



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND
SPORTS

LIFE SKILLS Toolkit Introduction



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Introduction

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FOREWORD

Children and adolescents in Uganda today live in a world of challenges and opportunities, including new technologies, changing labor markets, migration, conflict, environmental and political changes. To succeed within the current and future environment, all children in Uganda need access to quality education and learning that develops skills, knowledge, attitudes and values that enables them to become successful lifelong learners who can learn, unlearn and relearn; find productive work, make wise decisions and actively engage in their communities.

Life Skills, also known as transferable skills, 21st century skills, soft skills or social emotional skills allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, economic, social and environmental challenges.

The Life Skills toolkit is part of MoES's ongoing efforts to expand, re-think and transform education and the learning system in Uganda to provide children and adolescents especially the most marginalized with quality learning opportunities that include the skills they need to succeed in school, work and life.

The toolkit is aligned to the Government of Uganda's vision of transforming Uganda's society from a peasant to a modern and prosperous country, through preparing well educated, skilled and healthy human resources essential to facilitate development. More particularly, the toolkit is aligned to the Ministry of Education and Sports' goal of achieving equitable access to relevant and quality education and training for all.

The Toolkit is also aligned with the Sustainable Development Goals, especially (SDG 4) to ensure inclusive and equitable quality education and promote Lifelong learning opportunities for all. Concurrently, Life Skills development also contributes to the fulfillment of other SDGs relating to Promoting healthy lives(SDG 3), achieving gender equality and empowerment of all women and girls(SDG 5), Promotion of full and productive employment and descent work for all(SDG8), promoting innovation(SDG9) among others.

The Life skills Toolkit as a competency-based resource builds on MoES existing Life Skills education materials (including but not limited to Reporting, Tracking, Response and Referral(RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs), compressed into a single toolkit and enhanced with UNICEF's adolescent centered skills building material.

The toolkit is designed for teachers and facilitators who work with schools clubs to help learners learn and practice essential competencies-set of knowledge, skills, attitudes and values that they need to form and pursue positive goals, cope with challenges , form healthy relationships and contribute to peace in their lives and communities.

MoES will deliver the toolkit using a system strengthening approach through capacity building of pre-and in-service teachers with appropriate pedagogical practices, formative and summative assessment of learners to measure skills acquisition. Lastly, MoES accentuates that effective Life skills development requires learning environments where all learners can participate and feel physically, socially and emotionally safe and where skills can be reinforced through positive interactions with teachers and peers.

Realizing the vision set forth in this Life Skills toolkit will require resources, partnerships, coordination and continuous learning based on data and evidence. I therefore call upon all stakeholders; teacher training institutions, schools, private sector, academia, donors to advance in this rapidly evolving area of Life Skills development and to support the government of Uganda to ensure that children and adolescents are equipped with skills they need for success in school, work and life.

For God and my Country



Dr. John C Muyingo

Minister of State for Higher Education/ Holding the Portfolio for the Minister of Education and Sports

ACKNOWLEDGEMENT

The Life Skills Toolkit is a Ministry of Education and Sports (MoES) Resource book for Teachers within formal and non-formal education institutions.

The Toolkit utilizes and builds upon existing MoES Life Skills education materials including but not limited to Reporting, Tracking, Response and Referral (RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs as well as UNICEF best practice 21st century content “Adolescent Kit for Expression and Innovation” and Aflatoun International content on child social and financial education.

The Life Skills Toolkit was developed under the Leadership of the MoES Gender Mainstreaming Unit, with technical oversight from the MoES Life Skills Taskforce. The Toolkit was written and curated by Juliet Young, UNICEF Consultant, and Gabriela Gutierrez from Aflatoun International.

Ministry of Education and Sports convey special thanks to our development partners UNICEF, Embassy of Ireland and Government of the Netherlands’ PROSPECTS partnership for the financial and technical support.

Welcome!



Welcome to Life Skills Toolkit for Adolescents!

This Life Skills Toolkit seeks to equip adolescents in Uganda with the essential life skills that will improve their wellbeing and encourage them to become agents of change in their own lives and community. As a facilitator, you will play a key role in the success of the Toolkit implementation. We hope that as you support and guide participants through the Toolkit activities, you also take on a journey that you find stimulating and rewarding, and that helps you develop as a facilitator.

An Introduction to Life Skills and Competencies

The Life Skills Toolkit focuses on 10 key competencies (skills) essential for the wellbeing and social and emotional development of adolescents in Uganda. Structured around 7 key modules, the activities in the Toolkit support adolescents in building these competencies while exploring themes such as violence prevention, peaceful conflict resolution, SRHR, resource management, and social cohesion.

The Life Skills Toolkit, as a competency-based resource, builds on the existing Life Skills Education material for adolescents developed by the Ministry of Education and Sports (MoES) of Uganda and enhances them with UNICEF's adolescent-centred skills-building materials. With a focus on adolescent-led club management, sexual and reproductive health, violence prevention, conflict management and menstrual hygiene management, the Toolkit references key MoES material including, but not limited to: RTRR

Guidelines, PIASCY, Journeys, Guidelines for the Formation, Management and Strengthening of School Clubs and Understanding and Managing Menstruation.

Through a set of participatory, adolescent-led activities, the sessions in the Toolkit allow participants to collaborate with each other in a hands-on and creative manner. The use of diverse, adolescent-centred pedagogies motivates participants to regain ownership over their learning journey and makes them more likely to incorporate the programme learnings into their beliefs and decision-making¹. The dynamic interplay between competency building and active learning pedagogies in the Toolkit simultaneously promotes knowledge acquisition and hands-on practical skills.

The Toolkit is intended to be used for building life-skills of adolescent girls and boys, especially most marginalized, within the scope of school and out-of-school clubs as well as other non-formal education spaces. It is recommended as the main consolidated life-skills content for all school clubs in Uganda and envisaged to reach all in-school adolescents across the country through a co-curricular activity. It is also expected to reach out-of-school adolescents, especially adolescent girls, in non-formal education setting, including community-based learning and skilling clubs and social network groups.

¹ The link between program outcomes and teaching pedagogy can be found in the literature of Experiential Learning Theory, Problem Based Learning, and active learning methods, which emphasizes learning through action, thus linking experience to building self-efficacy, actively, vicariously, and socially.



Toolkit structure

Who are the Toolkit participants?

This Toolkit was designed for Ugandan adolescents between the ages of 10-19 and it is equally relevant for participants in both formal and non-formal education settings. Even though the Toolkit was developed with this participant in mind, each group is different, and it is up to you, the facilitator, to ensure all participants feel seen, heard and have the space to participate.

Learn the participants' names as soon as possible to make them feel heard and valued. It is important that you know your participants well and learn more about them, their challenges, hopes and goals. This will help you adapt activities to fit their needs.

Make sure the learning environment is one of mutual respect, trust and enjoyment. When preparing or delivering a session, be mindful that everyone is able to participate. Ask yourself, "Is this working for everyone?" If the session is not working, do not hesitate to ask participants for suggestions about how to modify the session to ensure everyone is able to participate.

What is your role as facilitator?

If you are using this Toolkit within a formal education setting, you may find yourself being encouraged to work in ways that differ from more traditional concepts of teaching. We hope you find that a positive experience. The sessions in this Toolkit are informed by a participatory, child-centered pedagogy and are characterized by a variety of active-learning methods. We hope you enjoy this and feel encouraged to apply them in other subjects that you teach, or with other groups where you are a facilitator.

As the facilitator you should neither dominate

the discussion nor passively observe. Your role should include intervening in the discussion to:

- Provide reminders about respecting the right of others to have differing opinions
- Re-word questions posed by adolescents
- Correct misinformation
- Ask for clarification
- Review the main points
- Make reference to relevant experiences or course content.

Keep in mind that how adolescents learn is essential to what they learn. As a facilitator, you have a valuable role to play in this respect! Use the three key approaches described below to create a healthy, productive learning environment for participants, and to lead a process that fosters their learning. These approaches outline essential best practices and methodologies for supporting adolescents in learning competencies, and building new knowledge related to life skills.

a. Focus on competency and knowledge learning outcomes

All of the activities in this Toolkit are designed to support participants in developing, practicing and using new competencies and knowledge related to life skills. As you use this Toolkit:

- Take time to familiarize yourself with the competency framework that is the foundation of the entire kit. Consider how the ten competencies are complementary to each other, and also how they are different. You may even find it helpful to reflect on how you have learned and developed those

competencies over the course of your own life, and when and how you have used them, during your own youth or as an adult.

- Learn and use the terms and definitions of each competency as they are used in this Toolkit. Check the definitions and explanations in the competency framework. Some familiar terms such as “respect” or “listening” may actually mean different things to different people. Using those terms in a way that is consistent with their usage in this Toolkit will create a solid foundation for participants’ learning.
- As you use each session guide, read, focus on the specific competency and knowledge outcomes outlined at the beginning. Take note of how the session is designed to support adolescents toward those specific learning outcomes. Consider whether and how you might adapt the session, based on knowledge and skills participants already have, or new areas of learning that interest them.
- Check for participants’ learning. The session guides include opportunities for you to informally assess whether they are developing competencies and knowledge as intended. You may also use and adapt your own approaches to check on their progress. Adapt the sessions as needed, giving more time for participants to practice new skills, or to ask questions and test their own knowledge. Remember that you are always free to repeat a session, or continue an activity in your next meeting time to give participants more time to learn, and feel confident and ready to use what they have learned.

b. Make time and space for practice and action

For adolescents to develop life skills-competencies and knowledge that they need and can use to lead healthy, productive, rewarding lives- it is not enough for adolescents to listen and think about life skills. They need time and space to explore

and use those competencies and knowledge, practicing and exploring them, and applying them to meaningful projects and initiatives.

Each of the session guides includes activities for participants’ active learning. In the early modules, they may develop and practice competencies through games, discussions, or creative projects such as drawings or role plays. In later modules, they will use their competencies as they collaborate with each other, and design and work on projects together.

As you use each session guide:

- Read and reflect on how the activities are connected to the learning outcomes for the session. Consider whether and how to adjust or adapt those activities to make sure that each participant gets the most benefit from it as they develop new competencies or knowledge.
- Give plenty of time for activities and action-oriented steps in the session. Make sure that the time you spend explaining a new concept or giving directions does not take time away from the activities.
- Step back, observe, and make space for participants to engage in the activities independently. If they are working individually, for example on a drawing or reflective writing activity, give them time to sit and think before they draw or write anything. If they are working in small groups, let them take a few minutes to discuss your instructions with each other. If you see them encounter confusion or obstacles, consider whether it may be helpful to them to try to solve problems or figure out a way forward without your help. Always be ready to step in if you feel your help is needed, to provide guidance or clarification, or help participants to avoid feeling too frustrated or overwhelmed. However, remember that adolescents will get the most benefit out of any activity if they have a chance to explore, experiment and have fun.

c. Put participants in the lead

This Toolkit is designed to make clubs a space where participants can continue to develop competencies and knowledge, building on what they may learn in their schools, with their families and through their work. However, it not only for their learning - is also designed to support club members in taking action, putting their new skills, abilities and understandings to work in projects that address their goals.

Clubs create an important and unique space for adolescents to share and act on their own interests and ideas. Just as each of the session guides in this kit makes space for participants' active learning, they also create opportunities for participants to present their own ideas and opinions, then continue to examine, explore and experiment with those ideas in the steps that follow.

As you use the session guides in this Toolkit:

- Take note that especially Modules 1, 3, 6 and 7 are designed for participants to express, explore and pursue their own ideas

and interests. Especially in these sessions, always allow and encourage adolescents to share their own opinions and ideas when the guide indicates that you should do so. Try not to correct or redirect adolescents, especially when they are describing an aspect of their own identity or situation, or expressing an opinion.

- In Module 7, make plenty of space for participants to focus on problems or opportunities they choose, present their own ideas for solutions, and design projects based on their own vision. Remember that if you offer your own suggestions or push participants to use your ideas, you take away an opportunity for them to learn and practice essential competencies, such as those for creativity innovation. Let them experiment with their own ideas, even those that may not work exactly as they hoped. This, too, can open opportunities for them to develop their abilities to collaborate, solve problems, and enjoy a sense of accomplishment as they overcome challenges together.

Creating a safe, inclusive environment for learning

Be creative! Once you know the adolescents you are working with, you can adapt the sessions. There are three important considerations when adapting a session:

- **Applicability:** Will the activity work with everyone? Are the rules inclusive of adolescents with disabilities? Do they involve things that will be difficult for some adolescents, like running or jumping and reading or writing? It is important that as an educator, you're always aware of the above questions. For example, make sure to read out the introduction of each activity or write it out with colourful chalk on the board before starting an activity, for those that have difficulty hearing or struggle to listen attentively.
- **Safe space:** Creating a safe space is an extremely important aspect when working with all adolescents and particularly those who have not experienced a safe learning space in a long time and or have been traumatised by the circumstances of their context. Consider, is the space accessible for all adolescents? Are there obstacles/dangers that make it difficult for adolescents to attend, speak up, engage and share their experiences?
- **Involve adolescents:** When preparing or delivering a session, slow down to ensure that all participants are able to participate. Adolescents with diverging levels of learning abilities know their ability/insecurities better than anyone. Asking for their ideas fosters an open culture and allows for adolescents to give you on-going feedback. This will ultimately help you deliver the best possible activities.

Addressing sensitive themes

When discussing sensitive issues or difficult topics, it is very possible that some students will get angry or upset. If this happens, remain calm and try to turn it into a learning experience. Don't avoid the issue, but do defer it until you make a plan for dealing with it if necessary.

It is important to allow adolescents to openly explore topics that interest and concern them—while at the same time protecting them from risk. In order for students to express their opinions and participate in discussions about sensitive subjects, they need to feel safe and not fear retaliation for comments they make during the discussion.

Respond in an open-minded way to issues that adolescents raise, and that they don't judge the adolescents based on their own religious, cultural or political beliefs. This will allow adolescents to be open and honest about their experiences. Encourage adolescents to be respectful and sensitive to everyone's contributions to the discussions.

Even though the club should provide adolescents with opportunities to express themselves, but you should be aware of potential risks to adolescents in doing so. For example, it may not be safe for adolescent girls and boys to raise certain topics in the club (for example, around sensitive conflict issues). Revealing personal or painful experiences could leave the adolescents feeling upset or distressed.

- Recognise when adolescents may be raising topics in their group in a way that could put them at risk, and be ready to intervene gently – in some cases it may be a good idea to continue the conversation with the adolescent in private;

- Respond appropriately if adolescents raise topics that could cause distress to others in their group, for example around a traumatic event that others may have also experienced – it may be best to confirm with the group that they are comfortable continuing the discussion, or to follow up in private with the adolescent at another time;
- Allow adolescents to express themselves, but avoid pressuring them to re-live their distressing experiences or to talk about (or draw pictures) of negative life events; and
- Connect participants with support services in their community. If needed, ask for support from local experts to facilitate sensitive themes.

Some participants might feel safe discussing sensitive themes if they know it will 'stay in the club' however, in practice, it may be difficult, and not always appropriate, to keep sessions with adolescents absolutely private and confidential. It may be too challenging for adolescents (and facilitators) to keep their discussions 'a secret'. Be up front with adolescents about their obligation to report certain information and discuss with adolescents if and how issues they discuss during sessions are shared with others.

Consider meeting with adolescents, facilitators, school representatives and/or community members to agree on the topics that will be explored during sessions, and how they will be addressed. This kind of transparency can help to prevent any community suspicion or misunderstanding about the programme.

Supporting participants in distress

Facilitating some of the Toolkit content may bring up some emotions with the participants. Many of them may feel vulnerable, distressed or triggered by the trauma they have experienced. It is very possible that some participants will get angry or upset. Distress can be expressed in many ways, however, common signs of distress are often divided into two types:

Passive: Adolescents become less active and interested in things, and don't interact much with others.

Aggressive: Adolescents become more active, seem to have too much energy and become aggressive, disruptive or rebellious.

Some common signs of distress in adolescents include:

Physical:

- Fatigue / exhaustion and disturbed sleep
- Excessive alertness, on look-out for danger, easily startled
- Constant aches and pains including stomach aches, headaches or dizziness

Emotional (feelings)

- Fear, numbness, detachment, depression, sadness
- Intense grief (understands the consequences of loss more than a younger child)
- Guilt or regret, overwhelmed, hopeless
- Anger and irritability, anxiety and panic
- Erratic mood changes

Behavioural:

- Acting withdrawn, numb, not reacting to games or fun activities
- Social isolation, loss of interest in normal activities
- Always looking sad, never smiling, crying a lot, overly clingy or independent
- Change in appetite or eating habits
- Persistent aggressive behaviour with peers or facilitators, either physically or verbally
- Rejection of rules or disruptive behaviour such as non-stop questions or arguments
- Defiance of parents/facilitators/authority figures
- Risk-taking behaviours such as alcohol or substance abuse (linked to self-destructive feelings or feeling invincible)

Cognitive (thoughts)

- Intrusive thoughts or memories of distressing events, nightmares
- Difficulty in concentrating, easily confused or disoriented, poor memory
- Shift in view of world, philosophy, religious beliefs, loss of faith
- Preoccupation with violence, death and killing (including suicide)

If participants are exhibiting these behaviours, do not ignore them. Your role as facilitator is not that of a counsellor - remember counselling should only be carried out by trained and

experienced staff who can ensure adolescents receive appropriate support- however, you can be prepared and know how to support participants and connect them with relevant support services in their community.

- 1. Establish** and follow a confidential reporting and referral procedures for responding to concerns about adolescents. Review key support documents such as the RTRR Guidelines in violence against children in school and the Guidelines for the implementation of the roles and responsibilities of the senior women and senior men teachers in Uganda by the Ugandan Ministry of Education and Sports.
- 2. Outline** and rehearse steps you should take if adolescents persistently show severe signs of distress. This includes making sure they know who to report their concerns to - for example, to a trusted adult or school senior women or men.
- 3. Identify** available adolescent-friendly services and support in the community. These can include: health clinics, counselling services, social workers, mental health experts, NGOs, religious leaders, etc.

Child protection issues

As a facilitator you can play an important role in protecting adolescents from harm by learning to identify and respond to signs of abuse, violence and neglect. Facilitators should investigate the possibility of abuse, violence and neglect if an adolescent shows a number of the behaviours or signs listed below. However, it is very important not to jump to conclusions too quickly, and to work with facilitators to sensitively look for other evidence of abuse.

Physical abuse is the most visible form of abuse and it includes behaviours such as hitting, pinching, burning, kicking and pushing.

Signs that an adolescent may be experiencing physical abuse:

- Unexplained injuries or burns, bruises, especially to the face, dislocations, bites consistent with teeth marks, cigarette burns and broken bones (including old, but untreated broken bones)
- Unlikely excuses for injuries
- Chronic running away
- Self-destructive tendencies
- Aggression towards others
- Distrust of adults
- Fear of physical contact - shrinking back if touched
- Sudden changes in behaviour, such as becoming introverted or extroverted
- Nightmares

Emotional abuse may not show any obvious signs of abuse; however, there may be clues in their behaviour or emotional state. This form

of violence includes: public ridicule, sarcasm, threats, name-calling, yelling, and commanding, or other humiliating actions such as denying an adolescent clothing or food, or forcing them to stay in undignified positions for everyone to see.

Signs that an adolescent may be experiencing emotional abuse:

- Physical, mental and/or emotional development is slower than their peers
- Sudden speech disorders or learning problems
- Difficulties in forming relationships
- Insecurity, poor self-esteem, lack of self-worth
- Overreaction to mistakes
- Extreme fear of any new situation
- Chronic running away
- Attention-seeking behaviour
- Inappropriate response to pain
- Extremes of passivity or aggression, including withdrawal and disruptive behaviour

Sexual abuse is difficult to detect. Young children have been known to endure sexual abuse for many years without realising that what they experience is abnormal. They may only realise the inappropriateness and significance of what has been happening to them during early adolescence. This form of violence may constitute rape, indecent touching or exposure, using sexually explicit language toward an adolescent and showing adolescents pornographic material.

Signs that an adolescent may be experiencing sexual abuse:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the adolescent's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away
- Regressing to younger behaviour patterns such as thumb sucking
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well

Neglect happens when parents or caregivers fail to meet adolescents' basic needs, either intentionally, because they don't have the skills or support needed, or due to problems such as poverty, mental health issues or drug and alcohol abuse. Behaviour that may constitute physical neglect: Not meeting an adolescent's need for

cleanliness, clothing, emotional support, love and affection, education, nutritious food, adequate shelter or safety.

Signs that an adolescent may be experiencing neglect:

- Poor appearance and hygiene - for example, being constantly dirty or having inadequate clothing
- Poor health, including untreated injuries, medical and dental issues, recurring illnesses or infections, skin conditions, tiredness, faltering weight, failure to thrive and grow in line with available nutrition, or with siblings
- Repeated accidental injuries due to lack of supervision, missing medical appointments or vaccinations
- Poor language, social or communication skills
- Being isolated, withdrawn, not talkative

Responding when abuse, neglect, exploitation or violence may be a concern

All forms of abuse, neglect, exploitation and violence can cause harm to adolescents. They can negatively affect physical, cognitive, emotional, and social development, cause problems that last long into adulthood and even threaten adolescents' survival.

If there are serious child protection concerns and the safety of the adolescents is at risk, act immediately:

- Establish clear guidelines so that you know who to report child protection concerns to responsible authorities in the school or community.
- Outline and rehearse steps you should take if adolescents show signs of, or report, abuse, neglect, exploitation or violence;
- Remember to respond in a calm, caring and supportive manner if adolescents report abuse, neglect, exploitation or violence – the adolescent is never to blame in these situations and should be reassured that they have done nothing wrong;.

- Connect adolescents with appropriate services and support- for example, medical, counselling or security services, child protection agencies or child protection committees;
- Respect confidentiality and treat protection concerns with sensitivity;
- Ensure that all actions you take are consistent with the principle of the child's best interest.

More information on how to report, track, refer and respond to violence against children can be found in the RTRR: Guidelines on Violence Against Children in School by the MoES. Remember, the children helpline (SAUTI 116) is a free 24/7 telephone services that aims to provide support and protection to children and can be accessed for free on all communication networks in the country.

Connecting participants with support

An important part of your work with adolescents in the club is making sure that they have the support they need to develop safely and in a healthy manner. This means connecting them to adolescent-friendly services and programmes they can benefit from, providing them with useful information, and taking steps when their health, wellbeing or safety is at risk.

Before using the Toolkit, find out what services are available for participants in the community. Adolescents have the right to information about matters that concern them. That means that they should be given space to talk openly, ask questions and to access accurate information on issues that may be considered sensitive.

This could include information about sexual and reproductive health (including access to contraception), gender roles, religious, political or social issues

Share with participants or post information about services for adolescents in the club spaces, including schedules, locations, staff contact details and any other useful information. Use the template below to collect relevant information on the support services. Adolescent girls and boys can benefit from essential services in education, health and child protection in their community and should know how to access them.

Support Services Template

Key Support Services	Agency/organization/ Service providers	Name of contact person	Telephone contact	Email address	Address
Medical/ health service					
Psychological support/ counselling services					
Legal Services					
Provision of basic services support (shelter, food, clothes, etc)					
Key community leaders or school officials and administrators					
Key local government leaders/councillors					
Other civil society institutions					

List of helpful resources for additional support

Support Content	Author	Environment	User	Modules	Themes
Understanding and Managing Menstruation (Reader for learners)	Ministry of Education and Sports (2013)		Learners (primary school)	<ul style="list-style-type: none"> My body, my health 	<ul style="list-style-type: none"> MHM, sexual harassment STDs Early marriage
PIASCY	Ministry of Education and Sports	In and Out of school	Facilitators (P5-P7)	<ul style="list-style-type: none"> My body, my health 	<ul style="list-style-type: none"> HIV and AIDS Reproductive Health Life skills
RTRR: Guidelines on Violence Against Children in School	Ministry of Education and Sports (2014)	In school	Facilitators and school management	<ul style="list-style-type: none"> My body, my health Staying safe and Healthy 	<ul style="list-style-type: none"> Violence prevention Child protection Reporting, Tracking, Referral and Response to violence against children
Facts and Tips on Keeping Safe in Schools! - Pupil's Booklet	Ministry of Education and Sports (2016)	In school	Learners (primary school, P4-P7)	<ul style="list-style-type: none"> My body, my health Staying safe and Healthy 	<ul style="list-style-type: none"> Violence prevention Children rights Identifying and reporting child violence
Say No! to Violence – Pupil's Booklet	Ministry of Education and Sports (2016)	In school	Learners (post primary schools and educational institutions)	<ul style="list-style-type: none"> My body, my health Staying safe and Healthy 	<ul style="list-style-type: none"> Violence prevention Children rights Reporting child violence Types of support and services
Guidelines for the Formation, Management and Strengthening of School Clubs	Ministry of Education and Sports (2018)	In school	Learners and facilitators (primary and secondary school)	<ul style="list-style-type: none"> Knowing ourselves and each other 	<ul style="list-style-type: none"> Student led club: formation management and strengthening
Journeys	Ministry of Education and Sports (2017)	In school	Learners in clubs (P3-P7)	<ul style="list-style-type: none"> Knowing ourselves and each other My body, my health Staying safe and Healthy 	<ul style="list-style-type: none"> Personal understanding Building positive relations Understanding and solving social challenges Decision making Violence prevention
Guidelines for the implementation of the roles and responsibilities of the senior women and senior men teachers in Uganda	Ministry of Education and Sports (2019)	In school	School management and senior women and men teachers (primary and secondary school)	<ul style="list-style-type: none"> Staying safe and Healthy 	<ul style="list-style-type: none"> Appointment of roles and responsibilities of senior women/men Reporting, tracking, referral and responses to child violence or abuse.
Revised guidelines on prevention and management of teenage pregnancy in school settings in Uganda	Ministry of education and sports (2020)	In school	Educators, students, school management parents, other stakeholders	<ul style="list-style-type: none"> My body, my health Staying safe and Healthy 	<ul style="list-style-type: none"> Management of pregnancy in school, re-entry after pregnancy Roles and responsibilities of key actors

Competency learning objectives¹

This Life Skills Toolkit helps is designed for facilitators who work with school clubs and out-of school clubs to help adolescents to learn and practice essential competencies – sets of knowledge, skills, attitudes and values that they need to form and pursue positive goals, cope with challenges, form healthy relationships, and contribute to peace in their lives and communities.

The seven modules in this Toolkit are designed to support participants developing the following ten competencies:

- Identity and Self-Esteem
- Cooperation and Teamwork
- Critical thinking and decision making
- Communication and expression
- Coping with stress and managing emotions
- Empathy and Respect
- Problem solving and managing conflict
- Hope for the future and goal-setting
- Creativity and Innovation
- Leadership and influence

All of these are competencies that are especially relevant for adolescents in Uganda who participate in school clubs and clubs for out-of-school children and youth. They are essential sets of skills, attitudes and values that all people, everywhere, need to develop as they grow to their full potential and contribute to healthy, stable societies. They are especially important

for young people in Uganda who have survived displacement or are living and learning in other challenging circumstances, and who may have missed important opportunities to learn in supportive, safe contexts with their peers.

As you lead activities for club participants using this Toolkit, keep in mind:

All people at all stages of life are always in the process of developing these competencies.

All adolescents – even those living in the most challenging circumstances – have already begun to develop these competencies.

The activities in this Toolkit should help participants to make further progress in learning these competencies. However, participants will not be “done” learning at the end of this module – all of us spend a lifetime continuing to learn these complex competencies!

Learning is holistic - not linear. Adolescents and youth – and people of any age – do not learn these competencies “one at a time.” We learn, practice and use these competencies simultaneously, both through formal education and through real-life experiences.

As you look at the of activities offered throughout this Toolkit, you will notice that each activity explicitly addresses more than one competency domain. You will also notice that there is not a specific sequence by which the competencies are addressed - for example, “empathy and respect” is one of the primary competency domains addressed in several modules. This is because the activities were designed to

provide an experience of balance and flow for adolescents, giving them a chance to learn and practice key competencies holistically.

Competencies are interdependent. In order for adolescents – and people of any age – to truly learn and use any of these competencies effectively, they will need to learn and use all of them. For example, in order to learn and use skills for communication, adolescents need to cooperate and work as a team with others – practicing and using skills to communicate their

own ideas, feelings and opinions, and understand those offered by others. In order to develop and express creative, innovative concepts, adolescents need to build a sense of identity and self esteem, feeling a sense of confidence and value in their own ideas and opinions.²

² Note: This section is copied and pasted, with light editing, from the Adolescent Kit manual developed for Tajikistan.

Framework of competencies and learning objectives

Within each of the ten competencies, this Toolkit helps adolescents to develop specific skills, attitudes and values. Use this framework to better understand the learning objectives of

this Toolkit, and to assess the progress of the adolescents you work this as they develop their competencies.

Competency Domain	Learning objectives
Identity and self-esteem	<p>Participants learn:</p> <ul style="list-style-type: none"> • To understand their personal strengths and weaknesses; • To recognize important aspects of their individual identities in relation to their social and cultural contexts– answering the question, “Who am I?; • To recognize important aspects of their shared identities with others in their communities, and how they feel towards those who are members of groups they share (e.g. peer group, ethnic group, age group)– answering the question “Who are we?”
Cooperation and teamwork	<p>Participants learn:</p> <ul style="list-style-type: none"> • To recognize how their skills and others’ skills are valuable assets to a team; • To listen to the ideas and opinions of others and find solutions cooperatively; • To work in inclusive ways and compromise when working on a group or team task; and • To form healthy, respectful and cooperative relationships with others.
Critical thinking and decision making	<p>Participants learn:</p> <ul style="list-style-type: none"> • To analyze the causes of problems that affect their lives; • To consider and imagine strategies and solutions that can address those causes and their impact; • To plan a project, with consideration for the resources available to them and the logical steps and timelines for carrying it out; and, • To test their ideas for solutions to the problems that affect them through their action-oriented projects, and reflect on their results.
Communication and expression	<p>Participants learn:</p> <ul style="list-style-type: none"> • To actively listen to other people’s perspectives, concerns and needs; • To express their ideas, perspectives or opinions in ways that others can understand; • To communicate calmly and effectively in challenging situations; and, • To understand the functions of both verbal and non-verbal communication, and consider how both can contribute to conflict or build peace in their relationships and communities.
Coping with stress and managing emotions	<p>Participants learn:</p> <ul style="list-style-type: none"> • To recognise, describe and express different emotions safely and constructively; • To recognise and understand their emotional and behavioural response to stress; • To use healthy strategies for reducing stress and managing their emotions; • To recognise how emotions and stress affect the behaviours of others; and, • To respond constructively to other peoples’ emotions and stress.

Empathy and respect	<p>Participants learn:</p> <ul style="list-style-type: none"> • To listen to and understand the thoughts, feelings and experiences of others; • To build positive relationships with family, friends, peers, and others in their communities. • To recognise and respect similarities and differences between themselves and others; and • To recognize people of different backgrounds and identities, and their contributions, as assets within their shared communities.
Problem solving and managing conflict	<p>Participants learn:</p> <ul style="list-style-type: none"> • To understand the issues underlying problems or conflicts; • To explore multiple solutions/options to resolve a conflict or problem; • To consider and respect different perspectives and positions in a conflict, disagreement or problem. • To reflect on and respect their own perspectives, and practice constructive approaches to expressing their opinion and goals; • To practice strategies for resolving or transforming conflicts productively and positively; and, • To imagine creative solutions for conflicts that affect their lives.
Hope for the future and goal-setting	<p>Participants learn:</p> <ul style="list-style-type: none"> • To formulate their own vision for a positive future for themselves, their families and communities (including the possibility of peace); and • To share their hopes and goals for the future with others; • To set goals and develop an action plan for pursuing those goals; • To take steps and work with others toward achieving their goals for themselves and for their communities.
Creativity and Innovation	<p>Participants learn:</p> <ul style="list-style-type: none"> • To explore different ways to express creative ideas through writing, music, drama and other arts; • To imagine innovative ways to solve problems; • To practice creative confidence, imagining and sharing new possibilities, concepts and solutions; and, • To experience the challenges and rewards of sharing their creative works with others, and putting their innovative ideas into practice
Leadership and influence	<p>Participants learn:</p> <ul style="list-style-type: none"> • To recognize that they have influence over things that happen in their lives; • To formulate and express their own ideas for positive change in their communities • To stay with a project until a goal is achieved, and overcome setbacks, and, • To contribute to transforming their communities through a project that reflects their priorities and vision.

Understanding the competencies²

As you prepare to lead activities with adolescent clubs, read this section to reflect on why and how this Toolkit was designed to support adolescents' development of these categories of skills, attitudes and values.

1. Identity and self-esteem

Adolescents are constantly re-exploring their identities and often don't reach a fully developed sense of 'self' until adulthood. However, they can gain a stronger sense of identity and self-esteem by learning more about themselves, and how they fit into groups and society. Adolescents should be encouraged to reflect on their individual identities, including their strengths, weaknesses, roles and responsibilities. They can also explore their group identities, and how they define themselves in relation to their family, peer groups, gender, ethnic or religious groups. This is particularly important during times of conflict and upheaval, when these identities and roles can shift and present both challenges and opportunities for adolescents. For example, gender roles may change during times of conflict, and adolescent girls may take on traditionally male tasks such as heads of household.

The individual or group identity that an adolescent associates with can either promote peace or contribute to conflict. Adolescents should learn to see the positive attributes of people and groups, and the benefits of sharing group identities. They should also understand how different groups of people across age, cultural, gender, ethnicity or religion share similarities, and can work together to achieve common goals.

Self-esteem can help adolescents to engage with others and to influence them in positive ways. Adolescents can develop a more positive sense of self-esteem by reflecting on their strengths

and achievements, and ways in which they are valued and respected by others.

Through the activities in this Toolkit, participants learn:

- ▶ To understand their personal strengths and weaknesses;
- ▶ To recognize important aspects of their individual identities in relation to their social and cultural contexts – answering the question, “Who am I?”
- ▶ To recognize important aspects of their shared identities with others in their communities, and how they feel towards those who are members of groups they share (e.g. peer group, ethnic group, age group) – answering the question “Who are we?”

2. Cooperation and teamwork

Practicing cooperation and teamwork as members of a club can help participants to form and maintain healthy relationships with others, and prepare them for active participation in their community as they grow into adulthood. Adolescents should learn the benefits of cooperating with others, find ways to overcome barriers to cooperation, and be encouraged to work as a team in ways that help to build peace.

Adolescents in humanitarian contexts may be restricted from practicing cooperation and teamwork, particularly if they are isolated, burdened with adult responsibilities, or if societal forces prohibit cooperation with certain groups. In some conflict situations, for example, if they have been involved in armed forces, adolescents may have even used negative or violent forms of cooperation and teamwork. In this case, it is important to recognize the strengths in these experiences and to provide adolescents with

more positive ways to practice cooperation and teamwork that contribute to peace.

Adolescents can replace negative patterns of problem solving and blame that contribute to conflict by learning positive ways of cooperating and working in teams. They can learn ways to identify and include people or groups who are excluded, and to promote reconciliation and peace in their communities.

Through the activities in this Toolkit, participants learn:

- ▶ To recognize how their skills and others' skills are valuable assets to a team;
- ▶ To listen to the ideas and opinions of others and find solutions cooperatively;
- ▶ To work in inclusive ways and compromise when working on a group or team task; and
- ▶ To form healthy, respectful and cooperative relationships with others.

3. Critical thinking and decision making

Critical thinking and decision making are important to adolescents' wellbeing and development. Learning to doubt, question and test information can help adolescents to critically analyze the situations, and to identify causes of conflict. In humanitarian contexts, many adolescents don't have the opportunity to practice critical thinking or decision making due to cultural norms, restrictions or heightened tensions.

Adolescents (particularly girls) are often discouraged from questioning common views, making decisions or coming up with their own ideas. At worst, they may be influenced and manipulated into actions that disrupt peace or contribute to conflict, such as perpetuating prejudices or behaving violently toward others.

Learning how to think critically and to understand the consequences of their actions can help adolescents to break down harmful stereotypes, analyse bias and prejudice, and distinguish

whether their behaviours contribute to peace or conflict. This can make it easier for adolescents to identify alternative responses, and to make decisions that lead to peace.

Through the activities in this Toolkit, participants learn:

- ▶ To analyze the causes of problems that affect their lives;
- ▶ To consider and imagine strategies and solutions that can address those causes and their impact;
- ▶ To plan a project, with consideration for the resources available to them and the logical steps and timelines for carrying it out; and,
- ▶ To test their ideas for solutions to the problems that affect them through their action-oriented projects, and reflect on their results.

4. Communication and expression

Adolescents are continually learning new ways to communicate and express themselves. Communication and expression includes the wide range of skills involved in conveying ideas, feelings and opinions, and understanding the feelings and opinions of others. Communication and expression skills can be used to address conflict, promote peace, understand and manage emotions, and build and foster relationships.

Adolescents' ability to communicate with others may be affected in humanitarian crises. In situations where adolescent girls and boys have been separated from their families, isolated, or exposed to social stigma, they may have fewer opportunities to practice communication skills with others. Adolescents affected by violent conflict may have difficulty expressing their feelings and emotions, or trusting others enough to communicate openly. Cultural and social norms may also influence how comfortable adolescents feel communicating with members of the other sex, and across generations.

Finding ways to communicate effectively can help adolescents to direct their own lives and to engage positively with others. By reflecting on their communication style, and learning to recognise (and avoid) negative ways of communicating, adolescents can positively influence the lives of those around them and gain self-awareness and confidence.

Communication skills can also help adolescents to solve and negotiate problems with others, to cooperate, to work in teams, to develop positive relationships and to resolve conflicts.

Through the activities in this Toolkit, participants learn:

- ▶ To actively listen to other people's perspectives, concerns and needs;
- ▶ To express their ideas, perspectives or opinions in ways that others can understand;
- ▶ To communicate calmly and effectively in challenging situations; and
- ▶ To understand the functions of both verbal and non-verbal communication, and consider how both can contribute to conflict or build peace in their relationships and communities.

5. Coping with stress and managing emotions

For adolescents to grow in a healthy manner, they need to learn how to manage their emotions and to develop strategies for coping with stress. They should be able to recognise and understand why they have emotions such as sorrow, anger and regret, and find ways to deal with stressful situations calmly.

Adolescents in humanitarian contexts live in particularly challenging circumstances. Developing skills to manage their stress is critical to mitigating its potentially toxic effects on their mental and physical health. By learning how to manage their emotions, and to deal with stressful situations in a calm way, they can enhance their resilience.

Adolescents who are able to manage their own stress and emotions are also better at recognising and understanding other people's emotions – and transforming them positively. For example, adolescents who understand the link between emotion and conflict can more readily de-escalate conflict in their families and communities.

Through the activities in this Toolkit, participants learn:

- ▶ To recognise, describe and express different emotions safely and constructively;
- ▶ To recognise and understand their emotional and behavioural response to stress;
- ▶ To use healthy strategies for reducing stress and managing their emotions;
- ▶ To recognise how emotions and stress affect the behaviours of others; and,
- ▶ To respond constructively to other people's emotions and stress.

6. Empathy and respect

Empathy is the ability to imagine, see and understand the situation, feelings and experiences of another person from that person's perspective. It includes the capacity to recognize other people's issues, needs and goals. Adolescents should learn to appreciate similarities and differences, and to have respect for themselves and others.

Supporting adolescents to speak with and listen to others, and to understand and imagine themselves from other people's perspectives, can help them to restore positive relationships with adults and peers, and to learn how to trust others. By giving time and energy to others, and having meaningful relationships with diverse types of people, adolescents can develop empathy and respect.

Adolescents with empathy and respect for others tend to be more tolerant, to respond more positively to others, and to be better at resolving conflicts. They can play an active part in promoting

mutual understanding in family, friend and peer groups, as well as in the community.

Through the activities in this Toolkit, participants learn:

- ▶ To listen to and understand the thoughts, feelings and experiences of others;
- ▶ To build positive relationships with family, friends, peers, and others in their communities.
- ▶ To recognise and respect similarities and differences between themselves and others; and
- ▶ To recognize people of different backgrounds and identities, and their contributions, as assets within their shared communities

7. Problem solving and managing conflict

The ability to resolve conflicts and problems in a nonviolent way is critical to maintaining positive relationships with others, and building peace in the community. This can help adolescents in challenging circumstances to navigate difficult transitions and to manage disruptions within their family, friend and peer groups.

Adolescents who have lived in violent conflict settings may have developed unhealthy ways of managing conflicts, and need to learn constructive ways to solve their problems. They need to learn how to analyse the roots of their problems and conflicts, to find “win-win” solutions, and to practice practical skills such as negotiation and mediation. This can help them to resolve conflicts and problems in non-violent and creative ways, and to contribute to building peace in their community.

Through the activities in this Toolkit, participants learn:

- ▶ To understand the issues underlying problems or conflicts;
- ▶ To explore multiple solutions/options to resolve a conflict or problem;

- ▶ To consider and respect different perspectives and positions in a conflict, disagreement or problem.

- ▶ To reflect on and respect their own perspectives, and practice constructive approaches to expressing their opinion and goals;

- ▶ To practice strategies for resolving or transforming conflicts productively and positively; and,

- ▶ To imagine creative solutions for conflicts that affect their lives.

8. Hope for the future and goal setting

Feeling hope for the future is important for adolescents’ psychosocial wellbeing. It can decrease stress, increase resilience and empower adolescents to make positive changes in their lives.

In humanitarian situations, adolescents’ hopes and dreams may be lost due to disruptions to their family, community and education. Adolescents may lose hope that they can return to the way their lives were, or that they can make up for the time lost. They may feel discouraged, and stop preparing for their future.

Adolescents who have hope for the future are more likely to believe that their situations will improve, and to envision positive possibilities for themselves, their families and communities. Their ability to set goals can help them to pursue their hopes, and to work toward this vision.

Through the activities in this Toolkit, participants learn:

- ▶ To formulate their own vision for a positive future for themselves, their families and communities (including the possibility of peace); and

- ▶ To share their hopes and goals for the future with others;

- ▶ To set goals and develop an action plan for pursuing those goals;
- ▶ To take steps and work with others toward achieving their goals for themselves and for their communities.

9. Creativity and innovation

Creativity is the ability to think of, and express, new and original ideas. It involves imagining possibilities beyond one's experience and exploring them in real life, or through artistic channels such as drama, art, storytelling and poetry. Innovation, like creativity, involves experimenting with different ways to improve things or to solve problems.

In humanitarian situations, opportunities for adolescents to express themselves creatively and to innovate are often disrupted. Day-to-day survival may leave adolescents little time to play in creative and artistic ways, or to experiment with innovative ways to explore new ideas or address challenges.

Adolescents should be encouraged to think creatively, and to find innovative solutions to problems. This includes the ability to consider issues from various angles, imagine different outcomes, and to think of creative ways to transform conflict. By fostering creativity and innovation, adolescents can find ways to work with others toward shared goals and contribute to peace.

Through the activities in this Toolkit, participants learn:

- ▶ To explore different ways to express creative ideas through writing, music, drama and other arts;
- ▶ To imagine innovative ways to solve problems;
- ▶ To practice creative confidence, imagining and sharing new possibilities, concepts and solutions; and,
- ▶ To experience the challenges and rewards of sharing their creative works with others, and

putting their innovative ideas into practice

10. Leadership and influence

It is critical for adolescents in challenging circumstances to understand that they can influence things that happen in their lives. This can motivate them to make positive choices and to affect change.

Opportunities for constructive involvement in leadership and decision-making can be limited for adolescents in humanitarian situations or other challenging circumstances. However, practicing leadership skills, and learning how to positively influence their surroundings can empower adolescents to work for positive change in their family, friend and peer groups, as well as in the community.

Adolescents who understand their capacity for leadership and influence are more likely to engage in practices that are important to their social and cognitive development, such as seeking new knowledge, practicing, experimenting, and persisting when they encounter challenges or obstacles.

Developing leadership and influence can also help to resolve conflict and promote peace. Adolescents with strong leadership skills can influence others to promote peace and contribute to harmony in their communities.

Through the activities in this Toolkit, participants learn:

- ▶ To recognize that they have influence over things that happen in their lives;
- ▶ To formulate and express their own ideas for positive change in their communities
- ▶ To stay with a project until a goal is achieved, and overcome setbacks, and,
- ▶ To contribute to transforming their communities through a project that reflects their priorities and vision.

Planning sessions, and session steps³

Adolescents who participate in a club benefit from space for creativity and fun, balanced by structure and routine as they are learning, planning and carrying out projects together. Knowing what to expect, and what will be expected of them, helps them to focus and engage in activities, interact positively with each other, and feel confident and ready to take on challenges such as sharing their ideas or trying new skills.

To make participants' time together supportive, safe and helpful, facilitators should plan them with a consistent sequence of steps, so that every session includes opportunities for participants to work independently, connect with others in their club and share their progress. These session steps should also include processes for facilitators to learn about each adolescent participant in a club, and to monitor and assess the entire club's progress as the participants pursue their goals and take action together.

What is a session?

A session is the period of time when a club meets and the participants engage in activities together. A session should follow a set of steps that is used routinely each time a club meets. In

this guidance, five steps are recommended. Each of the session guides in this Toolkit follows this structure, and gives suggestions for what should happen in these five steps.

How long should a session last?

Each session guide in this kit includes recommendations for the amount of time facilitators should expect to take for the activities. In most cases a session should last for approximately 30-60 minutes, fitting into the typical amount of time most clubs have for their regular meetings.






Facilitators should always feel free to use their own judgment and to be flexible and responsive to participants' interests and needs. If the activities in a session guide end before a club's meeting time has ended, facilitators can work with participants to use their extra time in whatever way they find helpful. If participants haven't finished an activity or want more time to understand key ideas, practice skills or work on a project, facilitators may consider continuing or repeating in a following meeting.

Planning a Session: Five session steps

Facilitators can use the following five steps to plan a session for adolescents, adapting each step to your specific context and program.

Each of the steps serves an important purpose

for the club. As you start to plan sessions, understand how each step might work and how it might be helpful. Prepare to adapt the steps to adolescents' interests and contexts, especially with respect to timing.

Step	Time frame	Description
 <p>Opening Circle</p>	5 minutes	<p>The Opening Circle is practiced at the beginning of each session and makes everyone feel welcome as they start their session together. It should be simple and easy, and give all adolescents in the Circle a chance to participate equally and actively. Opening Circles often involve physical activity to help adolescents feel alert and energized. Some Circles prefer to hold the same Opening Circle at the beginning of every session to provide a sense of ritual and predictability.</p> <p>Examples: a song, a chant, a dance, a name game, an exercise routine, anything else fun, simple, energizing and welcoming.</p>
 <p>Start</p>	5-10 minutes	<p>The Start step introduces the main activity for each session. In the Start step, the facilitator asks questions to stimulate participants' interest in the main topic of the session, or guide them in a simple activity to inspire their interest. The Start step may also include an opportunity for the facilitator and participants to refresh their memory about what they learned and did in a previous session, so they can connect that learning to this</p> <p>Examples: Simple discussion questions; sharing ideas; easy, energizing games</p>
 <p>Act</p>	20-30 minutes	<p>The Act step is the main activity of each session. In the Act step, the facilitators guide participants in a challenging or creative activity. The activity gives adolescents a chance to learn by exploring, experimenting and/or creating something, working individually or together.</p> <p>Examples: drawing, role playing, discussing, gallery walks, small group activities</p>
 <p>Reflect</p>	5-10 minutes	<p>In the Reflect step, facilitators support participants in considering what they have learned and experienced through the session's activities. They exchange and synthesize key understandings they have gained, and put words to a few ideas they will remember and keep. They may also discuss and plan follow-up steps they will take, either as a club, or in their individual lives, to use and apply learnings and competencies they have gained.</p> <p>Examples: debriefing, discussions, recaps of key information, brief planning activities.</p>
 <p>Closing circle</p>	3-5 minutes	<p>The Closing Circle is practiced at the end of every session.</p> <p>It brings adolescents together to close their time together. It reminds all of the adolescents that they are equal and important members of the Circle, and that their participation in the day's session was important.</p> <p>A closing ritual can be a song, a chant, a dance, a game, an exercise routine, or anything else fun, energizing and welcoming. It should be the same every day. Adolescents can invent their own closing circle ritual, and change it whenever they want. Some adolescents may prefer to have the same activity for both the Opening and Closing Circle.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Club participants create a closing circle song or chant and repeat it at the end of every session; • Club members go around in a circle sharing one word for how they feel at the end of the day's session; • Club members take turns sharing thanking another participant for a positive contribution they have made during the session. They continue until every participant has received a comment of thanks.

Finding an Activity Space⁴

The Adolescent Toolkit gives adolescent club members a chance to participate in new kinds of activities, and to interact with each other, in ways that may be new and different from what they experience in schools and other daily activities. Some activities involve participants talking with and listening to each other and exchanging ideas. In other activities, participants may write, draw, paint or create models, often collaborating with each other as they do so. Some activities also give participants a chance to run, jump, dance, perform, and play energetic, physical games together.

As a facilitator an important part of your role is finding a safe, comfortable and appropriate space for participants' activities. For some sessions you may be able to use familiar spaces that are readily available to you, such as classrooms. For other sessions, finding an activity space may mean finding and working with participants in new settings, using outdoor spaces, borrowing or sharing space with others, and temporarily adapting spaces to make them safe and comfortable for activities.

As you prepare to find activity spaces that will work well, begin by reading all of the session guides from beginning to end. Consider the different steps for participants in each session, and what kind of space will be safe and conducive for their activities. For example:

- If participants will be talking, listening, speaking, drawing, writing, building models or role playing, an appropriate activity space should be:
- large enough that they can sit on the floor in a circle

- quiet enough that they can hear themselves
- private and free of onlookers, so they feel comfortable and safe to speak, exchange ideas, and share creative works in progress.
- clean and comfortable, so they can sit on the floor and draw, write or build models together
- If participants will be playing energetic games that involve running or moving around, jumping, dancing, an appropriate activity space should be:
- large enough that they can move around freely
- free of obstacles or hazards that could cause injury, or that adolescents might accidentally break
- located somewhere where participants can have fun and make noise without disturbing others.

With this in mind, as you explore possibilities for your activity spaces, consider the following:

Available space to use, borrow or share

- Are there any safe, adolescent-friendly spaces already available in the entry point programme or within other programmes and institutions in the community? Possibilities may include assembly rooms, playgrounds, child-friendly spaces, youth or community centres.

- Does the community have spaces that could be 'borrowed' by adolescents? These might include community rooms connected with places of worship (e.g. churches or mosques), community meeting halls, local businesses, or outdoor areas in compounds.
- Are there any vacant or unused spaces? These might include fields, lots or parks.
- Should you arrange to use different spaces for different types of activities, or for different weather conditions? For example, it might work well to have access to both an indoor space and an outdoor activity space.

Accessibility of the space

- Can participants with different types of disabilities access the space?
- Is the space located somewhere that adolescent boys and girls can access safely?
- Is the space near where adolescents live or spend their time, especially on the days and times when they will be attending club meetings?
- How long will it take for adolescents to travel to the space? Will it cost them any money?
- What routes will adolescent girls and boys need to take to get to the space? How safe are these travel routes? Are there safe forms of transportation available to the adolescents?
- Will the space feel welcoming and safe to adolescents of all genders, religions, ethnicities, political affiliations or other identity groups? For example, in some contexts, children from one religion may not feel comfortable in a house of worship associated with a different religion. In other contexts this may not be an issue.

Location of the space

- Are adolescents free of distractions from their surroundings?
- Is the space sheltered from onlookers? This may be particularly important as participants discuss sensitive topics or personal issues, share drawings and other creative works, or perform role plays
- Could the adolescents cause disturbance to others nearby with their playing, talking, singing or shouting?
- Is the space near other programmes and services that adolescents could benefit from, such as schools or health clinics?
- Is the space sufficiently far from places where adolescents feel uncomfortable or unsafe or that they wish to avoid?

Size, safety and comfort of the space

- Can adolescents move around comfortably and safely in the space?
- Is the space large enough for the adolescents to run, jump and move freely during high-energy activities?
- Can adolescents focus, relax and interact during quiet activities in the space?
- Is the space very hot, very cold, or very wet – in general, or in certain weather or seasons?
- Is the space free of obstacles or hazards such as broken glass, sharp rocks, mud adolescents could slip on or things they could trip over? Has it been cleared for land mines or unexploded ordinances (UXOs) (if applicable)?
- Is the space clean and free of conditions that might contribute to illness or disease (e.g. mud, standing water or rubbish)?
- Is the space clean and dry enough for

adolescents to write, draw, and work on art or other projects?

- Is there enough room to use supplies, materials and equipment to work on projects?
- Can adolescents store notes or projects in the space? If not, is there another secure space your club can use to store any materials, supplies or work in progress for the duration of your club's meetings?
- Hand-washing and toilet facilities
- Is there somewhere for adolescents to wash their hands with soap and water– either in the space or

Hand-washing and toilet facilities

- Nearby? Do adolescents (particularly girls) feel safe accessing these hand-washing facilities?
- Are there clean, safe and private toilets or latrines – either in the space or nearby?
- Are there separate toilets or latrines for boys and girls? Are they accessible for those with disabilities?
- Can the toilets/latrines be locked from the inside? Do adolescents (particularly girls) feel safe and comfortable using these toilets or latrines?
- Is there somewhere to post a sign that encourages adolescents to wash their hands before and after sessions?

Adapt activity spaces

Especially if you are borrowing or sharing space for adolescents' activities, consider these possibilities:

The floor of indoor and outdoor space can be made a clean, comfortable, safe place for participants to sit, talk, write, draw, and even play energetic game with a large, sturdy, woven plastic mat

An activity space that is open to onlookers can be made more private by:

- Hanging tarpaulins from fencing around the space while you are using it, and/or
- Working with local leaders to request that others in the community refrain from observing club activities in progress.

Arranging a secure storage space for supplies, materials, and adolescents notes, drawings, and other works-in-progress may make the temporary set-up of activity spaces more convenient and less time consuming.

Be creative! Find ways to make temporary activity spaces feel welcoming and safe for clubs. For example, set up a temporary display wall for adolescents' drawings and notes, using clothesline, clothespins and tarpaulin.

Involve adolescents in finding, assessing and preparing activity spaces - and put them in the lead!

When assessing possible activity spaces, ask adolescents the questions above. For example, adolescents with disabilities are experts on whether spaces are accessible to them. They may recognize barriers you did not see, and may also know of creative solutions to overcome obstacles.

Club members can take the lead in setting up borrowed spaces before activities, and cleaning up and rearranging spaces after activities. They can also take the lead in managing supplies and inventory, and keeping track of clubs' notes, drawings or works in progress.

An adolescent club could find and arrange to borrow and adapt an activity space as their community action project!

Materials and supplies

The Adolescent Toolkit is designed especially for use in Uganda, in contexts in which adolescent clubs, and the organizations and agencies that support them, may have limited funding or other resources. None of the activities in this Toolkit requires using expensive supplies or equipment. However, a few basic materials will make the

activities more feasible, engaging and rewarding for adolescents.

Use this checklist as you to procure and gather the most useful materials you will need for your programme, and adapt supplies to the specific circumstances and context of the adolescent club you are supporting:

Chalkboard and chalk:

Many of the session guides include steps for facilitators and/or participants to write notes on a chalkboard. A chalkboard may already be available to you in some activity spaces, such as classrooms.

If you will not have a chalkboard and chalk, consider the following substitutes:

- Large pieces of paper or cardboard (these may be recycled or reused), masking tape (to attach these to the wall), markers
- Chart paper and stand; markers

Pencils, pens or markers: Many activities involve participants drawing or writing.

If participants are students:

- Ask them to bring and use the pens or pencils they use in school

Paper: Some activities involve participants writing or drawing. Clean, blank pieces of paper

If it is not feasible to purchase new paper for your club:

- Gather and recycle used paper that has one blank side
- Gather and use cardboard
- Keep any paper that facilitators or club members have used, but are no longer
- Discarded materials. Some activities call for adolescents to gather and use discarded materials to build models or create sculptures. (See Session 7.1 Build a peaceful community for one example of this).

A few examples of materials adolescents might gather and use are:

- Empty water bottles
- Plastic shopping bags
- [invite suggestions from partners?]
- When using discarded materials, DO...
- Connect the process of gathering materials with a community clean-up project. For example, an adolescent club could spend one session cleaning a vacant lot, then use the items they have found in another session in which they are building models or sculptures.
- Gather clean materials, OR arrange time and space for adolescents to wash the materials they have gathered with soap and water
- Find creative ways to make use of items that you find in excessive quantities.

- Use materials from your natural environment, such as rocks, leaves or sticks, but only if you can do so without causing damage to the ecosystem, plantlife, habitats or food source of wildlife or livestock.

When using discarded materials, DO NOT...

- Gather or use items that are sharp, cannot be cleaned safely, and/or may cause injury or disease
- Gather or use organic materials that may also cause transmission of disease or attract pests.
- Gather or use materials that other community members need for essential purposes or their livelihoods.

Handwashing, menstrual hygiene and toilets

Handwashing facilities, soap and water, and safe, clean, private, accessible toilets with menstrual hygiene supplies available must be accessible to adolescent club members before, during and after their activity sessions.

Other useful materials

If funds or in-kind donations are available, consider procuring these supplies:

- A ground cover such as a tarpaulin, rug, mat, wooden pallet, or sheeting made from plastic, cardboard or rubber – make sure it's comfortable to sit on!
- Shade netting to protect tented or outdoor spaces from sunlight;
- Arts materials such as crayons, chalk, paints, multi-sized and multi-coloured paper, ribbons,

shoelaces, socks (for puppets), buttons, string, wool, stickers, modelling clay;

- Equipment such as footballs, volleyballs, tennis balls, sponge balls, skipping ropes, and games such as marbles, beanbags, puzzles, blocks, dominoes, balloons, bubbles and any traditional games, for participants to take a break from activities and projects and have a different kind of fun together
- Toys such as dolls, dice, wooden or plastic animals, toy cars,
- Musical instruments,
- Books, including fiction and nonfiction books appropriate for the reading level and interests of adolescents,
- An exercise book (to create an inventory log);
- A poster that lists all of the services and programmes for adolescents in the community (to be posted during sessions);
- A lightweight pump to inflate balls;
- A referee whistle for games and activities;
- A stopwatch for games and activities;
- A camera to document activities, aid project work and take photos to decorate activity spaces 2
- A projector to display facilitation instructions, or share images of adolescents' work 2
- A radio to listen to and discuss music, local news, or other stories 2
- A small activity tent that can be used within the activity space – this can be a way of dividing up the space, or dedicating a special place for activities.

Endnotes for the Introduction Section

1. Adapted from: Aflatoun International and UNICEF Syria, *Life Skills and Citizenship Education (LSCE) Manual: Stepping Forward Together: Social Innovation and Entrepreneurship through Enhancing Young People's Social, Civil, Economic Engagement in Syria: Manual One 10-14 Years*, UNICEF Syria, 2020.
2. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Tool: Discussing sensitive topics*, UNICEF, New York, 2016.
3. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Supporting Adolescents in distress*, UNICEF, New York, 2016.
4. Excerpted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Tool: Responding to child protection concerns*, UNICEF, New York, 2016.
5. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Tool: Responding to child protection concerns*, UNICEF, New York, 2016.
6. Adapted from: Ugandan Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014.

