

Save the Children

FUN, SAFE, INCLUSIVE



FUN, SAFE, INCLUSIVE:

A half-day training module on facilitation skills



Save the Children

Published by Save the Children on behalf of the Child Protection Initiative 2015. Permission to use, copy and distribute this document partly or entirely is granted, provided that the source of references appears in all copies.

Authors and editors: Anne-Sophie Dybdal, Rosa Marie Øllgaard

Contributors: Wendy Ager, Zhang Bin, Sita Michael Bormann, Sanne Gylling, Mazen Haber, Muhammad Heyt, Sarah Hildrew, Mai Holm Hviid, Shaiful Islam, Reyila Muhammad, Karin Tengnäs, Kai Yamaguchi-Fasting, Shuhui Yang, Zorigul Yusup

Coordination: Charlotte Bøgh

Photo credits: Charlotte Bøgh/Save the Children, Aleksandra Marchenko/Save the Children, Jozef Natal/Save the children, Louise Dyring Mbae/Save the Children, Paul Smith/Save the Children, Louise Dyring Mbae/save the Children, Marie Fensmark/Save the Children, Sala Lewis/Save the Children

Front photo: Charlotte Bøgh/Save the Children

Design: Westring kbh
Print: Toptryk Grafisk ApS
ISBN: 978-87-91682-70-4
Printed: 200 ex.

The manual is available online from Save the Children's Resource Centre at <http://resourcecentre.savethechildren.se/>

We would like to thank Danida for their financial contribution to this publication. The material was developed with the participation of Save the Children staff and partners across the world. We are very grateful for the support we have received in developing this training manual from everyone involved in the drafting, testing and reviews, with special thanks to the protection and education teams in Xinjiang Uyghur Autonomous Region, China programme, The Danish staff and volunteers in the family club programme, and the team involved in the Bangladesh IPEP programme for children with disabilities.

This manual was inspired by Steven Gross of Life is Good Playmakers. His concept of 'joyful playing' helps children overcome adversity and challenges. We are grateful for his generosity of spirit and contagious interest in children.

The photos used here do not portray people affected by the specific circumstances related to psychosocial programmes presented in the training module.

Save the Children Denmark

Rosenørns Allé 12
DK-1634 Copenhagen V
Phone: +45 35 36 55 55
Mail: redbarnet@redbarnet.dk
Web: www.savethechildren.dk



Save the Children

FUN, SAFE, INCLUSIVE

FUN, SAFE, INCLUSIVE:

A half-day training module on facilitation skills

¹ <http://content.lifeisgood.com/playmakers>



Save the Children



Aleksandra Marchenko/Save the Children

Contents

Foreword	7
Introduction	8
PART I: FACILITATING WELL – TIPS AND TECHNIQUES	9
A fun, safe and inclusive learning environment	9
Fun	9
Safe	9
Inclusive	10
FACILITATION TECHNIQUES	11
Brainstorm and buzz groups	11
Case studies	11
Demonstration	11
Discussion	11
Drawing	11
Energisers	12
Feedback	12
Flipcharts	12
Games and play	12
Group work	12
Materials	13
‘Microphone’ or ‘talking stick’	13
Parking lot	13
Problem-solving	13
Relaxation exercises	13
Role-play	13
Rounds	14
Serving snack or lunch	14
Showing appreciation	14
Songs and jingles	14
Visioning	14
LEARNING FACILITATION SKILLS	15
Learning by doing	15
Networking	15
Observation	15
Pairing with another facilitator	15
Reading and research	15
Study trips	15
Participation in a training workshop	15
TIPS AND GOOD PRACTICE IN BEING A GOOD FACILITATOR	16
Being a good facilitator	16
DO’s and DON’Ts of working with children	18
Being prepared for the unexpected	19
Dealing with your own anxieties as a facilitator	20
Dealing with difficult emotions in the group	20
Caring for staff and volunteers	22
PART 2: ‘FUN, SAFE, INCLUSIVE.’ THE TRAINING MODULE	24
Introduction for trainers	24
Introduction	24
Preparation before the training	25
Training of Trainers (ToT)	25
The training module	25
Introduction	25
SESSION 1.	26
Introduction to the training and to the core concepts	26
SESSION 2.	28
Fun	28
SESSION 3.	30
Safe	30
SESSION 4.	32
Inclusive	32
SESSION 5.	34
Closing	34



Jozef Nuteel/Save the Children

Foreword

It is with great pleasure that we present **Fun, Safe, Inclusive: A half-day training module on facilitation skills**. This manual has been specifically developed by Save the Children in response to requests from the field to provide a short training module on facilitating programmes for children. It builds on best practice and learning gained by Save the Children during the implementation of a range of activities promoting children's protection and well-being.

Children's mental and psychosocial health and resilience are increasingly on the global agenda and are now integrated in programmes promoting children's protection, development, and well-being. Save the Children implements a wide variety of mental health and psychosocial programmes and activities, especially in the child protection, health, and education thematic areas, and we have made strides in developing methods and an evidence base for these interventions. With the growing focus on evidence and quality, Save the Children is providing guidance to staff across sectors engaged in psychosocial programmes.

Fun, Safe, Inclusive: A half-day training module on facilitation skills can be used across sectors for programmes at all levels. It can be used as a stand-alone training tool or as part of a comprehensive training on psychosocial and resilience-promoting activities for children, adults and families. The module focuses on facilitation skills promoting fun, safety and inclusion. It draws on new insights about the importance of play from neuroscience, giving ideas for activities designed to alleviate the long-term impact of toxic stress on children's brains and development.

We sincerely hope that **Fun, Safe, Inclusive: A half-day training module on facilitation skills** will contribute to the growing body of psychosocial and resilience-building toolkits to safeguard children and promote their well-being.

Jonas Keiding Lindholm, CEO
Save the Children Denmark

Introduction

Facilitators play a key role in the implementation of psychosocial and resilience-building activities. Their facilitation skills contribute to the impact and benefit of programmes on the lives of those participating.² Positive outcomes depend of course on the careful selection of activities relevant to the needs of the children, but they are also greatly influenced by the way in which activities are implemented. Key to this is the role facilitators have in communicating hope, commitment, calmness and confidence through play.³

The half-day training module in this manual is designed to strengthen the facilitation skills of staff working with and for children, including social workers, Save the Children and partner staff, teachers, health workers, etc. The facilitation skills featured in the training are relevant to psychosocial programmes, resilience-building programmes and life skills programmes. The module focuses on the 'HOW' and the 'WHY' in facilitating activities promoting the psychosocial well-being and resilience of children and their families.

The manual has two parts:

- Part 1: Facilitating well – tips and techniques
- Part 2: 'Fun, Safe, Inclusive' – the training module

Part 1: Facilitating well – tips and techniques⁴

Facilitators are role models for those participating and are responsible for creating a stimulating learning space. Facilitators may establish a fun, safe and inclusive environment, by using a variety of facilitation techniques and being prepared to deal with difficult emotions. Good facilitation skills are the foundation for developing trust, empathy and tolerance between participants enabling beneficiaries of the specific programme to benefit from the activities.

A fun, safe and inclusive learning environment⁵

Fun

Laughter and fun have a series of benefits that support learning. Laughter eases anxiety and fear, and improves the mood of the participants. It also lowers stress hormones, relaxes muscles and can elevate levels of serotonin, endorphins and dopamine in the nervous system.⁶ When an activity is enjoyable and gives participants a sense of mastery in a situation, the learning processes are stored long-term in brain.⁷ Having fun also has social benefits for the group, as it strengthens relationships, enhances teamwork, helps defuse conflict and promotes group bonding.

Safe

The facilitator should be aware of safety issues including:

- Physical safety: This includes the safety of the building being used, the location and the route that participants will have to take to get to the workshops.
- Moral safety: This includes making sure that all activities are appropriate and that participants are not involved in activities that embarrass them.
- Social and emotional safety: Although the life skills workshops tackle some sensitive subjects, they are designed to maintain the social and emotional safety of the participants.

Setting ground rules for activities is key to ensuring a conducive environment. The consequences for breaking a rule need to be discussed and participants involved in monitoring by identifying someone as a 'chaperone.' It is important to note that these consequences are meant as reminders of the ground rules for the entire group, rather than as a punishment of the individual(s) who broke the rules. The facilitator must make sure that the consequences do not humiliate anyone or put anyone in an uncomfortable situation. For example, if someone has to sing a song as a consequence of breaking a rule and this person is clearly uncomfortable with it, the group should be asked to help come up with a song and sing it together.

Although a chaperone is chosen at each workshop to make sure that the ground rules are followed, it is the responsibility of the facilitator to deal with what happens if the rules are broken. It is important as a first step to find out why someone has broken a rule and to do this without humiliating anyone. The next step is deciding with the person what can be done to prevent this from happening again. For example, if a participant arrives late, ask for the reason and find out with the person what they could do to make sure they come on time the following day. If someone laughs at or ridicules another participant, it is important to make clear that this is not acceptable. Ask the person who laughed to reflect on how he/she

² Malchiodi, C. A. (2008) Creative Interventions with Traumatized Children. New York: The Guildford Press.

³ Brymer, M. J., Steinberg, A. M., Vernberg, E. M. et al (2009) Acute Interventions for Children and Adolescents. In: Foa, E. B. et al (2009) Effective Treatments for PTSD. Practice guidelines from the International Society for Traumatic Stress Studies. New York: The Guildford Press. Pages 106-116.

⁴ Parts of this chapter has been adapted from 'The Children's Resilience Programme: Psychosocial support in and out of schools' by IFRC Reference Centre for Psychosocial Support and Save the Children (2012)

⁵ Gross et al: Cultivating Joy: Therapeutic Play & the Healthy Development of Children

⁶ Ford, J. D., Albert, D. B., & Hawke, J. (2009) Prevention and treatment interventions for traumatized children. Restoring children's capabilities for self-regulation. In: Brom, D. Pat-Horenczyk, R. & Ford, J. D. (2009) Treating Traumatized Children – Risk, Resilience, and Recovery. New York: Routledge. Pages 195-209.

⁷ Perry, B. D. (2006) Applying Principles of Neuro-Development to Clinical Work with Maltreated and Traumatized Children. In: Boyd Webb, N. (ed.) Working with Traumatized Youth in Child Welfare. New York: Guilford Press. Pages 27-52.

would feel if he/she was the one being laughed at. Make it clear that treating each other with respect is essential for creating a trusting and safe environment and getting the most out of the workshop series.

Inclusive

The facilitator should model inclusive facilitation, for example, by making sure that all opinions are respected and no one is intimidated. There are various methods to make sure that all participants have the chance to express themselves:

- Demonstrate exercises in front of the group, so that everyone has a chance to understand.
- Energizers help young people and adults who do not have a long attention-span to focus (let participants facilitate).
- Different methods benefit different participants, depending on their learning styles. Use songs, film, art, stories, discussions etc.
- Use a variety of activities to create the opportunity for each youth to play a key role – including young individuals with disabilities.
- Use brainstorming or buzz-groups if there are shy participants in the group. Let the participants discuss in groups of 2-3 before discussing in plenary.
- Let participants take turns. This will allow shy participants to speak. Do not pressure people to speak.
- Check on participants when they are doing group work. Encourage them to take turns presenting. Also, encourage them to help each other to solve the task.
- Invite participants who have not said much to participate.
- Work with participants' input and adapt sessions to their everyday life.
- Make sure that everyone understands. Ask "Any questions?"



Louise Dyring Mbae/Save the Children

Facilitation techniques

There is a wide range of participatory learning techniques to keep the participants engaged, as well as promoting the development of interpersonal life skills and strengths. These include:

Brainstorm and buzz groups

Participants are asked to reflect and comment on a concept, idea or problem, either in small groups or in the entire group. Every response is acceptable. There are no right or wrong responses in a brainstorm and the more responses, the better. Responses are written up on a board or flipchart where everyone can see them. Participants are encouraged to keep giving ideas, without judging or commenting on each other's ideas. A brainstorm should not last too long and time should always be provided after the responses have been given for the participants to reflect on the outcome.

Case studies

A case study can be made-up or real. It is a story or description of an incident or situation that has happened or may happen in the future. Case studies are very popular in workshops, as they stimulate reflection and discussion. They can be accompanied by specific questions or tasks that the participants have to complete through their understanding and analysis of the case study.

Demonstration

This technique is used to explain as clearly as possible what participants are expected to do in a given task or activity. It may be done verbally or physically, for example, in demonstrating how to do certain movements or actions.

Discussion

This is a free-flowing conversation that gives all of the participants the opportunities to express themselves and listen to opinions and ideas of the group. The facilitator does not take the leadership role, but is instead an equal participant in the discussion. When a discussion is held in a workshop environment, where the participants have agreed to treat each other with respect and tolerance, a discussion can be a lively exchange of different and diverse ideas and opinions. It is a method of learning that stimulates the cognitive skills of analysis, synthesis and evaluation. If you are in a group where a couple of people are dominating the conversation, wait for a pause and then – in a friendly way – invite a quiet group member to talk. For example, "Lily, what do you think about this issue?"

Open discussions are very good when establishing contact with youth who are not yet part of a club. Gestures, eye contact and smiles may act as the initial icebreaker. Play and games also work well as icebreakers during open discussions. When children start asking questions or request something, you can start the discussion. Pay complete attention to the discussion and do not take notes until a later stage. You can connect with children using informal discussions, and gradually discuss their life style, problems, livelihood issues, coping mechanisms, hazards and risks in their lives, values, relationships, dreams and visions. Open discussions also allow room for young people to reflect on how they perceive their own situation, position, expectations and roles.

Drawing

Many children and adults enjoy drawing – though not everyone likes it. Drawing can be used as a relaxation exercise without a predefined task, or as a way of getting to know the participants and their resources and challenges. They may draw about their everyday life, their education, their workspace, what makes them happy and their dreams, etc. If you use drawings with a particular aim in mind, make sure you have enough time to talk about the drawings and to take care of the emotions the drawings may evoke.

Energisers

These are fun activities that are used to make participants comfortable about being in the same space together. They are often used at the beginning of a workshop to give participants a chance to get to know each other better or when participants seem to be getting tired and need to get up and move around. Energisers can also be used as a neutraliser after an activity that may have been emotionally challenging. The activities are usually short (around 10 minutes in duration) and can be used to reflect the themes of a workshop. They can either be planned or added if the facilitator sees the need for them. It is good practice to ask the participants to suggest energisers, and ask them to explain and instruct the other participants on what to do.

Feedback

Giving and receiving feedback is an important part of social interaction and learning in a workshop. Participants are often asked to give feedback on their own participation in activities and on how others have performed, for example, in role-plays. Feedback is a critical reflection tool that can lead to important discussion amongst the participants. Make sure that the participants and facilitators give each other positive and constructive feedback that does not put anyone down or hurt their feelings. Encourage the participants not to judge another person's behaviour or try to interpret why someone else is as he/she is, or does what he/she does. Ask them instead to report back on how their behaviour or performance affected the person who is giving the feedback. When receiving feedback, encourage the participants to try to learn from the feedback and to use it as a constructive and helpful tool.

Flipcharts

Flipchart paper is very good for recording ideas, discussions, action points, etc. Most people, especially children, cannot retain extensive amounts of detailed information for long. Flipchart paper can be used for writing or drawing important information that can then be posted on the wall of the venue, so that participants can refresh their memory any time.

Games and play

Games are structured activities where two or more participants play according to a set of rules. They can be both entertaining and educational. Playing naturally makes most people relax and provides a way for participants to get to know one another and, at times, come up with new ideas. Games and play can be used to promote specific group dynamics, such as trust and a sense of togetherness. They are also often used to encourage positive competition and cooperation. Playing helps people develop creative thinking, imagination and problem-solving skills. Many games and play contain elements of learning and life skills. By asking young people what they learned from a game or from playing something, for example, their analytical skills, critical thinking and self-esteem are strengthened.

Most cultures have traditional games (as well as with songs) that can be used to help participants feel at ease, as they are familiar with them from their homes or childhood. Games can also be included in a workshop spontaneously if the facilitator senses the participants need to have some fun, for example, after an activity that has involved difficult emotions.

Group work

Working in smaller groups provides space for participants to express themselves. Some participants do not like to speak in a large group or never get an opportunity to speak. In a smaller group they may feel safe and valued, and find it easier to express themselves and come up with new ideas. While children – like adults – often have favourite friends they prefer to work with, it may make sense to form new groups. There are numerous ways of creating groups, including drawing lots; giving each participant the number 1, 2, 3 or 4 that represents four different groups; or forming groups based on what people like, their interests or other qualities that make sense in the given situation. Using small group work with young people ensures inclusiveness, because individuals who are new or who do not have close friendships with anyone in the big group are included in a non-threatening way.

Materials

Most activities need a certain range of basic materials, such as markers, flipchart paper, tape and art supplies. Most programme instructions contain a detailed list of materials required. However activities for children can often be conducted with very little material at hand. With creative thinking, there is always a way to get by. For example, a ball can be made out of paper or a piece of bed sheet.

‘Microphone’ or ‘talking stick’

Using a microphone or talking stick is a way of giving each participant in a group a chance to talk while ensuring the other participants listen with their full attention. The microphone or talking stick can be anything from a pen, a marker or a little stick. The person holding the object has the opportunity to speak, and the other participants should listen. It should never just be passed around the circle, with each person taking a turn. This can be intimidating and make some people worry so much about their turn that they are unable to listen to what the others are saying. No-one should ever be forced to take a turn to speak unless they choose to do so. The microphone is more about everyone listening than it is about the person talking. This in turn enhances a sense of self-esteem and social support.

Parking lot

A ‘parking lot’ is a place where participants can put their questions or comments. It can be a hat or a basket or a blank flipchart paper taped to a wall, or a notebook. It is important to explain how to use the parking lot. Provide a pen or pencil and post-it notes or other small pieces of notepaper that can be pinned on the wall or put into the basket, or instruct the participants to write in the notebook. Explain the purpose of this space and encourage the participants to post any questions or comments they want to have addressed during the workshops. Some children may prefer to draw their thoughts or questions. It is the responsibility of the facilitator to make sure these questions or comments are addressed, either in a plenary with all the participants, or with the individual person who left the question or comment (if the person has made him or herself known). However, it may not be possible to address all points that come up. If some points are not addressed, the facilitator could read them out at the end of the workshop and then the group can decide on when and how to address these and who should be responsible for following up. A group may also decide that some points do not need to be addressed at all.

Problem-solving

Giving a group of participants a problem to solve together is a popular workshop method, as it enhances group interaction and cooperation. When left to solve a problem, individual personalities and behaviours in a group setting are often magnified. For example, one person typically takes the role of leader; another may be the one who writes notes and another may choose to be the one who reports back to the bigger group.

Relaxation exercises

Relaxation exercises encourage the participants to relax their bodies and minds, and to focus on being present.

Role-play

Group members act out a relevant life situation as if it were happening at that time. The participants may be given roles to play, or they may be able to choose a role to play, depending on the nature of the activity. Role-plays can help adults and young people to explore their attitudes towards themselves and others. They give participants the opportunity to understand and feel empathy for other people's challenges and situations being faced. It can also give them practice in dealing with difficult situations, including conflict resolution and negotiation, as well as a wide range of other real life situations, thereby providing valuable life skills. A debriefing should always follow role-plays. This means that group members ‘step out’ of the roles they have been acting to reflect on the role-play and on their feelings and on what they have learned through the role-play. If any participant seems upset or otherwise affected by a role-play, take some time to talk to the participant individually, to make sure he or she is feeling ok by the time the workshop is complete. Children are able to participate in role-play, but younger children may need concrete guidance and structure.

Rounds

This is a particularly useful technique to encourage the participation of everyone in the group. Participants are usually asked to sit or stand in a circle. Each participant is then invited to take a turn to share their experiences, feelings or opinions, or to do a certain action.

Serving snack or lunch

Eating together creates a sense of closeness and may be beneficial for team building and a positive atmosphere in the group. Be especially aware that children's blood sugar levels may drop quickly leading to irritability and lack of concentration.

Showing appreciation

Clap to show appreciation when someone comes up with a good idea or has done something good. Appreciation makes people feel good, motivates and encourages further participation.

Songs and jingles

This type of activity can be useful in workshops with young people. Local songs and jingles usually hold specific cultural or historical value and can be used either for discussing specific topics, or simply to make the participants feel comfortable and at home in the workshop setting. Many songs and jingles can be accompanied by dance or movement. They work well as energizers or icebreakers. Young people often like to suggest songs or jingles they know and like.

Visioning

This is similar to brainstorming and problem-solving, except that participants are asked to imagine how something they know could be different in a positive way. For example, "What kind of community would you like to live in when you grow up?" Visioning is an activity that can help to generate a common goal and a sense of hope. It gives the group something to move towards and encourages creative thinking and passion. It is a way of moving towards something positive, whilst problem-solving moves away from something negative. Be aware that envisioning a future is an abstract exercise that requires a certain level of cognitive development.



Paul Smith/Save the Children

Learning facilitation skills

There are different ways of improving your facilitation skills. These include:

Learning by doing

You can practise basic facilitation skills at home and with your friends. Ask your co-facilitator or mentor to give you constructive feedback after a workshop.

Networking

Networking is a way of sharing experiences with and learning from others. Meet regularly with other facilitators who work with children and young people. Start by letting people explain what they are doing at present, move on to address issues and problems experienced by peers and then brainstorm about solutions.

Observation

Observing other facilitators at work or when you attend workshops may help you become a better facilitator. You have to keep yourself firmly focused on the processes the facilitator is using rather than getting involved in the content of the workshop. You can also try observing different kinds of meetings. Watch the chairperson and the participants. Who speaks and when? What happens when someone speaks and no one takes any notice?

Pairing with another facilitator

Pairing an experienced facilitator with a new facilitator for a week or two may make much more sense than a series of formal training sessions, workshops, briefings, presentations and study trips. When you work with another facilitator, you gain in-depth knowledge about the adjustments in facilitation that make activities fruitful. A more experienced facilitator may provide you with constructive feedback in the role of a mentor and it can give an opportunity to practise co-facilitation skills.

Reading and research

Reading and researching can provide you with a theoretical understanding of how to become a good facilitator. If you have Internet access, you can find materials by using the search terms, 'good facilitation skills.' Some materials are also available for purchase, depending on funding. Certain webpages produce a list of the latest publications. Otherwise, many organisations may have materials on facilitation skills to borrow. For example: AVSI SCORE programme: Life Skills Education for Adolescents and Youth; Facilitator's Manual: http://www.score.or.ug/uploads/Life_Skills_Education_Facilitator_s_Manual.pdf

Study trips

Study trips to similar projects and programmes may be useful in generating new ideas and energy. Visits have to be well prepared with clear learning objectives to be beneficial to those participating.

Participation in a training workshop

Participation in a training workshop is an easy way of learning the basics of facilitation. Good training should give you experience in facilitating groups similar to your own and allow you to learn by observing others in action. Usually, there is some supervision and guidance by an experienced facilitator and you receive feedback from the facilitator and the other participants. However, some new facilitators find it difficult to apply knowledge gathered from courses in their everyday lives. This makes it important to complement trainings with ongoing supervision and mentoring.

Tips and good practice in being a good facilitator

Being a facilitator is a very rewarding task but brings complexities with it. It is a process of mutual learning and exchange between facilitator and participants. This section provides tips and good practice in being a good facilitator:

Being a good facilitator

A good facilitator prepares well for every workshop:

- Know the participants you are working with, their context and expectations. This is the most important means to success and helps everyone involved to feel comfortable about the planned activities.
- Bring at least one game that can be use as an icebreaker, if needed. Ideas for icebreakers are in most training manuals developed by Save the Children and partner organisations.

A good facilitator **gets to know their participants well**:

- Find out why participants are attending.
- Explore their hopes and expectations, as well as their fears and concerns.
- Seek to understand the range of experience, age, gender and status in the community.

A good facilitator **demonstrates flexibility, open-mindedness and a positive attitude**:

- Be prepared to take part in activities if needed.
- Be flexible and responsive and make sure you are prepared to adapt activities when required.
- Enjoy facilitating and have fun doing it. A sense of humour always makes things work more smoothly.
- Be yourself and trust your facilitation skills.

A good facilitator **demonstrates good communication skills**:

- Promote good communication between the participants.
- Use open-ended questions, e.g. "Can you tell me the story so far?" Closed questions like, "Do you understand?" that require a simple yes or no may make people feel awkward about admitting that something is not clear. Use suggestions like, "Please let me know if you want me to clarify something."
- Listen to understand, rather than evaluate or challenge what is being said.
- Listen actively without interrupting, listen more than you talk and ask what issues people are concerned about instead of making assumptions.
- Speak slowly and clearly and avoid using jargon or jokes that can be misinterpreted, such as sarcasm.
- Facilitate endings by summing up decisions and the way forward.

A good facilitator **demonstrates strong interpersonal skills and group management**:

- Manage group processes and try to solve conflicts as soon as they arise.
- Encourage dialogue. If one person tends to speak a lot, ask the others what they think about what the person said. You may also tell the person that it is now someone else's turn to talk, but that he or she may talk again later.
- Seek agreement. If agreement is not possible, remember that it is also OK to 'agree to not agree.'
- Admit that you do not know all the answers and when you are unable to respond to a question, make sure that you say you will try to find out.

A good facilitator is **patient and respectful**:

- Take time to explain something again until everybody understands remember that people, also children, have different learning styles.
- Make suggestions and use examples, case studies and storytelling to explain things that appear to be difficult to understand.
- Allow participants some time to think before continuing the workshop.
- Never discriminate. When you get to know a group of young people, you may feel more attached to some participants than others. Discrimination may at best make the other participants feel inferior. At worst, it may create jealousy and cause division among the group.
- Be realistic – everything takes time.

A good facilitator **promotes active engagement and participation**:

- Invite feedback and acknowledge ideas and contributions.
- Honour each participant; do not use them by taking just what is wanted for the purpose of the activity.
- Limit your own contributions to give more time for others' participation.
- Learn about the participants' individual strengths through discussions and observations.

A good facilitator **attends to the needs of the participants**:

- Be attentive all the time and sensitive to unexpressed feelings.
- Be culturally sensitive.
- Be sensitive about what is appropriate in relation to language, posture, gestures and facial expressions, etc.
- Use different facilitation styles over the course of a workshop, as people learn in different ways and therefore need to be stimulated differently.
- Always gives feedback and inform people how their ideas will be taken into account and why – or why not. An immediate response is important for most people, even if they do not dare to ask.

A good facilitator **always ensures the safety of participants**:

- Do not force anyone to participate, but ask opinions and provide choices. Seek to find out why a person does not want to get involved and how the context could be changed to make it more appealing.
- Protect minority points of view and validate helpful comments.
- Maintain confidentiality. Never disclose a person's personal story to others unless the person has asked the facilitator to do so.
- Never hit, threaten or use abusive language.

Charlotte Bagh/Save the Children



DO's and DON'Ts of working with children⁸

DO

- Treat children with respect and recognise them as individuals in their own right.
- Be exploratory and curious in involving participants, that is, ask how they understand something without imposing your own opinions.
- Listen to participants, value their views and take them seriously.
- Ask for permission to take photos or make videos of participants from the children, young people, their parents or caregivers (follow local legal requirements and those of school management, etc.). If permission is granted, ensure all images of the participants are respectful, that the participants are adequately clothed and that sexually suggestive poses are avoided.
- Be aware that touching a child, perhaps to offer comfort, can be misconstrued by observers or by the young person themselves.
- Try to keep the two-adult-rule – make sure there are always two adults present when working with young people, and stay visible to others, whenever possible. Identify and avoid compromising or vulnerable situations that might lead to accusations of misconduct or inappropriate behaviour, e.g. being alone with a young person.
- Empower young people by actively engaging them and promoting and raising awareness of their rights.
- Discuss issues of concern with young people and explain how to raise concerns. If appropriate, organise awareness sessions with young people and adults about unacceptable behaviour or issues of concern.
- Speak out if you are suspicious of another person's actions or behaviour with participants.
- Know who you can speak to in your workplace, if you want to discuss or report suspected or known abuse.

DON'T

- If participants are discussing one topic, do not give them another topic to discuss at the same time.
- Don't work with participants if this may expose them to risk or danger – always work on the basis of the participants' best interests.
- Don't force young people to participate – participation should be voluntary. Try to encourage participants who are not participating to engage more.
- Don't direct young people by giving them hints – let them speak freely without imposing your views.
- Don't put yourself in a position where your actions or intentions with participants can be questioned.
- Don't use any form of physical punishment, including hitting, physical assault or physical abuse.
- Don't shame, humiliate, belittle or degrade participants or engage in emotional abuse.

⁸ Adapted from O'Connell, Meuwly & Heiniger (2008) and Benson & Bugge (2007) Theory and Programmatic Guide.

Being prepared for the unexpected

Working with emotional and social issues can lead to unpredictable outcomes. Sometimes, activities can provoke unexpected reactions from some participants, or activities do not engage the participants as expected. Facilitators who work with children need to be attentive and responsive to the reactions of the participants. This requires flexibility when planning a workshop and during the actual implementation of a workshop:

Flexibility in planning a workshop: Facilitators are often very ambitious about the number and range of activities that can be done in one workshop. In a workshop series, it is important to be vigilant about any issues challenging the participants. Facilitators have to be flexible and ready to adapt activities to meet the participants' needs. This does not mean that facilitators should not plan, but they should be careful not to engage participants in activities that are irrelevant or inappropriate, just because the facilitators spent a lot of time and effort planning those activities beforehand.

Flexibility during a workshop: If an activity takes longer than expected, or it leads to unexpected reactions from the participants, the facilitator should be flexible and adapt the rest of the activities that day. This ensures that the participants are neither rushed nor left with difficult emotions that are not attended to. Flexibility enables facilitators to make adjustments so that participants who are struggling with difficult emotions are given the necessary care and support to cope with these feelings. It is better to do one activity well than to do many activities poorly.

Despite awareness and attempts to be flexible, one of the most demanding tasks for a facilitator is to know how best to deal with a situation when things are not going according to plan. One way of dealing with unforeseen problems in a workshop is to use the approach that if what you are now doing is not working, try doing the opposite. Think about different ways of facilitating activities to get back on track. This enables the facilitator to re-assert a measure of control and may enable the participants to express their own difficulties in a legitimate way within a group. For example:

- If a plenary session is not working, break into smaller groups.
- If a practical exercise is not working, change it to a demonstration.
- If a thinking session is not working, move on to a practical activity.
- If a facilitator's example is not appropriate, seek out a participant's example.
- If participants are not engaging in a large group activity, divide them into smaller groups and ask them to apply the material to situations from their own experience.
- If you are unsure what to do next, take a short break (for refreshments, if there are any) to give yourself more time to think.
- If there seems to be resistance, ask participants to say how they are feeling.
- If the present activity is not working, start the next one.
- If you are running out of material, end the workshop early rather than trying to create fillers.
- If the group is becoming fragmented, bring participants back together and ask them to work on clarifying the purpose of their work together.

Remember that different opinions and views are good and stimulate learning. Do not get drawn into arguments. Rather, encourage the participants to debate issues in a friendly and respectful manner and to accept different viewpoints, even if they do not necessarily agree with it. For example, when someone expresses an opinion that is controversial, you can encourage debate and discussion by saying, "That is an interesting point. Are there other opinions on this matter? Remember, there are no right or wrong answers when we discuss opinions."⁹

⁹ This is taken from Pickles (1995) Theory and Programmatic Guide. Page 26.

Dealing with your own anxieties as a facilitator

Even the most experienced facilitators experience pre-workshop anxieties. There are some useful ways of dealing with them and it is worthwhile spending time reflecting upon these before implementing the workshops:

- Analyse your anxieties and think about how to deal with them. Make a note of the worst things that you think might happen during the workshop, then for each item on the list, note down two ways in which you could deal with the situation. This should make you feel more confident.
- Accept that you will not be able to cope with everything perfectly. You do not have to be perfect. If you feel stressed by the thought of potential crises or by real training problems, the concept of a 'good enough' facilitator may be helpful. You are developing your training skills and knowledge every time you facilitate a workshop session.

If the participants seem to be learning something, you are probably doing fine. As soon as possible after the training event, make a note of the things that you did not do so well, and consider how you might handle them differently if they arise again. This exercise will contribute to your own learning process.

Dealing with difficult emotions in the group

Psychosocial and resilience-building programmes are designed for work with children whose psychosocial wellbeing is threatened because they are living in difficult circumstances. These kinds of life experiences are likely to result in a mixture of intense and difficult emotions. The workshop activities are designed to be sensitive to the experiences and expression of these kinds of emotions.

Sensitivity does not mean that these emotions are ignored or discouraged. There is indeed a high probability that emotions such as anger, grief, sadness, confusion, guilt, etc. will be experienced and expressed during the course of the workshops. The facilitator needs to be prepared and be able to adapt the workshop activities to respond appropriately.



Louise Dyring Mbae/Save the Children

Here are some guidelines in facilitating the workshops in this context:

Give choices

Be sure everyone in the group knows ahead of time what will be discussed and that some people may choose to share personal stories. Let participants decide for themselves if they want to speak during the activities. Explain that if anyone becomes upset when talking about or hearing about people's experiences, they may ask permission to leave the group for a few minutes and be alone. However, stress that you would prefer that participants stay together as a group as much as possible, as they can provide support to each other.

Respect each other's private information

Let the participants know from the beginning that these workshops are a safe space, where they are welcome to share anything they want to. Take some time in the first workshop you conduct with the participants to explain that the workshops are a safe space and that you respect confidentiality.

Respond to personal stories

Do not force anyone to share personal experiences if they do not want to. This can feel like an intrusion on personal boundaries and make the person very uncomfortable. When a participant chooses to share, respect what he or she has to say and let the person know that you appreciate what he or she have told the group. If a person expresses strong emotions, try to reflect those back. For example, "I can see that this has been a very difficult experience for you."

Some facilitators worry that if participants talk about their experiences, the participants will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share. They can get support from the group.

Due to the sensitive nature of experiences of abuse and/or exploitation, for example, if any participants do share stories of their personal experiences, do not ask probing questions and do not ask for details in front of the big group of participants. Instead, follow up with a private conversation with the participant at an appropriate time. Also, remember and respect that in some cultures it is inappropriate to encourage the display of painful emotions in public. Use your judgement if you feel a participant is sharing something in the heat of the moment, which they may regret later. To protect the participant, you may as a facilitator have to help the participant to limit him or herself. Consider whether to intervene in these circumstances.

Acknowledge other participants' stories

Some participants will feel sad when they hear other participants' stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back these feelings in a way that does not make the person feel ashamed. For example, "Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."

Change the mood

After talking about difficult experiences, it is a good idea to do an activity that facilitates a change of mood in the group. After each activity on a sensitive issue, be prepared to use energizers and activities to get the participants moving and laughing. Taking a break or playing some music that participants can move to may also enable them to release strong feelings.

Offer support to parents and caregivers too

Experiencing a crisis is distressing for participants and for their parents or caregivers as well. Children and young people look to the close adults in their life for how to react and behave. It is therefore important to acknowledge and understand that in these circumstances, parents and caregivers need support too.¹⁰

¹⁰ Adapted from The Children's Resilience Programme: psychosocial support in and out of school. IFRC Reference Centre and Save the Children.

Caring for staff and volunteers

The needs of staff and volunteers are often similar to the needs of those they are supporting. Managers should monitor the well-being of all staff and offer support in the form of supervision or mentoring, for example, if needs arise. It is important to acknowledge the stress that can occur. This may prevent strong feelings and reactions from negatively affecting work which may otherwise lead to staff neglecting their own safety or their social and physical needs.

A supportive environment is crucial to minimise stress. An environment where staff and volunteers are able to share and openly express themselves can relieve symptoms of stress. An environment where talking about emotional reactions and limitations is strongly encouraged, as this will ensure the quality and effectiveness of activities and the wellbeing of staff and volunteers. The programme manager can foster this supportive environment by integrating stress management into the policy and practice of the programme, for example, by:

- including provision for staff well-being and stress management in staff contracts.
- being available to give guidance and support to staff.
- promoting an organisational culture of openness and sharing.
- creating a team spirit through regular staff meetings and informal retreats.
- organising trainings about stress management.
- ensuring that staff take regular days off and take annual leave.
- establishing a peer support system.

Talking about difficult experiences with the participants can stir up strong feelings in you as a facilitator. This is nothing to be ashamed of. Caring for your well-being is both your line manager's responsibility and your own responsibility. You need to make sure that you take care of yourself. During the workshops, work with at least one other facilitator so that you can take turns leading the group and take a break, if you need it. Ask your co-facilitator to help you plan workshops that are safe for everyone. After a workshop or activity session, take time to debrief and reflect with the other co-facilitators. In addition, facilitators may choose a mentor, such as a programme manager or external resource person. Arrange meetings to discuss any problems that come up, and any feelings that you want to share.

Save the Children has developed a one-day staff training on how to handling stress while providing humanitarian services to disaster victims and other crisis-affected children and caregivers. The training on stress management for staff is in the SCl training manual 'Psychological First Aid for Child Practitioners' at the following link: <http://resourcecentre.savethechildren.se/library/save-children-psychological-first-aid-training-manual-child-practitioners>



Part 2: ‘Fun, Safe, Inclusive.’

The training module.

Introduction for trainers

Introduction

This training is suitable for participants with a clear understanding of psychosocial support and resilience and includes the following sessions:

Session 1 gives an overview of the training module and introduces the core concepts of fun, safety, and inclusion

Session 2 focuses on creating a FUN environment for all participants, using activities, then reflection and learning.

Session 3 focuses on creating a SAFE environment for all participants, using activities, then reflection and learning.

Session 4 focuses on creating an INCLUSIVE environment for all participants, using activities, then reflection and learning.

Session 5 is a closing session with opportunities for reflection and summing-up learning.

FUN, SAFE, INCLUSIVE: A half-day training module (sample programme)	
Sessions	Activities
Session 1: Introduction to the training and to the core concepts (20 minutes)	1. Presenting an overview of the module 2. Presenting core concepts: 'fun, safe, inclusive'
Session 2: Fun (45 minutes)	1. Game 2. Reflection on game 3. Reflection on facilitation 4. Tips for facilitators
Session 3: Safe (50 minutes)	1. Game 2. Reflection on game 3. Reflection on facilitation 4. Tips for facilitators
Session 4: Inclusive (50 minutes)	1. Game 2. Reflection on game 3. Reflection on facilitation 4. Tips for facilitators
Session 5: Closing (10 minutes)	1. Activity 2. Closing

Please note: The sample programme does not include a session on agreeing ground rules, or time for breaks. If the training is given as part of a general training in psychosocial activities (for example for Child Friendly Spaces staff), the group will already have established ground rules. If this training is stand alone, it is important to add a session on ground rules.

Preparation before the training

Facilitators should try to find a training venue with enough space for participants to move around in. The training notes include a list of materials needed. If games are replaced with other games, be sure to have all the materials and/or equipment necessary.

Training of Trainers (ToT)

If the training module is being used as a ToT, the following will apply:

- The ToT training is in itself fun, safe and inclusive. The training will therefore demonstrate these concepts to participants.
- The master trainer acts as a role model for participants, enabling participants to reflect on the process of facilitation being used. The trainer may ask such questions as, "How was this method? Was this session inclusive? In what way?" There should be time at the end of the day for reflection on this, if necessary.
- It is important that the master trainer is well prepared and that the participants also have the chance to prepare. This means, for example, that it may be beneficial to send the training manual to the participants before the training module starts.
- Remind yourself and the participants that practice makes perfect! The more times you have tried and failed, the better you will be at facilitating. It is all about dealing with mistakes in a fun, safe and inclusive way. If you as the master trainer are confident when you make mistakes, this will encourage participants to stay calm themselves and persevere.
- If you have not sent out the sessions in advance, ask the participants to read through this module, before you start the training to give them an overview of the style and purpose of the training. Then ask them about their expectations to the training content itself and how this will prepare them for their future role as trainers.
- Invite the participants to ask questions continuously and emphasise that their input and experience is important.

The training module

Introduction

Purpose: Participants learn and practise methods to facilitate psychosocial/resilience-promoting activities with children.

Materials: Five prepared flipcharts (see details below) and markers, a ball, tape, one metre/yard of yarn or string per participant, a hardboiled egg per five participants, a stopwatch.

Flipchart 1: Write 'FUN' as a heading on the paper

Flipchart 2: Write 'SAFE' as a heading on the paper

Flipchart 3: Write 'INCLUSIVE' as a heading on the paper

Flipchart 4: Write 'TIPS FOR FACILITATORS' as a heading on the paper

Flipchart 5 is made of two pieces of paper taped together. This is for session 5.

Session 1. Introduction to the training and to the core concepts



Purpose: Participants understand the structure of the training and the concepts of fun, safety and inclusion in relation to the facilitation of psychosocial and resilience-building activities.



Materials: Ball, flipchart paper, markers.

Instructions:

1. Introduction (3 minutes)

Ask the participants sit in a circle and say:

“Welcome to this training module. We are going to be using two elements of the training today – the content of the module itself and the way we facilitate each of the activities within the module. We will therefore be doing some activities together and then reflect and learn from how they were facilitated. There are five short sessions in the module – this introduction, three sessions on fun, safety and inclusion, and then a closing session. The training overall provides an opportunity for you to learn and practise facilitation skills for the important work you do with children and young people”.

2. Game (7 minutes)

Begin by playing a game. Show the ball to the participants and explain that whenever someone catches it, that person may speak. Now ask the group to think about words which describe a good facilitator. Ask for a volunteer participant to write the words used on a flipchart.

Throw the ball to someone and invite the person catching it to say his or her word. Ask that person to then throw the ball to another participant and continue the game.

After everyone has had the chance to speak, finish by adding your own input and comment on the terms that have come up, especially those related to being fun, safe and inclusive. Thank the participants for their contributions.

Please note: For more ideas for games, see the facilitator's handbook from The Children's Resilience Programme: psychosocial support in and out of schools.¹¹

3. Reflection (7 minutes)

Now ask the participants to reflect on the game they just played:

“What was happening, when we played with the ball?”

Make sure the following points are mentioned:

- The game brings a focus on the person who is holding the ball.
- It increases the person's feeling of being noticed and acknowledged, which strengthens self-confidence.
- It encourages eye contact between participants.
- It encourages inclusion through taking turns.

4. Summary (3 minutes)

Explain that the next three sessions will focus on the concepts of fun, safety, and inclusion. Refer to the flipcharts with these three words written on them and say:

“We have found in our global experience in Save the Children that these words are simple to remember and use. We are now going to look at each one in turn to think about how we can facilitate our programmes in a fun, safe and inclusive way, but they are of course related when we work in the real world.”

Variation:

If you have the extra time, divide the participants into groups of five. Ask them to discuss how activities can be facilitated in a fun, safe and inclusive way. After 15 minutes, ask all groups to share their discussions in plenary. During the following sessions, refer back to these reflections to make the sessions more focused on what is relevant in this community.

Charlotte Bagby/Save the Children



¹¹ The Children's Resilience Programme: psychosocial support in and out of school. IFRC Reference Centre and Save the Children.

Session 2. Fun



Purpose: Participants experience and reflect on fun methods of facilitation.



Materials: Ball, 'FUN' flipchart, 'TIPS FOR FACILITATORS' flipchart, markers.

Instructions:

1. Game (10 minutes)

Participants stay sitting in a circle. Explain:

"Now we will play a game, and then afterwards we will reflect on it. The game is a bit like the game 'fruit-salad'."

Pull your own chair out of the circle and stand in the middle and then say:

"I will begin by saying: Everyone who had breakfast this morning should change chairs."

Let the participants change chairs **but as facilitator stay standing in the middle**. Now say:

"Everyone who enjoys working with children, change chairs!" Let the participants change chairs, **but this time take a free seat yourself**. This means that one participant will be left standing in the middle without a seat. That person can then think up a statement for the group. Make it clear that it is ok to ask someone else to take the turn, if that person does not want to think up the next statement. Let the game continue for up to 10 minutes.

2. Reflection on the game (5 minutes)

Ask the participants:

"What did you like about this game?"

Keep this reflection brief and use the ball (as in the game in session 1) to facilitate the discussion.

3. Reflection on facilitation (15 minutes)

Stand next to the 'FUN' flipchart and ask:

"Why do we use fun and humour when we facilitate activities? What happens when we laugh together?"

Use the ball to encourage participation and record all the responses on the flipchart. Make sure that the following points are made:

Fun is helpful because it:

- reduces stress hormones (cortisol)
- increases the level of "pleasure" hormones (serotonin and dopamine)
- relaxes muscles
- reduces anxiety and fear
- encourages a better mood
- makes people feel they are important to others
- increases motivation to learn
- gives people confidence to learn more difficult things
- enables good connections to be made across a group,
- releases tension in the group
- is not limited to humour and jokes, but also includes creativity, openness, and variation.

4. Tips for facilitators (10 minutes)

Remind the participants that a good facilitator provides a good balance between fun and more serious learning. Stand by the 'TIPS FOR FACILITATOR' flipchart and ask the participants:

"How do we make an activity fun? Please share examples of what works for children when they are engaged in a fun activity." Ask the participants what you just did to make the activity fun. Record all the responses on the flipchart. Make sure there is enough space left for input from sessions 3 and 4. Make sure that the issues below are covered:

- Play is also a form of learning. Research shows that learning through play is one of the best ways of learning. Playing and learning are not opposites!, On the contrary, play supports and enhances learning.
- When play is part of a children's programme, it is the responsibility of the facilitator that the play activities are not seen by the children as breaks, but are experienced as an integral part of the programme. The facilitator should therefore communicate that games are taken seriously by showing and expecting the same level of concentration and participation as in other activities.
- Fun is experienced through variation, movement, small challenges, and surprises.
- Be sensitive to your target group (age, gender, etc.). Fun can be perceived in various ways by different groups, for example, children may perceive fun differently to adults.
- Prepare well and try out activities before you facilitate them with the target group.
- Fun activities work best if the facilitator is playful, open, engaged and has a good connection with the group.

Marie Fensmark/Save the Children



Session 3. Safe



Purpose: Participants experience and reflect on safe methods of facilitation.



Materials: 7-10 blown up balloons per group, ball, 'SAFE' flipchart, 'TIPS FOR FACILITATORS' flipchart, markers.

Instructions:

1. Game (15 minutes)

Divide participants into four groups and separate the groups into separate corners of the space.

Tell each group the rules of the game in turn. Give the instructions separately, making sure that the other groups cannot hear. this adds to the excitement.:

- I will put your balloons in the centre of the space at an equal distance from all the groups.
- When the game begins, you should try to grab as many balloons as possible.
- Once all the balloons have gone from the middle, you may steal balloons from the other groups.
- After 5 minutes the game will end, and the winning team will be the group with the most balloons.

Give the groups two minutes to plan their strategy and then shout 'Go'.

After five minutes, stop the game and count up which group have the most balloons.

2. Reflection on the game (5 minutes)

Ask the participants:

"What did you like about this game? Was there anything you found challenging?"

Keep this discussion brief and use the ball to facilitate discussion.



Charlotte Bagby/Save the Children

3. Reflection on facilitation (15 minutes)

Stand by the 'SAFE' flipchart and ask:

"Why is it important to ensure a safe environment when we facilitate? Think of physical and emotional safety and ethical/moral safety." Ask the participants how you made sure that the balloon activity was safe. Use the talking ball to facilitate discussion and record responses from the participants on the flipchart.

Make sure that the following is mentioned:

- Children can get hurt so ensure physical safety
- Moral and physical safety ensures that children are not embarrassed and it also ensures acceptance from the community
- An unsafe environment can make the children stressed so they do not benefit from the activities
- You should be a good rolemodel if you expect children to behave safely with each other
- An unsafe environment can exclude some children

4. Tips for facilitators (15 minutes)

Stand next to the TIPS FOR FACILITATORS flipchart and ask the participants:

"How do we ensure that activities are safe? Please share your experience in creating a safe environment and how children react to it". Record all the responses on the flipchart and remember to leave room for input from session 4.

Make sure that the following is included:

- The facilitator is a role model for a safe environment. Start where you yourself feel safe – choose an activity that you know and enjoy.
- It is ok to make a mistake. You are a role model for problem-solving and flexibility.
- Make sure that participants know they do not have to participate in activities if they do not wish to.
- Know your own boundaries. To facilitate in a safe way, you also need to feel safe, be engaged and know the content.
- All contributions are valuable – there are no wrong answers or bad questions.
- The focus should be on the group, not on the facilitator.
- The physical environment should be safe, with no sharp objects around.
- An appropriate venue that protects the children from other people's curiosity.
- The facilitator is well prepared and keeps time (predictability ensures emotional safety).
- Everyone's boundaries are respected (be aware that not all children are comfortable with touches, some may be shy, also be aware of gender issues, etc.)
- A predictable structure: tell the children what you are going to do and balance between small surprises and predictability.
- Never allow bullying or name calling of children or adults. Set clear ground rules from the beginning and refer back to them when necessary. Remember that someone who teases is usually him/herself insecure.
- The facilitator is emotionally balanced, kind and respectful.
- If there are strong reactions in the group, deal with this in a respectful way.
- Protect the children from disclosing issues that are too personal. Be a good role model and avoid sharing too much personal information.
- Do not encourage the children to say any negative things about their parents. Refer the child to the relevant authorities if you are concerned. Maintain confidentiality unless you are obliged to report. Inform the child if you report any concerning matters to anyone.
- Be aware of sensitive issues such as economic issues, religion and politics.

Session 4. Inclusive



Purpose: Participants experience and reflect on inclusive methods of facilitation.



Materials: 'INCLUSIVE' flipchart, ball, a metre/yard of yarn/string per participant, one hardboiled egg per group, 'TIPS FOR FACILITATORS' flipchart, markers.

Please note: The game in this session can be challenging to facilitate in an inclusive way, which is why it is good, as it can trigger good discussions.

Instructions:

1. Game (25 minutes)

Divide participants into groups (approximately 5 to 7 people per group) and give them the yarn/string and eggs.

Explain the following to the groups:

- They have to find a way of using the yarn/string to carry the egg from one end of the room to the other, without touching the egg.
- The egg can only be touched during the preparation stage.
- Each group is responsible for protecting their egg and making sure it is carried safely from one end of the room to the other.
- All members of the group must be involved in carrying the egg.

If the groups successfully cross the room with their eggs, repeat the exercise if time is available, by putting obstacles in the way (e.g. chairs) so that they need to communicate to navigate.

Variation to the egg-game (15 minutes)

In some cultures playing with food is not appropriate. If this is the case or time is short, you can choose the following game as an alternative.

Materials: Empty bottle, pens or small sticks (one per participant) with yarn or string tied to each one.

Place the empty bottle in the centre of the room.

Explain:

"The task is for you together to move the pen by pulling the string, so the pen goes into the bottle. You are not allowed to move your feet, or to shorten the string. The game ends when the pen is in the bottle."

If time allows, the activity can be made more difficult if the person holding the string has his/her eyes close, or does the exercise with his/her back turned. Also, the longer the strings, the more challenging the game.

2. Reflection on game (5 minutes)

Ask the participants:

"What did you like about this game?"

Keep the discussion brief and use the ball to facilitate discussion.

3. Reflection on facilitation (10 minutes)

Stand next to the "INCLUSIVE" flipchart and ask:

"Why is it important that everyone feels included when we facilitate?"

Record all the responses on the flipchart. Make sure that the following is mentioned:

- People feel important to others and are connected to the group.
- Everyone can participate as they are.
- Games with movement are good to promote the inclusion of children. However be aware of children with special needs. Children with concentration issues can benefit from physical activities.
- Children learn in different ways and so it is helpful to use different methods,

4. Tips for facilitators (10 minutes)

Stand next to the 'TIPS FOR FACILITATORS' flipchart. Remind the participants that a volunteer was asked to take notes in the first session. Ask if anyone wants to comment on why and how this worked.

Ask: *"How do you include everyone?"*

Record all the responses on the flipchart. Make sure that the following is included:

- Make sure that everyone understands an activity before it starts. Demonstrate the activities beforehand, if necessary.
- Participants should have the opportunity to join in with an activity, although it might be difficult for them. Make sure that you create an atmosphere where no one feels pressured to participate. It is ok to watch for a while. This may enable the person to participate at a later stage.
- Use small buzz-groups, if there are shy children. Let the children practise expressing themselves in smaller groups.
- Use turn-taking and rounds" This can be a good way to give everyone the chance to express their opinions.
- Ask children directly for their input, but try not to make anyone feel embarrassed.
- Be flexible – games and activities can develop in new directions. Children often have new ideas – be open to this.
- Show interest in all participants. This builds team spirit.
- Do not pressure anyone to participate – this may have the opposite effect of what you intended.

Louise Dyring Mbae/Save the Children



Session 5. Closing



Purpose: Participants are able to reflect on what they have learnt during the training.



Materials: Large flipchart and lots of markers.

Instructions:

1. Activity (5 minutes)

Ask the participants to think of games that can be used to facilitate a fun, safe and inclusive session. Ask the participants to share some examples. This will allow the participants to draw on their own experiences.

2. Summing-up (10 minutes)

Take the large flipchart and place it on a table. Invite the participants to stand around the table and put a hand on the paper to form a circle.

Ask everyone to draw around their hand so it looks like everyone is joining hands. Now invite participants to write a few words on the drawing of their hand to indicate what they have learnt in the training. Give time for everyone to read one others' comments.

Draw the session to a close by adding your own comments and thank the participants for their participation.





Save the Children works in 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential.

Our vision is a world in which every child attains the right to survival, protection, development and participation.

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.



Save the Children