LIFE SKILLS FOR YOUNG UGANDANS

FACILITATORS HANDBOOK
TO ACCOMPANY

THE PRIMARY AND SECONDARY
SCHOOL

TRAINING MANUALS

THE REPUBLIC OF UGANDA

unicef
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FOREWORD

For children to grow and develop, they have to depend on parents, guardians and people around them for food, shelter, medical care and all other requirements. In traditional societies, the wisdom passed on to children was to enable them stay alive, fit into their society and continue to live like the adults whom they found in the community. The wisdom was passed in packages of norms and rules such as; how to talk to adults, how to behave in a manner expected to one’s gender, or generally, how to live acceptably in society.

The communities were tight, with little mobility and outside influence. Their survival depended on social coherence. Communities of today are much more complex. There is a quest for development and more interaction with the ‘outside’ world. Rural to urban migration is on the increase. Children and adolescents travel and interact much more than their counterparts of the traditional communities. As a result, they meet more ideas that put demands on them. The media exert a great deal of influence on children and adolescents, far more than the acquisition of wisdom from parents.

There are many challenges to today’s societies. Armed conflict and civil strife of today are more devastating than the ethnic battles that used to be fought with spears. Children are always the easiest victims to such conflicts. Man-made evils, such as defilement, target the child who has the least capability of self defence. Though humanity has the capacity to enjoy better health today than the predecessors did, there are numerous challenges that continue to threaten the human race.

It therefore, makes a great lead of sense that ways must be found for the protection of children, adolescents, and the girl-child in particular, more than was done by traditional societies. The Government of Uganda is committed to this protection of the child. This is why, through the current Government of Uganda/UNICEF Country Programme (1995-2000) there is a strong component of Basic Education, Child Care and Adolescent Development (BECCAD). Within this component passing on to children the wisdom that can enable them lead healthy and satisfying lives despite today’s challenges is considered critical for child care protection and development. It is a way of empowering the children, having realized that the traditional wisdom may not be sufficient for the more complex societies of today. This is thus the basis on which Life Skills has been introduced in the Ugandan Society.

Uganda is committed to empowering children and adolescents by equipping them with skills for choosing what to do among several alternative courses of action, skills for making informed decisions; the ability to act, unhindered by forces around them, so long as they are convinced of the correctness of the stand to be taken. This may sound like going against certain traditional
practices where the child is supposed to be dormant and not to question adult actions. We have to filter and sieve the traditional values carefully so that only the positive and functional aspects are adopted. Tradition Values that are not harmful to the children and adults must be preserved. When for example, respecting adult actions leads a child into being raped or defiled, that child must be equipped with the skills to know when there is a likelihood of danger and to take appropriate action in good time. The children must always be alert.

In this spirit, the Life Skills Initiative is being introduced into schools, teacher colleges and institutes as part of the education of children and adolescents.

It is hoped that the trainers, for whom this manual has been prepared, will continue to be promoters of Life Skills among Ugandan adolescents. The future of the country’s young ones is in their hands.

Eric Karuhije
Ag. Commissioner for Education Inspectorate
PREFACE

WHAT IS THE BACKGROUND TO THIS HANDBOOK?

During 1996 a team of Ugandan wrote 'Life Skills for Young Ugandans: Primary School Training Manual' and 'Life Skills for Young Ugandans: Secondary School Training Manual'. These manuals were written for tutors of primary school teachers and lecturers of secondary school teachers respectively, in order to prepare them to introduce life skills into the schools themselves. Both the training manuals were tested in four districts of Uganda - Bushenyi, Kampala, Lira and Mbale - and were enthusiastically received by the lecturers, tutors and teachers who participated in the four day workshops. The final drafts of the manuals were produced in December, 1996. This 'Facilitators Handbook' has been written in the light of the experiences and recommendations from these training workshops.

WHAT IS THE PURPOSE OF THIS HANDBOOK?

This Handbook has been written to accompany the Life Skills Training Manuals mentioned above. The main aims of this Handbook are to:

- offer facilitators guidelines that may be used in future training workshops throughout Uganda.

- offer a four day training workshop programme that may be used by facilitators to introduce Life Skills concepts and activities as contained in the Training Manuals.

- enable facilitators to run their own training workshops.

HOW CAN THIS HANDBOOK BE USED?

The Handbook is to be used in conjunction with the Training Manuals mentioned above.

Section One of this Handbook contains background information on facilitating training workshops. The ideas in this section may be used when working with any type of adult group, such as lecturers, teachers, tutors, parents and community groups. The section provides the facilitator with details on setting up and running workshops, along with ideas for working successfully with groups. It is a self contained 'reader' for anyone who wishes to facilitate a training workshop.
Section Two of the Handbook provides the facilitator with a detailed four day programme for running a Life Skills Training Workshop, based around the UNICEF/Government of Uganda Training Manuals 'Life Skills for Young Ugandans'. The programme has been written to minimize the preparation time required by the facilitator, such as suggestions for all the relevant posters and questions to ask the workshop participants after each activity.

This manual has been written for the government of Uganda and UNICEF by Martin Buczkiewicz, a Senior Officer for the Advisory Council on Alcohol and Drug Education (TACADE), based in the United Kingdom in collaboration with Fred Ogwal-Oyee, UNICEF Programme Officer, Uganda Country Office.

For further information regarding this handbook, please contact:

The Ministry of Education
Basic Education Unit
Crested Towers, 2nd Floor, Short Towers
P.O. Box 7063, Tel: 231223, Kampala

Facsimile: 256-4-235660/259146
E-mail: UNICEF.UGANDA@UNEP.NO

or

The BECCAD Section
UNICEF
P.O. Box 7047
Tel: 234591/2; 259913/4, Kampala, Uganda.
SECTION ONE

BACKGROUND NOTES FOR THE FACILITATORS
SECTION ONE:

BACKGROUND NOTES FOR THE FACILITATOR

1. THE ROLE OF THE FACILITATOR/KEY SKILLS

For many people the idea of running a workshop for adults may be quite daunting. The role of the teacher, tutor or lecturer is generally quite clearly understood by most people, whereas the term ‘facilitator’ may not have a clear role definition. The Health Education Authority ‘Health Skills Project’ (HEA, UK, 1989) identified certain key skills that are recognized as essential in developing effective relationships. These are very relevant in the context of facilitating a workshop for adolescents and adults. The key skills are:

RESPECT - helping people to feel that they are important and that what they have to contribute is worthwhile and valuable. Respect may be conveyed to participants in several ways, such as remembering the person’s name, basic courtesies, giving an individual positive attention, active listening and not interrupting or talking over the other person as they are expressing themselves.

EMPATHY - showing individuals that their experiences are being understood, and that these are being fully appreciated. Empathy may be conveyed by, for example, sharing something that you are not, by sharing feelings appropriately, or by talking openly about some related experiences (without taking over or ‘going one better’), or by reflecting the other person’s feelings as they are expressing the e.g. ‘I understand why you must have felt like you did’.

GENUINENESS - being quite open about yourself and showing that you are trustworthy. Genuineness may be conveyed by not pretending to be someone or something that you are not, by sharing feelings or by talking openly but appropriately about yourself.

A Facilitator is someone who lectures sparingly to his/her audience; someone, who recognizes and draws out the experiences of the individual participants; someone who has a knowledge of the content of the workshop and the materials that are being disseminated; someone who provides the participants with new ideas, methods or working and materials and allows, or facilitates, the individuals to absorb, understand and explore the implications and impact upon future practice; and also someone who will readily admit that they do not have all the answers.
The following is a list of some of the skills that will help to guide the style of the facilitator so as to allow learning to take place effectively during the workshop:

- gives positive feedback (see paragraph 8 below)
- uses open ended questions: ‘what do you ....?’ (See paragraph 8 below)
- uses statements that build up an individuals’ confidence: ‘that is really helpful’
- values all contributions: ‘thank you for that’
- uses humour, no sarcasm
- is fair, rather than judgemental
- uses confidentiality in discussion
- is willing to give his/her opinion and own the statement
- listens more than lectures
- is flexible and remains optimistic
- avoids being defensive
- is supportive rather than distant
- is involved with the group rather than remaining aloof
- admits mistakes
- tries to involve everyone, if they wish to be involved
- does not focus upon, or direct most of the discussion towards certain individuals.
- admits that they do not have all the answers
- avoids favouritism
- keeps to time
- sets a clear agenda

This is not an exclusive list of the skills that are required, and facilitators should not worry unduly if they feel that they do not have certain of the skills. Indeed, the facilitator with all these skills probably does not exist! The list is intended to provide some guidance for facilitators. It must be remembered that each facilitator will bring their own range of skills to the workshop, in addition to many of those listed above.

In preparation for running the workshop, some thought should be given to the following aspects of group facilitation. Do I, as a facilitator:

- address my questions to the whole group, not just to one or two particular individuals?
- take several responses to the questions, ensuring that I do not give the impression that I do not have either the time nor the inclination to listen to everyone’s viewpoint?
- use eye contact when I talk to people?
- use an individuals name when I speak to them?
- limit my use of educational ‘jargon’?
- remain sensitive to the experiences and perceptions of everyone in the group?
challenge a viewpoint in a sensitive way, which does not ridicule or ‘put down’ the other person?

- appreciate that even if a group task does not appear to ‘work’ that I can use this opportunity to reflect on the learning that has arisen from the process?

- recognize when to intervene if a discussion is becoming personal or going off the subject?

- respond to participants’ contributions in an open, non-judgemental and positive manner?

- allow participants to express their feelings?

- maintain a thoroughly professional approach without resorting to sarcasm, ‘putting people down or negativity’?

- intervene sensitively in a discussion?

- practice good listening skills?

- ‘model’ the agreed ground rules (see paragraph 5.4.2 below) through the way in which I conduct the workshop?

- use the experience within the group to benefit the workshop?

- address questions to the whole group rather than put individuals ‘on the spot’?

- become flexible with the programme if there is a group/participant need that I had not thought of previously, but that must be addressed?

- be honest about my own tensions, feelings and shortcomings?

- smile and enjoy the experience?

2. SETTING UP A TRAINING WORKSHOP

For the facilitator there are various points that may need to be considered prior to running the workshop:

2.1 PARTICIPANTS

- What group size do I want/can I cope with (20-25 is a good number)?

- Have the participants been sent a list of the workshop programme, including the purpose and objectives?

- Have the participants made a written commitment to attend all the workshop?

- Shall I undertake a pre and post workshop evaluation?

- How familiar are the participants with the methodologies that will be used during the workshop?
• Have the participants been sent, or are they coming voluntarily?
• Shall I provide them with a certificate of attendance?

2.2 ENVIRONMENT

• Have I booked the room?
• Is the room the right size for the number of people expected and the type of activities to be used during the workshop?
• Is there space to display instruction/participants contributions?
• Is the lighting adequate?
• Is there air conditioning/windows that open?
• Are there enough chairs?
• Can the chairs easily be moved around the room for the different activities/groupings?
• Will there be room to make a circle with the chairs?
• Are there sufficient tables available for working on?
• Is there a need for the availability of other room(s) for smaller groups to work on their own?
• Are the other facilities needed by the group close by e.g. toilets, telephone?
• Is there a facility for vulnerable groups, e.g., the disabled?
• Who holds the key for the room(s)? When will it be unlocked?

2.3 EQUIPMENT

• Is there a chalk board and chalk?
• Is there a flip chart stand, paper and pens?
• Is there an overhead projector (if required)? Are spare bulbs readily available?

• Is there paper, folders, pens etc. for the participants?

• Have I tape, blu-tak, drawing pins, extra paper etc.?

• Have I enough resources for the expected number of participants e.g., handouts, manuals etc.?

• Is photocopying readily available, if required?

• Are participants’ name tags/labels required and available?

• Are all the resources that are required available and booked at the venue, or do I need to take some with me?

2.4 REFRESHMENTS

• Who will pay for these?

• Is clean drinking water/tea/coffee available?

• Will there be light refreshments at the break times e.g., cakes/biscuits/eggs?

• Is lunch available? Do participants know about this?

• Do the catering staff know at which times the refreshments should be available?

• Where will these refreshments be served?

2.5 FACILITATOR

• Have I drawn up a list of definite participants?

• Have I considered running this workshop on my own, or with a co-tutor(s)?

• Will I need administrative support at the venue?

• Will I require secretarial/clerical assistance?

• Have I prepared sufficient handouts (plus some spare) for all the participants?
- Have I prepared all the posters/overhead transparencies etc. that I need for the workshop?
- Have I obtained all the resources that I will need?
- Have I negotiated with the key personnel and received their support for the workshop?
- Have I arranged for a key person to open the workshop and vouch their support for the workshop, approaches and methods?
- Have considered the potential of other help locally available?
- Do I have a contact to bring extra materials/resources if necessary?
- Am I completely familiar with the workshop/materials/equipment etc. that I shall be using?
- Do I have contingency plans, e.g., what to cut out if time runs short, energizers if needed?

2.6 PREPARING POSTERS AND/OR OVERHEAD TRANSPARENCIES

- Write them out in rough first so that you have some idea of the visual impact.
- Decide which ones you really need (people will become bored if there are too many shown too fast)
- Keep it as clear and simple as possible (lots of information will confuse and may be unreadable)
- Use large letters, written in plain text (*as fancy text if often difficult to read*)
- Use different colours - to highlight main points, or to add variety
- When showing them make sure that everyone in the room can clearly see, do not stand in front of the poster/OHT; do not merely read out the information (people can already see this - the poster/OHT should contain a precise of the points that you wish to make); and ensure that facilities are available for copying them (because inevitably someone will ask for a copy).
2.7 AS THE WORKSHOP BEGINS

- Check that all the agreed arrangements are in place i.e., refreshments, equipment (and that it works!), lighting, room layout, toilets, catering area etc.

- Check that the room has a comfortable temperature, all the windows open (and the air conditioning is working, if applicable).

- Arrive in good time so that participants can be greeted on arrival.

- Have the room set out in advance of the participants' arrival.

- Have some posters and literature on display e.g. copies of the Training Manuals, copies of the Facilitators Handbook, children's work/drawings.

- Place relevant leaflets/handouts on each of the chairs so that participants can sit down and read through some of the information prior to the workshop.

- Consider having refreshments available as the participants arrive.

- Talk to people as they arrive and try to find out some of their hopes and concerns.

- Create a friendly environment to help participants feel welcome and comfortable.

3 THE CO-FACILITATOR RELATIONSHIP

It can be very exhausting for one person to run the workshop on their own. It is a good idea to facilitate with at least one other person. It is essential that you get to know each other, develop some trust and understanding, and establish some ground rules for your working relationship prior to the workshop. This should hopefully avoid some potentially difficult and sometimes embarrassing interludes during the workshop. The co-facilitator relationship will have a very important impact upon the workshop and its participants.

There are some advantages of facilitating with another person (or other people) but also some disadvantages. It is important to be aware of these so that you may discuss them with your co-facilitator(s) and
negotiate some strategies for overcoming any potential difficulties. Participants will immediately recognise any rifts in the co-facilitating relationship and this will inevitably have a negative effect upon the workshop.

3.1 SOME ADVANTAGES OF CO-FACILITATING

- the preparation may be more thorough due to different perspectives and shared tasks
- the workload both prior to and during the workshop can be shared, working to the strengths of each facilitator
- each facilitator will bring their own strengths to enhance the workshop
- if one facilitator has difficulty in a session, the other(s) can help out
- mutual support can give greater confidence
- feedback from the other facilitator(s) can help to (a) rectify any problem areas, and (b) build up the self confidence when things have gone well
- if there are any problems, e.g. with the equipment, administration, materials or participants then someone is always available to sort this out
- the differing backgrounds, experiences, skills, knowledge, ideas etc. can offer the participants (and the other co-facilitators) a richer learning experience
- the input style can be varied, perhaps making the workshop more stimulating
- it can make the workshop more enjoyable for everyone

3.2 SOME DISADVANTAGES OF CO-FACILITATING

- a poor relationship will have a very negative effect upon the workshop and the participants
- there is a danger of excluding the participants, for example if the facilitators always take coffee or eat together, share ‘in’ jokes between themselves, or talk amongst themselves during group sessions either distracting or not focusing sufficient attention on the participants
- if there is insufficient mutual trust, respect or support between the facilitators then one or the other may undermine or ‘sabotage’ the other’s efforts
- major differences between the facilitators, e.g. in attitude or style, may have a destructive impact
- contradictory messages may lead to confusion
- it can make the workshop less enjoyable for everyone
3.3 TO CO-FACILITATE OR NOT TO CO-FACILITATE, THAT IS THE QUESTION

There are some extremely positive reasons for co-facilitating a workshop, although being aware and talking through the disadvantages with the co-facilitator(s) can help to alleviate any potentially disruptive incidents. The maxim ‘agreeing to disagree (but not in front of the participants)’ would certainly be a key to any successful working relationship. Some of the following questions, discussed among the facilitators in advance of the workshop, should help to work through most of the potentially damaging situations:

- what are your strengths as a facilitator?
- what are your weaknesses as a facilitator?
- what are your other foibles or idiosyncrasies that should be known?
- how do you tend to conduct a workshop, e.g., what style do you adopt when facilitating?
- is anyone going to take the ‘lead’, e.g., by introducing each session, or by being the main reference point for follow-up questions?
- how can the workload be shared to ensure equal responsibility?
- what sort of facilitator behaviour really annoys you, e.g., sexist language, running over time, over elaborating to the point of lecturing at length?
- what ground rules should be drawn up to deal with potentially difficult and/or damaging situations that may arise between the facilitators during the workshop?
- how can the facilitators best support each other?
- what are your feelings about another facilitator intervening in your session, perhaps to add some further information, to clarify a point or to help out at an apparently difficult moment?
- how do you feel about re-negotiating certain aspects of the programme as the workshop progresses?
- how do you feel about the programme?
- how do you feel about co-facilitating with me?

4. WORKING WITH GROUPS

Working with groups can be very demanding and quite exhausting. The facilitators are the focus of the participants’ attention. Questions or queries about any of the arrangements for the workshop, the process of the workshop or catering arrangements will generally be channelled
through the facilitators. Within the workshop a number of very different individuals are interacting, each possibly with their own agendas, feelings and insecurities. All groups will differ in terms of reaction to certain activities, or responses to certain situations, and each group will have its own ‘life’. By understanding and acknowledging the way in which groups work, the facilitator(s) can alleviate some of the potentially damaging situations by devising strategies to alleviate the potentially damaging situations. There are innumerable factors that will influence group life, such as:

- travel to the venue, the venue, the room, the climate, the day of the week
- the number of people in the group, their backgrounds and experiences
- the make up of the group, e.g., tribe, gender, age
- the ‘baggage’ that they bring with them i.e., factors outside of the workshop
- the style of facilitation
- the ‘hidden agendas’ of the individuals
- whether the participants know each other
- the length of the workshop
- the group tasks
- whether individuals chose to join the group or were sent
- the challenges and sensitivities that the workshop offers

4.1 TUCKMAN’S MODEL OF GROUP LIFE

Tuckman proposed a model to explain the various stages that a group passes through during its life together. As a facilitator, it is helpful if one is aware of this model in order that one may be able to rationalize certain aspects of group behaviour and realize that it is in fact a ‘normal’ part of group life. At some time during the workshop it may be relevant to outline Tuckman’s model to the group so that they too may understand the particular stage that they have reached, especially if they appear to be ‘stuck’ in the ‘storming’ stage! Many groups may pass sequentially through the model, whereas others may jump backwards and forwards from one stage to another. Some groups may even miss a particular stage, often the ‘storming’.

The five stages are:

1 FORMING

The group gathers anxiously together, eyeing each other, often with some quite nervous initial encounters. There is a great dependence on the facilitator(s) at this stage.
Individuals will be testing out the different process of behaviour that are acceptable, trying to identify 'like minded souls' and working out the group 'norms' in terms of how humorous? How supportive? How reactive? How serious?

2 STORMING

There may be a feeling of conflict or resistance, particularly if long established practice is being challenged. There may be a feeling that the task is impossible to achieve, or that whatever happens in the workshop the same will have to happen back in their own work situation. This stage is often characterized by certain testing out of the facilitator(s).

3 NORMING

Group cohesion begins to develop and working 'norms' become established. Conflicts and resistance are overcome, the situation generally accepted and the emerging mutual support within the group is increasingly evident. Growing determination to achieve the task and an over riding sense of co-operation will be a normal part of the group work.

4 PERFORMING

The group energy and morale is high. Solutions to previous problems emerge. Individuals feel safe to express difference of opinion and trust the rest of the group to listen and comment constructively. The group is now on task and are achieving results as a consequence of their increasing co-operation.

5 MOURNING (OR ENDING)

The grieving process at the termination of the workshop will often end with a desire to meet up again at some future date. Suggestions to hold the group together will be made.

4.2 HOW CAN THE GROUP HINDER THE TASK BEING DONE?

The individual is unable to pace the task at hand. There is little time for reflection on the process or the learning outcomes. The emotional response to the way the group is functioning may impede learning. For example, an individual may feel embarrassed (perhaps by being put 'on the spot'), s/he may be bored or feel that their time is being wasted.
The group may have insufficient time collectively to allow them to think through in depth all the issues that are relevant to the task. Generally a group decision will take longer to achieve than an individual decision. The group style that has emerged may get in the way of the learning process, arising from a lack of clear procedures or ground rules.

4.3 HOW CAN THE GROUP HELP THE TASK TO BE ACHIEVED?

The group can:

- utilize the collective experience, knowledge and opinions of the individuals
- provide a forum for ideas and opinions to be discussed in an accepting climate
- provide a source of mutual support and enjoyment, making the learning process fun

5 ESTABLISHING THE GROUP CLIMATE

From the start of the workshop it is vital to spend some time helping the group to begin to develop its own identity, or ‘life’ as mentioned above. This can be done by the facilitator taking the participants through a series of activities designed to create a ‘safe’ learning environment. The building of this safe environment is critical to the eventual success of the workshop. The extent, nature of activity and length of time spent on creating the learning environment will depend on the planned duration of the workshop. In the context of the Ugandan Life Skills training workshops, lasting four days, a substantial focus upon creating this will be necessary to develop and sustain the group climate.

Establishing the group climate is a deliberate developmental process. The activities used are designed to encourage the participants to work collaboratively towards certain objectives. A team will meet a number of very specific needs, such as praise, encouragement, support and trust. Also, by developing this team spirit, the participants will feel relaxed with each other. This will enable them to ‘bounce’ ideas off each other, share concerns and seek common strategies. This element of team building, although quite a new experience in a workshop for many of the participants involved in the pre testing of the Training Manuals, was an acclaimed success of the whole process. As a participant in Bushenyi commented, ‘Team building develops co-operation, builds good relations and makes learners active’ Pages 36-38 of the ‘Life Skills for Young Ugandans’ Training Manuals provide some tried and tested team building activities that have been successfully used in Ugandan workshops.
Belonging to a group is a basic part of people’s lives. Some of these may be selected by the individual, such as friendship groups or sports clubs. There are other groups that the individual has no control over belonging to, such as tribe, parents or workshop groups. The latter may be made more acceptable to the individual and more accepting of an individual by using a variety of strategies, as outlined below.

It is important to create the right climate or atmosphere for the group at the very start of the workshop. Consideration of and acting upon the ‘Setting up a training workshop’ elements outlined in paragraph 2 above will help to begin this process. For example, making sure that the participants know exactly what is happening in terms of any domestic arrangements, like refreshments and timings of breaks, will alleviate certain anxieties that may be felt by some individuals. Checking out the arrangements with the group, and perhaps re-negotiating some of the timings where this is possible, will give the group some ownership of the workshop. This will increase the comfort and acceptance level of the group members by giving them the message that their views are valid.

5.1 ICEBREAKERS

The purpose of icebreakers is to ‘warm up’ the atmosphere, reduce the anxiety levels, built up an element of fun in the learning process, provide an opportunity for participants to interact and to begin to build a feeling of community through working together. Icebreakers should certainly be used at the beginning of the workshop. They can also be included at the start of subsequent sessions in order to rebuild some of the atmosphere after a break. Pages 29-33 of the ‘Life Skills for Young Ugandans’ Training Manuals provide some icebreaker activities.

Several activities are specifically designed to enable group members to become familiar with each other’s names, essential in terms of respect for another person. It should be remembered that these kind of activities demand sensitivity on the part of the facilitator. For example, it would be inappropriate and potentially embarrassing to use an activity which involves physical contact at the beginning of a workshop. This is because the participants would not know each other very well and may feel a little uncomfortable with each other.

5.2 ENERGIZERS

The purpose of an energizer, as the name implies, is to change the energy levels, climate and ‘feel’ of a workshop. An Energizer may be needed after a meal break, for example. An energizer involving some physical activity can help to inject some motivation (and
energy) into the group. Pages 40-46 of the 'Life Skills for Young Ugandans' Training Manuals provide some Energizer activities.

5.3 GROUP DIVIDING ACTIVITIES

Dividing the participants into different groups of different size will facilitate the team building process and should enable participants to meet the majority of group members in a relatively short space of time. If participants are asked to form pairs or small groups of their own, inevitably they will often choose to work with friends and colleagues. At the start of a workshop it is more appropriate for the facilitator to direct the groupings by using a variety of methods. This will ensure that the participants are grouped randomly and also adds a dimension of fun to the proceedings. In addition, it allows for all members to mix, leaving no individual isolated.

Some group dividing activities are also energizers and are thus important to the whole process of the workshop experience and the 'life' of the group. Some examples of ideas for randomly dividing participants into pairs or small groups are given in the Icebreaker and Energizer sections of the Training Manuals. In addition, the following may be used:

- **How long is a piece of string?**

  Cut up sets of pieces of string (the number of sets dependent upon the number of participants in each small group and the number of small groups required). The string should be cut in a variety of lengths e.g. 6 pieces of 2 cm, 6 pieces of 6 cm. Etc. Place the strings on the floor, and invite the participants to pick up a piece and join up with the other participants who have a similar length piece of string.

- **Meals**

  Cut up some paper plates into segments. The number of segments being the number of participants that is required for each small group, e.g., 6 segments per plate for groups of 6, 5 segments per place for groups of 5. Write the name of part of a meal on each of the segments, e.g., cassava, Nile perch, matooke, beans, milk, fruit. Mix up the segments and invite all the participants to pick one segment each. They must then find colleagues who can group together to make a meal (it may be useful to write the parts of the meal on the board).
• Form a line

Ask the participants to form a line down the middle of the room, according to:

- birthdays (1 January at the front, to 31 December at the back)
- height (short at the front, tall at the back)
- initial letter of their name (‘a’ at the front, ‘z’ at the back)
- number of years/months in their current job

Count off the number of participants required for each small group.

• Playing cards

Use a pack (or packs) of cards to divide the participants into small groups. For example, if using playing cards ask all the ‘queens’ to group together, all the ‘kings’, all the ‘aces’ etc.

5.4 NEGOTIATING THE CONTRACT

There are two main parts to this aspect of developing the group climate: drawing up a list of the whole group’s expectations and fears, and negotiating the ground rules for the conduct of the workshop. Negotiating these with the participants will help to underline the shared responsibility for the success of the workshop. Some participants may wish to place the entire responsibility on the facilitator(s), but it must be understood that the facilitator(s) cannot necessarily make the workshop successful for every individual. Group members must want to work, and to contribute actively to the tasks in order that the objectives may be achieved. The facilitator(s) can provide a framework for this process and offer appropriate structures, but there is a vital element of joint responsibility for the eventual outcomes and for individual learning that may or may not have taken place. Despite the most sensitive and rigorous planning, some participants may have been instructed to attend by their managers, against their own wishes. Facilitators need to be aware of instances such as this. Some participants may expect to be lectured at, and not realize that the workshop will mainly involve experiential learning methods (see below). As a facilitator, one should state one’s own expectations and anxieties. A small amount of self-disclosure may help to create an empathy and feeling of honesty within the group.
5.4.1 Expectations and fears:

Constructing a list of expectations early in the workshop will enable both the facilitator(s) and the participants to check out whether what is expected can or cannot be achieved through the workshop. This is essential to ensure that everyone involved is clear from the outset as to the focus of the workshop. Hopefully, by sending the participants the workshop programme, its objectives and a statement on the methodology to be employed prior to the workshop the participants will be quite clear about the direction and potential outcomes of the workshop. By processing the expectations, the facilitator(s) will be able to clear up any misconceptions that individual participants may have about the workshop. Some participants may feel reluctant to set time aside at the start of a workshop for an activity which appears superfluous, and which does not seem to be getting on with the ‘real work’. It should be pointed out that there are a number of reasons why this activity is important:

- It provides information to the facilitator(s) that may enable them to modify or focus upon particular aspects in more detail.

- If the expectations of certain individuals cannot be met within the framework of the workshop then this must be stated at the outset: some may feel that the workshop is not for them, in which case the best option may be for them to leave. This should not be seen as a failure on the part of the facilitator(s), rather as an ability and skill to be honest with the participants at the start. This will probably encourage the remaining participants to have greater respect for and confidence in the facilitator(s).

The participants may have certain fears or anxieties at the start of the workshop. These may form a barrier to the learning process unless individuals are allowed to express and discuss them. This will ensure that the whole group is aware of the fears and anxieties of individuals, and will hopefully ensure that these are acknowledged during the tasks that are set and by the way in which participants interact with each other. It is important to note that no one individual should be ‘put on the spot’ to reveal their fears in front of the whole group, rather that this is done within the confines of a pairs or small group activity. An activity for eliciting the expectations and fears of the group is provided on pages 33-34 of the Training Manual.
The ‘expectations and fears’ activity will allow grievances to be expressed and, hopefully, for reluctant or anxious participants to begin to feel more positive having been allowed the opportunity to express themselves in an accepting climate. Rarely is it possible to reassure a participant that their anxieties are unfounded. The following are some examples of fears expressed by some participants at the pre-test workshops:

- the workshop will be a waste of time
- I will make a fool of myself
- I am worried about having to do things that I don’t want to do
- the workshop will be too theoretical
- the workshop will be boring
- I don’t really know many people here

Providing an opportunity for participants to articulate their anxieties is a crucial element in the next stage of the group climate building process.

5.4.2 Setting the ground rules

Once the ‘expectations and fears’ have been expressed and discussed, the next task will be to negotiate the ground rules with the participants. Ground rules are operational guidelines for the behaviour and conduct of the facilitator(s) and participants during the workshop. Negotiating them defines the working style and reference framework for the interactions that will occur during the workshop; they will ensure that the fears/anxieties expressed by participants are acknowledged and acted upon through the manner in which workshop members react to each other; and they should help to ensure that a safe, warm and accepting climate is the ‘norm’ by which the group operates, encouraging cooperation and collaboration. Some examples of ground rules that have been negotiated in previous workshops include:

- being punctual
- listening to others
- the right to pass
- having fun
- support for others
- sharing experiences
- being open
- avoid sarcasm
- tolerance
- be positive
- co-operation
An activity to develop the ground rules in a workshop is provided on pages 35-36 in the Training Manuals.

5.5 THE STYLE OF THE FACILITATOR(S)

Paragraph 1 above provides an outline of the role of the facilitator, and suggests some of the key skills that will be required to run a workshop. The qualities of good facilitation are sometimes difficult to pinpoint. In workshops there may be some fundamental errors that are sometimes made by the facilitator(s), such as being judgemental, allowing one particular person to dominate the group discussion, or being unclear when outlining a task. There are, however, certain factors that seem to be the trademark of a good facilitator. These include:

- a sound knowledge of the content area of the workshop
- basic listening skills, including the ability to draw relevant points together and to clarify individual contributions
- the ability to challenge what individuals are saying in a supportive and non-aggressive manner, possibly to clarify a particular statement or to provide an alternative but equally valid viewpoint.
- the ability to help participants to relate the learning from the workshop to their own work settings
- knowledge of, and confidence to use, a range of methods and activities that best achieve the stated workshop objectives
- communicating respect and empathy
- being practical and providing concrete examples for any points made
- being confident in whatever one does
- clear explanations about why certain methods or approaches are being used
- being relaxed and establish good humour within the group
- demonstrate that every contribution is worthwhile and that every group member is included (non-verbal communication, such as the use of eye contact, will be important here)

In addition there are certain organizational factors, such as the frequent use of small group activities. These make it easier for everyone to contribute at their own level, particularly if they are a little shy about talking in front of large groups. The facilitator should act as a link between the sub-groups, and as a focus for the whole group.

Precise directions must always be given, with clear and adequate time limits for the activities so that the participants are sure what is expected from the task and when. It is important to set time limits and to remind groups of how much time they have left for an activity.
However, always be prepared to negotiate time limits if this is acceptable to the majority of the group. A facilitator should always be sensitive about how and when to intervene during a group activity. A facilitator is in a position to summarize the main ideas, the learning and the insights that have been gained, the new information that has been gathered. S/he can help the participants to identify the reasons why a particular activity did or did not achieve the objectives set, why particular session was helpful/unhelpful, impractical or unrealistic.

6 DEALING WITH DIFFICULT GROUP MEMBERS

In many meetings, and in some workshops, one may have had the feeling that the objectives would have been achieved more effectively and more quickly but for the behaviours of certain group members. They may have been uncooperative, or time wasters or just plain difficult to work with.

Some of these behaviours are shown by individuals who:

- not only challenge the value or usefulness of a task, but who may refuse to do it
- remain silent throughout the workshop
- talk too much, possibly inhibiting others from joining in
- display their disapproval through negative body language
- are critical, openly or otherwise, of the facilitator(s) or other group members
- insist on telling anecdotes which may well be irrelevant to the focus of the session and indeed which distract other members from the assigned task
- constantly refer to their own status, or may challenge the status or experience of the facilitator(s)
- find it extremely difficult to be concrete or practical, possibly by constantly theorizing in order to avoid doing the task in hand, or in an attempt to show that they have knowledge beyond the grasp of others
- question everything that is said by the facilitator(s) or by other members of the group

There may be a number of factors as to why an individual is being difficult. These may include the individual who:

- derives pleasure from being destructive and negative
- was sent by their manager(s) in order to ‘change’ them or keep them out of the way for a few days
- was sent and resents the time spent at the workshop, don’t expect to learn anything and are not really interested in the workshop content
- have had some negative experiences in previous workshops and thus are on the defensive
- has a job in which they are used to people deferring to them, and cannot accept the co-operative experiential learning approach
- are frustrated by the lack of control over how they are spending their time at the workshop, e.g., in a structured workshop like this, with many individuals competing for space to share their views, each member is likely to have less control over what happens than they do in most other situations
- may be distracted, irritable or upset because of other events in the lives outside the workshop.

The facilitator(s) must find ways to respond to the varying behaviours that may present themselves during the course of a workshop. These responses should be aimed at helping the individual and the group towards achieving the tasks. This is not easy. There are no set solutions to cater for each situation. Effective responses will depend upon the particular skills, style and experience of the group facilitator(s), as well as utilizing the unique blend of talent within the group itself.

Some of the following guidelines may be useful:

- it is unwise to attempt to compete with a particular individual. Several of the other group members who are confident with themselves and with the topic under discussion will inevitably support the facilitator(s). Anyone who feels the need to challenge others' status are likely to feel very insecure about their own

- use the combined resources of the other members of the group. Ask them how they feel about a particular task, situation or outcome. Again, most of the group members will readily assist the facilitator(s) and provide supportive evidence or statements. If an individual is preventing a group from working it is unlikely that the facilitator(s) is the only one who is feeling frustrated. Allow group members to challenge individuals who are being difficult, but avoid ostracizing the individual completely from the group.

- do not be defensive when criticized. This can be very destructive for a group, when the facilitator(s) take time out to vigorously defend or justify why they behaved in a particular way, or why they chose to include a particular activity. The most effective strategy here would be to listen to any (constructive) criticism and accept that this is how a particular individual(s) feels. This does not mean to say that the facilitator(s) should refuse to explain the purpose of an activity, or their reasons for behaving in a particular way rather that the facilitator should remember that there is a distinction between explanation and being defensive.

- linked to the guideline above, admit that a particular activity did not achieve the objectives set and discuss the reason(s) for this in order
to search for potential other practical ways of facilitating the activity in the future. This would then be for the benefit of all the participants in terms of learning outcomes and would be a shared experience.

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- sometimes comments may appear to be destructively critical or overly challenging but when clarified are actually genuine queries. Thus, it may be helpful to ask an individual to be precise and specific about their question or comment in order to clarify.

- if one or two individuals are dominating the group discussion the most effective strategy is to ensure that plenty of small group work while constantly changing the participants around in various small groups. This will ensure that the ‘cominant’ individuals do not spend too long with the same participants, which may cause conflict or hamper certain individuals who prefer to be submissive in discussion with such individuals.

- when a group is not working well together it may be effective, and ultimately productive, to suspend the workshop planned process and to explore with the group exactly what is happening and why?

- if there seems to be a feeling of resistance, ask the participants to take it in turns to state one negative that they are currently feeling (or ask them each to write one down anonymously on a piece of paper, read them out to the group and ask for ways forward). This activity will allow group members to express their current grievances, and hopefully ‘clear the air’.

There are no definitive rules about effective ways of coping with difficult people in the workshop situation. Indeed, the degree of ‘difficulty’ will vary from facilitator to facilitator. However, the attitude and approach adopted by the facilitator(s) is crucial. The checklists in paragraph 1 ‘The Role of the Facilitator/Key Skills’ and paragraph 2 ‘Setting up the Training Workshop’, plus the information in paragraph 5 ‘Establishing the Group Climate’, especially ‘Negotiating the Contract’ and ‘The Style of the Facilitator’, will help one to consider some of the key elements in running a successful workshop. The activity on page 39 in the Training Manuals may help to provide some further strategies. If all the strategies that the facilitator(s) uses to try to curb the difficult behaviour of an individual fail, there remains one option. Talk to the person quietly at a suitable opportunity away from the other participants, explain how you feel about the behaviour and suggest that if this is not stopped then would the person kindly leave the
workshop? It is certainly not a failure on the part of the facilitator(s), rather a strategy that will enable the other participants to gain maximum learning opportunities from the workshop.

7. THE EXPERIENTIAL LEARNING PROCESS

The basic philosophy behind this process is that people take responsibility for their own learning. It is a shared activity, where everyone has something to learn and something to teach. Experiential learning acknowledges that individuals are not ‘empty vessels’ or ‘sponges’ ready and waiting to absorb all the knowledge and information that is thrown out to them. Rather, individuals all have certain strengths and experiences that are valid. Experiential learning activities are designed to ensure that the learner participates actively in the learning process and is not merely a passive recipient. It is the responsibility of the facilitator(s) to help the individual/group to draw out the learning, make connections and apply the new learning for themselves. The facilitator provides some ‘input’, will give the individual something that is outside of their experience, and this may well include factual content. However, individuals learn in different ways. The experiential learning approach attempt to accommodate this by providing a wide variety of learning methodologies. The ultimate aim of the experiential learning process is to enable the individuals to feel empowered by the process, that they too can go away from the workshop and ‘do it’. It is possible to include everyone, and for everyone to learn from each other, hopefully in an enjoyable manner.

Pages 47-56 of the Training Manuals provide an outline of the various experiential (or participatory) learning methodologies that are employed in the workshops, and gives some examples of the activities. These methodologies are (number in brackets refer to the relevant page number in the Training Manuals);

- brainstorming (47-48)
- questionnaires (49-50)
- ranking (51)
- case studies (51-52)
- role plays (52-54)
- drawing (54)
- discussion (54)
- buzz groups (54)
- tableaux (55)
- storytelling (55-56)
8. GIVING AND RECEIVING FEEDBACK

As noted above, the experiential learning process involves participation in a variety of activities and consequently interaction with a variety of other workshop participants. In this process, individuals can learn a great deal about themselves through receiving feedback. A clear distinction must however be made between constructive feedback, which should encourage development and increase the self-awareness of an individual, and destructive feedback, which simply leaves the recipient feeling bad, useless or insulted. There is a skill involved in providing feedback to an individual or to a group in a workshop.

8.1 GIVING FEEDBACK

Constructive feedback should:

- focus on the positive aspects: make sure that this is detailed first and emphasized, e.g., ‘I really liked the way in which you supported each other’

- own the statement: begin the feedback with ‘I’ or ‘in my opinion’ rather than a very general ‘you’ or ‘we’, which sounds as though this reflects the opinion of everyone present

- offer alternatives: if the feedback does touch upon some possible negative aspects, suggest some ways in which the individual may in future act differently, such as ‘have you considered ……?’

- be specific: general comments are, in the main, quite unhelpful. Statements such as ‘that was wonderful’ offers nothing to the individual to enhance or provide an opportunity for learning. By pinpointing what led you, as a facilitator, to make such a comment is far more helpful, e.g., ‘I thought that the way you listened to him/her helped them to relax and be honest about their true feelings;

- offer feedback that the individual can act upon. Telling someone that ‘I didn’t like the way that you kept stammering’ is probably something that the individual can do absolutely nothing about, as well as being hurtful. By saying ‘Try to smile a little more as you are explaining the situation’ offers an opportunity for growth and development if the person wishes.

8.2 RECEIVING FEEDBACK

As a facilitator it is just as important to receive feedback in a manner that will encourage the giver to use some of the skills outlined above. The following offers some guidelines:
- clarify exactly what is being said before responding: avoid making assumptions about what you think the person is saying.

- avoid being defensive: accept what is said and try to respond in a logical and rational manner

- listen carefully to what is being said: avoid immediate rejection of the statement(s), however painful it may be, but respond in a calm manner controlling the voice and (possible) inner emotions and feelings.

- decide what you will do as a result of the feedback: it can help one’s own development as a facilitator. Assess the value, the consequences of either acting upon it or choosing to ignore it, and then decide what you will do with it.

- if ever in doubt as to how to respond, or you wish to control your reactions, calmly and politely say to the giver ‘Thank you for that’ while smiling!

9. PROCESSING AND EVALUATING THE LEARNING

9.1 PROCESSING

‘Processing’ provides the opportunity to reflect on the workshop experiences. This allows the individual to consider the personal aspects of the activities. Content and task are important, but so are the learning opportunities which are offered via the medium of the activity. It is essential to process each activity in order to enable the learner to understand the situation more and to ensure that s/he becomes more skilled in their own practice. Without it the workshop may become a series of quite meaningless events. Through processing the facilitator should help the individual to see links and patterns, clarify their ideas and therefore gain much greater understanding. The facilitator should offer questions, ask for clarifications and views from the individuals. This ability to review and learn from an experience is crucial to the experiential approach - it is a skill that can be learnt.
The following 'model' of processing will help to clarify the various stages that require attention during and after the activity:

- **WHAT?** Participate in an activity/what did I do?
- **SO WHAT?** how did I feel about that/what did I learn from my own behaviour?
- **NOW WHAT?** how can I implement this learning in other areas of my life/work?

Processing needs to happen at various stages of the workshop in order to maximise the learning opportunities. Certainly it is necessary after each activity and at the end of each session. It does not have to be a time consuming exercise, but should allow sufficient space for participants to reflect and consider the learning through the task and the method, and apply that learning to their future behaviour.

It is essential that open ended, rather than closed, questions are asked in order to allow for a wide diversity of responses. A closed question is one that usually requires a simple 'yes' or 'no' reply, or a very limited response. Closed questions offer little opportunity for the respondent to elaborate, expand or explore. This type of closed questioning is perfectly valid if simple information and responses are required, such as 'Do you really have three wives and sixteen children?' or 'Is this your ten thousand shillings?' However, in terms of processing the learning from a particular workshop activity, it would be inappropriate to ask a closed question such as 'Have you learnt anything from the activity?' An open question such as 'What do you feel that you have learnt from the activity?' provides the respondent with the opportunity to respond in an expansive manner if so desired. Open questions encourage the individual to say things that are important to them, allowing for responses that are open ended.

The following open ended questions are examples that can be used when processing an activity or at the end of a session:

- what happened during the activity/session?
- how did you feel about the activity/session?
- in what ways did it achieve the stated objectives?
- what have you learnt from the activity/session?
- what was the most challenging/worthwhile/difficult/enjoyable part of the activity/session?
- which part of the activity/session offered the most/least personal learning?
- how might you apply the learning from the activity/session to other aspects of your life/work?
- what adaptations would you make to the activity/session if you did it again?
- any further comments?

### 9.2 EVALUATION

At the end of a workshop it is essential that the participants have the opportunity to reflect on the overall learning. Such an activity may also be a way for groups to end their ‘life’ together (the ‘mourning’ stage in Tuckman’s model, paragraph 4.1 above), and for individuals to say ‘goodbye’ to each other.

Evaluation may be done in a variety of ways - individually, in pairs, small groups or the whole group. Processing is one way of evaluating the workshop/activity experience and learning. It can be used after each activity to allow the facilitator a chance to assess how the workshop is progressing and how the participants are feeling. It helps the facilitator to gauge the stage that the group has reached in its ‘life’ together.

Evaluation may be in the form of a written or a verbal response. For example, the whole group could form a circle and take it in turns to complete one, or more, of the following sentence stems:

- what I have enjoyed about the workshop is ...
- what I have learned from the workshop/other participants is ...
- what I have appreciated about the workshop has been ...
- what I will do as a result of this workshop is ...
- what I have found most difficulties ....
- the skills that I have learned and will find most useful are ...

Evaluation may also take the form of a written ‘formal’ response (see Appendix 2 Handout 3). It is important at the end of any workshop to refer the participants back to the objectives and to their expectations that were generated at the start of the workshop. Check through the list, together with the group, in order to verify whether all/most/some/none of their expectations were met. Whichever method is chosen, always remember to thank all the participants for their time, energy and commitment.
SECTION TWO

THE TRAINING WORKSHOP
SECTION TWO:

THE TRAINING WORKSHOP

1 INTRODUCTION TO THE FOUR DAY TRAINING PROGRAMME: NOTES FOR THE FACILITATOR

The 'Life Skills for Young Ugandans: Primary School Training Manual' and the 'Life Skills for Young Ugandans: Secondary School Training Manual' are the basis of this training programme. The facilitator should be thoroughly familiar with these manuals prior to any training workshop that they may run in the future. Section One of the 'Facilitators Handbook' provides background notes for anyone who plans to run a training workshop based upon one or both of these manuals. It provides sufficient information about the facilitators role to enable an individual to run a workshop, although it is highly recommended that one should always facilitate with another persons(s). Paragraph 3 of Section One explains some of the advantages and disadvantages of co-facilitation, and provides some important points for co-facilitators to discuss prior to running a workshop together. Again, anyone planning to facilitate a training workshop should be thoroughly familiar with these background notes. They provide a sound, practical basis for the role of a facilitator, and are based upon wide experience of facilitating workshops for other professionals.

Appendix 2, Handout 1 'Life Skills for Young Ugandans: Workshop Training Programme' gives details of the four day programme that has been used successfully in Uganda to disseminate the Training Manuals. This is the programme that is detailed in this section. All the overhead transparencies used during the workshop are given in Appendix 1. Depending upon the resources available at the training venue, a facilitator may wish to produce their own OHT's for the workshop, or may choose to write the information on to large sheets of paper for display. The participants will often ask for copies of these for their own use, so it may be prudent to have sufficient photocopies available in addition to the handouts in Appendix 2. This section contains all the relevant instructions for running the training workshop. It may happen that due perhaps to a prolonged discussion on a particular topic, the timetable has to be modified. This is not a problem, and should be explained to the participants at the start of the workshop.

Each session is written to provide approximately one and one half hours training, although this may be flexible as noted above. The objectives of each session, plus what additional resources the facilitator will require to run the session, are given at the start of each session. The resources that you will need for all the sessions are: small and larger sheets of paper, markers, cellotape, pens and pencils. Facilitator’s notes (*FN) are provided where necessary to give additional guidance or information when conducting the activity.
DAY ONE

SESSION ONE:

1.1 Welcome, Introductions, Purpose and Programme of the Workshop
1.2 Background to the Life Skills Initiative in Uganda
1.3 Introduction to the In-School Manuals
1.4 Pre-testing of the In-School Manuals
1.5 Introduction to the Facilitators Handbook

Objectives:

To offer participants an opportunity to:

- become familiar with the facilitator(s) and the domestic arrangements
- clarify the purpose and details of the workshop programme
- understand the Ugandan Life Skills Initiative
- view the in-school manuals and the facilitators handbook

What you will need:

- tea, coffee, water, light refreshment for participants on arrival
- a register for participants names
- name tags (if desired)
- poster ‘Welcome to the Life Skills Training Workshop’
- poster giving the names of the facilitator(s)
- handout 1 ‘Life Skills for Young Ugandans: Workshop Training Programme’
- a copy of ‘Into the 21st Century: Life Skills Education Resource Booklet’

1.1 WELCOME, INTRODUCTIONS, PURPOSE AND PROGRAMME OF THE WORKSHOP

[*FN: ensure that there is a table near to the door of the training room so that participants may sign the attendance register on arrival, and collect a name tag (if you wish to provide this). Have the room set out before anyone arrives, and place a copy of Handout 1 ‘Life Skills for Young Ugandans: Workshop Training Programme’ on each chair, along with any additional information that you may choose to provide. Display the poster ‘Welcome to the Life skills Training Workshop’ at the front of the room].

When all the participants have arrived, ask them to take a seat in the room [*FN: there may be some arriving late. Negotiate with those
present the time that you are prepared to delay the start, although no longer than 15 -20 minutes should be regarded as the maximum]. Welcome the participants, and thank them for attending. Display the poster showing the names of the facilitator(s). Introduce yourself and the other facilitator(s) and say something about your background/experience/areas of educational interest. The other facilitator(s) should then do likewise.

Ask the participants to refer to handout 1 ‘Life Skills for Young Ugandans: Workshop Training Programme’. Explain clearly the purpose of the workshop, and what it is hoped will be achieved by them attending over the next four days, i.e., that they will receive a thorough grounding in the Life Skills approach so that they too may disseminate the information, manuals and techniques to other professionals in the future. Talk through the daily programme and give the suggested timings/breaks/ending. Give details of domestic arrangements, e.g., the location of the toilets, the catering arrangements and location of the canteen, telephones, photocopying facilities, sleeping provision (if relevant). Add a few details about the activities as you read through them. For example, the fact that Session One adopts a lecture type approach in order to provide the participants with an overview and a clearer understanding of the Training Manuals and the Handbook that they will be using during the workshop; but that Session Two begins to use the methodologies that are the basis for the Life Skills approach to learning; and that the subsequent sessions will mainly use these methods in order to familiarize them and provide them with a ‘hands on’ experience of the activities. Explain that this is recognized as the best approach to gaining insight into the activities, and that the alternative would be for them to sit down and read the Manuals and the Handbook from cover to cover, then be asked questions on their understanding! After providing this information ask the participants if they have any questions on their understanding! After providing this information ask the participants if they have any questions. Answer those that are immediately relevant, but if there are questions that will be answered as the workshop progresses, such as ‘What do you mean by a Health Promoting School?’, explain that you will defer answering since that will become apparent during the relevant part of the workshop.

1.2 BACKGROUND TO THE LIFE SKILLS INITIATIVE IN UGANDA

[*FN: Ensure that you have read pages 2-4 of the training manuals, and have these to hand for your reference].

Explain that Life Skills is not a particularly new idea in Uganda. Give some brief details of the following (and tell the group that the details are in the Training Manuals that they will receive shortly);
(a) the School Health Education Project (SHEP) [*FN: see page 2 of the Training Manual]

- started 1985
- aims
- introduced initially to primary 6 and 7 (and reasons for this)
- impact evaluation showed increase in knowledge but no corresponding behaviour change
- missing link: Life Skills

(b) Early Life Skills Initiatives [*FN: see pages 2-3 of the Training Manual]

- recognition throughout ESAR that Life Skills neglected in educational programmes, yet that they are essential
- UNICEF-ESAR regional workshop in Entebbe, 1994 to discuss Life Skills
- Jinja national workshop, 1994 to discuss Ugandan Life Skills situation
- Jinja national workshop, 1994 to discuss Ugandan Life Skills situation.
- infusion approach into existing syllabi agreed

(c) The Basic Education, Child Care and Adolescent Development Intervention (BECCAD) [*FN: see pages 3-4 of the Training Manual]

- aims: notably to equip children and adolescents with the necessary Life Skills
- publication of 'Into the 21st Century: Life Skills Education Resource Booklet' [*FN: show participants a copy of this if available]
- training team identified

(d) Baseline Study on Life Skills [*FN: see page 4 of the Training Manual]

- conducted in 1996 with primary 7 children
- main findings [*FN: you may wish to put these on to an OHT/large sheet of paper]
1.3 INTRODUCTION TO THE IN-SCHOOL MANUALS

[*FN: Have sufficient copies of both the Primary and the Secondary Manuals available, plus a few spare].

Hand each participant a copy of either the Primary or the Secondary Training Manual, depending on their area of work. Tell them that these are their own personal copies, and suggest that they write their names on or inside the front cover. Ask them to turn to the 'Contents page. Explain that Sections One and Two are basically the same in both the Manuals, providing a common conceptual approach to life Skills Education in both Primary and Secondary Schools. Section Three, Four and Five differ, each providing information and activities that are relevant to either the Primary or the Secondary School.

Draw the participants attention to the following pages:

- 2-4: Background to Life Skills in Uganda, as already outlined
- 6-10: What are Life Skills? Explain that these are the basis for the Life Skills activities that are in the Training Manuals, and that some of the sessions later in the workshop will highlight and refer to these.
- 11-14: Aims, skills based approach, and benefits. Explain that this will be part of the focus of the Workshop Session 2, although you may wish to refer the participants to and explain the KISS A VIP approach shown on page 12.
- 29-57: Methodologies. Explain that this section introduces some of the basic methods and activities that are used in Life Skills Education, such as Icebreakers and Energizer. These will be explored and experienced in greater detail throughout the workshop, starting in Session 2.
- 57-78: Training Workshop Activities. Explain that these all form part of this particular workshop, starting in Session 4. This will enable the participants to become fully familiar with the workshop activities so that they can be used with confidence and understanding by them in the future workshops that they may run with other professionals.
- 81-90: Overview of the syllabi in Primary or Secondary Schools, and the potential for infusing Life Skills. Explain that this overview provides the opportunity for teachers to develop their own materials and activities, or to modify their teaching in order to infuse the Life Skills at appropriate points.
• **Section 4:** Sample Activities: These have been written to demonstrate how the Life Skills approach may be infused into various aspects of the current curriculum. Explain that the group will experience several of these in a session on Day 3 of the workshop in order to assess the methodology, impact and adaptations that are required for use in the classroom. Turn to one of the activities and show how they are all written in the same format: Objectives, Life Skills to be developed, time, materials, procedure, learning points and hints to the tutor. Most of the activities also have Extension Activities, which are provided to consolidate the learning.

• **Section 5:** Preparing your own units. This section provides guidelines for individuals to write their own materials for use with pupils, and also gives some sample lesson plans to help the teacher.

Ask the participants to spend 5-10 minutes looking through the manual. Suggest that they may choose to do this on their own initially, and then discuss any particular aspects with someone next to them, if desired.

After 5-10 minutes, ask the group if there are any immediate questions about the manuals. Respond accordingly, but if some of the questions will be answered by participating in certain activities during the workshop then suggest that you will return to its after experiencing the particular activity.

1.4 **PRE-TESTING OF THE IN-SCHOOL MANUALS**

[*FN: You may wish to obtain further details of the testing to add to the information provided on pages 4-5 of the manuals, although generally this is sufficient].

Ask the participants to turn to pages 4-5 of their manuals. Make the following points to them about the pre and post testing:

• the first draft of the manuals were written in July, 1996
• the manuals were pre-tested in four districts of Uganda (Bushenyi, Kampala, Lira and Mbale) during August and September, 1996 in four day workshops with lecturers, tutors and teachers
• in addition several ‘readers’ commented on the drafts
• the overwhelming response was positive [*FN: highlight some of the comments on pages 4 and 5]
• pupils and students who trialled the materials responded similarly [*FN: highlight some of the comments on pages 4 and 5]
• pupils and students who trialled the materials responded similarly
• the comments were taken into account when writing the final drafts of the manuals in October, 1996
1.5 INTRODUCTION TO THE FACILITATORS HANDBOOK

[*FN: Ensure that you have read this handbook thoroughly prior to the workshop, and discussed it with the co-facilitator(s). Also have sufficient copies available to provide each participant with one, plus a few spare].

Hand each participant a copy of ‘Life Skills for Young Ugandans: Facilitators Handbook to accompany the Primary and Secondary School Training Manuals’. Tell them that these are their own personal copies, and suggest that they write their names clearly on or inside the front cover. Explain that the handbook contains all the information and guidance for running their own workshops in the future. Ask them to turn to the ‘Contents’ page. Talk through the outline of Section One, and explain that this provides helpful guidance for them as a facilitator. Note that there may be some unfamiliar terms used, such as Ice breakers, Energizers, Ground rules and Processing, but that during the workshop all will be revealed!

Section Two contains a step by step guide to facilitating a Life Skills workshop based upon the manuals, and if they turn to the current page they will be able to follow the process. In addition, the Appendices contain all the relevant Overhead Transparency details and Handouts that are used during the workshop. They may, of course, wish to add some of their own and should do so if they are relevant to the workshop that they may be running in the future.

Ask them to turn to the following paragraphs in Section One to show how the guidance will help them as facilitators:

- paragraph 2: Setting up a Training Workshop. Give an outline of the contents of this paragraph, and draw the participants attention to some of the information, such as 2.2 Environment, 2.3 Equipment, 2.5 Facilitator and 2.6 Preparing posters and/or Overhead Transparencies.
- paragraph 4: Working with groups, especially 4.1 Tuckman’s Model of Group Life
- paragraph 5: Establishing the Group Climate. Give an outline of the contents of this paragraph, and draw the participants attention to some of the information, such as 5.1 Icebreakers. Explain, by reading through 5.1, how the Handbook refers back to the manuals, so that the participants will obtain a clear picture of the links between them.

Refer to 5.5 ‘The Style of the facilitator’ and explain that they should try to assimilate some of the style and methods that are being used by the current facilitators. One of the sessions on Day 4 will concentrate on facilitating workshops, but throughout the workshop participants should be aware of the ways in which, for example, people are put into small groups or how some of the activities are set up. Suggest that they may wish to ask comments on the facilitation
style at any points during the workshop when any clarification is required.

Ask the participants to turn to Section 2, and explain how this contains all the details for running the workshop, including Facilitators Notes [*FN]. Suggest that they may wish to follow the process of the workshop by referring to this section at all times.

Ask the participants to spend 5-10 minutes looking through the Handbook. Suggest that they may choose to do this on their own initially, and then discuss any particular aspects with someone next to them, if desired.

After 5-10 minutes, ask the group if there are any immediate questions about the Handbook. Respond accordingly but if some of the questions will be answered by participating in certain activities during the workshop then suggest that you will return to it after experiencing the particular activity.

[*FN: if there appear to be any particularly negative comments, ensure that you continually refer back to the pre-testing, which was highly successful and shows that this sort of approach is acceptable to professionals in Uganda, and indeed has the backing of both the Government of Uganda and UNICEF].

PROCESSING THE SESSION:

Refer the participants to the Facilitators Handbook, Section One paragraph 9.1 ‘Processing’.

Make the following points to the group about processing:

- it allows individuals and the group to reflect on the learning from a particular activity or session
- open ended questions should always be used [*FN: refer the group to the examples of ‘closed’ and ‘open’ questions provided in the paragraph 9.1]

Ask the group to think about the following processing questions, either individually or in discussion with a person(s) nearby. Allow 5-10 minutes for this, depending on how much discussion appears to be taking place. Explain that no one will be directly asked to respond to any of the questions at the end of this time period, only participants who choose to respond [*FN: you may wish to write these on a chalk board, or a large sheet of paper for ease of reference]:

- how do you feel now, compared to the start of the workshop?
- what have you enjoyed/not enjoyed about this session?
- what are some of the most important things that you have learnt so far?
- what are some of the concerns that you have at this moment?
- what are your thoughts on the Manual/Handbook?
- anything else?
Ask the group for any responses to each question in turn. You need not necessarily respond, rather thank the individual(s) for their comments (even if some are a little negative).

30 MINUTES BREAK FOR REFRESHMENTS

SESSION TWO:

2.1 What are Life Skills?

2.2 Icebreakers and Team Building Activities

Objectives:

To offer participants an opportunity to:

- become conversant with the term ‘Life Skills’
- become familiar with the conceptual approach to Life Skills taken in the Manuals
- experience some of the methodologies used in Life Skills Education
- begin to understand some of the methodologies used in the Life Skills approach

What you will need:

- Poster ‘What are the Life Skills’
- Overhead transparencies [or posters of these] 1, 2, 3, 4, and 5 (see Appendix 1)
- Set of town name cards for the ‘Icebreaker’ activity (see page 30 of the Training Manual)
- Poster of point 3 page 30 of the Training Manual

2.1 WHAT ARE LIFE SKILLS?

[*FN: Ensure that you have read pages 6-18 of the manuals]

Ask the participants to turn to page 6 of their ‘Life Skills for Young Ugandan’ Training Manual. Read out the two definitions at the top of page 6, then make the following points:

- Life Skills involve knowledge, skills and attitudes that will help a young person to cope with their lives
- the formal education system has tended to concentrate purely on the knowledge aspect, at the expense of the skills and attitudes
- the family and community were the traditional purveyors of these ‘Life Skills’ but this system has largely broken down in Uganda, as in other countries, thus leaving young people more vulnerable
- Life Skill can be divided into several categories [*FN: display the poster ‘What are the Life Skills?’]
**POSTER: WHAT ARE THE LIFE SKILLS?**

(1) The skills of knowing and living with oneself:

- self awareness
- self esteem
- assertiveness
- coping with emotion
- coping with stress

(2) The skills of knowing and living with others:

- interpersonal relationships
- friendship formation
- empathy
- peer resistance
- negotiation
- non violent conflict resolution
- effective communication

(3) The skills of making effective decisions:

- critical thinking
- creative thinking
- decision making
- problem solving

Refer the participants to the information on pages 7-10 of the Handbook as you read down the list of Life Skills on the poster, and elaborate on each one using this information.

Show OHT 1: *What are Life Skills?*. Read out the two definitions and tell the group that these definitions encompass the elements of Life Skills that are generally accepted by educators.

Show OHT 2: *What is Life Skills Education?*. Read out each point in turn, and make the following comments:

- life skills does not mean purely imparting knowledge. As the SHEP evaluation showed, children’s health knowledge had increased considerably, but there had been no corresponding behaviour change. Learning or enhancing skills, such as negotiation, listening, assertiveness and decision making is vital to the personal development of young people also checking out and challenging attitudes is essential for clarifying a young person’s attitudes.
the skills developed should enable the young person to be adaptable and utilize them in a wide variety of situations: these skills are transferable to different situations that the young person may encounter.

Show OHT 3: ‘How do Life Skills contribute to an individual’s physical and mental well-being?’ Read out each point in turn, and make the following comments:

- by developing the various skills, young people will be better able to cope in a variety of situations that may be considered ‘stressful’, such as breaking up of relationships, a change in family circumstances or a difficult period in their personal life

- building up a young person’s self esteem, for instance, will make them feel better about themselves and enable them to cope better with life situations. This in turn will help to promote ‘healthy’ behaviour.

Show OHT 4: ‘Outcomes of Life Skills Education’. Read out each point in turn, and illustrate where necessary. The points are really self explanatory. Refer the participants to pages 12-14 of the Training Manuals ‘What are the benefits of Life Skills Education’. Select some of the main points from these pages and draw the participants attention to them e.g., education benefits (and read out the quote from the pre-test participant in Bushenyi).

Show OHT 5: ‘Introducing Life Skills Education’. Read this out slowly (and smiling!). Cover up the author of the statement until you have completed reading it out. Suggest that this may have been written for anyone attempting to introduce Life Skills into Ugandan schools!

Ask if there are any further questions about the conceptual framework for Life Skills Education. Explain that the workshop will explore further the Life Skills approaches and aims, particularly during Day 2.

2.2 ICEBREAKERS AND TEAM BUILDING ACTIVITIES

[*FN: Ensure that you have read pages 29-33, and pages 36-38 in the Training Manuals]

Ask the participants to turn to Section 1 paragraph 5 of this Facilitators Handbook. Make the following key points about Establishing the group Climate:

- participants arrive at a workshop with very different feelings, anxieties and agendas
- some participants will know several others, some a few but some may not know anybody
- it is essential therefore that the group is encouraged to meet one another and build up a spirit of co-operation, support and sharing
• this can be done by taking the participants through a series of activities designed to create a ‘safe’ learning environment for all the individuals at the workshop i.e., people will feel relaxed and working relationships will be established.

Refer the participants to the Handbook paragraph 5.1 ‘Icebreakers’, and read out the first sentence which explains their purpose. Ask the participants to turn to page 29 in their Training Manual. Read out the ‘Purpose’ statement, which begins at the bottom of page 29 and continues at the top of page 30 [*FN: you may wish to write out these six points on to a poster].

Explain to the group that the workshop will now begin to experience and examine some of the methodologies that are essential for developing the ‘climate’ required for Life Skills Education.

Refer the participants to page 30 of the Training Manual, example One. Explain the procedure, place the pre-written town name cards on the floor and ask the participants to each pick up a card. Ask them to find a space in the room and discuss the questions with their partner. Remind them that they will have to introduce their partner to other people in a small group, so they must remember the main points. Allow about 5 minutes for this. Place the pairs into small groups of 6 (or 8 people maximum), and ask the pairs in turn to introduce their partners to the rest of the group, stating their partner’s name, where they live and one thing about their partner that they think is interesting. Allow 5-10 minutes for this, depending on the noise level that indicates discussion is progressing.

Ask the group to turn to page 33 of their Training Manual, and to Section One paragraph 5.4.1 in their Handbook [*FN: Suggest that if they have to retrieve their manual and Handbook from another part of the room that they should then return to the small group of people that they are currently with]. Read through some of the main points made in paragraph 5.4.1 about ‘Expectations and Fears’, then refer the participants to pages 33-34 of their Training Manual and explain the next activity to them. Do the Activity ‘Finding out the Expectations and Fears’ according to page 34 of the Training Manual, using the first option in the procedure point 3, i.e., the group merges the individual comments and presents them as a group [*FN: explain that this should ensure anonymity].

In the same groups, ask the participants to refer to paragraph 5.4.2 in their Handbook. Explain what is meant by the term ‘Ground rules’, and their purpose. Ask them to turn to page 35 of their Manual and explain that there are several ways of negotiating the Ground rules with a group. Pages 35-36 provide one of the methods. Read through this with them, but mention that you are going to use another method. Refer the participants to pages 36-37 ‘Team Building’. Read out the purpose, particularly the comment from the Bushenyl participant. Explain how you
intend to combine a team building activity with negotiating the group
Ground rules by using Activity One on pages 37-38. Do this activity with
the group, remembering to provide each group with large sheets of paper
and markers.

**PROCESSING THE SESSION:**

Ask the group some of the following questions:

- how do you feel now compared to at the start of the workshop?
- how have the activities in this session helped?
- what have you enjoyed?
- what have been the difficulties?
- how were these overcome?
- what have you learned?
- how will you use this learning in your work?
- what do you feel about Life Skills at this moment?
- anything else?

**LUNCH BREAK**

**SESSION THREE:**

3.1 Energizers
3.2 Children’s Rights and Responsibilities
3.3 The Sara Communication Initiative
3.4 Experiential/participatory Learning: Methodologies

**Objectives:**

To offer participants an opportunity to:

- become more familiar with the methodologies used in Life Skills Education
- learn about the Children’s Statute in Uganda
- gain insight into the Sara Initiative

**What you will need:**

- copies of page 19 in the Training Manual *Rights of a child in Uganda* [*FN: if the participants all have a copy of the manual, this will not be necessary]*
- copies of the characters in the Sara stories, page 19 in the Training Manual [*FN: the comment above applies here]*
- a copy of the Sara video (if available)
- a television and video monitor (if available)
- copies of the Sara storybooks for each participant (if available)
3.1 ENERGIZERS

Ask the participants to turn to page 40 in their Training manual. Read through the ‘Purpose’ and the ‘Hints’ with the group. Refer them to pages 41-46 and highlight some of the energizers contained there. Do Example Six, page 44 ‘One chair less’ with the group, and also Example Two, pages 41-42 ‘The Social Map’.

Process these activities by asking some of the following questions:

- how do you feel after those activities?
- what did you enjoy/not enjoy about them?
- how far did they achieve their purpose?
- what might be some of the difficulties of doing these in a workshop/in the classroom?
- how might some of these be overcome?
- any other comments?

3.2 CHILDREN’S RIGHTS AND RESPONSIBILITIES

Ask the participants to turn to pages 19-21 in their Training Manual (or hand out a copy of page 19 if they do not all have copies of the Manual). Carefully read through page 19, the ‘Rights of the child in Uganda’, commenting upon relevant points, or asking the participants for their responses. Draw the participants attention to the ‘bullet’ points at the bottom of page 20, which refer to the pre-testing of the Life Skills materials, and read them out. However, comment to the group that alongside rights there are always certain responsibilities. Refer to page 21 of the manual, and read out the four ‘bullet’ points. As the group if there are any comments that they wish to make.

3.3 THE SARA COMMUNICATION INITIATIVE (SCI)

Ask the participants to refer to pages 21-23 of the Training Manual. Hand out copies of the characters in the Sara stories (if all the participants do not have a manual). Make the following points to the group:

- in Uganda the girl child is generally more disadvantaged than the boy, e.g., in terms of education or inheritance
- this initiative has been developed by UNICEF and countries in the ESAR (East and Southern Africa Region)
- there are three main objectives [*FN: read out these at the bottom of page 21]
- certain ‘problem’ areas have been identified as needing attention (see top of page 22): economic issues, educational, sexual and cultural
- SCI aims to develop the Life Skills of girls in particular, in order that they may meet the challenges of life
• the mediums used are animated films, storybooks, comic books and radio plays [*FN: show the participants by holding up any of these products that you have available]
• the stories have been well researched with children and adults across the ESAR area
• refer to the top of page 23 and explain the focus of the stories
• the Training Manuals actively involve the SCI in several ways [*FN: refer to page 23, point (i), (ii) and (iii)]

[*FN: if available hand out copies of the Sara storybooks, and allow a few minutes for the participants to look through these. Show the Sara animated video film to the participants, if available].

Ask the participants for any comments or points of clarification.

[*FN: the participants will have been sitting for some length of time. It would be appropriate to do an Energizer with them, possibly Example 3 page 42, or Example 4 or 5 page 431.]

3.4 EXPERIENTIAL/PARTICIPATORY LEARNING: METHODOLOGIES

Ask the participants to turn to page 47 in the Training Manual. Explain the purpose of these methods by reading through the two ‘bullet’ points on page 47. Ask the participants to turn to Section one paragraph 7 of this handbook. Briefly outline the main points about experiential learning as stated in this paragraph. Tell the group the main methodologies that are used in the Training Manual, by reading out the list at the top of page 47 of the manual.

In order to illustrate these methods, work the group through the following activities:

• brainstorming (pages 47-48)
• ranking (page 51)
• case studies (page 51-52, offer the choice of either Example One or Example Three)

PROCESSING THE SESSION:

Ask the group some of the following questions:

• what have you learnt during this session?
• what do you still need to clarify?
• how do you feel now about the methods that are used in Life Skills Education?
• what have you enjoyed about these learning experiences?
• what have you not enjoyed about these learning experiences?
• what are the reasons for this?
• what might you alter or adapt for use with other groups?
• anything else?

30 MINUTES BREAK FOR REFRESHMENTS

SESSION FOUR:

4.1 Identifying the needs of the Ugandan Child
4.2 Processing the learning from the day

Objectives:

To offer participants an opportunity to:

- focus upon the main target for the Life Skills activities, the child in Uganda
- discuss and assess the main outcomes of the day

What you will need:

- nothing specific, only large sheets of paper and markers

4.1 IDENTIFYING THE NEEDS OF THE UGANDAN CHILD

Ask the participants to turn to page 57 of the Training Manual. Explain to them that this particular activity is the first of seven key Training Workshop Activities that are intended to provoke thought and discussion, further clarify Life Skills Education and to apply this learning to the school focus. Ask the participants to turn to page 58, and ‘walk’ them through the Objectives, Materials, Procedure and Learning points. Explain that all these Workshop Activities are laid out in exactly the same manner, and that some have useful hits for the facilitator. Use the group dividing activity in Section One paragraph 5.3 of this Handbook, called ‘Form a line’. The birthday line is recommended [*FN: you could ask them to do this in silence, which adds to the fun element]. Divide the line into small groups of 5/6 people, and hand each group a large sheet of paper and some markers, then follow the ‘Procedure’ guidelines on page 58 [*FN: ask the participants to avoid looking at some of the answers on pages 59-60 of the Handbook] and use the processing questions provided.
4.2 PROCESSING THE LEARNING FROM THE DAY

Suggest to the participants that they may wish to refer to pages 14-18 of the Training Manuals. These pages give some further background information to supplement the work covered during Day One. Individuals may also like a further opportunity to look through the Training Manual or the Handbook. Working individually, in pairs or in small groups in order to reflect on the day, think about or/and discuss some of the following questions [\textit{FN: you may wish to write these up on to a poster or a chalk board}):

- what have been the most important learning points of the day?
- what do you still need some clarification about?
- how much have you enjoyed the day?
- which parts have you enjoyed the most?
- what have you found difficult?
- what are your thoughts on the Training Manual?
- what are your thoughts on the Facilitators Handbook?
- what positive statement(s) would you like to say to the group?
- anything else?

Allow 15-20 minutes for this, then ask the group if anyone would like to make any comments in response to the questions. Thank the group for their participation during the day.
DAY TWO

SESSION FIVE:

5.1  Welcome back activity
5.2  What are the priorities for the education of children?

Objectives:

To offer participants an opportunity to:

- review the previous day
- focus upon the key targets for children's education

What you will need:

- large sheets of paper and markets
- the knowledge, attitudes and skills cards for 5.2 (see pages 62-63)

5.1  WELCOME BACK ACTIVITY

When everyone has gathered, welcome the participants to Day 2 of the workshop. Tell them that you hope that they have all had a long but enjoyable night reading the Manual and the Handbook from cover to cover!! Explain that at the start of a day it is important to bring the group back together through a team building activity or an Icebreaker. Example Five ‘The Name and Card Game’ on page 32 of the Training Manual is one that may be used [*FN: modify the activity slightly - at point 4 where the participants pair up, suggest that they spend 5/10 minutes reflecting back to Day One, perhaps recapping on the learning and the enjoyable aspects in the order to start the day on a positive note. In addition, alter point 5 and place the pairs in small groups of 6/8 people to share any of these reflections. Allow another 5/10 minutes for this].

Bring the whole group together and ask if anyone wishes to make any (positive) reflections on Day One, or if any clarification about any particular activities is required.

Outline the programme for Day 2. Explain that the whole day focuses upon the remaining six Workshop Activities in the Training Manuals, pages 61-78. Mention to the participants that they may wish to try to identify some facilitation skills and organizational aspects as the day progresses. This may help them in the future with their own facilitation style, and to understand how to introduce and conduct the activities.
5.2 WHAT ARE THE PRIORITIES FOR THE EDUCATION OF CHILDREN?

Ask the participants to turn to pages 61-63. Read through the Workshop Activity with them, and clarify any points that may be raised by the participants about the procedure. Explain that there are no right or wrong answers, and that all contributions will be accepted and discussed. Divide the participants into small groups of 4/5 people by using the Form a line activity in paragraph 5.3 of the Handbook (perhaps choosing the initial letter of their name for forming the line this time). Hand out a set of knowledge, attitudes and skills cards to each small group, and follow the Procedure information for conducting the activity (pages 61-63).

30 MINUTES BREAK FOR REFRESHMENTS

SESSION SIX:

6.1 Introducing Life Skills Concepts
6.2 Attitudes to Life Skills
6.3 The Aims of Life Skills Education

Objectives:

To offer participants an opportunity to:

- experience and assess some more methodologies used in Life Skills Education
- become more familiar with the concepts and approach to Life Skills
- clarify their attitudes towards issues about Life Skills Education
- discuss the main aims of Life Skills Education

What you will need:

- 6 volunteers to act in a role play [FN: see Workshop C, page 64-65]. It is recommended that you arrange for this towards the end of Day One, so that the volunteers have time to prepare the role play. Also, it may help if one or two of the facilitators are involved]

- copies of the ‘Attitudes to Life Skills Questionnaire’ [*FN: see Workshop D, page 66]
- a set of ‘Diamond 9 Aims of Life Skills statements’ for each small group of 3-5 participants [*FN: see Workshop E, page 67-68]
6.1 INTRODUCING LIFE SKILLS CONCEPTS

Refer the participants to pages 52-54 of their Training Manual. Explain to them that role play is a methodology that is frequently used in Life Skills Education. Read through the ‘Purpose’ statement on page 52, and then ‘walk’ them through the two examples provided, but do not ‘role play’ these with the participants. Ask if any clarification is required, and respond accordingly. Ask the participants to turn to pages 64-65 of their Training Manual. Read through the Workshop Activity with them. Clarify any points that may be raised by the participants about the Activity and then follow the Procedure information on pages 64-65. In addition to the processing questions about the activity that are provided, you may wish to ask the participants about methodology of ‘role play’, e.g., how comfortable would you feel about conducting a role play? What factors would you need to consider when setting up a role play?

What happens if no one wishes to volunteer?

6.2 ATTITUDES TO LIFE SKILLS

Ask the participants to turn to page 66 of the Training Manual. Read through the Workshop Activity with the group, then ask if any clarification is required. Hand out a copy of the “Attitudes to Life Skills Questionnaire” and follow the ‘Procedure’ information for conducting the activity [*FN: at point 2 in the procedure, you may wish to divide the participants into groups by giving each of them the name of a fruit, and asking them to join with the same ‘fruits’ to form a small discussion group].

At the end of the activity, or perhaps in order to answer some of the discussion questions, ask the participants to turn to pages 24-26 of the Training Manual ‘Problems and Solutions’. Explain that these are some of the questions that they may be asked, or some of the barriers that some people put up as a reason why they cannot do Life Skills. Read out some of them, e.g., (i) on page 24, (iii) on page 25, (vii) on page 25 and (i) on page 26, and ask for any other responses that the participants feel that they could give in reply to some of these comments.

6.3 THE AIMS OF LIFE SKILLS EDUCATION

Ask the participants to turn to pages 67-68 of the Training Manual. Read through the Workshop Activity with them, and ask if any clarifications are needed. Divide the participants into small groups of 3-5 [*FN: you may wish to ask the group if anyone has an idea for dividing into groups, and ask them to facilitate this. Hopefully individuals will by now feel more confident about doing this with their colleagues. If not, use ‘animals’ to divide them up - see ‘fruits’
above in 6.2]. Hand each small group a set of the 'Diamond 9 Aims of Life Skills' statements (see page 68), and follow the 'Procedure' information for conducting the activity.

At the end of the activity, ask the participants to turn to pages 15-18 of the Training Manual. Pick out some of the main points from these pages that you consider to be important.

**PROCESSING THE SESSION:**

Ask the group some of the following questions (or write some of them on to a large sheet of paper or a chalk board);

- what have you learnt during this session?
- what do you still need to clarify?
- how do you feel about Life Skills Education?
- how do you feel about the methods that have been used in this session?
- anything else?

**LUNCH BREAK**

**SESSION SEVEN:**

7.1 Energizers  
7.2 the Health Promoting School

**Objectives:**

To offer participants an opportunity to:

- focus upon the school environment
- identify those aspects that make a school health demoting/health promoting

**What you will need:**

- copies of the handout ‘Moving from traditional school health education towards the health promoting school’ [FN: see page 71 of the Training Manual]  
- Poster ‘Health’ [*FN: see point 3, page 70]

**7.1 ENERGIZERS**

(a) Ask the participants to turn to page 43 of the Training Manual. Read through Example Four: ‘Songs’. Decide with the group which popular song everyone wishes to sing, and do it!

(b) Ask the participants to turn to page 42 of the Training Manual. Read through Example Three: “Nafuna Says (Name Game)” and then do it!
7.2 THE HEALTH PROMOTING SCHOOL

Ask the participants to turn to pages 69-70. Read through the Workshop Activity with them, and ask if any clarifications are needed. Hand each person a copy of the Handout ‘Moving from traditional school health education towards the health promoting school’ and then follow the ‘Procedure’ information for conducting the activity. End by discussing the questions on page 74, point 9 [*FN: you may wish to provide participants with copies of pages 72-75 at the end for future reference in their own schools, particularly page 72 for the teacher’s noticeboard!].

30 MINUTES BREAK FOR REFRESHMENTS

SESSION EIGHT:

8.1 How to improve our school(s)
8.2 Promoting self esteem in schools
8.3 Processing the learning from the day

Objectives:

To offer participants an opportunity to:

- identify some ways for making a school more ‘health promoting’
- identify destructive and constructive teacher behaviours
- identify ways of promoting the self esteem of young people
- discuss and assess the main outcomes of the day

What you will need:

- Poster ‘Aim .... Strategy’ [*FN: see page 75 of the Training Manual]

8.1 HOW TO IMPROVE OUR SCHOOL(S)

Ask the participants to turn to pages 75-76 of the Training Manual. Read through the Workshop Activity with them, and ask if any clarification is needed. Divide the participants into small groups of 4-5 people, and then follow the ‘Procedure’ information for conducting the activity. At point 9 of the procedure, ask each group in turn to display and talk through their aims/strategies with the whole group in order to inform the other participants.
8.2 PROMOTING SELF ESTEEM IN SCHOOLS

Ask the participants to turn to pages 7-8 of the Training Manual. Recap on the Life Skills of self awareness and self esteem, and their vital importance in the development of a 'healthy' child. Ask the participants to turn to pages 77-78 of the Training Manual, summarize the introduction and take through the activity with them [*FN: request that they do not look at page 78, which gives some of the answers!]. At the end of the activity, refer them to page 78 and ask them to compare this information with their own responses.

8.3 PROCESSING THE LEARNING FROM THE DAY

Suggest that the group may wish to spend some time looking back through the activities that they have participated in during the day. They may choose to work individually, in pairs or in small groups and reflect on the main learning from the day, using some of the following questions [*FN: you may choose to write these up on to a poster or a chalk board]:

- what have been the most important learning points from the day?
- what do you still need some clarification about?
- which parts of the day have you enjoyed most?
- which parts of the day have you enjoyed least?
- how do you feel now about some of the methodologies that are used in Life Skills Education?
- anything else?

Allow 15-20 minutes for this, then ask the group if anyone would like to make any comments in response to any of the questions. Thank the group for their participation during the day.
DAY THREE

SESSION NINE:

9.1 Welcome back activity
9.2 Overview of the link between Life Skills and the school curriculum
9.3 Sample activities: preparation and presentation
9.4 Processing the learning from the day

Objectives:

To offer participants an opportunity to:

- begin to understand how Life Skills may be ‘infused’ into the current school curriculum
- experience and assess some of the activities in Section Four of the Training Manual
- experience presenting and facilitating activity

What you will need:

[*FN: this will depend upon the sample activities chosen, and may vary from workshop to workshop, depending on the ‘target’ audience and their experience of Life Skills Education and methodologies. Therefore, select the activities to be used and provide the relevant materials by checking the ‘materials’ part of the activity introduction]

- a copy of Handout 2 ‘Find someone who .... ’ [FN: See Appendix 2]
- Poster ‘Now it’s your turn!’ [*FN: see 9.3 ‘Procedure’]
- Poster ‘Processing the Activity’ [*FN: see 9.3]

9.1 WELCOME BACK ACTIVITY

When everyone has gathered, welcome the participants to Day 3 of the workshop. Tell them that you hope that they have had a more restful evening now that they fully understand Life Skills Education and are confident with the methodologies used! Explain that it is important to bring the group back together again at the start of another day, and that this may be achieved by using a team building or an Icebreaker activity. Give everyone a copy of the Handout 2: ‘Find someone who ....’. Read out the purpose and procedure, and ask the participants to stand up and do the activity. After 5 minutes, ask them to sit down with the person that they are currently talking to, or the nearest person.
When the pairs have sat down, ask them to discuss the following questions together:

- what have been the most enjoyable aspects of the workshop so far?
- what has been the most important aspect of learning so far?
- how do you feel about Life Skills Education?
- what are your thoughts on the Workshop Activities on Day 2?
- anything else to discuss?

9.2 OVERVIEW OF THE LINK BETWEEN LIFE SKILLS AND THE SCHOOL CURRICULUM

Ask the participants to turn to page 81 of the Training Manual. Read through and explain the process by which this section was written i.e., how the syllabi were examined for potential links with the Life Skills. Explain that this section provides a framework for anyone wishing to infuse Life Skills into the existing curriculum. Ask the participants to turn to one of the pages in the section, and explain the layout to them. Suggest that they work in pairs and look through Section Three together, discussing any aspects of the content. Allow 5-10 minutes for this, then ask the whole group if there are any comments to make on the section.

9.3 SAMPLE ACTIVITIES

Ask the participants to turn to Section Four of the Training Manual. Explain that the sample activities have been written using elements of the existing syllabi in order to illustrate that the task of introducing Life Skills by ‘infusion’ can be achieved by modifying some of the approaches currently in use. In addition, the Sara Communication Initiative and Children’s rights issues have been integrated into the activities. The emphasis of the activities is upon using Life Skills methodologies while at the same time fulfilling the syllabus requirements.

Turn to any one of the Sample Activities, and explain how each activity is written to the same format:

- Life Skills to be developed
- Materials
- Time (each activity is either 30 or 40 minutes duration)
- Procedure
- Learning Point
- Hint
- Extension Activity
[*FN: as noted above, you as a facilitator may choose the activities that are most relevant to the group. However, the following have been used successfully with a variety of groups during the writing and pre-testing and the Training Manuals. They represent a variety of methodologies and content areas, although you may with to select from these and add some others of your own choosing].

Suggested Sample Activities to use in the Training Workshop:

Primary School Training Manual:

(i) 4.1 Unit One ‘Our Health’. Topic One Activity Two: ‘Who is Healthy?’

This activity provides character sketches of four people:

- Mr. Kizito, a fat but rich 45 year old
- Mrs. Kaggwa, a peasant woman, poor and widowed
- Mr. Okello, a village LC 1, 30 years old
- Martina, an S3 student, smartly dressed but with a twisted leg

Pictures of the four are also provided. The activity involves discussing who they feel is the healthiest, and how each may improve their health.

(ii) 4.2 Unit Nine ‘HIV/AIDS’, Topic One Activity Two: ‘Barantaga Game’

This activity creates a tremendous amount of discussion, and arouses some very strong feelings among the participants (be warned!). However, it is an excellent activity that highlights the spread of an imaginary disease ‘Barantaga’ among the participants through physical contact (shaking hands!).

(iii) 4.2 Unit Nine ‘HIV/AIDS’, Topic Four Activity One: ‘Brainstorming on Stereotypes and Myths’

This activity involves several methodologies and clarifies attitudes to a variety of statements about HIV/AIDS.

(iv) 4.3 Unit Thirteen ‘Family Health Social Problems’, Topic One Activity One: ‘Analysing Family Types in Uganda’

This activity also arouses some strong feelings when participants attempt to define the Uganda ‘family’, aspects that make a happy family and aspects that make certain families difficult to live in.
4.3 Unit Thirteen ‘Family Health and Social Problems’, Topic Five
Activity One: ‘Negotiation Role Plays’

This activity focuses upon smoking. Some groups prepare arguments in favour of smoking, others against. Role plays are devised to show the various methods of persuasion that may be used to tempt someone to smoke, and the ways in which these may be resisted.

Secondary School Training Manual:

(i) Health, Topic ‘Health and Gender’, Activity Two: ‘Mrs. Sempala is Late’

This activity raises the issue of gender stereotyping, and provides an opportunity for participants to identify their own feelings on this. It involves role play and discussion to analyse the situation in small groups. It is recommended that the Extension Activity should be included in order to link in the Sara Communication Initiative.


This activity examines roles and responsibilities in families, and encourages the participant to examine the advantages and disadvantages of their family structures. It is linked to the ‘Rights of the Child’. The activity may be very sensitive for some individuals, and this should be acknowledged during the introduction e.g., a reminder of the ground rules, particularly the ‘right to pass’.


This activity involves the participants commenting on the life pattern of Fatima, a young student who has a great number of responsibilities. It makes the distinction between passive, aggressive and assertive responses to deal with her situation.


This activity can provide a very humorous way of raising awareness of some very serious issues, such as the promotion of good oral hygiene and peer influences that promote poor oral health.
(v) Smoking, Topic ‘Smoking as a Habit’

This activity involves a variety of role plays focusing on the decision making processes. It helps the participants to identify the different influences that lead adolescents to become habitual smokers, and identifies the life skills that are needed to help young people in these decision making situations. The case studies used are very wide ranging and bring out all the important elements that will enable young people to analyse the options and make a choice.

PROCEDURE:

In order to give the participants an opportunity to gain an insight into the activities, it is suggested that at this point the facilitator divides the group into six small groups. Each of these small groups organizes and demonstrates one of the activities selected from those above.

The following six activities are recommended to cover different methodologies, although the facilitator is, of course, free to choose their own selection:

- From the Primary School Training Manual:
  (ii) 4.2 Unit Nine ‘HIV/AIDS, Topic One Activity Two: ‘Barantaga Game’
  (iv) 4.3 Unit Thirteen ‘Family Health and Social Problems’, Topic One Activity One: ‘Analysing Family Types in Uganda’
  (v) 4.3 Unit Thirteen ‘Family Health and Social Problems’, Topic Five Activity One: ‘Negotiation Role Plays’

- From the Secondary School Training Manual:
  (i) Health, Topic ‘Health and Gender’, Activity Two: ‘Mrs. Sempala is Late’

Explain to the group that when divided into six small groups, each will be allocated an activity from the Training Manuals [*FN: you may want to divide according to the age range interest of the participants i.e., primary activities for primary participants. The only problem with this is that the group dividing can become a very difficult and lengthy process. It is suggested that the groups are a random mixture, so that they may learn more about the different sectors from each other. Additionally, the activities in both manuals are written in the same format].
You may wish to write out a poster with the following guidelines for the procedure:

*POSTER*

NOW IT’S YOUR TURN!

- small group introduce themselves to each other
- read through the activity allocated
- discuss the way in which they are going to organize and present the activity
- decide what materials they will need and gather these
- decide which group dividing activities they will use during their presentation
- decide who does what
- rehearse
- do it!

The facilitator should choose a method to divide the participants into six small groups, perhaps using ‘How long is a piece of string?’ from Section 1, paragraph 5.3. Allocate one activity to each small group. Tell them that they have one hour to prepare the activity. The rest of the participants will be their ‘training group’. Let the groups know which resources are available for them, and where e.g., paper, markers, scissors etc. Ask that one small group member introduces the session by outlining the objectives and the process, perhaps by writing out a poster. Explain that the use of energizers is encouraged, but that otherwise the groups should stick as closely as possible to the activity as written in the Training Manual. Suggest that they begin their planning before the break, then complete this after the break, or that they may choose to have a ‘working break’.

30 MINUTE BREAK FOR REFRESHMENTS

When the hour’s preparation time is nearing the end, remind the groups of the time. Bring the whole group back together. Explain that each small group will present their activity, then process the activity along the following lines [*FN: display the poster below]:
PROCESSING THE ACTIVITY

- What I learned was ....
- what I liked about the presentation was ...
- what made the session effective for you?
- how might the activity be change?
- what did you learn about the facilitation of this activity?

Remind the whole group of the ground rules that were negotiated at the start of the workshop, and ask that all the participants stick to these during the presentations. Explain that some people may feel very anxious about presenting to colleagues, but that hopefully the others will be extremely supportive.

[*FN: organize the timing of the rest of the day, and explain this to the participants, e.g., two presentations before lunch, two before the afternoon break, then the last two before the close of the day. You may also need to slightly adjust the timing of the lunch break to accommodate this schedule]

After each activity, thank the group for their presentation and begin a round of applause to show the appreciation for their hard work. Then process the activity, using the poster above. Explain that 5-10 minutes will be allowed for processing each activity. Ask the participants to turn to section One of the Facilitators Handbook, paragraph 8 ‘Giving and receiving feedback’. Ask if that information clarifies the feedback process for them.

9.4 PROCESSING THE LEARNING FROM THE DAY

Suggest that the group may wish to spend some time looking back through the activities that they have participated in during the day. They may wish to work individually, in pairs or in small groups to reflect on the learning from the day  

[*FN: use the poster from 8.3]

Ask for any reflections, then thank the group for their participation and hard work throughout the day.
DAY FOUR

SESSION TEN:

10.1 Welcome back activity
10.2 Writing your own activities
10.3 Setting up a training workshop
10.4 Facilitation skills

Objectives:

To offer participants an opportunity to:

- learn about writing activities
- discuss how to set up a workshop
- examine facilitation skills

What you will need:

- nothing specific [*FN: but see 10.1 ‘group diving’ activity]

10.1 Welcome back activity

When everyone has gathered, welcome the participants to Day 4, the last day of the workshop.

Tell them that you hope that they all enjoyed the experience of presenting the activities on Day 3, and if not then they will not be asked to repeat the process again today! Outline the programme for the day, plus any particular domestic arrangements for the day e.g. what time they have to vacate their rooms (if the workshop is residential).

Divide the participants into small groups of 5-6 people, perhaps by using either the ‘meals’ or ‘playing cards’ group dividing activity in Section One of the Handbook, paragraph 5.3 [*FN: you will need to provide these materials]. Ask them to reflect on the previous days by discussing some of the following questions:

- what have been the most enjoyable aspects of the workshop so far?
- what have been the most important aspects of learning so far?
- how do you feel now about Life Skills Education?
- what are your thoughts on the Activities on Day 3?
- what do you still wish to explore before you leave the workshop?
- anything else?
Allow 10-15 minutes for this, then ask for any comments to each of the questions. If there are certain agenda items that participants with to add to the day’s proceedings, write them up on a sheet of paper for later consideration (after lunch).

10.2 WRITING YOUR OWN ACTIVITIES

Ask the participants to turn to Section Five of the Training manual ‘Preparing your own units’. Briefly read through the ‘Introduction’, ‘What does it take?’ and ‘How to prepare an activity’ (carefully read through this and relate it to the way in which the manual’s activities have been written according to the same format). Explain that there are some sample activities that have been especially written for use with children and young people, and allow time for them to look through these, ask if there are any questions.

10.3 SETTING UP A TRAINING WORKSHOP

Ask the participants to turn to Section One, paragraph 2 of the Facilitator’s Handbook. Read carefully through this information with them, asking if there are any questions. Explain that these are only guidelines and that there may be additional points that you will have to consider, e.g., who selects the participants? When is the best time to hold a workshop? Allow 5-10 minutes for the participants to work in pairs or small groups to discuss this information, then ask if there are any further comments or questions.

10.4 FACILITATION SKILLS

Divide the participants into pairs. Ask them to decide who will talk first and who will listen. Ask the ‘taker’ to tell the ‘listener’ what they feel are some of the key skills and qualities to make a successful facilitator. After 2-3 minutes, change roles so that the ‘listener’ becomes the ‘taker’, and the ‘taker’ becomes the ‘listener’. Again, allow 2-3 minutes for this. Ask the pairs to make a list of the key skills and qualities that they feel are necessary for a successful facilitator. Allow 5 minutes for this, then place the pairs into small groups of 6-8 people.

Hand each small group a large sheet of paper and some markers. Ask them to draw a large body shape on the paper, then surround this body with what they consider to be the essential characteristics of a successful facilitator. Allow 10-15 minutes for the discussion and drawing, then ask each small group in turn to display their poster, with one member from each group explaining and expanding on the main points.

30 MINUTE BREAK FOR REFRESHMENTS
SESSION ELEVEN:

11.1 Facilitation skills (continued): Dealing with difficult group members
11.2 Summary
11.3 Action plan

Objectives:

To offer participants an opportunity to:

- discuss strategies for dealing with difficult group members
- focus upon their own skills
- begin to develop an action plan

What you will need:

- nothing specific

11.1 FACILITATION SKILLS

Ask the participants to turn to Section One of the Facilitator’s Handbook, paragraph 1. Briefly read through this, highlighting some of the main points, e.g., the list of facilitator skills and the questions starting with ‘Do I?’

Ask the participants to turn to Section One, paragraph 5 ‘Establishing the group climate’, and remind the group of some of the important elements contained in 5.1, 5.2, 5.3 and 5.4. Summarize by turning to 5.5 ‘The style of the facilitator(s)’.

Ask the participants to turn to Section One, paragraph 6 ‘Dealing with difficult group members’. Explain that the information provided will be very useful in dealing with most of the difficult behaviours that may be displayed by certain individuals. Ask them to turn to page 39 of the Training Manual. Explain the purpose of the activity, read through it with them and ask if any clarification is required. Divide the participants into small groups of 6-7 people, then follow the ‘Procedure’ guidelines. Allow 20-25 minutes for their discussion before bringing them together for the plenary (point 5). After this, ask if there are any further comments or questions. Ask them to turn to the last part of the paragraph 6, Section One of the Facilitator’s Handbook. Read it out, beginning ‘If all the strategies that the facilitator(s) uses ... ‘ Ask them how they feel about that? Remind them also that they will generally be co-facilitating a workshop and this will help to overcome most of the problems with individuals since strategies may be jointly decided.
11.2 SUMMARY

Ask the participants to turn to Section One of the facilitators handbook, paragraph 3 'The co-facilitator relationship'. Read through the main points with them, particularly 3.3.

Ask them to turn to Section 5 of the Training Manual 'Summary: Have you thought about?' Explain that these are guidelines for teachers in the classroom, and are essential for using when working with the Life Skills activities. In fact, they are useful for highlighting the classroom approach for any subject, and with all classes. Finally, ask the participants to work in pairs and to discuss with their partner what they consider to be their own particular (a) strengths, and (b) weaknesses as a facilitator. In addition they must discuss, as a pair, how they might begin to improve upon some of their weaknesses. Allow 15-20 minutes for this, and explain that you will not be asking for any feedback from anyone on this.

11.3 ACTION PLAN

Explain to the group that it is important to spend time reflecting on the learning from the workshop, and to begin to develop an action plan for the future. The Action Plan should be 'SMART' i.e.,

- Specific
- Measurable
- Attainable
- Realistic
- Targeted

Suggest that they may wish to work with other group members from their own area/district, with whom they may be co-facilitating in the future. Ask them to focus upon some of the following questions:

- what do I need to do as a result of this workshop?
- who do I need to contact?
- what sort of feedback do I need to give, and to whom?
- when do I need to do this by?
- how do I feel about running Life Skills training workshops in the future?
- what aspects of my role as a facilitator do I need to work at?
- how will I do this?
- how will I keep in contact with others in order to develop our skills together?
• what else do I need to know?
• how will I find out?
• anything else?

[*FN: you may wish to write these questions on to a sheet of paper for group reference purposes].

LUNCH BREAK

SESSION TWELVE:

12.1 Outstanding issues
12.2 Action plan (continued)
12.3 Evaluation
12.4 Closing activity

Objectives:

To offer participants an opportunity to:

- discuss any outstanding issues
- complete their action plan
- comment on the workshop experience
- say ‘goodbye’ to each other

What you will need:

- a copy of handout 3: ‘Workshop Evaluation’ for each participant

12.1 OUTSTANDING ISSUES:

There may be some issues that the participants still wish to discuss prior to leaving the workshop. Some of these may have been raised and written down at the end of 10.1 above. Other issues may have occurred to some individuals during the morning sessions. Explain that this is an opportunity to discuss these. Depending on the number of issues, and the interest from other participants in discussing these, you may wish to divide the participants into ‘focus’ groups to discuss certain of the issues, or you may hold a large group discussion if the issue affects most in the group.

12.2 ACTION PLAN (CONTINUED)

Allow time for individuals to complete their action planning, using the questions provided earlier (see 11.3 above)
12.3 EVALUATION

Ask the participants to work in pairs, or small groups to reflect on the workshop, using some of the following questions:

• what have been the most enjoyable aspects of the workshop?
• what have been the most important aspects of learning?
• how do you feel now about Life Skills Education?
• what are your thoughts about the Training Manual?
• what are your thoughts about the Facilitators Handbook?
• what will you tell others about your experience in the workshop?
• anything else?

[*FN: you may wish to write these questions on to a sheet of paper for group reference]

Allow 15-20 minutes for this. Suggest that participants may also want to use some of the time for a final look through the Manual and/or the Handbook.

Hand each participant a copy of Handout 3: ‘Workshop Evaluation’. Ask them to complete this on their own. Place a chair in the middle of the room for their responses.

12.4 CLOSING ACTIVITY

The facilitator may decide upon a suitable activity, or they may use this:

Explain to the group that they are now in the final stage of Tuckman’s ‘group life’ i.e., the stage of ‘mourning’ or ‘ending’. It is important to have the opportunity to say ‘goodbye’ to the other participants, some of whom you may never see again. This activity allows everyone the chance to give others their own personal ‘farewell’ comments, and a hug if so desired. Thank everyone for their participation in the workshop, and wish them luck as they go on their way. Ask them to stand up, move around the room and say their own ‘goodbye’ in whichever way they choose, and to whomsoever they choose.
Appendices
APPENDIX 1:

OVERHEAD TRANSPARENCIES

[*FN: you may wish to make posters of these, or write them on to a chalk board]
OHT 1:

WHAT ARE LIFE SKILLS?

"Those skills needed by an individual to operate effectively in society in an active and constructive way"

[Edward de Bono]

"Personal and social skills required for young people to function confidently and competently with themselves, with other people, and with the wider community"

[TACADE, United Kingdom]
WHAT IS LIFE SKILLS EDUCATION?

- the dissemination and teaching of relevant knowledge, attitudes and skills
- it enables the individual to relate successfully to the world and to others; to perform the tasks at a given time and in a given situation in all areas of human development
- it develops the abilities for adaptive and positive behaviour that enable the individual to deal effectively with the challenges and demands of everyday life
- it develops a balanced self determined individual
OHT 3:

HOW DO LIFE SKILLS CONTRIBUTE TO AN INDIVIDUAL'S PHYSICAL AND MENTAL WELL-BEING?

- they promote positive and adaptive personal characteristics and social behaviour
- they equip young people with coping strategies for dealing with stress
- they help to establish sources of social support within interpersonal relationships
- they enhance self esteem, self worth and self confidence
- they promote health giving behaviour
OUTCOMES OF LIFE SKILLS EDUCATION

- personal development
- social development
- feeling of fulfilment
- empowerment
- able to make a meaningful contribution to life: for themselves, family, group, country
- 'healthy' behaviour
- informed choices
- new skills
- prevention of drug misuse, violence, suicide, irresponsible sexual behaviour
INTRODUCING LIFE SKILLS EDUCATION?

- There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things because the innovator has for enemies all those who have done well under the old conditions”.

(Machiavelli, The Prince)
HANDBOUT 1: ‘LIFE SKILLS FOR YOUNG UGANDANS’ WORKSHOP TRAINING PROGRAMME

PURPOSE:

The purpose of the workshop is to provide participants with the knowledge and skill to teach Life Skills Education.

Objectives:

To provide an opportunity for participants to:

- become familiar with the Life Skills initiatives in Ugandan schools
- experience and assess a variety of training methodologies
- become familiar with both the Training Manual for school, and the Facilitator’s Handbook
- understand the role of a facilitator in running a training workshop
- develop their own skills as a facilitator
- discuss and develop an Action Plan for the future

PROGRAMME

DAY ONE:

SESSION ONE:

1.1 Welcome, Introductions, Purpose and Programme of the Workshop
1.2 Background to the Life Skills Initiative in Uganda
1.3 Introduction to the In-School Manuals
1.4 Pre and Post Testing of the In-School manuals
1.5 Introduction to the Facilitators Handbook

SESSION TWO:

2.1 What are Life Skills?
2.2 Icebreakers and Team Building Activities

SESSION THREE:

3.1 Energizers
3.2 Children’s Rights and Responsibilities
3.3 The Sara Communication Initiative
3.4 Experiential/participatory Learning: Methodologies

SESSION FOUR:

4.1 Identifying the needs of the Ugandan Child
4.2 Processing the learning from the day
DAY TWO:

5.1 Welcome back activity
5.2 What are the priorities for the Education of Children?

SESSION SIX:

6.1 Introducing Life Skills Concepts
6.2 Attitudes to Life Skills
6.3 The Aims of Life Skills Education

SESSION SEVEN:

7.1 Energizers
7.2 the Health Promoting School

SESSION EIGHT:

8.1 How to improve our school(s)
8.2 Promoting self esteem in schools
8.3 Processing the learning from the day

DAY THREE:

SESSION NINE:

9.1 Welcome back activity
9.2 Overview of the link between Life Skills and the school curriculum
9.3 Sample activities
9.4 Processing the learning from the day

DAY FOUR:

SESSION TEN:

10.1 Welcome back activity
10.2 Writing your own activities
10.3 Setting up a training workshop
10.4 Facilitation skills

SESSION ELEVEN:

11.1 Facilitation skills (continued): Dealing with difficult group members
11.2 Summary
11.3 Action plan

SESSION TWELVE:

12.1 Outstanding issues
12.2 Action plan (continued)
12.3 Evaluation
12.4 Closing activity
HANDOUT 2: ‘FIND SOMEONE WHO ....’

PURPOSE: To provide a lively and fun way of introducing participants to several other participants in a short space of time.

PROCEDURE: stand up and walk around the room, and introduce yourself to another participant. Look down the list of statements, and find one that is common to both of you, e.g., statement 9 - if you have 6 brothers and sisters but the other participant has 19 (how do you remember all these birthdays?), then you have that statement in common i.e., you have a different number of brothers and sisters. Write their name on your sheet, they write your name on their sheet, shake hands and introduce yourself to another participant. Repeat the process, using different questions each time different participants.

FIND SOMEONE WHO ......

1. Is from a different part of Uganda
2. Is from the same part of Uganda
3. Has a different past time to you
4. Has the same past time as you
5. Has on a different number of rings to you
6. Has on the same number of rings as you
7. Likes the same food as you
8. Life different food to you
9. Has a different number of brothers and sister to you
10. Has the same number of brothers and sisters as you
11. Has a birthday in the same month as you
12. Has a birthday in a different month to you
13. Enjoys the same television programme as you
14. Enjoys a different television programme to you
15. Thinks that Life Skills is the best thing to happen in schools for years
HANDOUT 3: “WORKSHOP EVALUATION”

Please complete the following sentences:

1. When I came to the workshop, my expectations were

2. The workshop met my expectations in the following ways

3. The single most useful thing that I have learned its

4. The best part of the workshop was

5. My main concerns have been

6. My main contribution to the workshop was