunity for participants to contribute reflections.
- Conduct an oral evaluation of the process and a written evaluation if appropriate. This allows the participants to come to a collective emotional understanding of the process.
- Ensure, whenever possible, that participants have had an opportunity to think about what they will do practically with what they have learned
- Discuss, if appropriate, what support the participants will need, how to access this and how to apply what they have learned.

- Every time you facilitate a learning process, the participants are placing their trust in you and therefore placing on you the responsibility to be as effective as you can be. Becoming an effective facilitator is primarily about having respect for the participants you are working with.
- If you begin with that, then the rest will come with experience and practice. It is also important to believe in your ability to make a meaningful contribution to the development of the participants.
- Keep learning from each process you facilitate and, above all, make it fun!

4. FACILITATING WITH THE FOURTH FORM STUDENTS

The modules are geared toward encouraging discussion, dialogue and self reflection about issues of healthy relationships, domestic abuse, substance abuse, suicide and parenting. In order to increase good open communication with students we suggest you consider the following tips to assist you in your classroom discussions.

- Remember to ask open-ended questions. This is a good way to start and continue a discussion. Open ended questions start with : How, Why, When and What (i.e. “How does this affect you ?”, Why is this so ?” “What can we do to help/ change this situation?”).
- Listen and acknowledge different opinions. If a student introduces a controversial point, try to separate what is fact from opinion. **Should a disagreement occur, encourage students to challenge the ideas, not the student/students.**
- Encourage lively discussions but avoid arguments. Because the issues in this manual are emotional topics for many, especially in the area of abusive relationships, people usually have strong convictions and discussions can become heated. If this happens you can call a time out and get students to reflect why this is happening (e.g. it could be a defensive mechanism for someone who may be abusive or who may have suffered abuse but is in denial, or defending a parenting style that has been passed on to them.)
- Stay focused. When discussions seem to get off track, try to reintroduce the original issue being addressed (i.e. Sharon, I think you have a point there, but can we get back to talking about...”).
- Listen. Ask everyone to listen to and respect each person's point of view before responding. It is important not only to understand what a person is trying to say, but also to allow her/him an opportunity to express herself/himself.
- Recognize that there are many views on any topic. The whole purpose of discussion is to share ideas/information –it is not about winning a discussion or being right.
- Don't feel you have to be an expert on all issues. If you don't know something, admit it. If a student raises a difficult question, ask if anyone knows the answer. Or, if the question is important, state, “My understanding is that....,but I'll have to look into it further.”
- Depending on the topic it might be advisable to have single-sex discussion group by dividing students into separate male and female groups. This can provide safety and give girls a better chance to talk. When the two groups join, make sure the discussion doesn't lead to a face – off or confrontation.
- State clearly from the beginning that abusive behaviour is not acceptable at any time including at this workshop. In discussions differences will be respected but not abusive or insulting behaviour.
- Language that poisons the environment- words and ideas that are sexist, racist, or biased against particular groups of people (based on their nationality, age, sexual orientation, religion, or physical abilities) should be challenged. Discussion is great; hurtful words are not.

- Group work is a good way to encourage participation. However, in some groups the more active students tend to be assigned all the roles and responsibilities of writing up and reporting. A strategy to use to ensure full participation, is to insist that each time there is a group presentation, the presenter must be someone who has not presented before, and that the roles of Group Leader, scribe etc. should be rotated.

5. YOUR ROLE AS FACILITATOR IN CREATING A SAFE ENVIRONMENT

The modules in this manual especially those which deal with abuse can be very emotionally charged and personal in nature. As a facilitator you need to create as safe a space as possible for students to honestly discuss their experiences, opinions and feelings. The following points are suggested as ways to help create a safe environment.

5.1 RESPECT

As a facilitator you have to lead by example and make sure you demonstrate respectful behaviour yourself at all times. It is of vital importance to be sensitive and aware of differences or different perspectives being expressed by students. At the same time you need to be sensitive and aware of embarrassment, discomfort or emotional reactions that students may be experiencing during the discussion of an topic.

5.2 JUDGEMENT

Be careful not to be judgmental in your opinions. Don't reinforce the stereotypes, e.g. "boys will be boys" or that girls are powerless "victims". Keep focused on the facts.

5.3 SAFETY AND GROUND RULES

At the very start of the workshop encourage open discussion establish safety and ground rules. Ask students what they need from you and each other in order to feel safe talking about workshop issues. Some such rules can be:

- Confidentiality
- Respect for other opinions and views expressed
- No abusive language, labeling, name calling, insults or discrimination

Another way to create safety for students is to set up a 'question box' in which students can anonymously ask questions that might be difficult to raise in front of other students. You as facilitator can then read aloud and answer these questions without reference to individuals.

5.4 DEALING WITH DISCLOSURE

The issue of abuse may affect students in a very personal way. In discussing sensitive topics and issues some students may disclose previous or current abuse or assault. The following points may help when dealing with disclosure:

A. FIND A SAFE/QUIET SPACE

If possible talk with the student in a quiet safe atmosphere, where he/she will not be disturbed. Do not under any circumstances break the confidentiality of a student unless the student is at risk to herself/himself or others. If in doubt refer the matter to Help & Shelter or a trained counselor

B. LISTEN

This may be the first time the student has ever spoken about her/his experience.

C. BELIEVE

It is very important that the student feels understood and believed.

D. REASSURE

Reassure the student that the abuse/assault is not her/his fault.

E. INFORM

Find out if there is a MOE policy on reporting abuse of students or a school policy.

Find out if there is a school welfare officer at the school or one who visits the school.

A referral list is included in this manual so check what services are listed for area in which abuse has taken place.

DO NOT INFORM ANYONE IF THE STUDENT DOES NOT WISH YOU TO. RESPECT THE CONFIDENTIALITY OF THE STUDENT

From the outset, do not make promises you cannot keep (i.e. "I'll take care of it, I won't tell anybody.") Make sure the student understands what information can and cannot be kept confidential.

You should be aware of the procedures for reporting abuse in the area students are from and if there is any MOE policy or procedures for reporting such abuse.

6. PREPARATION FOR THE SESSION:

- Ensure that you have a contact at the school, preferably the Head teacher. If it is possible, you might want to visit the school to get an idea of the selected venue for the sessions and to familiarize yourself before hand. Alternatively, you could plan to arrive about 20 minutes earlier than the scheduled start of your session so that you could be comfortable with the surroundings.
- Do you have the materials you will need? Check the following:
 1. Handouts
 2. Flipchart paper
 3. Tape
 4. Markers – about 6 should be enough
 5. Scissors
- Do you have your outline of the activities for the session with the students?
- A note about dress: The Ministry of Education has guidelines on how members of the public should dress when entering schools. The dress code suggests no armless or attire which could be deemed casual.

7. BEFORE THE SESSIONS BEGIN:

- Arrange the students in a horseshoe formation so that you could see every student
- Outline the learning objectives for the particular session
- Do an icebreaker activity to introduce the students
- Prepare the ground rules or contract if this is the first session. Important points to note are

- Confidentiality
- One person at a time when speaking
- Respecting other people's views
- Let one or two students volunteer to be monitors of the 'contract'

8. DURING THE SESSION:

- Relate back to the session's topics and objectives
- Remember that role play activities and all other activities should be linked back to the main topics
- Check that quiet students also get a chance to participate.
- Keep an eye on time management, allocate participative activities with discussions and briefing points

9. AFTER THE SESSION:

- Check in with the designated teacher or head teacher
- Conduct an evaluation of the session, and get feedback from the students
- After all the sessions are completed, ensure you submit your report to the Project Co-ordinator

HOW TO USE THIS MANUAL

This manual has been provided as a resource for use by facilitators of the Help & Shelter project with Fourth Form students.

1. Before you begin a session, read through it and plan how you will facilitate the session.
2. Look through the introduction to make sure you have all the materials ready prior to conducting the session.
3. Feel free to write your thoughts in the margins of this book or make notes that will help you during the process.
4. You may choose to facilitate the activity as described or adapt it for your class of students.
5. Once you are familiar with the steps and the intent of the session, allow your creativity flow.
6. Ensure that the core knowledge, attitudes and skills are transferred within the allotted time period.