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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PSYCHOSOCIAL SUPPORT ACTIVITY GUIDE FOR PTAS AND PARENTS

2021

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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PSYCHOSOCIAL SUPPORT COACHING GUIDE FOR PTAs AND PARENTS

Introduction

Psychosocial support, or “PSS”, is the “processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends.”¹ PSS can also be described as “a process of facilitating resilience within individuals, families and communities.”² PSS aims to help people recover after a crisis has disrupted their lives and to enhance their ability to return to normal life after experiencing stressful events.

The activities within this guide are meant to support Parent Teacher Associations (PTAs), other parents, school staff, learners, and communities to engage on critical topics for PSS. Activity Guides are included on the following key topics:

- Stress Management
- Understanding Feelings and Emotions
- Child’s Rights
- Psychological First Aid and Learner Path to Help
- Positive Discipline

This set of activity guides is meant to assist parents during COVID-19 and as children return to school, to protect their families, cope with the challenges, help their children reintegrate back into the classroom and grow as parents with their families and communities. Each Activity Guide includes an introduction, brief background on the topic and activities, planning steps and activity steps.

Each activity should take about one hour to complete with PTAs and other parents who are interested. It is recommended that the PTA chair, secretary, or other person comfortable with reading and facilitating the session lead others through the activities.

¹ Interagency Network for Education in Emergencies (INEE). 2010. INEE Minimum Standards for Education: Preparedness, Response, Recovery

² International Federation of the Red Cross and Red Crescent Societies. 2008. Psychosocial Interventions: A Handbook.

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Psychosocial Activity Guide for Parents

1 - Stress Management

Introduction: This is one of a set of guides to assist parents during COVID-19 to protect their families, cope with the challenges, help their children reintegrate back into the classroom and grow as parents with their families and communities. This is an activity guide on stress and stress management that can be used for activities in the home or the community. It will take about an hour to do these activities.

Activities for Parents on Stress and Stress Management

With COVID-19, families may be experiencing a number of stressful things – families are stressed financially, they have anxiety about becoming ill with COVID-19, or a home life that is hard for them, and many people are struggling with being at home all day and night. Stress challenges everyone individually and in our interactions with others. Our minds and bodies experience stress and we can use our minds and bodies to reduce stress. When adults can recognize their own stress and manage it without hurting relationships with each other and/or with children, we can better work together to weather COVID 19 and other difficulties we face as families, communities and a country.

Understanding stress, what causes it and how to reduce or manage our own stress can also help our children recognize and reduce their stress.

Learning Objectives

By the end of this session, parents will be able to:

- Describe what stress is and the causes for both adults and children.
- Lead stress and stress management activities for themselves and others in their family and community.

Planning

- Decide who to invite, where to meet, and what time. It is recommended that these meetings take place during the week of preparation before school begins again. PTA members and other interested parents are recommended to attend.
- Read the activity steps, with a focus on stress and stress management techniques.
- Observe those that are in the meeting, count men and women
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Steps	Activities	Notes
Step 1	<p>Greet and welcome everyone to meeting. Tell parents that the focus of the meeting is how we can manage stress.</p> <ul style="list-style-type: none"> Say that stress is the emotional or mental tension that comes from a tough situation, such as loss of a family member, a serious illness or injury, bullying and verbal abuse, loss of a job, etc. COVID 19 and the curfew has created stress for everyone. Do you understand the meaning of stress and do you have any questions? Make sure parents understand the meaning of stress by asking if anyone has any question. Ask and discuss together: <ul style="list-style-type: none"> What are somethings that can cause stress for us now? <i>(the list may include tensions that have arisen in homes because of the COVID 19 situation; kids home from school, loss of income, isolation, not sure what will happen next; concerns about being exposed when school reopens)</i> What are some things you noticed yourself doing when you felt stressed at home during the lockdown? <i>(the list might include pray, talk to friends, cleaning the house more often, shout at family members, cry, fight, beat children or partners, walk away)</i> What kind of stress do you think our children can have too? <i>(the list may include stress from being afraid of getting sick, tension at home, not seeing friends or have a normal routine at home.)</i> Tell parents to keep this in mind, stress affects our minds and physical health, and we can help fight stress back with minds and physical activities for ourselves and for our children. <p>Tell parents that we'll do a few activities together that they can also do at home to help themselves and their children deal with stress they are experiencing. They should remember the steps of the game so they can do them at home with their families.</p>	<p>Note: If you do not get through all of the activities, you can through them briefly and tell the</p>

		parents they can do them at home.
Step 2	Activity: Relax your muscles activity <ul style="list-style-type: none"> Relax your muscles: one way to reduce stress is to relax our bodies completely. We are going to relax by tightening and releasing different muscle groups in our bodies. Read each instruction and model what to do. Then read the instruction again and have parents do it: While sitting in place: <ul style="list-style-type: none"> Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds ... then relax. Make a frown. Hold for 5 seconds ... then relax. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds ... then relax. Stretch your arms out in front of you. Close your fists tightly. Hold for 5 seconds ... then lower your arms and relax. Feel the warmth and calmness in your hands. Bend your elbows and make a muscle in your upper arms. Hold for 5 seconds ... then relax. Feel the tension leave your arms. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds ... then relax. Arch your back away from the back of your chair. Hold for 5 seconds ... then relax. Curl your toes as far as you can. Hold for 5 seconds ... then relax. Feel the tension leave your legs. Tighten all the muscles in your whole body. Hold for 10 seconds ... then relax. 	
Step 3	Activity: Questions and answers time <ul style="list-style-type: none"> Sometimes it helps us to talk about a stressful thing and discuss what can be done about it. This can be very helpful to do with children who are feeling stress as well as ourselves. Say that there are some mind activities that can help us if: <ul style="list-style-type: none"> we talk about it we call the name of the person that caused it and decide what can be done. We do some exercises 	

	<ul style="list-style-type: none"> Have parents try this: say think about a stressful situation you are facing and tell it to someone on your right-hand side. Reflect on the few questions and have a talk with that person 1. What is causing the stress? 2. What can I do about it? 3. What can I do now? Continue to say that, sometimes mind activities help us to do something if we can or to try to relax if there is nothing to be done. Say to parents If you can do nothing, then try exercises to relax. For example, you can count from 1 to 50 in your dialect. 	
Step 4	<p>Activity: Let's Take Care of Ourselves³</p> <p>GAME: I can manage stress when I hear the news</p> <ul style="list-style-type: none"> To play this game you'll need a rope or scarf. Two people will hold the rope or scarf. Take turns going under the rope. After every had a turn, lower the rope and try again. Stop when it is not comfortable to go under. After the game , engage them with talks by asking; <ul style="list-style-type: none"> a. why did you decide to tops?? b. who can you talk to when you are uncomfortable or worried? <p>Wrap up the activity by saying that, too much news about COVID-19 can make us scared, worried or stressed. Before this happens, you need to stop listening and take a break.</p>	During this game make sure everyone is respecting social distance and other COVID-19 precautions.
Step 5	<p>Activity: LET'S STAY ACTIVE: we can stay active in our homes⁴</p> <ul style="list-style-type: none"> Making sure our bodies are active is a great way to manage stress for ourselves and our children. This game is a fun way to remember to stay active. <p>Instructions:</p>	Make sure social distancing are practiced

³ Right to Play, Play at Home COVID-19 Game Packet. 2020.

⁴ Right to Play, Play at Home COVID-19 Game Packet. 2020.

	<ul style="list-style-type: none"> • The leader will say different body parts: examples; 2 hands & 1 foot/ 1 hand & 1 foot/ 1 elbow & 2 knees/ 1 elbow & 1 knee/ 2 heels & 1 heel • Put the body part that I say on the floor and balance yourself for 3 seconds. • For example, say: Balance on one leg! <ul style="list-style-type: none"> a. Stand on one leg and balance on it for 3 seconds. If you can't, then try another body part fun one <p>After the exercise, ask parents</p> <ul style="list-style-type: none"> • Which task was hard? Why? • Why should we all stay active when we are staying homes? <p>Take answers from few persons and do the next discussion questions.</p>	
Step 6	<p>Discuss and decide together:</p> <ul style="list-style-type: none"> • Did these activities help you to relax? • What activities can you do with your children at home? • What time would be a good time to do one of these activities at home? • Say: As we finish the meeting, remember that stress is something we can all experience, especially in difficult times like COVID-19. These activities can help reduce your stress and the stress of your children during this time by using your minds and your bodies. When adults can see and reduce their own stress, that can help their children reduce their stress and deal with other challenges in life. 	

Psychosocial Activity Guide for Parents

2 - Understanding Feelings and Emotions

Introduction: This is one of a set of guides to assist parents during COVID-19 to protect their families, cope with the challenges, help their children reintegrate back into the classroom and grow as parents with their families and communities. This is an activity guide on understanding feelings and emotions that can be used for activities in the home or the community. It will take about an hour to do each of these activities.

Activities for Parents on Understanding Feelings and Emotions

With COVID-19, families may be experiencing a number of stressful things – families are stressed financially, they have anxiety about becoming ill with COVID-19, a home life that is hard for them, and many people are struggling with being at home all day and night. Teachers, principals, learners, and their families may have experienced some or all of these things and it is important to recognize the challenges of this time for everyone as schools reopen.

This Understanding Feelings and Emotions Activity Guides support everyone re-adjust back to school by helping families understand and discuss their feelings and emotions together.

Learning Objectives

By the end of this session, parents will be able to:


- Understand the importance of discussing your feelings and emotions, for both adults and children.
- Lead activities related to understand our feelings and emotions with adults and children in their communities.

Planning

- Decide who to invite, where to meet, and what time. It is recommended that these meetings take place during the week of preparation before school begins again. PTA members and other interested parents are recommended to attend.
- Read the activity steps.
- Observe those that are in the meeting, count men and women
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Steps	Activities	Notes
Step 1	<ul style="list-style-type: none"> • Greet and welcome everyone to meeting. Tell parents that the focus of the meeting is on feelings and emotions. • Tell parents that it is important for us to be able to discuss feelings and emotions with each other and their children. Talking about feelings and emotions can help ourselves and our children be more understood and supported in life. It can also help relieve stress for parents and children to be able to discuss how they feel about things, like COVID-19 and returning to school. • Explain that parents will play a game that will help us talk about different feelings. • Ask parents to walk around the room and then freeze when you make the signal, which is clapping your hands. Remind parents that they need to be careful to socially distance when they are doing this activity. • Clap your hands and ask parents to make themselves into a sad statue. Have them hold this pose for a count of five, then let them relax. • Ask one half of the group to remake their sad statues. Ask the others to look closely at the statues and then say what they notice about how the statues look. Reverse roles, and repeat. • Ask all parents to go back to being a sad statue and to think about what sorts of things make people feel sad. Ask parents to sit and share their ideas. • Repeat this process with different feelings, including: <ul style="list-style-type: none"> ➤ Excited ➤ Angry ➤ Proud ➤ Scared ➤ Happy • Wrap up this activity by telling parents that it's important for all of us to be able to recognize feelings in other people so that we can understand each other and lend support. This is a game that families can play 	<p>Note: It may be better to do this activity in an outside area so that parents have space to do the activity and socially distance.</p>

	<p>together so that children can learn more about their feelings and parents can support children in talking about their feelings.</p>	
Step 2	<p>Activity: Nora's Story</p> <ul style="list-style-type: none"> Tell parents that next we'll be reviewing a story about Nora and her feelings on school and then discuss Read: <p>Nora left school one day explaining to her parents that her teacher always shouted saying "Big girl as you are, I always observed that you sleep a lot, get up and answer questions like the others!" Nora told her parents, "My teacher can always do that since the reopening of school and so I am not going back there." Nora said to her parents due to her contribution to heavy farm work and their lack of radio to listen and learn has reduced her to nothing. Nora continued that she was feeling discouraged to continue her school because her friends are answering many questions she could not and so she will always pretend to sleep to save herself from being laughed at by her classmates.</p> <ul style="list-style-type: none"> Ask these questions: <ul style="list-style-type: none"> What do you think Nora feels about going to school? Can you understand her feelings? Why did the teacher act the way he did to Nora? How can you describe the moods and feelings of the teacher, parents and Nora from the scenario? If Nora were your child, how would you as parents support Nora to continue her school? 	
Step 3	<p>Activity: I am aware of my feelings and emotions⁵</p> <ul style="list-style-type: none"> Tell parents that sometimes we need to help our children learn and be aware of their own feelings. This can help children understand themselves better and help you support your children. This activity can help children be more aware of their feelings and emotions, so we encourage you to play at home. We'll play it together first and then you can play it at home: First, people should get into pairs, but be sure to socially distance in this group. Move some groups outside if needed. One person will act out a feeling (for example, happy, brave, angry, scared, sad or worried). The other person will try to guess it. Then, play again with a new feeling. 	<p>Feelings Game</p> 

⁵ Right to Play, Play at Home COVID-19 Game Packet. 2020.

	<ul style="list-style-type: none"> Discuss: <ol style="list-style-type: none"> What makes you feel happy at home? Worried? Hopeful? How do you feel today? How did you feel yesterday? 	
Step 4	<ul style="list-style-type: none"> DISCUSS and DECIDE: <ul style="list-style-type: none"> What did you learn from these activities? Do you have anything to add? How will you use what you learned here today to help your child/children and other children in your community? 	

Psychosocial Activity Guide for Parents

3 - Child's Rights and Teacher's Code of Conduct

Introduction: This is one of a set of guides to assist parents during COVID-19 to protect their families, cope with the challenges, help their children reintegrate back into the classroom and grow as parents with their families and communities. This section provides two activity guides about child's rights – one activity guide is on child's rights broadly and the other activity guide provides information and activities on the Teacher Code of Conduct (TCOC). It will take about an hour to do each of these activities.

Activities for Parents on Child's Rights

As learners return to school, it's important to remind parents, teachers, principals, and other community members of the rights that we all, including learners, have in life. Knowing and respecting each other's rights is important to create a school that is safe for everyone. This is especially important to emphasize for girl learners because it can be difficult for girl learners to return to school after events like Ebola and COVID-19 and girls are more at risk, generally, for things like sexual violence at school. Knowing about rights will help protect children and their rights at school.

Remember, rights are something that a person is or should be morally or legally allowed to have, get, or do. There are international and Liberian laws that protect your rights as people and children. Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just. We all have the same rights, for example, girls have the right to an education just like boys do. Having a good understanding of children's rights and protecting them supports children's psychosocial wellbeing.

Learning Objectives

By the end of this session, parents will be able to:

- Explain what some rights of a child.
- Communicate to others what responsibilities children and adults have to protect children's rights in the community.
- Plan ways to protect children's rights in their community.

Planning

- Decide who to invite, where to meet, and what time. It is recommended that these meetings take place during the week of preparation before school begins again. PTA members and other interested parents are recommended to attend.
- Read the activity steps and resources.
- Create the 'Child's Rights Shields' on pieces of paper. The following rights should be included and can be found in Resource 2:

- A right to be safe and be protected.
- A right to good health.
- A right to food, clothes, and a place to live.
- A right to education, including learners who are pregnant.
- A right to express your opinions.
- Observe those that are in the meeting, count men and women
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Steps	Activities	Notes
Step 1	<ul style="list-style-type: none"> • Welcome everyone to the meeting. Tell them the focus of the meeting will be on Child's Rights. • Start by asking and discussing the following questions on the topic of this meeting, child's rights: <ul style="list-style-type: none"> ○ What do we mean by 'rights'? ○ Where do we get rights? ○ Who gives these rights to us? Can they be taken away? ○ Does everyone have the same rights or do some people? • Tell everyone that a right is something that a person is or should be morally or legally allowed to have, get, or do. There are international and Liberian laws that protect your rights as people and children. Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just. We all have the same rights, for example, girls have the right to an education just like boys do. Children's rights are meant to protect children and help them have a bright future. • Ask parents: What types of rights do you think people, especially children, have? Write the answers down. • Next, ask a participant to draw a 'safe school' and area around it either on a chalkboard or a piece of paper. Think 	<p>Examples of rights people have:</p> <ul style="list-style-type: none"> - A right to be safe or be protected - A right to good health. - A right to food, clothes, and a place to live. - A right to education, including learners who are pregnant. - A right to express your opinions <p>See Resource 1 for more examples of children's rights in Liberia.</p>

	<p>about what makes a safe school – the people and places involved.</p> <ul style="list-style-type: none"> • Explain that child rights are meant to protect children, and that you have written some key rights on “Child Rights Shields.”⁶ • Hand out the “Shield” pieces of paper to the parents and ask them to find an example of each right in the “Safe Schools” pictures they have drawn. For example, someone may put the ‘Right to Express Your Opinions’ shield in the classroom because everyone should be able to express their opinions there. • Ask parents to explain how they placed the “shields.” Answer any questions. • Tell parents that it is important to discuss these topics with their children at home too. They can do this activity with their children by discussing rights that each of us have with their children. They can have their children draw a picture of their community and place their own ‘child’s rights shield’ on their picture. 	
Step 2	<ul style="list-style-type: none"> • Tell parents that in this activity, we’ll be talking about responsibilities that both children and adults have in protecting the children’s rights. • Ask parents, what does ‘responsibility’ mean? What responsibilities do parents have for their children? • Tell parents that children have rights, but they also have responsibilities as people and adults have responsibilities to protect the rights of children. We will now do an activity that parents can do with their children to discuss rights and responsibilities. • Say: I’ll say a right of a children and then we will discuss together what responsibility children and adults have to respect that right. For example: 	<p>Responsibility is a duty or task that you are required or expected to do.</p>

⁶ Activity adapted from: Safe Back to School: A practitioner’s guide. Save the Children.
<https://resourcecentre.savethechildren.net/library/safe-back-school-practitioners-guide>

	<ul style="list-style-type: none"> ○ A right of a child is to ‘be safe and protected.’ What responsibility does a child have to respect that right? <ul style="list-style-type: none"> ▪ Answer: The child has the responsibility to not hurt other children. ○ What responsibility does an adult have to respect that right? <ul style="list-style-type: none"> ▪ Answer: The adult has the responsibility to not harm a child. • Continue these questions and discussions with the following rights or others that you pick: <ul style="list-style-type: none"> ○ Children’s Right: A right to good health. ○ Children’s Right: A right to express your opinions. • Tell parents that they can do this activity with their own children so that children can learn about their rights and responsibilities and the responsibilities that adults have too. This will help keep children safe and support their psychosocial wellbeing. 	
Step 3	<ul style="list-style-type: none"> • To finish the activity, discuss the following question <ul style="list-style-type: none"> ○ How can we work together to protect learners, and their rights as we return to school? ○ How can we especially support girl learners return to school? • Say: Children’s rights are meant to protect children and help them have a bright future. Understanding the rights of children and protecting them provides children with safety and supports their psychosocial wellbeing. 	

Resource 3.1: Children's Rights

HOW ARE LIBERIA'S CHILDREN?

Liberia has ratified (pledged to follow) the UN Convention on the Rights of the Child. This means that Liberia must respect the rights of the child and listen to what children have to say. Are the rights of the child respected in Liberia? You and other children in Liberia are the experts.



2.2 MILLION CHILDREN

4.5 million people live in Liberia. 2.2 million are children, and 700,000 of the children are under five years old.



NAME AND NATIONALITY

From the day you are born you have the right to have a name and to be registered as a citizen in your country. 156,000 children are born every year in Liberia. 3 out of 4 are never registered. There is no documented proof that they exist!

children who die has decreased, but is still high.



HEALTH AND HEALTH CARE

You have the right to food, clean water, medical care and the right to privacy when consulting an adult about any health problem. Almost 8 out of 10 children in Liberia have water from improved water sources. Only 2 out of 10 children have access to adequate sanitation facilities. 4,000 children live with HIV/AIDS. 25,000 are AIDS orphans.



A HOME, CLOTHING, FOOD AND SECURITY

You have the right to a home, food, clothing, education, health care and security. Almost 7 out of 10 children in Liberia live in extreme poverty with less than 1.90 US-dollar (225 Liberian dollars) a day to live on.



PROTECTION AGAINST VIOLENCE

You have the right to protection against all forms of violence, including neglect, maltreatment and abuse. Only 53 countries have forbidden all forms of corporal punishment for children. Many still allow caning in schools. Liberia has not forbidden corporal punishment.



HAZARDOUS CHILD LABOUR

You have the right to be protected against both economic exploitation and work that is hazardous to your health or which prevents you from going to school. All work is prohibited for children under 12. Some children are forced into the worst forms of child labour, such as being debt slaves, child soldiers or used for commercial sexual exploitation. An estimated 240,000 children (2 out of 10 of the children aged 5-14) in Liberia have to work.



SURVIVE AND GROW

You have the right to life. Liberia must do all it can to allow children to survive and develop. 1 of 13 children in Liberia (11,000 every year) dies before the age of 5, usually due to causes that could have been prevented. The number of



EDUCATION

You have the right to go to school. Primary and secondary schools should be free for everyone. Only 4 out of 10 children in Liberia go to school. Many children get almost no education at all, and illiteracy is high.



YOUR VOICE MUST BE HEARD

You have the right to say what you think about any issue that affects you. The adults should listen to the child's opinion before they make decisions, which must always be made in the best interest of the child!



www.worldschildrensprize.org

Sources: Unicef 2017. Global Initiative to End All Corporal Punishment of Children 2017.

Source: UNICEF (2017) *Global Initiative to End All Corporal Punishment of Children 2017* at:
<http://endcorporalpunishment.org/wpcontent/uploads/global/Global-report-2017-singles.pdf>

Resource 3.2: Shields Papers

(Fold and cut out or carefully tear out the papers)

A right to be safe and be protected

A right to good health.

A right to food, clothes, and a place to live.

A right to education, including learners who are pregnant.

A right to express your opinions

Psychosocial Activity Guide for Parents

4 - Understanding the Teacher's Code of Conduct

The **Code of Conduct** for Teachers and School Administrators in Liberia (TCoC) is an official paper that describes how teachers, principals and other people who work at the school must act a do their jobs. It tells us things that the teacher, principals, and other people who work at the schools can and cannot do. It's important to know what is in the Teacher Code of Conduct so that parents, caregivers and other community members know what behavior is expected of teachers, principals, and others at the school. This will help protect children, their rights at school, and care for their psychosocial needs.

Learning Objectives

By the end of this session, parents will be able to:

- Describe the importance of the TCOC to the psychosocial wellbeing of their children
- Explain their roles and ways on how to report when the TCOC is violated

Planning

- Decide who to invite, where to meet, and what time. It is recommended that these meetings take place during the week of preparation before school begins again. PTA members and other interested parents are recommended to attend.
- Read the activity steps.
- Observe those that are in the meeting, count men and women
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:


Steps	Activities	Notes
	<ul style="list-style-type: none">• Welcome people to the meeting.• Explain that during this activity we'll be discussing the Liberian Government's Teacher Code of Conduct or TCOC.• Ask parents can anyone explain what the TCOC is?• Ask: why do you think discussing the TCOC is important for the psychosocial wellbeing of learners?• The three images in the resources of the guide describe guidelines in the Teacher Code of Conduct. Ask parents to get into groups of 3-4 people and assign one image to	<p>Note: Examples can include – the TCOC is meant to protect learners from abuse that has a negative impact on</p>

	<p>each group. Images may need to be discussed by more than 1 group.</p> <ul style="list-style-type: none"> • After groups are assigned an image, read the descriptions at the top of the images to make sure everyone understands. Ask parent to discuss the following questions. One person in each group should be prepared to share a summary with the full group. Give parents 5 minutes to read the description of the image and discuss the following: <ul style="list-style-type: none"> ○ Discuss what the image means for learners, teachers and parents. ○ Imagine if a teacher or someone else that works at the school your child attends violates these guidelines – what would you do? • Ask one person from each group to briefly share a summary of what their group discussed. • Remind parents that if teachers, principals, and people who work at the school don't follow the guidelines in the Teacher Code of Conduct, it should be reported to a trusted adult, including the principal or DEO if you believe it is safe for you. 	<p>their psychosocial wellbeing.</p>
	<ul style="list-style-type: none"> • Discuss and Decide: <ul style="list-style-type: none"> ○ How can we talk to our children about their rights at school – what would we say to them? ○ What responsibilities do parents and other adults have regarding the TCoC? ○ If a teacher or principal didn't follow the guidelines in the TCoC, who would you talk to in the school and what would you say? ○ If a teacher or principal didn't follow the guidelines in the TCoC, who would you talk to outside the school and what would you say? 	<p>Note: If your school is an AQE school, you have been introduced to the Learner's Path to Help, which helps learners, parents, teacher, principals and other community members understand what to do if a child experiences bullying, abuse, or other problems at school or in the community. The Learner's Path to Help is included in another Activity Guide for all schools to use.</p>

Resource 4.1: Teacher Code of Conduct Pictures

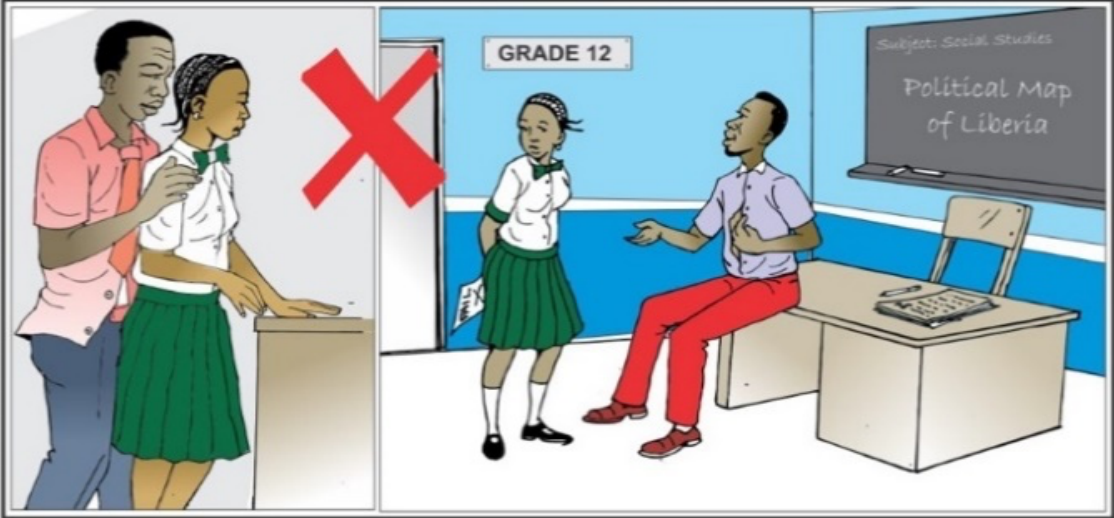
(Fold and cut out/ tear out the papers)

1 Teacher must respect and protect all human rights and don't discriminate | -3.1.1.



OXFAM KIDS KEEP MINISTRY OF FOREIGN AFFAIRS OF DENMARK

6 Teacher should NOT have any kind of sexual relationship with any student | 4.2.1.2



OXFAM KIDS KEEP MINISTRY OF FOREIGN AFFAIRS OF DENMARK

7

No student shall work on the farm of teacher or run teachers personal errands | 4.2.1.1.2



MINISTRY OF
FOREIGN AFFAIRS
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Psychosocial Activity Guide for Parents

5 - Psychological First Aid and Learner Pathway to Help

Introduction: This is one of a set of guides to assist parents during COVID-19 to protect their families, cope with the challenges, help their children reintegrate back into the classroom and grow as parents with their families and communities. These activity guides on psychological first aid and the learner path to help can be used for activities in the home, school or the community. It will take about an hour to do each of these activities.

Activities for Parents on Psychological First Aid

Psychological First Aid or PFA⁷, is a way to respond to situations when someone needs your help in a difficult situation, including challenges at home, school and community during and after the COVID 19 emergency. Sometimes your children will come to you and you will see that they are struggling, and you want to offer help. PFA is a way to support learners as they prepare to come back to school after the long COVID 19 period. PFA can also be used by parents, teachers and others to support each other and other community members. PFA can also be used to help learners report School-Related Gender-Based Violence (SRGBV) and other forms of abuse.

This activity invites us to Look, Listen and Link learners and provides some tips and activities for doing that. Facilitators can use this guide with groups of parents or teachers, who in turn can use this to support each other and our learners. You may also invite a health/mental health practitioner, social worker or school counsellor to lead or join some of these activities.

Learning Objectives

By the end of this session, parents will be able to:

- Discover the meaning of Psychological First Aid or PFA and the impact it has in using it to support children
- Engage in deep discussions using Sarah scenario to answer challenging questions that may happen in real life
- Practice how PFA can be used in communities




Planning

- Decide who to invite, where to meet, and what time. PTA members and other interested parents are recommended to attend.
- Read the activity steps.
- Observe those that are in the meeting, count men and women.

⁷ School Safety Guide Training Manual, UNICEF, DFID, Ministry of Education, Sierra Leone, 2017.

- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Steps	Activities	Notes
Step 1	<p>Learning about Psychological First Aid</p> <ul style="list-style-type: none"> • Greet and welcome everyone to meeting. Tell parents that the focus of the meeting is what we call Psychological First Aid or PFA • Ask: What is PFA? • Say: PFA is a kind, helpful response to someone who is suffering and may need support. When you offer PFA, you are offering a person understanding, listening without pressuring them to talk or judging what they say, helping them feel calm and connecting people to information, services and social support. • Ask: Why is PFA important? • Explain that: People respond differently to difficult situations, emergencies, crises, pandemics etc. People who are struggling to cope may need help from others. PFA can help people know that they are not alone, that they can explain their concerns and that they can take action to improve their situation. • Learning how to provide PFA to parents, teachers and learners: PFA has 3 Actions: Look, Listen and Link • Ask parents to stand. Say the words “Look, Listen and Link” slowly, while also doing the actions – E.g. To “look”, place your hand to your forehead and pretend to be ‘looking’ out; To “listen”, place your hand at the back of your ear and push that side of your head forward slightly; To “link”, place your hands on your hips. • These images may help (See images in resource 1) 	<p>Please note: If people are so upset that they cannot take care of themselves or their children or are at risk of hurting themselves or others, they need professional help and should be encouraged to seek out a health worker, social worker or other professional.</p>
Step 2:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Look</p> </div> <div style="text-align: center;">  <p>Listen</p> </div> <div style="text-align: center;">  <p>Link</p> </div> </div>	

- Discuss with parents these 3 actions and what they mean. Make sure to cover the items listed below for each action.



LOOK

Look for:


- safety: is this a safe place for yourself and for the child you are trying to assist;
- any urgent needs the child has (medical, foods, water, protection)
- signs of distress that the child may have (anxiety, sadness, fearfulness, withdrawal from others)



LISTEN

Listen:




- Give your full attention and do not rush; listen to the words, the actions and the expressions and feeling the child is sharing.
- Sit where you can relax...not too close and not too far
- Show you are listening by nodding
- Repeat back to the person what they say to ensure you understand them
- Try not to judge (right or wrong)
- Use a calm and encouraging tone of voice
- Don't use technical terms (e.g. don't say "I'm going to give you PFA now"!)
- Silence can sometimes give the other person space to think about
- what they tell you or what you have said
- Sometimes touch (e.g. hand-holding or an arm around a shoulder) can be comforting, if it is appropriate.

	<div data-bbox="328 286 528 517">  </div> <div data-bbox="400 566 461 593"> <p>LINK</p> </div> <div data-bbox="596 230 1131 295"> <p>LINK: Help match the child's situation with the support they need.</p> </div> <div data-bbox="596 333 1201 398"> <p>Be ready to link to other community people who are able to help and to services in the community</p> </div> <div data-bbox="596 436 1192 535"> <p>Help children connect to other people and services that can address their concerns. Tell them where to go, make a personal introduction.</p> </div>	
<p>Step 3</p>	<p>Practice Sarah Scenario</p> <ul style="list-style-type: none"> • Tell parents that they will now use some of the things they learned about PFA. Read the following scenario: <p>During COVID 19, Sarah's father died and the family has been suffering. Sarah is the eldest and it is hard to focus on school because her Mom and siblings need her help. Mom isn't the same; she always says she's busy and works more now than ever. When Sarah is not at school, her Mom expects her to do chores, soon she doesn't have time to study. She is very tired and after getting her brothers and sisters ready for bed, she often cries and doesn't sleep well. Sarah's friends don't seem to understand how much she has been affected by her father's death and say that she is lucky to still have her mother. On top of that, when Sarah walks home from school, feeling tired and sad, she passes a boy who is kind to her but recently has started to touch her in ways she is not comfortable with. Sarah appreciates his attention but is becoming fearful. She is tired and thinking about leaving school and looking for work.</p> <ul style="list-style-type: none"> • Discussion the following discussion questions with the group: <ul style="list-style-type: none"> • Who can Sarah turn to for help? • Who can reach out to Sarah? • Who can reach out to Sarah's Mom? • If Sarah came to you, as a trusted adult, church member, neighbor or relative, what would you do? (remember look, listen and link). 	

	<ul style="list-style-type: none"> • What has Sarah’s mother noticed? How can she approach Sarah to find out the situation? What questions can she ask to learn more? What resources or ideas can the teacher share? • How can Sarah mother provide PFA to Sarah? What has she noticed at home? How can she approach Sarah to learn more about how Comfort is feeling about this news? What resources or ideas can the mother share to help Sarah respond to this situation... what alternatives can she propose to Sarah? Where might they find additional help and support? 	
Step 4	Discuss and Decide <ul style="list-style-type: none"> • Discuss the following questions and decide on what action can be taken in the community. <ul style="list-style-type: none"> ○ How would children in the community benefit from adults knowing PFA? ○ How can we share this with other adults in our community? 	

Resource 5.1: Look, Listen, Link Pictures

(Fold and cut out/ tear out the papers)

	Look
	Listen
	Link

Psychosocial Activity Guide for Parents

6 - Learner Path to Help

When learners are not protected from violence and abuse, they may need help to report their experience and get help. Parents and guardians can help learners get help by providing PFA and then reporting or helping the learner report the violence or abuse. Helping learners find the right path to help, to support their psychosocial and other needs, is important to make sure that they are supported and that others are protected from future bad acts. Ignoring or compromising cases does not help your children and can encourage continued bad acts. Some situations can be handled at school or by family and community members. Others must be handled by health and social workers and the police.

This discussion can be led by PTAs and/or include health and social workers in the community or nearby, local authorities including police and traditional leaders, and learners themselves.

Learning Objectives

By the end of this session, parents will be able to:

- Identify different kind of SRGBV in and around school
- Explain how to help learners get help when they experienced SRGBV
- Recognize and practice Learner Path to Help diagram using the colors to list those who should occupy them
- Discuss Martha and James scenario and questions that apply to real life situations

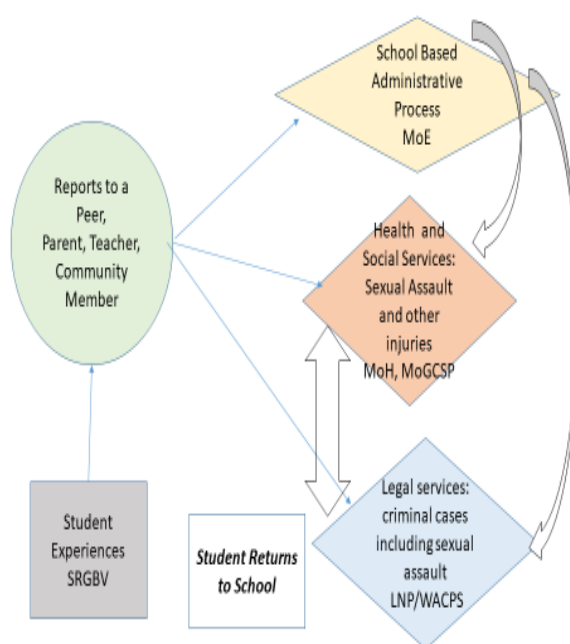
Planning

- Decide who to invite, where to meet, and what time. PTA members and other interested parents are recommended to attend.
- Read the activity steps.
- Make available the Learner Path to Help diagram in Step 1 and Step 3 to the group. This could be drawn on the board or show in this activity guide.
- Observe those that are in the meeting, count men and women.
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.
- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Steps	Activities	Notes
Step 1:	Learning about the Learner Path to Help <ul style="list-style-type: none">• Welcome parents to the session and tell them what you will be discussing.	

- Ask: What is the learner path to help?
- Explain: The Learner Path to Help describes what to do if a learner has experienced violence and needs help. It helps decide what to take to the school and what to take to others.
- Show the diagram in the resource 1 at the end of the activity and say look at the diagram and see how to help learners get help if they have experienced School-Related Gender-based Violence (SRGBV) or other forms of violence at school or in the community.



Step 2

- Ask the Group: What kinds of SRGBV can be reported and acted upon at the school level?

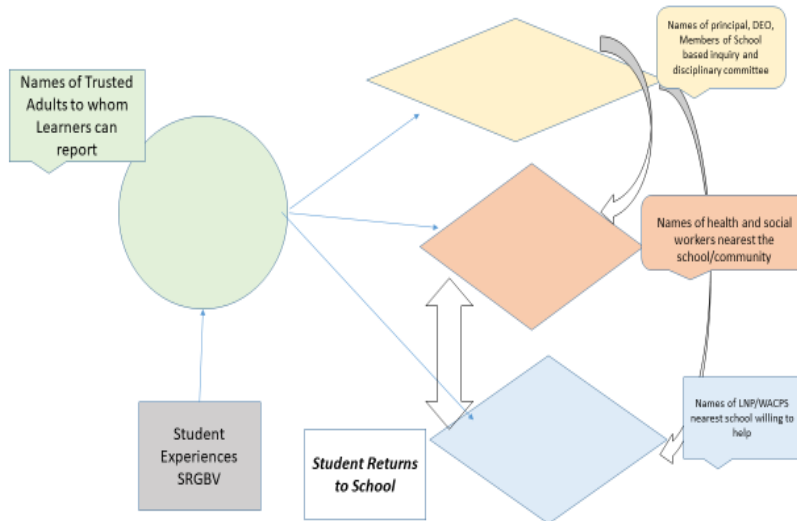
Answers include:

- Psychological: Bullying/peer pressure, verbal abuse related to adolescence, teasing, emotional abuse, threats, non-violent verbal harassment
- Non-physical or non-sexual exploitation (money for grades)
- Physical violence: Corporal punishment and physical exploitation, exploitive labor, school chores that negatively impact student's learning of health, labor as punishment or for grades
- Ask the Group: What kinds of SRGBV must be referred from the school to legal and/or health authorities?

Answers include:

- Any form of sexual violence (rape, physical sexual harassment such as touching or groping)
- Any form of sexual exploitation (sex for grades, sex for money or goods)

<p>Step 3:</p>	<ul style="list-style-type: none"> Any form of violence inflicted by external people <p>How do we help Learner on the Path to Help?</p> <ul style="list-style-type: none"> Discuss the following with parents: <ul style="list-style-type: none"> Know who can help, in our community or nearby. Make a list of local health and social workers, police including representatives of the Women and Children Protection Service? Are there traditional leaders or faith leaders who can also help learners if they need help and want to report? Find out if your child's school has a disciplinary committee to review cases involving teachers and other school staff. Chapter 6 of the Teachers' Code of Conduct discusses this. After a learner shared their experience, ask if they want help. If they do, decide if this is for the school or for the other helpers. Offer to go with the learner. Review how to help learners by: <ul style="list-style-type: none"> ✓ Ask if they are ready to report. ✓ If No ask what else they need to talk or think about before reporting; if the learner is at risk for further harm you may need to report even if the learner is reluctant; you should share that. ✓ If the learners says yes, then decide if the matter can be handled at school level, usually because it involves teachers, school staff or other learners or if it must go to health, social work or police. ✓ Offer to go with the learners. ✓ Make sure that the learner understands what to do next, who to see and what to do. <p>Practice</p>	
<p>Step 4</p>	<ul style="list-style-type: none"> Show the Diagram below and in resource 2. Part 1: Complete this chart with names of helpers in your community. 	



- In the **Green Circle**: ask parents to write the names of trusted adults.
- In the **Yellow Diamond (MoE)**: ask parents to write the names of the Principal, DEO and any members of the School-Based Inquiry and Disciplinary Committee. (Note: this may not be a formal committee at each school yet, but per Chapter 6 of the TCoC it is comprised of 7 members appointed by DSB/DEO and representing: PTA, Local School Management Committee (LSMC) and community leaders/eminent persons, considering gender sensitivity.)
- In the **Pink Diamond (MoH/MoGCSP)** Write the names of the health workers, social workers and closest to the community, especially those who have participated in the SLE pilot.
- In the **Blue Diamond (LNP/WACPS)** specific representatives of Health and Legal Services at the community/district and/or county level.

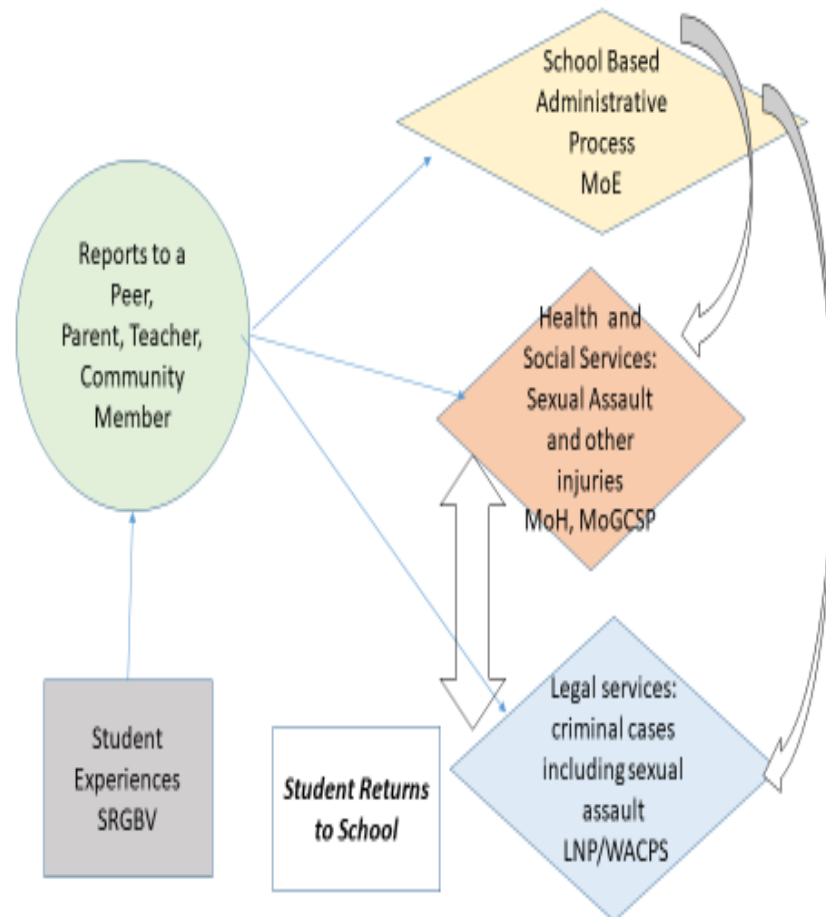
- Part 2: Read this scenario and answer the questions.

Martha and James are excited to return to school. They have both been listening to the Teaching by Radio sessions and feel that they have learned a lot and are eager to share this with their teachers. While James' teacher is pleased with his progress, some of his classmates are not; they begin to tease him for being a book worm and teachers' pet; they start throwing stones at him on the way to and from school and will not let him join their fun during breaks. Martha's teacher is also pleased with her progress and often remarks that if Martha could learn so much that certainly the boys in the class could be doing much better. The boys start teasing Martha and often try to touch her breasts and buttocks, to remind her what girls are good for.

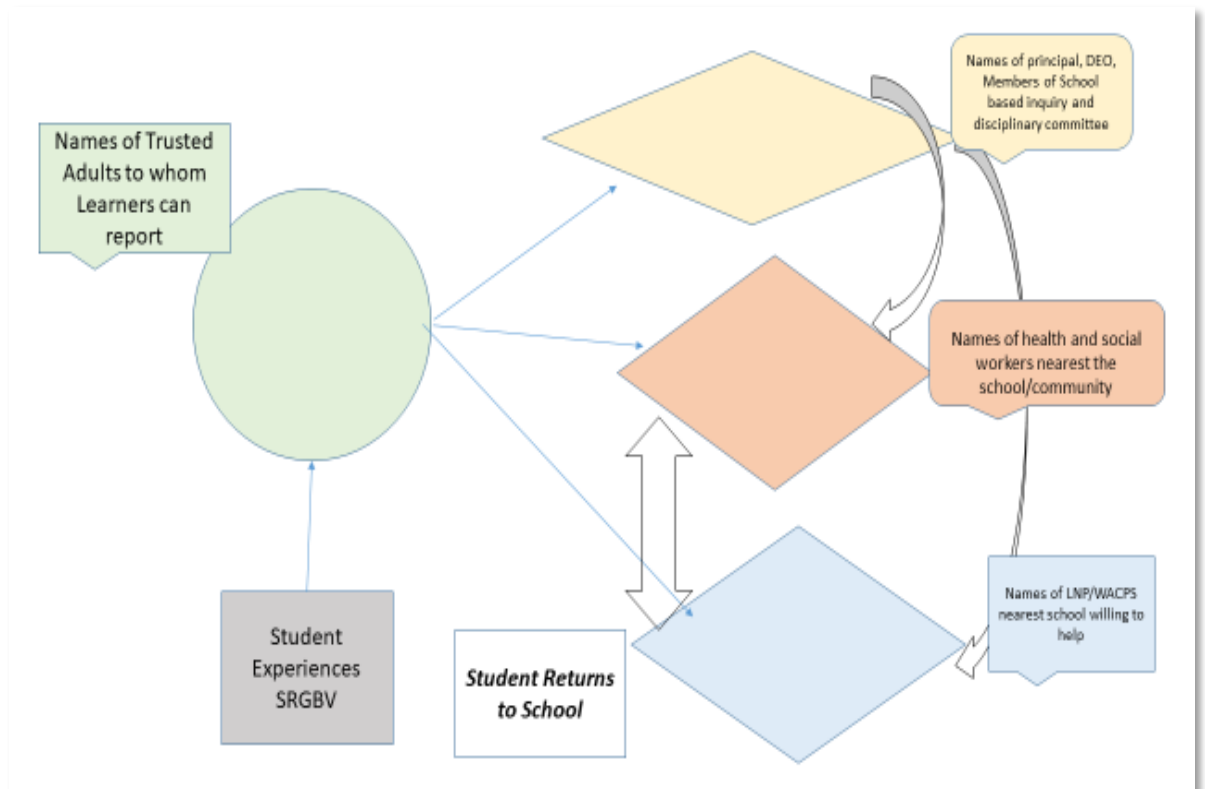
Note: Those who can read and write will aid those who can't read and write

	<ul style="list-style-type: none"> Discuss these questions: <ul style="list-style-type: none"> How can you help James and Martha report these situations? Can these be handled at school or do they need others? Role play how you will use PFA to get more information from Martha and James. Then, role play how you will take this up with the school and how you will involve Martha and James. 	
Step 5	<p>Discuss and Decide</p> <ul style="list-style-type: none"> Discuss: <ul style="list-style-type: none"> Who else needs to know about the Learner Path to Help? What is the best way to reach them? How can we make sure that learners know that they can report and get help? How can we talk to our own children about this? Decide: What can PTAs and other parents do to support learners who are struggling as they return to school? 	

Resource 6.1: Learner Pathway to Help



Resource 6.2: Complete the Pathway Activity



Psychosocial Materials Guide for Parents

7 - Positive Discipline

Introduction: This is one of a set of guides to assist parents during the COVID-19 to protect their families, cope with the challenges and grow as parents with their families and communities. This is an activity guide on positive discipline that can be used for activities in the home or the community. It will take about an hour to do these activities.

Activities for Parents on Positive discipline

We can all become better parents, teachers, learners and neighbors if decide to use different ways to discipline the children and not punish them. This means that we need an understanding of positive discipline to help us work together as teachers, principals, and parents to also help learners too to learn and practice good behavior.

With COVID-19, families may be experiencing a number of stressful things – families are stressed financially, they have anxiety about becoming ill with COVID-19, or a home life that is hard for them, and many people are struggling with being at home all day and night. So, it's important for parents to have skills with positive discipline so they can work with their children to maintain a peaceful home and prevent additional stress and anxiety at home. Parents can also support each other with positive discipline techniques in the community.

Learning Objectives

By the end of this session, parents will be able to:

- Explain the meaning of positive discipline, the three types and its effects on children
- Listen to a family story then provide answers to questions from the story and say how they will apply that in real life
- Practice through exercise of games played for relief of tension

Planning

- PTA chairperson or secretary lead the meeting activity
- Decide who to invite, where to meet, and what time. It is recommended that these meetings take place during the week of preparation before school begins again. PTA members and other interested parents are recommended to attend.
- Go through this guide with attention on positive discipline before the meeting
- Observe those that are in the meeting, count men and women
- As parents arrive, ask them to sit in a way where they can see the other people at the meeting. A circle is recommended if there is enough room to do it safely.


- During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

Time	Activities	Notes
Step 1	<ul style="list-style-type: none"> • Greet and welcome everyone to meeting. Tell parents that the focus of the meeting is on positive discipline • Say what positive discipline is a long lasting wish that will build children's ability to make good decisions on their own. There are 3 main things found in positive discipline; prevention or stoppage, support or care and correction or improvement. <ul style="list-style-type: none"> a. Prevention or stoppage can include giving advice; training in new helps- especially helps in new way of message; reward good behavior. b. Support or care can include knowing the child's effort and not just their success; praise children when they do something good c. Correction or improvement can include: making children aware of their wrong, verbal warning, an oral apology • Make sure parents understand the meaning of positive discipline by asking if anyone has any question. The meeting chair should answer to 2 key questions from one man and one woman. • Say to parents that our children can <ul style="list-style-type: none"> • Build their self-respect, • accept that they are following rules, • keep encouraged, have strong unions of trust • follow our examples if we ourselves are setting good examples; that is if we see children's effort and praise them verbally, be positive parents to 	<p>If possible you can explain the difference between positive and negative disciplines</p>

	<p>them, good behavior between parents and children, parents and teachers, then teachers and students</p> <ul style="list-style-type: none"> • End this talk by saying; our children can become all that I have said if we advise and teach them the right things to do and many other options we can use to stop negative discipline. In the next few steps we'll do some games together that you can help you learn about positive discipline. Some of these can be done at home with your children. 	
Step 3	<p>Story Telling Time</p> <ul style="list-style-type: none"> • Say the next activity is we will now listen quietly to a story about a family in a village and reflect on our own family, then discuss more about positive discipline. Say that the story will be told in two parts with questions to be answered after each part. <p>STORY PART I: Mary and George were home with their children. In fact, they've been home with their three children for many weeks because of COVID-19. It is hard to find work and money and the children are very tired. Everyone is struggling because of this and the stress of COVID-19. These days the children are always fighting over something. Today the oldest child, George Jr, shouted and pushed the younger one, Musu, because Musu was looking at George Jr's school books while he was out getting water.</p> <p>Questions and answers time</p> <ul style="list-style-type: none"> • Break and ask these question <ul style="list-style-type: none"> a. What choice do the parents, Mary and George, have now? b. How could they use positive discipline to solve this issue with George Jr and Musu? • Discuss for a few minutes and then continue with the story: <p>STORY PART II: Mary asked George Jr to stop shouting and asked him, 'What happened here? Why were you shouting?'</p>	<p>a. – Yes, the parents did use positive discipline.</p>

	<p>George Jr said, 'I've told Musu many times not to touch my school books but she never listens to me. I'm angry.'</p> <p>The father, George, said, 'Musu, have you heard George Jr ask you to not touch his school books?'</p> <p>Musu said, 'Yes.'</p> <p>George asks, 'Then, why did you do it again today?'</p> <p>Musu said, 'I really miss school, learning new things and seeing my friends. I've read all of my books many times and I'm SO bored. George Jr's books have some nice pictures that I like to look at.'</p> <p>Mary says, 'Musu, I understand your feelings. This is a difficult time. We are all tired being here in the house all the time. George Jr, I also understand why you are angry because you asked Musu to stop doing something and she kept doing it. We are in this situation together and we have to work together as a family. What can we do to make this situation better?'</p> <p>George Jr says, 'I told Musu that she can look at my books with me in the room so I can make sure she doesn't spoil them.'</p> <p>Their father George says, 'I am proud of you, son that is a good idea. Musu, can you agree?'</p> <p>Musu says, 'Yes, I promise I'll ask and only look at George's books when he is in the same room.'</p> <p>Mary says, 'Thank you Musu. Now, I think you both have things you can say sorry to each other for, right?'</p> <p>George Jr says, 'Yes, Musu, I'm sorry for shouting and pushing you.'</p> <p>Musu says, 'And I'm sorry for looking at your books without asking you.'</p> <p>George, the father says, 'I'm very proud of my children for resolving the problem and saying sorry to each other.'</p>	<p>They didn't punish the children, They helped them work through their problem.</p> <p>b. – Some examples: They taught them how to understand their feelings and the reason behind their feelings. They helped them make apologies to each other. They praised the children when they did something good.</p>
Step 4	<p>Activity: Questions and answers time</p> <p>Say: think about the Mary and George parents and let's discuss the few questions</p>	

	<ul style="list-style-type: none"> • Did their parents use positive discipline with their children? Why yes if your answer is yes, and or why no if you choose no? • Did the parents in the story use any of the stoppage, care or improvement ideas we talked about before the story? If so, what are examples? • How can we support each other and other parents to practice positive discipline? • Have you parents here try to improve on our children behavior or encourage them through rewards? How? 	
Step 2	<p>Let's Take Care of One another⁸</p> <p>GAME: What do you do?</p> <p>How to play the game</p> <p>You need a ball; you can rap a paper like ball</p> <ul style="list-style-type: none"> • Have parents sit in circle observing social distancing • Play game with parents by passing the ball around the circle as you sing a song • When the song stops, the person with the ball goes in the middle and act out an action they will do at home related to positive discipline; the others in the circle will try to guess the act • Then play again but observe the time <p>After 5 minutes of play, engage them with talks by asking</p> <ol style="list-style-type: none"> a. What actions need to be done at home? Why is it important? b. How can each family help with these actions? 	<p>Song</p> <p>The more we are together, together, together, the more we are together, the happy we can be</p>  <p>During the time of game, make sure everyone is respecting social distance and other COVID-19 precautions</p>
Step 5	<p>Let's Take Care of Ourselves⁹</p> <p>GAME: I can feel hopeful when I see heroes in my community</p> <ul style="list-style-type: none"> • Who is your hero? 	<p>During the time of game, make sure everyone is respecting</p>

⁸ Right to Play, Play at Home COVID-19 Game Packet. 2020.

⁹ Right to Play, Play at Home COVID-19 Game Packet. 2020.

	<ul style="list-style-type: none"> • Choose your favorite work • Let the group try to guess it!, act or say something the close to what the person said • Allow people have chance to do it • After the game , engage them with talks by asking; <ol style="list-style-type: none"> a. Who are the heroes in our community these days? Why? Think about girls, women, boys and men b. How does your hero helps you feel hope? <p>Take answers from few persons</p> <ul style="list-style-type: none"> • We are staying at home to help keep everyone safe from COVID-19. Some people still go to work so that we can be healthy and have the things we need. Others care about us at home. They are our heroes. • Move to next discussion questions. 	social distance and other COVID-19 precautions.
Step 6	<p>Discuss and decide together:</p> <ul style="list-style-type: none"> • Did these activities help you to use positive approach? How? • These activities can help reduce our negative discipline toward children and practice positive ones • What activities can you do with your children at home? • How do we understand our children feelings and the reason behind their feelings? • As we finish the meeting, remember that positive activities can help reduce our negative discipline toward children. 	

Resource 7.1: 'My Voice Helpline 0776 25 9990'

Margibi County Office

The Margibi County Education Office has set up a child abuse helpline for Margibi County AQE Schools and Communities.

"Learners and parents in Margibi County can make use of the myvoice helpline number-**0776259990**- to report any case of abuse. It could be physical abuse, psychological abuse, or sexual abuse. People are waiting to respond to your call or text. When you text, please write 'myvoice' at the end."

Report All **Child Abuse** cases to **My Voice Helpline in Margibi** **0776-259-990**



Don't let our children be denied a happy future. Report any incidents of child abuse now using the My Voice Helpline. Report anytime day or night to get help

