



the
good
school
toolkit for
secondary schools



step
three

good teachers and teaching

School Activities

Leadership Workshop

Tools & Materials

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The Good School Toolkit Objectives

1. To equip **teachers** for increasing student confidence and success
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable



A Guide to using the Good School Toolkit

The Good School Toolkit is implemented through six sequential steps. Each step in the Toolkit has its own objectives which are complementary to the objectives in the other steps. Here are some guidelines that can help your schools make the most of the information in the Toolkit:

Package 1: Introductory package. This contains a set of materials that aim to explain the Toolkit and arouse interest in implementation. It includes the Good School Toolkit Overview, A Companion for Teachers and Students, four Cartoon Booklets and five posters.

Package 2: Contains handbooks for steps 1-3. You will also find a handbook on a Good School for additional reading and a cartoon booklet on Good Teachers.

Package 3: Contains handbooks for Steps 4-6, a handbook on positive discipline and alternatives to corporal punishment, cartoon booklets on positive discipline and conducive learning environments, and a poster on positive discipline responses.

Each step has a title which helps to summarize the underlying objective of the step as illustrated in the table below.

No.	Toolkit steps	Title	Summary of each step
1	Step 1	Your Team and Network	This step aims to create and build the capacity of the Good School sub-committees who provide leadership for the implementation of the Toolkit. This step will also help you to connect with others with whom you share a commitment to creating better schools.
2	Step 2	Preparing for Change	In this step, schools conduct preliminary activities that will spark school-wide interest in creating a good school. Schools document their starting point and launch the project.
3	Step 3	Good Teachers and Teaching	This step seeks to give teachers a renewed sense of their role, greater professional pride, and approaches for interacting positively with students. The goal of this step is to create motivated teachers who excel in their work.
4	Step 4	Positive Discipline	In this step, your school will establish a culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who are confident and motivated.
5	Step 5	Good Learning Environment	This step will help your school to create an environment that is psychologically and physically conducive for learning. The goal is to give students a sense of security, dignity and voice.
6	Step 6	Good Administration and the Future	This step provides insight on how to measure and celebrate the success your school has achieved while implementing the Toolkit. It will provide guidance on how to transition the leadership of the committees and sustain Toolkit ideas.

How to use each step in the Toolkit

Each step is divided into three sections: school activities, leadership workshops, and tools and materials. Each of these three parts has a different color theme for easy identification.

About the School Activities

These activities are the heart of the Toolkit. Each are specially designed to engage the entire school community in creating a Good School. For each activity, there is a brief overview of the activity's purpose and easy-to-follow suggestions for implementation. Reference pages are also provided under each respective school activity in case there is need for additional information. Schools are encouraged to conduct as many activities as possible within each step so that they can attain meaningful change. Schools are expected to develop action plans based on the activities for each of the steps that they will be implementing.

About the Leadership Workshops

Each of the six steps (except Step 6) has a leadership workshop. Each leadership workshop is organized in the form of a module for strengthening the capacity of the committees to implement the Toolkit ideas effectively. The modules in each step correspond with the objective of the step. For example, the module in Step 1 is about understanding the concept of a Good School, while the module in Step 2 is about understanding violence against children.

Each module contains series of related sessions. For example, the first module on understanding the Good School concept is broken down into five workshop sessions: What is a Good School? What is a Good Teacher? What is a Conducive Learning Environment? Creating Positive Discipline at your School and Creating Accountable and Transparent Governance at your School.

You will find clear instructions for each session for example the session objectives, the preparations required, the materials required to facilitate the session, duration for the sessions and a step-by-step guide on how to conduct the sessions.

The modules can be implemented as a single workshop or introduced individually over several weeks.

About the Tools and Materials

Each step contains useful tools and materials at the back of each handbook. These are designed to make your work easier. They include ready-to-use handouts, worksheets and references that support specific school activities. You can use them as they are or use them as an inspiration for customizing something unique for your school.

Recommended Reading for Implementation:

- National Strategic Plan on Violence Against Children in Schools (from the Ministry of Education and Sports) <http://bit.ly/3qfIOAe>
- The National VAC Study 2018 (from the Ministry of Gender, Labour and Social Development) <https://unicef/3ey0r2G>
- The Uganda National Child Policy, 2020 <http://unicef/3tiyvnz>
Reporting, tracking, referral and response (RTRR) guidelines on VAC in schools.
<https://bit.ly/38xDs3X>



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Why? This campaign allows the school to bring greater attention and energy to putting gender fairness into action.

3.9 Organise a one-week campaign on student-teacher relationships. page 32

Why? This campaign is about getting students and teachers relating to each other in new ways.

Leadership Workshop

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Here you will find step-by-step instructions for facilitating the workshop in Activity 3.2. (See Step 1 for the Participatory Learning and Facilitation Guide.)

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Step 3 Monitoring Checklist page 78

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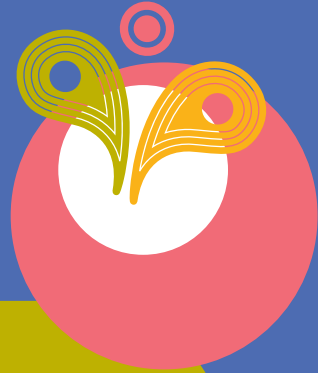
Good School Morning Poster (Activity 3.7)

- 4 Types of Gender fairness page 94

Advance Reading

From the Introductory Package:

- *What Is a Good Teacher?* cartoon booklet
- *How Are You Promoting Gender Fairness in Your School?* cartoon booklet



Activities





3.1 Plan your activities for Step 3, and introduce Step 3 to the school community.

Why? It will be easier to manage each step if you plan, delegate and set expectations in advance.



Each step requires a “map” to lead the way. Gather your Good School Committee at the beginning of each step to review the various activities and decide which subcommittee will oversee each. The subcommittees can then have their own meetings to determine the details and everyone’s role. Once a vision for Step 3 is clear in everyone’s mind, it is time to get the school community equally excited and engaged. A great way to do this is to have the student subcommittee perform a short play at assembly that introduces the key ideas related to Step 3.



A process for a simple and effective planning meeting

Review all together

- Collect the monitoring checklist for the previous step: Step 2.
- Invite the community chairperson to summarise the supplementary community activities conducted during Step 2. Collect the Community Activities Reporting Form from the community subcommittee.
- Review each activity in Step 3, reading through the instructions aloud if needed.
- Choose which activities you will implement and which subcommittee will lead the implementation of each.

Plan in subcommittees and report back

- Have everyone meet with their subcommittee to create detailed plans for each activity that they are responsible for leading. This includes writing down the answers to the following questions (see Sample Action Plan in Step 2, Tools & Materials):

WHO

Who on the subcommittee will oversee this activity?

Who will help them implement it? (Choose an appropriate number of people for the activity.)

HOW

How will implementation be the same/different to the Toolkit instructions?

WHAT

What materials and resources will we need?

What tasks need to be completed by the organisers?



WHEN/WHERE

When and where will the activity itself take place?

When will each task need to be completed so that the activity stays on schedule? (You may choose to answer this last question when first listing the tasks under WHAT.)

- Ensure that the people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved to decide who will take on which tasks.
- Have subcommittees share their plans for each activity with the full Good School Committee.
- Remember: This is only an example. You can choose to hold the planning meeting in other ways that feel more familiar.

A short play at assembly

Engage the students on the Good School Committee in preparing a short play to introduce this step at assembly. They will find ideas in the cartoon booklet *What Is a Good Teacher?* (which came with the Introductory Package).



3.2 Engage all teachers and administrators in rethinking teachers' role and relationship with students.

Why? The role of teachers has changed over time as more has been learned about what helps students succeed.



The leadership workshop in this step is for all teachers and administrators.

Good teaching is about more than positive discipline. It is about creating students who love to learn. This workshop is designed to help teachers update their approach to teaching, with particular emphasis on how teachers listen and relate to students. Teachers will explore how students learn, how to practice creativity in teaching and how to use some new classroom management techniques. If possible, implement these modules as a one- or two-day workshop. Alternatively, complete the modules gradually over the course of a month. It is helpful to have administrative staff participate, so that they can deepen their relationships with teachers and their ongoing support related to these topics.



Leadership Workshop 3: Exploring the Role of Teachers

Also see Step 1 for the Participatory Learning and Facilitation Guide.

- Module 3.1: Remembering Relationships
- Module 3.2: Professional Pride
- Module 3.3: Gender Fairness at a Good School (a repeat of Module 2.7)
- Module 3.4: Teaching for Both Genders
- Module 3.5: Creative Teaching Techniques
- Module 3.6: Why Do Students Misbehave?
- Module 3.7: Being a Role Model
- **Equal Opportunity Commitment Letter:** After completing all modules, have all participants sign an Equal Opportunity Commitment Letter stating their intentions to teach without favouritism or bias (sample found in Tools & Materials). Explain that no one will be penalised if they find it hard to keep their commitment. Rather, this is about having the same intentions and then supporting each other through change.

3.3 Strengthen relationships between students and teachers through compassionate actions.

Why? The cognitive, social and ethical development of students begins with students realising that their teachers care about them.

A good teacher takes the time to establish a helping relationship with students. Within the daily routine of teaching and behaviour management, students must always feel a teacher's compassion. Through words and actions, good teachers demonstrate that they care about their students' growth and wellbeing. It can be easy for teachers—amid their many teaching responsibilities—to forget to demonstrate this compassion or to assume it is clear. However, for students with busy parents, teachers may be the only adults who express a desire to help them succeed. This reinforcement and support can be pivotal to a student's ability to learn. For teachers, learning to show greater compassion toward students can feel far more challenging than something like instructing students to clean the school compound. However, without good student-teacher relationships, a Good School cannot happen. The initiative below will give this work focus and momentum.





Part 1: Teacher-to-teacher project: 6 weeks and 6 ways to greater compassion

For a six-week period, have each teacher partner with another teacher in your school. Each week partners commit to focusing on one of the following ways to build their compassion in the classroom. They start the week by discussing the topic, and finish the week by checking in with each other about what went well and what was challenging—helping each other overcome challenges for long-term use. As each new week passes, they try to sustain the practices of the previous weeks to create an overall more compassionate teaching approach. During and after the six-week project, post this list in the staff room and check in with teachers about their continued use of these practices.

- **Approachability:** Offer just as much praise when students have the courage to ask a question, as you do when they have a correct answer. Encourage students to come to you with any concern, explaining that you are there to support them no matter what that concern may be.
- **Listening:** Be patient when a student is trying to express an idea or report an incident, and ask questions that will help them put their thoughts and feelings into words.
- **Guidance:** Counsel students by helping them explore options and by supporting them in making their own decisions—rather than solving the problem for them.
- **Acceptance:** No matter what a student chooses to share or ask, show immediate respect through your words and actions. Never impose your will or desires on students, and instead encourage them to think and speak for themselves.
- **Information access:** Help students access the information you notice they need (e.g. information on which course to apply for after completing school, or on how to protect themselves against sexually transmitted infections).
- **Advocacy:** When you suspect a student is vulnerable and in need, offer to advocate on their behalf for an intervention.



Part 2: Short Visualisation: Our Shared Experiences*

At your next staff meeting, ask one member to facilitate the following exercise, which takes five to ten minutes. If you have less time available, go through as much as you can! While this kind of activity may be unfamiliar at first, it's an opportunity to develop new skills and ways of thinking. Keep an open mind! The exercise deepens the more you practice; if possible, continue at every meeting, rotating the facilitator.

Script:

Today, we are going to close our meeting with a visualisation exercise. Please sit with both feet flat on the ground and your back straight, but without straining. It is important to feel comfortable. Relax your shoulders and take a long breath in and out through your nose. Gently close your eyes or lower your gaze.

Now bring into your mind the image of one of your students. Imagine this student clearly, with as much detail as possible. Picture their face and expressions as if they were sitting nearby. It can be a student who sometimes misbehaves or gives you a "hard time" in class. I'm going to read several statements.

As I read, please repeat each phrase silently to yourself, all the while thinking about the student you have selected. Let's begin. (Slowly read the following statements.)

- *This student has a mind, just like me. (pause for a few seconds)*
- *This student has feelings and emotions, just like me. (pause for a few seconds)*
- *This student has thoughts, just like I do. (pause for a few seconds)*
- *This student has experienced hard times, just like I have. (pause for a few seconds)*
- *This student has at some time been sad or disappointed, just like I have. (pause for a few seconds)*
- *This student has at some time been angry or hurt, just like me. (pause for a few seconds)*
- *This student has felt disrespected at times, just like I have. (pause for a few seconds)*
- *This student has felt powerless at times, just like me. (pause for a few seconds)*
- *This student sometimes worries and is frightened, just like me. (pause for a few seconds)*
- *This student has felt pain and loss, just like me. (pause for a few seconds)*
- *This student wants to succeed in life, just like I do. (pause for a few seconds)*
- *This student is still learning about life, just like me. (pause for a few seconds)*
- *This student wants to be caring and kind to others, just like me. (pause for a few seconds)*
- *This person wishes to be free from pain and suffering, just like I do. (pause for a few seconds)*

*Adapted from the practice exercise "Just Like Me" described in Ram Das and Mirabai Bush's *Walking Each Other Home: Conversations on Loving and Dying* (2018).



- *This person wishes to be safe and healthy, just like me. (pause for a few seconds)*
- *This person wishes to be happy, just like me. (pause for a few seconds)*

Now, keeping the image of your student clear in your mind, let's send good wishes toward her or him. Please repeat the following phrases silently to yourself. (Slowly read the final statements.)

- *I wish for this student to have the strength, resources and social support they need to move through the difficult moments in life. (pause for a few seconds)*
- *I wish this student to be free from pain and suffering. (pause for a few seconds)*
- *I wish this student to be peaceful and happy. (pause for a few seconds)*
- *I wish this student to be safe. (pause for a few seconds)*
- *I wish this student to be satisfied with life... because this student is a fellow human being, just like me. (allow a few moments of silence)*

Gently rub the palms of your hands together, creating some heat. Now bring your palms over your eyes, until you feel some warmth. When you are ready, open your eyes.

Close the practice by reminding the group that we share many experiences, desires and needs as fellow human beings. When we are angry, it is easy to focus on our differences and create distance between ourselves and the person we are angry with. By concentrating our minds on the ways we are the same, it becomes easier to treat that person with compassion and respect, even when you disagree. Remembering that your students are just like you can be a powerful way to shift feelings of irritation or frustration.



3.4 Increase the use of creative teaching techniques.

Why? Creative teaching techniques increase the knowledge that students gain and retain.

In Leadership Workshop 3 (Activity 3.2), teachers explored creative teaching techniques that can improve student learning. Even if teachers agree with these ideas, they may find it difficult to make time for trying new approaches in the classroom. Four kinds of support can help: demonstration, resources, practice and peer review. Organising these for teachers will support them in making this change and reinforce the importance of this new skill in achieving their primary objective: educating students.

Emphasise for teachers that creative teaching is not about being less academic and just playing in the classroom. It is just the opposite. It is about using approaches that engage more thinking skills within students, which begins with making the information more meaningful and relevant to their lives. Sometimes the approaches are playful, and that is okay. The priority is to think about what thinking skills they are developing and to look at how much students are caring about and thinking about the subject matter.

Note: It can be helpful to do this activity after you have completed the teacher-to-teacher project in Activity 3.3, so that teachers can focus on one new skill at a time.



Part 1: Demonstration and resources

Start by reconnecting teachers to the ideas and reasons for creative teaching, with practical examples they can use.

- Identify three teachers on staff who are particularly interested in and good at creative teaching, and ask them to prepare a demonstration for their colleagues.

Note: Their demonstrations can be brief—by talking through a mock lesson and then calling up one or two teachers as volunteers to role play certain aspects for discussion.


- At a staff meeting:
 - o Give each teacher the Creative Teaching Guide found in Tools & Materials, which summarises key ideas from Leadership Workshop 3. Discuss it as a group. Alternatively, you can write the contents on a chalkboard for them to copy.
 - o Have each of the three teachers do their demonstration of creative teaching, followed by a group discussion.
 - o Ask teachers to commit to trying one new creative teaching technique each week for two months.



Part 2: Practice and peer review

Now that teachers are thinking about creative teaching, you will want to motivate, encourage and support them in their practice.

- Post a chart in the staff room where each teacher can mark a check for each week that they try a new creative teaching technique.
- At staff meetings, ask teachers to briefly share what they tried and how it went, inviting reactions from others.
- After one month, organise for each teacher to have another teacher sit in on their class to observe a creative teaching technique and provide feedback afterward.
- Encourage teachers to use the following guidelines for giving and receiving feedback:
 1. The teacher who was teaching starts, explaining how they felt the lesson went.
 2. The teacher who was observing speaks next and provides feedback, while the other teacher listens without interrupting/correcting/explaining. They just listen.
 3. The teacher providing feedback delivers their thoughts in the following order:
 - What went well and where the teacher excelled
 - What seemed challenging and some ideas for improvement
 - One natural talent in the teacher to build on going forward
 4. The teacher who was teaching asks questions for clarification.



3.5 Organise an annual “what it means to be a teacher” gathering.

Why? At least once a year, teachers need an opportunity to discuss their newest thoughts about their profession and how to put those into action.

All professions evolve as society evolves. However, with our day to day jobs, it can at times feel unchanging and repetitive. It takes something special to pull us out of our daily tasks and to remind us about the possibilities in our work. An annual “what it means to be a teacher” gathering is an opportunity to reenergise teachers by fostering professional pride and idea sharing.

This gathering could be a simple one-hour meeting, or a meeting with teachers from another Good School, or even a small gathering with teachers from several nearby Good Schools. The preparation and format can be kept simple and should be customised to match your school’s available resources. However, the potential impact is quite large. See below for details.

Invitations and preparations

- Decide who will be invited, when and where the gathering will take place and for how long (see possible formats below).
- Invite all participants, introducing this as the first occasion of what will be an annual event. In the written or verbal invitation, include the following:
 - o Explain the importance and context for this gathering using the introduction above as a guide.
 - o Make the invitation in its form or content show that this is a special and valuable opportunity.
 - o Ask all participants to come with *their newest idea about what it means to be a teacher and an example of how they are trying to / hoping to put this into action in their classrooms.*
- For smaller gatherings, no further preparation is required. For larger events, assign a team from the Good School Committee to organise the meeting space and any set-up required.



Three possible formats

1. **A two-hour meeting for one school:**
 - Have each teacher present their idea and respond to comments/questions from the group. Allow at least five minutes for each teacher.
 - Facilitate a group discussion about common themes in the teacher presentations and whether these themes inspire other initiatives or learning opportunities for teachers. Allow at least 30 minutes for this discussion.
2. **A two-hour gathering for two neighbouring schools:**
 - Ask each school to conduct the meeting described above in format (1).
 - Organise a time for teachers from both schools to meet. Have each school present a summary of the themes they identified, examples of teachers' ideas in relation to these themes and ideas for any follow-up initiatives. Allow time after each school's presentation for teachers from the other school to share comments and questions. Provide 30 minutes total for each school.
 - After both presentations, ask each teacher to partner with a teacher from the other school to share their individual thoughts and reactions. Allow 15 minutes for these discussions in pairs.
 - Facilitate a group discussion about ideas for further peer-to-peer learning between the teachers of both schools.
3. **A half-day gathering for multiple neighbouring schools:**
 - Create four teaching categories (e.g. student-teacher relationships, teaching techniques, discipline, beyond the classroom), and ask each participant to identify in advance the category that their idea most matches.
 - At the gathering, start by dividing teachers into their category groups. The first half of the gathering involves each category group conducting the "two-hour meeting for one school" described above in format (1).
 - The second half of the gathering involves each category group presenting a ten-minute summary of their meeting, followed by a full group discussion once all presentations are complete.
 - Any food and drink provided should simply be the same as what is usually provided to teachers at their schools, and should not require additional resources.

3.6 Support teachers' professional growth through recognition and feedback.

Why? Like students, teachers need encouragement and guidance to reach their full potential.

It is challenging to find the courage and determination to grow professionally. It is even more challenging to do so without recognition for your successes and some growth areas to focus on. Teachers need positive reinforcement so they can gather the energy for self-improvement. They also need feedback on their performance to help focus their efforts. Just as the whole school community needs to encourage and guide students, so can the school community provide encouragement and guidance for teachers. Here are some ideas.

Student feedback systems

Student evaluations

- Create a form that allows students to provide anonymous feedback to their teachers—as well as to other school staff if desired (use the sample Staff Evaluation Form in Tools & Materials as a starting point).
- Each year or term ask all students to complete the form for the teachers/staff they interact with. Explain to students that feedback should be kind and not cruel, identifying strengths and making suggestions for improvement.
- The head teacher should keep the forms confidential and discuss the results with each teacher, encouraging positive and proactive responses.

Teacher awards

- Each month engage the school population in recognising a teacher for going above and beyond. You may choose to have a different category of recognition each month (e.g. citizenship, teaching skills, student support). Alternatively, you could recognise multiple teachers once per term, choosing one teacher for each category.

Note: The categories include teachers who are above and beyond and are doing more than just teach students.

- A few weeks in advance, invite students to submit nominations, including the name of the teacher and the reason for the nomination.
- Select a mixed group of students, teachers and community members from the Good School Committee to review nominations and identify the winners. Or arrange for a school-wide vote, asking students in each class to put their heads on their desks and to raise their hands for their preferred candidates.
- Announce the winning teacher(s) at assembly, and present them with a certificate (see sample in Tools & Materials).
- Post the name or a photo of the teacher on the Good School bulletin board (see Step 2, Activity 2.3).





Professional feedback systems

Professional goal setting

- Have the administration ask each teacher to write down the following and share it with them at a one-to-one meeting:
 - **For increasing creative teaching techniques:**
(a) Current successes and challenges (b) Goals for each term that year
 - **For strengthening relationships with students:**
(a) Current successes and challenges (b) Goals for each term that year
 - **For the elimination of corporal punishment:**
(a) Current successes and challenges (b) Goals for each term that year
- Have the administration check in briefly with teachers at the end of each term to see their progress and to connect them with additional support and resources when needed.

Note: Teachers will receive additional guidance on the "elimination of corporal punishment" in Step 4.

Performance evaluations

At the end of each year, have the administration do the following one-on-one with each teacher:

- **Professional goals review:**
Review the teacher's professional goals, and listen to their report of successes and challenges.
- **Student evaluations review:**
Summarise for the teacher the student evaluations of them, while maintaining student anonymity. Be sure to focus on the positive as much as the negative.
- **Positive discipline self-evaluation:**
Have teachers fill out the self-evaluation found in Step 1, Leadership Workshop 1, Module 1.4, and discuss their results.
- **Goal setting and support recommendations:**
Ask the teacher to share their goals for the coming year and what kind of support they feel they need to achieve those. Then, make recommendations for areas of improvement and identify the support that can be provided.



3.7 Prepare for and implement the Good School Morning for Step 3.

Why? The Good School Morning is an opportunity for the entire school to learn and discuss key ideas and skills simultaneously, feeling their collective power when engaged together in change.

The Good School Morning activity in this step is **Module 2.6: Gender in Schools**, from Leadership Workshop 2 (see Step 2, Activity 2.4). A major theme of the Good School Toolkit is an understanding that girls and boys have the same potential and thus should get the same support and opportunities at school.

This Good School Morning will guide students through the following:

- Empathising with four types of injustices girls experience at school
- Considering changes and solutions that could allow for equal treatment of girls and boys
- Contributing ideas for the development of a school policy on gender fairness

TIP: Reread the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*

How to implement a Good School Morning

At the start of term

- Schedule the day and time for your Good School Morning well in advance. While the morning is an optimal time, you may choose to conduct it later in the day.
- Plan how to organise students. The idea is for the Good School Morning to take place with students' class teachers. It is recommended that larger schools find the most convenient way to divide these classes so that each Good School Morning group has between 20-40 students. (Note: The Good School Morning activities are interactive sessions designed especially for groups of this size and will be challenging to implement otherwise.)
- Decide whether it is necessary to have teacher protagonists specially select the teachers for this Good School Morning, choosing those who would be most effective at teaching this particular subject and who are known for treating girls and boys equally.



Two to three weeks before

- Hold a two-hour staff meeting for all teachers and administrators (divide the group if needed):
 - o Engage *all staff* as participants in **Module 2.6 Gender in Schools**.
 - o Explain to *all staff* how the Good School Morning will unfold, and answer any questions.

One to two weeks before

- Hold a two-hour meeting in which **teacher protagonists** train class teachers on how to use **Module 2.6** with students. During this meeting, have **teacher protagonists** do the following:
 - o Engage *class teachers* as participants in **Module 2.8: Revisiting Participatory Facilitation**.
 - o Guide *class teachers* through a discussion about the unique considerations for facilitating **Module 2.6 Gender in Schools** with students. (Take some time to consider this yourselves in advance, so that you come to the meeting with ideas.)
 - o Explain to *class teachers* that while they may get students to support activity set-up and clean-up, it is important that the activity is facilitated by them as part of strengthening their relationships with students.
 - o Send every *class teacher* home with a photocopy of the instructions for **Module 2.6: Gender in Schools**.

The day before

- Have the students on the Good School Committee prepare any supplies needed for the Good School Morning and distribute them to classrooms (including an additional copy of the activity instructions).

The day of the Good School Morning - before the activity

- Have the administration introduce the Good School Morning at morning assembly, building school enthusiasm and encouraging full participation and idea sharing.

Here is a possible script:



Today, we will be doing another Good School Morning. After assembly, you will return to your class teachers, and each class will participate in the same activity, learning the same new ideas about being a Good School.

Today, our Good School Morning is about creating fairness in how we treat girls compared to boys at our school. An important part of being a Good School is understanding that girls and boys have the same potential and thus should get the same support and opportunities at school.

Today's activity includes the following:

- *Looking at four types of injustices girls experience at school*
- *Considering changes and solutions that could allow for equal treatment of girls*
- *Contributing ideas for the development of a school policy on gender fairness*

Here are some important things I want you to remember:

- *This activity is meant to get you thinking in new ways and sharing new ideas.*
- *The more participation the better.*
- *There are no right or wrong answers.*
- *There are no good or bad contributions.*
- *This is about learning together and having fun as we create a Good School.*

The day of the Good School Morning - after the activity

- Ask the students on the Good School Committee to go back around to classes and pick up any supplies from the classrooms.
- Ask the students on the Good School Committee to make a *4 Types of Gender Fairness* poster to hang in the school as a reminder of what was learned (see Tools & Materials for a sample of what could be created on paper or chalkboards).

MAKE A POSTER! 4 TYPES OF GENDER FAIRNESS

See the sample in Tools & Materials, and then
make your own.

Discuss the idea of “self-care” and explore short practices for teachers.

Why?

Boosting teachers’ ability to care for themselves and one another creates more energised, responsive and creative teaching in and out of the classroom.

Being a teacher is rewarding work! Step 3 of the Toolkit helps us to understand that good teaching needs creativity, compassionate action and supporting the holistic development of students. This requires teachers to show up every day with energy, focus, preparation and a strong intention to create respectful and caring relationships at school. However, this responsibility can become difficult if teachers are overwhelmed, exhausted or unmotivated. In the Step 3 Leadership Workshop, teachers will build skills in managing their own emotions—including stress and irritation. This is part of a broader effort around “self-care”—or taking care of ourselves—that can help enhance and sustain the work of being a good teacher, each and every day.



Part 1 - What Is Self-Care?

In a staff meeting, have a lively discussion about self-care. Consider the following questions:

- *What do we mean by “self-care”?* Brainstorm with the group and add these points if not already mentioned:
 - o Self-care involves meeting our basic needs—for nutrition, water, sleep, hygiene, physical activity and social interactions.
 - o Self-care is looking after our whole body, mind and spirit—and knowing how much you can handle (so you can say no if it’s too much!).
 - o Self-care also requires kindness to ourselves—remembering that part of being human is making mistakes—and forgiving ourselves when we do.
 - o Self-care also means we taking time to “just be” and do things that give us happiness, joy and pleasure.
 - o Self-care doesn’t need to cost any money!
- *Why is self-care important?* Brainstorm with the group, and add these points if not already mentioned:
 - o When we are physically, emotionally and spiritually exhausted, it is hard to support others, including our students.
 - o Self-care gives us space to explore what’s happening inside—and tune into ideas, thoughts and feelings that may otherwise go unnoticed.
 - o Self-care helps us strengthen our **Power Within**, as we recognise our own priorities and value.



- *What are some obstacles to practicing self-care?* Brainstorm with the group and add these points if not already mentioned:
 - o Some people may consider self-care “selfish”. In reality, caring for ourselves gives us the energy and clarity we need to care for others. You can’t give what you don’t have!
 - o Some people may feel they don’t have enough time or money. While it is true that some have more resources than others, self-care does not need to be long or expensive. In fact, many self-care practices are free! Consider that five minutes of dancing each morning can be a powerful expression of self-care!

Part 2: Self-Care Inspiration Wall

Dedicate part of a wall in your staff room to self-care inspiration. On paper or Manila cards, write down five aspects of self-care in colourful markers and stick them to your wall: Physical Health! Mental Health! Social Connections! Seeking Support! and Meaningful Work! (If you do not have cards or markers, use whatever writing materials are available in your school.) Invite all staff members to post their own ideas on how to practice self-care in each of these areas. Encourage diverse and simple activities. Here are some ideas to get started:

- *Physical Health!* Taking five-minute walks! Dancing! Stretching your muscles!
- *Proper Nutrition!* Drinking lots of water! Eating vegetables—or if not available, consider planting in your school compound!
- *Mental Health!* Taking five slow breaths! Creating time for rest! Setting personal and professional boundaries (like saying no to requests for additional work when you are at your limit)! Writing down your feelings!
- *Social Connections!* Inviting a friend for tea! Making a new friend! Telling someone how much you appreciate them!
- *Seeking Support!* Finding a peer you trust! Talking openly about your feelings and experiences! Asking for support or advice!
- *Meaningful Work!* Adding colour to the school compound! Recognising your colleagues for their efforts! Trying something new in the classroom!

Consider adding an illustration or inspiring quote to the top of the wall, such as “*Give yourself the same care and attention that you give to others, and watch yourself bloom as a person and a teacher!*” Encourage teachers and staff to visit this wall often for motivation and practical ideas to rest and recharge whenever energy is low.



Part 3 - Small Acts of Kindness

Small acts of kindness can have a ripple effect, lifting up the entire school environment as people feel the joy of being valued and appreciated. At the next staff meeting, write everyone's name on small pieces of paper, fold the papers and place them in a basket or bag. Before closing the meeting, ask everyone to draw one name. Agree that for the next month, each member will dedicate at least five small acts of kindness to the person they picked: for example, taking the time to ask how they are doing (and really listen to the answer!), leaving a note of encouragement, acknowledging a job well done or even smiling genuinely.

Part 4 - Self-Care Commitments

At the end of the day, all these great ideas go nowhere without putting self-care practices into action. Consider closing your next staff meeting by asking everyone to share—out loud—a commitment to one self-care practice. Ask everyone to write their commitment and post it on the self-care inspiration wall. Don't forget to check in at the next meeting to share how the commitment is going and keep everyone accountable!



3.8 Organise a one-week campaign on gender fairness in schools.

Why? This campaign allows the school to bring greater attention and energy to putting gender fairness into action.

Now that your school has finished the Good School Morning on gender, you will want to maintain all that energy and build on those ideas. A campaign is a great way to add extra momentum to your progress on key issues in the Toolkit. It creates a burst of activity that lays the foundation for long-term change. The idea of a campaign is to focus everyone's attention on this one issue for a limited time in a way that moves people to the next level of understanding and action. The activities should be familiar enough that people want to participate, yet also challenge people to move beyond their comforts, beyond familiar conversations and toward acting on the ideas in real and practical ways.

We recommend a **one-week campaign** that includes the following activities, or something similar that feels more suitable for your school.

Remember:

Gender fairness is about valuing girls and boys equally. At a Good School, this means providing girls and boys with equal opportunities in school learning and activities. Gender fairness does not lessen the value we place on boys, but it increases the value we place on girls so that they can be valued equally—as equal participants in creating a Good School and in contributing to the wellbeing of families and communities.

Launching the campaign with a commitment

Have the head teacher launch the campaign at an assembly by doing the following:

- Congratulate everyone again on the Good School Morning.
- Review the four types of gender fairness:
 - o fair academic support
 - o fair learning conditions
 - o flexible gender/social roles
 - o equal opportunities to lead and participate
- Announce one commitment the school is making about gender fairness starting immediately. For example:
 - o Having a senior woman teacher
 - o Designating a gender guidance counsellor to support students in overcoming gender barriers to education
 - o Creating new female student leadership positions (with the nomination/election process to begin immediately after this one-week campaign on gender fairness)
- Describe the campaign and the types of activities it will include.



Setting up a suggestion box for an end-of-campaign commitment

- Hang a suggestion box on the Good School bulletin board.
- Ask students and teachers to submit ideas for another commitment the school could make at the end of the campaign to increase gender fairness at your school.
- At assembly, on the last day of the campaign, have the administration thank everyone for their ideas. Explain that all suggestions will be considered over the coming months, and announce the one idea that will receive immediate action.

Organising a “proud to be a girl” initiative by teachers

- On the first day of the campaign, have all teachers write “Be proud to be a girl!” on their chalkboards and not erase it until the end of the campaign.
- Throughout the campaign, have all teachers recognise females in their lessons in the following ways:
 - o By talking about successful women in that field of study
 - o By using examples in class that show women’s strength and potential
 - o By hosting a question-and-answer meeting for girls interested in related careers

Organising a “proud to be a girl” poster competition

- Invite interested students to enter the “proud to be a girl” poster competition.
- Each poster should present the profile of a woman who did great things in her community or through her career.
- The posters should answer the following questions:
 - o What was the great thing she accomplished? / What were the changes she brought about?
 - o What were her challenges in achieving success?
 - o Which leadership style do you think she likely has/had (i.e. driver, thinker, influencer, relator)?
 - o Why do we need more great women like her in Uganda?
- Hang the posters on the Good School bulletin board or other prominent places.
- Have the student subcommittee select the best posters and announce the creators of the top three posters at the end of the campaign.



Inviting a community member to speak about gender equality at assembly

- Arrange to have a member of the community make a positive and inspirational speech at assembly about gender equality.
- Here are some examples of community members to consider:
 - o A recent female college/university graduate to talk about her experiences and to encourage girls who are interested in continuing their education
 - o A successful female professional to talk about the benefits of women contributing financially to their families
 - o A successful community leader (female or male) who is helping to create gender fairness at the school and in the community
 - o A successful male professional who, in his work and/or community life, speaks out on issues of gender equality and lives his personal life according to the same values

Engaging in gender outreach

- Be aware that some girls may be experiencing difficulties and discrimination at home.
- Be prepared to reach out to these girls and possibly to their parents.
- Emphasise in your communication with all parents that the school recognises everyone's right to be treated fairly and that girls deserve equal opportunities to succeed.

TIP: Reread the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*



3.9 Organise a one-week campaign on student-teacher relationships.

Why? This campaign is about getting students and teachers relating to each other in meaningful ways.



Much of Step 5 in the Good School Toolkit relates to the student-teacher relationship. Every activity leads teachers not only to thinking differently about their work but also to seeing and interacting with students differently. Instead of describing students and teachers as against one another, activities look at students and teachers as partners with common goals and connected by respect and compassion. For this shift to succeed, students must equally feel their part in this changing relationship and let go of assumptions about how they can relate to teachers.



We recommend a **one-week campaign** to explore the student-teacher relationship in a lasting and memorable way.

Holding an assembly about breaking student-teacher assumptions

Have the head teacher launch the campaign at an assembly by doing the following:

- Explain that this campaign is about challenging false ideas that turn students and teachers into opposites rather than partners. We are all human, and as a school we are a team.
- Review some common assumptions we hold when we think about students and teachers:
 - Teachers may think: "Students don't take their studies seriously."
Students may think: "Teachers don't know how to have fun."
 - Teachers may think: "Students act without thinking."
Students may think: "Teachers don't know how to be spontaneous."
 - Then there are assumptions we all make, such as, "Teachers are supposed to give feedback to students, but students cannot give feedback to teachers."
- Explain that this campaign is about creating new experiences that put students and teachers on the same team, working together, making mistakes together and having fun together. When students and teachers feel like partners rather than opposites, student learning improves.
- Describe the campaign and the types of activities it will include.



Organising sports matches with mixed teams of both students and teachers

A sports match is a great way to set the tone for the campaign and open both students and teachers to new ways of being together.

- Organise multiple sports matches so that **many** students and **all** teachers participate over the week.
- Ensure both teams in each match have a mix of students and teachers, with at least three teachers on each team.
- Explain that there are three additional rules for the game:
 - o Students and teachers must frequently pass to each other (not always, but often).
 - o Students and teachers must take turns as team leader/captain.
 - o Less skilled players must be supported and encouraged by the other players on their team.
- Explain that the team with the most points/goals wins. However, if they have not followed the additional rules above, and the other team has, then the win will go to the other team.



Holding a student-teacher open meeting

A relationship of trust and cooperation between students and teachers breaks down multiple barriers to learning. A way to foster this type of relationship is to informally gather, each term, all the students and teachers for an open dialogue. This approach allows for the resolution of issues that affect more than one classroom. It allows students to witness other positive student-teacher relationships. It allows for the communication of concerns and perspectives in both directions. Above all, it demonstrates teachers' shared desire to engage respectfully with students.

Large schools may choose to do this activity one class at a time.

- Choose a relaxed, informal setting (e.g. under a tree or in another area outside the classroom). Schedule the meeting for one to two hours on a day that is good for all involved.
- A week or so prior to the meeting, place an agenda box in a designated area. Encourage students to submit anything they want to talk about at the open meeting by writing their idea on a piece of paper and putting it in the box. Alternatively, you can ask students to bring their ideas with them.
- At the meeting, use the following format:
 - Introduce ground rules for the meeting (e.g. one person speaks at a time, listen to the speaker, respect all contributors and their contributions, do not attack individuals or make allegations that cannot be supported by evidence).
 - Invite teachers to talk about issues they have. Then ask students to help identify the causes of the problems and to propose solutions. (For example, teachers may have a problem with latecomers after the lunch period. The students may explain that there is not enough water for washing, creating long line-ups for cleaning up after lunch.)
 - Do the reverse: Invite students to talk about issues they have, or read anonymous contributions from the agenda box. Then ask teachers to help identify the causes of the problems and to propose solutions.
- Throughout the meeting encourage a non-accusatory tone by all, with an intention to solve problems collaboratively rather than place blame.
- **Be prepared:** At first, students may feel reluctant to say anything at all for fear of retaliation. However, if you are honest in your approach, students will start to feel free and will look forward to the opportunity. They will also begin to respect teachers more—after all, when you give respect, you get respect! Once students become more confident, you can change the order of who speaks first.



Organising a school-wide rhythm-making event

Spontaneous rhythm-making as a group is a powerful way to connect and feel your collective strength. If the school is too large, you can conduct this activity in smaller groups of 30-100 participants.

- Have students and teachers make their own percussion instruments from objects around the school (anything they can hit or bang will do).
- Gather everyone in a big circle (or concentric circles), with students and teachers mixed together and an administrator in the middle.
- Explain that the administrator will clap a rhythm, and then the group will repeat that rhythm over and over until the administrator raises their hand and gives a new rhythm.
- Explain that after several rhythms, the administrator will invite someone else into the middle to clap a new rhythm (alternating between choosing a student or teacher).
- Lastly, have the administrator gradually point to each area of the circle, cueing each person in that area to start playing and keep playing a rhythm of their choice, until the whole group is playing different rhythms at the same time.
- Finish with everyone giving themselves a round of applause.





Leadership workshop



Notes



Leadership Workshop 3

Exploring the Role of Teachers



Exploring the Role of Teachers

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Module 3.1

Remembering Relationships

1 hour, 30 minutes

Preparations

- Read the cartoon booklet *What Is a Good Teacher?*
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- identifies actions that improve relationships between adults and children
- mentions actions that lead to poor relationships between adults and children.
- suggests actions he/she will take to improve relationships between adults and children.

3.1

Steps

Part 1 - The Reason for Relationships (15 minutes)

1. Explain that we all know that the purpose of a school is to provide students with an education. Explain that a Good School helps students to develop in three ways.
2. Using the instructions below, draw a diagram on the chalkboard, but only write in the words for the last circle: "Purpose of a Good School".
3. Write **"Cognitive Development"** in the first circle, and do the following:
 - Explain: "A Good School helps students build all the thinking skills associated with intelligence. Rote learning builds only a few thinking skills and misses many others."
 - Ask participants: "What thinking skills do students need to develop so that they can later manage the challenges of life?" Possible responses: problem-solving, analysing, investigating, logic, judgment, comparison, imagination, etc.
 - Summarise: "For teachers, this means using creative teaching techniques that build these other thinking skills."
4. Write **"Social Development"** in the second circle, and do the following:
 - Explain: "A Good School helps students become responsible adults with the confidence to contribute their ideas and skills to society."
 - Ask participants: "What social skills do students need to learn to become responsible adults who contribute to society?" Possible responses: appropriate behaviour, leadership skills, public speaking skills, confidence, loyalty, trust, relationship building, teamwork, etc.
 - Summarise: "For teachers, this means creating opportunities for students to develop some of these capacities in the classroom."
5. Write **"Ethical Development"** in the third circle, and do the following:
 - Explain: "A Good School helps students develop strong values to live by—values that will guide ethical behaviour."
 - Ask participants: "In what ways do students learn what is ethical and important in life?" Possible responses: from their parents, from school rules, etc.
 - Summarise: "For teachers this means starting with ourselves, remembering the influence we have on students and being good role models."
6. Explain the following:
 - When we look at all three areas of development, we can see that a teacher's role is about more than teaching facts.
 - You have great **power** as teachers. How you use that **power** can deeply influence students' lives.
 - Helping a student develop in all three ways begins with the quality of the relationship between student and teacher.



Part 2 - Feel Good / Feel Bad Reflection (30 minutes)

1. Divide the chalkboard into two areas. On one side write "made me feel good" and on the other side write "made me feel bad".
2. Ask participants to think back to their childhoods. Ask them to remember an adult who made them feel good when they were a child. It could be a relative, a teacher, a neighbour or a stranger. Ask them to remember the person and what this person did that made them feel good.
3. Give participants a few minutes to think about this on their own.
4. When the participants are ready, ask them to share their stories. They should say who the person was (e.g. neighbour or teacher), what they did and how it made them feel good. Remind them to keep it brief, just a few minutes.
5. Record a few words about what made participants feel good under the "made me feel good" section on the chalkboard. For example:
 - Encouraged me in English
 - Helped me when I was sick
 - Told me nice stories
 - Was kind to me
 - Protected me
 - Paid my school fees
 - Spoke nicely to me
6. Keep sharing stories until you have a wide range of experiences, about six to eight, or until people seem finished.
7. Now ask participants to think back to their childhoods and to remember an adult who made them feel bad.
8. Ask participants to share their stories. Remind them to keep it brief, just a few minutes. They do not have to give the name of the person they are talking about if they do not want to. They could simply say who the person was (e.g. neighbour, aunt, grandmother), what they did and how it made them feel bad.
9. Record a few words about what made the person feel bad under the "made me feel bad" section on the chalkboard. For example:
 - Shouted at me
 - Beat me
 - Insulted me
 - Took my things
 - Treated me badly
10. Keep sharing stories until you have a wide range of experiences, about six to eight, or until people seem finished.



3.1

Part 3 – Feel Good / Feel Bad Discussion (45 minutes)

1. Talk about the items on the “feel good” list. Ask a participant to sum them up. Explain how we have all experienced things in life that have made us feel good or helped us feel safe and secure.
2. Talk about the items on the “feel bad” list. Ask a participant to sum them up. Explain how we have all experienced things in life that have made us feel bad. Explain how many of these things represent violence—caning, burning, denying food or school fees, shouting and belittling.
3. Conduct a brief discussion using the following questions:
 - What do you think of these lists?
 - Do students today have similar experiences? Or are their experiences different from the ones we had as children? Invite participants to share examples and stories.
 - If the experiences on the “feel bad” list are still in our memories, why would we want our children and students to have similar experiences?
 - What can we do as adults to help children and students in our care have more experiences described on the “feel good” list?
4. Talk about the people that participants named in their stories (e.g. parents, teachers, neighbours). Explain the following to participants:
 - The same person can sometimes do things that make us feel good and make us feel bad. You do not have to be perfect to be a good teacher or a good parent.
 - The aim is to create relationships with children and students in which there are more “feel good” experiences than “feel bad” experiences.
 - The goal of creating a Good School is to help students have more experiences that make them feel good and fewer experiences that make them feel bad.
 - We can all be a positive influence on the students in our school. We can make students feel good, just as someone made us feel good when we were their age.
5. Ask for one participant to sum up the session. What are some of the things they learned? For example:
 - To remember what it felt like to be a child, so we can help students today feel good about themselves and have positive experiences
 - To remember how important it is to encourage and show love to children and students

Module 3.2



Professional Pride

1 hour, 30 minutes

Preparations

- If possible, bring matches and one candle for each participant.

Competences

The participant;

- recognizes the impact of a teacher on society
- shares what makes him/her proud of the teaching profession





Steps

Part 1 – Personal Reflection (1 hour, 15 minutes)

1. Give a short talk about teaching, including the following points:
 - Teaching is one of the greatest professions of all. Teachers are responsible for shaping our children, for helping them to dream, to achieve and to become the future leaders of our country—even our world.
 - When students grow up and become successful, who do they look back upon and thank? It is most often a favourite teacher who influenced them.
 - Teachers work under some of the most stressful conditions. They work in huge classrooms with limited resources and little support. They are often underpaid, paid late or not paid at all.
 - Still, teachers generally remain willing and excited to embrace new programs and to put in extra effort to make their schools better places and to make the lives of their students safer and more rewarding.
2. Ask participants to sit in a circle. If you have candles, give one to each participant.
3. Ask participants to think about their profession and to think about a time when they felt most proud about being a teacher. It could be some achievement they made, a student they influenced or a particularly difficult situation they helped solve.
4. Light one candle and place it in the centre of the circle.
5. As the facilitator, begin with your own story. If you are not a teacher, speak about your role as a parent or in your own job.
6. After sharing your story, light your candle from the candle in the centre, and then place it in front of you.
7. Invite other participants to share their stories. Encourage them to focus on something that happened in their teaching career that made them feel proud to be a teacher. After they finish their story, they can light their candle from the one in the centre or from their neighbour's and place it in front of them. Continue until everyone has shared.

Part 2 – Closure (15 minutes)

1. After everyone has shared, close the activity by emphasising the following:
 - There are many challenges to being a teacher, but there are also many rewards.
 - Sometimes we focus on the challenges too much, and we get discouraged. It is nice to remember how we can influence others.
 - Being a teacher is one of the greatest professions. We are responsible for shaping students' lives and helping them to become successful adults.
 - Teachers are special people because they burn their candles to light other people's candles
2. Ask if anyone would like to comment on the session.
3. Thank everyone for sharing their stories and listening to each other. Congratulate them on their dedication and hard work and on being good teachers and role models.

Module 3.3

(a repeat of Module 2.7 to share with all teachers)



Gender Fairness at a Good School

1 hour, 30 minutes

Preparations

- Read the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- Remember: Females may participate less than males in workshop sessions. The facilitator should take special care to equally involve female and male participants, making it easy for everyone to contribute equally to the discussions.

Competences

The participant;

- explains the difference between 'sex' and 'gender'.
- describes how gender roles can affect learning for both boys and girls.
- identifies practical action towards creating a fair school environment for both girls and boys.



3.3

Steps

Part 1 - What Do You Believe? (30 minutes)

1. Explain that we are going to play a quick game to help understand the gender-based roles that girls and boys are expected to live by. Explain the game as follows:
 - The game is called "Slap, Clap, Snap!"
 - Everyone will perform these three actions in a row. First slap your lap, then clap your hands, then snap your fingers. (Practice a few times to develop a rhythm.)
 - You will stand in the middle of the room, and at any point in the slap-clap-snap rhythm, you will point to a person and either say "girl" or "boy".
 - The person you point to must name either (a) a career that a girl/boy may grow up to have, (b) a behaviour or personality trait that is acceptable for a girl/boy in your school and community or (c) work that is assigned in your school for a girl/boy. Participants must be quick and say the first thing that comes into their minds, before the group's rhythm gets back to "slap". For example:
 - o If you say "boy", the participant might say "aggressive".
 - o If you say "girl", the participant might say "quiet".
 - o If you say "boy", the participant might say "lawyer".
 - o If you say "girl", the participant might say "nurse".
2. Conduct the exercise. Ask a volunteer to write down what people say on the chalkboard under two headings: "girl" and "boy". At the end of the exercise, you should have a list of careers, chores and characteristics that the group considers acceptable for girls and for boys.
3. Once everyone has had a turn, compare the two lists. Ask the group what this means about the opportunities open to girls.
4. Erase the titles and reverse them, writing "girl" on top of the "boy" list, and "boy" on top of the "girl" list.
5. Ask the group the following questions:
 - Could girls do or be these things that you have said boys can do or be?
 - Could boys do or be the things that you have said girls can do or be?
 - Are there examples at your school? In the community?
6. Ask for volunteers to sum up the session. For example:
 - Society's expectations of what girls can do or be can limit how girls are seen and what opportunities are open to them.
 - In a Good School, girls and boys have equal value and opportunities.



Part 2 - What History Tells Us (30 minutes)

1. Write the words “biological sex” and “gender roles” on the chalkboard, and create the following table:

Biological Sex	Gender Roles
Determined by our biology	Determined by society
Whether we are born female or male	What we are told about how girls/women and boys/men should behave
Physical characteristics of girls/women and boys/men are the same across geographical regions.	Socially acceptable behaviours for girls/women and boys/men are different across geographical regions.
Physical characteristics of girls/women and boys/men are the same throughout history.	Socially acceptable behaviours for girls/women and boys/men change for each generation.

2. Explain to participants:
 - Our sex is determined biologically, which means it is how we are born.
 - The term “gender roles” refers to what society tells us about how girls/women and boys/men should behave based on their sex. For example, a boy may be expected to become a man who gets a job and provides for a family, while a girl may be expected to become a woman who stays at home and depends on a man.
 - At school, girls may be expected to choose subjects that limit their career choices, and some leadership positions may be assigned only to boys.
 - Some physical characteristics are common for women and men across geographical regions, while what is considered socially acceptable behaviour for women and men is different across geographical regions. Sex is biological and cannot be changed, but gender roles are determined by society and have changed over time.
3. Ask participants to turn to a partner and discuss ways that gender roles have changed over time, including things that women do now that was not encouraged in the past. For example, more women are earning their own money and contributing financially to their families.
4. After a few minutes, collect ideas and examples from the group.
5. Summarise with the following points:
 - Gender roles include society’s different expectations for a girl’s future compared to a boy’s future. Sometimes gender roles include lower expectations for girls. Lower expectations for girls can cause schools to treat girls unequally by not providing them with the same support and leadership opportunities.
 - Gender roles change with each generation because of the benefits for all.
 - In the past, people thought that each sex only had the ability to perform the social roles expected of them. However, history shows that our understanding of people’s abilities and of our own abilities can be influenced by what society tells us.
 - As gender roles for girls change over time, we will have greater expectations for what girls can do. This will lead to better opportunities and support for girls in schools.
 - Girls also have a right to education as part of their human rights.

3.3

Part 3 – Gender Fairness in School (30 minutes)

1. Explain the following points to the participants:
 - Creating gender fairness in school does not mean that we neglect the male students or provide less support and fewer opportunities for boys.
 - Female and male students have equal value; therefore, the aim is to promote gender equality and gender equity.
 - “Gender equality” means providing the same access, opportunities and treatment for female and male students.
 - “Gender equity” means providing additional support where needed to make up for societal imbalances. For example, girls may need additional support to compensate for the disadvantages they faced in the past and to help them access the same opportunities as boys. Through gender equity, we maintain educational support for boys while promoting fair treatment for girls.
2. Ask participants to consider the following question in silence: “What are the benefits of giving girls equal opportunities and support in school, such as the opportunity to stay in school, the opportunity to ask questions and get help in class and the opportunity to be leaders in school?” Write this question on the chalkboard.
3. Ask participants to divide into female and male groups, with about six or seven people in each group. Explain that each group will have 10 minutes to answer the question on the chalkboard by writing down as many benefits as they can think of.
4. After 10 minutes, ask each group to read their list. Congratulate the groups for their work, and share any of the following ideas if not already mentioned:
 - When girls can participate equally in school, they are motivated to stay in school and focus on their education, which prevents teenage pregnancy.
 - Research shows us that women with a good level of education raise healthier children that are less susceptible to diseases.
 - Women with equal educational opportunities in school stand a better chance at being employed or having a small business and contributing to the household income.
 - When a woman or man achieves great things, they bring recognition and respect to their family.
 - When wife and husband both work, they both understand the challenges of the world of work and can support each other in their careers.
 - The untapped potential of women means that society is not experiencing the full benefit of their contributions to science, health care, government and business.
6. Ask participants: “If you can do one thing over the next week to promote gender fairness at school, what would it be?” Collect a few answers from the group. Encourage the participants to decide on one thing they will do over the next week to promote gender fairness and to use their *power with* others, their *power to* take action or their *power as* leaders to create the change they want to see.

Module 3.4



Teaching for Both Genders

1 hour, 30 minutes

Preparations

- Read the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- demonstrates skills of identifying and addressing the unique needs of boys and girls while in class



3.4

Steps

1. Start by reviewing the following with participants:
 - Being a good teacher at a Good School means developing strong and supportive relationships with female and male students equally, and recognising that girls and boys have equal power and potential.
 - Today we will look at five things teachers need to move forward with this intention.
 - These five things are empathy, value, role-modelling, leadership and mentorship.
2. Elaborate by writing the following on the chalkboard and reading aloud:
 - **Empathy:** Understanding the hurt caused by unequal treatment to girls.
 - **Value:** Truly valuing the benefits of treating girls fairly.
 - **Role-Modelling:** Showing your belief in the equal worth of girls through your actions.
 - **Leadership:** Taking the initiative to create equal opportunities for girls within and beyond the classroom.
 - **Mentorship:** Making an extra effort to guide girls in believing in themselves.
3. Ask participants the following questions, inviting responses and conducting an open and nonjudgmental discussion:
 - What do you think of this list?
 - Do you want to add some thoughts about any of these?
 - Is there anything missing?
 - Which is most challenging for you? Why?
4. Introduce the group activity in the following way:
 - As we work to become a Good School, change must be led by all of us.
 - We are going to do an activity in five small groups, with each group taking one of these topics.
 - Each group will have 20 minutes to design a simple project that helps teachers gain the perspective/capacity related to their topic. Your project could include a poster for the staff room, an activity at the next staff meeting, a student-teacher panel discussion—whatever you feel will help teachers. The activity does not need to be elaborate.
 - After 20 minutes, each group will present their idea and receive feedback from the other participants.
 - Each group then has the remainder of term to implement their project.
5. Divide participants, and move around the room to provide support as the groups work. After 20 minutes, bring everyone together again. Allow approximately 10 minutes for each group to make their presentation and receive feedback.
6. Congratulate everyone on their ideas, and identify when you will follow up on the projects.

Module 3.5



Mental Health & Teaching

1 hour, 30 minutes

Preparations

- Refresh yourself on the introduction to the concept of mental health in Step 2
- Read the booklet “Are you taking care of your mental health”
- If available, review the referral directory (see Toolkit Step 5)
- Make copies of the card “How to Know if a Student Has a Mental Health Problem” and review it. If you don’t have access to a photocopier, you can write the information on the chalkboard.

Competences

The participant;

- identifies how mental health challenges affects students’ learning abilities.
- explains how poor mental health manifests among learners.
- Describes ways to empathize with learners with mental health challenges

3.5

Part 1 - In My Shoes (15 minutes)

1. Introduce the session by reminding participants what mental health means and its link to violence against children:

Mental health involves how a person thinks, feels and acts. Everyone has mental health, just like everyone has physical health. At times, you can have poor mental health: for example, feeling sad, feeling anxious or failing to concentrate. Other times, your mental health can be positive, like feeling hopeful, feeling happy, or being able to focus and to cope with stress or difficult situations. Children with poor mental health are at higher risk of experiencing violence against them, and sometimes violence also leads to mental health problems.

2. Remind participants that they have all learned more about mental health, including reading about it in our booklet "Who Has Mental Health?", receiving training on these ideas during Step 2 and taking part in the leadership module "Mental Health Is for Everyone!".
3. Tell participants that sometimes we can solve mental health problems with help from our family and friends, and sometimes we need more support from a counsellor or healthcare professional. Now we need to know what teachers and schools can do when a student faces problems with their mental health.
4. Introduce the exercise by saying that "In My Shoes" is an interactive activity that will enable them to reflect on their own mental health as students and whether they received the support they needed. The exercise aims to help teachers understand and support students who are experiencing poor mental health.
5. Instruct participants to line up side by side across the middle of the room, with sufficient and equal space both behind and in front of them. Ask them to all face one way (toward a wall). Tell participants that it is a silent exercise and that they should not make any comments during the activity.
6. Tell participants that the exercise will require them to think back on their experiences when they were still students in high school. They will hear a series of statements related to mental health. After each of the statements, participants will move forward, move backward or stay where they are based on their own experience. Participants can call "repeat" if they didn't hear a statement clearly.
7. Begin reading the statements. When you have finished reading them all, pause. Ask participants to remain where they are.
8. Ask the participants to look around to see where they are standing and where others around them are standing. Ask them to take a moment to reflect on their own position and the position of others.
9. After a moment for reflection, ask participants if there are any stories or remarks they would like to share.

Note: You will witness some participants way ahead of others, but that is okay because it helps to illustrate the difficulties students with mental health problems experience as they go through life compared to those who don't have the problems. Also remember it is not participants' "fault" where they end up standing. A lot depends on external circumstances and experiences.

10. After the activity, gather everyone back in the large circle and reflect on the exercise. Be sure to allow adequate time for a discussion:

- Ask participants who were standing towards the front how it felt to realise that others were standing further back. What did they learn?
- Ask some of those who were standing further back if there is anything they would like to share.

Use your facilitation skills to help people feel safe and not blame anyone. Lead a discussion that motivates people to provide support to those with mental health problems because anyone may face them and it's not their fault.

11. Conclude this exercise by telling participants that just as they may have experienced ups and downs or mental health difficulties in their life, the students they teach also experience ups and downs or may even have more serious mental health problems. Students experiencing mental health problems need support from teachers and those around them in order to get better and thrive at school—and in life!
12. Help participants understand that the purpose of the exercise is not to make them feel guilty or ashamed if they have not been fully supportive of their students. The exercise is meant to help them develop more understanding and compassion about what their students may be experiencing.

Possible Statements

Read the following statements when playing "In My Shoes", adding your own statements as appropriate.

- If as a student, you don't ever remember feeling very sad for a long period of time, move two steps forward.
- If you ever had an extreme fear of a teacher because they punished you severely, move two steps back.
- If you ever felt ashamed or inadequate because other students bullied you or made you feel stupid, move two steps back.
- If you had a caring adult at school whom you confided in about your problems, move two steps forward.
- If you misbehaved at school just to distract yourself from the problems you were experiencing, move one step back.
- If you experienced times of very bad stress, move one step back.
- If you usually felt hopeful for the future even when life was difficult, move two steps forward.
- If no teacher ever asked how you were doing or offered any support, move two steps back.

- If you ever felt so sad or depressed that you didn't want to go to school, move two steps back.
- If you found positive ways to cope that helped you deal with the problems you encountered, move two steps forward.
- If you had difficulty sleeping because of the problems you were experiencing, move two steps back.
- If you had difficulty concentrating at school because of the problems you were experiencing, move two steps back.

Part 2: Recognising Children with Mental Health Problems (35 minutes)

1. Explain to participants that this part of the session will focus on identifying some of the most common forms of mental health problems among students and how they manifest. Provide each participant with a copy of the card "How to Know if a Student Has a Mental Health Problem".
2. Ask participants the following question: "What do you think are some of the common ways you can tell that a child may be facing a mental health problem?" Write responses on the chalkboard or on paper as participants suggest them. Make sure all of the issues on the card are included.
3. Explain to participants that each of these symptoms can be linked to specific types of mental health problems, and they will learn these problems' names because sometimes having a "real name" for a problem can help us to better support the child and may help lessen any feelings of embarrassment, blame or shame.
 - **Anxiety:** Feeling nervous suddenly and often, being afraid of daily life, feeling uncomfortable about new places and people, constant worry, pounding heart, breathing fast, stomach ache or bedwetting.
 - **Depression:** Sad or irritable most of the time, loss of interest in things a person used to enjoy, low self-esteem, feeling ashamed, feeling alone and disconnected from people, crying more than usual, sleeping more or less than usual, changes in weight or eating, low energy, fatigue, feeling hopeless or even thinking about suicide. Sometimes depression can also make someone very irritable or easily angered.
 - **Post-Traumatic Stress:** Occurs after experiencing a highly stressful or traumatic event or series of events. Symptoms may include nightmares, feeling afraid even when there is no immediate risk, feeling as though a bad event is happening again, feeling detached from people, having unwanted memories that keep coming back or avoiding things that remind the person of a bad event.
 - **Attention Deficit Disorder:** Easily distracted, difficulty concentrating, being overactive, feeling restless and impulsive, daydreaming a lot or being slow to complete tasks.
 - **Aggression or Behaviour Problems:** Using strong negative language that is abusive or embarrassing, getting in many fights or seeming "rough", wanting to badly hurt others or displaying strong, out-of-control behaviour that can hurt oneself or others. The student may often have trouble listening to those in authority.
 - **Substance Use:** Taking alcohol, drugs or other substances.

Explain that while these are the most common types of problems, there are many others.

4. Refer back to the symptoms listed on the card (see page 94). Explain that if any of these issues are occurring regularly or severely, or having an effect on the child's life, adults (teachers and caregivers) should try to ensure that the child gets extra help. Describe guidelines on how to support a student with a possible mental health problem:
 - Try to talk to the child directly with kindness and understanding. Take time to listen to what they are going through without blaming or shaming them.
 - Ask the child if there is something you could do to help them.
 - If you think it makes sense and the child is okay with it, offer to talk to her/his parents or caregivers.
 - If you feel the problem is more serious, ask if they are okay if you refer them to get professional help: for example, from a counsellor or health professional.
 - If you think the child may be in danger or likely to hurt someone or themselves, seek professional help right away.

Note:

Remind teachers that it is not their responsibility to make medical judgments about students. The card—and naming specific conditions—is for learning and information only. The card is intended to help them as teachers to recognise when a student may require further support. Whenever possible, the most appropriate way of confirming if a student has mental health problems is through engaging a mental health or health professional.

Part 3: Supporting Students with Mental Health Problems (30 minutes)

1. Explain that after learning about how mental health problems occur among students, we can start to explore how teachers can best support them. Explain the following:
 - Students with mental health problems can get better with the proper support.
 - In some cases, students need support from a health professional who knows more about mental health.
 - However, teachers have an important role to play in helping all children have positive mental health and in helping anyone with mental health problems receive the support they need to feel better.
2. Divide the teachers into two groups. Tell them that each group will look at a different scenario and brainstorm how best to support the student. They will “act out” their ideas for the other group.

Scenario 1:

Ken, a 14-year-old student, is experiencing depression because of constant bullying from his peers. Other students at school always pick on him because his family is poor. This has made him hate himself, others and his school. He is usually alone, doesn't perform well in class and feels shame most of the time. As a teacher who has just had a training on mental health, what do you think is going on with Ken? How could you best support him?

Scenario 2:

Juliet, a 16-year-old student, experienced sexual violence from a close relative as a young girl. This experience left her traumatised. She fears being with new people or in new places, has nightmares almost every night and sometimes wets her bed. She gets sudden outbursts during the lessons and is quite irritable most of the time. In general, her self-esteem is very low. As a teacher who lives near the school, how best can you support Juliet?

What to Remember...

- Build a relationship of trust with your students, and let them know you are available to help.
 - Maintain confidentiality when your students confide in you, and only share information with their permission—or when you have a legal duty to report a case of violence.
 - If you are worried the student might hurt themselves or someone else, seek help from a health or mental health professional right away.
 - Listen with kindness and let the student know you do not blame them for what happened or is happening to them.
 - Ask the student if it would be okay for you to speak with their caregiver and see how they can better get support from home.
 - Provide the student with information or opportunities that can help them learn how to relax, de-stress and manage difficult emotions in a healthy way.
 - Stay committed to creating a school environment that is physically and psychologically conducive for students (especially one that is violence-free). For example, allocate some extra time to a student you know has a problem, talking to their caregivers if appropriate or checking in privately with the student during the lesson to ensure they are not left behind.
 - Refer to the referral directory (see Step 5) in case the child needs professional support.
3. Explain key points:
 - As a teacher, you will encounter students with mental health problems. In a Good School, teachers support students with mental health problems.
 - Teachers may also experience mental health problems themselves, in which case it is also important to seek out help and support from others.
 4. Ask teachers what they plan to change about their own behaviour after this session.



Module 3.6



Creative Teaching Techniques

1 hour, 30 minutes

Preparations

The participant;

- explains ways of delivering lessons creatively
- describes how students retain information in the classroom
- demonstrates new teaching methods

Competences

Participant;

- explains ways of delivering lessons creatively
- describes how students retain information in the classroom
- demonstrates new teaching methods

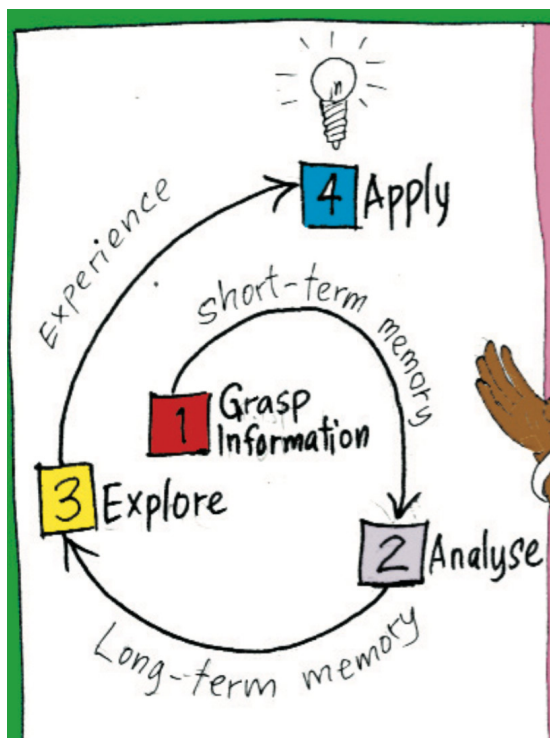


3.6

Steps

Part 1 - Why Creative Teaching? (10 minutes)

1. Explain to participants:
 - Most schools strive to produce intelligent students with good thinking skills.
 - The rote learning or memorisation techniques used most often in schools only develop the first level of thinking skills in students.
 - Intelligence increases when students acquire additional thinking skills.
2. Draw the spiral diagram below on the chalkboard:



3. Explain that maximum intelligence comes from learning that moves through these stages. Use the following to help explain the stages:
 - **Grasp Information:** When we ask students to **grasp information** for the first time, the ideas go into their short-term memory. This builds skills in attention and listening.
 - **Analyse:** If students are given activities that make them **think about the information**, comparing it to other things they know, then the ideas begin to move into their long-term memory. This builds skills in comparison, logic, patience and concentration.
 - **Explore:** If students are given activities to **use the information**, the ideas become part of their lived experience, which builds their instincts, good judgment, confidence and imagination.

- **Apply:** If we do all of this, the students will learn to **apply the information** to different situations in their lives, which is the ultimate goal of learning.
4. Explain the following:
 - If our school wants to be recognised for its high quality of education, we need students to learn in ways that allow for all levels of cognitive development.
 - Surprisingly, some of the proven ways to do this seem less serious and less academic. However, it is by making schoolwork more interactive, fun and meaningful to students that we truly grow their intelligence.
 - To explore these ideas, we will do a few activities.
 5. Before moving on, ask each participant to share one word that describes how they feel about these ideas so far (e.g. excited, worried, sceptical, curious). Encourage them to be honest.

Part 2 - Creative Thinking* (10 minutes)

1. Show the group your bag of common objects (e.g. a paper clip, hair comb, ruler, tea cup, pencil, keys—see Preparations).
2. Divide the group into four teams. Ask each team to select an object from the bag.
3. Ask the teams to brainstorm for five minutes and to come up with as many uses for the object as possible. It does not matter how silly or unlikely the idea; the goal is simply to list as many uses as you can.
4. After five minutes, ask each group how many ideas they came up with.
5. Ask a member of each group to come to the front of the room with their object and to list the three craziest ideas they had.
6. Congratulate everyone for their creativity, and summarise the activity as follows:
 - Just like you came up with new uses for familiar objects, we can all come up with new ways to teach familiar subjects.
 - Using the same kind of creativity, teachers can do the following:
 - o Create new teaching techniques that build ALL cognitive capacities.
 - o Present subjects in ways that help students see how they can apply the information to their lives.
 - o Teach students how to think through familiar problems in new ways—which is a cognitive skill found in many of our great leaders.

*Adapted from *Visualisation in Participatory Programmes*, by UNICEF



3.6

Part 3 - Using Our Senses (10 minutes)

1. Start a discussion by asking participants the following:
 - When you are trying to learn something new, how do you learn best?
 - Is this the same or different for students?
2. Explain that there are different ways in which our minds receive and process information, and these relate to our different senses. Write the following on the chalkboard and read aloud, acknowledging any that were already mentioned in the group discussion:
 - Reading
 - Hearing
 - Seeing
 - Doing
 - Combinations of the above
3. Go around the room and ask participants to provide examples of how they might learn something through one of these categories. Examples might include the following:
 - Reading a textbook
 - Hearing a lecture
 - Seeing an experiment performed
 - Doing a drama
 - Watching a film (seeing and hearing)
4. Based on this information, guide participants in brainstorming the techniques that teachers might use in the classroom to help students learn and remember information better. For example:
 - Vary teaching methods and ask many questions to get students thinking about the subject in different ways.
 - Use activities that get students "doing" what they are learning.
 - Use music, art or drama to make an idea memorable.
 - Move outside the classroom for live examples.
 - Tell stories (or have students tell their own) to give new information meaning.
 - Use group work and brainstorming to get students learning together.
 - Use short games or physical exercise to reenergise the group.
 - Create community-based assignments that help students connect a topic to everyday life.

Part 4 - Creative Teaching in Practice (1 hour)

1. Ask for three volunteers to be a panel of judges (or have the group elect them).
2. Divide the remaining participants into three teams, putting teachers who teach similar subjects together.
3. Explain the activity as follows:
 - Each team must choose their own lesson topic.
 - Each team will have 15 minutes to create a lesson for teaching this topic using a combination of reading, hearing, seeing and doing and without relying heavily on lecturing. The lesson should last no more than 10 minutes.
 - Teams can use any method they choose—drama, music, songs, games, art, poems, brainstorming, moving around outside the classroom, storytelling, etc.—or a combination of methods. Be as creative as possible.
 - Each team will present their lesson to all the participants in any way they want. After all three teams have presented, the judges will confer and elect a winner, based on who was the most creative and how easily the lesson was understood.
4. Give each team 15 minutes to prepare their lesson, and then bring all teams back together for their presentations. Limit the presentations to no more than 10 minutes (just enough time to get their points across). After each team's presentation, give the judges a few minutes to take notes and share thoughts with each other if necessary.
5. After all presentations, ask the judges to announce the winner and explain why the lesson was effective. Refer to the diagram from Part 1, and acknowledge the different cognitive skills that were being developed.
6. When wrapping up, invite participants to explain what they learned from the session.

Examples:

- Students learn in many ways.
- How we teach builds different cognitive skills.
- As teachers, we can develop creative teaching methods to help students learn better.

Note: You can expand on this module by using an additional module on lesson planning found in the Tools & Materials for Step 3.

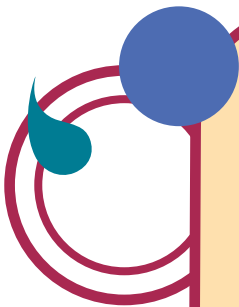




Module 3.7

Why Do Students Misbehave?

1 hour, 30 minutes



Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- identifies the different reasons why children misbehave.
- suggests ways of managing emotions when responding to children's misbehaviour



Steps

Part 1 - The Underlying Need (1 hour)

1. Ask participants to define the word "misbehaviour". Prompt their thinking by asking, "What do we mean when we say a student has misbehaved?" Collect ideas, and create a definition together. For example:

Misbehaviour consists of undesirable behaviours that do not comply with our expectations or classroom rules, that interfere with positive social interactions and self-discipline or that place the student or others in danger.

2. Explain that most students misbehave for a reason. They may not know what the reason is, but there usually is one. Most of the time, a student misbehaves because they have an unmet need. It is important to find the student's underlying need to understand why they are misbehaving.
3. Explain that the reasons students misbehave can be broken down into three categories. Write the bolded words on the chalkboard and then discuss each:
 - **Physical: e.g. being ill**
Sometimes a student has an unmet physical need, and this will cause them to misbehave. This might include feeling sick.
 - **Cognitive: e.g. not understanding the lesson**
This relates to how a student learns and processes information. Sometimes a student misbehaves because of frustrations in the classroom, such as being bored or not understanding how something is being taught.
 - **Emotional: e.g. difficulty managing emotions**
Sometimes students misbehave because they have a hard time managing their feelings. For example, they could be feeling angry or lonely, or feel like they are being excluded from the group.
4. Divide the participants into three groups, and explain the activity:
 - Each group will be assigned one of these categories: physical, cognitive or emotional.
 - In your groups, first discuss the category you have been assigned. For example: Why do students' **physical** needs affect how they behave?
 - Next, use your discussion to come up with a brief explanation of your category.
 - Lastly, create a list of as many things as your group can think of for causes of misbehaviour in that category. For example, answer questions like, "What are all the different **physical** experiences that might cause a student to misbehave?" and "What experiences like this did we have as students?"
 - After 15 minutes, we will bring everyone back to hear what you came up with.
5. After 15 minutes, have each group present their list. After all groups have presented, ask if anyone wants to add to the lists. Use the following as a guide:

Physical

- I'm hungry.
- I'm tired.
- I'm sick.
- I'm too hot or too cold.
- I'm dirty.
- I don't have comfortable clothes/uniform.

Cognitive

- I don't understand.
- The lesson is too easy or too difficult for me.
- I don't feel prepared.
- I'm frustrated because I can't do it.
- I'm trying, but I don't have the right skills.
- The teacher's methods don't work for me.
- I don't know what the teacher's expectations are.
- I'm bored.
- I know I'm going to fail anyway, so I just don't try.

Emotional

- I feel lonely.
- I feel like I don't belong to the group.
- I feel like 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. Explain that a teacher's first challenge is to discover why the student has misbehaved and then to decide if the behaviour deserves a disciplinary response.

7. Explain that poor behaviour often results from factors **outside a student's control** and therefore, disciplining the student will not eliminate the behaviour. Instead, other interventions and support for the student may be required. Provide examples such as the following:
 - A student comes late to school, but it is because they had a lot of work to do at home.
 - A student refuses to tuck in their shirt, but it is because the zipper on their pants is broken.
8. Ask participants: "In these situations, what should a teacher do? Is a disciplinary measure appropriate?"
9. Explain that other times students make poor choices **based on flawed beliefs**. For example, sometimes students 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 a disciplinary response—they are correctable beliefs.
10. Emphasise that in the next step of the Good School Toolkit, participants will be reviewing many positive discipline approaches for times like this.

Part 2 - Handling Your Emotions (30 minutes)

1. Ask participants: "How do you feel when a student misbehaves in your class?" Write down all the feelings on the chalkboard.
2. Discuss these feelings by asking the following questions:
 - Do these feelings lead to actions?
 - 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?
 - Have you ever wished you had reacted to a situation in a different way?
3. Ask participants: "What can teachers do in the moment when they are annoyed with a student?" Possible responses:
 - Choose to defer discipline until after class.
 - Shift the student's seat.
 - Ask the student to leave the classroom and to wait for you in the staff room.
 - Close your eyes and count to 10.
 - Take a deep breath.
 - Remember not to take it personally.
 - Walk away.
 - Say a short prayer to yourself.
4. Tell participants you are going to do an exercise to help them relax. Ask them to sit comfortably on their chairs. Ask them to place their feet on the ground, with their hands and arms relaxed in their laps. Tell them to close their eyes. Read the following visualisation in a soft, even voice:

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"Imagine you are at a beautiful place. Breathe in deeply, hold your breath for a few seconds and then exhale slowly. As you do, feel your body relax." (pause for a few seconds)

"The trees are green, the sun is shining and the breeze is cool. Imagine you are sitting under a tree, enjoying the fresh air. You are going to become aware of your whole body and help each part relax." (pause for a few seconds)

"Allow your head and neck to relax. Feel all the tension flowing out. Relax the muscles around your mouth, and let your whole face loosen up. Now move down to your shoulders. Are they tense? As you inhale, lift your shoulders up to your ears, and as you exhale let them drop, letting go of the tension. Again, inhale and bring your shoulders to your ears. Exhale and let them drop. One more time, inhale and bring shoulders up, exhale and drop them down." (pause for a few seconds)

"Now bring your attention to your arms: your upper arms, then elbows, forearms, wrists and all the way to the tips of your fingers. As you feel each part, imagine everything softening. Now move inside your chest and tune into your heart beating. As you move down to your stomach, can you allow it to loosen and settle down? Let your awareness spread to your hips and your bottom and allow them to sink comfortably into the chair." (pause for a few seconds)

"Now let your attention travel down your legs, noticing your thighs, knees, calves and ankles. As you come to each part, let them relax. Now become aware of your feet. Imagine all the pressure being released from them. Let each toe feel free and relaxed." (pause for a few seconds)

"Now breathe deeply and evenly. Stay in this relaxed place for a few moments." (pause for a few seconds)

"Now count slowly to five as you are inhaling. Then exhale, counting to five. Keep breathing slowly like this. When you are ready, open your eyes and come back to the room."

5. When the participants are ready, ask them how they feel. Explain that this is a very effective calming exercise. At any time of the day, when they are feeling stressed, they can go to the staff room or some private place and try it on their own. They can even do the exercise with their eyes open. Alternatively, they can take five minutes in the evening when they get home to let go of the day and help themselves relax in this way.
6. Ask participants what they have learned from this session and how they might apply it in their classrooms. Examples may include:
 - Students misbehave for reasons that are not always apparent. Sometimes those reasons can be successfully addressed without disciplinary action.
 - Remembering not to take students' misbehaviour personally and to manage one's own emotions will create a safer and more positive learning environment.

Module 3.8



Being a Role Model

1 hour, 30 minutes

Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- shares experiences of how they were impacted by role models
- explains how the way she/he treats children today will affect who they become as adults.
- identifies actions to make her/him a role model to the learners.



3.8

Steps

Part 1 - Your Role Model (30 minutes)

1. Ask the group to define what a **role model** is, and write the responses on the chalkboard. For example, participants might say the following:
 - Someone you admire
 - Someone you respect
 - Someone you want to be like
 - Someone who embodies qualities and values you would like to have
2. Ask each participant to think about someone in their life who they consider to be their role model or hero. Ask them to write down two of this person's qualities.
3. When everyone is finished, invite participants to share their role models and the two qualities they admire in them. Write these qualities on the chalkboard.
4. After everyone has shared, review the list of qualities. Ask people to think about these qualities and where they all would be without them.
5. Lead a discussion including the following questions:
 - Do you think your own children and students are also looking for role models? If so, can you share examples of that?
 - Are you a role model to someone? If so, can you share examples of that?

Part 2 - Whose Role Model Will You Be? (1 hour)

1. Ask participants to think about their children and students. Ask participants the following questions, and write some of their responses on the chalkboard:
 - What kind of people do you want them to become?
 - What qualities do you want them to have?
 - How can you help them develop these qualities?
 - How can you demonstrate these qualities to children and students through your own choices and actions?
2. Divide the participants into three groups, and explain the next activity:
 - Each group will be assigned a quality from the chalkboard. Examples: hard-working, honest, confident, successful, disciplined.
 - In your groups, create two lists: (1) things that encourage this quality and (2) things that discourage this quality.
 - To do this, think about your own classrooms. What are you doing that helps or hinders students in developing this quality? How are you demonstrating this quality through your own choices and actions?
 - After 15 minutes, everyone will come back to share their ideas.

3. After 15 minutes, call all the groups back. After everyone has reported, lead a short discussion on how our own positive behaviour becomes an example to the children and students around us.
4. Ask for participants to sum up the session and what they learned. Possible responses:
 - It is important to think about the kinds of relationships we have with children and students and how we impact them through our own example.
 - We all learn by example and by having values and behaviours modelled to us.

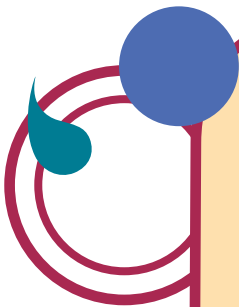




Module 3.9

Exploring Our Inner Experiences

30 minutes



Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- defines selfcare
- suggests ways of practicing self-care
- demonstrates breathing experiences when difficult emotions arise



Part 1 - Name and Time Needed

1. Lead a brief discussion about the way your emotions affect your mind and body, using the following questions:
 - What is stress? What kinds of things cause us stress as teachers?
 - What are the ways your body reacts when you feel stress? (Possible answers include headache, muscle tightness, upset stomach or sweaty palms.)
 - What are some ways your "inner voice" responds when you are feeling stress? (A possible answer includes blaming yourself for not "handling it better" or "doing more".)
2. Explain that tuning into these signals in the body and mind helps us know ourselves better. Rather than ignore what is going on inside, by "listening", we can better accept and express our emotions in a healthy way—while treating ourselves with kindness instead of harsh judgments.

Part 2 - Name and Time Needed

1. Explain that you are going to guide the group in a visualisation exercise for the next five to ten minutes. During this exercise, everyone will reflect on a difficult situation they are currently experiencing. No one will have to share out loud, although it is important to choose something that they are comfortable thinking about and that does not cause strong emotion or stress.
2. Slowly read aloud the following script, pausing where indicated:

Script:

We are going to start this practice by sitting quietly, bringing our full attention to how we are breathing. Find a comfortable position where you can sit up straight without too much effort. Feel free to change posture in your seat whenever you need to as we do the exercise. As you breathe in, notice how your stomach expands and your chest lifts. As you breathe out, gently relax your ears away from your shoulders as your stomach moves back inwards.

Now bring to mind a challenging situation in your life. It could be a relationship that is causing stress, a student who is misbehaving, an angry parent, a personal decision you need to make or anything else. You will not need to share this experience. Please take a few moments to choose one such situation. (pause for a few seconds)

Next we are going to explore our inner experiences connected to this situation, using five steps.

- *In Step 1, we just note that this situation exists: for example, by saying to yourself, "I am having difficulty with a parent at school"—or whatever situation you selected. Please reflect on this situation. (pause for a few seconds)*
- *In Step 2, let's examine any difficult emotions you might be feeling connected to this situation. It is important that we do not judge ourselves or try to force ourselves to feel a certain way. Instead, honestly connect to any feelings that may be there. It could be hurt, anger, fear, worry, shame, guilt—anything at all. Notice if these feelings cause any effect in your body—such as heat in your face, tightness in your chest or a quickening of your heart. Scan your body and notice what you feel. (pause for a few seconds)*

3.9

- *In Step 3, let's examine any stories we may be telling ourselves about the situation. This is normal! For example, your inner voice may be saying, "This only happens to me" or "Others would do better" or "I am so unlucky—everything is going wrong." Allow yourself some time to recognise this story without judging good or bad, pleasant or unpleasant, right or wrong. (pause for a few seconds) As best as you can, try to let this story fade away as you return your focus to your breath moving in and out. (pause for a few seconds)*
- *In Step 4, we offer ourselves a gesture of kindness. You may explore what gesture feels most supportive for you. Maybe it's forgiving yourself or someone else. Maybe it's reassuring yourself that you are doing your best. Maybe it's a reminder that whatever is happening is not your fault. If it feels comforting, you can place one hand on your heart while you offer yourself this kindness. (pause for a few seconds)*
- *For the last step, take a moment to remember that you are not alone. There are many others who feel—or have felt—exactly the same way as you. Because of this, our difficult experiences can connect us more deeply with others around us. (pause for a few seconds)*

To close the exercise, gently rub the palms of your hands together, creating some heat. Now bring your palms over your face, until you feel the heat. As you are ready, let your hands come back down to where you feel comfortable and slowly open your eyes.

3. Thank the group for trying something new, and encourage everyone to practice this whenever they have strong emotions.
4. Summarise the session:
 - Exploring—rather than ignoring—our inner experiences allows us to pause and reflect. Instead of acting impulsively, we can create space for self-care and self-compassion.
 - From this place, sometimes a new perspective or solution arises—or we are better able to express our emotions in healthy ways, that maintain the dignity and rights of others.
 - As with any skill, this practice gets easier over time.

Note: Try repeating this exercise at subsequent meetings, noticing how it changes each time.







Tools & Materials



STEP 3: Monitoring Checklist

- ☐ Activity 3.1: Plan your activities for Step 3, and introduce Step 3 to the school community.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.2: Engage all teachers and administrators in rethinking teachers' role and relationships with students.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.3: Strengthen relationships between students and teachers through compassionate actions.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.4: Increase the use of creative teaching techniques.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.5: Organise an annual “what it means to be a teacher” gathering.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 3.6: Support teachers' professional growth through recognition and feedback.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.7: Prepare for and implement the Good School Morning for Step 3.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

□ Activity 3.8: Organise a one-week campaign on gender fairness in schools.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 3.9: Organise a one-week campaign on student-teacher relationships.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____



Equal Opportunity Commitment Letter

Name of School: _____

Our school recognises that students of all genders, backgrounds and abilities deserve equal access to opportunities and support at our school, and that withholding the right to education and participation based on such personal characteristics is a form of systemic violence.

I promise to try my very best to give all students equal opportunities for success at school and to not show favouritism or bias. I recognise that change can be challenging, but by signing this letter I am committing myself to our school's commitment to equal opportunity.

Name:

Signature:

Date:

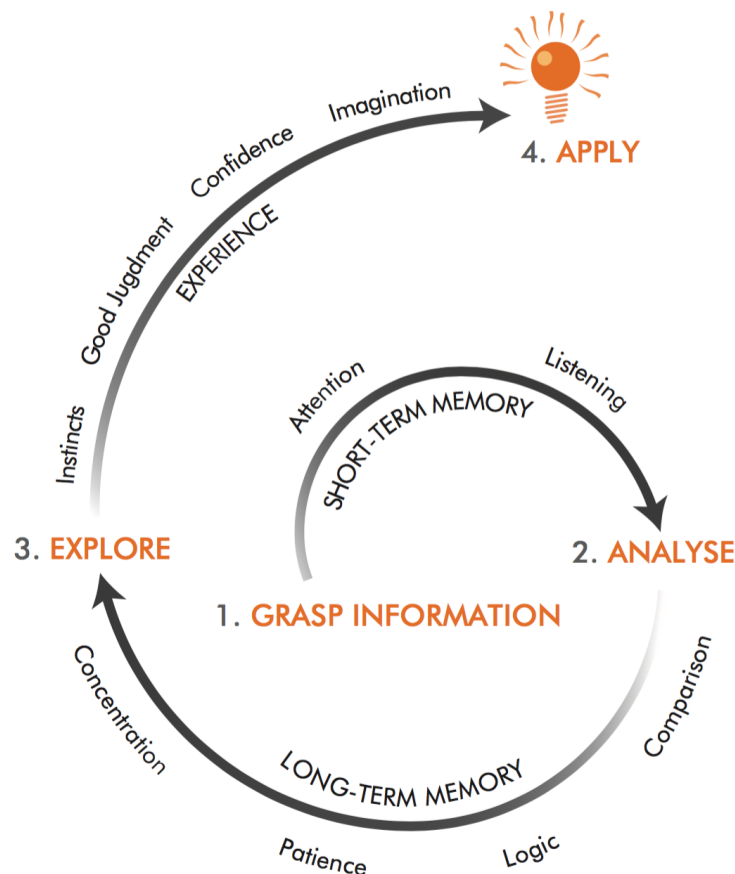
Creative Teaching Guide



About Cognitive Development

Creative teaching techniques help us build all cognitive capacities in a student for maximum intelligence.

- **Grasp:** When we ask students to **grasp information** for the first time, the ideas go into their short-term memory. This builds skills in attention and listening.
- **Analyse:** If students are given activities that make them **think about the information**, comparing it to other things they know, then the ideas begin to move into their long-term memory. This builds skills in comparison, logic, patience and concentration.
- **Explore:** If students are given activities that **use the information**, the ideas become part of their lived experience, which builds their instincts, good judgment, confidence and imagination.
- **Apply:** If we do all of this, the students will learn to **apply the information** to different situations in their life, which is the ultimate goal of learning.



The Ways We Learn

We learn in four main ways: READING, HEARING, SEEING, DOING. When a teacher has a new subject to teach, they can ask themselves:

1. What can students **READ** to better understand this subject?
Examples: textbooks, related issues in the newspaper, related historical/fictional stories, brochures from public institutions
2. What can students **HEAR** to better understand this subject?
Examples: lectures, debates between students, a speaker from the community, presentations by students
3. What can students **SEE** to better understand this subject?
Examples: class demonstration, films, images, live experiments
4. What can students **DO** to better understand this subject?
Examples: create a short play, make a poster, solve a puzzle, conduct an experiment, write a story, create a presentation

THE FIVE SENSES

This idea comes from the five senses (hear, see, smell, taste and touch). Get students using as many senses as possible when they learn!

The Keys to Creative Teaching

In designing lessons that get students reading, hearing, seeing and doing, teachers can get their most creative ideas from remembering the following:

1. **Variety**
Make each class a little different from the one before.
2. **Real Life Applications**
Think about ways to relate the subject matter to students' everyday lives and the things they care about.
3. **Interest**
Don't be afraid to have fun, while maintaining discipline. Happy students learn better!
4. **Get Moving!**
Look for ways to leave the classroom to learn, ideally to interact with the subject matter in real life. If this is not possible during class time, then sometimes assign homework that gets students moving (e.g. looking for examples in the community, collecting samples/stories).

Teacher Appreciation Certificate



All of us at

are proud to present

with this certificate for

CONGRATULATIONS!

Signed: _____



Staff Evaluation Form

Name of Teacher	Subject	Strengths	Areas of improvement
Non-Teaching Staff	Name	Strengths	Areas of improvement
Cook			
Guard			
Nurse			
Grounds Keeper			
Bookkeeper			



Identification Card

"How to Know if a Student Has a Mental Health Problem"

Mental health problems symptoms and behaviours to watch for in students

All children experience emotional ups and downs. Some children have more long-term mental health problems—and you can help them. Use this card to help identify those who may be facing problems.

A student may be having a mental health problem if they are showing or saying any of the following symptoms or behaviours:

Internal Problems Affecting Thoughts and Feelings

- Is often sad or withdrawn, has low self-esteem or no longer wants to be with friends.
- Has strong worries or fears that get in the way of daily life. Sudden, strong fear for no reason, sometimes with a racing heart or fast breathing. (This may be happening frequently in class and at home.)
- Experiences ongoing stress, worry or fear after a difficult life event.
- Has extreme difficulty concentrating or seems like they are "not in class" even when they are there (may affect school grades).
- Experiences large shifts in mood that cause problems in relationships—for example, being very excited at some times and very sad at other times—with such shifts causing social or academic problems.
- Is feeling tired of life, ashamed much of the time, alone in the world or that life is no longer worth living.

External Problems Often Affecting Behaviours

- Is regularly irritable or often starts arguments.
- May often have trouble listening to those in authority.
- Compared to other children, is jumpy or unable to sit still. This may put the student in physical danger or cause problems in the classroom. Such overactivity may also affect the student's grades or distract other students in the class.
- Uses strong negative language that is abusive or embarrassing.
- Gets into many fights, seems rough and wants to badly hurt others. Displays strong, out-of-control behaviour that can hurt themselves or others.
- Repeatedly uses drugs or alcohol.

Physical Problems

- May have frequent stomach aches, headaches or fainting spells.
- Experiences changes or difficulties with eating or sleeping.
- Tries to harm themselves or makes plans to do so.

If you notice any of these things in a student, talk to them in a supportive way without blame or judgment. Remember, it is not someone's fault if they are experiencing a mental health problem. They also want to get better. If it is okay with the student, try talking to their parents/guardians and refer the child to a health or mental health professional (see Toolkit, Step 5). If you are worried that they may seriously hurt themselves or someone else, seek help from a health or mental health professional right away.



Let's create a Good School!

4 TYPES OF GENDER FAIRNESS

1. **FAIR** Academic Support
2. **FAIR** Learning Conditions
3. **FLEXIBLE** Gender Roles
4. **EQUAL** Opportunities to Lead and Participate





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