

Building Caring Classrooms

A Guide to Positive Discipline for
Primary School Educators

FACILITATOR MANUAL



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Abbreviations

BoM	Board of Management
MoE	Ministry of Education
TSC	Teachers Service Commission
SRVAC	School – School-Related Violence Against Children
VAC	Violence Against Children
DSH	Deliberate Self-Harm
PTSD	Post Traumatic Stress Disorder

Introduction

Kenyan schools have a duty to provide a safe, nurturing environment where children can learn and thrive. Unfortunately, studies show that violence against children (VAC) is widespread. A 2019 national survey found that 45.9% of Kenyan girls and 56.1% of boys had experienced some form of violence in childhood. Teachers are often among the common perpetrators of physical violence, along with parents and relatives. Such abuse harms learners' well-being, undermines their trust in adults, and negatively affects academic performance. Within this context, the LEARN Building Caring Classrooms: A Guide to Positive Discipline for Primary School Educators has been developed to equip educators with positive, nonviolent classroom management skills that foster safety and respect.

Positive discipline offers an effective alternative to punitive punishment. Unlike traditional corporal punishment, which instils fear and can traumatise learners, positive discipline focuses on teaching and guiding children to correct misbehaviour. This approach builds a respectful teacher-learner relationship, encourages learner self-control, and creates a more supportive school climate. Research indicates that positive discipline benefits students by fostering a sense of safety and social-emotional learning, while also aiding teachers in effective classroom management. In other words, when teachers use constructive discipline methods, students feel secure and engaged, leading to better behaviour and improved academic outcomes. Embracing positive discipline is not just a matter of personal teaching style – it is a professional and ethical imperative to protect children's rights and promote quality education.

Crucially, this approach also supports teachers' own mental health. Teaching in high-pressure environments with large classes, limited resources, and exposure to children's trauma can lead to chronic stress, emotional exhaustion, or burnout. Many teachers report feeling overwhelmed, unsupported, or emotionally drained. Positive discipline is not only a learner-centred approach – it is also a teacher-sustaining approach. By promoting respectful interactions, emotional safety, and classroom harmony, it helps reduce daily stressors and supports teachers' well-being. As the saying goes: You cannot pour from an empty cup. Prioritising the emotional health of teachers is vital to sustaining compassionate, effective education.

This manual is grounded in Kenya's legal and policy frameworks that demand child protection and safety in schools. The Children Act 2022 expressly safeguards children from all forms of violence, having repealed the old notion of reasonable punishment and confirming that no child shall be subjected to corporal punishment or cruel treatment. Likewise, the Basic Education Act 2013 explicitly prohibits corporal punishment and mental harassment of learners: No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. Educators who inflict such punishment are liable to penalties under the law. Additionally, the Ministry of Education's Safety Standards Manual for Schools Kenya underscores a holistic approach to school safety, addressing all issues that impinge on the welfare of learners, staff, and the school community. Ensuring discipline practices that protect children's dignity is a crucial part of creating a safe school. In recognition of this, Kenya's Ministry of Education and Kenya Institute of Curriculum Development have developed a Positive Discipline: A Handbook for Teachers, drafted with support from

¹ Wangamati CK, Mdala I, Ogotu B, Sokoine K, Ochieng M, Majikata S, Ochieng CB, Kelly SA. Assessment of whole school approach intervention to reduce violence affecting children in and around schools in Kenya and Tanzania: protocol for a before-and-after, mixed-methods pilot study. *BMJ Open*. 2022 May 6;12(5):e055231. doi: 10.1136/bmjopen-2021-055231. PMID: 35523488; PMCID: PMC9083418.

² Ibid

³ Positive Discipline in the Classroom I Meaning & Techniques <https://rb.gy/nsq6z2>

⁴ Ibid

⁵ The Children Act, 2022 No 29 of 2022 <https://tinyurl.com/5d5mvyt6>

⁶ End Corporal Punishment <https://endcorporalpunishment.org/>

⁷ The Basic Education Act, 2013 No 14 of 2013 <https://tinyurl.com/33na8vpt>

⁸ End Corporal Punishment <https://endcorporalpunishment.org/>

⁹ End Corporal Punishment <https://endcorporalpunishment.org/>

¹⁰ Ministry of Education's Safety Standards Manual for Schools cwsglobal.org

¹¹ Positive Discipline: A Handbook for Teachers <https://tinyurl.com/25982vdz>

civil society and education authorities. This facilitator manual aligns with these national guidelines and legal requirements, reinforcing the message that corporal punishment has no place in schools and that supportive, positive discipline strategies must be used instead.

Purpose and Audience

The purpose of this manual is to orient and train teachers, through a facilitator-led program, on positive discipline and school safety. It is designed for use by facilitators (such as teacher trainers, mentor teachers, or education officers) who will conduct a four-day orientation for groups of teachers. However, the content is equally relevant to school administrators, counsellors, and the teachers themselves as a reference. By the end of the training, participants will have strengthened their understanding of violence against children and its prevention, learned practical positive discipline techniques, and developed strategies to foster a safer school environment. In essence, this manual seeks to empower educators to manage classrooms in a way that upholds children's rights, builds mutual respect, and creates a conducive atmosphere for learning.

In summary, the LEARN Teacher Positive Discipline Orientation is an essential capacity-building resource to promote child-friendly schools. Through eight core modules over four days, participants will explore topics ranging from understanding the different forms of VAC to managing their stress as teachers. Throughout all sessions, the emphasis is on reflection, participation, and skills practice. This preamble provides the foundational context – the why behind positive discipline, anchored in Kenyan law and policy and the broader goal of safe schools. Facilitators are encouraged to refer back to these guiding principles often, helping participants see the big picture: positive discipline is key to safer schools, better student-teacher relationships, and improved learning outcomes. With this common understanding, the training can move forward into the interactive sessions that follow.

Participatory Approach

This orientation is designed to practice what it preaches by modelling positive, participatory learning. As a facilitator, adopt a guide on the side approach – encourage teachers to contribute their experiences, ideas, and even concerns. Use a variety of participatory training methods throughout the sessions. For example, facilitate brainstorming sessions on flip charts, lead small-group discussions and report-backs, and incorporate role-plays or scenario simulations for teachers to practice applying positive discipline techniques. Encourage question-and-answer dialogues rather than one-way lectures. Techniques like think-pair-share, case study analysis, and group brainstorming will keep participants engaged. Remember to manage time so that every participant has an opportunity to speak or be involved in activities. Active participation not only keeps teachers interested but also helps them personally reflect on their attitudes and skills, which is crucial for internalising positive discipline practices.

Journaling and Reflection: Journaling is a core feature of the training's reflective approach. Participants are encouraged to keep a personal notebook or journal throughout the sessions. This allows for:

- Quiet, personal reflection without the pressure to speak aloud
- Processing emotions raised by sensitive topics like trauma, discipline, or stress
- Revisiting key learnings after the training

As a facilitator, you can prompt journaling at specific moments (indicated in the session plans) and remind participants that sharing is always optional. The goal is to create a safe, nonjudgmental space for teachers to reflect honestly on their beliefs, behaviours, and growth areas.

Facilitator Notes and Guidance

Facilitators should create a welcoming, interactive, and reflective learning environment to ensure a successful and engaging training experience. The guidance below outlines how to set up the space, apply participatory methods, prepare materials, and navigate facilitation with confidence and empathy.

Environment Setup

Design the training space to promote inclusion, dialogue, and movement. Avoid lecture-style seating. Instead, arrange chairs in small clusters or a wide semi-circle to encourage eye contact, collaboration, and equitable participation. Ensure there is open space for activities like values clarification, gallery walks, or role-plays.

- Display group ground rules visibly on a flipchart or board (e.g. respect, confidentiality, active listening).
- Choose a venue that is well-lit, ventilated, and quiet, with accessible facilities.
- Keep journals and flipcharts easily reachable for spontaneous reflection or recording group input.
- Set the tone from the start – make the space feel emotionally and psychologically safe.

Materials Needed

Having the right materials ready each day will help sessions run smoothly and support hands-on, participatory learning. The following core materials are needed throughout the training:

- Flipcharts and markers – for recording group ideas and demonstrating key points
- Sticky notes or index cards – for reflection prompts, anonymous feedback, or posting ideas
- Projector and laptop (if available) – to present slides or short videos (test in advance)
- Handouts – printed materials such as scenarios, laws/policies, case studies, or pre/post-tests
- Participant stationery – notebooks/journals and pens for self-reflection and note-taking
- Miscellaneous supplies – masking tape/Blu Tack for posting materials, a timing device, and name tags

Note: Each module may require additional or specific materials. These are listed separately under Materials Needed in the session plans.

Before each training day:

- Test all equipment (e.g. projector, audio)
- Arrange and label materials for easy access
- Set up the room at least 30 minutes early
- As participants arrive, engage them in a warm-up conversation or an opening activity to break the ice.

Throughout the orientation, maintain an approachable demeanour. Pay attention to the mood and energy of the group – if teachers seem hesitant, encourage them gently; if an activity is provoking strong emotions (especially in sessions on violence and stress), be ready to pause and debrief. The goal is to practice positive discipline principles in the training itself: listening, empathy, clarity, and consistency. By setting up the right environment and using interactive methods, you will help participants experience the effectiveness of positive discipline firsthand.

Facilitator Preparation and Reference Use

Facilitators play a central role in delivering this orientation meaningfully and confidently. Beyond creating a positive learning environment, you are also expected to prepare thoroughly ahead of each session. Before the training, facilitators should carefully read through the full content of each module. Each session in this manual is organised in a consistent, easy-to-follow structure to support clear, confident facilitation.

1. **Session Summary:** Every session begins with a brief overview that highlights its focus and purpose. It outlines the key themes, learning intentions, and overall flow to help facilitators understand the big picture before diving into individual slides.
2. **Materials Needed:** This section lists all the materials specific to that session (in addition to the standard supplies listed in the Materials Needed section above). It includes any unique handouts, props, or setup requirements needed for activities.
3. **Preparatory Notes for the Facilitator:** These notes detail any specific room arrangements, activity setups, or advance preparation needed for the session (e.g. pre-labelling flipcharts, preparing role cards, or printing handouts). They help ensure the smooth delivery of all activities.
4. **Slide-by-Slide Facilitation Guide:** This is the core of each session. For every slide, the guide includes the following elements:
 - o **Slide Summary:** A short paragraph explaining the purpose and content of the slide. This helps facilitators stay focused on the key message being conveyed.
 - o **Facilitator Script Tip:** Sample phrasing to help you confidently introduce or frame the slide. You may adapt this to your style or context.
 - o **Instructions (only included where applicable):** Clear, step-by-step guidance for facilitating participatory activities, movement-based exercises, journaling, or group work.
 - o **Facilitator Notes:** Practical pointers to guide your delivery of the slide. These include elaboration on concepts, prompts for discussion or reflection, and cues for managing group energy or emotional tone.
5. **Participant Handouts:** Where applicable, each session concludes with printable handouts to support participant learning. These may include key concept summaries, activity worksheets, scenario cards, or tools for self-reflection and classroom application.
6. **Facilitator Reference Materials (included in selected sessions):** Some modules provide additional reference notes or tables for facilitators. These are especially useful in sessions addressing complex or sensitive topics such as violence, mental health, or emotional well-being. They are designed to:
 - o Deepen your understanding of the content
 - o Prepare you to address anticipated questions or pushback
 - o Offer just-in-time talking points to guide emotionally charged or challenging discussions

Facilitators are encouraged to familiarise themselves with each of the following components before delivering a session: Facilitators should review all components, especially activity instructions, facilitation notes, and reference materials, before delivering each session. This will ensure smooth, responsive, and informed facilitation regardless of participant dynamics or classroom setup.

This Facilitator Manual allows you to explain each session's concepts clearly, even if you do not use a projector or if participants cannot see the slides. This ensures consistent delivery, whether or not full technology is available. Take time to review these materials beforehand. You do not need to read them aloud during the session, but should be prepared to draw on them when needed.

Session Overview (4-Day Orientation)

Below is an overview of the four-day orientation program, outlining each session's title, primary objective, duration, and required materials. This table serves as a quick reference for facilitators when planning and preparing for each day.

Session Title	Main Objective (Summary)
Orientation & Introduction	Set the tone for the training; introduce toolkit purpose and structure; co-create ground rules; surface motivations, hopes, and beliefs; establish emotional safety and baseline understanding.
Session 1: Understanding Violence Against Children	Define VAC and its forms; explore causes, prevalence, and impacts of violence on learners; highlight the importance of preventing abuse and upholding child rights.
Session 2: Creating Safe and Supportive School Environments	Identify elements of a safe, inclusive school environment; discuss how positive discipline contributes to school safety; develop strategies to improve classroom and school climate (anti-bullying, clear rules, etc.).
Session 3: Building and Sustaining Healthy Teacher-Learner Relationships	Emphasise the importance of healthy teacher-student relationships for learning; examine how trust, communication, and empathy improve behaviour and performance; and practice techniques to build rapport and respect.
Session 4: Distinction between Punishment, Discipline and Positive Discipline	Clarify the difference between punishment and discipline; examine why punitive methods fail and the benefits of positive discipline; review Kenyan laws/policies banning corporal punishment; introduce core principles of positive discipline.
Session 5: From Corporal Punishment to Positive Discipline	Equip teachers with practical positive discipline techniques for classroom management. Demonstrate methods such as setting expectations, positive reinforcement, logical consequences, and conflict resolution. Allow teachers to practice and plan how to apply these methods.
Session 6: Supporting Learner Self-regulation and Socio-Emotional Skills	Understand child development in relation to self-control; discuss ways to help learners develop self-regulation skills (e.g. emotional regulation, goal-setting, reflection); plan classroom activities that encourage student self-discipline and responsibility.
Session 7: Mental Health	Recognise the impact of teachers' stress on their teaching and students; identify sources of stress and signs of burnout; share self-care and stress management techniques; encourage peer support and seeking help when needed.
Session 8: Stress and Stress Management for Teachers	Identify common sources of teacher stress; explore its impact on wellbeing and teaching; practice stress management tools and discuss ways schools can support staff wellness.
Session 9: Teacher Self-Care and Emotional Resilience	Explore the link between emotional wellbeing and teacher effectiveness; introduce self-care strategies and resilience-building techniques to support sustainable, healthy teaching.

Session 10: Whole School Support Systems for Positive Discipline	Promote a whole-school approach to positive discipline and child protection; outline how administrators, teachers, parents, and students can work together to sustain a safe school environment; plan follow-up actions (school policies, reporting mechanisms, support networks).
Celebrating Our Journey	Reflect on the training experience; recognise personal and collective growth; affirm commitment to positive discipline and whole-school wellbeing; celebrate achievements and next steps.

Note: The above durations are approximate; facilitators should adjust pacing based on participants' needs and allow time for breaks. Each session's materials should be prepared beforehand. By following this overview and the detailed session plans in the manual, facilitators can ensure that the training flows logically over the four days, progressively building knowledge and skills from foundational concepts to practical application.

Using Energisers During Teacher Training

Positive discipline and mental health discussions can be emotionally engaging and, at times, heavy for adult participants. Energisers help create balance by relieving tension, restoring attention, and bringing energy back into the room. They are short, light activities that allow teachers to relax, laugh, reconnect with each other, or simply move their bodies in between sessions.

Why Use Energisers in This Training?

- To reduce fatigue and reset attention between modules
- To soften the atmosphere after difficult topics (e.g. violence, punishment, trauma)
- To encourage collaboration and build teacher rapport
- To keep energy levels up, especially in afternoon sessions
- To model low-cost, inclusive methods that teachers can later use with learners

When Should Energisers Be Used?

- At the beginning of the day, after the welcome, to break the ice
- Between sessions or modules to prevent fatigue
- After a particularly emotionally intense topic to relieve tension
- At the start of the afternoon to refresh the group after lunch
- Rarely at the end of the day (unless used as a reflective or bonding closer)

Facilitators should choose energisers based on the group's energy level, topic intensity, and stage of the training. It is important to never force participation, teachers should always be invited, not pressured.

1. Positive Pair-Up

Instructions: Ask teachers to pair with someone they have not interacted with yet. Each person shares for one minute: "One thing I am proud of as a teacher." Switch roles. Invite 1–2 people to share with the full group if time allows. End with a thank-you to partners for sharing. This builds confidence and reminds teachers of their positive impact.

2. Paper Toss Encouragement

Instructions: Each participant writes a kind message or encouragement to a fellow teacher (e.g. “You make a difference,” “Your work matters”). Fold or crumple the paper and toss it into the air. Each person picks one and reads it silently. No one knows who wrote what. Debrief by reflecting on the power of affirmation and unseen support.

3. Word Association Chain

Instructions: Start with a word like “child.” The next person says the first word they think of in response. Continue quickly around the circle without pausing. If someone repeats a word or takes too long, they sit down or pause. Reflect on how thoughts and feelings are connected.

4. Count to 20 (No Talking)

Instructions: Everyone stands in a circle. The group must count aloud from 1 to 20. Only one person can say a number at a time. If two people speak at once, the group must start over from 1. The challenge is to finish without speaking over one another. This activity builds focus, patience, and teamwork. Celebrate if they succeed.

5. Say It Without Saying It

Instructions: Write a word on paper related to school (e.g. rules, anger, respect). One volunteer comes to the front, picks a word, and describes it without using the word itself. The group guesses. Do 2–3 rounds. Reflect on how learners may express things indirectly.

6. What’s the Question?

Instructions: The facilitator says an answer aloud. Participants take turns suggesting what the question could have been. Encourage multiple creative or serious interpretations. After 4–5 rounds, briefly reflect on how asking the right questions is key to understanding learners and guiding classroom behaviour.

Sample Answers and Possible Questions:



Answer: “To create a safe classroom.”

- ✓ What is the goal of positive discipline?
- ✓ Why should we avoid punishment?
- ✓ Why are school rules important?



Answer: “By listening and showing respect.”

- ✓ How do we build trust with our learners?
- ✓ What helps create better teacher–student relationships?
- ✓ How can we handle conflict in class?



Answer: “Because it affects how we treat children.”

- ✓ Why should we manage our own stress as teachers?
- ✓ Why does teacher wellbeing matter?
- ✓ Why do we need to reflect on our own emotions?



Answer: “Because they feel safer and learn better.”

- ✓ Why is it important to stop violence in schools?
- ✓ Why do students respond better to kind discipline?
- ✓ Why should teachers be calm when correcting students?



Answer: “They need time, patience, and support.”

- ✓ What do children need to learn self-regulation?
- ✓ Why do students not change behaviour immediately?
- ✓ Why is positive discipline a long-term process?

7. The Clap Game (Rhythm Booster)

Instructions: Form a circle. One person starts by clapping once and making eye contact with another person across the circle. That person then claps once and chooses the next person. After a few rounds, add variations: two claps (reverse direction), three claps (skip a person). Keep increasing speed for laughter and focus.

8. Yes! And...

Instructions: In pairs or small groups, one person says a sentence related to teaching or discipline (e.g. “Learners need to feel safe”). The next person replies starting with “Yes! And...” and adds a new idea (e.g. “Yes! And safety starts with the teacher’s words”). Go around the group. This builds listening, affirmation, and flow in conversation.

9. Name–Feeling–Action

Instructions: Form a circle. Each person introduces themselves with a feeling and an action to match (e.g. “I am Alice and I feel hopeful” – makes a hopeful gesture). The group repeats the name and mimics the action before moving to the next person. This builds empathy and group bonding while adding light movement.

Reflective Wellness and Closure Activities

These short, non-writing activities are designed to support emotional wellbeing, build connection, and celebrate small moments of growth during the Positive Discipline training. They are ideal for use during tea breaks, session transitions, or just before closing. Each takes approximately 10 minutes and uses no additional materials. They help release tension, reinforce key takeaways, and affirm participant effort in a gentle, affirming way.

1. Motivation Jar Sharing

Instructions: Facilitator selects 3–5 motivating quotes or affirmations from the jar. Read each aloud slowly and clearly. Ask participants to close their eyes as they listen and reflect. After each quote, pause briefly and invite a moment of silent agreement or a deep breath. After all are read, ask for 1–2 volunteers to share which quote stood out for them and why (optional).

2. Gratitude Note Exchange (Verbal)

Instructions: Participants pair up randomly. Each person shares one thing they are grateful for about the day or about the person they are paired with. It can be about a comment, an attitude, or support shown during the session. Encourage warm eye contact and sincerity. After one round, participants may rotate once more or return to plenary.

3. Self-Care Prompt Walk

Instructions: Facilitator announces 2–3 reflective prompts related to self-care (e.g. “What makes you feel calm after a stressful day?” or “What is one thing you do just for yourself?”). Participants walk slowly around the compound or training room quietly, reflecting on their personal answers. At the end, regroup and ask for a few volunteers to share.

4. Celebration Wall (Verbal)

Instructions: Participants gather in a circle. One by one, each person says one thing they are proud of from the day. It can be something they learnt, contributed, or felt. After each statement, the group responds with a cheer, clap, or phrase (e.g. “Well done!” or “Asante!”). Facilitator can model this first.

5. Kindness Circle

Instructions: Participants stand in a circle. One person begins by turning to the person next to them and saying something positive or kind (e.g. “You helped me feel heard in our group work”). That person then turns to the next, continuing the chain until it returns to the first speaker. Close with a round of applause.

6. Pass the Positive Vibe

Instructions: Facilitator holds up an object (e.g. bottle, pen cap) and says a positive word about the day (e.g. “inspired”). They pass it to the next person, who must say a different positive word or phrase and pass it on. Encourage speed and spontaneity. Continue until all participants have spoken.

7. The Invisible Trophy

Instructions: Facilitator pretends to hold a trophy and awards it to someone in the group for something they did well (e.g. “asking powerful questions”). That person pretends to receive the trophy and gives it to someone else, explaining why they deserve it. Continue until several people have received it or time ends. Close with a group clap.

8. High Five Chain

Instructions: Participants move around the room to give high fives to at least five different people. With each high five, they must say one encouraging word or phrase (e.g. “determined,” “great job,” “thoughtful”). Remind participants to make eye contact. End with a loud, united cheer or collective clap.

9. Two Steps Forward

Instructions: Ask everyone to stand side-by-side in a line. Read a series of positive reflection statements aloud:

- ✓ I learnt something today that will change how I manage my classroom.
- ✓ I felt heard or respected during a discussion in this training.
- ✓ I understand more clearly why corporal punishment is harmful.
- ✓ I have started to think differently about discipline and behaviour.
- ✓ I found a moment in today's training that personally inspired me.
- ✓ I am committed to building better relationships with my learners.
- ✓ I want to try at least one positive discipline strategy I learnt today.
- ✓ I supported a peer during group work or shared my own experience.
- ✓ I realised something about myself or my teaching habits.
- ✓ I believe positive change is possible in my school.

Participants take one step forward if the statement applies to them, then return to the line. Repeat 3–4 statements. End with light applause.

10. One-Word Wrap-Up

Instructions: Participants form a seated or standing circle. Each person shares just one word that captures how they feel or what they are taking away from the day (e.g. “hopeful,” “recharged,”). No explanations needed. The circle moves smoothly from one person to the next. End with a group “Thank you” or clap.

Trigger Warning

The content of this orientation includes frank discussions about violence, abuse, and emotional stress. These topics can be sensitive and may evoke strong emotions or memories for some participants. Facilitators should approach these sessions with empathy and caution. Be alert to signs of discomfort or distress among teachers during modules that discuss violence against children or personal stress. Encourage a supportive atmosphere – remind participants that they may step out or take a break if needed, and make yourself available after sessions for anyone who might want to talk in private or seek help. It is important to debrief after heavy topics: allow participants to share feelings if they wish, and reinforce available support resources (such as counselling services or help lines) for those affected by the discussions. By acknowledging the emotional impact of these issues upfront, we help ensure that the training remains a safe space for learning and healing. Prioritising the well-being of participants is just as important as the content itself. After all, a key message of this program is caring for the whole school community, including teachers' and learners' emotional safety.



Orientation & Introduction

Orientation & Introduction

This opening session sets the foundation for the entire training by preparing participants mentally, emotionally, and practically for the learning journey ahead. It introduces the purpose of the training, clarifies what participants will gain, and provides an overview of the toolkit's structure and modules. Teachers are invited to reflect on their motivations, values, and lived experiences, which helps foster trust and psychological safety from the outset. Through activities like co-creating ground rules, clarifying personal hopes and fears, and a pre-test baseline assessment, the session creates a shared understanding and collective commitment to growth. Importantly, it positions teachers as co-learners, reminding them that their insights and experience are essential to the success of the training.

Additional Materials Needed

- A transparent or labelled Motivation Jar
- Pre/Post Test (printed, one per participant)
- Labels or printed signs for AGREE, DISAGREE, UNSURE corners
(Vote with Your Feet)

Preparatory Notes for Facilitators

- Motivation Jar & Hopes and Fears Activity
- Distribute sticky notes and marker pens for each table before the activity begins.
- Set aside space to store the jar visibly during the 4-day training. Revisit it during challenging or low-energy moments to reconnect with purpose.
- Pre-Test Administration: Print and collate enough copies of the Pre-Test (20 questions).
- Prepare an envelope or folder to collect completed tests confidentially.
- **Vote With Your Feet** – Values Clarification: Label three corners/walls of the room clearly with AGREE, DISAGREE, UNSURE (use printed A4 sheets or handwritten signs). Print Facilitator Reference Materials – Vote with your Feet statement
- Ground Rules – Prepare a blank flipchart page titled Our Ground Rules and markers in advance.
- Trigger Warning Slide – Emotional Safety: Identify in advance who will serve as a support person in case someone becomes distressed (ideally a facilitator or wellness focal point).

Slide-by-Slide Facilitation Guide

Slide Title: What You Will Gain from This Training

Slide Summary: This slide summary introduces key takeaways from the teacher training, covering knowledge, practical strategies, learner support, teacher well-being, and collaboration.

Facilitator Script Tip: Think of this toolkit as both a mirror and a guide. It helps us reflect on what we already do well and gives us practical tools for daily challenges. This toolkit is designed to help the teacher create a learning environment where all children feel safe, respected, and motivated to grow, not just academically, but emotionally and socially as well. Too often, discipline is associated with punishment or fear. But this manual shifts the approach: it replaces punitive methods with evidence-based, respectful, and empathetic strategies that focus on building positive behaviour, not controlling it. Whether you are a new teacher or have years of experience, this resource offers practical, adaptable strategies that you can use in your own classroom starting today.

Welcome, teachers!
Thank you for your commitment to creating safe, respectful, and thriving learning environments for every learner.

What you will gain from this training

By the end of the training, participating teachers will demonstrate:

- 🧠 Increased understanding of school-related violence and child safeguarding responsibilities, including how to identify, prevent, and respond to violence in school settings.
- 🛡️ Improved ability to implement practical school safety strategies aligned with the Kenya School Safety Standards and national child protection policies.
- 🗨️ Enhanced skills in building respectful, supportive teacher-learner relationships that promote empathy, trust, and positive behaviour management.
- 🌱 Strengthened capacity to support learner development, including fostering socio-emotional growth, self-regulation, and positive discipline without corporal punishment.
- 🧘 Greater awareness of their own mental health needs and adoption of self-care strategies to reduce stress and enhance professional well-being.

Facilitator Notes:

- **Emphasise real classroom needs and applicability. As a teacher, they will gain the following by using this toolkit.**
 - o How to identify different forms of violence that may affect learners – physical, emotional, and even neglect – and how to apply proper safeguarding procedures.
 - o You will explore practical ways to make your classroom and school environment safe and inclusive for every child.
 - o You will learn how to build respectful, trust-based relationships with your learners because positive discipline starts with connection, not control.
 - o The toolkit also supports Socio-Emotional development of learners – helping them build resilience, regulate emotions, and behave positively
 - o It includes tools for managing teachers' own stress and emotional well-being, because a healthy teacher is better equipped to support students.
 - o It helps the teacher collaborate effectively with parents and community members, forming a holistic support network for the child.
- **Highlight that this training supports both learner development and teacher well-being.**
 - o The toolkit is organised into several modules.
 - o We begin with understanding violence against children – what it looks like, how it impacts learners, and what your role is in preventing it.

- o Then we explore how to create a safe and inclusive school environment, including physical safety, emotional safety, and the school's overall culture.
- o You will get strategies for building healthy teacher-learner relationships, which are the foundation of effective learning and discipline.
- o We break down the differences between punishment, discipline, and positive discipline, so you clearly understand the shift we are making.
- o You will find practical positive discipline techniques to use daily in your classroom.
- o The manual also supports your students' Socio-Emotional learning - helping them regulate their behaviour and emotions.
- o You will explore mental health and wellness for both learners and teachers.
- o Stress management and self-care are covered too, ensuring you are equipped to sustain your work with joy and energy.
- o Finally, you will learn how guidance and counselling play a role in strengthening discipline and learner support in your school.
- o Each module builds on the next, so it is best to follow them in sequence.
- Connect back to teachers' own goals and experiences.

Slide Title: What Is Inside the Toolkit

Slide Summary: Outlines the eight key modules of the toolkit, helping participants anticipate the structure of learning.

Facilitator Script Tip: This toolkit was made with your daily realities in mind. Every section is based on what teachers in Kenya have told us they face every day.

What is inside the toolkit

- Violence Against Children & Safeguarding
- Safe, Inclusive Learning Environments
- Positive Discipline Techniques
- Learner Emotional & Mental Health
- Teacher Wellness & Self-Care
- Partnerships with Parents & Community

Facilitator Notes

- Name each module briefly and tie it to school realities: classroom discipline, learner behaviour, stress, self-care, whole-school collaboration, etc.
- Emphasise that modules are connected and should be followed in order.
- Reinforce that the training is responsive to teacher feedback.

Slide Title: Let Us Begin

Slide Summary: This slide frames the learning process as a step – by – step, progressive journey that builds on what participants already know.

Facilitator Script Tip: You already bring so much to this space. This training is not about starting from scratch – it is about strengthening what is already there.

Let us begin!

- Set personal goals for classroom transformation
- Work through each module step-by-step
- Reflect, apply, and share with peers
- Adapt tools to your classroom needs

Discipline is not control—it's connection.

Facilitator Notes

- Encourage a growth mindset.
- Reinforce that it is okay to try, adapt, and revisit strategies.
- Let teachers know they will be supported throughout.

Slide Title: Ground Rules – Safe and Respectful Space

Slide Summary: This activity supports the co-creation of ground rules that will guide how participants engage with one another during the training. Establishing shared expectations around respect, confidentiality, listening, and participation helps build psychological safety, particularly when discussing sensitive topics like discipline, violence, and behaviour. Ground rules encourage openness, self-reflection, and mutual accountability throughout the sessions.

Facilitator Script Tip: Let us take a moment to set the tone for how we will learn together. Just as we want our classrooms to feel safe and respectful for learners, this space should feel the same for you. Together, we will create a few ground rules – simple agreements that help everyone feel heard, respected, and supported as we move through this training.

Instructions:

1. Ask participants: What helps you feel safe and respected in a group setting like this?
2. Give them a moment to reflect silently or discuss briefly in pairs.
3. Record their contributions on a visible flipchart or whiteboard under the heading: Our Ground Rules.
4. Affirm all contributions without editing or judging.
5. Keep the list posted throughout the training and revisit it when needed.

Ground Rules Creating a safe and respectful space for teacher learning

Why Ground Rules Matter

- Establish a safe and respectful learning environment
- Encourage reflective thinking about current beliefs and practices around discipline
- Build openness to learning and growth

 ***What helps you feel safe and respected in a group setting like this?***

Facilitator Notes

- Allow quiet thinking time before collecting responses; this can deepen the quality of input.
- Offer a few common examples to prompt ideas if needed (e.g. confidentiality, listening without interrupting, no judgment).
- Emphasise that these rules are collective agreements – participants are more likely to follow what they helped create.
- Revisit the ground rules in later sessions when discussing challenging or emotional content.
- During moments of tension, refer back to the posted rules to reinforce shared commitments (e.g. Let us pause and return to our ground rule of respectful listening...).
- You may want to write the ground rules on a flipchart in advance and fill them in during the discussion for efficiency.
- You might say: These are not just rules on a wall – they are a reflection of the space we are committed to building together.

Slide Title: Let Us Take Care of Our Emotions (Trigger Warning)

Slide Summary: This slide introduces an emotional safety moment before engaging with sensitive topics such as violence against children, neglect, and corporal punishment. It prepares participants by acknowledging that the upcoming discussions, while necessary and meaningful, may bring up personal or painful memories. It affirms participants' autonomy to care for themselves, including stepping out, staying silent, or accessing support.

Facilitator Script Tip: Before we begin, I want to pause and offer a moment of care. Some of the topics we will explore today – like violence, abuse, and punishment – are real and serious issues. They can be hard to talk about, especially if you or someone close to you has lived through them. You are free to take care of yourself however you need to. You can step outside, stay quiet, or speak only what you are comfortable sharing. This is a space of care and respect. Please do what you need to feel safe.

Let us Take Care of our Emotions

Some of the topics we'll discuss may include:

- Violence against children
- Abuse and neglect
- Corporal punishment



- These discussions are important, but they may trigger difficult emotions.
- Please take care of yourself and step out if needed.
- Please respect each other's privacy and share only what you're comfortable with.
- You are encouraged to seek support and speak with someone you trust.

Facilitator Notes

- Acknowledge the emotional weight of the content without making assumptions about participants' experiences.
- Affirm: This work is meaningful, but it can also be difficult. You know yourself best – please listen to what you need in each moment.
- Speak gently and slowly to set a respectful, non-judgmental tone.
- Reinforce that emotional reactions are valid and normal.
- Let participants know that sharing is always optional.
- If possible, identify a designated support person (co-facilitator, guidance counsellor, or yourself).
- Offer a quiet space nearby for anyone who wants to step away without needing to explain themselves.
- Reassure participants that the goal is care, not disclosure – they are here to learn, not to relive trauma.
- Optionally invite a moment of silent reflection or deep breathing before continuing.

Slide Title: Motivation Jar & Hopes and Fears

Slide Summary: This slide invites participants to reflect on their deeper purpose for teaching and their expectations for the training. It uses two activities – Motivation Jar and Hopes & Fears – to surface internal drivers, uncertainties, and learning goals. These reflections build emotional connection, affirm participants' commitment, and allow the facilitator to sense group energy and needs.

Facilitator Script Tip: Let us take a moment to connect with why we are here, not just physically but emotionally and professionally. Each of us has a story about why we became teachers, what keeps us going, and what we hope to learn or overcome. This activity is not just about the training – it is about you, your motivation, goals, and challenges. Let us take a moment to honour that.

Your Why: Hopes, Fears & Motivation

📦 Motivation Jar:

💡 *Why did you choose to become a teacher?*

💡 *What keeps you going on the tough days?*

☀️ Hopes and Fears

💡 *What do you hope to gain from this training?*

💡 *What concerns or doubts do you have?*

Instructions:

1. Distribute sticky notes and a pen to each participant.
2. Ask them to respond to the following prompts – one per sticky note:
 - ✓ Why did you choose to become a teacher?
 - ✓ What keeps you going on the tough days?
 - ✓ What do you hope to gain from this training?
3. What concerns or doubts do you have about this training or your work?
4. Let participants know they can write anonymously or with their name, as they prefer.
5. Once complete, invite them to place the slips into the Motivation Jar (or a box/envelope).
6. Optionally, invite 2–3 volunteers to share one slip aloud.
7. Keep the jar visible throughout the training as a symbol of shared purpose and perseverance.

✍️ Facilitator Notes

- Frame this as a personal, affirming entry point. There are no right or wrong answers.
- Reassure participants that sharing is optional, but every reflection is valued.
- Consider soft background music to create a reflective tone.
- If emotional responses arise, acknowledge them gently and supportively.
- You may read selected slips aloud later in the training to reconnect with motivation or lift group energy.
- Use the jar as a reference point throughout the sessions – for example: Let us pause and remember why we are here. Some of you wrote: To give learners safety, which I never had.
- End the activity by affirming: You have already shown great courage by being here. This training builds on the strengths you are already carrying.

Activity: Pre-Test Administration

Slide Summary: A 20-question pre-test that establishes a baseline for participant knowledge.

Facilitator Script Tip: Please remember that this is not a pass or fail test. It is simply a way for us to understand what knowledge and perspectives you are bringing into this training. Your learning journey matters most!

Instructions:

1. Distribute printed copies of the test. The questions and the answer key are available at the end of this section
2. Allow a maximum of 15 minutes.
3. Collect responses.

Pre-Reflection Activity:
Where Are You Coming From?
Reflection, Not Judgment

Slide Title: Vote With Your Feet – Values Clarification

Slide summary: This is a movement-based reflective activity that invites participants to explore and surface their personal beliefs about discipline, safety, and learner behaviour. It creates space for thoughtful dialogue, self-awareness, and respectful engagement with differing perspectives.

Instructions:

1. Explain the Purpose: This is a chance to explore what we believe and challenge ourselves safely. There are no right or wrong answers.
2. Explain the Movement: I will read a statement. Move to the spot that reflects your opinion: AGREE, DISAGREE, or UNSURE.
3. Read Each Statement One at a Time. Allow participants to move before inviting discussion
4. Facilitate Brief Dialogue: Ask volunteers in each group: 'Why do you agree?' 'What makes you unsure?' 'What shaped that belief?'
5. Repeat for all 10 Statements if time allows. Let the energy build naturally. If possible, end on a lighter or inspiring note.

? Vote With Your Feet: What Do You Believe?

Facilitator Notes

- Emphasise that this is a reflective, not competitive space – participants are here to examine, not defend, their beliefs.
- Allow for silence – some prompts may stir deep or conflicting feelings. Give participants time to think.
- Refer to the Facilitator Reference Material – Vote with Your Feet Statements for suggested prompts and talking points to support deeper reflection and effectively guide the discussion.
- Clarify confusing language as needed. Reframe statements gently if they seem unclear or provoke discomfort.
- Protect balance in the conversation: Ensure no one voice dominates. Encourage quieter voices and model respectful curiosity.
- Remind participants: We are here to grow, not to agree. Discomfort can be a doorway to learning.

Slide Title: Individual Reflection

Slide Summary: This reflection activity encourages participants to think deeply about their personal experiences with discipline, both as former learners and as current teachers. It creates space to examine how past experiences, current classroom realities, and personal beliefs may influence their approach to learner behaviour. The reflection sets the stage for mindset shifts and helps participants engage with the training content more personally and honestly.

Facilitator Script Tip: Let us take a few quiet minutes to reflect inwardly. Before we begin exploring new ideas and strategies, it is important to check in with where we are each starting from. Think about how discipline has shown up in your life, both when you were a learner and now as a teacher. This is your private space to be honest with yourself. There is no need to share unless you want to – write what is true for you.

Individual Reflection (5 minutes)

In your journal, write:

1. What was discipline like when you were a learner? How did it feel?
2. What do you currently do when a learner is disruptive?
3. What do you believe causes most behaviour problems in learners?
4. What's one challenge you face with managing classroom behaviour?

Instructions:

1. Ask participants to open their journals.
2. Read each of the following prompts aloud, pausing between them for reflection:
 - a. What was discipline like when you were a learner?
 - b. What do you currently do when a learner is disruptive?
 - c. What causes most behaviour issues in your classroom?
 - d. What is one challenge you face when managing behaviour?

Facilitator Notes

- Maintain a calm, quiet environment – you may dim lights slightly or play soft instrumental music if appropriate.
- Emphasise that this activity is personal and optional to share.
- Watch the emotional tone – some participants may connect this exercise to painful or formative memories.
- Affirm that different experiences will emerge, and all are valid.
- If energy feels heavy after this activity, consider a short breathing pause or energiser before moving on.
- Optionally, invite participants to revisit these reflections later in the training as their thinking evolves.
- **Affirm:** We all carry a history with discipline. This moment is about becoming more conscious of how that history may still be shaping us today.

Final Slide Title: We Are Here to Grow Together

Slide Summary: This closing slide reinforces the spirit of collective growth, empathy, and teacher strength that underpins the training. It reminds participants that their experiences matter, that reflection is a powerful tool for change, and that this journey builds on what they already bring into the space.

Facilitator Script Tip: Let us take a moment to pause and reflect on where we have started today. These messages are simple, but they hold the heart of this journey. You already bring wisdom, care, and experience – this process helps deepen and strengthen that foundation. Read each line slowly, letting it land.

Remember...

- ✓ We are here to grow together
- ✓ Every reflection is a step toward creating safer, kinder classrooms
- ✓ You already bring so much to this space—this journey just builds on that

Facilitator Notes

- Reinforce that everyone's presence and participation matter.
- If you have collected Hopes & Fears or Motivation Jar entries, you can reference them here to reconnect to participants' purpose.
- Reassure participants: growth does not require perfection – only willingness.
- Offer a short break before transitioning into Session 1.

Facilitator Reference Material – Vote with your feet statements

All children deserve to feel safe in school.	✅ Agree – Every child has the right to learn in an environment free from fear, bullying, and violence. Safety is foundational for learning and development.
Discipline is just another word for punishment.	Disagree – Discipline is about guidance, structure, and teaching responsibility. Punishment focuses on control through fear, while discipline builds self-regulation.
A quiet classroom is always a good classroom.	✅🤔 Unsure – Quiet does not always mean learning is happening. Active engagement may be noisy, and fear can also cause silence. Look for meaningful participation.
Children learn best when they are afraid of getting in trouble.	Disagree – Fear may create short-term compliance but undermines trust, creativity, and emotional security, which are key to long-term learning.
Children should have a say in how their classroom is run.	✅ Agree – When learners help set rules and expectations, they feel ownership and responsibility. This reduces misbehaviour and increases cooperation.
Teachers are the biggest influence on learners' behaviour.	✅ Agree – Learners watch and mirror how adults treat them and others. Consistency, respect, and emotional control from teachers shape positive learner behaviour.
Learners today are more difficult than when we were in school.	✅🤔 Unsure – Today's children face different challenges. Labelling them as difficult misses the opportunity to understand and support them better.
If a child does not follow the rules, they should be excluded.	Disagree – Exclusion may punish the symptom, not solve the cause. Restorative strategies help reintegrate learners and support behaviour change.
Kindness can be a form of discipline.	✅ Agree – Kindness sets the tone for respect, teaches empathy, and encourages cooperation. It is not weakness – it is a powerful leadership tool.
Children who misbehave should be given fewer privileges.	⚠️ Sometimes , Logical consequences are valid if they are related, respectful, and help learners reflect, not as punishment but as a learning tool.

Optional Debrief Questions

- Which statement made you pause or feel challenged?
- Did you move differently than you expected? Why?
- What insights are you taking with you about your beliefs and values?

Participant Handout – Pre/Post-Training Knowledge Test (Multiple-Choice)

Name: _____

Instructions: This 20-question quiz is to be administered before the orientation begins (pre-test) and again after the training ends (post-test) to assess knowledge gained. For each question, select the best answer. Some questions have one correct answer, and others require you to select all that apply. Circle the letter(s) of your choice for each question. Your facilitator will review the answers with you after the post-test to clarify any misconceptions.

Which of the following are considered forms of violence against children? (Select all that apply.)

- A. Physical abuse (e.g. hitting, kicking)
- B. Emotional abuse (e.g. constant insults, intimidation)
- C. Poor academic performance
- D. Sexual abuse

What is a possible effect of childhood violence on learners?

- A. Increased self-esteem and confidence
- B. Improved academic performance
- C. Trauma and low self-confidence
- D. No effect on their development

Which of the following is NOT a practice that contributes to a safe and supportive school environment?

- A. Setting clear, fair classroom rules with student input
- B. Encouraging students to report bullying or abuse
- C. Using public humiliation to discipline misbehaviour
- D. Establishing a school - wide anti - bullying policy

A safe and positive school climate is likely to result in:

- A. Better student well-being and academic achievement
- B. Higher rates of student absenteeism
- C. More frequent behavioural problems in class
- D. Increased fear among students of their teachers

Which of the following actions by a teacher helps build a positive teacher-learner relationship?

- A. Actively listening to students' ideas and concerns
- B. Maintaining an always distant and strictly authoritarian attitude
- C. Frequently using sarcasm when students make mistakes
- D. Publicly comparing students and calling out the weak ones

Which teacher behaviour is most likely to harm the teacher-learner relationship?

- A. Providing praise and constructive feedback to students
- B. Shouting at or insulting students when they misbehave
- C. Holding one-on-one mentoring sessions with students
- D. Being fair and consistent in enforcing class rules

What is the key difference between punishment and positive discipline?

- A. There is no difference; they are the same in practice.
- B. Punishment focuses on making a child suffer for wrongdoing, whereas positive discipline focuses on teaching better behaviour.
- C. Positive discipline is only used for minor issues; punishment is for serious offences.
- D. Punishment never involves physical pain, but discipline does.

According to Kenyan education law, corporal punishment in schools is:

- A. Allowed if the school board and parents approve it.
- B. Prohibited – it is against the law for any teacher to physically punish a student.
- C. Not mentioned in any official policy or law.
- D. Permitted, but only for boys (not for girls).

Which of the following statements about positive discipline is FALSE?

- A. Positive discipline emphasises mutual respect and guidance rather than fear.
- B. Positive discipline means children are allowed to do whatever they want without consequences.
- C. Positive discipline still involves setting clear rules and appropriate consequences.
- D. Positive discipline can improve the trust and communication between teachers and students.

A student frequently arrives late to class. Which teacher's response below best exemplifies positive discipline?

- A. The teacher canes the student so they will not be late again.
- B. The teacher speaks with the student to understand the reasons, explains the importance of punctuality, and assigns a relevant consequence (like making up missed work during break).
- C. The teacher sends the student to the head teacher for suspension after the first incident of lateness.
- D. The teacher ignores the lateness and does nothing to avoid embarrassing the student.

Which of the following strategies are examples of positive discipline methods? (Select all that apply.)

- A. Praising students when they meet classroom expectations or improve their behaviour
- B. Giving additional homework as a punishment unrelated to the misbehaviour
- C. Involving students in creating classroom rules and consequences
- D. Using brief, calm time-outs or loss of privileges to help students reflect on misbehaviour

Which statement is true about using positive discipline techniques in the classroom?

- A. Positive discipline may take more time and patience, but it leads to better long-term behaviour change in students.
- B. Positive discipline guarantees immediate obedience from all students at all times.
- C. Positive discipline avoids all consequences; it only involves gentle talking and no discipline at all.
- D. Positive discipline is effective for young children but not useful for teenagers.

What does learner self-regulation refer to?

- A. Students controlling their own emotions and behaviour, even without direct supervision.
- B. The strict enforcement of rules by teachers to regulate students.
- C. Allowing learners to do whatever they want in class.
- D. Using punishment to force students to follow rules.

Which approach can help students develop better self-regulation skills?

- A. Teaching students to set personal goals and reflect on their behaviour choices.
- B. Immediately punishing any minor misbehaviour to enforce discipline.
- C. Removing all rules so that students learn from complete freedom.
- D. Completing tasks for students so they do not get frustrated or upset.

Why is it important for teachers to manage their own stress levels?

- A. Teacher stress can negatively affect their teaching quality and how they interact with students.
- B. Stressed teachers are always more effective at enforcing discipline.
- C. Students cannot sense a teacher's stress, so it is actually not important.
- D. Only the students' stress matters; teachers' stress has no impact in the classroom.

Which of the following is NOT an effective way for a teacher to cope with stress?

- A. Talking to a trusted colleague or counsellor about the challenges they are facing
- B. Taking regular breaks and caring for their physical and mental health
- C. Drinking alcohol or using drugs to escape stress after school
- D. Practising relaxation techniques such as deep breathing or meditation

What are some healthy strategies teachers can use to manage stress? (Select all that apply.)

- A. Engaging in regular exercise or hobbies outside of work
- B. Sharing experiences and seeking support from fellow teachers or mentors
- C. Keeping all problems to oneself to maintain professionalism
- D. Using mindfulness practices (e.g. breathing exercises) to stay calm

What does a whole-school approach to positive discipline involve?

- A. Involving all stakeholders – teachers, school leaders, students, and parents – in promoting a culture of positive behaviour and safety.
- B. Expecting individual teachers to handle discipline in isolation, in their own classrooms only.
- C. Relying on a single staff member (e.g. the discipline master) to manage all student behaviour issues.
- D. Focusing only on academic performance and ignoring behaviour or safety issues.

Which of the following is NOT part of a whole-school support system for safe discipline?

- A. Clear school policies against violence and bullying that apply to all staff and students
- B. Keeping incidents of violence or abuse secret to avoid scandal
- C. Regular communication with parents about school discipline approaches
- D. Training and supporting teachers in positive discipline practices

Who should be involved in creating and maintaining a safe, supportive school environment? (Select all that apply.)

- A. Teachers and school administrators (head teachers, deputies, etc.)
- B. Students, through involvement in school committees or feedback mechanisms
- C. Parents and community members, as partners in reinforcing positive behaviour outside school
- D. Only external experts, with no input from the school's staff or families

End

Facilitator Reference Material – Test Answer Key

Question	Correct Answer(s)	Explanation
1. Forms of violence against children	A, B, D	Poor academic performance (C) is a result, not a form of violence.
2. Effect of violence on learners	C	Trauma and low self-confidence are common effects.
3. Unsafe school practice	C	Public humiliation harms learners and breaks psychological safety.
4. Safe school climate outcome	A	A positive climate supports wellbeing and academic success.
5. Builds teacher–learner relationship	A	Active listening fosters trust and mutual respect.
6. Harms teacher–learner relationship	B	Shouting or insults erode trust and emotional safety.
7. Key difference between punishment and discipline	B	Positive discipline teaches behaviour; punishment focuses on suffering.
8. Corporal punishment in Kenyan law	B	Corporal punishment is legally banned in Kenyan schools.
9. FALSE statement about positive discipline	B	Positive discipline still includes structure and consequences.
10. Best teacher response to lateness	B	Understanding and logical consequences support behaviour change.
11. Positive discipline strategies	A, C, D	B is punitive and unrelated to the behaviour.
12. True statement about positive discipline	A	It is slower, but more sustainable for behaviour change.
13. Definition of self-regulation	A	It involves learners managing their own emotions and actions.
14. Supports self-regulation	A	Goal-setting and reflection promote responsible choices.
15. Importance of teacher stress management	A	Teacher stress affects learner outcomes and classroom climate.
16. NOT a healthy coping method	C	Substance use is harmful and unprofessional.
17. Healthy stress strategies	A, B, D	C promotes isolation and suppresses help-seeking.
18. Whole-school approach involves	A	All stakeholders are needed to reinforce positive culture.
19. NOT part of whole-school support	B	Silence or cover-ups are harmful and unethical.
20. Who should be involved	A, B, C	All school and community members have a role; D is incorrect.

Session 1: **Understanding Violence Against Children**

Session 1: Understanding Violence Against Children

This session introduces key concepts and definitions related to Violence Against Children (VAC), with a focus on how it shows up in and around schools. Participants explore different forms of violence – including physical, emotional, sexual, and neglect – and reflect on their impacts on learners’ well-being and education. The session unpacks myths and social norms that justify violence, and highlights how some forms, especially emotional harm, often go unseen but have lasting effects. Teachers are introduced to Kenya’s legal and policy frameworks on child protection and school safety. Through participatory discussion, the session encourages a shared understanding of VAC and sets the tone for a values-based, child-centred approach throughout the training.



Additional Materials Needed

- Printed copies of Handout: Session 1: Understanding VAC
- Facilitator Reference Material: Reference Table for Tree of SRVAC Causes, Issues, and Impacts
- Large Tree of Violence flipchart with:
 - o Roots (causes)
 - o Trunk (main issue)
 - o Leaves/branches (impacts)



Preparatory Notes for Facilitators

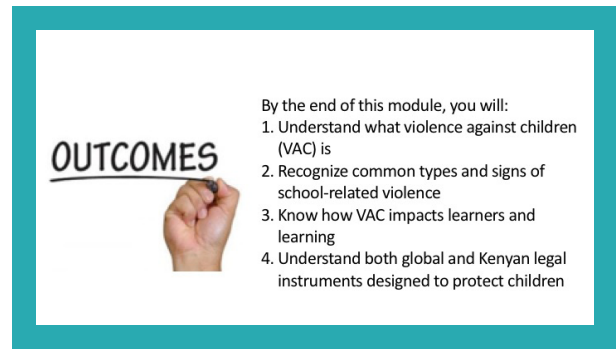
- Prepare and display Tree of Violence visual (on flipchart or wall):
 - o Draw or project a large tree with labelled parts: roots, trunk, branches/leaves.
 - o Ensure it is visible and accessible for the group activity.
- Ensure that the terminology and legal/policy handouts are printed, collated, and ready for timely distribution during relevant segments.
- Prepare a Flipchart or Whiteboard for capturing responses in discussions, such as definitions, buzzwords, and school-based observations of violence.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide summary: This slide introduces the four core learning outcomes of the session: understanding VAC, recognising SRVAC, identifying its impact, and learning the relevant legal protections.

Facilitator Script Tip: As we start, let us remember that understanding violence is the foundation for change. We cannot prevent what we do not fully understand. As teachers, you are on the frontlines of both learning and protection. These outcomes reflect what children need and what many of you already strive to do daily.



Facilitator Notes

- Walk through each outcome slowly and clearly. Ask participants to note which one feels most familiar, and which they would like to learn more about.
 - o Understand what violence against children (VAC) is. Introduce the term clearly. Many participants may associate violence only with physical harm. Emphasise that VAC includes emotional, sexual, and neglectful behaviours as well.
 - o Recognise common types and signs of school-related violence. Let participants know this includes bullying, corporal punishment, sexual harassment, neglect, and verbal abuse. Signs can be physical, emotional, behavioural, or academic (e.g. withdrawal, fear, drop in performance). Please encourage them to reflect on what they have seen in their schools.
 - o Know how VAC impacts learners and learning. Reinforce that violence affects concentration, attendance, self-esteem, and trust in adults. This is not just a child protection issue – It is a learning and school performance issue.
 - o Understand both global and Kenyan legal instruments designed to protect children. Inform participants that they will learn about key international and national frameworks (like the UNCRC, Kenya’s Children Act, and Basic Education Act). Clarify that these laws not only protect learners but also define teacher responsibilities and school obligations.
- Emphasise that this session builds shared understanding and a common language around VAC. This foundation will be important for future modules on school safety and positive discipline.
- Encourage self-awareness and openness. Let participants know it is okay if some concepts feel new or challenging – the session is designed to build clarity, not judge. Pause briefly after each one to check for nods, understanding, or questions.
- Reinforce that the session is meant to build on what teachers already know and do, not judge or criticise.

Slide Title: Buzzwords to Explore

Slide Summary: This slide lists key terms related to violence against children and school-related violence. These buzzwords include both broad categories (like VAC and SRVAC) and specific forms of harm (such as bullying, grooming, and social exclusion). Understanding these terms helps build shared language among educators, which is essential for identifying, discussing, and addressing different forms of abuse or risk within schools. This vocabulary also supports clarity when reporting concerns or engaging with policies and guidelines.

Facilitator Script Tip: Let us take a moment to look at some of the key terms or buzzwords we often come across when discussing violence against children. Some of these may already be familiar to you, while others may need more unpacking. This shared vocabulary helps us describe situations more accurately and know when something we have seen or heard might actually be a protection concern. As we go through this list, think: Are there any terms you're unsure about? Or ones that you hear often but aren't clearly understood in your school setting?

Buzzwords to Explore

- Violence Against Children (VAC)
- School-Related Violence Against Children (SRVAC)
- Bullying
- Cyberbullying
- Corporal Punishment
- Emotional Abuse
- Child Protection
- Neglect
- Harmful Cultural Practices
- Mandatory Reporting
- Sexual Abuse
- Peer Violence
- Sexual Harassment
- Sexual Intimidation
- Sexual Coercion
- Unwanted Touching
- Defilement
- Sexual Exploitation
- Grooming
- Peer Pressure
- Social Exclusion
- Verbal Abuse

Instructions:

1. Ask participants to form pairs.
2. Choose 3–4 terms from the list and assign them to the pair.
3. Allow pairs five minutes to discuss their meanings.
4. Give the pair an opportunity to share their definition
5. Compare with definitions in Handout #1 as they have been distributed.
6. Ask these reflective questions
 - o Which terms were familiar to you?
 - o Which ones were new or surprising?
 - o How do these terms apply to your daily work?

Facilitator Notes

- Encourage discussion around misunderstood or normalised terms; use Handout to clarify.
- Clarify key terms:
 - o Violence Against Children (VAC): This includes all forms of physical, emotional, or sexual abuse, neglect, or exploitation – whether in the home, school, or community.
 - o Child Maltreatment: Often happens at the hands of caregivers – parents, guardians, or other trusted adults. It includes neglect (like not providing food or emotional support) and abuse (physical, emotional, or sexual).
 - o Link to SRVAC: Many children who are maltreated at home bring that trauma into the classroom. Teachers may also witness or unintentionally perpetuate school-related violence (e.g., corporal punishment, verbal humiliation, or peer bullying left unaddressed).

Slide Title: Group Discussion: What is Violence Against Children?

Slide Summary: This introductory group discussion helps surface participants' current perceptions and lived experiences related to violence against children. It creates a safe space for educators to name visible and invisible forms of violence in school settings, reflect on what has been normalised, and begin unpacking their roles in shifting these norms. The conversation prepares participants to explore why violence persists and what alternatives are possible.

Facilitator Script Tip: Let us begin by thinking about what violence against children really looks like in our school environments – not just what's in the law or policy, but what we actually see, hear, and experience. I'll read these questions aloud, and I'd like you to discuss them in small groups. You can reflect on what comes to mind, any examples you've come across, and the kinds of violence that have become so normal we might not even question them anymore. After a few minutes, we will come back and share some reflections as a group.

Group discussion: What is Violence Against Children?

- What comes to mind when you hear 'violence against children'?
- Share examples you've seen or heard in schools
- What kinds of violence are most normalized?

Instructions:

1. Introduce the activity by explaining that this is a group discussion to surface participants' current understanding and perceptions of violence against children.
2. Read all three questions on the slide aloud:
 - o What comes to mind when you hear violence against children?
 - o Share examples you've seen or heard in schools.
 - o What kinds of violence are most normalised?
3. Invite participants to form small groups or pairs (3–5 people works well).
4. Give them 5–7 minutes to discuss all three questions.
5. After group discussion, open the floor for plenary sharing. You may ask for 2–3 volunteers to share highlights from their groups.
6. Note responses on a flipchart under themes like types of violence, perpetrators, normalised practices, or school vs. home if appropriate.

Facilitator Notes

- This discussion helps to establish a shared baseline understanding of what violence against children looks like in participants' school environments.
- You are not looking for textbook definitions – this is about lived realities and perceptions.
- Some participants may name physical violence first (e.g., caning, slapping), but ensure emotional, verbal, sexual, and neglect-based forms are acknowledged too.

- Gently encourage reflection on normalised violence – such as shouting, humiliation, or denying meals as punishment – that may not always be recognised as harmful.
- If examples get too graphic or upsetting, pause and remind participants of emotional safety and the option to pass.
- Use this session to deepen awareness that violence takes many forms – and that cultural norms, stress, and school pressures often allow it to persist unnoticed.
- Highlight that this session lays the groundwork for exploring positive discipline approaches and preventive safeguarding roles later in the training.

Slide Title: What is Violence against Children

Slide Summary: This slide introduces the formal definition of violence against children using the World Health Organization’s typology. It outlines the main forms of violence – ranging from sexual and emotional abuse to harmful traditional practices – and highlights that violence can occur in any setting where a child lives, learns, or interacts. It reinforces that violence is not limited to physical harm, and helps broaden participants’ understanding of what constitutes abuse or neglect.

Facilitator Script Tip: Let us now anchor our discussion in the formal definition. The World Health Organization identifies six major types of violence that children can experience. These include not only physical and sexual violence, but also things like bullying, psychological harm, and even neglect. Importantly, violence against children can happen anywhere – not just at home. It can happen in school, on the way to school, or in the wider community. As we read through this list, I invite you to think: Which of these types are most common in your school or context? Which are hardest to detect or talk about?

What is Violence against Children?

The World Health Organization defines the six types of child violence that tend to occur at different stages in a child’s development:

- Sexual violence
- Emotional or psychological violence.
- Child maltreatment
- Bullying, including cyberbullying
- Youth violence
- Intimate partner violence (IPV)
- Harmful traditional practices*

It can happen at home, school, or in the community

Facilitator Notes

- Definitions of Each Type of Violence Against Children:
 - o Sexual Violence: This includes any sexual act involving a child, whether through force, threats, or manipulation. It can include unwanted touching, rape, sexual harassment, or involving children in pornography. Example: A teacher touching a learner inappropriately or a peer forcing another into sexual acts.
 - o Emotional or Psychological Violence: This is behaviour that harms a child’s sense of self – worth or emotional well-being. It includes persistent insults, threats, humiliation, shaming, intimidation, and rejection. Example: A child constantly being told they are useless or being screamed at in front of classmates.

- o Child Maltreatment: A broad term that includes physical abuse, emotional abuse, neglect, and exploitation by caregivers, whether intentional or through neglect. The failure to meet a child's basic needs such as food, shelter, love, supervision, or education. child maltreatment often involves caregivers or adults in trusted roles, including teachers. Example: A child left without food, clothing, or emotional support by their guardian.
 - o Bullying (including Cyberbullying): Repeated aggressive behaviour where one child or group targets another to cause harm, fear, or distress. It can be verbal, physical, social, or online (cyberbullying). Example: Learners spreading harmful rumours online or excluding someone from a group repeatedly.
 - o Youth Violence: This refers to physical fights, assaults, or violent behaviour between young people in schools or communities. It may involve groups or gangs and can result in injury or death. Example: A group of students beating up another child after school.
 - o Intimate Partner Violence (IPV): Exposure to violence between caregivers or romantic partners in the home. Children who witness this violence – even if they are not the direct target – are deeply affected.

Example: A child watching their father physically abuse their mother at home.
 - o Harmful Traditional Practices: These are customs or rituals that cause harm to children, often justified by culture or tradition. This includes child marriage, female genital mutilation (FGM), or forced initiation rites. Example: A girl being married off at age 12 or undergoing FGM during a traditional ceremony.
- Let participants know that these forms often overlap. For example, a child experiencing sexual abuse may also face emotional violence and neglect.
 - Point out that school – related violence includes most of these types: bullying, emotional abuse, physical violence, and even sexual harassment – all can happen within school environments.
 - Make the connection to school: Children may face violence in school (from teachers or peers) or bring the impact of violence from home into the classroom.
 - Clarify that VAC includes both actions and inactions – what is done to a child (like abuse) and what is withheld (like food, affection, supervision).
 - Emphasise that schools must be safe spaces – and that understanding these forms helps teachers respond supportively, not punitively.
 - Ask participants:
 - o Which of these have you seen or heard about in your school environment?
 - o Why is it important for teachers to recognise all these forms, not just physical punishment?

Slide Title: Why Focus on Children

Slide summary: This slide presents compelling global statistics on the prevalence and severity of violence against children (VAC), emphasizing the urgency of addressing it in schools. Key data points include high rates of physical and sexual abuse, significant underreporting, and the disproportionately high impact on boys in terms of fatal violence.

Facilitator Script Tip: This slide helps us understand why this training matters. The numbers are staggering – 1 in 4 children faces physical abuse, and 1 in 4 girls faces sexual abuse. These are not just statistics – they represent learners in our own classrooms. When we talk about positive discipline and safe schools, it is not a luxury – it is a necessity. Think about that number – 246 million. That is more than the population of many countries. Every one of those children is someone's daughter, someone's son, sitting in a classroom, afraid-not of learning – but of being hurt. School should never be a place of fear.



Facilitator Notes

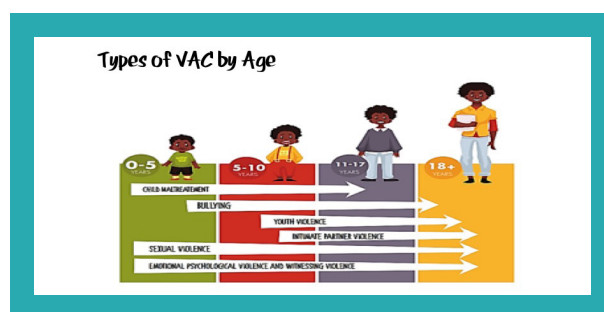
- Clarify the scope and data:
 - Explain that the One Billion number refers to the estimated number of children experiencing violence every year.
 - One in four children globally experiences physical abuse during their childhood.
 - Nearly 1 in 4 girls and 1 in 13 boys experience sexual abuse.
 - Self-reported data from children shows that rates of abuse and neglect are significantly higher than what is officially recorded. For example, child sexual abuse reports can be 30 times higher, and physical abuse up to 75 times higher, than formal data suggests.
 - Boys are disproportionately affected by fatal violence, making up a significant majority of child homicide victims.
- Emphasise that these statistics are not just global – they reflect local realities as well, including in Kenya. The National Violence Against Children (VAC) survey reveals similar patterns.
- Highlight that these numbers are global but relevant to local contexts – Kenya's national VAC survey shows similar trends.
- Emphasise the gendered nature of violence:
 - Girls are more likely to experience sexual violence.
 - Boys are more likely to experience fatal forms of violence (e.g., homicide).
- An estimated 246 million girls and boys around the world are affected by school – related violence (SRVAC) each year. This includes physical punishment, bullying, verbal abuse, and sexual violence in and around schools.

- This is not just about statistics – it is about the lived experiences of children who attend school expecting safety, but are sometimes met with harm.
- Acknowledge that the data may feel overwhelming, but reassure participants of their powerful role in preventing violence and creating safe, nurturing environments for learners.
- Remind teachers that while the figures are heavy, their role in schools makes a big difference in prevention and protection.
- Invite silent reflection or a short pair-share: What stood out to you most from this data?

Slide Title: Types of VAC by Age

Slide Summary: This visual depicts how different forms of violence against children (VAC) manifest at various stages of childhood and adolescence, from early childhood (0–5 years) through adolescence (11–17 years) and into young adulthood. It helps teachers understand that certain forms of violence are more prevalent or begin to emerge at particular developmental stages.

Facilitator Script Tip: This image shows that violence against children can occur at every age, but the form it takes often changes. As teachers, knowing which types are most likely at which ages helps us stay alert, recognise signs, and respond appropriately.



Facilitator Notes

- Start by walking through the age ranges depicted on the slide: 0–5, 5–10, 11–17, and 18+ years. Then describe each form of violence and when it tends to emerge:
 - o Child Maltreatment (0–5 years onward): Includes neglect, physical harm, or lack of emotional nurturing, often in the home or by caregivers. Begins in infancy and can continue throughout life.
 - o Bullying (starts ~5–6 years): Peer – to – peer violence, including verbal teasing, exclusion, threats, and now also cyberbullying. Common in upper early primary years and intensifies in adolescence.
 - o Sexual Violence (starts in early childhood, more common from 10+): Any form of sexual contact or exploitation, including touching, harassment, or rape. It can occur across all ages but rises sharply during adolescence.
 - o Youth Violence (starts 10+): Aggression and violent acts by peers or gangs, often within communities or schools. This may include fighting, attacks, or involvement in organised crime.
 - o Intimate Partner Violence (IPV) (starts ~13+): Violence in romantic or dating relationships; many adolescents experience controlling, physical, or emotional abuse from their partners. Sometimes, it starts in upper primary and is more common in secondary school.

- o Emotional or Psychological Violence (all ages): Includes belittling, humiliation, threats, and coercion. Also includes witnessing domestic violence, which is extremely harmful to a child's emotional development.
- Clarify that these forms of violence often overlap. A child may face multiple forms simultaneously (e.g., bullying at school, witnessing IPV at home).
- Link this slide back to the teacher's role: You are often the first trusted adult outside the home. If you know what signs to look for, you can help protect children.

Slide Title: Nature and Extent of VAC in Kenya and Childhood Violence in Kenya

Slide Summary: This slide presents a key finding from the Kenya Violence Against Children Survey (VACS), showing the overall prevalence of violence among children in Kenya. It highlights that:

- 46% of females and
- 56% of males experienced some form of violence – whether physical, emotional, or sexual – before the age of 18.

This high prevalence underlines the urgent need for violence prevention efforts in schools and communities.

Facilitator Script Tip: These statistics are drawn from the Kenya VACS, a nationally representative survey on violence against children. They show us that childhood violence is not a rare event – it is an everyday reality for many learners we teach. Nearly half of all girls and more than half of all boys have experienced some form of violence before age 18. This means many children in our classrooms are carrying invisible wounds.

Nature & Extent of VAC in Kenya

Childhood Violence in Kenya



Nearly half of females (46%) and more than half of males (56%) experienced violence (physical, sexual or emotional) in Kenya

Facilitator Notes

- Emphasise that the Kenya VACS 2019 is a nationally representative and government-led study, offering credible evidence on the scale of childhood violence.
- Make the connection to participants' day-to-day reality: If you teach a class of 30, statistically, many of those children may have experienced violence.
- Allow participants to share their reactions, but reassure them that feelings of shock, sadness, or anger are normal. Acknowledge that this may be difficult to hear, but it is a necessary truth for meaningful change.
- Use the data as a foundation for deeper discussions in the upcoming slides: What does this mean for how we relate to our learners? How can schools become safer, more responsive spaces?
- Reaffirm that this session is about building awareness, skills, and shared responsibility to reduce these numbers – one safe classroom at a time.

Slide Title: Childhood Sexual Violence

Slide Summary: This slide presents data from the Kenya Violence Against Children (VAC) Survey, showing that girls are more than twice as likely to experience sexual violence in childhood compared to boys. It also highlights that the majority of those who experience such violence do so more than once.

Facilitator Script Tip: According to the Kenya VAC Survey, 16% of girls and 6% of boys report experiencing sexual violence in childhood. What is more disturbing is that nearly two-thirds of the affected girls report multiple incidents. This tells us that sexual violence is not only prevalent but often repeated, highlighting the urgency of early intervention, protection, and support for survivors.

Childhood Sexual Violence



Females are **more than twice as likely** (16%) to experience sexual violence in childhood as males (6%).

Among 16% of females who experienced childhood sexual violence, **nearly two thirds (62%) experience multiple incidents** before age 18

Facilitator Notes

- Emphasise that sexual violence often remains hidden due to stigma, fear, and lack of reporting.
- Encourage participants to reflect on how teachers and schools can offer a safe space and be vigilant for signs of distress.
- Point out that repeated exposure worsens the trauma, making school-based prevention and response even more critical.
- Reassure participants that later modules will cover child safeguarding, referral mechanisms, and how teachers can support disclosure and recovery.

Slide Title: Childhood Physical Violence

Slide Summary: This slide highlights that physical violence is the most common type of violence experienced by children in Kenya. It presents key statistics showing that 39% of girls and 52% of boys experienced physical violence during childhood.

Facilitator Script Tip: Let us look at the most common type of violence experienced by children in Kenya – physical violence. National survey data shows that more than half of boys and about two out of five girls experienced physical violence as children. This tells us it is a widespread issue that affects both boys and girls significantly.

Childhood Physical Violence



Physical violence is the most common type of violence experienced by children in Kenya

Two out of five (39%) females and one out of two males (52%) experienced childhood physical violence.

Facilitator Notes

- The data comes from the Kenya Violence Against Children Survey (VACS).
- Physical violence includes acts like slapping, hitting, kicking, or beating, often by parents, caregivers, or authority figures.
- Emphasise that boys are often more affected, but the numbers for girls are also alarmingly high.
- Invite brief reflection or questions:
 - o Does this align with what you observe in your communities or schools?

Slide Title: Childhood Emotional Violence

Slide Summary: This slide highlights that children experience emotional violence from close relationships – parents, caregivers, intimate partners, and peers. Emotional abuse includes persistent criticism, humiliation, rejection, or threats.

Facilitator Script Tip: Emotional violence is not always visible, but it profoundly affects a child's sense of safety, confidence, and self-worth. In Kenya, children report experiencing emotional harm from those closest to them – those they trust most, like parents, caregivers, and peers. As teachers, we need to be alert to emotional wounds that are often hidden behind behaviour.

Childhood Emotional Violence



Children suffer from emotional violence perpetrated by those around them **such as parents, caregivers, intimate partners and peers**

Facilitator Notes

- Clarify that emotional violence is just as harmful as physical or sexual violence, though less often recognised.
- Offer examples: constant insults, shaming, threats of abandonment, or comparing a child negatively to others.
- Emphasise that emotional safety in classrooms is as important as physical safety.
- Encourage teachers to reflect on how they speak to learners, especially in moments of frustration.

Slide Title: Current Emotional Violence by Peers

Slide Summary: This slide shows that emotional violence by peers is currently affecting about one-third of adolescents – 34% of girls and 32% of boys – within the past 12 months.

Facilitator Script Tip: Emotional violence is not always visible, but it profoundly affects children's mental health. Recent data shows that one in three boys and girls experienced emotional violence by peers – things like name-calling, exclusion, or being made to feel worthless.



Facilitator Notes

- Emotional violence includes mocking, threats, insults, humiliation, or exclusion, mainly by other children.
- Peer – to – peer violence is often overlooked but common in schools and social settings.
- Encourage participants to reflect:
 - o What are common ways children emotionally harm each other in school?
 - o How do teachers respond – or not respond – to this type of violence?

Slide Title: Witnessing Violence in Childhood

Slide Summary: This slide highlights how witnessing physical violence in the home, such as a parent being hurt by a partner, can profoundly affect children. It links this exposure to an increased risk of victimisation later in life.

Facilitator Script Tip: Even when a child is not the direct target of violence, simply witnessing it, especially in their own home, can cause long-lasting harm. It teaches them that violence is normal, and this can shape how they behave or accept being treated as adults.



Facilitator Notes

- Explain that children who witness domestic violence often experience the same trauma symptoms as direct victims.
- Many of them may struggle with anxiety, aggression, fear, or poor relationships.
- This is sometimes referred to as secondary victimisation – it still counts as violence against the child.
- Ask:
 - Have you ever worked with a learner who seemed fearful or withdrawn, or easily angered?
 - Could this be a child witnessing violence at home?
- Reinforce the need for safe reporting pathways and supportive adults in school who notice and help such children.

Slide Title: Violent Discipline at Home

Slide Summary: Almost half of girls (48%) and boys (42%) experienced physical discipline or verbal aggression by parents or caregivers in the past year.

Facilitator Script Tip: Discipline at home is meant to guide, but many children experience it in harmful ways. Nearly half of all boys and girls were physically or verbally punished by a parent or caregiver in the last 12 months.

Violent Discipline at Home



Almost half of females (48%) and males (42%) experienced physical discipline or verbal aggression by parents or caregivers in past 12 months

Facilitator Notes

- This form of violence includes slapping, beating, yelling, or threats used to control behaviour.
- It is often normalised in many homes but has long-term impacts on children's emotional and physical well-being.
- Pause for participant reflection:
 - Why do some adults still believe violence is necessary to discipline children?
 - What alternatives can we promote to reduce this form of violence?

Slide Title: Nature and Extent of SRVAC in School and Common Forms of SRVAC

Slide Summary: This slide introduces the concept of school-related violence against children (SRVAC), breaking it down into common forms: physical, emotional, and sexual violence. It also defines two key types – corporal punishment and peer violence – and shows their overlap in a Venn diagram.

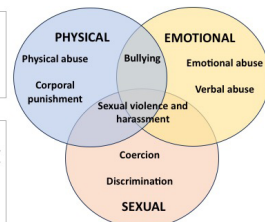
Facilitator Script Tip: SRVAC does not just happen in the home – schools are also places where violence occurs. This includes not only corporal punishment by teachers but also bullying and abuse among learners. We must understand that violence takes many forms – physical, emotional, and sexual – and these often overlap in the lives of children.

Nature & Extent Of SRVAC In Kenya

Common Forms of SRVAC

Corporal punishment involves the use of physical force to cause pain or discomfort as a disciplinary measure, administered by parents, teachers, or school authorities.

Peer violence refers to unwanted aggressive behaviour among peers, involving a real or perceived power imbalance and occurring in various forms such as bullying, physical altercations, and emotional abuse.



Let's Reflect Together

- Which of these forms do you think is most normalized in your school setting?
- Have you ever seen violence that cuts across more than one category?

Facilitator Notes

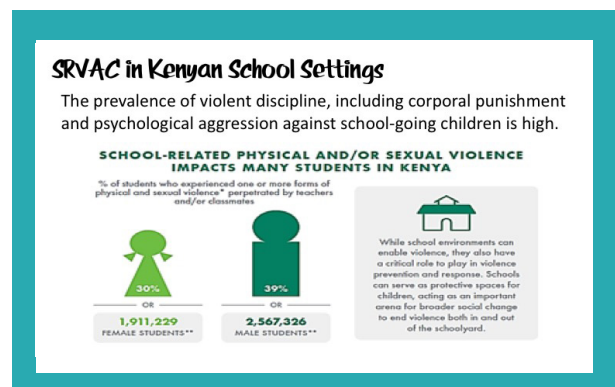
- Corporal punishment is defined as the use of physical force (like caning or slapping) intended to cause pain or discomfort. This is often justified as discipline, but it is a form of physical violence.
- Peer violence involves aggression between students, such as bullying, emotional humiliation, or fights, and is rooted in power imbalances.
- Use the Venn diagram to show how forms of violence overlap. For example: A child bullied with sexual insults = emotional + sexual. A student slapped by a teacher in front of the class = physical + emotional.
- Emphasise: violence is never justified as discipline, and all children have the right to learn in safe environments.
- Ask:
 - o Which forms of SRVAC do you see most in your school?
 - o What are the challenges in addressing them?

Slide Title: SRVAC in School Settings in Kenya

Slide Summary: This slide presents data on the prevalence of school-related physical and/or sexual violence experienced by school-going children in Kenya. It emphasises that violent discipline, including corporal punishment and psychological aggression, is widespread. The data shows that 30% of female students (over 1.9 million) and 39% of male students (over 2.5 million) have experienced violence from teachers or classmates.

Facilitator Script Tip:

School is supposed to be a safe place, but this data from Kenya shows that a significant number of children are experiencing violence while at school, often at the hands of the very people meant to protect and guide them. This includes both physical and sexual violence. We have a collective responsibility to change this.



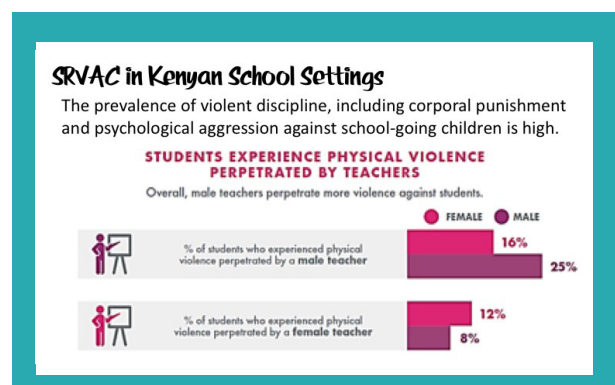
Facilitator Notes

- Clarify that SRVAC includes violence from both teachers (e.g. caning, shaming) and peers (e.g. bullying, harassment).
- Emphasise that 30% of girls and 39% of boys reported physical or sexual violence in school. This affects over 4.4 million students – a major national concern.
- Highlight the insight: While school environments can enable violence, they also play a critical role in prevention and protection.
- Ask:
 - What can schools do to become safer spaces for all children?

Slide Title: SRVAC in School Settings in Kenya

Slide Summary: This slide shows that violent discipline by teachers is still common in schools. Male teachers are more likely to perpetrate physical violence, with 25% of boys and 16% of girls reporting it. Female teachers also perpetrate violence, though at slightly lower rates.

Facilitator Script Tip: Violence by teachers is a serious issue. The data shows that male teachers are the main perpetrators, especially against boys. But female teachers are also involved. This reminds us that both genders of teachers contribute to the problem.



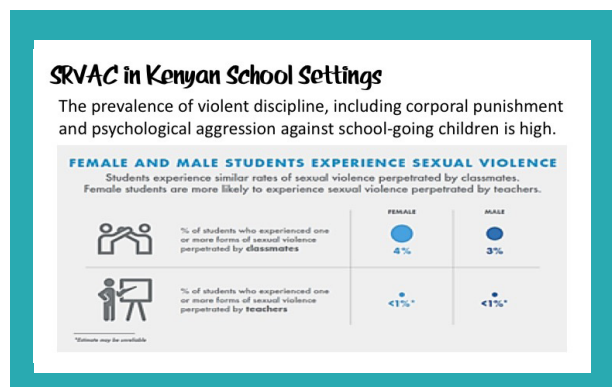
Facilitator Notes

- Corporal punishment remains widespread, even though it is banned by law.
- Boys are more affected by male teachers, while girls are more affected by both male and female teachers.
- This reflects harmful beliefs that physical punishment is part of discipline.
- Ask participants:
 - o What are some reasons teachers give for using violence?
 - o How can we support teachers to shift away from violent discipline?

Slide Title: SRVAC in School Settings in Kenya

Slide summary: This slide shows that students experience sexual violence mainly from classmates. 4% of girls and 3% of boys reported sexual violence by peers. Less than 1% of students reported sexual violence by teachers, with girls slightly more affected.

Facilitator Script Tip: Sexual violence in schools is peer-to-peer, mainly, with girls slightly more affected. Reports of teacher-perpetrated sexual violence are lower, but even a small percentage is serious.



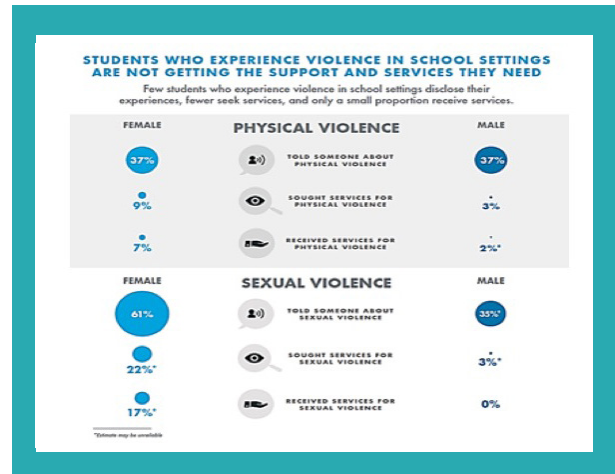
Facilitator Notes

- Most school-based sexual violence comes from other learners, not teachers.
- Girls are more likely than boys to report such experiences.
- The low reported numbers for teachers may reflect underreporting due to fear or stigma.
- Ask:
 - o What systems are in place to report and respond to sexual violence in your school?
 - o How can we create a safer environment for all learners to speak up?

Slide Title: Disclosure, Service Seeking and Service Uptake

Slide Summary: Most students who experience violence in school settings do not report it, seek help, or receive services. More girls than boys disclose or seek help, especially in cases of sexual violence. Service access is very low for all.

Facilitator Script Tip: Many children who face violence in schools suffer in silence. Even when they do speak out or seek help, very few receive any services. Girls are slightly more likely to report or seek help, especially after sexual violence, but overall support remains limited.



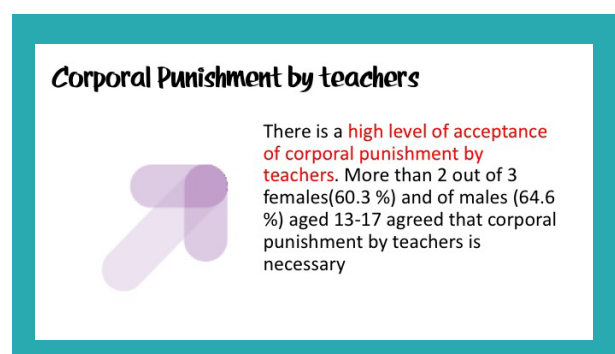
Facilitator Notes

- Less than 10% of children who experienced physical violence sought or received support.
- For sexual violence, 61% of girls and 35% of boys told someone, but very few accessed services.
- There are critical gaps in reporting systems, trust, and available services.
- Ask:
 - o What barriers prevent children from speaking up?
 - o What systems exist in your school to support children who disclose violence?

Slide Title: Corporal Punishment by Teachers

Slide Summary: This slide reveals a worryingly high acceptance of corporal punishment among adolescents in Kenya. Over 60% of females and 64.6% of males aged 13–17 believe that corporal punishment by teachers is necessary, despite its illegality and harmful effects.

Facilitator Script Tip: This data shows that many learners still believe corporal punishment is necessary. This reflects how deeply embedded these beliefs are – not just among teachers but within our entire society. If we want to change practices, we must also shift mindsets – starting with our own.



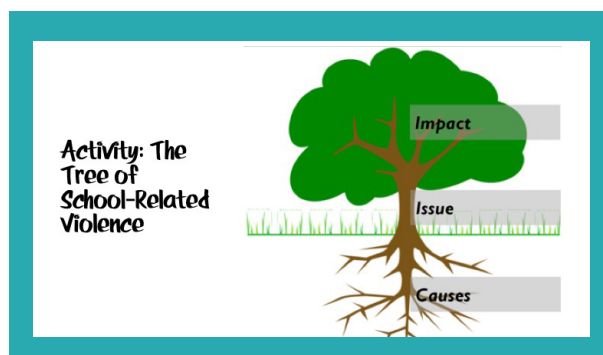
Facilitator Notes

- Explain that corporal punishment is illegal in Kenya under both the Children Act 2022 and the Basic Education Act.
- Emphasise the disconnect between policy and social norms – teachers, parents, and even learners often still see violence as acceptable or ‘normal.’
- Encourage discussion:
 - o Why do you think so many young people still accept corporal punishment?
 - o What influences these beliefs – home, school, culture, religion?
- Reframe: Positive discipline is not about removing boundaries – it is about teaching in ways that build respect and responsibility without fear or violence.

Slide Title: Activity – Tree of School – Related Violence

Slide Summary: This participatory activity uses a tree metaphor to help learners explore the root causes, core issues, and impacts of school-related violence. Participants work in groups to place sticky notes on the roots (causes), trunk (main issue), and branches/leaves (impacts).

Facilitator Script Tip: Earlier, we identified different types of violence learners face in school. Now, let us go deeper and ask: Why is this happening? What are the root causes? What are the consequences for children? We will use the image of a tree to help us reflect.



Materials Needed

- A large printed or drawn tree on flipchart paper (or project the slide and use wall space).
- Sticky notes (3 different colours if possible).
- Markers or pens.

Instructions:

1. Introduce the Metaphor: Explain that we will use the image of a tree to represent school violence.
 - o The roots represent causes.
 - o The trunk is the central problem.
 - o The branches and leaves show the impact on children.
2. Divide participants into three groups:
 - o Group 1: Writes root causes of school-related violence (e.g. poverty, harmful beliefs, poor teacher training) and sticks them on the tree roots.
 - o Group 2: Writes the main issue (e.g. violence against children in schools) and places it on the trunk.
 - o Group 3: Writes effects (e.g. poor academic performance, trauma, dropout) and sticks them on the leaves or branches.
3. Ask each group to place their notes on the appropriate part of the tree: roots, trunk, branches, or leaves.
4. Sharing & Reflection: Each group briefly presents their notes and reasoning.
5. Facilitate a short discussion:
 - o What patterns do you notice?
 - o Are some causes deeply embedded in school culture or society?
 - o Which impacts are most harmful or long-term?
6. After groups share their sticky notes, use the reference table (Refer to Session 1: Understanding VAC – Reference Table for Tree of SRVAC Causes, Issues, and Impacts of SRVAC) below to guide the plenary discussion. Point out any missing elements, clarify misunderstandings, and deepen the analysis by linking back to research and common patterns from literature.

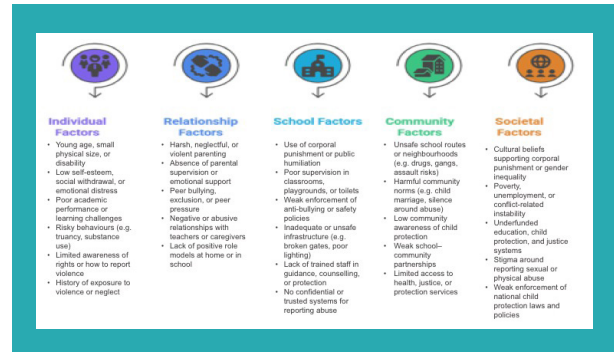
Facilitator Notes

- SRVAC is rooted in broader systems and beliefs, not just individual behaviour.
- Children experience multiple, connected forms of harm.
- Addressing SRVAC requires understanding both causes and impacts to design better responses.

Slide Title: Risk Factors of VAC

Slide Summary: This slide builds on the Tree of Violence activity by showing how the root causes participants identified align with the Socio – Ecological Model. It highlights four interconnected levels – individual, relationship, community, and societal – that increase the risk of violence against children.

Facilitator Script Tip: Earlier, we explored the roots of school violence using the tree. Let us now connect your ideas to a global framework called the Socio-Ecological Model. It helps us understand how violence is shaped by many layers, starting with the child and extending out to families, communities, and even national systems.



Facilitator Notes

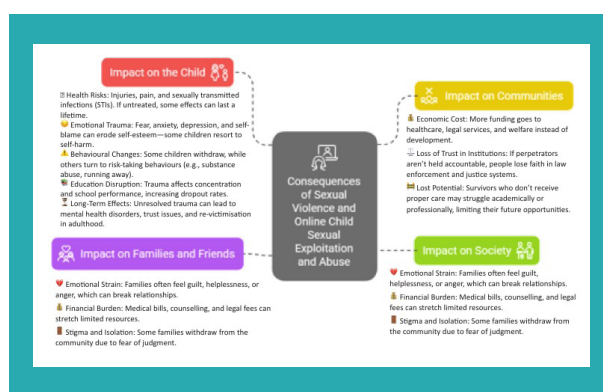
- This slide presents the five categories of risk factors that contribute to violence in and around schools. It is based on a socio-ecological model and helps participants connect school safety threats to their root causes.
- Reinforce what groups shared in the tree activity and map them across the four levels. E.g., 'poverty' fits at both community and societal levels; 'Poor parenting' and 'harsh discipline' go under relationship; 'Disability' or 'history of abuse' align with an individual.
- Explanation of Each Level
 - Individual Factors: Refer to personal or developmental characteristics that increase vulnerability.
 - Examples: being very young, having a disability, poor emotional regulation, being isolated, or lacking knowledge about rights and reporting.
 - Emphasise that these are not the learner's fault, but they may make confident children more at risk.
 - Relationship Factors: Risks related to interpersonal relationships, especially within families and homes.
 - Includes harsh parenting, neglect, absence of support from caregivers, or abuse by trusted individuals.
 - These can affect a child's sense of safety and ability to seek help at school.
 - School Factors: These risks come from school structures, leadership, and culture.
 - Examples: Corporal punishment, Lack of teacher supervision, Untrained staff, Unsafe infrastructure, Poor policies or unclear reporting systems
 - Ask: What are some school-level risks we have seen or experienced?

- o Community Factors: Local environment and conditions outside the school gate.
 - Includes high-crime areas, gang activity, harmful norms (e.g., child marriage), or weak links between schools and community services.
 - Ask: How does your school interact with the surrounding community, and how does that affect safety?
- o Societal Factors: These are broader structural and cultural issues:
 - Examples are poverty, Gender inequality, Harmful cultural beliefs (e.g., normalising violence or child labour), Weak enforcement of laws
- Make clear that these risks can feel distant but shape school life every day.
- Encourage reflection:
 - o Which level do you see most strongly influencing violence in your school?
 - o Which level are teachers best placed to influence or change?
- Violence prevention and school safety require us to think beyond the school walls. We need to address risks at all five levels – especially the ones we can influence most directly in our daily work.
- Emphasise how these risk factors interact – children in low-income households with limited support are more vulnerable.

Slide Title: Impact of VAC on Learners

Slide Summary: This slide builds on the Tree of Violence activity by highlighting the wide-ranging consequences of violence, from physical injury to long-term mental health, reproductive, and chronic health outcomes. It shows both direct and indirect effects, some of which increase the risk of disease and poor life outcomes.

Facilitator Script Tip: In our tree activity, you identified the visible and invisible impacts of school violence. Let us now look at this evidence – based map, which shows just how far – reaching the consequences can be, affecting mental health, physical health, risky behaviours, and even future non – communicable diseases.



Facilitator Notes

- This diagram is adapted from the INSPIRE Framework (WHO, 2016). Use it to validate and expand on what participants shared during the branches/leaves segment of the tree activity.
- Violence has wide-reaching consequences, both in person and online, against children. It breaks down impacts across four interconnected levels: child, family and friends, community, and society. These layers help participants understand that harm extends far beyond the immediate victim.
 - o Impact on the Child. Explain that children who experience sexual violence or online abuse may suffer long-term physical and emotional effects:
 - Health risks: Injuries, pain, and sexually transmitted infections (STIs) are common. If left untreated, they can lead to serious long-term health problems.
 - Emotional trauma: Survivors often experience fear, anxiety, shame, and depression. This trauma affects their relationships, learning, and emotional development.
 - Behavioural changes: Children may withdraw, act out, or develop risky behaviours. Some struggle with school performance, relationships, and trust.
 - Cognitive and developmental impact: Abuse affects attention, memory, and learning. Children may disengage from school or perform poorly.
 - Loss of trust and re-victimisation: Without support, children may be more vulnerable to further abuse and may avoid seeking help.
 - o Impact on Families and Friends. Make clear that families also experience distress when a child is harmed:
 - Emotional strain: Families may feel helpless, overwhelmed, or guilty. These emotions can damage relationships or lead to internal conflict.
 - Financial burden: Seeking help (medical, legal, counselling) is often costly. In some cases, legal action can become a long-term financial pressure.
 - Stigma and isolation: Some families withdraw from the community out of fear of being blamed or judged. This creates additional emotional stress.
 - o Impact on Communities. Violence against children affects the safety and cohesion of entire communities:
 - Economic cost: Money is diverted to emergency response (e.g. police, legal services, health care) rather than education and development.
 - Loss of trust in institutions: If perpetrators are not held accountable, communities may lose faith in the school, legal, or child protection systems.
 - Lost potential: Survivors who do not receive psychosocial or legal support may drop out of school, limiting their future contributions and opportunities.

- o Impact on Society. At a broader level, sexual violence contributes to systemic harm:
 - Emotional strain: Society bears the emotional cost through weakened social bonds and reduced confidence in child protection systems.
 - Financial burden: Governments face higher long-term costs through healthcare, mental health care, and legal expenses.
 - Stigma and social withdrawal: Entire families may retreat from public life, further isolating survivors and reinforcing cycles of silence and underreporting.
- Explain that violence has both short-term and lifelong impacts – some are immediate (e.g. injury, fear), others emerge over time (e.g. depression, chronic illness).
- Encourage discussion:
 - o Which of these consequences are commonly observed in schools?
 - o Which ones are often hidden or misunderstood?
 - o How can teachers or school staff help break this chain of effects?
- Emphasise that responding to child sexual abuse is everyone's responsibility – not only to protect survivors but to prevent broader harm.
- Reassure participants that early action, referrals, and support systems can reduce these long-term effects.

Slide Title: Legal and Policy Framework on Child Protection in Kenya

Slide Summary: This slide introduces the importance of understanding child protection laws. It highlights why legal frameworks matter for teachers and invites participants to reflect on the laws or policies they have encountered in their work. A group activity helps surface teachers' existing knowledge before deeper content is introduced.

Facilitator Script Tip: We are starting this section by asking: Why does the law matter in our day – to – day work as teachers? Think of moments when a child has been mistreated or when someone around you misbehaved. Would you know what to do? The law exists to protect children, and understanding it helps us respond in the right way. Let us take a few minutes to explore what you already know.

Legal and Policy Framework on Child Protection

Why Legal Frameworks Matter

- Children's rights are protected by law—globally and nationally
- Teachers are mandatory reporters and duty-bearers
- Legal understanding ensures safe, supportive school environments
- Failure to act puts children—and teachers—at risk

Group Task: Explore the Law

🗨️ *What laws or rules have you heard about that protect children?*

👉 *Have you ever seen or used one of them in your school?*

You don't need to memorize laws—just understand your role.

Facilitator Notes

- This slide creates a bridge between teachers' everyday practice and the legal duty of care they hold.
- Emphasise that understanding legal frameworks helps build safe, protective school environments.
- It also protects you as a professional – failure to act can have consequences.
- Use the provided prompt to start the group task:
 - o What laws or rules have you heard of that protect children?
 - o Have you ever seen or used any of them in your school?
- Allow informal responses – legal names are not needed.
- Record answers on a flipchart or board to create a visible law wall.
- Encourage participation by affirming all contributions.
- Inform the teachers they do not need to memorise laws – understand their importance and where they show up in school life
- A detailed list is available in Handout #2: Legal and Policy Frameworks on Child Protection for later reference.

Slide Title: What Is Your Role?

Slide Summary: This slide highlights the key responsibilities that teachers have in creating safe learning environments. It outlines the actions teachers can take to prevent harm, respond appropriately, and contribute to a school culture rooted in child rights and protection.

Facilitator Script Tip: You play one of the most important roles in a child's life – not just in teaching them, but in protecting them. You are often the first adult to notice when something is wrong. This means you have the power to make a difference by speaking up, taking action, and being someone a child can trust.

What is Your Role?

- Identify and report signs of abuse or violence.
- Avoid any form of corporal punishment or neglect.
- Know your school's reporting channels and response system.
- Promote a rights-based, safe learning environment.

Facilitator Notes

- Begin by affirming teachers' protective role – they are not expected to be investigators or counsellors, but they are expected to notice and act.
- Briefly explain each bullet on the slide
 - o Identify and report signs of abuse or violence: Explain that this includes physical injuries, emotional changes, or signs of neglect.
 - o Avoid any form of corporal punishment or neglect: Reinforce that even when under pressure, violence is not acceptable and alternatives exist.
 - o Know your school's reporting channels and response system: Ask participants to share who they would go to in their school if a child were at risk.
 - o Promote a rights-based, safe learning environment: This includes respectful communication, positive discipline, and inclusive practices.
- Stress the importance of being proactive rather than passive. Doing nothing can enable abuse to continue.
- Encourage teachers to reflect on their role as both educators and protectors.
- Connect to other slides: This slide helps us reflect on how the legal protections we discussed earlier translate into action. You are one of the first lines of defence for children. In the next slide, we will go deeper into what the law actually expects of you when a child is harmed, especially when it comes to reporting responsibilities.

Slide Title: Mandatory Reporting – Children Act 2022

Slide Summary: This slide outlines teachers' legal duty under the Children Act (2022) to report any suspected child abuse. It clarifies what, how, and to whom teachers must report – and the consequences of not doing so.

Facilitator Script Tip: As teachers, we are not just educators – we are also protectors. The law recognises this responsibility. If you see or suspect a child is being harmed, you are legally obligated to report it. Reporting can save a child's life – and it also protects you as a professional.

Mandatory Reporting

Under the Children Act (2022), all teachers in Kenya are designated as mandatory reporters of child abuse.

✖ What This Means for You as a Teacher

– If you see, hear, or suspect that a child is being abused or neglected, you are required by law to report it. This includes physical, emotional, or sexual abuse, neglect, or exploitation.

♦ Who Should You Report To?

- Your school's headteacher
- The designated Child Protection Officer in your school area
- The nearest Child Protection Unit at a police station

⚠ What Happens If You Don't Report?

– Failure to report suspected abuse can result in legal consequences for you as a teacher under the Children Act. Reporting protects both children and teachers

Facilitator Notes

- Clarify that this duty includes physical, emotional, sexual abuse, neglect, and exploitation.
- The Children Act (2022) is clear: teachers are mandatory reporters.
- Stress the reporting chain:
 - o Start with the headteacher.
 - o If urgent or unresolved, report to the designated Child Protection Officer.
 - o Or contact the Child Protection Unit at the nearest police station.
- Reassure teachers: You do not need proof, just a reasonable suspicion.
- Highlight the risks of non – reporting: Legal consequences under the Children Act, and it has emotional consequences and ethical implications on the child/ learner if harm continues.
- Invite discussion:
 - o Have you ever been unsure about whether to report something?
 - o What fears or uncertainties come up around reporting?
- Emphasise that reporting helps create a culture of safety for learners and educators alike.

Slide Title: Wrap – Up & Reflections

Slide Summary: This slide highlights the five essential messages that teachers should leave the session with. It reinforces the unacceptability of violence, its many forms and harmful impacts, the protective role of teachers, and the existence of supportive systems to help them act.

Facilitator Script Tip: Before we close this session, let us pause and reflect on these five key points. They summarise everything we have discussed today. If there is only one thing you remember, let it be that violence against children is never acceptable – and you are not alone in working to prevent it.



Facilitator Notes

- Use This slide to reinforce learning and values. Read each point slowly, allowing a few seconds for it to sink in.
- Briefly expand on each point as needed:
 - o Violence is never acceptable: Reiterate that this applies in all spaces – home, school, community.
 - o Violence takes many forms: Emphasise that even non – physical harm (e.g. threats, humiliation) is still violence.
 - o Violence causes harm: Link back to earlier slides showing its effects on learning, well-being, and development.
 - o Teachers are protectors: Remind participants they are in a unique position to make a difference.
 - o You are not alone: Point to support systems – school leadership, TSC, legal frameworks, and the broader child protection network.
- Ask participants to reflect quietly or pair-share:
 - o Which of these five messages speaks most to you today?
 - o What will you do differently based on what you have learned?
- Ask participants to journal
 - o One action they will take
 - o One belief they will revisit.

Facilitator Reference Material – Session 1: Understanding VAC – Reference Table for Tree of SRVAC Causes, Issues, and Impacts of SRVAC

This handout supports the Tree of School-Related Violence activity by summarising evidence-based causes, key issues, and impacts of school-related violence from research and national surveys. Use this table during plenary discussion to reinforce learning, highlight missing elements, and link group contributions to broader systemic patterns.

Tree Part	Literature-Based Examples
Roots – Causes	• Harmful norms supporting corporal punishment (e.g. Spare the rod)
	• Stress and burnout among teachers
	• Poor implementation of child protection policies and laws
	• Poverty and home-based stressors
	• Power imbalance between adults and children
	• Lack of teacher training in positive discipline and child development
	• Gender discrimination and unequal power relations
	• Inadequate school leadership and weak accountability systems
	• Overcrowded classrooms and insufficient teaching resources
	• Normalisation of violence in homes and communities
Trunk – Core Issue	• School-related violence against children (SRVAC)
	• Use of physical, emotional, or sexual violence as discipline or control
	• Bullying, peer violence, and discriminatory behaviours among learners
Branches – Impacts	• Decline in academic performance
	• School absenteeism, dropout, or early transfer
	• Emotional and psychological distress (e.g. anxiety, depression, trauma)
	• Aggressive, withdrawn, or disruptive behaviours
	• Low confidence, poor self-esteem, and loss of motivation
	• Loss of trust in adults, schools, and the education system
	• Risk of intergenerational transmission of violence
	• Increased risk of early pregnancy, child marriage, or risky coping strategies (in cases of sexual violence)

Participant Handout – Session 1: Understanding VAC

Key Terminology on Understanding Violence Against Children

- **Child:** All human beings below the age of 18 unless the majority is attained earlier under the law applicable to the child (United Nations Convention on the Rights of the Child, 1989).
- **Adolescent:** According to WHO, an adolescent is any individual between 10 and 19 years old.
 - Key Characteristics of Adolescence:
 - A transitional phase between childhood and adulthood.
 - Marked by physical, emotional, and psychological changes.
 - A critical period for identity formation, social development, and increased independence.
 - Adolescents fall within the category of children (10 – 17 years) but may have additional legal considerations, especially in areas such as education, health, and protection from exploitation.
- **Bullying:** Bullying (including cyber-bullying) is propagated online and includes sending, posting or sharing negative, harmful, false content leading to humiliation or embarrassment. It may involve repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather.
- **Child Protection:** Strategies, laws, policies, and practices designed to secure the safety and rights of children and prevent abuse and neglect.
- **Child maltreatment:** the perpetration of physical, sexual and psychological/emotional violence and neglect of infants and children by parents, caregivers, and other authority figures. It often occurs in the home, as well as in settings such as schools and orphanages.
- **Corporal Punishment:** This is a form of physical punishment intended to cause physical pain to a child, typically used for disciplinary purposes. It is illegal in Kenyan schools. The use of physical force intended to cause pain or discomfort as a means of discipline is discouraged due to its adverse long-term effects.
- **Cyberbullying:** This includes sexual or psychological abuse by people connected through school on social media or other online platforms. This may involve posting false information, hurtful comments, malicious rumours, or embarrassing photos or videos online.
- **Emotional Abuse:** Verbal or non-verbal behaviour that belittles, humiliates, threatens, or isolates a child. Child emotional abuse can involve:
 - Conveying to children that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
 - Age or developmentally inappropriate expectations.
 - Causing children to feel frightened or in danger.
 - Exploitation or corruption of children
- **Harmful Cultural Practices:** Witnessing domestic violence: This involves a child witnessing physical, sexual and emotional violence by parents or guardians.

- o **FGM:** FGM/C is the removal of part or all of the external female genital organs for cultural beliefs or religious reasons. The consequences of FGM/C for the health of the child can be severe. Physical Harm: Severe pain, infections, excessive bleeding, and childbirth complications. Psychological Trauma: PTSD, depression, anxiety, and low self-esteem. Social & Educational Impact: School dropout, early marriage, social stigma.
 - o **Child early and forced marriage:** Refers to marriage before the age of 18 when a girl or boy child is considered mature physically and mentally to marry. In some parts of Kenya, girls are commonly married before the age of 18. Child marriage is often accompanied by domestic violence, forced sexual relations, sexual and reproductive health risks, HIV, lack of education, isolation, and trauma.
- **Mandatory Reporter:** A person (e.g., teacher) legally required to report suspected child abuse or neglect.
- **Neglect:** Failure to provide for the development and well-being of the child with respect to health, education, emotional support, nutrition, shelter and safe living conditions.
- **Peer Violence:** Peer violence is any harmful behaviour inflicted by a child or adolescent on another of similar age or status. It can occur within or outside of school and includes:
 - o **Peer pressure** – influencing another child to engage in harmful or risky behaviour, including violence or abuse
 - o **Social exclusion** – deliberately leaving someone out or encouraging others to isolate them
 - o **Bullying** – repeated, intentional aggression that may be physical, verbal, or social
 - o **Verbal abuse** – insults, name-calling, threats, or spreading harmful rumours
 - o **Physical fights** – confrontations between learners that involve hitting, kicking, or pushing
- **Physical abuse:** The intentional use of physical force with the intent to cause death, disability, injury, or harm. Acts of physical violence include scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, and use of a weapon, restraints, or one's body size or strength against another person.
- **School – Related Violence (SRVAC):** Any form of physical, psychological, or sexual violence that occurs in and around school settings, affecting students, teachers, or staff. It includes acts that happen: Within school premises (classrooms, playgrounds, dormitories, etc.); On the way to and from school; Online (cyberbullying, harassment related to school life)

- **Sexual Abuse:** Refers to the use of physical force to compel a person to engage in a sexual act against her/his will, attempted or completed sex acts without her/his permission or understanding, or abusive sexual contact. Regardless of whether or not the child is aware of what is happening.
 - o **Sexual coercion** – using power or manipulation to force someone into a sexual act
 - o **Sexual exploitation** – using a child for sexual gain (e.g., in exchange for favours or resources)
 - o **Sexual harassment** – unwanted sexual comments, gestures, or jokes
 - o **Sexual intimidation** – threats or pressure to engage in sexual acts
 - o **Defilement** – sexual intercourse or acts with a child below the age of consent
 - o **Grooming** – building trust with a child over time with the intention of sexual abuse
 - o **Unwanted touching** – physical contact with a sexual nature that is not consented to. Sexually touching different areas of the child's body, e.g., breasts and genitals
 - o **Contact sexual abuse** includes:
 - Encouraging a child to behave in sexually inappropriate ways
 - Grooming a child in preparation for abuse
 - Sexually touching different areas of the child's body, e.g., breasts and genitals
 - Stripping the child to hit/spank him/her
 - Obtaining sexual gratification from contacting a child
 - Making the child touch the adult sexually
 - Engaging the child in vaginal, oral or anal intercourse
 - Prostitution of a child
 - o **Non – contact sexual abuse** includes:
 - Photographing the child for sexual purposes
 - Showing the child pornographic materials
 - Sexualised talk with the child
 - Making fun of or ridiculing the child's sexual development, preferences, or organs
 - Verbal and emotional abuse of a sexual nature
 - Exposing genital area to a child for sexual gratification
 - Making the child witness others being sexually abused
- **Violence:** An intentional use of force or power, threatened or actual, against one self, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation (World Health Organization, 2002).
- **Violence Against Children (VAC):** All forms of physical or mental violence, injury and abuse, neglect or children negligent treatment, maltreatment or exploitation, including sexual abuse. (UNCRC, 1989)

- **Witnessing Domestic Violence:** This involves a child witnessing physical, sexual and emotional violence by parents or guardians.
- **Survivor:** A survivor is someone (a child or an adult, male or female) who has been physically, sexually, and/or psychologically violated because of his/her sex or gender.
- **Perpetrator:** A perpetrator is defined as a person who directly inflicts or supports violence or other abuse inflicted on another against his/her will. (IRC, 2012). These can include caregivers, peers, romantic partners or boyfriend or girlfriend, neighbours, strangers, authority figures such as teachers, police, employers, religious or community leaders, and health care workers. The violence can be perpetrated physically or online. Perpetrators take advantage of being in a position of real or perceived power, decision - making, or authority and thus exert control over others.
- **Consent:** Making an informed choice freely and voluntarily to do something. There is no consent when agreement is obtained through the use of threat, force, or other forms of coercion, abduction, fraud, deception, or misrepresentation. Threatening to withhold or promising to provide benefits in order to obtain an agreement of a person is an abuse of power. Acts of violence occur without informed consent. Even if someone says yes during one of these acts, it is not consent because it was said under duress - the perpetrator uses some kind of force to get the victim to say yes.
 - o Children (under age 18) are deemed unable to give informed consent for acts such as female genital cutting, marriage, and sexual relations.
- **Power:** Refers to using any kind of pressure to obtain favours from a weaker person in exchange for benefits or promises. In GBV, unequal power relations are exploited or abused. Power inequality between persons can be exploited by using physical force or making threats. Forms of power can be real or perceived. Forms of power can be having a position of authority, ability to make decisions, or possession of money or weapons

Understanding Vac – Legal and Policy Frameworks on Child Protection

This handout summarises key legal and policy frameworks that safeguard children's rights in Kenya, as well as international and regional instruments. As a teacher, you play a key role in upholding these protections.

Legal/Policy Framework	What It Stipulates on Child Protection	Enforcement Mechanisms	Punishments for Violation
Global Framework			
United Nations Convention on the Rights of the Child (CRC), 1989	- Recognises the child's right to protection from violence, abuse, and exploitation. - Emphasises the best interests of the child. - Requires legal systems to protect children.	- UN Committee on the Rights of the Child monitors compliance. - States submit periodic reports. - Committee issues observations and recommendations.	- No direct penalties under the treaty. - Countries must enact national laws that define penalties (e.g. imprisonment, fines under the Children Act or Penal Code).
African Regional Framework			
East African Community (EAC) Child Policy, 2016	- Provides a framework for harmonised child protection laws in the EAC region. - Advocates for eliminating child abuse, child trafficking, and sexual exploitation. - Member states must implement domestic legislation in line with the policy's provisions.	- Monitored through regional coordination mechanisms. - Benchmarked at EAC level. - National ministries collaborate for implementation.	- Non-binding policy document. - Member states must embed provisions in national law where penalties can be enacted (e.g. fines, imprisonment)
Maputo Protocol (Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, 2003)	- Ratified in Kenya in 2010. - Prohibits child marriage and harmful cultural practices, including female genital mutilation (FGM). - Strengthens legal protection for girls against gender – based violence. - Requires states to enact laws setting the minimum age for marriage at 18 and criminalising FGM.	- Monitored by the African Commission on Human and Peoples' Rights. - State parties must submit periodic reports on implementation. - The Special Rapporteur on the Rights of Women in Africa oversees compliance and can issue recommendations. - Regional advocacy and legal accountability tools are also used.	- The protocol itself does not prescribe direct penalties. - Requires countries to enact and enforce national laws to criminalise practices like FGM and child marriage. - In Kenya, this led to laws such as: Prohibition of FGM Act (2011) – penalties include up to life imprisonment for aggravated cases, Children Act (2022) – criminalises child marriage, exploitation, and violence with clear sentencing guidelines.

Legal/Policy Framework	What It Stipulates on Child Protection	Enforcement Mechanisms	Punishments for Violation
African Charter on the Rights and Welfare of the Child, 1990	• Ratified in Kenya in 2000. • Ensures protection from abuse, exploitation, and harmful social and cultural practices. • Recognises the role of the family in child upbringing. • Guarantees the right to education, healthcare, and shelter. • Member states must incorporate the charter into domestic law and take legislative measures to protect children.	• African Committee of Experts reviews state reports. • Allows child rights complaints and investigations.	• Charter itself does not stipulate penalties. • Requires states to implement laws with enforceable punishments.
Kenyan National Framework			
The Children Act, 2022	• Emphasises safeguarding children from all forms of abuse, violence, and exploitation • Expands the responsibilities of caregivers, teachers, and institutions in ensuring child safety. • Establish Child Protection Units (CPUs) within police stations for prompt responses. • Sections 142, 144, and 145: Hold mandatory reporters (including teachers) accountable for reporting all forms of abuse. Introduces stricter measures against child abuse and neglect.	• Courts, Directorate of Children Services, National Council for Children's Services (NCCS).	• Sections 16 – 21: Penalties for child abuse, neglect, and trafficking range from 5 years to life imprisonment. • Criminal liability for child abuse; imprisonment/ fines depending on severity; loss of professional license.
Ministry of Education Circular on Positive Discipline, 2019 (unpublished nationally but implemented in pilot counties)	• Promotes positive discipline approaches as alternatives to corporal punishment. Teachers are to be sensitised and trained. • Integrated into national child protection systems.	• School-level monitoring and MoE recommendations.	• Multi – sectoral: MoE, MoH, MoJ, NCCS, and CSOs. • Curriculum implementers (TSC, MoE), in collaboration with partners.
Teachers Service Commission (TSC) Code of Regulations for Teachers, 2015 (Revised 2021)	• Prohibits corporal punishment; sets out disciplinary standards for teachers.	• TSC through disciplinary panels and case reviews	• Summary dismissal; reporting to police; deregistration.

Legal/Policy Framework	What It Stipulates on Child Protection	Enforcement Mechanisms	Punishments for Violation
National Education Sector Strategic Plan (NESSP), 2018–2022	Prioritises safe and inclusive learning environments and scaling up alternative discipline methods.	MoE, development partners, BoMs, County Education Boards.	Programmatic accountability is linked to school improvement plans.
National Guidelines for Prevention and Management of School – Related Gender – Based Violence (SRGBV), 2018	Advocates for safe, gender – responsive learning environments and prevention of violence, including corporal punishment.	MoE, TSC, school management boards, Child Protection Committees.	Administrative sanctions; disciplinary action; referral to law enforcement.
Kenya School Safety Standards Manual, 2018	It provides a framework for whole-school safety, including child protection, positive discipline, and emergency preparedness.	Quality Assurance and Standards Directorate, MoE field offices, BoM	Non-compliance can trigger school audits, action plans, or closure for unsafe conditions.
Education Sector Policy on Child Protection, 2018	- Provides guidelines for schools on identifying, reporting, and responding to child protection - Concerns. - Establishes child-friendly reporting mechanisms.	Requires education stakeholders to enforce the policy's guidelines through school-based child protection committees.	
Education and Training Sector Gender Policy, 2015	- Advocates for a safe and protective environment - Prevents all forms of abuse at all levels of the education and training sector. - Provides a safe and secure environment for all learners - Zero tolerance of corporal punishment in schools.	Establishes child protection and GBV response mechanisms in schools.	
Basic Education Act, 2013	- Protects learners from physical punishment, psychological abuse, and discrimination. - Mandates a safe and conducive learning environment. - Strengthens child protection mechanisms in schools.	MoE, County Directors of Education, School Boards of Management (BoM).	- Legal sanction; disciplinary action; possible deregistration. - Section 36: Criminalises corporal punishment and mental harassment in schools; violations lead to disciplinary actions and potential legal consequences.

Legal/Policy Framework	What It Stipulates on Child Protection	Enforcement Mechanisms	Punishments for Violation
Prohibition of Female Genital Mutilation (FGM) Act, 2011	- Prohibits FGM and criminalises individuals who perform, procure, or aid in FGM. - Establish mechanisms to protect girls from FGM-related harm.	- Enforced by the Anti-FGM Board, a government agency responsible for coordinating and implementing programs to eradicate FGM. - The National Police Service investigates and prosecutes offenders. - Community policing and reporting channels (e.g. child helplines) support enforcement. - Courts apply strict sentencing (up to life imprisonment in aggravated cases). - Awareness and surveillance efforts by county governments and civil society.	- Performing or aiding FGM 3 years imprisonment and/or a fine of Ksh. 200,000. - If FGM results in death or disability: Life imprisonment.
The Constitution of Kenya, 2010	- Article 53 guarantees every child's right to: - Protection from abuse, neglect, harmful cultural practices, and exploitation - Parental care, basic nutrition, shelter, and healthcare. - Free and compulsory basic education. - Article 53(2): Best interests of the child must be prioritised in all matters.	- Supreme legal authority: all laws and policies must align with these child rights provisions. - Judiciary: Courts apply Article 53 in rulings to protect children from harmful practices, exploitation, and neglect. - National Council for Children's Services (NCCS): oversees the coordination of children's protection systems. - County Children Officers and the Children's Department enforce protection protocols at the local level.	Violations of children's rights can result in legal action against responsible individuals or institutions

Legal/Policy Framework	What It Stipulates on Child Protection	Enforcement Mechanisms	Punishments for Violation
Sexual Offences Act, 2006 (Revised 2023)	Criminalises sexual exploitation of children, including defilement, harassment, and trafficking.	- Enforced by the National Police Service, including child protection units. - ODPP (Office of the Director of Public Prosecutions) handles the prosecution of sexual offences. - Cases are tried in children's courts where applicable. - The Teachers Service Commission (TSC) takes disciplinary action against teachers implicated in sexual offences. - DCS (Department of Children Services) supports survivors and ensures referral to health and legal services.	- Section 8 for defilement: Minimum 20 years to life imprisonment. - Section 23 for Sexual harassment of a minor: Up to 10 years in prison. - Section 16 for Child pornography production/distribution: 10–30 years imprisonment or a fine of up to Ksh 2 million. - Section 24 for Failure to report sexual abuse.
2001 MOEST Circular Ref. No. G9/1/Vol. VIII/16 – Banning of Corporal Punishment	- The circular banned the use of corporal punishment in all schools in Kenya. - It emphasised that teachers and school staff are prohibited from using physical force (such as caning, slapping, or beating) to discipline learners. - The ban was aligned with the Children Act, 2001, which affirms children's right to protection from all forms of violence, including in schools. - Schools are expected to adopt alternative positive discipline strategies, and training was encouraged (though implementation has varied).	- School heads and Boards of Management (BOM) to ensure adherence at the school level. - The Teachers Service Commission (TSC) will investigate and take action on reported cases. - The Ministry of Education's Quality Assurance and Standards Officers will monitor and support compliance.	- Disciplinary action by the Teachers Service Commission (TSC), including suspension or dismissal. - Criminal charges under the Penal Code and the Children's Act if the act of violence causes harm to a child. - Revocation of teaching license in severe or repeated cases.

Session 2:

Creating Safe & Supportive School Environments

Session 2: **Creating Safe & Supportive School Environments**

This session focuses on what makes a school safe for learners. It explores Kenya's national school safety standards, identifies common threats to safety, and examines the key responsibilities of teachers in promoting physical, emotional, and psychological protection. Participants assess their school environments using a participatory school safety audit tool, reflect on existing risks, and identify priority actions they can influence. The session reinforces that every teacher plays a role in building a safe, caring learning environment. Through interactive reflection and group dialogue, the session highlights how school safety directly impacts learner well-being, engagement, and academic performance. It also builds teachers' confidence in applying national safety guidelines in practical, day-to-day ways. By the end of the session, participants will have a shared understanding of school safety, an appreciation for their role in upholding it, and initial action points for fostering a safer school culture.



Additional Materials Needed

- Printed copy of Participant Handout – Session 2: Creating Safe and Supportive School Environment
- Copies of the Kenya School Safety Manual (digital or physical, if available)



Preparatory Notes for Facilitators

- Pre-labelled flipchart or board space with the five safety threat categories
 - o Infrastructure
 - o Psychosocial risks
 - o Health and hygiene
 - o Inclusion
 - o Disaster preparedness
- Have a visible flipchart titled What Makes a School Safe? to gather ideas during early reflection.

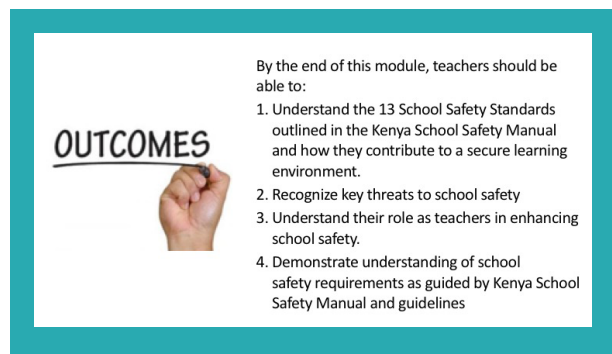
Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This slide introduces session 2 of the teacher training programme. It sets the foundation for understanding school safety using the Kenya School Safety Manual and aims to link physical, emotional, and psychosocial safety with effective teaching and learning. The session will equip teachers with knowledge of safety standards, the ability to identify risks, and strategies to fulfil their safeguarding role.

Facilitator Script Tip:

We are now beginning Session 2. This session is about creating schools where learners feel secure, respected, and supported – not just physically, but emotionally too. Before we begin, let us take a moment to look at what we aim to achieve by the end of this session.



Facilitator Notes

- Walk participants through each outcome slowly and clearly. Invite them to listen for which outcome they feel most familiar with and which one they are most curious to explore.
 - o Understand the 13 School Safety Standards outlined in the Kenya School Safety Manual and how they contribute to a secure learning environment. Explain that these standards provide a national framework to guide safe school operations. They cover areas like infrastructure, protection from violence, health, and emergency preparedness.
 - o Recognise key threats to school safety. Participants will identify common risks faced in school environments, from poor infrastructure and lack of supervision to violence and neglect, both physical and emotional.
 - o Understand their role as teachers in enhancing school safety. Reinforce that every teacher, regardless of their subject or role, is a duty bearer. They play a frontline role in creating and maintaining safe, respectful, and protective classrooms.
 - o Demonstrate understanding of school safety requirements as guided by the Kenya School Safety Manual and guidelines. Let them know this session will equip them not only with knowledge, but also with practical strategies and tools they can apply immediately within their school context.
- Emphasise that this session is both practical and preventative – it prepares teachers to act early before harm occurs and to build daily habits that make schools safe for all learners.
- Encourage participants to reflect on their school environment as the session progresses
- Let them know this session includes reflection, discussion, and a school safety audit activity. All activities are grounded in the Kenya School Safety Manual and aim to build skills, not just awareness.

Slide Title: What Does a Safe School Look and Feel Like?

Slide Summary: This plenary reflection invites participants to visualise and define the characteristics of a truly safe school. It bridges prior discussions on discipline, violence, and child protection with a forward-looking, values-based conversation about positive school environments. This activity helps anchor the learning in a shared vision that can guide behaviour and policy choices.

Facilitator Script Tip:

Let us pause and envision the kind of school every child deserves. A safe school is not just one without violence – it is a place where children feel valued, protected, and able to learn without fear. What does that look like to you? What would a child see, hear, and feel in that kind of school?

What Does a Safe School Look and Feel Like?

Instructions (Plenary Discussion – 10 to 15 minutes)

1. Ask participants to close their eyes for 30 seconds and visualise a school where children feel completely safe, respected, and supported.
2. Then ask:
 - What do you see when you walk through the gate?
 - What does the classroom feel like?
 - How do teachers and learners speak to one another?
 - What systems or routines support safety?
3. Open the floor for verbal responses.
4. As participants share, record keywords on a flipchart under two headings: Looks Like and Feels Like.
5. Prompt additional contributions if needed using the facilitation notes below.

Facilitator Notes

- Affirm all contributions without judgment. There are no wrong answers. Encourage responses that go beyond the absence of violence. Allow silence for a moment – it helps participants go deeper.
- Focus on physical, emotional, psychological, and social safety.
- Examples of responses to expect. You can gently share these if the group struggles to get started:
 - o Looks Like: Welcoming classrooms, learner artwork on the walls, clear class rules made with students, presence of a guidance teacher, clean toilets, spaces for play and rest.
 - o Feels Like: Warmth, fairness, encouragement, freedom to speak without fear, trust in teachers, respect for diversity, kindness even when correcting behaviour.
- Listen for recurring themes – respect, structure, communication, inclusion – and highlight them as they emerge.

- Probing questions to deepen the discussion
 - o What makes a learner feel safe in the classroom?
 - o Are learners able to ask questions, make mistakes, or share openly?
 - o How do adults respond to misbehaviour in a way that protects dignity?
 - o Are learners involved in setting rules or discussing fairness?
 - o Are there precise reporting mechanisms that learners trust?
 - o What kind of messages are displayed on classroom walls?
 - o How do school leaders create an open, respectful tone?
- Emphasis: This image of a safe school helps guide how we approach discipline, relationships, and systems. As we move into the next session, let us carry this shared vision with us and think about how each of us contributes to creating or sustaining it.
- Many of the things you have described align closely with Kenya's official School Safety Standards. In this session, we will explore those guidelines – and the role you play in making them real.
- Keep the flipchart visible throughout the session. You can revisit it when discussing threats to safety or when planning action steps later.

Slide Title: Common Threats to School Safety (Overview)

Slide Summary: These slides introduce the different types of safety threats that can affect the school environment. They encourage teachers to reflect on internal and external risks they observe and frame these within broader categories such as physical infrastructure, psychosocial risks, health and hygiene, inclusion, and disaster preparedness.

Facilitator Script Tip: Before we can strengthen safety in our schools, we need to name the risks honestly and clearly. Every school has different realities. Let us work together to identify the issues that affect your learners and classrooms, so we can move forward with solutions that fit your context.

Introduction

A safe school environment promotes effective learning, learners' well-being, and academic success by reducing risks and ensuring learners thrive.

Schools that prioritise safety:

- Protect learners from harm, abuse, and discrimination, thus increasing learner engagement in school
- Improve student performance by creating a safe environment
- Allow teachers to focus on instruction rather than crisis management
- Increases teacher retention
- Build trust and collaboration among stakeholders



Facilitator Notes

- Before we can talk about creating safe classrooms, we need to understand why school safety matters – not just for learners, but also for teachers, schools, and communities.
- Then share the following key points in your own words:
 - o A safe school environment supports learning, emotional well-being, and academic achievement. When learners feel safe, they are more able to focus, participate, and thrive.
 - o Schools that prioritise safety take intentional steps to reduce risks such as harm, abuse, and discrimination. This leads to:
 - o Increased learner engagement – when children feel protected and respected, they are more likely to attend, participate, and build positive relationships in school.
 - o Improved academic performance – safety supports concentration and confidence, allowing learners to reach their potential.
 - o Reduced crisis management – teachers can spend more time on teaching and less time managing behavioural emergencies or safety-related disruptions.
 - o Higher teacher retention – when school environments are respectful and supportive, teachers are more likely to stay and thrive in their roles.
 - o Stronger collaboration and trust – prioritising safety helps build stronger partnerships between teachers, learners, parents, and community members.
- Reinforce that school safety is not just a protective goal – it is central to learning, equity, and teacher wellbeing. This session will explore how to build safety in practical, everyday ways that make schools healthier places for everyone.

Slide Title: Common Threats to School Safety

Slide Summary: This section introduces the concept that threats to school safety are not always obvious and can originate both within and outside the school environment. It encourages teachers to think broadly about the factors that undermine safety, including physical, emotional, social, and structural threats. The aim is to build awareness that safety is multidimensional and deeply tied to learners' ability to thrive.

Facilitator Script Tip:

Let us start by thinking about the different kinds of safety risks that learners may face, whether inside the school or outside it. Some threats are easy to see, like broken infrastructure or fights. But others are less visible, like discrimination, neglect, or emotional harm. Today, we are not just looking at safety in terms of physical danger – we are looking at how relationships, emotions, and even the school culture can affect how safe a child feels.

Common Threats to School Safety

● Schools experience a range of safety challenges that can come from inside or outside the school environment.

- These threats affect learning, relationships, and well-being—and can be physical, emotional, social, or structural

Facilitation notes

- Schools experience a range of safety challenges that may come from inside or outside the school environment.
- Explain that safety issues do not only arise within the school itself. While some threats are caused by the school environment, others may come from the outside. These could include dangers on the way to school, problems at home, or exposure to violence in the community. Both internal and external threats can make learners feel unsafe and impact how they behave, learn, and relate to others.
- These threats affect learning, relationships, and well-being, and may be physical, emotional, social, or structural
- Emphasise that threats to school safety go beyond visible physical risks. They can affect learners in different ways: emotionally (through fear or anxiety), socially (through exclusion or bullying), or structurally (such as a lack of supervision or overcrowded classrooms). These threats can undermine a child's sense of security, lower their participation, and create barriers to both academic and personal development.
- Reinforce that recognising the full range of threats is an important step towards creating a safe and inclusive school environment.

Slide Title: Let us Reflect Together: Identify Threats; Detailed Slide on Types of Threats

Slide Summary: This slide supports small group reflection. Teachers explore safety threats in their schools and begin identifying whether they are internal or external, while also brainstorming how they are currently addressed.

Facilitator Script Tip: This session is a chance to reflect on the real challenges you see in your school. You know your environment best. We are not here to point fingers – we are here to begin a conversation about making schools safer for everyone.

Instructions

1. Explain to participants that this session will help surface the real threats to school safety that teachers observe or experience. Emphasise that all reflections are valid and that this is a constructive, solution-oriented process.
2. Divide teachers into small groups of 4–6. Provide each group with flipchart paper and markers.
3. Ask each group to discuss and record their responses to the following three questions:
 - o What threats to safety do you observe in your school?
 - o Are they internal (within the school) or external (from the community/home)?
 - o How are these threats currently being addressed, if at all?
4. Encourage groups to reflect openly and share lived realities from their contexts. Allow 10–15 minutes for this discussion.

Optional Integrated Activity – Sticky Note Wall

1. Give each participant two sticky notes.
2. Ask them to anonymously write down one key safety threat per sticky note that they have observed in their school.
3. Collect the notes and group them under thematic categories on the wall or board: (e.g., infrastructure, psychosocial risks, health/hygiene, inclusion, disaster preparedness).
4. Use this as a visual summary to guide the next slide on the typology of threats. This reinforces common trends and validates teacher observations.
5. Invite 2–3 groups to present highlights from their discussion briefly. Use guiding prompts like:
 - o Did any threats surprise your group?
 - o Are there threats that do not usually get talked about in your school?

Let's Reflect Together: Identify Threats

- What threats to safety do you observe in your school?
- Are they internal or external?
- How are they currently being addressed (if at all)?

Common Threats to School Safety

- **Physical Infrastructure & Environment**
 - Poorly maintained buildings
 - Lack of fencing and unsecured gates
 - Unsafe playgrounds or walkways
 - Unsafe waste disposal
 - Inadequate sanitation and ventilation
 - Environmental pollution (e.g., poor air quality)
 - Fire or electrical hazards
- **Health, Hygiene & Nutrition**
 - Outbreaks of disease (due to poor hygiene or sanitation)
 - Malnutrition or hunger among learners
 - Drug and substance abuse
 - Teenage pregnancies
 - Female Genital Mutilation (FGM)
 - HIV & AIDS without school-based support
 - Lack of clean drinking water or first aid services
- **Psycho-Social & Emotional Threats**
 - Bullying (by peers or staff)
 - Emotional abuse (e.g., shaming, name-calling)
 - Discrimination (gender, disability, social class)
 - Social exclusion and stigmatisation
- Harassment or sexual violence
- Peer pressure to engage in harmful behaviours
- Teacher-on-learner or learner-on-learner violence
- **Vulnerable Groups & Inclusion Risks**
 - Lack of facilities for learners with disabilities
 - Exclusion due to gender, disability, or socio-cultural identity
 - Inaccessible infrastructure (e.g., lack of ramps or assistive devices)
- **Transport & External Threats**
 - Unsafe or poorly regulated school transport
 - Road accidents during travel to/from school
 - Security threats from the surrounding community (e.g., crime, intruders)
- **Disaster & Emergency Preparedness**
 - Unpreparedness for natural disasters (e.g., floods, fire, earthquakes)
 - Lack of emergency drills or procedures
 - No disaster risk reduction plans or evacuation routes
- **School-Community Dynamics**
 - Weak collaboration with parents or local leaders
 - Lack of reporting and referral pathways
 - Tensions between school and community stakeholders

 Facilitator Notes

- Be sensitive: Some teachers may feel uncomfortable naming issues in their schools.
- Normalise the conversation: assure participants that identifying risks is a step toward safety, not blame.
- Watch for defensiveness: reframe discussions positively – this is about building better systems, not pointing fingers.
- Clarify key terminology:
 - o Psycho – social threats = emotional abuse, peer pressure, exclusion
 - o Inclusion risks = gender – based exclusion, disability inaccessibility
 - o Transport and disaster preparedness = school buses, road safety, fire drills
- Encourage participants to list local or emerging threats not included on the slide (e.g., social media-related risks, election-related violence).

Slide Title: Introduction to Kenya's 13 School Safety Standards and Common Threats to School Safety

Slide Summary: This slide introduces the purpose of the 13 school safety standards outlined in Kenya's School Safety Manual. The standards are designed to prevent harm, promote inclusivity, and ensure that all learners and staff are protected within a safe and supportive school environment. They directly respond to the safety threats and risks that schools encounter daily.

Facilitator Script Tip: Kenya's School Safety Manual outlines 13 key standards that every school should strive to achieve. These standards were developed to help prevent harm, promote inclusivity, and create a safe and healthy environment where learning can truly thrive. They are practical responses to the safety threats we have just discussed.

Introduction to Kenya's 13 School Safety Standards

- The Kenya School Safety Manual provides 13 standards to:
 - ✓ Prevent harm
 - ✓ Promote inclusivity
 - ✓ Ensure safe, healthy, and supportive learning spaces
- These standards respond to the very threats you've identified.

Facilitator Notes

- Emphasise that the standards are official guidelines from the Ministry of Education, aimed at making safety a shared priority in all schools.
- Reinforce the three goals of the standards:
 - o Prevent harm: This means putting systems and practices in place to reduce the risk of physical, emotional, or psychological harm to learners and staff. It includes preventing abuse, bullying, unsafe infrastructure, poor hygiene conditions, or neglect. The idea is to be proactive, not just to respond to harm when it happens, but to stop it from happening in the first place.
 - o Promote inclusivity: Schools should be safe and welcoming for all learners, regardless of gender, disability, religion, background, or ability level. Promoting inclusivity means making sure that every child feels valued, protected, and included in both learning and school life. This includes accessible facilities, equal treatment, and addressing any discrimination.
 - o Ensure safe, healthy, and supportive learning spaces: This goes beyond physical safety. It means creating an environment where learners can focus, feel emotionally secure, and receive the support they need to grow. It includes good relationships with teachers, clean and well-maintained spaces, proper lighting and sanitation, and systems for psychosocial and emotional support.
- Explain that these standards were created in direct response to real risks identified in Kenyan schools. They provide structure for addressing challenges schools already face.

Slide Title: Kenya School Safety Standards (At a Glance)

Slide Summary: This slide provides a quick overview of the 13 school safety standards outlined in the Kenya School Safety Manual. These standards are designed to guide schools in creating safe, inclusive, and supportive environments for all learners and staff. Together, they form a comprehensive framework that addresses safety from multiple angles, ranging from infrastructure and hygiene to child protection and community engagement.

Facilitator Script Tip: Kenya's School Safety Manual outlines 13 standards that every school is expected to work towards. These cover all areas of school life that affect learners' safety and well-being. From the physical environment to emotional support and community involvement, these standards offer a full picture of what it means to create a truly safe school.

Kenya School Safety Standards (At a Glance)

- | | |
|--|--|
| 1. 🏠 Safety on School Grounds | 8. 🌐 Socio-Cultural Environment of the School |
| 2. 🏗️ Safety in Physical Infrastructure | 9. 🧑🏫 Safety of Children with Special Needs/Disabilities |
| 3. 🧼 Health and Hygiene Safety | 10. 🚗 Safety Against Child Abuse |
| 4. 🌿 Safety in the School Environment | 11. 🚚 Transportation Safety |
| 5. 🍽️ Food Safety: | 12. 🚨 Disaster Risk Reduction (DRR) |
| 6. 🚫 Safety Against Drug and Substance Abuse | 13. 🤝 School-Community Relations |
| 7. 📖 Safe Teaching and Learning Environment | |

✍ Facilitator Notes

- Read the titles of the 13 standards aloud, as listed below:
 - o Safety on School Grounds
 - o Safety in Physical Infrastructure
 - o Health and Hygiene Safety
 - o Safety in the School Environment
 - o Food Safety
 - o Safety Against Drug and Substance Abuse
 - o Safe Teaching and Learning Environment
 - o Socio-Cultural Environment of the School
 - o Safety of Children with Special Needs/Disabilities
 - o Safety Against Child Abuse
 - o Transportation Safety
 - o Disaster Risk Reduction (DRR)
 - o School-Community Relations
- Let participants know these will be unpacked one by one in the next part of the session.
- Emphasise that all 13 standards work together – they are designed to be implemented as a holistic approach to school safety.
- Point out that they address both the visible and less visible risks we discussed earlier.

Slides: Kenya School Safety Standards, Standards 1–3 Physical Conditions That Affect Safety and Health

Slide Summary: These three standards focus on the physical environment in which learners and teachers operate daily. They address the condition of school grounds, buildings, and hygiene facilities. Safe, clean, and well-maintained physical spaces are essential for protecting health, reducing risk, and supporting effective learning.

Facilitator Script Tip: Let us begin with the first three safety standards, which focus on the physical conditions of the school. These include the grounds, infrastructure, and hygiene systems that learners and teachers interact with every single day. If a school is not physically safe – if walls are cracked, toilets are unusable, or there’s no clean water – it becomes very difficult for learning to happen. These standards help us identify and address those basic but critical risks.

Kenya School Safety Standards (At a Glance)

1. 🏠 **Safety on School Grounds:** Schools should have well-demarcated and fenced grounds with secure gates to control access and prevent intrusions or accidents.
2. 🏢 **Safety in Physical Infrastructure:** All buildings (classrooms, dormitories, offices, toilets) must be structurally sound, ventilated, and safe for daily use.
3. 💧 **Health and Hygiene Safety:** Schools must have clean water, proper sanitation, access to medical services, and health promotion activities, especially regarding disease prevention and reproductive health.

✍ Facilitator Notes

- **Standard 1: Safety on School Grounds**
 - o This standard focuses on the general safety of the school compound.
 - o Schools should have a clear boundary, secure fencing or gates, and supervised access points.
 - o The goal is to prevent unauthorised entry and reduce exposure to external threats.
 - o Example talking point:
 - o A school without fencing is vulnerable to intruders or stray animals, which puts learners at risk.
- **Standard 2: Safety in Physical Infrastructure**
 - o This addresses the condition of classrooms, staffrooms, toilets, storage areas, and all buildings used in school.
 - o Buildings should be structurally sound, well-ventilated, free from hazards, and accessible to all learners, including those with disabilities.
 - o Safety features like solid stair rails, non-slippery floors, and working doors are also included.
 - o Example talking point:
 - o A cracked wall, loose ceiling, or a poorly ventilated classroom is not just uncomfortable – it is dangerous.
- **Standard 3: Health and Hygiene Safety**
 - o This includes handwashing stations, clean water, safe toilets, and regular waste disposal.
 - o The standard also covers menstrual hygiene facilities and general school cleanliness.
 - o Hygiene is critical to preventing illness, especially in shared spaces.

- A school without functioning handwashing stations or clean toilets risks disease outbreaks, which can lead to high absenteeism
- Encourage teachers to reflect on which of these standards are already being addressed in their schools.
- Prompt them to think about where the biggest physical or hygiene gaps are.
 - o Which of these physical conditions is already in place in your school?
 - o Which areas still need attention? These are not luxury upgrades – they are essential for a safe and productive learning environment.

Slide Title: School Safety Standards 4–7 – Creating a Supportive School Climate

Slide Summary: These four standards focus on building a school climate that protects learners from harm, promotes health and nutrition, prevents substance abuse, and ensures a safe teaching and learning environment. They address common risks in day-to-day school life – ranging from environmental hazards to bullying and unsafe food.

Facilitator Script Tip: Next, we will look at four safety standards that focus on the everyday school environment – not just buildings, but the atmosphere, routines, and systems that support learners’ health and protection. These standards are about how we manage the school space, keep learners safe from drugs, provide clean food, and maintain a supportive classroom environment where learners can grow without fear.

Kenya School Safety Standards (At a Glance)

4. 🌿 **Safety in the School Environment:** The physical environment should be free from hazards such as waste, pollution, and environmental degradation
5. 🍽️ **Food Safety:** Learners must have access to safe nutritious food. Schools must ensure hygienic food preparation and storage
6. 🚫 **Safety Against Drug and Substance Abuse:** Strict school policies should prevent and respond to drug use, while also offering support to affected students
7. 📖 **Safe Teaching and Learning Environment:** Create a supportive space free from violence, corporal punishment, bullying, and harassment. Positive discipline should be promoted

Facilitator Notes

- **Standard 4: Safety in the School Environment**
 - o This refers to the physical environment of the school beyond buildings.
 - o Schools should be free from waste, pollution, stagnant water, or environmental degradation.
 - o This includes safe disposal of waste, clean playgrounds, and general upkeep of outdoor areas.
- **Standard 5: Food Safety**
 - o Learners must have access to safe, nutritious food – especially if the school provides meals.
 - o Food should be prepared and stored hygienically to avoid illness or contamination.
 - o Schools should follow basic food safety procedures and supervise kitchen areas.
- **Standard 6: Safety Against Drug and Substance Abuse**
 - o Schools must have clear policies that prevent, identify, and respond to drug use among learners.
 - o Prevention efforts should include awareness and education.
 - o Support should also be offered to affected learners – not just punishment.
- **Standard 7: Safe Teaching and Learning Environment**
 - o This standard focuses on creating a classroom and school environment free from corporal punishment, violence, bullying, and harassment.
 - o It promotes positive discipline and respectful teacher–learner relationships.
 - o The goal is to build an atmosphere of trust, care, and emotional safety.
- These four areas shape how safe learners feel each day – both in their bodies and in their emotions. They are about the tone and safety of the whole school climate.
- You may prompt teachers to reflect quietly or in pairs:
 - o Which of these standards is already being addressed in your school culture?
 - o Are there areas – like bullying, waste management, or drug prevention – that need more attention?

Slide Title: School Safety Standards 8–10 – Inclusion, Protection, and Respect

Slide Summary: These three standards focus on inclusion, respect for diversity, and child protection. They require schools to ensure that every learner feels valued and safe, regardless of gender, culture, religion, or ability, and that systems are in place to prevent and respond to abuse.

Facilitator Script Tip: The next group of standards shifts our attention to issues of identity, inclusion, and protection. These standards remind us that learners do not come to school as blank slates – they carry experiences, challenges, and sometimes vulnerabilities. Our role is to ensure schools are not only physically safe, but emotionally and socially safe for all learners – especially those who are often excluded or at risk of harm.

Kenya School Safety Standards (At a Glance)

- 8. 🌍 **Socio-Cultural Environment of the School:** Promote respect and inclusivity across gender, culture, religion, and disability. Schools must address issues like harmful traditional practices and gender insensitivity.
- 9. ♿ **Safety of Children with Special Needs/Disabilities:** Ensure accessibility (e.g., ramps), resources, and inclusive practices for learners with disabilities to participate equally in education.
- 10. 🛡️ **Safety Against Child Abuse:** Establish clear mechanisms for reporting and addressing physical, sexual, or emotional abuse, and train staff on child protection procedures.

✍ Facilitator Notes

- Standard 8: Socio-Cultural Environment of the School
 - o Schools must promote respect and inclusivity across differences such as gender, culture, religion, and disability.
 - o This includes addressing harmful traditional practices or any forms of discrimination.
 - o Learners should feel seen, accepted, and respected in their full identities.
- Standard 9: Safety of Children with Special Needs/Disabilities
 - o Schools must ensure that children with disabilities can participate fully and equally in learning.
 - o This includes physical accessibility (e.g. ramps), appropriate teaching resources, and inclusive teaching practices.
 - o Teachers and staff should be trained to support diverse needs in the classroom.
- Standard 10: Safety Against Child Abuse
 - o Schools must have clear, accessible systems for reporting and addressing physical, sexual, or emotional abuse.
 - o Staff should be trained in child protection procedures and know how to respond appropriately.
 - o A culture of safety and openness must be encouraged, so that learners feel safe to speak up.
- A truly safe school is one where every child, no matter who they are or what they have faced, feels respected, included, and protected.
- Invite participants to reflect quietly or note in their journals:
 - o Are there policies or systems in your school that support these three areas well?
 - o Where might more work be needed to support inclusion and protection?

Slide Title: School Safety Standards 11–13 – Emergencies, Transport, and Community Engagement

Slide Summary: These final three standards focus on external safety risks and the importance of school-community collaboration. They include measures for safe learner transport, disaster preparedness, and strengthening partnerships with parents and the wider community to improve school safety and resilience.

Facilitator Script Tip: Let us now look at the final three safety standards. These address risks that may happen outside the classroom, like how children get to school, how prepared we are for emergencies, and how we engage with the wider community. Safety is not something schools can handle alone – it requires partnership, planning, and preparedness at every level.

Kenya School Safety Standards (At a Glance)

11. 🚗 **Transportation Safety:** Implement safety checks on school transport, educate students on road safety, and hire trained drivers.
12. 🚒 **Disaster Risk Reduction (DRR):** Schools should have emergency preparedness plans and conduct regular drills for events like fires, floods, or intruders.
13. 👨👩 **School-Community Relations:** Strengthen collaboration with parents and the surrounding community to ensure collective support and security for the school.

✏️ Facilitator Notes

- Standard 11: Transportation Safety
 - o Schools should ensure that any school transport used is safe, roadworthy, and adequately supervised.
 - o Learners must be educated on road safety, and trained drivers should be hired.
 - o Even for children who walk or use public transport, schools can offer safety awareness.
- Standard 12: Disaster Risk Reduction (DRR)
 - o Every school should have clear emergency plans and conduct regular drills.
 - o This includes preparation for fires, floods, disease outbreaks, or intruders.
 - o DRR is about reducing panic and harm when emergencies happen, through advance planning and practice.
- Standard 13: School–Community Relations
 - o Schools should build strong communication and partnerships with parents and the surrounding community.
 - o Community involvement can improve child safety, help resolve incidents quickly, and create a shared sense of responsibility for protecting learners.
- A safe school does not function in isolation – it works in partnership with the people and systems around it
- Invite participants to consider:
 - o Does your school have a transport safety plan or regular emergency drills?
 - o How involved are parents and the community in your school's safety efforts?

Slide Title: What is your Role in creating a safe School Environment?

Slide Summary: This slide invites teachers to reflect on their responsibility to create a safe, supportive school environment. After covering the 13 safety standards, it transitions into practical action.

Facilitator Script Tip: Let us pause for a moment and bring this down to the level of each of us in this room. What is your role in making your school safer for learners? Think about your day- to-day interactions, classroom routines, and how you respond when something does not feel right.

What is Your Role in Creating a Safe School Environment

Facilitator Notes

- Facilitate an open plenary conversation or journal reflection.
- Write the question: What is my role in keeping learners safe? On a flipchart or board.
- Encourage participants to share short reflections or examples.
- Highlight the diversity of roles - some may supervise, others may mentor, others may listen or report.

Slide Title: School Safety as a Shared Responsibility

Slide Summary: This slide explains that school safety is not the job of one person or role. It requires collaboration between administrators, teachers, learners, parents and community members.

Facilitator Script Tip: Keeping learners safe is not just the headteacher's job or the responsibility of the teacher on duty. Everyone in the school community has a part to play – from learners themselves to parents and support staff. When everyone knows their role, safety becomes a shared culture.

School Safety as a Shared Responsibility

 **Administrators** – Establish policies, provide resources, and oversee implementation.

 **Teachers** – Actively monitor learners, implement safety measures, and intervene in cases of violence or threats.

 **Learners** – Play a role in reporting concerns, supporting peers, and practising safe behaviours.

 **Parents/Community** – Partner with schools in creating a secure environment inside and outside school premises.



Facilitator Notes

- Explain the shared responsibility:
 - Administrators
 - Establish school policies and safety procedures
 - Allocate and manage safety-related resources
 - Oversee the implementation of safety plans and staff coordination
 - Teachers
 - Actively supervise learners during lessons, breaks, and activities
 - Notice risks or concerning behaviours and intervene early
 - Implement positive discipline and build safe class environments
 - Learners
 - Report concerns or threats (e.g., bullying, unsafe conditions)
 - Support peers and act as role models in safe behaviours
 - Participate in drills and follow safety routines
 - Parents/Community
 - Collaborate with schools on safety strategies
 - Monitor learner safety at home and on the way to/from school
 - Report community risks and participate in creating a protective environment
- Emphasise that effective school safety depends on all four groups working together, not in isolation.
- Remind participants that while teachers are central, they are not alone. A shared safety culture increases the chances of identifying risks early and responding effectively.
- Ask:
 - Which of these groups do you think is most active in your school right now?
 - Which group could be more involved?
 - What actions can we take to strengthen these partnerships?

Slide Title: Teachers Help Implement School Safety Standards By...

Slide Summary: This slide breaks down the five key roles that teachers play in implementing school safety standards: Fostering a positive and inclusive culture; Monitoring and responding to risks; Teaching safety and protection; Supporting health, hygiene, and well-being; Being prepared for emergencies

Facilitator Script Tip: As teachers, you are at the centre of school life. These five roles show how your everyday actions directly affect how safe and supported learners feel. These are not extra duties – they are part of your relationship with learners and your presence in the school environment.

Teachers help implement school safety standards by:

Fostering a Positive & Inclusive Culture

- ✓ Promote respectful, trusting teacher-learner relationships
- ✓ Model kindness, fairness, and emotional support
- ✓ Make every learner feel seen and valued—regardless of gender, ability, or background

Monitoring & Responding to Risks

- ✓ Supervise learners actively during lessons, breaks, and activities
- ✓ Watch for bullying, peer violence, distress, or neglect
- ✓ Intervene early and document or escalate concerns where needed

Teaching Safety & Protection

- ✓ Use positive discipline to eliminate harmful practices
- ✓ Teach learners how to report concerns and identify safe adults

Supporting Health, Hygiene & Well-being

- ✓ Promote handwashing, clean toilets, menstrual hygiene
- ✓ Notice signs of malnutrition, illness, or stress
- ✓ Refer affected learners for health or psychosocial support

Being Emergency Prepared

- ✓ Practice safety drills with learners (e.g., fire, floods, intruder)
- ✓ Keep a visible emergency plan and contact list in your classroom
- ✓ Work with administrators to improve disaster preparedness

Facilitator Notes

- Explain that teachers are the frontline of safety implementation. Everything from the way a teacher speaks, supervises, and teaches can promote safety or harm. These five areas represent the core ways teachers put the 13 safety standards into practice every day.
- Explain each role one by one. These are the five role areas for teachers:
- Fostering a Positive and Inclusive Culture: This includes the tone we set, how we treat all learners, and how we build respect in the classroom. Emphasise the importance of:
 - o Trusting, respectful teacher-learner relationships
 - o Fairness and emotional support
 - o Making every learner feel seen, heard, and valued – regardless of gender, ability, or background

Ask:

- o What does inclusion look like in your class?
- o What small behaviours can make a big difference?
- Monitoring and Responding to Risks. Explain: Teachers spend more time with learners than any other adult in school. This makes you the first to notice when something is wrong. Key practices include:
 - o Active supervision during class, breaks, and movement times
 - o Watching for signs of bullying, aggression, or isolation
 - o Taking action – documenting incidents, informing the headteacher, or referring where necessary

Ask:

- o Have you ever noticed a situation that made you uncomfortable?
 - o How did you respond?
- Teaching Safety and Protection. Explain: Teachers have a responsibility to educate learners on safety. It is not just about academics – it is about life skills. Include:
 - o Using positive discipline instead of harmful punishment
 - o Teaching learners how to identify unsafe situations and who they can go to for help
 - o Reinforcing that help-seeking is not a sign of weakness

Ask:

- o How do we create a class culture where learners feel safe speaking up?
- Supporting Health, Hygiene, and Well-being. Explain: This role includes both proactive and reactive support for learners' physical and emotional health. Highlight:
 - o Daily promotion of clean habits (handwashing, toilets, menstrual hygiene)
 - o Watching for signs of distress (malnutrition, sadness, aggression)
 - o Referring learners to the school guidance teacher or health facility when needed

Ask:

- o What support systems are already in place in your school for learner well-being?
- Being Emergency Prepared. Explain: Emergencies may be rare, but they are devastating if schools are unprepared. Teachers play a key role in readiness. Emphasise:
 - o Knowing and practising emergency procedures (fire, flood, intruder)
 - o Keeping emergency contacts visible and accessible in the classroom
 - o Helping learners rehearse drills and take them seriously

Ask:

- o Have you ever been in a school emergency?
 - o What helped or what was missing?
- Remind participants that they do not need a special title to lead school safety. These five actions, if done consistently, can change a school's culture.
- After discussing all five roles, ask participants to mark (with a tick or star in their journals or on the flipcharts):
 - o One role they already feel confident in
 - o One role they want to grow in
- Facilitate a short discussion:
 - o What support would help you carry out these roles better?

Slide Title: Key Messages

Slide Summary: This slide highlights six key messages from the module on school safety. These reinforce the central ideas that safety enhances learning, everyone has a role, threats can come from inside or outside the school, and the 13 standards guide action.

Facilitator Script Tip: Let us end this session by reviewing what really matters. These six key ideas summarise everything we have explored today. School safety is not just about protecting learners from danger – it is about helping them thrive.



Facilitator Notes

- Safe schools promote learning, well-being, and participation. When learners feel safe, they are more focused, confident, and willing to participate in class. Safety is the foundation for both academic and emotional development.
- Risks can come from inside or outside the school. Threats like bullying, corporal punishment, or peer violence may happen within school. Others, like unsafe transport or home violence, may happen outside but still affect learners' safety and learning.
- Safety requires collaboration. Teachers, learners, parents, and school leadership must all play a role. Teachers are especially important because they see learners every day and can notice problems early.
- Kenya's 13 School Safety Standards offer clear guidance. These standards include physical safety, hygiene, learner protection, and safe behaviour. Every school is expected to implement them as part of national policy.
- Teachers protect learners through daily actions. This includes supervision, noticing changes in learners, responding calmly to incidents, and using positive discipline. Small actions can prevent harm and build trust.
- Ask:
 - o Which one of these messages stands out to you the most, and why?

Participant Handout – Session 2: Creating Safe and Supportive School Environment

The Kenya School Safety Manual outlines 13 essential safety standards to address these risks and ensure a safe and inclusive learning environment. The table below matches examples of threats to their respective standards and outlines the required actions to mitigate them.

Standard Name	Examples of Threats	Standard from the Kenya School Safety Manual
Safety on School Grounds	Accidents are due to poor maintenance, lack of fencing, and inadequate security.	The school should have properly demarcated and fenced grounds with a secure gate.
Safety in Physical Infrastructure	Structural failures, lack of proper ventilation, and insufficient sanitation facilities.	The school should ensure that classrooms, dormitories, offices, and toilets are safe and well-maintained.
Health and Hygiene Safety	Outbreaks of disease due to poor sanitation and hygiene, lack of medical care, ill health, malnutrition, drug and substance abuse, child pregnancy, female genital mutilation, HIV and AIDS.	Schools must have clean and safe sanitation facilities, access to clean water, and health services.
Safety in the School Environment	Unsafe waste disposal, environmental hazards, and poor air quality.	The school environment should be free of hazards, with proper waste disposal and pollution control.
Food Safety	Food contamination, lack of proper food storage, and foodborne diseases.	Learners should have access to safe and nutritious food, with proper food handling and storage.
Safety Against Drug and Substance Abuse	Drug use, substance abuse, leading to violence, impaired learning.	Schools should enforce strict policies against drug and substance abuse.
Safe Teaching and Learning Environment	Bullying, lack of inclusive learning spaces, poor teacher-learner relationships, teacher – on – learner violence, learner – on – learner violence, physical punishment, and emotional abuse.	A safe and conducive learning environment must be maintained, fostering positive interactions.
Socio-cultural Environment of the School	Discrimination, harassment, lack of gender sensitivity, and lack of sensitivity to the sexual maturation challenges of both boys and girls.	Schools should promote a respectful and inclusive socio-cultural environment.
Safety of Children with Special Needs/ Disabilities	Lack of ramps, inadequate special needs facilities, stigma, and exclusion.	The school must cater to children with special needs, ensuring accessibility and support services.
Safety Against Child Abuse	Physical, emotional, and sexual abuse, lack of reporting mechanisms.	The school must have policies and procedures to prevent and respond to child abuse.
Transportation Safety	Unsafe school transport, road accidents, and lack of traffic safety education.	School transport must meet safety standards, with trained drivers and road safety measures.
Disaster Risk Reduction	Lack of emergency preparedness, risks from natural disasters.	Disaster risk management strategies should be in place to handle emergencies effectively.
School – Community Relations	Weak collaboration with the community, security risks, lack of engagement.	Schools should foster strong relationships with the community for enhanced security and support.

Session 3:

Building and Sustaining Healthy Teacher–Learner Relationships

Session 3: Building and Sustaining Healthy Teacher–Learner Relationships

This session explores how positive, respectful relationships between teachers and learners form the foundation of effective discipline and meaningful learning. Participants will reflect on their own relationship-building styles and examine the core elements of healthy teacher-learner relationships, such as empathy, consistency, connection, and emotional safety. Through discussion, role-play, and journaling, teachers will learn practical ways to build trust, communicate with care, and respond to learners in ways that strengthen connection rather than control. The session also introduces strategies for affirming learner dignity, managing conflict non-violently, and fostering a classroom climate where every learner feels seen, valued, and respected.



Additional Materials Needed

- Printed copy of handout: Session 3: Building and Sustaining Healthy Teacher–Learner Relationships



Preparatory Notes for Facilitators

- Leave space on a board or flipchart to write characteristics of positive relationships.
- Prepare one flipchart titled: What Makes a Good Teacher–Learner Relationship?

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: Outlines the objectives of the session: understanding what makes relationships healthy or harmful, identifying causes and impacts of poor relationships, and learning practical strategies to sustain positive interactions.

Facilitator Script Tip: In this session, we will focus on your day-to-day relationships with learners. These connections shape how learners feel, behave, and perform. Strong relationships support safety, motivation, and growth. Poor ones can do real harm – even without intending it.



By the end of the module, you should

1. Demonstrate an improved understanding of the characteristics of a healthy teacher-learner relationships
2. Explain the causes of unhealthy teacher-learner relationships
3. Describe the techniques of sustaining healthy teacher-learner relationships

Facilitator Notes

- Walk participants through each outcome and ask them to listen for which one they are most eager to explore.
 - o Describe the characteristics of a positive teacher-learner relationship and why it matters for learner safety and well-being.
 - o Identify common behaviours or practices that may harm or build trust between teachers and learners.
 - o Reflect on their teaching style, communication, and response to learner needs.
 - o Demonstrate practical strategies to strengthen connection, inclusion, and learner voice in the classroom.
 - o Understand how positive teacher-learner relationships contribute to violence prevention, learner confidence, and overall school safety.
- Emphasise that this session is about self-awareness and growth, not judgement.
- Encourage self-awareness: Let participants know that everyone has strengths and areas for improvement in relationships with learners. Everyone also has opportunities to grow, especially in how we relate to and respond to learners.

Slide Title: Opening Reflection Questions: Personal Reflection Activity – Teacher Who Made a Difference

Slide Summary: This reflective opening invite teacher to connect personally to the session by recalling a strong relationship they had with a learner (or as a learner themselves). It begins with quiet personal reflection, followed by a group discussion to surface what strong teacher-learner relationships look like in practice today.

Facilitator Script Tip: Let us start by reflecting on our own experiences. Think about a time when you had a strong connection with a learner. What made that relationship work? How did it affect their behaviour or learning?

Take a few moments to jot down your thoughts. Then, let us reflect together: What do strong teacher-learner relationships look like in your school today? Think about a time you had a strong connection with a learner. What made that relationship work? How did it affect how the learner behaved, or how they learned?

Let's Reflect Together:

- Think of a time when you had a strong connection with a learner. What made that relationship work, and how did it affect the learner's behaviour or learning?
- What do strong teacher-learner relationships look like in your school?

Instructions:

1. Give participants 5 minutes for quiet individual reflection or journaling: Think of a time when you had a strong connection with a learner. What made that relationship work, and how did it affect the learner's behaviour or learning?
2. After journaling, prompt a few volunteers to share brief personal stories or insights. As they share, write keywords or phrases on the board or flipchart (e.g., trust, listening, encouragement, patience, presence).
3. As participants share, write down key words or themes on a flipchart (e.g. trust, empathy, consistency, feeling seen).
4. Transition to group reflection: ask the second question aloud and invite broader discussion – what does this look like (or not look like) in your current school context?
5. Prompt the second question:
 - o What do strong teacher-learner relationships look like in your school today?

Facilitator Notes

- Emphasise that this is a judgement-free space – not every participant may have strong past experiences to draw from, and that is okay.
- Encourage honest reflections. Participants who struggled with past relationships can reflect on what they wished had been different – that is also valuable learning.
- Use this activity to underline that:
 - o Strong teacher-learner relationships often arise from daily habits, not one-time actions or grand gestures.
 - o Building relational safety is a professional practice that impacts learning outcomes.
 - o Encourage those who had negative school experiences to share what they wish had happened – that is also valid learning.
- Use their input to lead into the next slide or section on the practical actions teachers can take to strengthen connection and safety in their classrooms.

Slides: Characteristics and Benefits of Healthy Teacher–Learner Relationships

Slide Summary: This interactive plenary invites participant to reflect on the defining qualities of positive teacher–learner relationships and the benefits these relationships bring to both learners and teachers. It helps surface shared understanding and builds a bridge between lived experience and professional responsibility.

Facilitator Script Tip: Let us hear from the room. What are the characteristics of a good teacher–learner relationship? What does it look like in practice? Now let us build on that – what are the benefits when these relationships are strong and healthy?

What are the benefits of a good teacher–learner relationship?

What are the characteristics of a good teacher–learner relationship?

Facilitation Instructions:

1. Read both questions aloud one at a time:
 - o What are the characteristics of a good teacher–learner relationship?
 - o What are the benefits of a good teacher–learner relationship?
2. Facilitate a plenary discussion and encourage wide participation.
3. As participants share, write down key words and phrases on two columns of a flipchart:
 - o One column for characteristics (e.g. trust, fairness, patience)
 - o One column for benefits (e.g. improved learning, reduced discipline issues, better attendance)
4. Build on or clarify contributions as needed – especially if participants get stuck on abstract answers. Prompt with examples.

Facilitator Notes

- Encourage participation across the room. Validate both personal insights and school – based observations.
- Clarify that strong relationships are built through:
 - o Everyday actions
 - o Respectful language
 - o Consistency in how learners are treated
- Emphasise that a good relationship:
 - o Does not mean leniency
 - o Is rooted in respect, clarity, boundaries, and encouragement
- Suggested keywords for flipchart (you can prompt if not offered):
 - o Characteristics: Trust, respect, fairness, active listening, empathy, consistency, safety, patience
 - o Benefits: Increased learner confidence, reduced classroom conflict, improved academic performance, stronger attendance, better emotional regulation, mutual respect
- These characteristics are not accidental – they can be nurtured and practised. And the benefits extend beyond academic success to lifelong growth.

Slides: Characteristics of a Healthy Teacher–Learner Relationship

Slide Summary: These slides introduce key characteristics that define a strong, positive, and protective teacher–learner relationship. These include mutual respect, open communication, trust, empathy, motivation, fairness, and emotional support. Together, these qualities foster safe, inclusive, and supportive learning environments.

Facilitator Script Tip: Let us now explore what a healthy teacher–learner relationship actually looks and feels like. These are the daily interactions and behaviours that help learners feel safe, motivated, and valued. A good relationship is not only about being liked – it is about building trust, fairness, and a sense of belonging in your classroom. As we go through these characteristics, think about how they show up in your own teaching. Where are your strengths? And where do you have room to grow?

Characteristics of a Healthy Teacher–Learner Relationship

 **Mutual Respect:** This is valuing the perspectives and roles of other

 **Open Communication:** This is a clear and honest exchange of thoughts, ideas, and feedback, which ensures understanding and builds trust

 **Trust & Reliability:** This makes learners feel safe to express themselves without fear, knowing they can rely on the teacher for support and guidance

Characteristics of a Healthy Teacher–Learner Relationship

 **Empathy and Understanding:** This creates a supportive atmosphere that caters to learners' needs

 **Encouragement and Motivation:** This helps learners reach their potential, staying engaged, confident and eager to learn

 **Fairness and equity:** This promotes inclusivity and prevents bias regardless of learner background or abilities

Facilitator Notes

- Purpose: To help participants:
 - Reflect on their personal teaching style and interactions
 - Recognise that relationships are a protective factor against violence, bullying, and disengagement
 - Identify practical ways to strengthen relationships with learners
- Let participants know that this section focuses on the teacher–learner relationship as a daily tool for both learning and protection. Say:
- We often focus on discipline or supervision when discussing safety, but sometimes, the most protective thing we can offer is a healthy, trusting relationship. When learners feel safe with a teacher, they are more likely to speak up, try harder, and stay engaged in school.
- Go through each one slowly, using real examples or inviting teacher stories to illustrate:
 - Mutual Respect: Value learners' perspectives and boundaries. Avoid shouting, sarcasm, or humiliation. Respect does not mean lowering standards – it means holding them with dignity.
 - Open Communication: Make space for learners to voice questions, concerns, and even disagreements. Listen with care, and use clear, honest feedback to build trust.

- o Trust and Reliability: Be consistent. Follow through on your promises. If learners know they can rely on you, they are more likely to ask for help when something is wrong.
 - o Empathy and Understanding: Respond to the learner, not just the behaviour. Understand that home and community factors affect school behaviour.
 - o Encouragement and Motivation: Praise effort and persistence. Celebrate progress, not just perfect results. Make learners feel their growth matters to you.
 - o Fairness and Equity: Avoid favouritism or punishment that feels unequal. Hold all learners to high standards while supporting those who need extra help.
- Healthy teacher-learner relationships do not require perfect teachers.
 - Healthy relationships are built in small, everyday actions – not big speeches. Even one consistent, respectful adult can completely change a learner’s experience of school. They need consistent, respectful, and caring teachers. These small daily behaviours help learners feel secure, and when learners feel safe, they are more likely to succeed and speak up when they need help.

Slide Title: Activity – Personal Reflection Exercise on Past Teacher–learner Relationship

Slide Summary: This individual journaling activity invites teachers to reflect on a personal experience with a teacher who made a positive impact in their own life. It helps participants internalise the characteristics of healthy teacher–learner relationships by connecting them to their lived experience.

Facilitator Script Tip: Let us take a few minutes to turn inward. Think back to a teacher who had a meaningful, positive impact on your life. What made them stand out? What did they do that helped you feel safe, motivated, or supported? Now, think about how you can bring some of those same qualities into your own teaching.

Activity – 🎓 Personal Reflection Exercise (5 min)

Think about a teacher who made a positive impact on your life.

What qualities made your relationship with them effective?

How did they make you feel?

How can you bring similar qualities to your classroom?

✍️ Write your thoughts and be ready to share briefly with a partner

Instructions:

1. Begin by setting a calm, reflective tone. This is a personal and emotional reflection, not an academic task.
2. Explain the purpose: To help teachers connect with the learner's perspective by recalling their own experiences as students and exploring how past experiences – positive or negative – influence how we treat learners today.
3. Ask teachers to open their journals or notebooks.
4. Read the three questions aloud and write them where visible (if no projector):
 - o What qualities made your relationship with that teacher effective?
 - o How did they make you feel?
 - o How can you bring similar qualities into your classroom?
5. Allow 3–5 minutes for quiet reflection and journaling.

✎ Facilitator Notes

- We all carry the influence of our former teachers, but we also have the power to interrupt harmful cycles and model something better.
- Emphasise the emotional impact teachers can have – both positive and negative – that lasts for years.
- Highlight that participants' memories as learners are powerful tools for empathy and insight.
- Draw attention to small behaviours that created safety or harm (tone of voice, facial expression, fairness, listening).
- Encourage participants to recognise that negative experiences can unconsciously shape how they relate to learners today.
- Reinforce the idea that understanding what hurt or helped them can guide them in breaking harmful patterns and repeating positive ones.

- Acknowledge that some reflections may be painful – and that this discomfort can be useful if it leads to more intentional, compassionate teaching.
- Invite pride in the positive memories – these are examples of what participants can now offer to their own learners.
- End with a question:
 - o What kind of memory do you want your learners to carry of you in 10 or 20 years?

Slide Title: Activity – Reflecting on Your Current Teacher–Learner Relationships

Slide Summary: This personal reflection activity invites teachers to assess their current relationships with learners. It encourages honest self-awareness about what is working well and what could be improved, based on the healthy relationship characteristics discussed earlier.

Facilitator Script Tip: Let us now shift the focus to your current classroom. Think about how you relate to your learners today – your tone, consistency, and support. This is not about judgment; it is about reflection and growth. What are you proud of? What would you like to shift or improve?

Activity – Personal Reflection Exercise (5 min)

Think about your current classroom and how you relate to your learners today.
Which qualities of a healthy relationship do I already demonstrate in my classroom?

How do my current learners likely feel in my presence—safe, respected, anxious, confused?

What is one small behaviour I want to improve or stop doing to strengthen trust with learners?

What is one behaviour I want to avoid in order to improve my connection with learners?
 Write your thoughts

Instructions:

1. We are going to take a few minutes for personal reflection. This is just for you. The purpose is to think about how your learners experience you – and how your relationship with them shapes their safety and motivation.
2. Ask participants to open their journals or notebooks.
3. Write or say the following reflection prompts:
 - o Which qualities of a healthy relationship do I already demonstrate in my classroom?
 - o How do my current learners likely feel in my presence – safe, respected, anxious, confused?
 - o What is one small behaviour I want to improve or stop doing to strengthen trust with learners?
 - o What is one behaviour I want to avoid in order to improve my connection with learners?
4. Give 5 minutes for quiet journaling.
5. After journaling, invite: Silent reflection or Pair sharing, or Voluntary sharing in plenary (depending on group comfort and time)
6. Optional Prompt for Plenary Debrief
7. Ask:
 - o What did you notice about yourself during this reflection?
 - o How might small changes in your daily routine or language build stronger learner trust?

Facilitation notes:

- This activity is meant to guide teachers through a moment of quiet, honest reflection on how their current relationships with learners align with the healthy relationship characteristics introduced earlier. The goal is not perfection but awareness and intentional growth.
- This is a nonjudgmental activity. Let teachers know that it is okay to realise that some behaviours might not align with the relationship they want to build – it is part of the learning process.
- The goal is self-awareness, not public sharing unless the participant chooses to do so.
- Small changes matter. Reinforce that meaningful shifts often begin with something small – tone of voice, response to mistakes, consistency in praise or boundaries.
- Emphasise that reflection is about growth, not guilt – all teachers are still learning.
- Highlight that the teacher-learner relationship is not defined by one moment, but by patterns over time.
- Encourage honesty: areas of strength should be acknowledged just as much as areas needing improvement.
- Stress that small shifts – tone, consistency, pausing before reacting – can make a big difference in building trust.
- Encourage teachers to think about how their behaviour is experienced by learners, especially the quiet or struggling ones.
- Reinforce the importance of being intentional and consistent – what learners see and feel regularly shapes their sense of safety.
- Leave teachers with the message: You already have the tools to build trust. It begins with noticing, listening, and adjusting.
- Even one relationship grounded in respect, consistency, and care can make a learner feel safe enough to stay in school, speak up, and believe in themselves. You have the power to build that – one interaction at a time.

Slide Title: Group Challenge – What are the causes and consequences of unhealthy teacher–learner relationships

Slide Summary: This interactive challenge asks participants to name harmful teacher behaviours (causes) and link them to real classroom consequences for learners. It encourages reflective thinking and reinforces the link between daily actions and learner outcomes.

Facilitator Script Tip: Let us put this into practice. One group will name something a teacher might do that damages the relationship, and the other will say what could happen as a result. This helps us link behaviour to learner experience – not in theory but in real school life.

Causes and consequences of unhealthy teacher–learner relationships

Group Challenge What's the Cause and What's the Impact?

Let's explore the causes and consequences of broken teacher–learner relationships.

👥 Group 1: Say a cause – something a teacher might do that damages the relationship.

👥 Group 2: Respond with the consequence – what might happen to the learner or classroom.

Instructions:

1. Set the tone early: Emphasise that this is a learning activity, not a space for blame or shaming. Use humour gently to keep the mood open and non-defensive.
2. Divide the Room into Two Groups
 - o One side of the room will be Group 1: Causes
 - o The other side will be Group 2: Consequences
3. Explain the Challenge
 - o Group 1 will say a cause – a specific action or behaviour a teacher might do that damages the teacher–learner relationship.
 - o Group 2 will respond with a consequence – what that behaviour might lead to in the learner or classroom.
 - o Model the first pair if needed: e.g., A teacher ignores a struggling learner ☒ The learner feels unsupported and gives up.
4. Encourage specificity: Prompt participants to name clear, real-world behaviours, not vague terms like bad teaching. Instead, give unclear instructions or always favour top performers.
5. Alternate Responses. Start with Group 1, then Group 2 responds.
6. Keep the rhythm going for 6–8 exchanges.
7. After a few turns, switch roles so each group gets to do both causes and consequences.
8. Manage repetition: Affirm similar answers but gently ask for new ideas. Use prompts like That is a common one. Can anyone think of a more subtle cause?
9. As facilitator, write the pairs (cause + consequence) on a flipchart or board for everyone to see. This helps reinforce learning.

10. Wrap-Up Questions (Debrief). Ask:

- o What did you notice during this exchange?
- o Which consequences were most surprising or powerful?
- o What can we take from this into our classrooms?

 Facilitator Notes

- Unhealthy teacher-learner relationships often begin with small, repeated behaviours, not one-time events.
- Many of the causes named may be unintentional or culturally normalised – this reflection helps bring them into awareness.
- The impact on learners is often emotional before it becomes behavioural. Highlight this: e.g., silence or withdrawal usually comes before open defiance.
- Teachers may see themselves, in some cases, acknowledge that reflection is a strength, not a weakness.
- Draw connections to earlier slides (e.g., You will notice how these link directly to the healthy relationship traits we discussed earlier.)
- Reinforce that every teacher can repair or prevent harm by choosing differently – this is a core part of building a safe and supportive classroom.
- Ask a debrief question at the end:
 - o What stood out to you?
 - o How did this shift your thinking about classroom relationships?

Slide Title: Causes and Consequences of Unhealthy Teacher–Learner Relationships

Slide Summary: This slide summarises common causes of damaged relationships – such as disrespect or poor communication – and their likely impact on learners, such as disengagement or low confidence. It reinforces insights from the group challenge and helps name real-life classroom dynamics.

Facilitator Script Tip: Let us now look at what often causes damage in relationships and what happens to learners when that trust is broken. You may recognise things here. This is not about blame – it is about identifying what we want to do differently.

Causes & Consequences of Unhealthy Teacher Learner Relationships		
✗ Disrespect	Belittle, dismiss, or mock learners	Learners withdraw or become defiant, lead to conflicts, and reduced classroom cooperation
🗣️ Poor Communication	Give unclear instructions, use harsh tone	Confusion, silence, and loss of trust
⚖️ Bias or Favoritism	Favor some learners over others	Resentment, low morale, disengagement, perceive or experience unequal opportunities for participation or recognition
📈 Unrealistic Expectations	Demand too much or too little	Stress, apathy, feelings of failure, feeling overwhelmed, sense of inadequacy among learners
🔪 Inconsistent Discipline	Enforce rules unevenly	Chaos, loss of authority, learner frustration, feeling unfairly treated, uncertain about boundaries, encourage disruptive behaviour, reduced trust in the teacher
👂 Lack of Empathy	Ignore learner struggles	Learners feel unsupported and misunderstood, disconnected, and isolated

Facilitator Notes

- Refer back to the group's examples and see which match the list.
- Use this moment to validate contributions and clarify any missed patterns.
- Ask:
 - Have you seen any of these dynamics in your school?
 - What might be one of the most common – but often overlooked – causes of learner disengagement?
- Emphasise: Even unintentional behaviours (like unclear instructions or inconsistent discipline) have a real impact.
- Learners remember how we made them feel more than what we taught.
- Every teacher has the power to interrupt harmful patterns through daily choices.

Slide Title: Strategies for Sustaining Healthy Relationships

Slide Summary: This slide provides practical, everyday strategies teachers can use to build and maintain strong, respectful, and supportive relationships with learners. These actions focus on consistency, fairness, listening, encouragement, and approachability – turning good intentions into daily habits that protect and motivate learners.

Facilitator Script Tip: Now that we have explored what a healthy teacher-learner relationship looks like, let us talk about how to sustain it over time. These strategies are not one-time efforts – they are behaviours we practise every day. You may already be doing some of them, and others might be areas you want to grow in. This slide is your toolkit.

Strategies for sustaining healthy teacher-learner relationships

What You Can Do Daily

Creating a respectful environment

- Treat all students fairly and without bias
- Encourage students to respect each other's opinions
- Model respectful behavior in all interactions

Regularly reflect on teaching practices

- Take time to assess your teaching methods and interactions with learners
- Regularly seek feedback from learners to identify areas for improvement

Build on learners' strengths

- Identify and nurture each learner's unique talents and abilities
- Encourage learners to use their strengths to overcome challenges

Set clear expectations

- Clearly outline classroom rules, regulations and expectations at the start of the term
- Use positive and inclusive language
- Reinforce expectations regularly through reminders and discussions

Be consistent

- Maintain the same standards and approach throughout the term
- Avoid sudden changes in behavior or rules that may confuse learners

Be approachable

- Keep an open-door policy and make time for students outside of class
- Maintain a friendly and welcoming demeanor

Handle conflicts constructively

- Address issues calmly and fairly without assigning blame
- Listen actively to students' concerns and respond thoughtfully
- Involve learners in finding solutions to problems when appropriate

Foster long-term connections

- Show interest in learners' progress beyond the classroom
- Establish trust in interactions with learners
- Maintain confidentiality when learners share personal issues

Facilitator Notes

- This segment introduces concrete, relationship-centred strategies that teachers can consistently apply to build trust, safety, and respect with learners. Emphasise that these strategies do not require extra funding or special tools – they are rooted in daily interactions, teacher attitudes, and classroom habits.
- Creating a Respectful Environment
 - o Explain that this involves treating all students fairly, regardless of background, ability, or performance.
 - o Teachers should model respectful behaviour, including how they talk about students and colleagues.
 - o Reinforce the importance of encouraging learners to respect each other's ideas and listen without mocking or dismissing different viewpoints.
- Regularly Reflect on Teaching Practices
 - o Emphasise the importance of taking time to think about what is working or not working in one's approach to classroom management or interaction.
 - o Teachers can improve relationships by observing patterns in how they respond to certain students or situations.
 - o Suggest seeking informal feedback from learners or colleagues about teaching practices and teacher–learner dynamics.
- Build on Learners' Strengths
 - o Encourage teachers to look beyond problems or misbehaviour and identify each learner's potential.
 - o Nurturing talents (whether academic, artistic, athletic, or social) gives learners a sense of belonging and purpose.
 - o When learners feel seen for their strengths, they are more likely to engage, cooperate, and build confidence.
- Handle Conflicts Constructively
 - o Remind teachers that conflict is natural but must be handled calmly and fairly.
 - o They should avoid blaming language and instead focus on understanding the issue from the learner's perspective.
 - o Active listening is essential – pause, listen, and repeat what learners are saying to show understanding before responding.
 - o Whenever possible, involve learners in problem-solving to build ownership and accountability.
- Foster Long-Term Connections
 - o Building trust goes beyond lessons – it means taking an interest in learners' overall well-being and development.
 - o Teachers can show genuine care by following up on concerns, checking in when a child is struggling, or remembering small personal details (birthdays, achievements).
 - o Emphasise the importance of confidentiality when students share sensitive issues – it builds trust and respect.
- Set Clear Expectations

- o At the start of the term, teachers should clearly explain classroom rules, routines, and expectations.
- o Reinforce expectations regularly – not just when things go wrong.
- o Use positive, clear language. For example: We speak kindly here, instead of Do not insult others.
- o Revisit expectations after holidays or when new students join.
- Be Consistent
 - o Children need predictability. Inconsistent rules or reactions cause confusion and anxiety.
 - o Avoid punishing a behaviour one day and ignoring it the next – this weakens trust.
 - o Model fairness by holding all learners to the same standards, regardless of your personal feelings.
- Be Approachable
 - o Encourage an open-door approach – let learners know they can come to you for help or just to talk.
 - o Even when busy, show warmth and availability in tone, body language, and attention.
 - o Maintain a calm, welcoming demeanour – how you react to stress or mistakes sends a strong message about emotional safety.
- Ask for self-reflection: Have participants journal
 - o Which of these strategies do I already use consistently in my classroom?
 - o Which one would I like to focus on improving this term, and why?
 - o When learners think of my classroom, which of these behaviours would they say they experience most?
 - o What slight shift in tone, routine, or response could build more trust or connection?
 - o Write down one strategy they want to apply in the next week.

Slide Title: Key Messages

Slide Summary: The session is wrapped up with a concise list of take-home points that reinforce the importance of healthy relationships for safety, learning, and well-being.

Facilitator Script Tip: Let us close with what we want to remember. Building and sustaining strong relationships is one of the most powerful tools we have as teachers.

A graphic titled "Key Messages" with a teal border. It contains five blue boxes with white text and icons. The top row has three boxes: a heart icon for positive relationships, a speech bubble icon for communication, and a balance scale icon for fairness and empathy. The bottom row has two boxes: a checklist icon for small actions and a person icon for teachers as mentors.

Key Messages

- ♥ Positive relationships are the foundation of effective learning: Learners thrive when they feel respected, heard, and supported.
- 💬 How we speak and respond matters: Communication that is kind, clear, and consistent builds trust and safety.
- ⚖️ Fairness and empathy create inclusive classrooms: Every learner deserves equal attention, understanding, and opportunity.
- 📋 Small actions, done consistently, shape strong relationships: Simple habits—like greeting learners by name or listening actively—make a big difference.
- 👤 Teachers are not just educators—they're mentors and role models: The way we engage with learners influences who they become, far beyond the classroom.

Facilitator Notes

- Positive relationships are the foundation of learning. Learners thrive when they feel safe, heard, and respected.
- How we speak and respond matters. Tone and consistency build or break trust—kind communication makes a big difference.
- Fairness and empathy create inclusive classrooms. Treating all learners with understanding and equity helps everyone feel they belong.
- Small actions, done consistently, build strong relationships. Daily habits – like greetings and check-ins – have a long-lasting impact.
- Teachers are mentors and role models. How we engage with learners teaches just as much as our content does.
- Distribute Handout: Session 3: Building and Sustaining Healthy Teacher-Learner Relationships

Participant Handout – Session 3: Building And Sustaining Healthy Teacher–Learner Relationships

A healthy teacher–learner relationship creates a positive learning environment, fostering active participation, mutual respect, and academic and personal growth.

Characteristics of a Good Teacher–Learner Relationship

Mutual Respect Greet learners warmly by name. Treating all learners fairly. Listening actively to learners' concerns and ideas.	Open Communication Encouraging learners to ask questions. Being approachable and available for discussions. Providing constructive feedback kindly.
Trust and Reliability Following through on promises. Consistent enforcement of rules. Protecting confidentiality.	Empathy and Understanding Patience with learners facing struggles. Acknowledging efforts, not just results. Adapting teaching styles to diverse needs.
Encouragement and Motivation Celebrating achievements, big or small. Encouragement during challenging tasks. Positive reinforcement.	Fairness and Equity Consistent application of rules. Equal attention to learner needs. Inclusive participation.

Causes and Consequences of Unhealthy Teacher–learner Relationships

Behaviour	Teacher Causes	Learner Causes	Consequence
Lack of respect	Dismiss or belittle opinions	Defiance or disregard of authority	Conflicts, disengagement, and poor cooperation
Poor communication	Unclear instructions, criticism	Not sharing concerns	Misunderstandings, eroded trust
Bias or favouritism	Unequal treatment	Perceived unfairness	Resentment, disengagement, and low morale
Unrealistic expectations	High or low expectations	Feeling overwhelmed	Stress, frustration, inadequacy
Inconsistent discipline	Uneven rules application	Feeling uncertain/ unfairly treated	Disruptive behaviour, reduced trust
Lack of empathy	Ignoring challenges	Feeling unsupported	Emotional detachment, disengagement

Strategies for Sustaining Healthy Teacher–Learner Relationships

Creating a Respectful Environment Fair treatment, no bias. Encourage mutual respect. Model respectful behaviour.	Regular Reflection on Practices Assess teaching and interactions. Seek learner feedback.
Building on Learners’ Strengths Identify and nurture talents. Encourage using strengths.	Setting Clear Expectations Clearly outline rules and expectations. Regular reinforcement and examples.
Consistency Maintain steady standards. Avoid sudden changes.	Being Approachable Open-door policy. Friendly demeanour. Mistakes as learning opportunities.
Handling Conflicts Constructively Calm, fair problem-solving. Active listening and thoughtful response. Involve learners in solutions.	Fostering Long-term Connections Interest in the learner’s overall progress. Build trust and confidentiality. Offer guidance and mentorship.

Final Reflective Questions

- Reflect on a successful teacher-learner relationship you have had – what made it successful?
- What specific steps can you implement immediately to build stronger relationships?
- How will you monitor your progress in sustaining positive relationships with your learners?

Session 4:

Distinction Between Punishment, Discipline and Positive Discipline

Session 4: **Distinction Between Punishment, Discipline And Positive Discipline**

This session supports teachers in understanding why corporal punishment is harmful and legally prohibited in Kenya. Participants explore the core differences between punishment and positive discipline, clarify misconceptions, and reflect on their own experiences and beliefs. Using participatory methods, the session introduces the eight pillars of positive discipline and reinforces the benefits of nonviolent discipline for both learners and teachers. It challenges mindsets while offering hope and practical alternatives. Teachers examine the historical roots of punitive discipline, including how colonial systems replaced traditional African restorative approaches. Legal frameworks such as the Children Act (2022) and the Basic Education Act (2013) are reviewed to reinforce teachers' safeguarding responsibilities. Through real-life stories, reflection, and group dialogue, the session addresses common fears and resistance around moving away from punishment. Participants leave with a renewed sense of purpose and concrete tools to implement respectful, rights-based discipline in their classrooms.

Additional Materials Needed

- Pre-cut leaf or seed- or seed-shaped papers (or plain A5 paper) for the Seeds of Change activity
- Printed copies of Participant Handout: Session 1: Understanding VAC
- Printed copy of Facilitator Reference Material: Storytime: From the Elders to the Cane (facilitator reference or participant can read)
- Printed copy of Facilitator Reference Material: Addressing Common Questions and Concerns from the Introduction to Positive Discipline

Preparatory Notes for Facilitators

- Prepare a flipchart or board space to use during the group task and plenary titled:
 - o What is the difference between punishment, corporal punishment, discipline, and positive discipline?
 - o Traditional vs. Modern Discipline
 - o Seeds of Change – What I Will Grow in My Classroom
 - o Optionally, draw or post a four-column chart to compare key terms: Punishment | Discipline | Positive Discipline | Corporal Punishment
- Prepare leaf or seed-shaped paper and adhesive materials (Blu-Tack, masking tape) for the Seeds of Change reflection wall. Set up a flipchart titled Seeds of Change – What I Will Grow in My Classroom on a visible wall.
- Review the Addressing Common Questions and Concerns from the Introduction to Positive Discipline reference material (found at the end of this session). Use it to guide responses when participants express concerns or resistance during the session.
- Read and rehearse the Storytime: From the Elders to the Cane ahead of the session. This narrative will be used during the discussion on the historical and cultural shifts in discipline approaches. Use a storytelling tone to engage participants meaningfully.

- Familiarise yourself with the BBC documentary (Taught to Fear). Watch it beforehand and prepare emotionally in case it evokes strong responses among participants.
- Be prepared to pause for emotional care after sensitive segments like the story and video. Offer journaling or silent moments as alternatives to discussion.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This slide introduces what participants will learn during the session: to understand the difference between punishment, discipline, and positive discipline; reflect on the impact of corporal punishment; and explore alternative strategies aligned with the law and child rights.

Facilitator Script Tip: This session is not about blaming teachers. It is about understanding how we can manage behaviour in a way that supports learning and respects the dignity of every child. As we go through this content, reflect on your practices and beliefs and what kind of change feels possible.



OUTCOMES

By the end of the module, you should

1. Distinguish between punishment, discipline and positive discipline.
2. Understand the negative impact of punishment.
3. Understand the laws and policies that prohibit corporal punishment

Facilitator Notes

- Walk through each outcome slowly and clearly.
 - o Explain the difference between punishment, discipline, and positive discipline using practical examples.
 - o Describe the legal framework in Kenya that prohibits corporal punishment and protects children from violence in schools.
 - o Reflect on the adverse effects of punishment and why it often fails to teach or correct behaviour.
 - o Identify barriers to implementing positive discipline and discuss practical ways to overcome them in real school settings.
- Encourage teachers to identify which outcome they feel most confident about, and which they are least sure of.
- Reassure them that this is a space for reflection and growth.
- Highlight that the session includes personal reflection, peer discussion, legal review, and strategy development.
- Please note that during this session, participants may express strong views or concerns about shifting away from punishment, especially as we define and contrast discipline and positive discipline. If challenging or emotional questions come up, refer to the reference material at the end of this session: Addressing Common Questions and Concerns during Introduction to Positive Discipline. This table provides clear, empathetic responses you can use to guide discussions and maintain a respectful, open learning environment.

Slide Title: Understanding Punishment – How Was It Used in Precolonial Africa?

Slide Summary: This slide introduces teachers to the concept of discipline as it was practised in traditional African societies, rooted in healing, guidance, and restoration. It invites reflection on the historical shift brought by colonial systems and how this disrupted community-based discipline.

Facilitator Script Tip: Let us begin with a story. Imagine sitting under a large tree in your ancestral village. A child has made a mistake – not to be punished with pain, but to be taught through stories, reparations, and conversation. This is how discipline looked in many African societies before colonialism.

Understanding Punishment

How was punishment used in Precolonial Africa?

📖 Story Time – How discipline worked in African communities before colonial influence.

Reflect on the differences between punishment then and now.

- *How is this different from how we discipline today?*

- *What can we learn from this approach?*

Instructions

1. Read the Storytime aloud or paraphrase it slowly and expressively. Encourage visualisation: 'Picture a village... a child has done wrong... elders gather...'
2. Ask participants to silently reflect for a moment on what they heard.
3. Write or say the two reflection questions from the slide:
 - o How is this different from how we discipline today?
 - o What can we learn from this approach?
4. Invite participants to respond either in:
 - o Personal journals (2–3 minutes)
 - o A quick think-pair-share
 - o Or a plenary discussion (choose based on time and group size)
5. On a flipchart titled Traditional vs. Modern Discipline, draw two columns and write down key points shared by participants.

Facilitator Notes

- Emphasise that discipline is not new to African traditions – what is new is the violence introduced under colonial rule.
 - o Before Colonial Influence: Discipline was restorative. Elders used storytelling, dialogue, and guidance. Children were not shamed or harmed but helped to make amends and return to the community with dignity.
 - o Disruption by Colonial Rule: Colonial governments dismissed these African methods and replaced them with harsh, punitive systems – whipping, silence, and control. In schools, the cane and fear replaced dialogue and trust. Over time, even African communities adopted this model, believing it was the only way to teach respect.
 - o Returning to Our Roots: Positive discipline aligns more closely with our precolonial traditions than punishment. It is firm, structured, and respectful. It corrects without violence and teaches through relationship, not fear.
 - o Highlight restorative practices, such as apology, restitution, and public dialogue, were embedded in communal justice.
- Reinforce that colonial systems replaced restoration with punishment to control rather than teach.
- Allow teachers to reflect on their schooling and how the shift to punitive methods may have shaped them.
- Link the reflection questions directly to today's practice:
 - o How do we balance firmness with dignity?
 - o What would a modern-day version of 'elders under the tree' look like in our schools?
- Encourage teachers to see themselves as restorers, not punishers – a role rooted in tradition and child rights.
- Note any tensions that arise (But is not that being too soft?), and reassure that positive discipline is firm, but not violent. Example of facilitator script tip: You are not alone in thinking that – many teachers worry that non-violent discipline might mean losing control. But let us stay with this thought for now. As we move forward, we will explore what real structure and firmness look like without using fear or harm. For now, stay open to the idea that there may be another way – one that is actually deeply rooted in our traditions.

Slide Title: What is the difference between punishment, discipline, and positive discipline?

Slide Summary: This slide introduces a group task that encourages participants to explore the meaning and key characteristics of three commonly used terms: punishment, discipline, and positive discipline. The goal is to activate prior knowledge, promote reflection, and prepare for deeper discussion in the following slides.

Facilitator Script Tip: Before we give you definitions, we want to hear your ideas. These three words – punishment, discipline, and positive discipline – are often used as if they mean the same thing. But do they? Let us explore what each one really involves.

What is the difference between punishment, discipline, and positive discipline?

Instructions: Group Work (20 minutes)

1. Divide the room into three groups: Group 1: Punishment; Group 2: Discipline; Group 3: Positive Discipline; Group 4: Corporal Punishment
2. If you have a large group, create multiple sets of the three groups.
3. Give each group a flipchart sheet and markers.
4. Each group will do the following for their assigned concept: (10–15 minutes for group work)
 - o Write a definition in your own words
 - o List the main characteristics or behaviours commonly associated with this approach
 - o Identify the goal or intended outcome of using this approach
 - o Prepare one example of how this looks in a real school situation. They can describe things they have done, observed, or questioned.
5. As groups work, walk around, support discussions and ensure they are distinguishing between the terms
6. Avoid correcting groups at this stage, even if definitions are incomplete or imprecise. Let the discussion build toward clarity.
7. Bring everyone back to plenary. Each group will present for a maximum of 3 minutes. They may appoint a spokesperson or present together.
8. As each group presents, write or display a three-column chart on a flipchart or board with the headings: Punishment | Discipline | Positive Discipline | Corporal Punishment
9. Use this to summarise and compare the contributions from each group.

Facilitator Notes

- Purpose of This Activity: This activity is a warm-up to surface existing beliefs, language, and school practices. It prepares participants for a deeper understanding in the following slides. It allows teachers to see how varied their interpretations may be and why clarity matters.
- Many participants may confuse discipline with punishment – expect an overlap. Some may describe positive discipline as too soft or permissive. Note this for later clarification.
- Teachers might include examples of physical punishment or shaming. Do not interrupt or shame them. This will be addressed in the definitions and legal framework sections.
- Some groups may struggle with positive discipline if they are unfamiliar with the term. Let them draw on what they think it could mean – this sets the stage for learning.

Slide Title: Punishment

Slide Summary: This slide defines punishment as a reactive, fear-based response to unwanted behaviour. It highlights that punishment often involves physical or emotional pain and focuses on control rather than learning.

Facilitator Script Tip: Let us now define punishment clearly. Earlier, some of you described punishment as harsh, immediate, or physical. This definition builds on that – it is about control, not teaching.

Punishment, Discipline, and Positive Discipline

● Punishment:

- Punishment is a **reactive approach to unwanted behaviour** that often **involves inflicting pain, fear, or discomfort** (physical or emotional) as a consequence of wrongdoing.
- It focuses on **controlling behaviour through fear or pain**, not teaching.
- Examples: caning, public shaming, or detention without guidance.

Facilitator Notes

- Acknowledge responses from the earlier group:
- Punishment is when a child is made to suffer for doing something wrong, either physically or emotionally. The aim is to make them feel pain, fear, or humiliation so that they do not repeat the behaviour. However, punishment does not teach what should be done instead.
- Emphasise that punishment is reactive – it happens after a mistake, with the goal of control or compliance.
- Punishment is not the same as discipline. It aims to stop behaviour through discomfort or fear.
- Clarify that punishment can be Physical, such as hitting, pinching, dragging, or kneeling, or emotional, such as public shaming, humiliation, silent treatment, mockery, yelling, forcing a child to kneel or stand in the sun, or assigning meaningless tasks.
- Punishment may stop behaviour in the short term, but it does not teach the learner why the behaviour is harmful or what to do differently.
- Reinforce that punishment does not teach self-control or responsibility – it creates fear or resentment.
- Ask the group:
 - o What do you think a learner feels when they are punished without understanding why?
- Do not shame participants who may use punishment – this is a learning space. Reassure them that better tools are coming.

Anticipated reactions and how to respond

- But we were punished and turned out fine. ò
 - o Acknowledge the lived experience (to build trust): I hear that, and it is something many of us feel. Most of us grew up in environments where punishment was the norm, and we survived, worked hard, and became responsible adults.
 - o Gently challenge the assumption with perspective: But surviving is not the same as thriving. Many of us may have succeeded in spite of punishment, not because of it. We adapted, but it often left marks we were told to ignore.
 - o Bring it back to evidence and learner experience: Research and child development studies have shown us that repeated punishment, especially physical or shaming, can create fear, reduce trust, and harm self-esteem. It may stop a behaviour in the moment, but it does not build understanding or long-term responsibility.
 - o Use a powerful reflection prompt: Let me ask you this: how many of us feared asking questions in class? Or stayed silent even when we needed help, because we did not want to be shouted at or beaten? That is the impact we are trying to prevent for today's learners.
 - o Reframe the opportunity: We now know more. And with that knowledge comes the opportunity to raise children with dignity, safety, and accountability. Positive discipline still holds learners responsible – but it also builds trust, not trauma.

Slide Title: Corporal Punishment

Slide Summary: This slide defines corporal punishment as any punishment where physical force is used with the intent to cause some degree of pain or discomfort. It clarifies that this form of punishment is illegal in Kenyan schools and harmful to children's physical and emotional well-being.

Facilitator Script Tip: Let us define corporal punishment very clearly. It refers to any situation where physical force is used on a child with the intention of causing pain or discomfort, even if the discomfort is light. This could be a slap, a hit, a push, or forcing a child to kneel or stand painfully. It is still used in many schools, but it is both harmful and illegal.

Punishment, Discipline, and Positive Discipline

● Corporal Punishment:

- Corporal punishment is **any punishment in which physical force is used** and intended to cause some degree of pain or discomfort, however light (UNCRC 1989).
- Includes actions such as hitting, spanking, slapping, kicking, shaking, or any other physical action intended to discipline a child.

Facilitator Notes

- Corporal punishment is any form of punishment where a teacher, parent, or adult uses physical force to cause a child pain or discomfort – even mild pain – with the aim of correcting their behaviour. According to the United Nations Convention on the Rights of the Child, this includes all acts like hitting, spanking, slapping, kicking, shaking, or any other physical action used to discipline a child.
- Emphasise that corporal punishment includes: Hitting (with hands, sticks, belts, rulers), Slapping, spanking, shaking, twisting ears, Dragging, pinching, or forcing a child to kneel painfully, Any action where the child's body is used as a target for correction
- Clarify common misunderstandings:
 - o Even if the act leaves no mark, it is still corporal punishment.
 - o Intent matters – if the goal is to cause discomfort or pain, it is corporal punishment.
 - o It is not justified to say I did it lightly or warned them first.
- State the legal position clearly: Corporal punishment is banned in Kenyan schools under the Children Act (2022), the Basic Education Act (2013) and the 2001 Circular, and reinforced by the Teachers Service Commission Code of Conduct. Teachers, support staff, and even school heads can be held accountable for their use.
- Explain why it is harmful:
 - o Causes fear, not understanding
 - o Damages trust between learners and teachers
 - o Can lead to trauma, withdrawal, aggression, or silence
 - o Does not support long-term learning or behaviour change
- Encourage reflection by asking
 - o How would a learner describe their experience of corporal punishment to someone they trust?
 - o What is the difference between fear and respect in the classroom?

Anticipated reaction and how to respond

- We used to be beaten and turned out fine. I understand. Many of us had that experience. But we now have better knowledge about how children learn and what helps them feel safe and grow. With this understanding, we can do better.
- Sometimes it is the only thing that works – talking does not help some children. That feeling is widespread, especially when we are frustrated or dealing with repeated behaviour. However, research shows that while physical punishment might stop behaviour in the moment, it does not lead to long-term change. Children may comply out of fear, but they do not always understand or internalise the lesson. There are structured ways to set boundaries and follow through without using force, and we will explore those together.
- Parents expect us to use the cane. If we do not, they say we are not disciplining properly. Yes, that is a real challenge in many communities. But part of our role as teachers is to model safe, respectful behaviour – even when norms around us are different. We can engage parents through meetings or examples of firm but non-violent discipline. Over time, when they see it working, they may begin to shift their expectations, too. The law is also clear: we are not allowed to use physical punishment, and protecting learners is our responsibility.

Slide Title: Discipline

Slide Summary: This slide defines discipline as the broader process of guiding, teaching, and supporting learners to make the right choices. Discipline is not the same as punishment – it is an intentional, ongoing approach that helps children develop responsibility and self-control through structure, support, and learning consequences.

Facilitator Script Tip: Discipline is not about punishment – it is about teaching. When we discipline, we guide children towards making better choices. We help them understand the impact of their actions and give them the tools to act differently next time. It is about structure, expectations, and growth.

Punishment, Discipline, and Positive Discipline

▣ Discipline:

- Discipline refers to the **broader process of guiding, teaching, and supporting learners to make the right choices** and follow expected behaviours.
- It's about learning self-control, responsibility, and consequences.
- Discipline encompasses both punitive and supportive strategies, including positive and negative reinforcement.

Facilitator Notes

- Definition: Discipline is the process of helping children learn how to behave responsibly. It includes teaching them what is expected, holding them accountable for their actions, and supporting them to improve. It is not about reacting in anger – it is about shaping long-term behaviour.
- Clarify: Discipline is not the same as punishment. Discipline = structure, teaching, and learning from mistakes.
- It involves positive strategies (e.g. praise, reflection) and constructive consequences (e.g. loss of privilege, reparation).
- Emphasise that effective discipline:
 - o Focuses on building self-control and decision-making.
 - o Involves clearly stated rules and consistent responses.
 - o Should always aim to help the learner succeed, not to shame them.
- Ask:
 - o What does discipline look like in your classroom on a good day?
 - o How do learners respond when they understand the rules and expectations clearly?

Anticipated Participant Comments & How to Address Them:

- So, discipline still allows punishment, right? Not all consequences are punishment. Discipline includes implications, but these should be meaningful, fair, and focused on teaching, not hurting. For example, asking a learner to repair harm or reflect on their behaviour is different from shaming or hitting them.
- I use strict discipline – it works. Being strict can mean having high expectations and intense routines, and that is good. However, discipline should also be respectful and transparent. Learners thrive when there is structure and trust, not just fear of consequences.
- But how do you discipline without punishment? Discipline uses guidance, boundaries, and follow-up, not just punishment. We will explore examples soon, primarily through positive discipline. You will see that you can be firm and fair without being harsh.

Slide Title: Positive Discipline

Slide Summary: This slide defines discipline as a broader, intentional process of guiding, teaching, and supporting learners to make responsible choices. It contrasts discipline with punishment by highlighting that discipline is about teaching and learning, not fear or reaction.

Facilitator Script Tip: Discipline is often confused with punishment, but they are not the same. Discipline is about helping learners grow, not just reacting when they misbehave. It is proactive, purposeful, and focused on teaching responsibility.

Punishment, Discipline, and Positive Discipline

Positive Discipline:

- Positive discipline is a non-violent, respectful, and developmental approach to discipline.
- It focuses on teaching skills, setting clear boundaries, building positive relationships, and encouraging behaviour change through empathy and accountability.
- Examples: conflict resolution, restorative conversations, setting classroom agreements.

Facilitator Notes

- Discipline means helping a learner understand what is expected, why it matters, and how to take responsibility for their actions. It includes guidance, structure, support, and consequences – but it is grounded in teaching, not hurting
- Discipline is not a single action – it is an ongoing process. It involves helping learners build internal control over time, rather than forcing external obedience in the moment.
- It includes both positive approaches (such as encouragement and dialogue) and corrective actions (such as consequences or restrictions) – but always with the goal of learning.
- Emphasise three key elements of discipline:
 - o It is about teaching, not controlling.
 - o It aims to build skills like responsibility and self-control.
 - o It is future-focused, not just reactive.
- Connect back to the group work activity. Ask the group
 - o Does this definition reflect what your group shared earlier?
 - o Is there anything you would add or change after seeing this?
- Ask participants:
 - o What do you already do in your classroom that fits with this definition of discipline?
 - o Have you seen examples where discipline helped a learner grow, rather than just punishing them?

Anticipated Reactions from Participants (and how to respond):

- But discipline needs to be tough, or children will take advantage. Yes, discipline must be firm and consistent. But firm does not mean harsh. You can hold learners to high standards without using fear. The goal is not to make them suffer; it is to help them learn.
- Are you saying we cannot give consequences? Not at all. Consequences are part of discipline, but they should be logical, respectful, and linked to the behaviour. For example, if a learner misuses materials, asking them to help clean up is a learning consequence. Discipline uses these kinds of tools to build understanding, not just compliance.
- This sounds time-consuming – we do not always have time to explain. I hear that. It can take time up front, but it saves time in the long run. When learners know what is expected and why, they are more likely to cooperate consistently.

Slide Title: What are the Consequences of Punishment and Corporal Punishment, and Let us Reflect Together

Slide Summary: This slide allows participants to reflect on the real emotional, behavioural, and long-term effects of harsh punishment on learners, teachers, and the school environment. It builds on previous discussions and prepares participants to engage with evidence-based consequences in the next slide.

Facilitator Script Tip: We have already discussed punishment, its roots, and how it feels for both teachers and learners. Let us now focus on the impact: What really happens when children are punished harshly? I invite you to think of a real learner you have taught or seen – one who experienced harsh discipline. What changed for that learner? Was the issue resolved, or did it leave other effects?

What are the consequences of punishment, corporal punishment on a learner?

Let's Reflect Together:

- What do you think happens to children when they are punished harshly?
- How does it affect their behaviour, emotions, or learning?
- What might be the long-term impact on the learner, the teacher, or the school?

Instructions:

1. Ask participants to sit quietly, take a breath, and think of a real moment they have witnessed or experienced.
2. Guide them through a few seconds of silent reflection.
3. Invite volunteers to share what they saw or felt. Use the guiding questions on the slide:
 - o What do you think happens to children when they are punished harshly?
 - o How does it affect their behaviour, emotions, or learning?
 - o What might be the long-term impact on the learner, the teacher, or the school?

Facilitator Notes

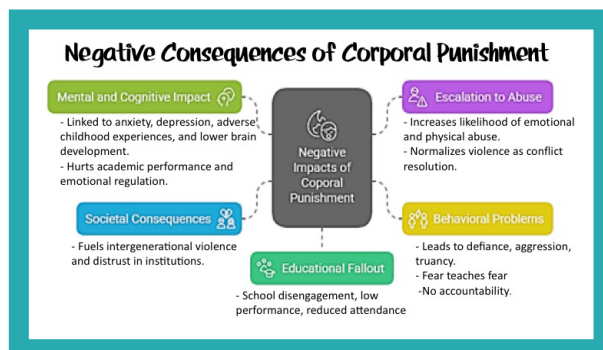
- Validate all responses, whether they show support or discomfort with punishment.
- If a participant shares a story that seems to justify punishment:
 - o Acknowledge their effort and care for their learners.
 - o Gently shift to deeper reflection: Did the learner stop the behaviour out of understanding or fear?
 - o Did the relationship improve or weaken?
 - o Use contrast to support reflection: Imagine being corrected in front of peers – how would that feel? Would it build your skills or silence you? What will this child carry forward, as a future parent or adult?

- If challenging views arise (e.g. It worked for me or Some children only understand pain), pause and thank the person for sharing. Refer to the Addressing Concerns reference material for sample phrases (e.g. Many of us were punished, but surviving is not the same as thriving).
- Emphasise these key points:
 - o Even if punishment creates short-term silence or compliance, it often leaves emotional wounds or erodes trust.
 - o Children may stop speaking in class, fear adults, or disconnect from learning.
 - o Punishment does not teach accountability – it teaches fear.
 - o This reflection helps us understand why we need an alternative, which is what we will explore next.

Slide Title: Negative Consequences of Corporal Punishment

Slide Summary: This slide presents research-based and lived-experience evidence on the harmful effects of corporal punishment. It outlines five major consequence areas – mental, behavioural, societal, educational, and risk of abuse – and invites participants to connect these to real classroom situations.

Facilitator Script Tip: Earlier, you shared powerful reflections about what happens to children when they are punished harshly. Now, let us look at what studies – and many of our observations – show about the long-term impacts of corporal punishment. Some of these might echo what you already shared in the previous reflection. As we go through each consequence, think about whether you have seen these effects in your school or community.



Facilitator Notes

- Explore what research confirms – this is not just theory, but reality for many learners. Introduce the five categories. Explain that corporal punishment can have multiple, overlapping effects, not just in the moment, but over time. These include mental, emotional, behavioural, academic, and societal consequences.
 - o **Mental and Cognitive Impact:** When a child is hit or constantly threatened, their brain shifts into survival mode. This means they focus on avoiding pain, not learning. Emphasise that this affects memory, emotional regulation, and academic achievement.

Ask: Have you seen learners shut down or go silent after being punished?
 - o **Escalation to Abuse:** Light punishment often escalates over time, especially when adults become frustrated. Reinforce that what begins as ‘discipline’ can cross into abuse without clear boundaries or self-control.

Ask: Have you seen teachers or caregivers become more aggressive over time?
 - o **Behavioural Problems:** Corporal punishment may temporarily stop behaviour, but it often leads to defiance, aggression, or silent resentment. Explain that fear may create outward compliance, but it does not build understanding or accountability.

Emphasise: Fear does not equal learning.
 - o **Societal Consequences:** Children raised in violence may normalise it. They may grow up to use it with their children or partners. Link this to the cycle of violence and community harm.

Ask: What kind of adults are we preparing in our classrooms?
 - o **Educational Fallout:** Learners who do not feel safe switch off. They may stop trying, stop attending, or become passive.

Ask: Have you ever taught a learner who gave up after repeated punishment?
- **Deeper Reflection Prompt.** Ask:
 - o How would you feel if your child came home and said they were beaten at school today?

Slide Title: Corporal Punishment – What the Law Says (Global Context)

Slide Summary: This slide outlines international legal standards on corporal punishment, focusing on the UN Convention on the Rights of the Child (UNCRC). It places Kenya within the global context of child protection and sets the stage for examining national laws.

Facilitator Script Tip: Let us begin with the global picture. The UN Convention on the Rights of the Child – ratified by Kenya – clearly states that all children have a right to protection from violence. This includes corporal punishment at home, at school, and in institutions. These are not suggestions – they are legal obligations.

What has Kenya done towards addressing Corporal Punishment in Schools?

Corporal Punishment: What the Law Says

- The UN Convention on the Rights of the Child (UNCRC) Articles 19, 28(2), and 37 call for the protection of children from all forms of violence—including corporal punishment—in homes, schools, and institutions.
-  Global Picture
 -  Banned in all settings in 65 countries
 -  Banned in schools in 136 countries
- The Committee on the Rights of the Child further **emphasizes that non-violent, positive discipline should replace corporal punishment** to uphold children's rights and dignity.

Facilitator Notes

- Clarify the UNCRC's legal status: The United Nations Convention on the Rights of the Child (1989) is a binding international treaty. Kenya ratified the UNCRC in 1990, making its principles part of our country's international legal obligations. Articles 19, 28(2), and 37 of the UNCRC specifically call for protection from all forms of violence, including physical punishment.
- In practice, states are expected to put in place laws, policies, and enforcement systems that eliminate corporal punishment and promote safe environments for children.
- The Committee on the Rights of the Child has been clear: positive, non-violent discipline must replace corporal punishment.
- Use concrete global examples:
 - o Corporal punishment is banned in all settings in 65 countries, and in schools in 136 countries.
 - o Countries like Sweden, South Africa, and Brazil have strong national bans with clear accountability systems.
 - o Others have legal bans but poor enforcement – this shows the gap between law and practice.
- Encourage participants to open the Handout, Session 1: Understanding VAC – Legal and Policy Frameworks on Child Protection, to see international commitments and how they relate to Kenya's policies.
- Emphasise that global standards form the foundation of many of Kenya's laws, which they explored earlier in Module 1.
- Kenya is part of a global movement for child protection. Our challenge now is to make these rights real in the classroom.

Anticipated Reactions from Participants (and how to respond):

- But is not corporal punishment part of our culture? Explain that many traditional systems used restorative approaches, and that violent punishment became widespread during colonial rule, not from indigenous traditions (link back to the Storytime: From Elders to the Cane narrative).
- Is this just a Western concept? Emphasise that both African and global frameworks support child protection, and many traditional African practices (e.g., communal restitution) were nonviolent and restorative before colonial systems introduced harsh discipline.

Slide Title: Corporal Punishment: Kenya's Legal Stand

Slide Summary: This slide highlights Kenya's legal commitment to ending corporal punishment in schools and all other settings involving children. It outlines key legal reforms, enforcement mechanisms, and the role of teachers in translating these laws into practice.

Facilitator Script Tip: We have reflected on the harmful effects of corporal punishment. But what steps has our country taken to address this? Kenya has made strong legal commitments to protect children. Let us look at what the law says and what it means for us as teachers.

Corporal Punishment: Kenya's Legal Stand

- ✗ Banned in schools since 2001
- 🚫 Prohibited in all settings (school home, alternative care setting, Juvenile Justice & Penal Institutions by:
 - Constitution (2010)
 - Children Act (2022)
 - Basic Education Act (2013)
 - Charitable Children's Institutions Regulations (2005)

👮 Enforced by Teachers Service Commission (TSC)
Kenya is legally committed to protecting children. Our challenge—and opportunity—is to translate these laws into practice by embracing positive, non-violent discipline in schools.

✏ Facilitator Notes

- Start by affirming that Kenya has legally banned corporal punishment in schools since 2001.
- Emphasise that the ban applies not only in education but also in homes, juvenile justice settings, alternative care institutions, and charitable children's homes.
- Highlight key legal instruments:
 - o The Constitution of Kenya (2010) affirms the right of every child to protection from abuse and harmful practices.
 - o The Children Act (2022) prohibits corporal punishment explicitly in all settings.
 - o The Basic Education Act (2013) supports safe, inclusive learning environments.
- Explain enforcement: The Teachers Service Commission (TSC) is responsible for enforcing these laws within schools. Teachers are expected to uphold these standards.
- Reinforce teachers' role as duty – bearers: Teachers are not just educators – they are also protectors under the law. This means actively avoiding corporal punishment and knowing what alternative approaches are expected.
- Invite participants to revisit Handout: Session 1: Understanding VAC Legal and Policy Frameworks on Child Protection (from Session 1) for details.
- Encourage practical reflection: Ask:
 - o What support might you need to comply with this legal expectation fully?

Anticipated Reactions from Participants (and how to respond):

- Is it really illegal? Yes – multiple laws confirm this. Teachers are guided by professional and legal standards, not community norms.
- What if parents support it? The law still applies.
- Does this mean teachers can be punished for caning? Explain that legal frameworks assign professional accountability, and positive discipline provides safer alternatives.

Slide Title: Corporal Punishment – Policy and Implementation Measures

Slide Summary: This slide outlines Kenya's concrete steps to move from legal bans to practical enforcement and support for positive discipline. It highlights national systems, training, community involvement, and international commitments.

Facilitator Script Tip: We have seen that Kenya's legal position is clear – corporal punishment is banned. But laws alone are not enough. Let us now look at the key steps our country has taken to support positive discipline through policy and implementation.

Corporal Punishment: Policy and Implementation Measure

- Teachers' Training on Positive Discipline.
- National Child Protection Systems: The Kenyan government established a free child helpline (116) for reporting abuse cases
- The Teachers Service Commission (TSC) enforces child protection policies in schools.
- Bogotá Declaration (November 2024) during the Interministerial Meeting on School Violence Prevention, pledging to strengthen policies, implement positive discipline, and ensure safe, inclusive learning environments for all children.
- Community Engagement and Awareness: The National Positive Parenting Training Manual (2023).

Facilitator Notes

- Emphasise the shift from paper to practice: Explain that banning corporal punishment is just the beginning. For real change, we need action, policies, systems, training, and public awareness.
- Walk through each bullet with brief explanations:
 - o Teachers' Training on Positive Discipline:
 - Share that the Ministry of Education and partners are rolling out in-service training to equip teachers with nonviolent, effective discipline strategies.
 - Link this directly to the session – what teachers are learning today is part of that effort.
 - o National Child Protection Systems (Child Helpline 116):
 - Explain that the government has set up a free helpline (116) for reporting abuse and violence against children, including by teachers, caregivers, or community members.
 - Encourage teachers to use it when needed, but also reflect on their role in preventing harm.
 - o TSC Enforcement
 - Reiterate that the Teachers Service Commission (TSC) enforces child protection standards.
 - Teachers are accountable not only morally but also professionally under TSC's code of conduct.
 - If a teacher uses corporal punishment, they may face disciplinary action – even dismissal.
 - o Bogotá Declaration (November 2024)
 - Briefly explain that Kenya joined this global pledge to eliminate school violence, promote positive discipline, and create safe, inclusive schools.
 - Use this to show participants that the country is committed at both the national and international levels.
 - Kenya is saying we will do better, and teachers are at the centre of that change.

- o Community Engagement and Awareness
 - Share that the Ministry of Labour and Social Protection, through the National Council for Children's Services, launched the National Positive Parenting Training Manual (2023).
- This includes guidance for parents on nonviolent discipline. It reinforces that discipline without violence is not just a teacher issue – it is also for communities and families.
- Refer back to Handout #2: Let teachers know that the handout they received includes both the legal and policy frameworks. Please encourage them to revisit it anytime they need clarification or support in advocating for child rights in their school.
- Teachers are not alone in this shift. You are part of a national strategy, and every positive change you make supports that journey.
- Make it local and relevant: Ask:
 - Has anyone here seen or participated in these trainings?
 - Are there school systems in place to report abuse safely?
 - What would help you feel more supported in implementing positive discipline?

Slide Title: Let us Reflect Together – Laws, Beliefs, and Barriers

Slide Summary: This plenary reflection encourages teachers to engage critically with the gap between legal frameworks and actual practice. It invites open conversation about the social, cultural, and institutional beliefs and pressures that sustain corporal punishment, despite legal reforms.

Facilitator Script Tip: We now know what the law says. But law alone does not change behaviour. Let us pause and reflect on what this looks like in our communities and classrooms. How are these laws understood, respected, or challenged in practice? What beliefs and systems still make punishment seem necessary?

Instructions

1. Ask participants to remain seated in plenary.
2. Read one question at a time from the slides. Allow participants time to think and respond.
3. Pause briefly after each question – even silence is helpful.
4. Use gentle follow-ups or probing prompts to deepen responses.
5. Note participant responses on a flipchart (optional) to draw out shared patterns or tensions.
6. If some voices dominate, invite quieter ones by saying, We would love to hear from someone who has not spoken yet.

Let's Reflect Together:

- How familiar are teachers, parents, and school leaders with these laws in your community?
- Do learners know they have a right not to be punished physically?
- What do teachers, parents, and communities believe about punishment?
- What are some of the unspoken pressures that make teachers or caregivers rely on punishment?

Let's Reflect Together:

- What messages do our school rules and discipline approaches send about punishment?
- What are the challenges in enforcing the ban on corporal punishment in Kenya?

Facilitator Notes

- Create a safe, honest space. Let participants speak freely – avoid judgement, especially if people share that corporal punishment is still used in their schools.
- Prompt them to name real-world gaps using the questions on the slide:
- How familiar are teachers, parents, and school leaders with these laws in your community?
 - o Many people, including teachers, may not fully know the legal stance on corporal punishment.
 - o Remind participants that Kenya's laws do ban it, but gaps in awareness and training exist.
 - o Clarify: The laws are in Handout #2: Legal and Policy Frameworks. Invite teachers to revisit it.

- Ask:
 - Are these laws posted in your school?
 - Do parents and school boards talk about them?
 - Have you ever seen guidance from the Teachers Service Commission (TSC) about it?
 - What happens when teachers discuss these laws among themselves?
- Do learners know they have a right not to be punished physically?
 - Children often do not realise they have legal protection or may not feel safe to speak up.
 - Discuss how building trust, using child-friendly language, and involving learners in rule-setting empowers them.
 - Highlight the importance of explaining rights in age-appropriate ways (e.g., classroom charters).
- Ask:
 - Who is responsible for informing them, and why might it not be happening?
- What do teachers, parents, and communities believe about punishment?
 - Acknowledge that beliefs are shaped by culture, personal experiences, and what we were taught as children.
 - Be prepared for comments like We were beaten and turned out fine. Refer to the Addressing Pushback Reference Table. If such views come up, validate the experience and then shift to evidence-based practice.
- Ask:
 - Where do common beliefs come from? Cultural norms? Religion? Past experiences?
 - Are teachers seen as stronger or more?
 - Do some feel that punishment is a sign of authority or care?
 - Where did we learn our own beliefs about discipline?
- What are some of the unspoken pressures that make teachers or caregivers rely on punishment?
 - Guide teachers to reflect honestly – many face large classes, stress, lack of training, or pressure from parents.
 - Note that these are valid challenges, but they do not justify harm.
 - Highlight that positive discipline is a supportive response to these pressures, not a burden.
- Ask:
 - Are there unspoken expectations from colleagues, headteachers, or parents to continue using corporal punishment?
 - Do teachers feel judged or unsupported when they try alternative approaches?
 - What role does fear of being perceived as too soft or losing control play?

- What messages do our school rules and discipline approaches send about punishment?
 - o Invite teachers to examine how current rules are framed: Are they built around fear and obedience, or safety and responsibility?
 - o Some rules may unintentionally normalise punishment.
 - o Encourage schools to revisit discipline policies and codes of conduct together.
- o Ask:
 - What do school rules communicate?
 - Do the rules model what we want learners to become?
 - How is discipline implemented?
 - Is enforcement based on fear, reward, or relationship?
 - Are they focused on controlling behaviour or guiding learning?
 - Are they framed as opportunities to teach, or mainly as warnings?
 - Do we see punishment systems (e.g. prefects with whips, humiliation, or public charts)?
 - Is the ban enforced the same way in all schools?
- What are the challenges in enforcing the ban on corporal punishment in Kenya?
 - o Teachers may raise challenges such as a lack of training, parent pressure, weak reporting mechanisms, or unclear accountability.
 - o Acknowledge these gaps – and remind participants that enforcement starts with awareness and consistent action at the school level.
 - o Mention the role of the Teachers Service Commission (TSC), the Child Helpline (116), and the school Boards of Management (BoMs).
- o Ask:
 - Who is responsible for informing teachers, and why might it not be happening?
 - Do some teachers feel abandoned when they try to follow the law, but others do not?
- What small steps could your school take to start shifting from rules on paper to actual practice?
 - o Acknowledge that many adults were raised with the cane and may associate it with discipline.
 - o Highlight the challenge of changing beliefs that are deeply normalised and reinforced through pressure (e.g., from school leadership or the community).
 - o This is not just about law enforcement – it is about changing the way discipline is understood and practised. Let this reflection build urgency for the next section, which introduces practical strategies.
- Wrap up with a unifying question: What kind of discipline culture do we want to create in our schools? One that relies on fear or one that builds respect, understanding, and accountability?

Anticipate common participant views and concerns and guide with empathy:

- Learners will become uncontrollable if we do not punish them. Reflect that many parents are unaware of the law. Teachers can become change agents by modelling alternative discipline methods. Learners need boundaries, but these do not require punishment. Structure and consistency are what build order, not fear. Punishment may stop behaviour in the short term, but it does not teach responsibility or long-term self – control.
- For more responses to concerns raised, refer to the Addressing Concerns and Questions from the Introduction to Positive Discipline reference material.

Slides: Challenges in Implementing the Ban in Kenya

Slide Summary: These two slides present key challenges that hinder the full enforcement of the ban on corporal punishment in Kenya. They highlight legal, institutional, cultural, and community – based barriers, drawing on data from the Violence Against Children Survey (VACS 2019) and observed implementation gaps across school contexts.

Facilitator Script Tip: Now that we have seen what the law says, let us discuss why implementation is still difficult. While Kenya has made important legal progress, these challenges show us where the work remains. Think about your own school and community – do any of these ring true?

Challenges in Implementing the Ban in Kenya

-  **Cultural Acceptance:** Many adults still view corporal punishment as necessary for discipline and respect.
-  **Lack of Awareness:** Some teachers and parents are unaware that the law prohibits corporal punishment.
-  **Enforcement Gaps:** TSC cannot monitor private schools or informal learning centres effectively.
-  **Fear of Reporting:** Learners fear retaliation or don't know how to report abuse.
-  **Rural & Marginalized Areas:** Limited access to child protection training and support.

Challenges in Implementing the Ban in Kenya

- Dependent on other forms of VAC: VACS Survey (2019) revealed that nearly half of children (48.2%) in Kenya experienced physical or verbal punishment at home in the last year.
- Cultural acceptance of corporal punishment remains high — 56.9% of Kenyan males and 47.1% of females believe corporal punishment by teachers is necessary.

Facilitator Notes

- Cultural Acceptance: Many adults believe that corporal punishment is the only way to ensure respect and order in children. Reinforce that discipline does not mean harshness – respect can be built through firm, structured, non – violent methods.
- Lack of Awareness: Some teachers, especially new or untrained ones, may not know corporal punishment is illegal. Encourage participants to refer to the legal frameworks in Handout #2.
- Ask:
 - When you were trained to become a teacher, was this clearly discussed?
- Enforcement Gaps: The Teachers Service Commission (TSC) cannot effectively monitor private or informal learning centres. Many community – based and informal schools may lack awareness or access to alternative methods.
- Fear of reporting: Learners fear victimisation or retaliation, especially in cases where the school culture normalises corporal punishment. Remind participants about child protection systems, including the 116 helpline.
- Rural and marginalised areas: Schools in these areas may lack access to child protection training, teacher capacity building, and reporting tools. Invite reflection: What resources are available in your local area?

- Dependent on Broader VAC Context (VACS 2019): Nearly 48.2% of children in Kenya reported experiencing some form of physical or verbal punishment at home. This reveals that schools do not operate in isolation – home norms influence classroom expectations.
- Social Norms and Gender Attitudes: Note that 56.9% of Kenyan men and 47.1% of women believe corporal punishment by teachers is necessary.
- Encourage practical reflection: Ask:
 - o Why do you think these beliefs persist?
 - o In your school, which of these barriers feels most difficult to overcome?

Slide Title: Let us Reflect Together

Slide Summary: This reflective plenary slide prompts participants to consider the community context surrounding the ban on corporal punishment. It helps surface hidden challenges, societal norms, and implementation gaps to prepare for deeper discussion.

Facilitator Script Tip: Now that we have explored the laws and the harm caused by corporal punishment, let us turn our attention to practical realities. What makes the ban difficult to enforce – and what would help us move forward? We will break into two groups to reflect on this.

Group Activity: Reflecting on the Ban in Kenya

Group 1: 🗣️ What barriers exist to reporting and accountability?

Group 2: 🗣️ What would make the ban more effective in your school or community?

Instructions

1. Divide the room into two groups (or more if the group is large; you can have multiple sub – groups respond to the same question).
2. Assign each group a reflection question:
Group 1: What barriers exist to reporting and accountability?
Group 2: What would make the ban more effective in your school or community?
3. Ask each group to nominate a note – taker and a spokesperson. Brainstorm answers on flipchart paper or sticky notes and use lived examples from their schools or communities.
4. Give 10–15 minutes for discussion and note – taking.
5. Ask each group to present back for 3 minutes.

Facilitator Notes

- Encourage grounded, honest sharing. Remind participants that there are no perfect answers. This is about learning from each other.
- Guide Group 1 (Barriers to reporting) with questions like:
 - Do teachers fear retaliation when they report?
 - Are learners aware of their rights?
 - Do reporting systems exist, and are they trusted?
 - Are there cultural norms that silence children or protect abusers?
- Guide Group 2 (Making the ban more effective) with:
 - What training or support would help?
 - Are parents and Boards of Management informed and involved?
 - What tools, policies, or accountability systems are missing?
 - Highlight links to earlier content: Refer back to handouts on legal frameworks, harmful effects, and reporting structures (e.g. Childline 116).
- If tensions arise (e.g. colleagues who still use corporal punishment), acknowledge respectfully and refer to the Addressing Pushback and Questions reference table.

Slide Title: Barriers to Reporting and Accountability

Slide Summary: This slide presents the key systemic, cultural, and logistical barriers that hinder the full enforcement of the legal ban on corporal punishment in Kenya. It links well with earlier reflections from group 1.

Facilitator Script Tip: We now shift to understanding what stands in the way of enforcing this ban. These are not personal failures, but broader, deeply rooted challenges across schools and communities. Let us walk through them together.

Barriers to reporting and accountability

- 🚫 Fear of retaliation by colleagues or school heads for reporting violations
- 👤 Culture of silence or normalization of corporal punishment in schools and homes
- 🚫 Lack of awareness among teachers, learners, and parents that corporal punishment is banned
- 📚 Inadequate training on alternative discipline methods
- 📋 Weak or unclear reporting structures in schools
- 🕒 Lack of follow-up or consequences for reported cases — Nothing happens even when you report
- 👤 Limited support from school leadership or Boards of Management (BoM)
- 🗣️ Learners' fear of victimization if they speak out
- 🏢 Lack of coordination between schools and the TSC or Ministry of Education on enforcement

Facilitator Notes

- Acknowledge group work. Start by thanking Group 1 for their contribution. Note that this slide highlights and expands on the issues they raised.
- Fear of retaliation: Teachers or staff may fear backlash from colleagues or school heads for reporting abuse or challenging practices. Highlight that this creates a culture of silence and discourages accountability, especially where hierarchies are strong.
- Culture of silence or normalisation: In many schools, punishment is seen as a routine part of discipline, not as a rights violation. Emphasise that this normalisation prevents people from recognising or challenging harmful practices.
- Lack of awareness: Some teachers, learners, and even parents are unaware that corporal punishment is banned under Kenyan law. Link this to the earlier slide on legal frameworks. Invite teachers to share whether these laws are ever discussed in their schools.
- Inadequate training: Many educators were never trained in positive discipline or alternative behaviour management strategies.
- Weak or unclear reporting structures: Some schools do not have clear channels or procedures for reporting abuse.
- Lack of follow-up : Reports are made, but nothing happens. This erodes trust and deters future reporting. Emphasise the need for visible accountability to restore confidence in the system.
- Limited support from leadership or BoM: Heads or Boards may be indifferent or unsure how to handle reports.
- Learners' Fear of Victimization: Children often fear being punished or labelled if they speak out. Ask:
- Lack of Coordination with TSC or MoE: Schools may not know how or when to escalate issues – or who to contact for enforcement. Recommend building clearer referral pathways and safeguarding teams.
- This is not just about identifying problems – it is about naming them so we can solve them. Let us now hear from Group 2 on what could make the ban more effective in practice.

- Invite group reflection. Ask participants:
 - o How can teachers change if they have not been shown what else to do?
 - o Is there a child protection focal person in your school? Do learners know who to turn to?
 - o How can school leadership be better equipped and held accountable?
 - o What would it take for a child to feel safe enough to report abuse in your school?
 - o Which of these is most present in your setting?
 - o What can be done differently, even within existing school systems?

Slide Title: What Would Make the Ban More Effective in your School or Community?

Slide Summary: this slide outlines community – driven and system – level actions that can strengthen the implementation of the ban on corporal punishment. It follows group 2's reflections and highlights tangible steps schools and communities can take to promote positive discipline.

Facilitator Script Tip: Thank you to group 2 for that insightful contribution. This slide brings together what many of you have said, and what evidence suggests can really make a difference in enforcing the ban – not just in law, but in practice. Now, let us explore the solutions. These ideas – some from you, some from research – show what is possible when we commit to change.

What would make the ban more effective in your school or community?

- 👤 Regular teacher training on positive discipline and classroom management
- 🧠 Mindset shift and sensitization for teachers, parents, and school leaders
- 👦 Strong child protection committees or designated safeguarding officers in every school
- 📞 Awareness of reporting channels, like Childline 116, and how to access support
- 👨👩👧👦 Parental involvement in understanding and supporting non-violent discipline
- 📋 Clear communication of policy expectations and consequences for violations
- 📖 Availability of positive discipline tools (e.g., school manuals, guidance counsellors)
- ✅ Visible accountability – disciplinary action taken when teachers break the law

✍ Facilitator Notes

- Acknowledge group work. Start by thanking Group 2 for their contribution. Note that this slide highlights and expands on the issues they raised.
- Emphasise that these are practical, proven strategies already in use in some Kenyan schools. These are not abstract ideas – they are already being implemented in parts of Kenya and other countries. Let us explore each one briefly.
- Regular teacher training on positive discipline and classroom management: Many teachers feel stuck not because they do not care, but because they lack practical alternatives. Ongoing, hands – on training helps equip teachers with tools to manage behaviour without violence.
- Mindset shift and sensitisation: Laws alone do not change behaviour. Changing beliefs and attitudes about punishment is key.
- Strong child protection committees: Every school should have a team or designated person responsible for safeguarding. This ensures reporting is taken seriously and there is accountability.
- Awareness of reporting channels: Highlight the free 116 Childline and the importance of learners and teachers knowing where to go for help. Ask:
- Parental involvement: Parents play a big role in shaping learner behaviour and expectations around punishment. Sensitising parents helps align school and home discipline messages.
- Clear communication of policy expectations and consequences: Schools need written, visible guidance on discipline procedures. Learners and staff should know what is allowed, what is not, and what happens when rules are broken.
- Availability of positive discipline tools: Examples include behaviour charts, restorative reflection prompts, and handbooks.
- Visible accountability: If nothing happens when teachers break the law, it erodes trust and encourages silence. Action must be visible, fair, and consistently applied. This builds trust.

- Remind participants that while change is hard, it is possible – and already underway. They are part of that change. Encourage them to keep reflecting: What is one thing we could start doing differently this term?
- Connect to earlier reflections. Ask:
 - o How often do teachers, parents, or even school leaders question their beliefs about discipline?
 - o Does your school have someone learners can safely turn to?
 - o Do learners know reporting channels exists? Is it visible in your school?
 - o What if every school had a safeguarding officer, visible posters on rights and reporting, and regular training? What would change?
 - o What if every school had clear reporting systems, safeguarding officers, and teacher training?
 - o What if school heads responded firmly to abuse reports?

Slide Title: Video Reflection – Taught to Fear (BBC Documentary)

Slide Summary: This session invites participants to watch a 27 – minute BBC Africa Eye documentary titled Taught to Fear, which presents real stories of corporal punishment in African classrooms. It aims to deepen understanding of the emotional, psychological, and systemic impacts of corporal punishment, and prompt reflection on what must change.

Facilitator Script Tip: Let us now watch a short documentary that captures some of what we have discussed – how fear affects learning, and how some schools and teachers are already working to stop corporal punishment. The stories you will see are powerful and emotional, and they reflect what many learners experience across Africa, including in Kenya.

Stories of Lived Experience

[Taught to Fear: Corporal punishment in the classroom - BBC Africa Eye Documentary \(27 minutes\)](#)

Instructions

1. Prepare the space: Check audio and projection beforehand. Ask participants to be fully present – phones off, side chats paused.
2. Set the emotional context:
 - o This documentary contains real – life footage and testimonies of learners who have been hurt by punishment.
 - o It includes distressing images and voices, including emotional interviews with learners and scenes from inside schools.
3. Let participants know they may feel upset or uncomfortable, and that this is a valid response.
4. State a trigger warning (disclaimer): The video you are about to watch contains graphic and emotional content, including testimonies of children affected by corporal punishment. Some viewers may find this distressing. If you feel overwhelmed, you may quietly step out and return when ready, or choose to pause and reflect silently.
5. Request respectful silence during viewing.

Facilitation notes

- After the documentary ends, allow a full minute of silence. Then proceed with the following options, depending on the group energy and emotional tone using these guided reflection prompts (plenary or journaling):
 - o What moments stood out to you the most, and why?
 - o Did anything surprise or challenge you?
 - o What are the similarities between what was shown and what happens in your school or community?
 - o If a learner from your class were filmed for this documentary, what would they say or remember?
 - o What responsibility do we hold as educators, and how can we begin to shift our practice?

- Silent journaling (3–5 minutes): Give space for emotional processing. Ask participants to jot thoughts in their notebooks before speaking.
- Pair sharing: If energy is low or emotional, invite pair or small group conversations before returning to plenary.
- Handling emotional responses and acknowledge visible distress or silence in the room with care: That was heavy, and it is okay to feel many emotions right now. This is real for many children.
- Validate and protect vulnerable disclosures.
- If needed, take a short break before resuming.

Activity: Planting Seeds of Change

Slide Summary: To help participants transition from witnessing difficult truths to envisioning their personal and professional role in nurturing positive, safe, and respectful school environments.



Duration: 15–20 minutes



Mode: Individual journaling + optional pair share + visual affirmation wall



Materials Needed:

- A5 or A4 papers cut in the shape of leaves or seeds (or plain paper if not available)
- Markers or pens
- Tape or sticky tack
- Flipchart titled: Seeds of Change – What I Will Grow in My Classroom

Facilitator Script Tip: We have just watched a story that were difficult, but also showed courage and possibility. Let us now shift our energy towards hope and action. We are calling this activity Planting Seeds of Change.

Instructions

1. You will receive a paper shaped like a leaf or a seed. On it, write one value, action, or intention you want to plant in your classroom after what you have seen and heard today. This can be a word, phrase, or a small drawing. Examples:

I will grow more empathy.

I will speak with kindness.

I will not use fear.

I will start every day with a check – in.

I will listen more.
2. Once you are ready, walk up and add your seed to our wall. This is our forest of change – we are in this together.
3. Support quiet participation. As seeds are added to the wall, acknowledge silently or with gentle affirmations like thank you, beautiful, or powerful.
4. Once everyone is done, read a few aloud (with permission) or invite volunteers to read theirs.

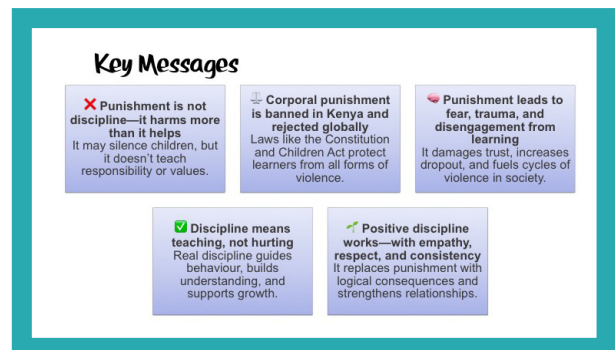
Facilitator Notes

- Keep the energy warm, quiet, and reflective. Do not rush participants – allow 5–10 minutes for writing.
- If possible, play soft, instrumental background music to enhance the calmness. Avoid music with lyrics or strong beats.
- Each seed represents a personal commitment. What you wrote is not just a word – it is a personal step you are willing to try. These are not abstract ideas; they are real actions that can begin in your classroom tomorrow.
- Small actions can grow into lasting change. Change does not start with a full policy overhaul. It begins with one moment: choosing to speak kindly, pausing before reacting, or explaining instead of shouting. Each seed is a reminder that consistent, small steps shape safer classrooms.
- We are planting a shared vision, not just individual intentions. When we look at this wall, we see a collective commitment – many voices, many hopes. These seeds show that we are not alone. Other teachers want the same thing: respectful learning spaces where all children feel safe.
- Hope is active, not passive. What we planted today is more than just what we wish for – it is what we are willing to nurture. These are not future dreams. They are beginnings.
- Positive discipline is already taking root. Many of the values written – like empathy, fairness, consistency, listening – are at the heart of positive discipline. This activity shows us that even before we move to techniques, we already hold the right intentions.
- This wall can grow into your classroom culture. What you model here, you can bring into your school.
- Debrief prompts:
 - o What did you notice about the hopes in the room?
 - o How does it feel to see our collective vision?
 - o What support do we need to make these changes real?
 - o Could you do a seed activity with your learners?
 - o Could they reflect on how they want to be treated or what helps them learn?

Slide Title: Key Messages

Slide Summary: This slide consolidates all major takeaways from the session on punishment, discipline, and positive discipline. It reinforces legal, emotional, and pedagogical reasons to end corporal punishment and adopt positive discipline.

Facilitator Script Tip: We have explored a lot – from the impact of punishment to what Kenyan law says, to the barriers and hopes for change. Let us pause and anchor ourselves in the key messages we need to remember as we move forward.



✏ Facilitator Notes

- Punishment is not discipline. Emphasise that punishment is reactive and fear – based. It might silence behaviour, but it does not build responsibility. Teachers may control behaviour in the short term, but learners do not learn why a behaviour is wrong or how to improve.
- Corporal punishment is banned in Kenya and globally rejected. Mention the Constitution, the Children Act (2022), the Basic Education Act, and how Kenya aligns with global commitments like the UNCRC. This is not optional – it is a legal and ethical responsibility.
- Punishment causes fear and trauma. Use real examples: Learners who stop participating, become withdrawn, or act out aggressively. Emphasise the link between punishment and dropout, poor academic outcomes, and mistrust of teachers.
- Discipline means teaching. Reiterate that real discipline involves guiding learners towards better behaviour, helping them build self-regulation and values. It is proactive, not reactive.
- Positive discipline works. Highlight that positive discipline uses empathy, structure, and consistency. It is not soft. It replaces punishment with fair, firm consequences that restore relationships.
- Ask the group:
 - o Which message feels most urgent for your school right now?
 - o Which one challenges your own beliefs or practices?
 - o Use this slide as a summary checkpoint before transitioning to solutions and strategies.

Facilitator Reference Material – Session 4: Storytime

– From Elders to the Cane

How Discipline Worked Before Colonisation

Before colonisation, discipline across many African societies – including in Kenya – was deeply rooted in restorative justice, social cohesion, and moral development. African communities believed that a child belonged not just to the family but to the whole community. Correction was everyone's responsibility, but it was done with care, patience, and a strong emphasis on restoring dignity.

In Gikuyu society, for example, elders used *rũrĩrĩ* (a council or family circle) to guide children who misbehaved. These circles were not for shaming but for storytelling, teaching, and gently correcting harmful actions. A child might be asked to sit with elders while they told parables that mirrored the wrongdoing and offered lessons about community values. Sometimes the child had to make amends – like fetching water for the person wronged, cleaning the homestead, or giving a public apology.

In Luo communities, discipline was linked to *duol* (men's homesteads), where boys learned values, responsibility, and self-control from grandfathers and uncles. If a child disrespected someone or stole food, they might be asked to work on that person's farm or offer a chicken as reparation – not as punishment, but as a way to rebuild trust.

These were not lenient systems. Expectations were high, but correction was non-violent, communally mediated, and aimed at reintegration, not exclusion. Discipline taught why behaviour was harmful and how to rebuild broken relationships.

Colonial Disruption: When Fear Replaced Guidance

The arrival of colonial rule in Kenya – and much of Africa – changed these systems profoundly. British administrators and missionaries dismissed African ways of child-rearing as uncivilised. They imposed Western-style punitive discipline, which equated obedience with morality and control with order.

In colonial schools, children were made to line up in silence, speak only when spoken to, and obey without question. The cane became the standard tool of correction. Teachers, often trained in missionary colleges like Alliance or Maseno, were taught that a child must feel a mistake to learn. British legal codes such as the Education Act of 1924 explicitly allowed teachers to act in the place of a parent, legitimising corporal punishment.

Children were no longer invited into conversations, but subjected to beatings, public shaming, and fear-based obedience. Over time, these methods displaced indigenous systems. Even parents began to believe that physical punishment equalled discipline, forgetting that African tradition had always prioritised relationship, reparation, and respect.

The Legacy: How Did We Get Here?

This colonial system did not end at independence. It persisted through teacher training colleges, curriculum, and informal school culture. Many teachers today were raised under this model – and now replicate it, often unconsciously. In schools across Kenya, from rural Bungoma to urban Embakasi, children still face caning, slapping, or forced kneeling, despite legal bans introduced in 2001.

When teachers say, We were beaten and turned out fine, it is not a defence of culture. It is often the legacy of trauma being normalised and repeated.

Returning to Our Roots: The Case for Positive Discipline

Today, Kenya is taking steps to reconnect with a better way – a way that is firm but not violent, structured but respectful. The Children Act (2022), the Basic Education Act (2013), and the Kenya School Safety Manual all promote positive discipline as the standard.

But what is important to realise is this: positive discipline is not new to us. It is deeply African.

Think back to the Gikuyu elder guiding a child through a parable. Or the Luo uncle showing a boy how to make amends. These are the seeds of what we now call positive discipline. They focus on:

- Teaching, not shaming.
- Restoration, not exclusion.
- Relationship, not fear.

Even today, some schools in Kenya are leading the way. In Kilifi, a school has replaced punishments with reflection circles. Learners are asked to write or draw what they feel, and how they could act differently. In Homabay, teachers have introduced peace corners where children can cool down after conflict. These are not signs of softness. They are signs of courage, care, and a return to our values.

Final Reflection: Elders Under the Tree

Imagine once again that tree in your ancestral village. A boy has insulted his sister. The elders are not angry. They do not beat him. They gather him, teach him, and welcome him back.

Now, imagine your classroom.

- Could it become a place like that tree?
- Could it be a space of firm boundaries and gentle wisdom?
- Could your voice sound like that of an elder, not loud with punishment, but rich with meaning?

That is the discipline our ancestors knew. That is the discipline our children deserve.

Facilitator Reference Material – Session 4: Distinction Between Punishment, Discipline and Positive Discipline. Addressing Common Questions and Concerns from Introduction to Positive Discipline

This table provides facilitators with anticipated questions and concerns teachers may raise during discussions on punishment, corporal punishment, discipline, and positive discipline. Use these responses to respectfully guide participants, validate lived experiences, and return to evidence – informed practice.

Anticipated Pushback or Question	Facilitator Response
Are you saying we cannot give consequences?	Not at all. Consequences are part of discipline, but they should be logical, respectful, and linked to the behaviour. For example, if a learner misuses materials, asking them to help clean up is a learning consequence. Discipline uses these kinds of tools to build understanding, not just compliance.
But discipline needs to be tough or children will take advantage.	Yes, discipline must be firm and consistent. But firm does not mean harsh. You can hold learners to high standards without using fear. The goal is not to make them suffer – it is to help them learn.
But how do you discipline without punishment?	
	Discipline uses guidance, boundaries, and follow-up, not just punishment. We will explore examples soon, especially through positive discipline. You will see that you can be firm and fair without being harsh.
Can positive discipline really work with large class sizes?	Yes, it can. While it may take more effort upfront, strategies like clear routines, peer responsibility, and quiet signals can help manage large groups respectfully. Structure and consistency are your strongest tools – even in big classes.
Can we report parents who beat their children too severely?	Yes, if a child is in danger, reporting is part of our duty of care. You can raise concerns with your headteacher, school counsellor, or child protection officer. There are also helplines like 116 that offer guidance and support.
Children will not take you seriously without punishment.	Structure, consistency, and follow-up make learners take you seriously – not violence. Positive discipline holds learners accountable in ways that build understanding, not resentment.
Discipline takes too much time to explain things. This sounds time – consuming – we do not always have time to explain.	I hear that. It can take time up front, but it saves time in the long run. Learners are more likely to cooperate consistently when they know what is expected and why. It builds a classroom where learners understand expectations and self – regulate, saving time and reducing repeated conflict.
How do I stay calm when I feel triggered or disrespected by a learner?	That is an honest and important question. Being calm does not mean ignoring your feelings. It helps to take a pause, breathe, and have a clear plan for difficult situations. Positive discipline also means modelling emotional regulation – something learners need to see

Anticipated Pushback or Question	Facilitator Response
How do we deal with children who laugh or talk back when corrected calmly?	This is difficult, but expected at times. Calm correction must still be firm. Remind the learner of the rules, apply fair consequences, and stay consistent. Over time, they learn you mean what you say – even without raising your voice.
I do not know how else to handle repeated bad behaviour.	That is a common concern. This is why discipline must be proactive, not only reactive. We will explore practical tools like structured routines, clear rules, and non – violent consequences that work over time.
I have already talked to learners, but they still misbehave. Talking does not work – some children only understand pain.	Positive discipline is not only about talking. It includes follow – through, structure, and clear consequences. The key is consistency – saying what you mean, and doing what you say. While pain might stop behaviour in the short term, it does not teach the right one. Positive discipline gives firm, clear boundaries without fear.
I use strict discipline – it works.	
	Being strict can mean having high expectations and strong routines, and that is good. However, discipline should also be respectful and clear. Learners thrive when there is structure and trust, not just fear of consequences.
If we are too friendly, learners will stop respecting us.	Being respectful does not mean being weak. Positive discipline builds respectful boundaries and structure. When learners trust their teachers, they are more likely to follow rules and take correction seriously.
Is it possible to rebuild trust with a learner I have previously punished harshly?	Absolutely. It starts with acknowledging past actions and committing to a new approach. Show consistency, fairness, and care moving forward. Many learners respond positively when they see real change in adult behaviour.
Is positive discipline not too soft?	Positive discipline is not permissive. It is structured, firm, and respectful. It involves boundaries, follow – through, and relationship. It teaches accountability without fear.
It is not real punishment if it does not leave marks.	Legally and ethically, punishment is not measured by whether it leaves marks – it is measured by intent to cause pain or discomfort. Any act meant to hurt, even mildly, is still corporal punishment
Parents expect us to use the cane.	Yes, community expectations can be difficult. But our duty is to uphold children’s rights and the law. Over time, when parents see the results of respectful, firm approaches, their views often change too.
Punishment is part of our culture. If we stop, we lose our values.	Many cultural practices have evolved with time – especially when they cause harm. Respect, dignity, and accountability can still be upheld without violence. Our traditions also included teaching and guidance, not only punishment.
Punishment is the only way some children learn respect.	Respect built on fear is not the same as respect built on trust. True respect grows when children feel valued and safe. Positive discipline still demands respect, but it teaches it through modelling, not intimidation.

Anticipated Pushback or Question	Facilitator Response
So, discipline still allows punishment.	Not all consequences are punishment. Discipline includes consequences, but these should be meaningful, fair, and focused on teaching, not hurting. For example, asking a learner to repair harm or reflect on their behaviour is different from shaming or hitting them.
Some children behave better after punishment. Does that not prove it works?	Short – term obedience does not equal learning. A child may stop a behaviour out of fear, but it does not mean they understand or internalise the lesson. We are aiming for lasting change, not temporary silence.
We were punished and turned out fine.	That is a common experience. Yes, it was normalised for many of us. Many of us adapted under punishment. But surviving is not the same as thriving. Now, we understand the harm it can cause to children’s confidence and mental health. We have better tools and legal protection to guide children safely. Research now shows that fear can damage trust and learning. Today, we can guide with dignity and still hold learners accountable.
What do we do when parents use violence at home, and children bring that behaviour to school?	Many teachers face this reality. We cannot control our home lives, but we can model safe, respectful behaviour at school. Over time, learners begin to experience trust and structure and respond positively.
What if a learner does not respond to any of the positive strategies and continues to misbehave	That can happen, especially when a learner is facing challenges outside of school. Positive discipline also includes collaboration – engaging with caregivers, guidance teachers, or referral services. You do not have to manage it alone.
What if my colleagues continue using corporal punishment while I try positive discipline?	That can feel isolating, but change often starts with one person. When others see your approach working, it can influence them. You can also raise the issue during staff discussions or request collective training on alternative discipline.

Session 5:

**From Corporal
Punishment to
Positive Discipline**

Session 5: From Corporal Punishment to Positive Discipline

This session introduces teachers to the core principles and practical methods of positive discipline, shifting the focus from reactive punishment to proactive, skill-building approaches that foster respect, empathy, and responsibility. Building on earlier sessions that explored the harms and legal bans on corporal punishment, this module helps teachers understand what positive discipline is, how it differs from punishment, and how it can be applied consistently in Kenyan classrooms. Through participatory activities, reflection, and scenario-based learning, teachers explore the eight pillars of positive discipline and practice using four core methods: Reflection, Penalty, Reparation, and Last Resort. The session equips teachers with structured, respectful, and effective strategies to prevent misbehaviour, respond constructively when it occurs, and promote safer, more inclusive school environments. It emphasises that positive discipline supports both learner development and teacher well-being, and is a practical, legally aligned alternative to punitive practices.



Materials Needed

- Four A4 corner signs labelled: Reflection, Penalty, Reparation, Last Resort
- Printed copies of Participant Handout – Session 4: From Corporal Punishment to Positive Discipline.



Preparatory Notes for Facilitators

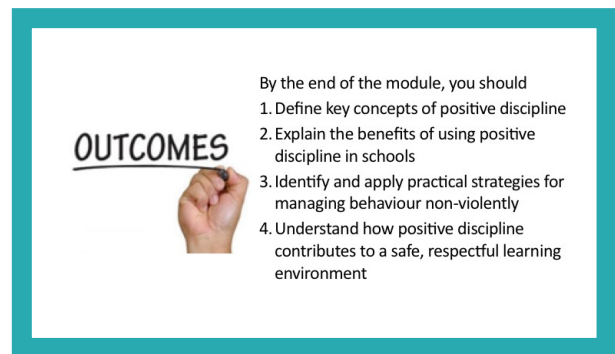
- Prepare a flipchart or board space titled:
 - o One labelled: From Reaction $\rightarrow$ To Strategy
 - o One with two columns: Punishment vs Positive Discipline (for reflection)
- Prepare four signs/posters labelled: Reflection, Penalty, Reparation, Last Resort – for use in the Four Corners Activity.
- Review the Addressing Common Questions and Concerns from the Introduction to Positive Discipline reference material (found at the end of this session). Use it to guide responses when participants express concerns or resistance during the session.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This session marks a key transition in the training. Participants will move from reflecting on the harms and legal ban of corporal punishment to learning what positive discipline is, how it works, and why it is effective. The outcomes set the stage for understanding the principles, benefits, and practical strategies of positive discipline in Kenyan schools.

Facilitator Script Tip: We are now beginning Session 5. This session is about change – real, practical change that can make our classrooms safer, more respectful, and more effective. We have spent time understanding the legal context and the harm caused by punishment. Now, let us focus on what we can do instead. Positive discipline is not about being permissive or soft – it is about teaching with clarity, empathy, and structure. Let us start by reviewing our outcomes.



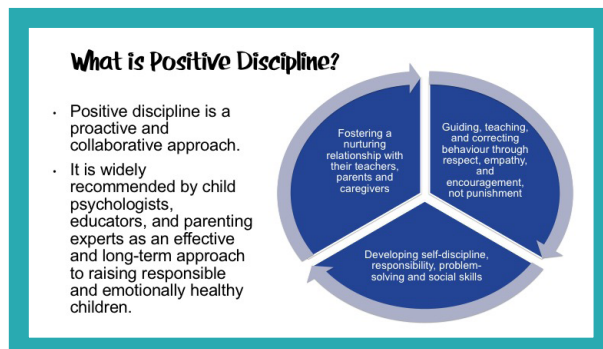
Facilitator Notes

- Begin by letting participants know that this session is a practical shift from exploring the harms of corporal punishment to learning alternative, effective strategies rooted in positive discipline.
- Walk through each outcome slowly and clearly. Use the explanations below to briefly elaborate on what each one means:
 - o Define key concepts of positive discipline – Teachers will understand what positive discipline means, how it differs from punishment, and why it matters in the school setting.
 - o Explain the benefits of using positive discipline in schools – Participants will explore how this approach supports safer learning environments, encourages respectful behaviour, and strengthens teacher-learner relationships.
 - o Identify and apply practical strategies for managing behaviour non-violently – The session will introduce hands-on tools, including routines, logical consequences, and communication strategies that teachers can apply in real classrooms.
 - o Understand how positive discipline contributes to a safe, respectful learning environment – Teachers will connect positive discipline to broader school safety goals and child protection responsibilities.
- Let participants know this session will be hands-on and include tools, discussions, and examples drawn from real schools. It is designed to support – not blame – teachers in making meaningful shifts.
- Emphasise that this is a supportive session focused on growth and professional reflection, not blame or judgement.
- Encourage participants to listen actively for which outcome resonates most with their current needs or challenges, and to approach the session with openness to trying new practices.

Slide Title: What is Positive Discipline?

Slide Summary: This slide defines positive discipline as a proactive, respectful, and skill – building approach to guiding learner behaviour. It introduces its core principles – building strong relationships, teaching rather than punishing, and promoting responsibility and problem – solving.

Facilitator Script Tip: Let us revisit the core of this module – what we mean by positive discipline. This is not about being lenient or avoiding consequences. It is about building skills, teaching responsibility, and shaping behaviour through guidance rather than fear. As we go through this slide, think about how this aligns – or contrasts – with your own approach in the classroom.



Instructions

1. Think of a teacher or adult you really respected growing up. Was it someone who punished you, or someone who guided you?
2. Give participants a moment to reflect quietly (1–2 minutes).
3. Then ask: What made that person stand out to you?
4. Invite a few volunteers to share (optional: pair – share first, then open plenary).
5. Facilitate the discussion: What words in the definition of positive discipline stand out to you, and why?
6. Write responses on a flipchart

Anticipated reactions and how to respond

- When a participant says: The teacher I respected most is the one who beat me
 - o Acknowledge and affirm the experience. Thank you for sharing that – It is a powerful memory. Many of us were raised to believe that punishment was a sign of care, and It is okay to hold that experience.
 - o Gently explore what earned the respect: Let us pause and reflect: Was it the beating itself that built respect – or was it something else that teacher did? Did they explain what they expected from you? Did they support you in other ways? Were they fair? Did you feel they believed in your potential?
 - o Often, participants realise it was not the punishment itself, but the consistency, high expectations, or care that made the teacher memorable.
 - o Offer a reframing prompt: We are not saying that teachers in the past did not care – many cared deeply. But now, we have evidence and tools that show we can keep that same care and firmness, without harm. We now know that guidance, not fear, leads to lasting change – and positive discipline offers a structured way to do that.
 - o Invite the group to consider: If that same teacher had shown you the same care, structure, and expectations – but without physical punishment – would you still have respected them?
 - o Connect back to the purpose: This session is not about judging the past. It is about asking – what kind of adults do we want today's learners to become? And what approach will best help them get there?

Facilitator Notes

- Begin by reinforcing that this definition is central to everything that follows in the session. Participants should use it as an anchor when considering strategies, benefits, and practical applications of positive discipline.
- Emphasise that:
 - o Positive discipline is proactive and collaborative – it focuses on preventing problems before they start, involving both the teacher and the learner in the process.
 - o It is supported by research and professional consensus – many child psychologists, educators, and parenting experts agree that this approach is the most sustainable and beneficial for children’s development.
- Use the diagram to reinforce the three interlinked pillars of positive discipline. Briefly explain the main definition, then walk through the three core components shown in the circle diagram:
 - o Guiding, teaching, and correcting through empathy and respect – Unlike punishment, which often relies on shame or fear, positive discipline focuses on helping the learner understand their behaviour and make better choices next time. Respect and calm communication are central.
 - o Developing self – discipline and responsibility. Discipline is not something we impose, but something we help learners build within themselves. The goal is to support learners to think, reflect, and take ownership for their actions, not just follow rules out of fear.
 - o Fostering a nurturing relationship – Strong relationships between teachers and learners are essential. When learners feel respected and safe, they are more likely to cooperate, reflect, and grow. Positive discipline builds that trust.
- Reassure the group that this session will break down each of these components into practical, usable strategies. If the group previously discussed positive discipline definitions, acknowledge that this slide helps bring those reflections into a shared, structured understanding.
- If participants need more clarity or ask, Why positive discipline?, refer them back to the outcomes slide that outlines what positive discipline aims to achieve. Emphasise the following:
 - o Positive discipline builds a safe, respectful learning environment – It reduces fear, increases cooperation, and supports long-term learner engagement.
 - o It provides practical, non – violent strategies for managing behaviour – Teachers are not left without tools. Positive discipline equips them with consistent, structured approaches that guide behaviour without harm.
 - o It fosters relationships, not just rules – The trust between teacher and learner is what allows discipline to work. Relationship and structure must go hand in hand – clear expectations delivered with empathy.
 - o It helps children develop internal discipline – Rather than controlling children from the outside, positive discipline helps them take responsibility and think for themselves, which is the ultimate goal of education.
- Ask participants to reflect on:
 - o Which part of this diagram have you already practised?
 - o Which part feels most challenging in their current school context?

Slide Title: Let us Reflect Together – What makes positive discipline different from punishment?

Slide Summary: This slide prompts a whole – group reflection on the conceptual and practical differences between punishment and positive discipline. It prepares participants for the deeper comparison that follows by surfacing existing perceptions and encouraging open, nonjudgmental dialogue.

Facilitator Script Tip: Let us take a few minutes to reflect on the differences between punishment and positive discipline. There is no single correct answer here – just share what stands out to you. What do you think makes these two approaches different?

What is the Difference? Positive Discipline vs Corporal Punishment

Let's Reflect Together

- What makes positive discipline approach different from punishment?

Instructions:

1. Ask the reflection question aloud: What makes positive discipline different from punishment?
2. Encourage 3–5 responses from the group. Use follow-up questions to deepen understanding:
 - o What do you think is the goal of each approach?
 - o How might a child feel in each case?
 - o Which approach builds skills or trust?
3. On a visible flipchart, draw two columns titled Punishment and Positive Discipline. As participants share, note down keywords or phrases in the relevant column.
4. Avoid correcting or defining terms yet – this is an exploratory moment to capture thoughts and language participants already use.
5. If someone strongly defends punishment based on personal experience, acknowledge it. That is an important reflection – we will return to it in more detail shortly.
6. Close the activity by saying: Thank you. These are rich reflections. We will now build on this with a few slides that explain these differences more clearly and give us practical examples.

Facilitator Notes

- Do not rush to clarify or explain. This activity is about understanding where the group currently stands and listening without judgment.
- Expect a mix of responses – some may describe punishment as necessary, while others will lean into empathy and learning. Both are valid starting points.
- Let participants see their thoughts represented visibly. The flipchart columns help create a visual map of collective thinking and will serve as a comparison point after the explanation slides.
- This is also a chance to assess what language participants use. Note whether they use terms like discipline, respect, fear, control, or guidance.
- After the reflection, explicitly link to the upcoming slides: Let us now examine what makes these two approaches fundamentally different in theory and practice.

Slide Title: Difference Between Corporal Punishment and Positive Discipline

Slide Summary: These slides offer a side - by - side comparison of key dimensions – definition, focus, methods, goals, and outcomes – between corporal punishment and positive discipline. The aim is to help teachers critically reflect on their current practices and assess what aligns best with long-term learning and well-being goals.

Facilitator Script Tip: We have just discussed what positive discipline means and how it differs from punishment. Now Let us go deeper by looking at a direct comparison across five important areas: definition, focus, methods, goals, and outcomes. As we go through each row, I'd like you to reflect honestly: Which approach mirrors what you use in your classroom? And which one aligns with the kind of learners you hope to raise?

Difference Between Corporal Punishment And Positive Discipline

Aspect	(Corporal) Punishment	Positive Discipline
Definition	The act of imposing penalties including use of physical force for wrongdoing, focusing on deterrence through fear, pain or discomfort.	A process of respectful, non-punitive approach to teaching skills, guiding behaviour while fostering empathy, and encouraging intrinsic motivation, self-control and responsibility
Primary focus	It is retributive, needing Immediate observable compliance with the cessation of undesirable behaviour because of fear or pain	Long term growth and behaviour improvement through building connection, understanding, and teaching life skills

Difference Between Corporal Punishment And Positive Discipline

Aspect	(Corporal) Punishment	Positive Discipline
Methods used	Authoritarian and fear-based consequences, such as physical punishment or withdrawal of rights and privileges.	Empathy, kindness, firmness, and collaborative problem-solving by modelling, discussing the logical consequences and encouragement.
Goal	To correct, control and suppress behaviour through physical pain or discomfort, often as a deterrent	To foster emotional, social, and behavioural growth while teaching accountability
Outcome	Temporary compliance; may lead to fear, resentment, truancy, bullying, or increased aggression	Improved behaviour through understanding and respect for rules.

Facilitator Notes

- Definition
 - o Corporal punishment is defined as a punitive action, often physical, intended to stop misbehaviour through fear, pain, or shame.
 - o Positive discipline, by contrast, is a respectful and structured teaching process. It guides learners toward better behaviour by building motivation, responsibility, and relationships.
 - o Emphasise: One approach reacts to misbehaviour. The other teaches behaviour proactively.
- Primary Focus
 - o Corporal punishment focuses on immediate control – stop it now – usually by triggering fear.
 - o Positive discipline is long-term and teaches life skills like decision – making, problem – solving, and self-regulation.
- Methods Used
 - o Corporal punishment relies on a power imbalance: force, withdrawal, and fear – based consequences.
 - o Positive discipline uses empathy, firm boundaries, consistency, and problem – solving to manage behaviour.

- Goal
 - o With punishment, the goal is obedience. Learners follow rules out of fear, not understanding.
 - o Positive discipline aims for internalised respect, where learners understand expectations and choose to meet them.
 - o Emphasise this key shift: Are we trying to control learners, or teach them to control themselves?
- Outcome
 - o Corporal punishment may result in temporary compliance, but often triggers long-term effects like fear, aggression, or withdrawal.
 - o Positive discipline promotes improved behaviour over time by helping learners feel secure, heard, and motivated.
 - o Highlight the evidence: Even learners who obey after punishment often carry confusion, resentment, or emotional harm.
- These differences show us why redefining discipline is so important.
- Ask the group:
 - o Has anyone tried a respectful approach that led to surprisingly positive results?
 - o Can you recall a time when punishment did not solve the issue, or even made it worse?
 - o Have you ever seen a child become quieter or more withdrawn after being punished repeatedly? What was the long-term effect?
 - o What message does punishment send to a learner who is already struggling? Does it build their skills or reinforce their failure?
 - o What are we training learners for? Short – term silence, or lifelong responsibility?
 - o Are we aiming for fear – based control, or are we nurturing learners who internalise discipline through respect?
 - o What method builds trust in your classroom?
 - o Which of these outcomes do you see most often in your school today?

Slide Title: The Pillars of Positive Discipline

Slide Summary: This slide presents the 8 foundational principles – or pillars – that make up the positive discipline approach. Each one builds toward respectful, effective, and nonviolent guidance in the classroom. Together, they show that positive discipline is not about permissiveness or a lack of boundaries. It is a structured approach rooted in understanding, connection, and skill – building.

Facilitator Script Tip: We have talked about positive discipline, but what does it actually look like in practice? These eight pillars give us a roadmap. They are the mindset and strategies we build on as we shift away from punishment. As we go through them, think about which ones already exist in your classroom and which ones you'd like to strengthen.



Facilitator Notes

- Walk participants through each of the 8 pillars slowly and clearly. Emphasise that these are practical principles that can be applied in real classrooms – not abstract theories.
- Reinforce that these pillars offer alternatives to punishment by focusing on long-term learning, empathy, and accountability.
- Use these points to explain each pillar:
 - o Foster mutual respect – Respect is not demanded; It is modelled. Teachers and learners treat one another with dignity, which builds trust and cooperation.
 - o Teach instead of punish – Discipline is not about retribution. It is about helping learners understand What is expected and how to behave better next time.
 - o Encourage growth over praise – Instead of rewarding only outcomes, teachers should notice effort, progress, and resilience. This builds learners' internal motivation.
 - o Apply logical consequences – When behaviour has consequences, they should be fair, related to the behaviour, and delivered with calm, not shame.
 - o Collaborate on solutions – Invite learners to participate in solving problems. This builds accountability and critical thinking.
 - o Focus on long-term life skills – Positive discipline teaches empathy, problem – solving, communication, and responsibility, not just rule – following.
 - o Ensure belonging and significance – Learners behave better when they feel seen, valued, and included. Connection reduces defiance.
 - o Understand the belief behind the behaviour – All behaviour has meaning. Look beyond misbehaviour to what the learner might be feeling or needing. Respond with curiosity, not punishment.

- Link pillars to real classroom moments. Ask this to help teachers personalise the pillars and identify areas for growth.
 - o Which of these do you already practise without naming it?
 - o Which one feels most challenging, and why?
- Use contrast to reinforce learning – For each pillar, invite a quick contrasting example from punishment – based discipline. For example, instead of sending a learner out of class, how could you apply ‘collaborate on solutions’ in that moment?

Slide Title: If We Get It Right...

Slide Summary: This slide invites participants to imagine what might change if positive discipline were applied consistently in their schools for one full year. The aim is to surface hopeful outcomes, gently explore doubts, and set the tone for the next session on practical strategies.

Facilitator Script Tip: Let us take a moment to imagine together. If we practised the 8 pillars of positive discipline consistently in our schools for just one full year – what do you think we would notice? How do learners behave? How do they perform? How do teachers and learners relate to each other?

Let us hear your ideas – both the hopes and the hesitations.

Let us reflect together. If we get it right... 😊

Imagine this:

We apply the pillars of positive discipline consistently in our schools for one full year... 😊

What changes do you think we'll see in:

- Learner behaviour?
- Academic performance?
- Relationships between teachers and learners?
- The school climate overall?

Instructions

1. Ask the group the four reflection questions on slide one, one at a time.
2. Invite open sharing. Allow a few participants to respond to each before moving on.
3. Note responses on a flipchart if you like – either as one list or in two columns: What we hope to see and What we fear might happen.
4. Do not rush. Let participants reflect deeply.

Facilitator Notes

- Acknowledge concerns with empathy. If participants express doubts or negative outcomes, do not dismiss them. Say: That is a valid concern. Thank you for raising it. Positive discipline does not ignore challenges – it just addresses them in a different way.
- Respond to common fears. If someone says, Children will become stubborn or There will be no discipline, That is a fear many teachers share. However, positive discipline still includes clear boundaries and consequences, without fear or shame.
- Use it as a learning pivot. If fears dominate the conversation, say: That is why we are here – to learn the tools that help us manage classrooms with structure and respect. We are not giving up control – we are learning how to guide it better.
- If challenging views arise (e.g. some children only understand pain), pause and thank the person for sharing. Refer to the Addressing Concerns reference material for sample phrases and responses

Slide Let us Reflect Together – What Changes for You?,

Slide Summary: This reflection slide helps shift the focus from learners to teachers, prompting participants to consider how positive discipline also improves their own experiences. It helps build buy – in by showing that this approach benefits teacher well-being, not just learner outcomes.

Facilitator Script Tip: Let us take a moment to shift the lens. We have spoken a lot about what positive discipline does for learners – but what about for us, as teachers? What changes for you personally when discipline is handled positively rather than through fear, shame, or punishment?

Let's Reflect Together – What Changes for You?

• What do you think changes for you personally when discipline is handled positively, rather than through fear, shame, or punishment?

To the learner

To the teacher

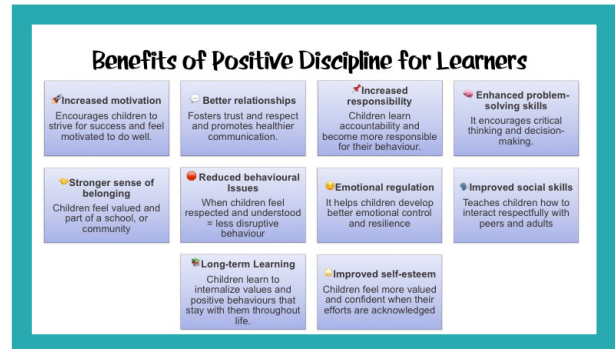
Facilitator Notes

- Use this moment to centre the teacher's well-being. Affirm that positive discipline is not just for the child – it also supports the adult. When classrooms are calmer and more respectful, teachers feel more effective and less emotionally drained.
- Reinforce the shift from control to connection. Highlight that positive discipline builds a more predictable, emotionally safe classroom, reducing reactive behaviour and teacher burnout.
- Link back to the pillars if needed: Especially mutual respect, belonging, and focusing on long-term skills, not just momentary compliance.
- If we want learners to feel emotionally safe, then teachers must feel safe and supported too. Positive discipline helps us all thrive, not just obey.
- Draw out personal reflections. Ask:
 - o How do you feel when a learner responds without fear?
 - o Have you noticed a difference in your energy when you use guidance instead of punishment?
 - o Do you feel more respected or connected when learners trust you?

Slide Title: Benefits of Positive Discipline for Learners

Slide Summary: This slide highlights ten key benefits of positive discipline from the learner's perspective. These include improvements in motivation, responsibility, behaviour, emotional well-being, relationships, and long-term life skills – all of which contribute to safer, more inclusive, and effective learning environments.

Facilitator Script Tip: Let us turn the lens to the learner. When we shift from punishment to positive discipline, we do not just manage behaviour – we support the growth of the whole child. These benefits go far beyond the classroom. Learners feel safe, respected, and understood – and that is what opens the door to real learning and long-term change.



Facilitator Notes

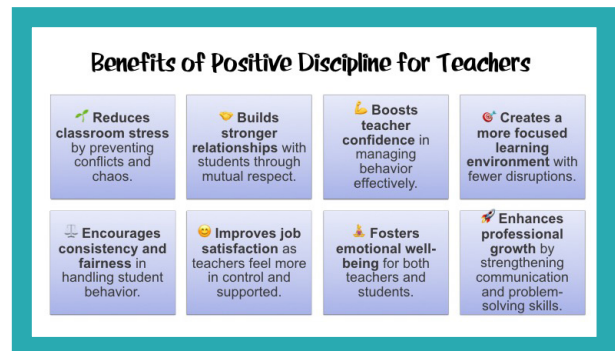
- Increased motivation
 - o Encouragement and respectful guidance help learners feel excited to do well – not afraid to fail.
 - o Motivation becomes internal, not driven by fear of punishment.
- Better relationships
 - o Learners feel seen and heard, which strengthens trust with teachers and peers.
 - o Improved communication reduces defensiveness and fear.
- Increased responsibility
 - o When children understand rules and feel respected, they take ownership of their actions.
 - o They become more accountable and reflective.
- Enhanced problem – solving skills
 - o Positive discipline models respectful communication, which teaches children how to think, reflect, and make good decisions.
- Stronger sense of belonging
 - o Children feel valued as part of the school or class community, reducing isolation and increasing participation.
- Reduced behavioural issues
 - o When learners feel respected and emotionally safe, their behaviour improves.
 - o There is less need for attention – seeking or disruptive actions.
- Emotional regulation
 - o Learners are supported in identifying and managing emotions like anger or frustration.
 - o This builds resilience and emotional maturity.

- Improved social skills
 - o Learners develop empathy, cooperation, and conflict resolution skills.
 - o They learn to express themselves without aggression or withdrawal.
- Long - term learning
 - o Positive discipline reinforces values like respect, responsibility, and fairness – skills they carry into adulthood.
 - o It supports not just academic, but also character development.
- Improved self-esteem
 - o When learners' efforts are acknowledged and they feel trusted, they develop greater confidence and belief in their abilities.
- Talk through each point in clusters (e.g. motivation + self-esteem, or behaviour + regulation) to avoid listing all ten without meaning.
- Ask participants:
 - o Which of these benefits have you already seen in your learners when using respectful strategies?
 - o Which one would you like to see more of in your classroom?

Slide Title: Benefits of Positive Discipline for Teachers

Slide Summary: This slide presents eight concrete benefits of using positive discipline from the teacher's perspective. These include emotional, professional, and classroom management gains, such as reduced stress, better relationships, improved job satisfaction, and greater teaching effectiveness.

Facilitator Script Tip: Positive discipline is not just something we do for learners – it transforms our own experience as teachers. It creates a calmer, more respectful environment where you do not feel like you are constantly fighting fires. You gain back your energy, your confidence, and your ability to focus on what matters most – teaching and connection. Let us take a moment to explore how it directly benefits you in the classroom.



Facilitator Notes

- Reduces classroom stress:
 - o Prevents daily conflict, power struggles, and emotional exhaustion.
 - o Teachers feel less overwhelmed and more in control of their classroom climate.
- Builds stronger relationships
 - o Learners feel respected, which leads to mutual trust and cooperation.
 - o Less tension, more teamwork in the classroom.
 - o Relationship – building reduces defiance and increases willingness to learn.
- Boosts teacher confidence
 - o Teachers feel more equipped to manage behaviour using tools – not threats.
 - o Confidence grows as strategies work, especially with previously difficult learners.
- Creates a more focused learning environment
 - o Fewer disruptions mean more time spent on teaching and learning.
 - o Learners stay engaged when they feel emotionally safe and guided.
- Encourages consistency and fairness
 - o Teachers respond to behaviour using clear routines and respectful strategies.
 - o This avoids favouritism or reactive punishment and promotes trust.
- Improves job satisfaction
 - o Teachers feel more effective and supported.
 - o They experience more joy and meaning in their role – not just discipline management.

- Fosters emotional well-being
 - o Reduces emotional burnout and guilt that often follow harsh or reactive discipline.
 - o Promotes a more supportive classroom environment – for teachers and learners.
- Enhances professional growth
 - o Builds core teaching skills – communication, classroom management, problem – solving.
 - o Aligns with competency – based, learner – centred pedagogy and 21st – century teaching standards.
- Link each benefit to real classroom experiences where possible. Invite teachers to identify which benefit feels most relevant to their current challenges.
- Ask:
 - o How many of you have felt burnt out from constant discipline challenges?
 - o Which of these benefits would make the biggest difference in your teaching right now?

Slide Title: Putting Positive Discipline into Practice – Strategies That Work & Proactive Strategies vs Everyday Reactions

Slide Summary: This slide introduces the key concept of proactive strategies – practices teachers use intentionally to prevent misbehaviour and build a structured, emotionally safe classroom. It contrasts this with reactive discipline, which happens after misbehaviour occurs.

Facilitator Script Tip: We have talked about what positive discipline means – now we begin to look at what it looks like in action. One of the most powerful shifts we can make is moving from reactive responses to proactive strategies. These are not just responses to problems – they are habits we build into our day – to – day teaching to reduce problems before they start.

Putting Positive Discipline into Practice: Strategies That Work

Proactive strategies vs Everyday Reactions

- Proactive strategies are intentional classroom practices that prevent misbehaviour before it occurs.
- They build connection, structure, and emotional safety, helping learners know what to expect and how to behave.

Facilitator Notes

- Clarify the purpose of the slide: This is a concept introduction only. No discussion or group activity is needed here. Save responses and application for the next slide.
- Reactive discipline refers to responses made in the moment, often under stress, after a rule has been broken (e.g. scolding, threats, punishment).
 - o Increase tension and conflict, especially if done in anger
 - o Escalate behaviour or push learners into shame and fear
 - o Damage trust between the teacher and learner
 - o Provide short-term control but rarely result in long-term change
 - o Leave both the teacher and the learner feeling frustrated
- Proactive strategies are planned, preventive methods that create structure, reduce confusion, and guide behaviour positively before misbehaviour occurs.
 - o Build emotional safety and predictability
 - o Help learners feel prepared and secure
 - o Reduce teacher stress by limiting daily conflict
 - o Reinforce positive behaviours before correction is needed
 - o Examples to briefly reference (no need to ask for input yet): Greet learners at the door, Establishing clear class routines, giving warnings before transitions, Reinforcing expectations in advance

Slide Title: Activity – Think–Share from Reaction to Strategy

Slide Summary: This participatory slide encourages teachers to reflect on common reactive discipline responses and begin identifying alternative, proactive approaches. The activity prepares them to reframe discipline from punishment to guidance.

Facilitator Script Tip: Before we explore new strategies, Let us pause and think about what actually happens in schools every day. When learners misbehave, what do we usually do? What have we normalised – maybe without meaning to? This activity helps us reflect on common teacher responses and think about how we can shift from reaction to strategy – from doing What is familiar to doing What is effective.

Activity: Think - Share from Reaction to Strategy

- He's always late. I just send him to the deputy.
- They never listen unless I shout
- I make an example of one so the rest fall in line.
- Class rules are mine. They're non-negotiable
- I withdraw their break time when they misbehave
- I don't explain myself. They should know better
- If they forget their book, they stand outside
- I cane once, and they remember.
- The girls are always noisy—so I punish all of them
- They get bored, so I punish them to refocus
- If one learner acts out, I stop the whole lesson.
- They don't know how to solve problems, so I fix everything
- If they fight, I suspend them
- If they complain, they're just being dramatic
- I wait for them to mess up before acting.

Instructions

1. Set the Scene: Before we get into actual strategies, Let us reflect on what we tend to do when a learner misbehaves. What are our first instincts? What is been modelled to us? And how could we handle it differently, without punishment?
2. Introduce the Think–Share structure: You will read one example at a time. First, think silently. Then turn to a partner and discuss:
 - o What is the usual teacher reaction here?
 - o How could we turn this into a positive discipline response?
 - o What patterns are we noticing in these reactions?
 - o Which responses do we hear most often in our own schools?
 - o What is one strategy you might try instead of the example shared?
3. Read Aloud 3–5 Examples (Not All at Once). Choose a few that are relevant to your group (e.g. shouting, punishing everyone, refusing to explain).
4. Facilitate plenary sharing and record strong insights or alternatives on a flipchart titled: From Reaction ☒ To Strategy

Facilitator Notes

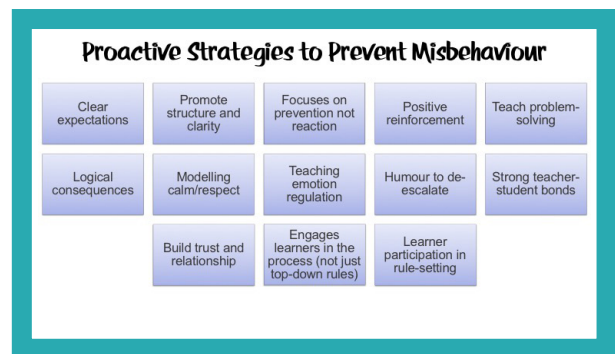
- The purpose of this activity is to raise self-awareness and encourage a shift in mindset, not to criticise.
- Emphasise that many of these statements reflect real frustrations teachers experience – and that is okay to acknowledge.
- Every teacher has used some of these responses at some point; this is not about blame, but about recognising patterns we can change.
- Reinforce that proactive discipline is about supporting teachers, not making them feel wrong.
- Behaviour is communication – what we see as misbehaviour is often a signal of unmet needs, frustration, or confusion.

- Proactive discipline does not mean letting things slide; it means addressing behaviour with clarity, consistency, and respect.
- This shift takes time and practice – you are not expected to be perfect, but to become more intentional, one step at a time.
- Small changes in your daily routines can make a big difference; even simple shifts in tone, timing, or expectations can prevent conflict.
- When you respond proactively, you model self-regulation for your learners, and that is one of the most powerful things a teacher can do.
- These examples show us how easy it is to fall into reactive patterns, especially when we are stressed or overwhelmed. But every one of those moments is also a chance to model something different. Now Let us explore specific, practical, proactive strategies we can use daily.

Slide Title: Proactive Strategies to Prevent Misbehaviour

Slide Summary: This slide summarises practical, positive approaches teachers can use to prevent misbehaviour before it starts. These strategies help build structure, trust, and connection, supporting a calm, respectful learning environment where learners feel safe and are more likely to follow expectations.

Facilitator Script Tip: These are the everyday things we do as teachers that reduce conflict before it even begins. Positive discipline is not only about what we do after something happens – It is mostly about what we build every day to create a respectful, predictable classroom. These are not extras – they are essential.



Facilitator Notes

- Introduce this slide after discussing common reactive practices and the need for a mindset shift. Let teachers know: We are now focusing on what we can do to prevent problems from happening in the first place.
 - o Clear expectations: Learners need to know what is expected of them – academically and behaviourally. Rules should be clear, positively worded, and referred to regularly. Example: Display 3–5 class rules and revisit them before activities.
 - o Promote structure and clarity: When learners know the routine, they feel secure. Structure reduces anxiety and gives students a sense of control. Example: Use visual schedules or consistent start – of – day routines.
 - o Focus on prevention, not reaction: Planning ahead avoids common classroom triggers. Set up your space and activities with behavioural success in mind. Example: Assign roles during group work to avoid arguments over tasks.
 - o Positive reinforcement: Praise the behaviours you want to see more of. This can be verbal, non – verbal, or through class rewards. Example: I really appreciated how you waited your turn.
 - o Teach problem – solving: Equip learners with language and steps for resolving peer conflict or classroom problems. Example: Use role – play or teach phrases like I feel... when... Can you please...?
 - o Logical consequences: Ensure the consequences are linked to the behaviour and explained calmly. This helps learners understand the impact of their actions. For example, if a child misuses learning materials, they help clean or organise them after class.
 - o Modelling calm and respect: Children imitate adults. Speak and act in ways you'd want them to copy, especially under pressure.
 - o Teaching emotion regulation: Teach learners to identify, name, and manage emotions. Include this in your routines, not just after outbursts. Example: Use a 'feelings wheel' or breathing techniques in class.
 - o Humour to de – escalate: A well – placed joke (not sarcasm) can break tension and re – establish connection. Note: Use with care – never use humour to embarrass or target a learner.

- o Strong teacher – student bonds: Relationships are the foundation of discipline. Learners behave better when they feel respected and understood. Example: Greet learners individually or use 1:1 check – ins.
- o Build trust and relationship: Trust grows when learners feel safe making mistakes. Show that your role is to support, not shame. Prompt: How do I respond when a child makes a mistake in class?
- o Engage learners in the process: Ask learners what helps them feel respected, safe, and able to learn. Co – create behaviour norms. Example: Hold a class discussion on what respect looks like in different situations.
- o Learner participation in rule – setting: When learners help make the rules, they are more likely to follow them. Prompt: Have my learners ever helped develop class expectations?
- Reflection Prompt for Whole Group or Journals
 - o Do you revisit your class rules weekly, or only at the start of the term?
 - o How often do I catch learners doing the right thing?
 - o What tone do I use when I feel disrespected? Would I accept it from a learner?
 - o Which two strategies on this slide do I use consistently? Which one would I like to apply more intentionally this term?

Slide Title: Methods of Positive Discipline – Responding When Misbehaviour Happens & Why It Matters

Slide Summary: These slides transition the session from prevention (proactive strategies) to response. They acknowledge that even with strong classroom management, misbehaviour still occurs, and when it does, teachers need structured, respectful alternatives to punishment. Positive discipline offers methods that help learners take responsibility, repair harm, and grow from their actions.

Facilitator Script Tip: We have looked at how to prevent misbehaviour, but what happens when it still occurs? Because it will. Even the best relationships and routines cannot stop every outburst, mistake, and bad day. Children are still learning and growing, and sometimes, they will test limits or act out. The real question is: what do we do in those moments?

Many of us were taught to punish because that is what we experienced or because it seemed like the only option. But there is another way – a structured, respectful response that teaches, guides, and repairs. That is what We will explore next.

Methods of Positive Discipline: Responding When Misbehaviour Happens

Why it matters

Even when we use proactive strategies, misbehaviour still occurs.

Teachers need clear, structured alternatives to punishment that:

- Restore relationships
- Teach accountability
- Help learners grow from mistakes

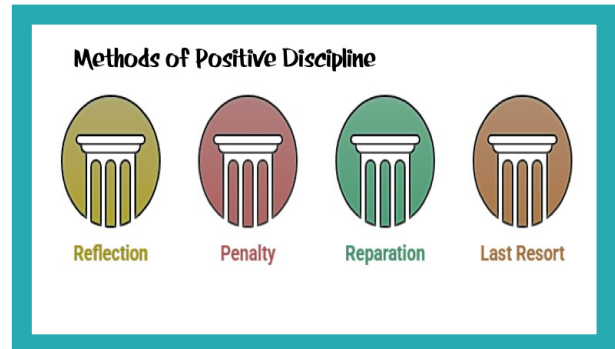
Facilitator Notes

- Normalise the challenge: Let teachers know that misbehaviour is a normal part of learning, not a personal failure. Even if you do everything right – set expectations, build relationships – learners will still have hard days. That is okay.
- Frame the purpose: This section is not about eliminating all misbehaviour, but about learning how to respond in a way that works better for everyone. We are not removing consequences – we are reshaping them into something constructive.
- Reinforce the shift: Move from How do I control them? to How do I guide them?. We need tools that do three things: restore relationships, teach accountability, and help learners grow from mistakes.
- Clarify expectations: Children need structure, not just emotional support. Consequences should still exist, but they should teach, not shame. They should be connected to the behaviour and help the learner make a better choice next time.

Slide Title: Methods of Positive Discipline

Slide Summary: This slide introduces the four core methods used in positive discipline: Reflection, Penalty, Reparation, and Last Resort. It sets up the structure for the next segment of the session, where each method will be explored in more depth. This moment also allows participants to share their initial thoughts and expectations.

Facilitator Script Tip: Now that we have discussed why punishment often falls short, let us look at what we can do instead. Positive discipline uses four structured responses – each one designed to guide, not shame. These are: Reflection, Penalty, Reparation, and Last Resort. These methods help learners take responsibility, make amends, and learn from mistakes – without undermining their dignity or the teacher’s authority.



Before we go into the details, take a look at the four terms. What do they make you think of? What might each one involve?

Facilitator Notes

- Emphasise: All four are respectful and educational alternatives to punishment.
- These methods give teachers options – not everything has to lead to suspension, threats, or shouting.
- Using these does not mean there are no consequences – it means the consequences are meaningful and fair.
- Keep the tone reflective and invitational, not evaluative.
- Reflection question
 - o Have you heard of or used any of these before? Which ones feel familiar – and which ones do not?

Slide Title: Helping Learners Think and Grow – Reflection

Slide Summary: Reflection is the first method of positive discipline. It helps learners understand their behaviour, its consequences, and how to make better choices. This approach is ideal for day – to – day classroom challenges where learning, not punishment, is the goal.

Facilitator Script Tip: Sometimes, the most powerful response is not to punish, but to pause. Reflection is about helping children think about what they have done and how it affected others. It is not about shame. It is about giving them the space and support to grow. This method is particularly useful for common classroom issues like talking out of turn, not following instructions, or mild disruptions. It invites learners to stop, reflect, and reset.

Helping Learners Think and Grow



- For minor day-to-day problems, ask learners to reflect on their misbehaviour.
- Promotes self-awareness
- Encourages children to understand the impact of their actions.
- Children learn from their mistakes when they understand why what they did was wrong
- Children are given an opportunity to think about the consequences of their behaviour.

Examples

- Verbal Warnings
- Appropriate time out and reflection periods
- Essay or letter writing
- Oral apology
- Name slips
- Discipline box

Facilitator Notes

- Reflection as a discipline method is respectful, restorative, and easy to implement consistently.
- Emphasise: Reflection:
 - o Promotes self-awareness.
 - o Gives learners time and space to understand the impact of their actions.
 - o Helps them learn from their mistakes without fear or embarrassment.
- How to use common reflection tools
 - o Verbal warning: When a misbehaviour occurs, provide a calm, clear reminder of the expectations and explain why the behaviour is inappropriate. A verbal warning can often redirect behaviour before more serious interventions are needed.
 - o Appropriate timeout or reflection period: A learner is given time to calm down, reflect on their actions and understand the consequences of their behaviour. It is a learning moment for learners to regain control of their emotions and behaviour and make better choices. The timeout is called out when the learner understands and explains what they did wrong and how they will avoid repeating the wrong. How to implement Timeout Properly
 - Give a clear verbal warning first. Before using timeout, calmly explain the behaviour and the consequence. Example: If you keep shouting and not listening, I will ask you to take a timeout to calm down.
 - Choose a safe, non – shaming or non – isolating space in the classroom. Select a quiet spot in the classroom where the child can sit and reflect but still feel included (not isolated or humiliated).
 - Set a brief time limit. A general rule is one minute per year of age (e.g., an 8 – year – old gets an 8 – minute timeout).
 - Use encouraging language. Remind the child that timeout is not a punishment but a time to calm down and think.
 - Reflect and reinforce. After the timeout, guide the child in understanding their actions:

Example: What happened? How could you handle it differently next time?

- o Essay or letter writing: Ask learners to write about what happened, what they learned, and how they plan to behave differently. They can also include an apology.
 - o Oral apology: A respectful, face – to – face apology to a peer, teacher, or group.
 - o Name slip: The teacher writes a learner's name and the inappropriate behaviour. If the learner persists with the misbehaviour, the case is escalated for further disciplinary measures according to school policy.
 - o Discipline box: The teacher writes a misbehaving learner's name on a piece of paper, and the paper is placed in a box that is opened weekly. If the learner's name appears some agreed – upon times, a certain penalty will be imposed. At the end of the week, patterns can be addressed with appropriate follow-up.
- Ask:
 - o Which of these have you used before? Which one would you like to try more intentionally?

Slide Title: Non – Harmful, Restorative Consequences – Penalty

Slide Summary: This method involves imposing respectful and structured consequences when misbehaviour becomes persistent or harmful. The aim is not punishment, but to help the learner connect their actions to logical outcomes and take responsibility in a safe, dignified way.

Facilitator Script Tip: Sometimes, a child's behaviour becomes persistent and harmful towards others, themselves, or the classroom environment. In such cases, positive discipline does not mean we do nothing. Instead, we apply penalties that are structured, respectful, and focused on learning, not punishment. The goal of this method is to help the learner connect their choices to logical, non – harmful consequences, without fear, shame, or humiliation.

Non-Harmful, Restorative Consequences

- This is imposed on a learner whose misbehaviour is persistent and harmful to others.
- NOT punitive.
- Must be logical, respectful, and instructive
- Reinforces cause-effect thinking: Learners connect actions to consequences without using fear or harm.

Examples....

- Withdrawal of privileges that the learner enjoys. However, the withdrawal should not harm the health or safety of the learner.
- Light work that improves the school environment such as cleaning a reasonable size of a compound or other work that improves the environment.
- A learner remains for extra time in school to reflect on their misbehaviour.
- The learner and the teacher discuss and note the misbehaviour and the steps that must be taken by the learner to correct it.



Penalty

Facilitator Notes

- Penalties are not punishments: Unlike punishment, which is meant to inflict discomfort or fear, a penalty is designed to teach accountability. It helps learners reflect, take responsibility, and take corrective action in a constructive way.
- Must be safe and proportional: Any penalty should never jeopardise the child's dignity, safety, or health. It must be fair, clear, and focused on helping the learner grow.
 - o Withdrawal of privileges: This could be missing out on a fun activity or group reward, not as a punishment, but as a natural result of choices made. But remember: It should never affect their access to food, safety, or learning.
 - o Light work around the school: Tasks like sweeping a section of the compound, picking litter, or helping organise a space. These should be short, constructive, and ideally tied to the nature of the behaviour (e.g., if they damaged something, they help clean or repair it).
 - o Staying in for reflection: Instead of detention as punishment, this becomes time for the learner to reflect, with or without teacher guidance, on what happened, why it happened, and how to do better.
 - o Discussion and action steps: A simple chat can be very effective. Let the learner describe the issue and help them come up with steps to correct it. This increases ownership and accountability.
 - o Community service with purpose: Assign tasks that benefit others – tidying shared spaces, helping staff, while clearly linking it to the misbehaviour and its impact.

- Reflection questions
 - o What are the differences between a punishment and a fair penalty?
 - o How can we ensure a consequence feels respectful rather than humiliating?
 - o Has anyone used something similar in their own classroom? How did it work?
 - o Which of these examples have you used before, and how did learners respond?
 - o What might help you feel confident applying a non - harmful penalty next time misbehaviour persists?

Slide Title: Repairing Harm Done – Reparation

Slide Summary: Reparation is a powerful method of positive discipline that teaches empathy, responsibility, and the importance of restoring relationships or property after harm is caused. It focuses on making things right, not punishing the learner.

Facilitator Script Tip: This method is not just about discipline – It is about dignity. Reparation shows learners that they have the power to fix what they have broken, rebuild trust, and take responsibility in a respectful way. Let us look at what that can look like in everyday school situations.

Repairing Harm Done



Reparation

- The learner amends their wrong by repairing the harm they caused.
- Focused on restoring relationships or property.
- Involves empathy and accountability.

Examples

- Apology to the offended party e.g. to their classmates or assembly.
- Replacing or repairing any damaged property.
- Official reprimand where a learner commits to reform and the consequences if they do not undertake the reform.
- Involving guardians to contribute to apologizing or compensating for any damage caused.

Facilitator Notes

- Reparation is one of the most powerful and restorative methods of positive discipline. It is based on the principle that when harm is done, the focus should be on repairing relationships or fixing what was broken, not punishing the child.
- This method teaches learners empathy and responsibility by encouraging them to take concrete actions to amend their behaviour.
- Reparation is about accountability with dignity.
- We are teaching learners that their actions affect others, and that they have the power to make things right. It builds empathy.
- Rather than being punished, learners are guided to understand how their behaviour impacted others and what they can do to repair the harm.
- As you go through each bullet, invite teachers to share additional examples they have seen or used:
 - o Apology to the affected person or group: This can be verbal or written and should come with support if the learner struggles. It is not about shaming – It is about sincerity and understanding.
 - o Replacing or repairing damaged property: If a child breaks something, they help fix or replace it, not as punishment, but as a meaningful act of responsibility.
 - o Official reprimand with a commitment to reform: This is not just a warning – It is a structured process where the learner agrees to specific steps to change, with teacher support and a clear understanding of consequences if there is no follow-through.
 - o Involving guardians: In cases of serious harm or damage, families can be involved, not to punish the child, but to support the process of making amends, whether emotionally or materially.
- Reparation builds responsibility and can actually strengthen relationships over time – if handled with care.
- Ask:
 - o Have you ever had a learner fix something they broke, or make things right with a peer? How did it go?

Slide Title: When Persistent Misbehaviour Persists – Last Resort

Slide Summary: This slide introduces the final method of positive discipline: Last Resort. It is only to be used when all other positive approaches – proactive strategies, reflection, reparation, and non – punitive penalties – have failed to change persistent, harmful behaviour. It stresses the importance of maintaining respect, structure, and support, even when a learner's actions are highly disruptive.

Facilitator Script Tip: Let us be honest: even with strong relationships, structure, and reflection, there will be cases where misbehaviour becomes persistent, disruptive, or harmful. Sometimes, despite our best efforts, misbehaviour continues. The Last Resort method gives structure to what should happen when all other methods have been tried and failed. But the key here is this: it should never be the first option. The Last Resort is not about giving up – It is about creating a structured, supportive path forward when all else has failed.

When Persistent Misbehaviour Persists

- Used only after other methods fail.
- Still respectful and developmental.
- Must involve collaborative decision-making with peers, school leaders, and families.
- These must be implemented with empathy, fairness, and clear communication—never as punishment for emotional release or minor misbehaviour.

Examples....

- Parent meeting to agree on the next course of action.
- Referral to professional support
- Short-term suspension from school for some time and further discussion with the learner and parent about their conduct.
- Behaviour contract
- Referral to disciplinary committee
- Involvement of external support agencies
- Transfer to a different class with cause
- Home based learning plan (temporary)



Last Resort

Facilitator Notes

- What is Last Resort?
 - o It is NOT punishment.
 - o It is NOT a knee – jerk reaction to frustration.
 - o It is NOT a tool for venting teacher anger.
 - o It is a structured intervention that is used:
 - o After other methods have been attempted and documented.
 - o When misbehaviour has become severe, persistent, and is affecting others' right to learn or feel safe.
- What it must be:
 - o Respectful – even at this stage, we must protect the learner's dignity.
 - o Collaborative – involving parents, school leaders, and, where necessary, peers or professional services.
 - o Developmental – focused on support, change, and reintegration.
 - o Transparent – learners and their caregivers should understand the steps and reasoning.
 - o Temporary – there must be a reintegration plan.
- Go through each example on the slide slowly.
 - o Parent meeting to agree on the next course of action
 - Schedule a meeting involving the teacher, school head, parent/guardian, and, if appropriate, the learner.
 - Start with a clear summary of the behaviour pattern and strategies already tried.
 - Use a non – blaming tone – emphasise that the meeting is about finding

- solutions together.
 - Explore the root causes: Are there stressors at home? Learning difficulties? Peer issues?
 - End with a shared agreement and action plan signed by all parties, including timelines for review.
- o Referral to professional support
 - If the learner is exhibiting signs of trauma, mental health distress, or special needs, involve the school counsellor or refer to a psychologist or social worker.
 - This should be explained to both the learner and caregiver respectfully to avoid shame.
 - Always follow up – support should not stop at the referral. Ask: How is the learner doing since the referral? What support does the teacher need now?
- o Short – term suspension with discussion
 - Only used when behaviour becomes severely disruptive or dangerous and after other interventions fail.
 - Before suspension, discuss with the learner and caregiver. Explain the reason clearly and respectfully.
 - Create a reintegration plan before the learner returns: include a check-in session, a reflection activity, or a support teacher to guide reintegration.
 - Avoid dumping the learner back into class with no follow-up.
- o Behaviour contract
 - This is a written agreement between the learner, teacher, and parent, outlining expected behaviours and specific consequences if not met.
 - Involve the learner in setting the expectations – this increases ownership.
 - Include check-in dates and signatures. Keep a copy in the learner's file.
 - Celebrate progress along the way, not just the endpoint.
- o Referral to disciplinary committee
 - This should happen only after several attempts have been made to resolve the matter at class and school level.
 - Prepare a clear, factual incident report and all steps taken.
 - Present the case constructively – not just this child is difficult, but we have tried A, B, C, and are now asking for support.
 - Ensure the learner's dignity is maintained. Let them present their version, with a trusted adult present.
- o Involvement of external support agencies
 - Involve child welfare officers, local NGOs, or government departments (e.g., children's services, probation officers) for chronic or severe cases.
 - Document the referral clearly, inform the caregiver, and ensure follow-up support is in place.
 - Treat this as part of a safeguarding response, not as punishment. Always maintain confidentiality and care.
- o Transfer to a different class (with cause)
 - This may be necessary if class dynamics are escalating the issue.
 - Involve all parties – current and receiving teachers, learner, and caregiver.

- Explain that this is a strategy to give the learner a fresh start, not a punishment.
- Provide a transition plan and monitor how the learner is adjusting.
- o Home – based learning plan (temporary)
 - Used when a learner’s behaviour requires a break from the school environment, but they should continue their learning.
 - Develop a plan with the caregiver that includes assignments, reflection tasks, and regular check – ins.
 - Schedule a reintegration meeting and discuss what changes are needed before return.
 - Use this only when necessary and with a firm plan to re – engage the learner.
- Reintegration is essential. The Last Resort is not the end; It is part of a cycle. Every learner deserves a pathway back into a supportive school community. So, after any suspension or referral, we must ask: Who will follow up with this child? What support will be in place? How will we repair relationships?
- Encourage the group to brainstorm reintegration strategies: Welcome – back conversation, A small positive gesture from the class, A mentor teacher check – in, Clear goals and positive reinforcement
- Reflection questions to ask
 - o Have you ever felt stuck with a learner, where nothing seems to work anymore? What do you usually do in those moments?
 - o Has anyone seen this used well in their school? What worked?
 - o What challenges came up?
 - o What support do teachers need to use this method fairly and effectively?
 - o How can we ensure the learner does not feel excluded or permanently labelled?

Slide Title: Summary Methods of Positive Discipline

Slide Summary: This slide offers a concise recap of the four core methods of positive discipline – Reflection, Penalty, Reparation, and Last Resort – helping teachers quickly recall the core purpose of each approach. It visually reinforces that discipline is not about punishment, but about supporting learners to grow, take responsibility, and stay included.

Facilitator Script Tip: Let us pause here to reflect on the journey we have taken. We have seen that discipline does not have to mean punishment. It can mean guidance, learning, and healing. These four pillars offer us a structured but flexible toolkit to respond when learners make mistakes. Some methods are for everyday use, and some are for more serious or persistent behaviour. What matters most is how we use them – with empathy, fairness, and a commitment to the learner’s dignity.

Instructions

1. Introduce the activity by letting participants know this is a personal reflection to help them consolidate what they’ve learned about the four positive discipline methods (Reflection, Penalty, Reparation, Last Resort).
2. Read all three reflection questions aloud, slowly and clearly:
3. Read all three reflection questions aloud, slowly and clearly:
 - o Which of these four pillars do you feel confident using?
 - o Which one do you want to try or improve in your classroom?
 - o Can you think of a time when a last resort approach was used, but might have been avoided if earlier pillars had been applied?
4. Give participants 3–5 minutes for individual journaling or quiet thought.
5. Optional: Invite volunteers to share their reflections in pairs or in plenary – only if they feel comfortable.
6. Remind the group: There are no wrong answers – this is about honest, practical reflection to grow our practice.

Summary: Methods of Positive Discipline



Reflection

Encourages self-awareness and understanding of actions' impacts.



Penalty

Imposed for persistent misbehavior that harms others.



Reparation

Focuses on amending wrongs and repairing harm.



Last Resort

Represents severe actions for ongoing offenses.

Let's Reflect Together - What Changes for You?

- Which of these four pillars do you feel most confident using?
- Which one do you want to try or improve in your classroom?
- Can you think of a time when a “last resort” approach was used, but might have been avoided if earlier pillars had been applied?

Facilitator Notes

- This reflection is meant to deepen teacher understanding of how the four pillars (Reflection, Penalty, Reparation, Last Resort) relate to their daily classroom practice.
- Affirm that all four methods are connected – they are not linear steps, but tools that must be applied with professional judgment based on the learner and the context.
- Emphasise:
 - o Reflection is foundational. It is the first line of response and can often prevent the need for more serious actions.
 - o Penalty is not about punishment. It is a structured, logical consequence that must be non-harmful and proportionate.
 - o Reparation is powerful for accountability and healing – especially where peer relationships have been damaged.
 - o Last Resort is meant for persistent or dangerous behaviour. It should always be accompanied by a reintegration plan to support the learner's return and success.
- Explain that teachers may combine methods. For example:
 - o A learner may begin with reflection but also need a reparative action.
 - o A reparation process may follow a last resort disciplinary step, to rebuild trust and responsibility.
- If teachers raise concerns or confusion:
 - o Reassure them that it takes time to build comfort with all four methods.
 - o Encourage them to start with one method they feel ready to try or strengthen.
- Close the reflection by reinforcing that these methods are not about being perfect, but about choosing more intentional, supportive ways to manage behaviour while protecting learner dignity.

Slide Title: Who Handles Serious or Persistent Misbehaviour in your School?

Slide Summary: This slide opens a reflective plenary discussion on real – world school responses to persistent misbehaviour. It invites participants to share how serious discipline issues are handled in their contexts, encouraging comparison with positive discipline principles. It also sets up the next slide, which maps out different actors involved in responding to inappropriate behaviour.

Facilitator Script Tip: Let us take a pause to reflect on your school's current practices. Sometimes, even after trying reflection, reparation, and structured consequences, some behaviours may still continue. So, what happens next in your school? Who steps in? And more importantly, how do we ensure that the learner is still supported, not just removed or punished?

Who handles serious or persistent misbehaviour in your school?

Instructions

1. Invite participants to respond to the core question on the slide:
 - o Who handles serious or persistent misbehaviour in your school?
 - o What does a fair and supportive disciplinary process look like to you?
 - o What systems are already in place to guide this process?
 - o Who are the key people involved – teachers, headteachers, school boards, guidance staff?
 - o Is the learner given a chance to be heard?
2. Encourage examples. If participants share harmful or punitive practices, gently ask:
 - o How might this process better align with the positive discipline methods we have discussed?
 - o What support might the teacher or learner have needed earlier on?

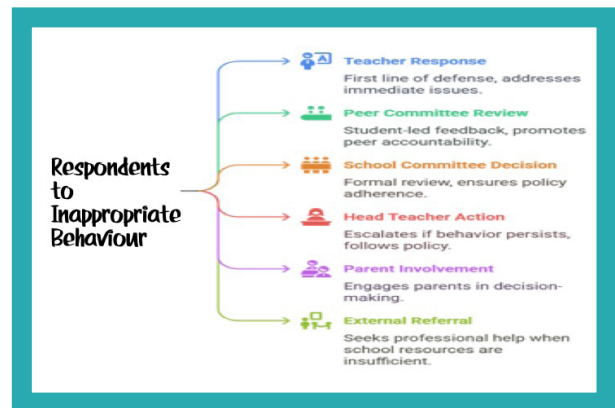
Facilitator Notes

- This session is not about blame – It is about making school systems safer and more restorative.
- Encourage honesty and avoid naming specific individuals or schools.
- Acknowledge that in many cases, staff feel overwhelmed and unsupported when dealing with serious misbehaviour. This is why a structured, child – centred process is essential.

Slide Title: Respondents to Inappropriate Behaviour

Slide Summary: This slide outlines the tiered response system for addressing inappropriate or persistent misbehaviour in schools. It clarifies the roles of different actors – teachers, peer committees, school leadership, parents, and external professionals – in supporting learners through structured, supportive discipline rather than reactive punishment.

Facilitator Script Tip: We have just talked about Last Resort strategies – what we do when reflection, reparation, and correction have not worked. Let us now explore what response structure your school has in place when behaviour escalates. Who steps in, and how?



Facilitator Notes

- **Teacher Response:** Emphasise that teachers are the first line of defence. You are already applying reflection, warnings, timeouts, and other strategies. But if misbehaviour persists or escalates, it is important not to feel alone. Escalation is not failure – It is responsible practice.
- **Peer Committee Review:** Some schools successfully use peer – led groups to mediate disputes or advise on minor violations. Ask if any participants' schools use such models. If not, encourage discussion about how student voice could be integrated into the discipline.
- **School Committee Decision:** Explain that a School Committee (often including senior teachers, the guidance teacher, and the deputy head) ensures consistent application of the school's code of conduct. Their decisions provide formal, fair, and transparent resolutions.
- **Head Teacher Action:** When issues persist, the Head Teacher is responsible for formal escalation. They can initiate suspensions, disciplinary contracts, or other structured interventions. Clarify that this should be procedural and follow the school's policies – not emotional or informal punishment.
- **Parent Involvement:** Emphasise that parents should be brought in as partners early, not just when the situation has worsened. Involve them when reparation plans are made or when a learner is consistently struggling to meet expectations.
- **External Referral:** For some learners, needs go beyond the school's scope – mental health support, social protection, or legal intervention may be required. These referrals might involve: Counsellors or psychologists, Probation officers, Social workers or child protection officers
- Discipline should follow a clear, structured path, not be handled in isolation or by impulse.
- Escalation is not about punishment – It is about providing additional support.
- Every actor in the school community has a role to play.

- Teachers are not alone. Learners deserve a consistent, caring system.
- Plenary discussion prompt. Ask participants:
 - o How are parents currently engaged in behaviour management at your school?
 - o Which of these response steps work well in your school?
 - o Which parts are missing or weak? What could be done to strengthen them?

Slide Title: Individual Journal Reflection: My Role in Shifting to Positive Discipline

Slide Summary: This slide guides participants through a reflective journaling activity focused on their personal use of the four positive discipline methods – Reflection, Penalty, Reparation, and Last Resort. It encourages honest introspection about current practices, challenges, and areas for growth.

Facilitator Script Tip: Now Let us pause and turn inward. No matter how experienced we are, all of us have areas we are confident in – and others we struggle with. This is a private space to reflect honestly. You do not need to share this unless you choose to. Think of this as a conversation with yourself about your goals as a teacher and protector.

Individual Journal Reflection: My Role in Shifting to Positive Discipline (10 min)

-  Which of the four methods do I currently use in my classroom?
How has it helped?
-  Which method do I avoid or find difficult to apply—and why?
-  How has my response to misbehaviour affected my relationship with learners?
-  The changes I will make to improve how I handle learner misbehaviour.
-  How I want learners to feel after being disciplined by me.
This is for you—no one else will read it. Be honest.

Instructions

1. Ask teachers to take out their journals or handouts.
2. Read the full set of prompts aloud once. Then display them clearly (on the slide or board) for continued reference.
 - o Which of the four methods do I currently use in my classroom?
 - o How has it helped?
 - o Which method do I avoid or find difficult to apply, and why?
 - o How has my response to misbehaviour affected my relationship with learners?
 - o Do they fear me? Trust me? Feel safe with me?
 - o What worries or assumptions might be getting in the way?
 - o What changes will I make to improve how I handle learner misbehaviour? Even small steps count – be specific.
 - o How I want learners to feel after being disciplined by me.
3. This is for you – no one else will read it. Be honest.
4. Allow 8–10 minutes for individual journaling.
5. Ensure a quiet, focused atmosphere – no discussion is needed here.
6. You may end with optional quiet sharing: If you feel comfortable, take one sentence from your reflection and share it with a partner, or just hold it with you as a personal commitment going forward.

Slide Title: Activity: Four Corners – Which Method Would You Choose?

Slide Summary: This activity allows teachers to apply the four positive discipline methods – Reflection, Penalty, Reparation, and Last Resort – to real classroom scenarios. It promotes active, movement – based learning while building teacher confidence in making appropriate, non – punitive discipline decisions.

Facilitator Script Tip: We have explored the four methods of positive discipline. Now It is time to move from theory to practice. Let us put ourselves in real classroom situations and reflect on how we would respond – not with punishment, but with intention and care.

Activity:
🌀 **Four Corners: Which Method Would You Choose?**

Instructions

1. Place four signs in different corners labelled: Reflection, Penalty, Reparation, and Last Resort.
2. Ensure open space for movement.
3. Have a printed list of discipline scenarios ready.
4. Explain the purpose of the activity: This activity helps us examine our instincts when learners misbehave, and whether we are choosing methods that align with our positive discipline values.
5. Read one scenario aloud at a time. Use a clear voice. Keep the pace manageable for processing.
 - o A learner comes late to class repeatedly, even after being warned.
 - o A pupil shouts an insult at another during group work and causes a disruption.
 - o A student sneaks out of the classroom during a lesson without permission.
 - o A boy is caught scribbling on a freshly painted school wall with a marker.
 - o A girl is discovered hiding homework books she failed to complete.
 - o Two students are caught exchanging loud jokes while the teacher is teaching.
 - o A child refuses to join group work and pushes away another learner trying to include them.
 - o A student snatches a classmate's snack during break time.
 - o A group of boys is found skipping afternoon preps and playing football outside.
 - o A girl walks away when a teacher is addressing her about uniform violations.
 - o A learner is caught mimicking the teacher's voice and making the class laugh.
 - o A student refuses to greet or respond to the teacher during morning check – in.
 - o A Standard 6 pupil locks a younger learner inside the toilet as a prank.
 - o A child tears up their own exercise book after being corrected in class.
 - o A student falsely accuses another of stealing to avoid blame.

6. Ask teachers to move to the corner that represents the method they would choose to respond to this behaviour.

Sample Transition Script: Let us begin with this scenario: A student keeps arriving late to class despite reminders. Think about what you would do. Would you give them time to reflect, issue a respectful penalty, invite them to repair the disruption, or consider a last resort? Move to the corner that best matches your response.

7. Instruct each group to discuss:

- o Why did you choose this method?
- o How would you implement it?
- o What challenge might arise?
- o Encourage everyone to contribute briefly.

8. Whole Group Debrief After Each Scenario

- o Ask for 1–2 volunteers per corner to summarise their group's thinking.
- o Highlight diversity of responses – remind them there is not always one correct answer.
- o Reinforce when a method is misapplied or overlooked (e.g., using Penalty when Reflection would suffice).

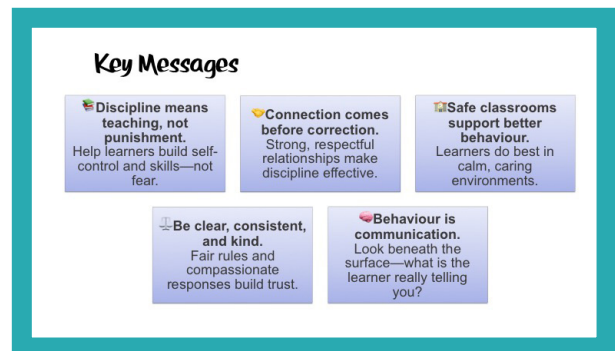
9. Final reflection prompt in plenary after several rounds, ask:

- o Was there a method you had not considered before but now understand better?
- o What would help you feel more confident using these approaches in your school?

Slide Title: Key Messages

Slide Summary: This slide presents the foundational mindset shifts that underpin a positive discipline approach. These key messages reinforce the principles discussed throughout the session – from proactive strategies to responsive methods – and serve as guiding beliefs for building safe, respectful, and inclusive classrooms. Each message challenges old disciplinary norms and empowers teachers to respond with empathy, structure, and intentionality.

Facilitator Script Tip: We are closing this session with the core truths we want to carry into our schools. These five key messages summarise everything we have explored – why we shift away from punishment, what it means to teach through discipline, and how we build classrooms where respect is mutual and growth is possible. Think of these as anchors. When things get tough or when you are not sure what to do – come back to these.



Facilitator Notes

- Discipline means teaching, not punishment.
 - o Positive discipline is not about control – It is about growth.
 - o Discipline should equip learners with tools like self-regulation, empathy, and responsibility.
 - o This is a mindset shift: we stop asking, How do I make them obey? and start asking, What does this child need to learn right now?
- Connection comes before correction.
 - o Emphasise the power of relationships: Children are more likely to cooperate and listen when they feel seen, valued, and respected.
 - o This does not mean ignoring misbehaviour – but addressing it with empathy, not distance.
 - o Ask: Can the learner trust you enough to change their behaviour?
- Safe classrooms support better behaviour.
 - o Highlight that punitive, fear-based environments often escalate misbehaviour or push it underground.
 - o Safe environments allow children to focus, feel included, and make better choices.
 - o Teachers create safety by listening, modelling calm, and using structure, not by shouting or shaming.
- Be clear, consistent, and kind.
 - o Clarity + fairness builds predictability. Predictability builds trust.
 - o Consistency does not mean being rigid. It means your expectations and consequences are reliable, not reactive or emotional.
 - o Kindness can coexist with firm boundaries.

- Behaviour is communication.
 - o Encourage teachers to look beyond the surface - What is behind the outburst, refusal, or disruption?
 - o Is the child overwhelmed? Embarrassed? Testing limits for attention?
 - o This does not excuse poor behaviour, but it helps us choose more helpful responses.
- Ask participants:
 - o Which of these messages feels hardest to apply in your current classroom?
 - o Which one do you already use and believe in deeply?
- Let teachers respond voluntarily, or journal silently if time is limited.

Participant Handout – Session 5: From Corporal Punishment to Positive Discipline.

KEY TERMINOLOGY

- **Behaviour Management Plan:** A structured strategy developed by teachers to support learners with persistent behavioural challenges in a proactive and individualised way.
- **Behavioural Triggers:** Specific situations, stimuli, or events that provoke intense emotional or behavioural reactions in learners, often rooted in past trauma or unmet needs.
- **Child Safeguarding:** Measures to protect children from abuse, harm, and exploitation within organisations and systems.
- **Classroom Culture:** The collective beliefs, expectations, and behaviours that shape the emotional and social climate of a classroom.
- **Discipline:** An umbrella term for various methods used to encourage appropriate behaviour, including both punitive and supportive approaches.
- **Emotional Resilience:** The ability to adapt to and recover from stress, adversity, or difficult emotions, enabling individuals to maintain a positive outlook.
- **Guidance and Counselling:** Professional support services, including individual and group counselling, are provided within schools to help students with academic, social, and emotional challenges.
- **Inclusive Education:** An approach that ensures all learners, regardless of abilities or background, are welcomed, supported, and able to participate in school life fully.
- **Positive Discipline:** A non-punitive approach to behaviour management that focuses on teaching, guiding, and nurturing children, emphasising respect, empathy, and self-discipline.
- **Punishment:** A disciplinary method that relies on inflicting pain, discomfort, or fear to deter unwanted behaviour, often resulting in only temporary compliance.
- **Restorative Practices:** Approaches that focus on repairing harm, restoring relationships, and fostering accountability rather than relying on punitive measures.
- **Safe Learning Environment:** A school setting that protects learners physically and emotionally and fosters respect and inclusion.
- **Safeguarding:** The process of protecting children from abuse, neglect, exploitation, and harm, ensuring their overall well-being and safety in all environments.
- **School Safety Audit:** A systematic assessment of a school's physical and operational aspects to identify risks and implement measures that ensure a safe learning environment.
- **School Safety Standards:** Guidelines established to ensure that the school environment is secure, hygienic, and conducive to learning, covering areas like infrastructure, sanitation, and emergency preparedness.

- **Self-regulation:** The process by which learners manage their emotions, behaviours, and impulses in a constructive way to achieve academic and social success.
- **Socio-Emotional Skills:** Abilities that enable children to understand and manage their emotions, develop healthy relationships, and make responsible decisions.
- **Teacher Self-care:** Practices and strategies that educators use to maintain their physical, emotional, and mental well-being, which is essential for effective teaching.
- **Trauma-Informed Practice:** An educational approach that recognises the presence of trauma and its impact on learners, ensuring responses are supportive and avoid re-traumatisation.

Understanding the Difference Between Corporal Punishment and Positive Discipline

This handout is designed to help teachers understand and reflect on the differences between corporal punishment and positive discipline. It highlights the contrasting philosophies, methods, and outcomes associated with each approach. This clarity is essential for shifting school cultures towards more nurturing, effective, and rights - based forms of child guidance.

Aspect	(Corporal) Punishment	Positive Discipline
Definition	The act of imposing penalties including use of physical force for wrongdoing, focusing on deterrence through fear, pain or discomfort.	A respectful, non - punitive approach to teaching skills, guiding behaviour while fostering empathy, and encouraging intrinsic motivation, self - control, and responsibility.
Primary Focus	Retributive, immediate compliance through fear or pain.	Long - term behaviour growth through connection, understanding, and teaching life skills.
Methods Used	Authoritarian and fear - based methods like physical punishment or withdrawal of rights.	Firmness with kindness, modelling, collaborative problem - solving, and discussing logical consequences.
Goal	To correct or suppress behaviour through pain or deterrent consequences.	To foster emotional, social and behavioural development while teaching accountability.
Outcome	Temporary compliance. Risk of fear, resentment, truancy, or aggression.	Sustained behaviour improvement through understanding and internalisation of values.
Effect on Relationship	Harms trust, increases distance and resentment between children and adults.	Strengthens trust, mutual respect, and open communication.
Skill Development	Does not teach alternative behaviour or self-regulation skills.	Equips children with life skills such as emotional regulation, conflict resolution, and empathy.
Emotional Impact	Induces shame, fear, and low self - worth.	Builds confidence, emotional safety, and self-esteem.
Legal and Human Rights Status	Outlawed or restricted in many countries due to human rights concerns.	Promoted globally as a child rights - based, ethical practice.

Teacher Reflection Prompts

These can be added as a section at the bottom to prompt self - assessment.

- What discipline practices do I currently use?
- When I reflect on them, how do they align with the values of positive discipline?
- What is one step I can take this week to shift from punishment to positive guidance?

Proactive classroom strategies & core pillars of positive discipline

This handout is designed to support teachers in using proactive strategies grounded in the core principles of Positive Discipline. These strategies aim to prevent misbehaviour before it happens, reduce conflict, and create a respectful, inclusive learning environment. At the heart of these strategies are eight pillars that define the mindset and approach of a teacher using Positive Discipline.

The eight core pillars of positive discipline

- ✓ **Mutual respect:** Teachers model and expect respect through listening, fairness, and valuing the learner's voice.
- 👤 **Teaching, not punishing:** Misbehaviour is seen as a teaching opportunity, not something to be punished or feared.
- ✨ **Encouragement over praise:** Focuses on effort and growth ('You worked hard') rather than labels ('You are smart').
- 🕒 **Logical & related consequences:** Consequences are respectful and directly connected to the behaviour, not random or humiliating.
- 🤝 **Problem – solving and collaboration:** Teachers involve learners in identifying problems and working together on solutions.
- 🧠 **Focus on life skills over short-term obedience:** Builds empathy, emotional regulation, and responsibility, not blind compliance.
- 🌸 **Belonging and significance:** Children behave better when they feel accepted, valued, and understood within their school community.
- 🗣️ **Understanding the belief behind the behaviour:** Behaviour is often communication; misbehaviour may reflect an unmet emotional need or a skill deficit.

🔗 Proactive strategies to use in the classroom

These are strategies that prevent misbehaviour by setting the right tone, routines, and relationships in the classroom.

- **Set clear expectations:** State behaviour expectations clearly, calmly, and consistently. Reinforce them regularly.
- **Establish predictable routines:** Routines reduce anxiety and help learners know what to expect and how to behave.
- **Use positive reinforcement:** Acknowledge positive behaviours immediately – reinforce what you want to see more of.
- **Teach problem-solving skills:** Model and guide learners in reflecting on and devising their own solutions to conflicts.
- **Provide logical consequences:** Make sure the consequences are respectful and relevant to the behaviour (e.g., cleaning up a mess they made).
- **Model emotional regulation:** Use a calm tone, take deep breaths, and name your feelings. Children learn self-regulation by watching adults.
- **Teach emotional literacy:** Help learners identify and express their emotions using calm-down tools, feelings charts, or daily check-ins.

- **Use humour and play:** Appropriate humour can defuse tension and redirect behaviour in a non-threatening way.
- **Build strong relationships:** Take time to know each learner. Connection is the foundation of cooperation.
- **Engage learners in rule-setting:** Let learners help co-create classroom rules and consequences. This builds ownership and accountability.

Proactive vs Reactive Strategies: Think–Pair–Share Handout

This handout helps teachers identify common reactive responses and replace them with proactive strategies. Use this during or after the Positive Discipline module for reflection, planning, or peer sharing.

Common Reaction	Proactive Strategy
He's always late. I just sent him to the deputy.	Greet him kindly, ask What is going on, and help him plan to arrive on time.
They never listen unless I shout.	Use routines, call – and – response, or a quiet signal to get attention.
I make an example of one so the rest fall in line.	Privately address behaviour and reinforce positive actions publicly.
Class rules are mine. They are non – negotiable.	Co – create class rules with learners to foster ownership.
I withdraw their break time when they misbehave.	Use logical consequences tied to the behaviour, not punishment.
I do not explain myself. They should know better.	Narrate your expectations clearly and consistently.
If they forget their book, they stand outside.	Allow learners to reflect and set up reminders to build responsibility.
I cane once, and they remember.	Use reflection, discussion, and behaviour plans for lasting change.
The girls are always noisy, so I punish all of them.	Address behaviour individually, not with blanket punishment.
They get bored, so I punish them to refocus.	Use engaging, learner – centred strategies to maintain attention.
If one learner acts out, I stop the whole lesson.	Use non – disruptive strategies like proximity, name – checks, or humour.
They do not know how to solve problems, so I fix everything.	Guide them through conflict resolution steps to build independence.
If they fight, I suspend them.	Help them reflect, repair, and restore relationships through dialogue.
If they complain, they are just being dramatic.	Validate emotions and teach them how to name and manage feelings.
I wait for them to mess up before acting.	Set expectations early and offer positive reinforcement regularly.

Session 6:

Supporting Learner Self-Regulation and Socio-Emotional Skills

Session 6: Supporting Learner Self-Regulation and Socio-Emotional Skills

This session equips teachers with the mindset and tools to recognise, respond to, and support learners' emotional needs in the classroom. Building on the understanding that many behavioural challenges stem from emotional dysregulation, it reframes 'misbehaviour' as an opportunity for connection and skill-building rather than punishment. Teachers explore the emotional and social struggles learners face, develop empathy, and learn how to use practical, non-punitive strategies that support emotional regulation, classroom calm, and learner well-being. The session introduces a range of techniques grounded in empathy, such as acknowledging feelings, co-regulation, modifying teaching practices, and building emotional literacy. It clarifies what to avoid, such as overreacting, invalidating, or ignoring learner distress. Through reflection, group discussion, and participatory examples, the session strengthens teachers' capacity to become emotional role models and safe adults for their learners. Rather than adding to their workload, the strategies shared in this session offer time-saving, connection-focused responses that prevent escalation, reduce classroom conflict, and improve focus and cooperation. Teachers leave with a renewed understanding of their role not only as educators but as supportive guides for learners' emotional development.

Additional Materials Needed

- Sample feelings chart or calm-down corner visuals (for demonstration)
- Printed copies of Participant Handout – Session 6: Supporting Learner Self-Regulation and Socio-Emotional Skills
- Printed copy of Facilitator Reference Material – Session 6: Supporting Learner Self-Regulation and Socio-Emotional Skills. Addressing Questions and Concerns on Supporting Learners' Emotional Awareness

Preparatory Notes for Facilitators

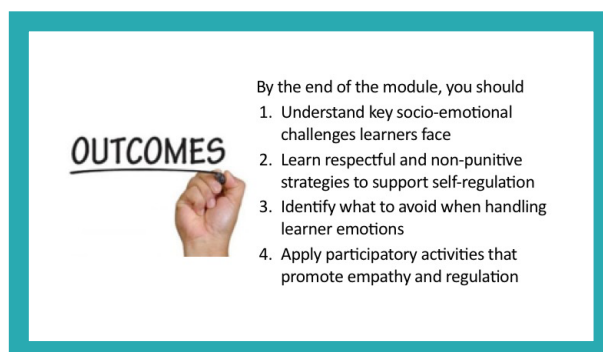
- Prepare a flipchart or board space titled:
 - Socio-Emotional Challenges Learners Face
 - Examples of Supportive Teacher Responses
- Review the Facilitator Reference Material – Session 6: Supporting Learner Self-Regulation and Socio-Emotional Skills. Addressing Questions and Concerns on Supporting Learners' Emotional Awareness (found at the end of this session). Use it to guide responses when participants express concerns or resistance during the session.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This session shifts our focus from discipline methods to emotional understanding. Participants will explore the emotional world of learners and how teacher responses can either build or break emotional safety. The outcomes prepare teachers to respond with empathy, avoid escalations, and use practical strategies that support regulation, emotional literacy, and stronger teacher-learner relationships. This session also builds skills for using simple, participatory techniques that help children calm down, connect, and focus.

Facilitator Script Tip: We are now beginning Session 6. This is about going deeper into the emotional world of our learners – what they are feeling, how they show it, and how we as teachers can respond in a way that helps, not harms. Many discipline problems are really emotional regulation problems. If we understand that, we can support learners before things escalate. This session will help us move from reacting to misbehaviour to proactively supporting learners' emotions in simple but powerful ways. Let us begin by reviewing the outcomes.



Facilitator Notes

- Begin by affirming that all children experience emotional challenges – and that these are not signs of defiance or failure, but part of growth.
- Let participants know that this session builds empathy and equips them with specific strategies to support learners' emotional needs.
- Walk through each outcome slowly, with pauses for reflection. You do not need to explain each in detail – these will be unpacked in upcoming slides.
 - o Understand key Socio-Emotional challenges learners face. Children's emotional development varies greatly – what looks like misbehaviour is often a sign of distress, anxiety, or frustration. Emotional challenges affect learning, peer relationships, and behaviour.
 - o Learn respectful and non-punitive strategies to support self-regulation. Regulation is taught, not assumed – learners need tools and modelling to calm down and regain control. These strategies are proactive and kind and build learner confidence and trust. Prompt to ask: What do you currently do when a child is upset or overwhelmed?
 - o Identify what to avoid when handling learner emotions. Specific teacher reactions – like shouting, sarcasm, or dismissal – can escalate situations or cause emotional withdrawal. Knowing what not to do is just as important as knowing what to do.
 - o Apply participatory activities that promote empathy and regulation. Emotion-focused activities (e.g. breathing games, feelings check-ins, reflection prompts) help learners identify, express, and manage feelings in safe ways.

- These activities do not require special materials – they rely on teacher presence and intentionality.
- Let participants know that these outcomes are not about being perfect, but about expanding their toolkit.
- Encourage them to reflect on which outcome speaks most to their classroom reality right now.
- Reassure them that each one will be explored with simple examples, strategies, and activities they can adapt and use.
- Ask:
 - o Can you think of a response you have seen (or used) that made things worse?
 - o What emotional struggles have you seen learners face in your classroom?
 - o Have you ever used an activity or game to help children calm down or reconnect?

Slide Title: Let us Reflect Together

Slide Summary: This slide invites teachers to pause and reflect on the emotional and social challenges their learners face and how these affect their well-being. It opens the session with grounded, real-life insights from participants and helps build a shared understanding of why emotional well-being matters in the classroom context. This conversation sets the tone for the rest of the session by validating learners' inner experiences and the teacher's role in supporting regulation, empathy, and connection.

Facilitator Script Tip: We will begin today by reflecting on our own learners. What emotional or social struggles have you noticed? It could be anxiety, isolation, anger, fear, or even withdrawal. This is not about labelling children – It is about understanding What is going on underneath the surface. Because behaviour is often a message. Let us think together: What do our learners carry emotionally? And what does that mean for their well-being, learning, and behaviour?

Let's Reflect Together

- What socio-emotional challenges have you observed among your learners?
- How do you think this affects their wellbeing?

Instructions

1. Read each question aloud slowly and clearly.
 - o What Socio-Emotional challenges have you observed among your learners?
 - o How do you think this affects their well-being?
2. Allow 1–2 minutes for quiet individual thinking or jotting down notes.
3. Then open the floor for a few volunteers to share thoughts. If time allows, use pair – share or small group discussion before coming back to plenary.

Facilitator Notes

- Purpose: This discussion helps participants shift focus from managing behaviour to understanding learners' needs. It creates emotional context for why self-regulation support is necessary
- Encourage examples like:
 - o I have seen learners come to school very quiet and withdrawn.
 - o Some are easily irritated and quick to anger.
 - o Others cannot sit still or focus for long – they seem distracted.
- Supportive follow-up s (if responses stall or go surface – level):
 - o Have you noticed changes in learner mood since COVID – 19 or due to family stress?
 - o Do you think some learners struggle with confidence or social acceptance?
 - o How does hunger or fatigue show up emotionally in your classroom?

- Optional flipchart prompt: You can capture patterns mentioned on a flipchart or whiteboard under two columns:
 - o Emotional Challenges
 - o Impact on Learning/Behaviour
- Behaviour often starts with emotion. And as teachers, we can either escalate or support learners through those emotions. Let us look at some of the core challenges learners face emotionally, and what we can do to help.
- Prompt reflection on well-being impacts
 - o When learners carry emotional stress, how does it affect their learning?
 - o Have you seen emotional issues turn into behaviour problems, or withdrawal?

Slide Title: Why Supporting Self-Regulation Matters

Slide Summary: This slide explores the importance of helping learners manage their emotions and behaviours, especially in the face of challenges like anxiety, trauma, social withdrawal, and impulse control. It introduces the idea that behaviour is often communication, not defiance, and that teachers can support learners through connection, emotional awareness, and inclusive classroom strategies.

Facilitator Script Tip: Let us pause and think about the struggles many of our learners face – not just in academics, but emotionally. Some learners may act out, while others withdraw. These are not always signs of defiance or mischief – they are signals of emotional distress. This slide helps us reflect on the importance of building classrooms where learners feel safe to express themselves and are supported to manage their emotions in healthy ways. You do not have to be a counsellor to make a difference. Sometimes, the most powerful thing we offer is our presence, patience, and consistency.

Why Supporting Self-Regulation Matters

- Learners face anxiety, trauma, social withdrawal, difficulty with focus, and impulse control issues
- They need respect, patience, and tailored support
- Teachers play a vital role in creating inclusive environments that promote emotional awareness

Facilitator Notes

- Start with teacher empathy: Acknowledge how hard it is to manage disruptive behaviours when they seem to come out of nowhere. Explain that many of these are not discipline problems – they are signs that a child is overwhelmed.
- Use real classroom cues: Mention common behaviours teachers may have seen – restlessness, zoning out, quick anger, clinginess, unexplained tears, or rudeness. Help participants reframe these as emotional signals.
- Learners may be dealing with trauma, anxiety, fear, or instability at home.
- Without self-regulation skills, these emotions spill out in class.
- Many learners do not know how to manage their feelings, especially if they have never been taught or modelled.
- Reinforce the teacher's role:
 - o Teachers create the emotional climate of the room.
 - o With empathy and structure, we model calm and teach regulation.
 - o Children learn by watching – every moment of teacher self-control teaches something.
- Suggestions to offer:
 - o Establish class routines to increase predictability and safety.
 - o Build calm – down strategies into your lessons (e.g., breathing routines, emotion check – ins, quiet corners).
 - o Use warm greetings or simple rituals to build a connection at the start of the day.
- Helping learners manage emotions is not extra work – It is foundational to building calm, connected, and focused classrooms.

- As teachers, you are not just educators – you are emotional role models. Every calm, respectful interaction you have becomes a model for how learners will treat themselves and others.
- Ask:
 - o Can you think of a time when a learner’s ‘misbehaviour’ was actually a cry for help?

Slide Title: Let us Reflect Together

Slide Summary: This reflection prompt invites teachers to recall a moment when a learner was visibly upset, withdrawn, or angry – and to consider how they responded. It sets the stage for recognizing emotional behaviour not as misbehaviour, but as a signal of deeper needs. The goal is to create empathy, acknowledge teaching moments missed or handled well, and open up space for thinking about more emotionally supportive responses.

Facilitator Script Tip: Let us take a moment to pause and think. Teaching is more than managing lessons – It is also about managing emotions, including the tough ones. Think back to a time when a learner in your class was clearly struggling emotionally – maybe they were withdrawn, anxious, angry, or acting out. What did you do in that moment? And if you had a second chance, what might you do differently? You do not need to share the full story unless you'd like to – just reflect honestly. You can journal privately or turn to a partner if you are comfortable. This is not about blame – It is about growing our awareness and compassion.

Let's Reflect Together:

💡 Think about a time a learner in your class was visibly upset, withdrawn, or angry...What did you do—or wish you had done differently?

Instructions

1. Set a calm and non – judgmental tone: This activity may surface uncomfortable or emotional memories. Ensure participants feel safe and affirmed in their reflections.
2. Ask participants to take a minute to reflect silently and encourage journaling if participants have notebooks.
 - o Think about a time a learner in your class was visibly upset, withdrawn, or angry...What did you do – or wish you had done differently?
 - o What do you think the learner was experiencing beneath the behaviour?
 - o Did your response help the situation, or escalate it?
 - o Looking back, what else could have helped – either for the learner or for you as the teacher?
 - o What emotions did you feel in that moment?
 - o What support do teachers need to respond more calmly in those situations?
3. After 2–3 minutes, invite 2–3 volunteers to share – but make it optional.
4. If participants are hesitant, allow pair sharing to create a safer space.
5. After sharing, debrief with the key insights using the facilitation points below.

Facilitator Notes

- Highlight common emotional signals. Mention examples of dysregulated behaviour: sudden anger or shouting, withdrawal or silence, restlessness or leaving the classroom, refusal to follow instructions
- Normalise emotional behaviour as a signal, not defiance: Remind participants: behaviours like zoning out, aggression, or withdrawal may be linked to anxiety, trauma, peer rejection, or emotional overload – not bad manners.
- These are not signs of misbehaviour – they are signs of dysregulation.
- Emphasise the teacher's role:
 - o Teachers shape the emotional climate of the classroom.
 - o Responses like calm redirection, quiet check – ins, or short pauses can model regulation and prevent escalation.
 - o What a learner needs most in moments of distress is structure, patience, and emotional safety.
- Introduce the idea of teachable emotional skills:
 - o Emotional awareness, naming feelings, and self-regulation can all be taught and modelled.
 - o Simple, consistent routines (e.g. morning greetings, breathing moments, group check – ins) build trust and predictability.
- Helping learners manage emotions is not extra work – It is essential to creating calm, connected, and focused classrooms.
- As teachers, you are not just educators – you are emotional role models. Every act of patience, encouragement, or calm you offer teaches learners how to do the same for themselves.

Slide Title: Techniques for Handling Learner Emotions & Experiences

Slide Summary: This slide introduces a range of practical, empathetic techniques teachers can use to support learners experiencing emotional distress. The wheel graphic breaks down eight strategies that help teachers respond to learners with sensitivity, respect, and effectiveness, fostering emotionally safe classrooms.

Facilitator Script Tip: Let us think about those moments when a learner in your class is visibly upset, withdrawn, or angry. These behaviours are not just bad behaviour – they are signals. Often, they are the only way a child knows how to communicate distress. This wheel gives us a toolkit of techniques that can help. Let us go through each one together, and then reflect on which we already use – and which we want to try more intentionally.

Think about a time a learner in your class was visibly upset, withdrawn, or angry. What did you do – or wish you had done differently?



Facilitator Notes

- When learners are struggling emotionally, they are not trying to be difficult – they are often asking for help in the only way they know how. Let us explore some specific strategies we can use to respond in those moments.
- Walk through each part of the wheel
- Acknowledge feelings:
 - Recognise and validate what the learner is feeling without judgment. E.g., It is okay to feel angry or sad sometimes.
 - Avoid judgment or dismissal. Do not say, Stop crying, or There is nothing to be upset about.
 - This simple act creates emotional safety. Learners feel seen, respected, and safe to open up.
- Normalise responses
 - Help the learner understand that what they are feeling is a common human experience. Everyone feels nervous before presenting. Say: It is normal to feel nervous before presenting. Even adults feel that way.
 - Normalising helps reduce shame and isolation, especially for children who feel they are 'wrong' for feeling big emotions.
- Provide support
 - Offer warmth, encouragement, and assurance. For example, if you have managed big feelings before, you can do it again.
 - Supportive presence builds trust and shows the learner they are not alone in their struggle.

- Foster regulation
 - o Teach and practice emotion regulation techniques. Model these during calm moments.
 - o Techniques include: deep breathing, counting to 10, stretching, quiet corners, or using a feelings chart.
 - o These strategies help learners regain control without external punishment.
- Encourage interactions
 - o Build peer support through partner tasks, buddy systems, or praise circles.
 - o Safe social interaction builds confidence, belonging, and emotional resilience.
 - o Many emotional struggles stem from feeling disconnected. Connection helps.
- Respond to challenges
 - o When a learner acts out emotionally, stay calm and respond privately.
 - o Avoid scolding in front of the class – this escalates the issue and causes shame.
 - o Say: Let us step outside and talk, or Would you like a break before we speak?
 - o Calm correction models emotional maturity and protects the learner's dignity.
- Collaborate with families
 - o Involve parents or guardians when persistent emotional issues arise.
 - o Ask: Have you noticed similar behaviour at home? or Is there anything we should know to better support your child?
 - o They can provide insights into home stressors or trauma.
- Modify teaching practices
 - o Adjust instructional approaches to meet learners where they are.
 - o Use visual aids, offer breaks, or reduce workload for overwhelmed learners.
 - o Learners with anxiety, trauma, or neurodivergence often benefit from quiet corners or reduced stimuli.
- Emotionally safe classrooms do not happen by accident. They happen when teachers lead with empathy, flexibility, and presence. You do not have to be perfect – just present, kind, and willing to try. Every small act of emotional support helps build a stronger, more responsive classroom.
- Ask participants:
 - o How might your classroom feel different if learners knew their emotions would always be acknowledged?
 - o Can you think of a time when normalising a learner's experience helped them calm down?
 - o What does emotional support look like in a 30 – second classroom moment?
 - o How can peer relationships become part of your emotional support system?
 - o What is one small change in your teaching style that could reduce emotional stress for your learners?
 - o Which of these strategies do you already use – and which one would you like to try more often?

Slide Title: What Teachers Should Avoid

Slide Summary: This slide highlights common but harmful teacher responses that can undermine learner well-being and emotional safety. It reminds educators that even well - intentioned actions - if reactive or dismissive - can worsen a child's emotional state. These are not shared to blame, but to build awareness and support teachers in shifting toward more thoughtful, supportive practices.

Facilitator Script Tip: We have talked about the tools that help learners manage emotions - but it is equally important to reflect on what to avoid. Even experienced teachers can fall into these habits, especially when we are tired, stressed, or unsupported. This is not about blame - it is about awareness. Every teacher can grow in this area. Let us walk through the list together.

What Teachers Should Avoid

- ⊗ Overreacting
- ⊗ Ignoring learner emotions
- ⊗ Using punishment as a default response
- ⊗ Invalidating responses
- ⊗ Ignoring individual needs
- ⊗ Overgeneralizing learner experiences and solutions.
- ⊗ Using one-size-fits-all approaches

Facilitator Notes

- Overreacting
 - o Responding with raised voices, visible frustration, or sarcasm may escalate the situation.
 - o Emotional overreactions signal to the learner that their emotions are too much or wrong.
 - o Calm, measured responses model emotional regulation.
- Ignoring Learner Emotions
 - o Dismissing or overlooking a learner's distress sends the message that emotions are not welcome in the classroom.
 - o Ignoring emotions delays the child's ability to process and regulate their feelings.
- Using Punishment as a Default Response
 - o Punishment may silence behaviour temporarily, but it does not teach self-regulation.
 - o Learners need coaching, not just consequences, especially when overwhelmed emotionally.
- Invalidating Responses
 - o Saying things like Stop crying, You are being dramatic, or You should be grateful makes learners feel unheard.
 - o Even if the emotion seems irrational to the adult, it is real to the child.
- Ignoring Individual Needs
 - o Every child reacts differently. One - size - fits - all discipline approaches ignore this reality.
 - o Some learners may need extra time, quiet space, or repeated reassurance.

- Overgeneralising Learner Experiences
 - o Statements like Boys are always like this or Girls do not act that way reinforce stereotypes.
 - o Generalisations erase the uniqueness of each learner's experience and needs.
- Using One - Size - Fits - All Approaches
 - o Uniform discipline rules applied rigidly can harm vulnerable learners.
 - o Flexibility does not mean inconsistency - it means being responsive.
- As educators, our words and reactions carry weight. Avoiding these common missteps helps us build a classroom culture where learners feel safe, respected, and supported - even when they are struggling. Change does not require perfection - just intention.
- Prompt for group reflection:
 - o Which of these have you seen happen often in schools?
 - o Is there one on this list that you are working on improving yourself?
 - o How can we support each other in avoiding these harmful reactions?

Slide Title: Let us Reflect Together: Deepening Self – Reflection on Handling Learner Emotions

Slide Summary: This slide invites teachers to reflect on their personal practices, instincts, and challenges when supporting learners' emotions. It encourages honest, introspective thinking about which techniques they already use, which feel most difficult, and how learners respond. This reflection supports teachers in identifying areas for growth and anchoring their future actions in empathy and intentionality.

Facilitator Script Tip: Let us take a few minutes to reflect inward. Supporting learner emotions is one of the most powerful things we do – but it is not always easy. This is a safe space to think about your own practice honestly. You do not need to share unless you want to. As we go through the questions, think about what you do well – and where you might want more support.

Let's Reflect Together: Deepening Self-Reflection on Handling Learner Emotions

- Which of these do you already use?
- Which one feels hardest?
- How did the learner respond?

Instructions

1. Read all three reflection questions aloud:
 - o Which of these do you already use?
 - o Which one feels hardest?
 - o How did the learner respond?
2. Give participants a moment (2–3 minutes) to reflect quietly or jot down notes.
3. Invite them to turn to a partner and share their responses in pairs.
4. After pair-sharing, ask 2–3 volunteers to share insights in plenary if comfortable.

Facilitation Notes

- This reflection slide encourages teachers to internalise the practical techniques covered so far – particularly those related to responding to learner behaviour.
- Use this moment to surface both confidence and uncertainty – affirm that it is okay to struggle with some approaches.
- Prompt them to think of a specific moment they applied one of the techniques (e.g., listening non-judgmentally or avoiding punishment). What went well? What was difficult?
- If no one responds immediately, consider offering an anonymised classroom scenario: For example, maybe you've tried using reflection instead of punishment – how did the learner react?
- Emphasise that small steps matter – teachers don't have to do everything perfectly, but being intentional and reflective makes a significant difference.

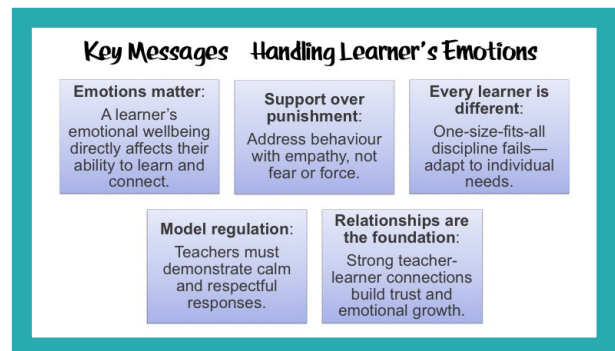
Anticipated scenarios that teachers may raise

- I lose my patience when a learner constantly acts out. Acknowledge that this is a common human reaction, especially in crowded classrooms with pressure to finish content. Emphasise that it is okay to feel frustrated. The goal is not perfection but increasing your ability to pause and choose a respectful response. Suggest self-regulation strategies for teachers too – e.g., take a breath before reacting, step away briefly if needed, or use non-verbal cues to de-escalate.
- Some learners shut down completely – I do not know how to reach them. Validate the helplessness this can create. Explain that emotional withdrawal is often a coping mechanism, especially for children with trauma or low self-esteem. Encourage small, consistent acts of connection: greetings, eye contact, quietly offering help, or assigning a trusted peer buddy. Progress will be slow, but it matters.
- It feels awkward talking about feelings. Normalise this, especially if emotional expression was not part of the teacher's own upbringing or training. Reassure them they do not need to be counsellors. Even simple phrases like I can see this is hard for you or That must have been frustrating make a difference. Use classroom visuals (feelings charts, emotion thermometers) to help make emotions more talkable.
- There is no time during a packed school day. Acknowledge the reality of packed timetables and pressure to cover the syllabus. Reinforce that supporting learner emotions is not extra work – it prevents bigger behaviour issues later and creates a calmer class. Share that emotional safety can be built into routines: the way you give instructions, the way you respond to mistakes, even how you start and end the day.
- I try to help, but some learners just do not respond. Empathise that this can feel discouraging. Explain that some learners need more time or are not yet ready to trust. That does not mean your efforts are wasted. Remind teachers that presence and consistency, especially without judgment, often have delayed but powerful effects. A quiet learner may be listening more than you realise.

Slide Title: Key Messages – Handling Learner Emotions & Experiences

Slide Summary: This slide reinforces the mindset shifts that underpin all the practices shared in this session. It highlights the five key beliefs teachers should carry with them when supporting learner emotions. These are not techniques – they are foundational truths that shape how we respond to children in distress. If these messages guide our approach, classrooms become not only more peaceful but also more emotionally safe and equitable.

Facilitator Script Tip: Let us close this part of the session by centering on the truths we want to carry with us – not just strategies, but the mindset that makes those strategies work. These five key messages are not complicated, but they are powerful. They challenge us to shift how we see misbehaviour, how we respond to learners, and how we model what emotional safety looks like. As we read through them, I invite you to reflect: Which of these messages resonates most with your current classroom reality? Which one feels the hardest to apply consistently – and why?



Facilitator Notes

- Emotions matter:
 - o Children cannot learn when they are emotionally overwhelmed, scared, or dysregulated.
 - o Emotional well-being is not separate from learning – it is the foundation.
 - o As teachers, noticing and responding to a child's emotional state is as critical as correcting their academic work.
- Support over punishment,
 - o Many traditional discipline practices rely on fear, embarrassment, or force.
 - o Positive discipline shifts from control to connection: We still set boundaries, but we do it with empathy, not shame.
 - o Misbehaviour is often a signal of unmet needs. Ask: What is this behaviour telling me?
- Every learner is different
 - o What works for one learner might not work for another.
 - o Avoid blanket consequences or blanket praise. Tailor your approach to each learner's emotional, developmental, and social needs.
 - o Inclusion means personalisation – not exception – making.
- Model regulation
 - o Learners watch how we handle stress, frustration, and misbehaviour – this teaches them how to manage their own emotions.
 - o If we yell or punish harshly when upset, we teach them to do the same.
 - o Calm, respectful modelling is the most powerful form of teaching.

- Relationships are the foundation
 - o Learners who feel respected, safe, and emotionally connected to their teacher are more likely to cooperate, regulate, and seek support.
 - o This does not mean being friends with learners, but it means building mutual trust.
 - o A connected classroom is a safe classroom.

Facilitator Reference Material – Session 6

Addressing Questions and Concerns on Supporting Learners’ Emotional Awareness

Teachers may feel uncertain, resistant, or even dismissive of the idea that they should support learners’ emotional needs. These responses often come from training gaps or burnout, not a lack of care. Use this table to navigate defensiveness and refocus the conversation on the role of emotional safety in effective learning.

Teacher Pushback Statement	Facilitator Response Guidance
We are not psychologists – we are here to teach, not deal with emotions.	Supporting emotions does not require therapy. Simple strategies like listening, naming emotions, and staying calm help create a safe learning environment.
If we coddle learners, they will never be disciplined.	Emotional support and discipline are not opposites. Learners regulate better when they feel safe, not when they are afraid.
Some children are just badly behaved – it is not about emotions.	Behaviour is communication. Sometimes bad behaviour is a sign of fear, frustration, or unmet needs. Understanding the root helps address the real issue.
This is not how we were raised, and we turned out fine.	Many of us did not have emotional support growing up, but we now know better. Today’s learners need tools we did not have. We are breaking cycles, not repeating them.
My job is to teach, not to manage tantrums.	Emotional regulation is a foundation for learning. If learners are dysregulated, they cannot absorb what we teach. Helping them calm down improves teaching time, not reduces it.
I have too many learners to support individual feelings.	True – and we are not asking for one – on – one therapy. However, small, whole-class strategies like emotion checks or calming routines can support many learners at once.
Learners use emotions as excuses to avoid work.	It may seem that way, but often, those learners are overwhelmed or anxious. Recognising emotions helps us respond with support, not punishment.
We have tried this before, but it does not work in our context.	That is fair. But maybe the method, not the idea, needed adjusting. Let us explore locally relevant, doable approaches that fit your classroom.
This will take too much class time – we have a syllabus to finish.	Emotional regulation actually saves time long-term. A calm class means fewer disruptions, better focus, and more effective teaching.
Some learners are too damaged – there is nothing we can do.	That feeling is understandable, but every learner benefits from safety and empathy. Even small efforts can build trust and make a difference.

Participant Handout – Session 6: Supporting Learner Self-Regulation And Socio-Emotional Skills

Understanding What Learners Are Really Going Through

Every child who walks into your classroom carries an invisible emotional backpack. Sometimes it is filled with excitement and curiosity. Other times, it holds worry, sadness, fear, anger, or exhaustion. As teachers, we may not always see what's in that bag, but we do see the behaviours that come out when learners are overwhelmed.

When a child refuses to follow instructions, cries over a small mistake, picks fights, or seems to zone out, it does not always mean they are misbehaving. These can be signs that they are struggling emotionally and need our support, not our punishment.

Recognising these signs can help us respond in a way that calms the storm instead of feeding it.

What Emotional Struggles Look Like in the Classroom2

Emotional Struggle	What You Might See
Anxiety or fear	Learner avoids answering, panics during tests, clings to teacher
Anger or frustration	Quick temper, shouting, throwing items, walking out
Withdrawal	Silence, head down, no participation, avoiding eye contact
Restlessness	Constant movement, fidgeting, inability to sit still or focus
Sadness or grief	Tearfulness, low energy, disinterest in learning, sudden silence
Low confidence	Saying I cannot, tearing books, refusing to try

 **Helpful reminder:** Ask yourself, What might this behaviour be trying to tell me? rather than How do I stop this now?

8 Practical Techniques for Handling Emotions Respectfully

These are not extra tasks. They are everyday ways to create calm, connected classrooms where learners feel safe and are better able to learn and grow.

Acknowledge Feelings

- Do not ignore emotions. Instead, pause and name them respectfully.
- Example: I can see you are frustrated. That's okay - we all feel that way sometimes.
- This helps children feel seen and safe, and begins to calm the nervous system.

Normalise Emotional Responses

- Let children know their feelings are human and acceptable - not something to be ashamed of.
- Say: It is normal to feel nervous before a presentation. Even adults do.
- This removes fear and builds confidence to face difficult emotions.

Provide Emotional Support

- Sometimes, just being calm and present is enough.
- Example: Sit beside a crying child quietly. Say, I'm here. Take your time.
- Your presence communicates safety more than your words.

Foster Self-Regulation

- Model and teach small strategies learners can use to calm themselves.
- Try: Deep breathing together, counting slowly, stretching, or using a calm corner.
- Regulation is not automatic – it must be taught.

Encourage Healthy Peer Interaction

- Positive peer relationships build confidence and reduce isolation.
- Ideas: Partner activities, praise circles, or buddy systems for shy learners.
- Connection with others helps regulate emotions and fosters belonging.

Respond Calmly to Challenging Behaviour

- Address behaviour without shaming the child.
- Try: Let us step outside for a moment, or Take a break and we will talk.
- Avoid punishing emotions. Responding privately with kindness protects dignity.

Work With Families

- Caregivers can offer insight and support.
- Tip: Ask, Have you noticed this at home? or What usually helps when they feel overwhelmed?
- Shared support strengthens the learner's emotional safety both at home and at school.

Adjust Teaching Practices When Needed

- Some learners need extra flexibility.
- Try: Using visuals, allowing short breaks, or simplifying instructions.
- Emotionally safe classrooms adapt to learners' needs without compromising structure.

🚫 What to Avoid: Reactions That Escalate Emotionally Charged Moments

Even experienced teachers fall into these habits, especially under stress. But small shifts can make a big difference.

Common Pitfall	Why It is Harmful
Shouting or sarcasm	Escalates fear and shuts down trust – learners may stop asking for help
Ignoring emotional signals	Sends the message that their feelings do not matter
Public shaming or punishment	Damages self-esteem and teaches that mistakes = embarrassment
Dismissive comments	You are overreacting or Stop crying teaches children to hide emotion
Rigid 'one size fits all' rules	Fails to support learners with trauma, anxiety, or other needs
Overgeneralising	Boys are always like that ignores individual learners' realities

✅ **Better approach:** Pause. Lower your voice. Offer calm structure and connection.

💡 Simple Emotional Support Ideas for Any Classroom

- ✓ Start your day with a class feelings check-in.
- ✓ Have a reset spot or cool-off chair that is not a punishment.
- ✓ Model calm body language, even when correcting.
- ✓ Use daily greetings and small rituals to build connection.
- ✓ After conflict, ask: What happened? What were you feeling? What can we try next time?

Self-Reflection for Growth

- ✓ Use these questions for personal reflection or peer sharing.
- ✓ What do I usually do when a child is upset or acting out?
- ✓ Have I ever made things worse by reacting too quickly? What could I do differently?
- ✓ What techniques from this session do I already use well?
- ✓ Which one feels hardest to try? What's holding me back?
- ✓ If my learners were asked, Do you feel safe talking about your feelings in class?
– what would they say?

Session 7:

Mental Health

Session 7: Mental Health

This session focuses on the importance of recognising, protecting, and supporting teachers' mental health within the school environment. It challenges the silence and stigma that often surround mental health issues in education, and repositions teacher well-being as foundational to effective teaching, safe classrooms, and learner success. Participants will explore how mental health exists on a spectrum, understand the difference between mental health and mental disorders, and learn to identify common early warning signs of distress in themselves and others. The session also introduces common mental health conditions – such as stress, anxiety, depression, PTSD, and burnout – through practical, non-clinical language. Through reflection, group dialogue, and the World Café method, teachers will confront common myths and explore what support can look like in a school setting. The session equips teachers with tools to foster self-awareness, respond to signs of struggle with empathy, and advocate for emotionally healthy school cultures. The emphasis is on collective responsibility and care, reminding teachers that their well-being is not a luxury but a necessity and that healthy teachers create healthier schools.



Additional Materials Needed

- Optional: Calm background music or soft timer/bell for World Café transitions
- Print copies of Participant Handout – Session 7: Mental Health



Preparatory Notes for Facilitators

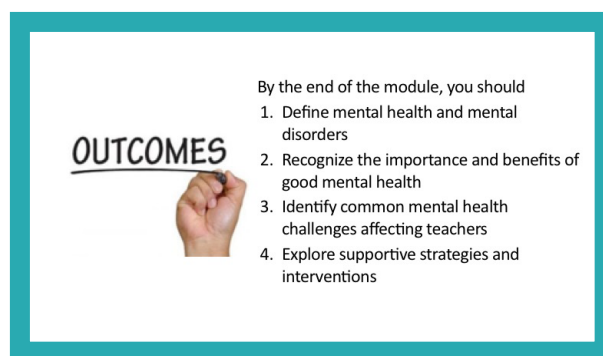
- Room Setup: Arrange seating in flexible clusters or a semi-circle to encourage open discussion and reduce formality.
- For the World Café, set up four distinct tables/stations with space for rotating groups. Label each station clearly with one of the four focus areas above.
 - Types of Mental Health Challenges
 - Emotional Manifestations
 - Physical Signs and Perceptions
 - Supportive Responses and Interventions
- Safe Space Preparation:
 - Prepare a gentle trigger warning message to introduce before discussing sensitive topics like depression, suicide, self-harm, and trauma.
 - Identify a private space or designate a support person (e.g., co-facilitator or peer counsellor) for participants who may need emotional support or a break.
 - Emphasise confidentiality and psychological safety throughout.
- Review the Facilitator Reference Material – Session 7: Mental Health. Addressing Questions and Concerns on Mental Health (found at the end of this session). Use it to guide responses when participants express concerns or resistance during the session.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This slide introduces the key learning outcomes for the session on teacher mental health. It frames the session as a space to prioritise teacher well-being, understand common mental health challenges, and explore supportive strategies. The outcomes provide a roadmap for what participants will walk away with by the end of the module.

Facilitator Script Tip: We are now beginning a vital module that focuses on your well-being as a teacher. Often, the mental health of educators is overlooked, yet it directly affects your ability to teach, connect with learners, and feel fulfilled in your role. This session is here to centre your needs, offer support, and remind you that your well-being matters just as much as your learners'. Let us take a moment to go through the outcomes together.



Facilitator Notes

- Define mental health and mental disorders: Teachers will understand what mental health really means – not just the absence of illness but a state of well-being. The distinction between mental health and mental illness or disorders will also be clarified.
- Recognise the importance and benefits of good mental health: The session will highlight how mental health affects every part of a teacher's life, including energy, patience, classroom presence, and long-term career satisfaction.
- Identify common mental health challenges affecting teachers. Teachers will explore challenges such as chronic stress, burnout, emotional exhaustion, anxiety, feelings of isolation, or grief, which are often present but unspoken in school settings.
- Explore supportive strategies and interventions. Practical approaches will be introduced, ranging from peer support and boundary – setting to help – seeking, stress reduction techniques, and fostering a culture of care in schools.
- Reflective prompt for the participants:
 - o Which of these outcomes feels most urgent or important to you right now in your teaching journey?

Slide Title: Let us Reflect Together – What Does Mental Health Mean to You?

Slide Summary: This reflection activity is designed to surface participants' existing beliefs and experiences around mental health and mental disorders. It encourages open dialogue and prepares the group to engage with formal definitions and deeper content. The goal is to highlight that mental health is more than just illness – it includes emotional well-being, daily functioning, and the ability to cope and connect.

Facilitator Script Tip: Let us pause and reflect before we dive into definitions. When you hear the words mental health or mental disorder, what do you think of? What comes to mind – words, images, personal or professional experiences? You might be thinking about stress, sadness, strength, stigma, or resilience. There are no wrong answers. This is a safe space to surface our assumptions before we explore the definitions together.

Let's Reflect Together:

- What does mental health mean to you?
- What does mental disorder mean to you?
- Can mental health be positive?

Instructions

1. Ask the three questions aloud:
 - o What does mental health mean to you?
 - o What does mental disorder mean to you?
 - o Can mental health be positive?
2. Capture responses visually: Write responses on a flipchart, or use sticky notes, group shout-outs, or journaling.
3. If in small groups, let participants write their thoughts on sticky notes and post them.
4. Encourage emotional, behavioural, or physical words (e.g., calm, anxiety, coping).
5. Prompt deeper thinking. If most of our answers are about illness or struggle, let us ask ourselves – can mental health be something positive too?
 - o Is it only about problems, or could it also be about thriving?
 - o As teachers, what affects your mental well-being on a daily basis?
 - o Can mental health be positive?
 - o What are the signs of strong mental health?
 - o Do you think mental health is only about illness?
 - o How does a teacher's mental health affect their teaching?

Facilitator Notes

- This is a values – driven question, so give them time to think individually or in pairs before opening the floor.
- Key clarification to emphasise: Mental health includes both strengths (resilience, coping) and challenges (stress, anxiety).
- Anticipate common responses. When first asked to define mental health and mental disorder, participants may draw on cultural beliefs, media portrayals, or personal experiences. These responses often reflect common misconceptions or narrow views. Rather than correcting them immediately, acknowledge their contributions and gently expand their understanding through discussion and follow-up slides.
- Likely responses you may hear:
 - o Mental health = stress, depression, ‘madness,’ or ‘being unstable.’
 - o Many participants may associate mental health only with mental illness or emotional breakdowns
 - o Some might say things like: It is when someone is always crying or overwhelmed.; Mental health is when someone loses control or needs medication.; People with mental health problems are dangerous.
 - o These views are common but reflect a limited or negative framing.
 - o Mental disorder = psychiatric illness, violence, being abnormal.
 - o Participants may describe mental disorders in terms of severe or visible conditions (e.g., schizophrenia, going mad, acting crazy).
 - o They may associate disorders with unpredictability, danger, or shame.
- Validate without reinforcing stigma: Thank participants for sharing openly, and remind them that mental health is complex and often misunderstood.
- Avoid judgment: These views often come from societal narratives. The aim is to expand, not to shame.: Many people have similar associations, but mental health is broader than that. Let us explore what it really means.
- Gently reframe: What if mental health could also mean our ability to focus, to relate to others, or to recover from stress? Let us take a closer look.
- It is possible to have a mental disorder and still function well with support, and it is possible to struggle without a diagnosed disorder.
- Everyone has mental health, just like we all have physical health.

Slide Title: Mental Health

Slide Summary: This slide introduces the formal definition of mental health and highlights its key components: coping with stress, working productively, forming relationships, and managing adversity. It emphasises that mental health is not simply the absence of illness but a dynamic state of emotional, psychological, and social well-being that supports daily functioning and growth, especially in the teaching profession.

Facilitator Script Tip: Thank you for sharing your earlier reflections. Let us now explore the formal definition of mental health. It is not just about mental illness – it is about our overall well-being and ability to function in daily life, especially in our demanding roles as teachers.

Mental Health

- Mental health is a state of well-being in which an individual can:
 -  **Cope** with the normal stresses of life
 -  **Work** productively and make meaningful contributions
 -  **Form positive** relationships and adapt to change
 -  **Manage** adversity and bounce back from challenges
- It includes emotional, psychological, and social well-being, shaping how we think, feel, and act.

 **Which of these aspects of mental health do you think is most important for a teacher?**

Facilitator Notes

- Mental health is about being able to cope with stress, form positive relationships, work productively, and bounce back from challenges. It affects how we think, feel, and act. That is why it matters deeply in the classroom.
- Ask the reflection question on the slide:
 - Which of these aspects of mental health do you think is most important for a teacher? Why?
- Read through the four key aspects one by one:
 - Cope with the normal stresses of life:** Teaching is a high – pressure, emotionally demanding job. Teachers are constantly juggling lesson planning, marking, administrative duties, classroom behaviour, and sometimes even personal or community crises. When teachers have good mental health, they are better able to manage these stressors without feeling overwhelmed. This ability protects against emotional exhaustion and burnout.
 - Work productively and contribute meaningfully:** Teachers are role models and facilitators of learning. To fulfil this role, they must remain mentally focused, emotionally present, and organised. Good mental health allows teachers to consistently plan lessons, adapt instruction to learner needs, give feedback, and offer emotional support. Productivity in this context means sustained, purposeful engagement with learners and the school community.
 - Form positive relationships and adapt to change:** Teaching is fundamentally relational. Strong, trusting connections with learners, fellow teachers, and caregivers are essential for a supportive learning environment. Good mental health enables empathy, communication, patience, and flexibility – especially during change, such as curriculum shifts, classroom reassignments, or school disruptions (like strikes or emergencies).

- o Manage adversity and bounce back from challenges: Setbacks in schools are inevitable – whether it is difficult students, lack of resources, poor infrastructure, or community trauma. Mental health does not mean avoiding challenges, but being able to recover from them. Teachers with strong emotional resilience can reflect, seek help, and regroup, rather than internalise stress or give up. This is vital in maintaining both personal well-being and professional commitment.
- Emphasise: Mental health is not about being happy all the time. It is about being able to function, connect, and adapt.
- Link to role modelling: Teachers influence not only academic growth but emotional and social growth as well. That is why your own mental well-being matters – not just for you, but for your learners.
- Ask participants for reflection:
 - o Which of these areas feels strongest for you?
 - o Which one do you find most challenging to maintain during the school term?

Slide Title: Let us Reflect Together

Slide Summary: This reflection activity helps participants develop personal awareness of their own mental health. By identifying what good mental health looks like and recognizing early signs of decline, teachers are better equipped to take care of themselves and support learners. The goal is to foster honesty, empathy, and proactive self-awareness.

Facilitator Script Tip: Let us pause and reflect on ourselves, not just as teachers, but as human beings. Good mental health helps us teach, lead, and connect. But we all have moments where our well-being dips. Take a few quiet minutes to reflect on what mental health looks like for you, both when it is going well, and when it is not. You will be invited to journal your thoughts privately, and you can choose to share afterwards if you'd like.

Let's Reflect Together:

- What does good mental health look like for you personally?
- What are some signs that your mental health is declining?

Instructions

1. Ask participants to take a moment of quiet reflection (1–2 minutes) and think about their answers to both questions:
 - o What does good mental health look like for you personally?
2. You may invite them to jot their thoughts down in a notebook or journal.
3. After reflection, invite volunteers to share if they feel comfortable.
4. Optionally, use pair – sharing before opening to the larger group.

Facilitator Notes

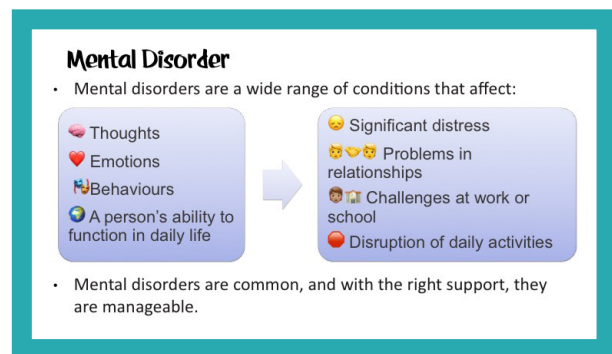
- Validate emotional responses. Be ready for a range of emotions. Mental health is personal, and this reflection may surface sadness, frustration, or even relief. Give space and acknowledge these feelings with warmth and empathy.
- Mental health is a spectrum. Emphasise that mental health includes both well-being and struggle – it is not just the presence or absence of illness. People with good mental health can still experience stress, and people living with mental disorders can still have meaningful lives.
- Good mental health may look different for everyone. Responses may include feeling calm, being able to laugh, sleeping well, feeling motivated, or having strong relationships. Encourage participants to define it in ways that resonate personally.
- Signs of decline can be subtle or loud. Participants may share that they withdraw from others, feel overwhelmed easily, become irritable, sleep poorly, or lose interest in things they enjoy. Normalise these signs – many teachers overlook them until they reach a crisis.

- Model vulnerability and respect privacy. Let participants know it is okay if they do not want to share. For those who do, thank them for their honesty. This models a culture of trust.
- Link to prevention and support. Reinforce that recognising signs early allows for healthier coping, seeking help, using stress reduction strategies, or setting boundaries. This reflection is not just about awareness – it is about empowerment.
- Ask participants:
 - o What are some signs that your mental health is declining?
 - o How do you notice when your mental health is affecting your teaching?

Slide Title: Mental Disorder

This slide introduces the concept of mental disorders in an accessible and non-stigmatizing way. It explains that mental disorders encompass a wide range of conditions that affect how people think, feel, behave, and function in their daily lives. It highlights that mental disorders are common, affect people in different ways, and can often be managed with the right support. The aim is to promote awareness, empathy, and early response – especially among teachers who may be struggling silently or supporting others who are.

Facilitator Script Tip: We have looked at mental health as a state of well-being. Now, Let us explore what it means when someone experiences a mental health challenge that significantly disrupts their life. Mental disorders are not rare or unusual – they are part of many people’s lived realities. Let us go through this slide to understand what they involve and how they affect day – to – day functioning.



Facilitator Notes

- Ask participants to share anonymous examples or observations (real or hypothetical) using generic references: Someone I knew, a colleague once, etc. Use a flipchart to note areas affected (thoughts, emotions, behaviour, functioning).
- Define what mental disorders are:
 - Mental disorders are a broad group of health conditions that affect a person's thoughts, emotions, behaviours, or ability to function in daily life.
 - These are not personal failings or weaknesses – they are medical and psychological conditions, just like physical illnesses.
- Explain what mental disorders can affect:
 - Thoughts: A person might experience excessive negative thinking, persistent worry, distorted beliefs, or difficulty concentrating.
 - Emotions: They may feel overwhelming sadness, anxiety, numbness, or emotional instability for extended periods.
 - Behaviours: Changes in sleeping, eating, withdrawing socially, irritability, or acting in ways that are out of character.
 - Functioning: The person might struggle to keep up with daily tasks – whether at home, at work, or in the classroom. They might avoid responsibilities, miss workdays, or feel unable to cope.
- Describe the impact:
 - Significant distress: The person may feel overwhelmed by internal struggles, often without knowing how to explain or resolve them.
 - Relationship difficulties: Emotional strain can lead to withdrawal from colleagues, family, and friends, or increased conflict.
 - Challenges at work or school: Teachers may feel too exhausted or anxious to prepare lessons, focus in class, or manage learners.

- o Disruption of routines: Routine activities like getting out of bed, preparing meals, concentrating on tasks, or staying organised may become difficult.
- Mental disorders are more common than most people realise. Globally, about 1 in 4 people will experience a mental disorder at some point in their life.
- These conditions are manageable. Many people recover fully or learn to live well with them with the right combination of support, treatment, and self-care.
- The earlier a mental disorder is recognised, the easier it is to manage. Just like with physical illness, early support matters.
- A person with a mental disorder can still be a competent, caring, and impactful teacher – but they need support, not shame.
- Counter common assumptions and stigma:
 - o Avoid language that equates mental disorders with madness or violence.
 - o Reassure participants that experiencing a mental health disorder is not a sign of weakness, and help is both available and effective.
 - o Emphasise that recovery is possible with the right tools, such as counselling, peer support, lifestyle changes, and – where needed – medical treatment.
- Reflection questions for participants:
 - o Have you ever observed a colleague or learner whose behaviour changed in ways that concerned you? What stood out to you?
 - o What might make it difficult for someone to talk about their emotional struggles at work or in school?
 - o Why is it important for teachers to understand what mental disorders are – and what they are not?

Slide Title: Let us Reflect Together

Slide Summary: This reflective moment invites participants to identify subtle signs that someone may be struggling mentally and to surface common stereotypes or stigmas around mental health. It builds awareness and empathy, preparing participants for deeper learning on how to respond with care and understanding.

Facilitator Script Tip: Let us pause and think together. Sometimes people are struggling mentally but do not – or cannot – say it out loud. It could be a colleague, a learner, or even ourselves. And often, stigma prevents us from recognising it or offering help. Let us explore what this might look like and what stereotypes may be holding us back from offering support.

Let's Reflect Together:

- What signs might show that someone is struggling mentally—without them saying it outright?
- What are some stereotypes or stigma you've heard?

Instructions

1. Begin by reading the first question aloud: What signs might show that someone is struggling mentally, without them saying it outright?
2. Allow participants a few moments to reflect silently or in pairs before inviting responses.
3. Then read the second question: What are some stereotypes or stigma you have heard?
4. Ask for examples, but clarify that participants do not have to agree with the examples – they are simply surfacing what exists.
5. As participants respond, write keywords on a flipchart or board (e.g., withdrawal, irritability, crazy, weak, etc.)
6. Reassure them that this is a safe space and the purpose is to challenge stigma, not to reinforce it.

Facilitator Notes

- Normalise mental health struggles by stating that people may show distress through:
 - o Changes in mood (e.g., irritability, sadness, numbness)
 - o Withdrawal from others
 - o Sudden changes in performance or energy levels
 - o Difficulty concentrating or making decisions
 - o Appearing overwhelmed or unusually quiet
- Clarify the danger of stereotypes, such as:
 - o Only violent people have mental disorders
 - o People with mental illness are weak or attention – seeking
 - o Mental illness is a sign of failure or spiritual weakness

- Explain the impact of stigma:
 - o It creates shame and discourages people from seeking help.
 - o It leads to silence, denial, or hiding symptoms until things worsen.
- Emphasise: Understanding begins with listening and dropping assumptions.
- Reflection prompts for the participants:
 - o How would you want others to respond if you were silently struggling?
 - o Have you ever judged someone before knowing what they were going through?
 - o What can we do in schools to reduce stigma and create safe spaces?

Slide Title: Activity: World Café – Exploring Mental Health Challenges

Slide Summary: This activity is an interactive World Café designed to help teachers collectively explore key dimensions of mental health in the school environment. Through rotating group discussions, participants reflect on the causes, expressions, and supports for teacher mental health challenges, generating shared understanding and actionable ideas in a non – judgmental space.

Facilitator Script Tip: We are now moving into an important and collaborative part of this session. In this World Café, We will work together in rotating groups to explore teacher mental health – its causes, how it shows up, and how we can support each other. Each table has a different theme. Let us keep an open mind, listen deeply, and write clearly so others can learn from your ideas as they rotate through. This is a space for honesty and care – not perfection.

Activity:
 **World Cafe: Exploring Mental Health Challenges (60 min)**

Instructions:

1. Introduce the purpose. Explain the objective: to explore mental health through collective reflection.
2. Emphasise confidentiality and respect.
3. Station setup: Ensure each table has a labelled flipchart/A3 sheet with the focus question
 - o Station 1: Types of Mental Health Issues
Focus on disorders like depression, anxiety, burnout, PTSD – definitions and examples from teaching life.
 - o Station 2: Emotional Manifestations
Discuss how mental health struggles show up emotionally (e.g., irritability, hopelessness, numbness).
 - o Station 3: Physical Signs & Perceptions
Identify observable signs like fatigue or withdrawal, and how others may misinterpret them.
 - o Station 4: Supportive Responses & Interventions
Reflect on support options – peer support, leadership, counselling, and community – based help.
4. Provide markers and sticky notes at each table.
5. Divide participants into four groups and assign each to a different starting table.
6. Each group discusses the station's theme and writes down ideas for 10 minutes.
7. Ring a bell to rotate groups clockwise after each round.
8. Groups build upon the notes from previous groups as they rotate.
9. After all four rotations, each group returns to their original station.

10. They read all the contributions and summarise the main themes or insights in 2–3 minutes per group.
11. Invite a brief plenary sharing to highlight key takeaways.
12. Wrap reflection and ask:
 - o What surprised or resonated with you?
 - o What do we need more of in our schools to support teacher mental health?

Facilitator Notes

- Emphasise core understanding of mental health – Mental health affects everyone, not just those with diagnoses; it includes our ability to cope, connect, and function daily. Remind participants that challenges are common among teachers but often go unspoken due to workload, stigma, or fear of appearing weak.
- Normalise emotional and physical reactions – Stress can show up as fatigue, irritability, forgetfulness, or withdrawal. These are not just bad moods or signs of laziness but signals of deeper distress and should be acknowledged as valid indicators of need.
- Highlight teacher vulnerability and hidden struggle – Teachers may still perform while struggling internally. Invite reflection with questions like: What do we miss when we assume someone is okay just because they are showing up and doing their job?
- Validate support – seeking as a strength – Seeking help from a colleague, counsellor, or health professional is a positive and proactive step. Reinforce that reaching out for support is not weakness – it is how we care for ourselves and others.
- Encourage appreciation of different experiences – Mental health struggles look different for everyone; anxiety, depression, burnout, and trauma may manifest in varied ways. Some may suffer in silence while others express distress through behaviour that can be misunderstood.
- Promote shared responsibility and agency – Shift the mindset from mental health is someone else's problem to mental health is something we all can support. Small, caring actions – listening, offering help, allowing space – can have a meaningful impact.

Slide Title: Common Mental Health Conditions and Disorders

Slide Summary: This slide serves as a bridge between the World Café discussions and the structured input on specific mental health conditions. After participants have shared their experiences and observations, this segment introduces key terms and symptoms related to common mental health conditions among teachers.

Facilitator Script Tip: We have just shared a lot through the World Café – about how mental health shows up in our daily lives and in our schools. Now, Let us take a moment to connect that with some of the most common conditions affecting educators. These are not meant to diagnose, but to help us recognise patterns, reduce stigma, and think about support more clearly.

Common Mental Health Conditions and Disorders

Facilitator Notes

- Keep this slide brief – it is a transition point. You do not need to go into detail here.
- Let participants know the next few slides will walk through specific conditions (e.g., stress, anxiety, depression, burnout) and their typical signs.
- Prepare participants to listen with openness and self – reflection – not all signs look the same in every person.
- Invite participants to connect what they learned in the World Café to what they are about to see: Let us see how some of the themes you discussed earlier show up in formal mental health knowledge.

Important note for facilitator:

- Before beginning this section, offer a gentle trigger warning to participants. Some of the topics ahead – such as depression, suicide, self – harm, and trauma – can be emotionally difficult or triggering for people, especially those with lived experience.
- You might say something like: Before we begin, I want to acknowledge that the next part of our session includes sensitive topics like depression, suicide, trauma, and substance use. These issues are real and affect many of us, either personally or through people we care about. Please take care of yourself during this session. If you need to step out, take a break, or talk to someone privately afterwards, that is completely okay.
- Set a supportive tone: Emphasise that this is a safe and respectful space. There is no expectation for anyone to share personal experiences, and no judgment will be made.
- Have support ready: If your context allows, let participants know who they can speak to for support during breaks (e.g., a co – facilitator, counsellor, or senior staff member available at the training).
- Check in briefly after the session: Plan to allow time at the end of this section for debriefing, grounding, or a calming activity, especially if emotions run high.

Slide Title: Stress

Slide Summary: This slide introduces stress as a common response to life's demands and challenges. It outlines both the physical and emotional symptoms of stress and the potential risks if it is not well managed. The goal is to help participants recognise stress in themselves and others, and understand its impact on mental health.

Facilitator Script Tip: Stress is something all of us experience, especially in demanding roles like teaching. This slide helps us understand what stress really is, how it shows up in the body, and why it matters to address it early. As we go through these signs, think about whether you have experienced any of them recently.

Stress

- This is your body's response to anything that requires attention or action leading to physical, emotional, or psychological strain

Sign and Symptoms of Stress

- Low energy
- Headaches
- Upset stomach (diarrhea, constipation, and nausea)
- Aches, pains, and tense muscles
- Chest pain and rapid heartbeat
- Insomnia
- Frequent colds and infections
- Loss of sexual desire and/or ability

If not well managed

- Emotional
- Burnout
- Anxiety disorders
- Depression

Facilitator Notes

- Stress is the body's natural response to any situation that requires attention or action – whether physical, emotional, or psychological. When we experience stress, the body activates internal alarm systems, such as increased heart rate or muscle tension, to help us respond to perceived threats or demands.
- Explain the two types of stress:
 - o Acute Stress is short-term and arises from specific events or situations (e.g., preparing for a big meeting, being observed during a lesson). It tends to go away once the situation is resolved.
 - o Chronic Stress is ongoing and results from sustained pressures or challenges over time (e.g., continuous workload, long-term financial worries, unresolved school conflict). It can wear down the body and mind and lead to long-term health issues.
- Walk through the signs and symptoms slowly and clearly as they appear on the slide. You can say:
 - o Low energy and constant tiredness are often the first signs of burnout.
 - o Some teachers experience physical symptoms like stomach issues or muscle aches, but do not realise these are linked to stress.
 - o When stress builds up over time and is not addressed, it can affect your sleep, relationships, and ability to focus.
- Mention possible consequences if stress is not well managed, which are listed on the right side of the slide:
 - o Unresolved stress may evolve into emotional exhaustion, burnout, anxiety, or even depression.
- Add context on stress triggers specific to teachers: Stress in teaching is not just about content delivery – it is about managing multiple responsibilities in a high – demand environment. Ask participants to reflect silently as you mention:
 - o Heavy workload and paperwork (e.g., marking, lesson planning, administration).

- o Classroom management challenges (e.g., large class sizes, lack of teaching materials).
- o Difficult interactions (e.g., with parents, school leadership, or learners).
- o Unclear expectations or last - minute changes from the administration.
- Questions for reflection:
 - o Have you ever ignored physical symptoms that turned out to be caused by stress?
 - o What school - related pressures make it hard for you to switch off or rest?
 - o Do you find your body reacts to stress before your mind does? How?

Slide Title: Anxiety Disorders

Slide Summary: This slide introduces anxiety disorders as a group of mental health conditions marked by ongoing, uncontrollable worry or fear. It outlines common signs and symptoms that can affect thoughts, emotions, and physical responses. The aim is to help participants understand that anxiety is more than just being nervous – it can be persistent and disruptive, but is also manageable with support and care.

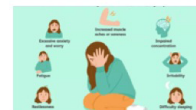
Facilitator Script Tip: Many of us say I am anxious casually, but anxiety disorders are more than momentary nervousness. This slide helps us understand what ongoing anxiety really feels like – and how it can show up in both mind and body. As we go through these signs, ask yourself if you or someone you work with may have experienced these more regularly than expected.

Anxiety Disorders

A group of mental health conditions characterised by excessive and persistent worry, fear, or anxiety that is difficult to control and interferes with daily activities.

Common signs and symptoms include:

- Excessive or inappropriate worry
- Feeling nervous, irritable or on edge
- Sense of impending danger, panic, or doom
- Increased heart rate
- Breathing rapidly (hyperventilation)
- Sweating, and/or trembling
- Feeling weak or tired
- Difficulty concentrating
- Trouble sleeping
- Easily tired



Facilitator Notes

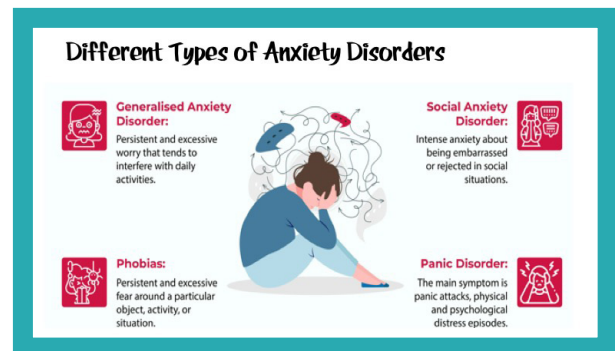
- Anxiety disorders are a group of mental health conditions that involve excessive and persistent worry, fear, or dread. Unlike everyday stress or nerves, anxiety disorders persist over time and can interfere significantly with daily life.
- Start by clarifying that anxiety is normal in small doses – like before an exam or speaking in public – but becomes a disorder when it is intense, difficult to control, and affects one's ability to function.
- Walk through the symptoms on the slide, pausing as needed to allow participants to connect them with real experiences:
 - o Excessive or constant worry that feels hard to control – even when nothing specific is wrong.
 - o Feeling tense, irritable, or on edge without knowing why.
 - o Racing thoughts or a sense of danger or doom that does not go away.
 - o Fast heart rate, shallow or rapid breathing (hyperventilation), trembling or sweating.
 - o Trouble sleeping, trouble focusing, or feeling mentally 'foggy'.
 - o Always feeling drained or tired, even after rest.
- Use relatable teacher – specific examples to help bring this to life:
 - o A teacher who wakes up anxious every morning before school, even on days without a major event.
 - o Constant worry about lesson performance, learner outcomes, or being evaluated.
 - o Difficulty sleeping due to overthinking or replaying situations from the day.
 - o Avoidance of parent meetings or assemblies due to fear of judgment or failure.

- Help participants differentiate anxiety from normal nerves:
 - o Normal nerves are short – lived and usually linked to a specific event.
 - o Anxiety persists, affects sleep and focus, and often comes with physical symptoms like breathlessness or fatigue.
- Questions for reflection:
 - o Do you ever feel anxious even when everything seems to be going fine externally?
 - o Have you ever seen a colleague freeze, shut down, or avoid certain duties because of anxiety?
 - o What signs of anxiety might show up in teachers that others might mistake for laziness or disinterest?

Slide Title: Different Types of Anxiety Disorders

Slide Summary: This slide provides an overview of four common types of anxiety disorders. Each type is characterised by specific patterns of fear or worry that interfere with a person's daily life. By breaking down these categories, participants will better understand the diversity within anxiety disorders and how these may appear differently among teachers or learners.

Facilitator Script Tip: Anxiety does not look the same for everyone. Some people worry constantly. Others feel panicked in crowds. Some avoid certain situations altogether. This slide helps us understand the main types of anxiety disorders, so we can recognise them in ourselves or those around us – and respond with more empathy and support.



Facilitator Notes

- Generalised Anxiety Disorder (GAD):
 - o This involves persistent and excessive worry about a variety of everyday things – such as work, finances, relationships, or health – even when there is no immediate threat.
 - o The worry is difficult to control and lasts for months or more.
 - o For example, a teacher with GAD may constantly fear that they are not doing enough or worry obsessively about learners' progress.
- Social Anxiety Disorder:
 - o This is an intense fear of being judged, embarrassed, or rejected in social situations.
 - o Common triggers may include public speaking, staff meetings, or even informal interactions with colleagues or parents.
 - o A teacher with social anxiety might avoid speaking in meetings or dread giving feedback in front of others.
- Phobias:
 - o These are intense and irrational fears focused on a specific object, activity, or situation – like fear of flying, dogs, or even crowded places.
 - o The person will go out of their way to avoid the trigger.
 - o In schools, a teacher might avoid assemblies or field trips due to a phobia.
- Panic Disorder:
 - o This condition involves sudden, repeated episodes of intense fear that may include physical symptoms like chest pain, breathlessness, shaking, or dizziness.
 - o These are called panic attacks and often come without warning.
 - o A teacher experiencing panic disorder may avoid situations where they previously had a panic attack, such as during exams, observations, or meetings.

- Emphasise that these disorders are diagnosable and can be treated with therapy, support, and sometimes medication.
- Reinforce that having one of these disorders does not mean someone is weak or incapable. Many people live fulfilling lives while managing anxiety.
- Questions for reflection:
 - o Have you seen any of these anxiety types show up among teachers, even if they were not named?
 - o Which of these do you think might be easily misinterpreted in a school setting?
 - o Why is it important to know the difference between fear and a diagnosable anxiety disorder?

Slide Title: Depression

Slide Summary: This slide introduces depression as a common but serious mental health condition. It explains that depression is more than feeling sad – it involves persistent low mood, lack of interest in daily activities, and functional impairment. The slide lists general symptoms to help participants recognise how depression may manifest in themselves or others.

Facilitator Script Tip: We often hear people say I am feeling low or I am just tired. But depression goes deeper – it affects how we think, feel, and function in our daily lives. This slide helps us understand what depression really looks like, and why it is important to pay attention to signs that linger or disrupt daily life.

Depression

- A mental health disorder characterized by persistent feelings of sadness, hopelessness, and a lack of interest or pleasure in activities once enjoyed.
- Symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning
- Symptoms must be present for at least two weeks for a diagnosis.

Depression

The symptoms of depression can vary slightly depending on the type and can range from mild to severe. In general, symptoms include:

 Low energy.	 Feeling very sad or hopeless.	 Thoughts of self-harm or suicide.
 Irritability.	 Changes in eating behavior.	 Sleep changes.
 Loss of interest in hobbies and activities.	 Difficulty concentrating or making decisions.	

Facilitator Notes

- Definition: Depression is a mental health disorder marked by persistent sadness, emptiness, or hopelessness. It involves losing interest or pleasure in things a person once enjoyed.
- The symptoms must be present for at least two weeks and must significantly interfere with daily life (work, relationships, or personal care).
- Common symptoms:
 - o Persistent low mood, tearfulness, or irritability.
 - o Fatigue or low energy, even after rest.
 - o Changes in appetite or sleep – either too much or too little.
 - o Difficulty concentrating or making decisions.
 - o Feelings of worthlessness, guilt, or being a burden.
 - o Withdrawal from social life or activities
 - o In severe cases: thoughts of death or suicide.
- Depression affects how a person thinks, feels, and behaves. It is not just about feeling sad – it is a real, medical condition that needs care and support.
- Important clarifications: Depression can affect anyone, regardless of personality, strength, or background.
- It is not a weakness or failure. It is not something people can just snap out of.
- Even people who appear cheerful or high – performing can experience hidden depression.
- In a school setting, teachers with depression may:
 - o Struggle with concentration, motivation, or patience in class.
 - o Experience increased irritability or feel emotionally numb.
 - o Feel overwhelmed by routine tasks or interactions.

- Encourage empathy and awareness:
 - o Teachers are often expected to be strong caregivers. This pressure can make it harder to ask for help.
 - o School culture should support – not shame – mental health struggles.
- Promote early intervention:
 - o Depression is treatable with counselling, support groups, or medication if necessary.
 - o A supportive work environment can make a significant difference in recovery
- Prompt questions for participants:
 - o What might make it hard for teachers to recognise depression in themselves?
 - o How could a colleague with depression appear at school?
 - o Why is it important to notice these signs early, especially in school environments?

Slide Title: Suicidal Behaviour

Slide Summary: This slide defines suicidal behaviour as any thought, plan, or action that reflects a desire to end one's life. It outlines the spectrum of suicidal behaviour – from thoughts to attempts – and highlights key warning signs. The purpose is to help teachers recognise when someone may be at risk and understand the importance of timely intervention and support.

Facilitator Script Tip: This is a heavy but vital topic. Suicidal thoughts and behaviours are more common than many people realise, and they affect people from all walks of life – including teachers and learners. We are not here to diagnose, but to understand the signs and how we might respond supportively if we notice them in ourselves or others.

Suicidal behavior

- Suicidal behavior refers to any thoughts or actions that indicates an individual's intent or desire to end their own life.

It includes the following components:

- Suicidal ideation
- Suicide plan
- Suicide attempt
- Completed suicide

WARNING SIGNS OF SUICIDE:
The behaviors listed below may be some of the signs that someone is thinking about suicide.

TALKING ABOUT:	FEELING:
➢ Wanting to die ➢ Great guilt or shame ➢ Being a burden to others	➢ Empty, hopeless, trapped, or having no reason to live ➢ Extremely sad, more anxious, agitated, or full of rage ➢ Unbearable emotional or physical pain

CHANGING BEHAVIOR, SUCH AS:

➢ Making a plan or researching ways to die ➢ Withdrawing from friends, saying good bye, giving away important items, or making a will	➢ Taking dangerous risks such as driving extremely fast ➢ Displaying extreme mood swings ➢ Eating or sleeping more or less ➢ Using drugs or alcohol more often
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Facilitator Notes

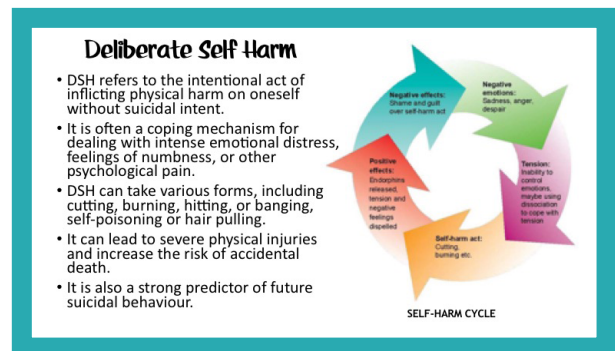
- Definition and scope: Suicidal behaviour includes any thoughts, statements, or actions that suggest a desire to die or end one's life.
- It ranges in severity – from suicidal ideation (thinking about it), to planning, attempts, and in some tragic cases, completed suicide.
- Clarify each term:
 - o Suicidal Ideation: Thinking about ending one's life, with or without a plan.
 - o Suicide Plan: Having a specific method or time in mind.
 - o Suicide Attempt: An actual act intended to cause death that may or may not result in injury.
 - o Completed Suicide: When the act results in death.
- Key warning signs
 - o Talking about: Wanting to die, feeling trapped, being a burden, or expressing hopelessness.
 - o Feeling: Deep sadness, numbness, anxiety, anger, or emotional pain that feels unbearable.
 - o Changing Behaviour: Isolation, giving away possessions, risky behaviour, changes in sleep or appetite, or suddenly acting very calm after distress.
- Suicide is rarely a sudden decision – it is usually preceded by warning signs. Recognising them early can save lives.
- Someone experiencing suicidal thoughts may still come to work, smile, and appear functional on the outside. That is why changes in behaviour or withdrawal should not be ignored.
- Teachers may encounter learners or colleagues exhibiting these signs. While it is not their role to diagnose, they can:
 - o Listen non – judgmentally
 - o Encourage help – seeking

- o Refer to a school counsellor, headteacher, or mental health provider in the school's referral directory
- o Call 116 (Kenya's child helpline) or another crisis service for immediate support
- Reassure participants that it is okay to feel unsure or afraid when talking about suicide.
- Asking someone directly if they are thinking about suicide does not cause suicidal thoughts - it can actually reduce risk by opening a supportive conversation.
- Optional Prompt Questions for Reflection or Discussion:
 - o What would you do if a colleague or learner shared thoughts of suicide with you?
 - o Have you ever heard someone say something worrying that you were not sure how to respond to?
 - o Why is it important not to dismiss comments like I just want to disappear or you'd be better off without me?

Slide Title: Deliberate Self – Harm

Slide Summary: This slide introduces deliberate self – harm (DSH) as a coping mechanism that involves intentionally causing physical pain to oneself – not to die, but to manage emotional distress. It highlights different forms of self – harm, potential dangers, and the link between self – harm and suicide risk. It also explains the emotional cycle that keeps the behaviour going.

Facilitator Script Tip: This is one of the more sensitive topics in this session. Many people misunderstand self – harm, assuming it is always about wanting to die. But in many cases, it is a person’s attempt to manage overwhelming emotional pain. Let us talk about what it is, why it happens, and how we can respond with understanding rather than judgment.



Facilitator Notes

- Definition and intent: Deliberate self – harm (DSH) means intentionally hurting oneself physically, but without the intent to die.
- It is often used as a coping strategy for emotional distress, such as sadness, anger, anxiety, guilt, or numbness.
- Examples of DSH Behaviours:
 - o Cutting the skin with sharp objects
 - o Burning oneself with matches or lighters
 - o Hitting walls or objects
 - o Pulling out hair
 - o Self – poisoning or ingesting harmful substances in non – lethal amounts
- Why Do People Self – Harm?
 - o It may temporarily relieve overwhelming emotions, give a sense of control, or allow someone to feel something if they are emotionally numb.
 - o It is not attention – seeking, but a sign of deep inner struggle.
 - o Many individuals who self – harm hide it and feel shame or fear of being judged.
- There is often a cycle:
 - o Emotional pain builds → The person self – harms → Feels temporary relief → Followed by guilt/shame → Emotional pain returns → The cycle continues.
- Understanding this cycle helps explain why self – harm can become a pattern, even when the person does not want to continue doing it.
- Dangers and link to suicide:
 - o DSH can cause serious physical injuries, infections, or accidental death.
 - o While it is not intended to be suicidal, it increases the risk of future suicide, especially if left unaddressed.

- Role of teachers and colleagues:
 - o Look out for unexplained injuries, covering arms or legs in hot weather, or withdrawn behaviour.
 - o If you suspect a learner or colleague is self - harming, do not panic or confront them harshly.
 - o Listen calmly and encourage them to seek professional help.
 - o In a school setting, follow safeguarding protocols - speak with the guidance counsellor or child protection officer.
- Prompt questions:
 - o Why do you think people hide self - harm?
 - o How can we reduce shame or stigma for learners or colleagues who may be struggling?

Slide Title: Post Traumatic Stress Disorder (PTSD)

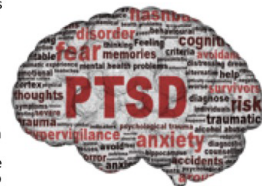
Slide Summary: This slide explains what PTSD is, when it develops, and how it affects a person's life. PTSD is presented as a mental health condition that can occur after someone experiences or witnesses a traumatic event. The slide clarifies timing, key symptoms, and how it can disrupt everyday functioning.

Facilitator Script Tip: PTSD is often misunderstood as something that only happens to soldiers or people in extreme situations. But trauma is more common than we think, and it affects teachers too – think of a violent incident at school, a robbery, or even witnessing harm to a child. This slide helps us understand when trauma becomes PTSD and how it shows up.

Post Traumatic Stress Disorder (PTSD)

- Post-Traumatic Stress Disorder (PTSD) is a disorder that develops in some people **after experiencing or witnessing a traumatic, scary, or dangerous event** in which serious physical harm occurred or was threatened.

- Symptoms of PTSD usually begin **within 3 months of the traumatic event**, but they sometimes emerge later, last more than a month and are severe enough to interfere with aspects of daily life, such as relationships or work.



Facilitator Notes

- PTSD stands for Post – Traumatic Stress Disorder. It is a mental health condition that develops after experiencing or witnessing a traumatic, scary, or dangerous event. This could include events such as physical assault, road accidents, school violence, robbery, loss of a loved one, or natural disasters.
- Emphasise the types of events that can lead to PTSD:
 - o Physical harm or threats (e.g., being attacked, injured, or threatened)
 - o Witnessing violence or death (e.g., witnessing corporal punishment, a violent fight, or a fatal incident)
 - o Experiencing emotional trauma (e.g., severe bullying, sexual abuse, loss of a learner or colleague)
- Symptoms of PTSD usually begin within 3 months of the traumatic experience. However, some individuals may develop symptoms later, sometimes even months or years after the event. This delayed onset is still valid and can be triggered by reminders or new stressors.
- The symptoms do not always appear immediately. Symptoms may include:
 - o Flashbacks or nightmares related to the traumatic event
 - o Emotional numbness or avoidance of reminders
 - o Hypervigilance (constantly being alert or on edge)
 - o Difficulty sleeping or concentrating
 - o Emotional outbursts or detachment from others
- PTSD interferes with daily life and relationships if not treated.
 - o A teacher may find it hard to concentrate in class due to intrusive memories.
 - o Someone might withdraw socially because they feel constantly unsafe.
 - o A staff member may avoid specific areas of the school due to reminders of the trauma.
- Normalise that PTSD is not a sign of weakness, and it is treatable with support, therapy, and care.

- Encourage compassion in school environments. Staff or learners may be dealing with trauma – related issues silently. A supportive school culture helps reduce stigma and create safety.
- Prompt questions:
 - o Have you or someone you know ever experienced something that changed how you felt or acted for weeks or months?
 - o What might schools need to do differently to support staff after traumatic events?

Slide Title: Psychosis

Slide Summary: This slide introduces psychosis as a serious mental health condition that affects how a person interprets reality. It describes common symptoms like hallucinations, delusions, and disorganised thoughts or behaviour. The goal is to reduce fear and increase understanding.

Facilitator Script Tip: Psychosis can sound frightening, but it simply means a person is struggling to distinguish between what is real and what is not. It may be brief or part of a longer – term condition. Teachers may never diagnose it, but they may observe signs, and knowing how to respond with compassion matters.

Psychosis

Psychosis is a disrupted mental state that causes a loss of contact with reality.

Signs and symptoms include:

- Delusions- fixed false beliefs not shared by others in the person's culture
- Hallucinations-Seeing, hearing, tasting, or feeling things that are not there
- Disorganized speech e.g., incoherent/irrelevant speech
- Disorganized behaviour, such as, self-neglect, decline in personal hygiene
- Feeling paranoid or suspicious of others
- Strong, inappropriate emotions
- Lack of emotional response
- Ongoing and worsening withdrawal from family and friends
- Difficulty thinking clearly



Facilitator Notes

- Psychosis refers to a disruption in a person's ability to interpret reality accurately. It is not a disorder itself, but rather a symptom of various conditions (such as schizophrenia, bipolar disorder, or severe depression with psychotic features).
- The most notable aspect of psychosis is that the person loses touch with reality. This can severely affect their ability to function and communicate effectively.
- Key symptoms explained:
 - o Delusions – These are fixed, false beliefs that do not change even when presented with logical evidence. For example, someone may believe others are watching them or plotting against them, even if there is no proof.
 - o Hallucinations – This includes seeing, hearing, or feeling things that are not there. The most common type is auditory hallucinations, such as hearing voices no one else can hear.
 - o Disorganised speech – Speech may become incoherent or irrelevant, making it difficult for others to follow.
 - o Disorganised behaviour – This might look like not bathing, pacing, talking to oneself, or struggling with basic daily routines.
 - o Paranoia – Suspicion or fear that others are out to harm them.
 - o Inappropriate emotions – Expressing emotions that do not fit the situation (e.g., laughing when someone is in pain).
 - o Withdrawal – Isolation from friends, family, or social life.
 - o Difficulty thinking clearly – Struggling to make decisions, focus, or stay on topic.
- Clarify common misconceptions:
 - o Psychosis is not the same as being mad or violent. Not all people with psychosis are aggressive.
 - o It is a medical issue, not a moral failing or spiritual punishment.
- Reinforce that psychosis can be managed with appropriate treatment, especially if identified early. Treatment may include medication, counselling, and family support.

- Prompt questions:

- o Why might someone with psychosis be misunderstood in a school setting?
- o How can we approach unusual behaviour with compassion instead of fear?

Slide Title: Substance Use Disorders

Slide Summary: This slide explains substance use disorders as medical conditions where a person's use of alcohol or drugs becomes problematic and begins to affect their daily responsibilities, relationships, and health. It includes categories of substances and examples.

Facilitator Script Tip: Substance use is not just about addiction – it is about how a person's use of substances starts to disrupt their life. As teachers, we may notice signs in learners, colleagues, or even ourselves. This slide breaks down the types of substances and the concept of use disorder simply and respectfully.

Substance Use Disorders

• These refer to complex conditions characterized by a pattern of psychoactive substance use that causes significant problems, including health, and failure to meet major responsibilities at work, school or home.

Classification of Drugs		
Depressants	Stimulants	Hallucinogens
Alcohol	Amphetamines	LSD
Benzodiazepines	Caffeine	Magic mushroom
Opioids	Cocaine	PCP
Solvents	Nicotine	Ketamine
Barbiturates	Khat	Ecstasy
Cannabis (low doses)	Ecstasy	Cannabis (high doses)

Facilitator Notes

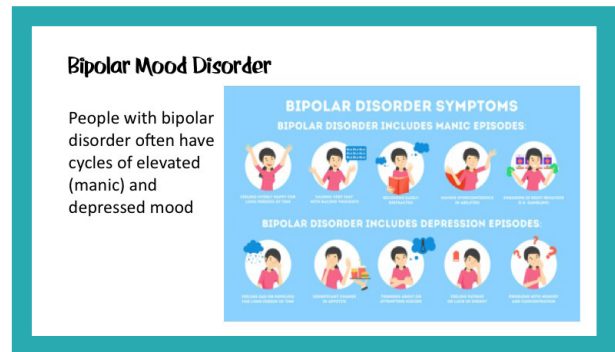
- Substance Use Disorders (SUDs) refer to conditions where an individual's use of alcohol or drugs leads to health problems and difficulties in daily functioning – at work, school, or home.
- This slide highlights the three main categories of substances:
 - o Depressants – Slow down brain activity (e.g., alcohol, opioids, benzodiazepines, solvents).
 - o Stimulants – Increase energy and alertness but can also lead to anxiety and aggression (e.g., cocaine, caffeine, nicotine, khat).
 - o Hallucinogens – Distort perception and reality, causing hallucinations (e.g., LSD, PCP, magic mushrooms, high – dose cannabis).
- Explain that dependence happens when a person cannot function normally without using the substance, and may experience withdrawal symptoms when trying to stop.
- Impact on life:
 - o Health: Liver problems, heart issues, sleep disturbances, and mental health deterioration.
 - o Work/School: Missed responsibilities, reduced performance, disciplinary issues.
 - o Relationships: Increased conflict, social withdrawal, or aggression.
- Clarify stigma:
 - o Many people mistakenly believe substance use is a choice or moral weakness. In reality, it can be a coping mechanism for trauma, stress, or untreated mental health issues.
 - o Teachers or learners with substance use issues need support, not punishment or judgment.

- Encourage teachers to watch for warning signs in colleagues or learners:
 - o Frequent absences or tardiness
 - o Unusual behaviour, mood swings
 - o Smell of alcohol or signs of intoxication
 - o Decline in hygiene or work quality
- Reiterate: Treatment and recovery are possible. Early support, referral to counselling, and community services can help individuals regain control and rebuild their lives.
- Prompt questions for participants:
 - o Why might someone hide their substance use?
 - o What support systems could schools offer to staff struggling with use?

Slide Title: Bipolar Mood Disorder

Slide Summary: This slide introduces bipolar mood disorder as a mental health condition marked by dramatic shifts between high (manic or hypomanic) and low (depressive) mood states. It presents a visual of symptoms during both episodes and is meant to help teachers recognise the range of emotional and behavioural changes someone with bipolar disorder might experience. It reinforces that this condition can severely impact functioning, especially if misunderstood or untreated.

Facilitator Script Tip: Let us talk about bipolar mood disorder, which involves cycles of elevated (manic) and depressed moods. It is more than just having good days and bad days. These mood shifts can be intense and affect someone's thoughts, energy, behaviour, and ability to function. We will go through both types of episodes – manic and depressive – so we can better understand what someone might be going through.



Facilitator Notes

- Bipolar disorder is a chronic mood disorder that involves significant mood swings – sometimes very high (mania or hypomania), and sometimes very low (depression).
- Individuals may go through distinct episodes that can last for days, weeks, or even longer. These are not just momentary mood shifts – they interfere with daily functioning and often require professional care.
- Manic Episodes (High Mood States): Explain that mania is more than just being happy or energetic. Symptoms may include:
 - o Feeling extremely euphoric, overly optimistic, or unusually irritable.
 - o Racing thoughts and rapid speech – often talking over others or jumping topics.
 - o Inflated self-esteem or unrealistic beliefs about abilities (delusions of grandeur).
 - o Decreased need for sleep (feeling rested after only a few hours).
 - o Impulsive or risky behaviours – such as reckless spending, sexual risk – taking, or dangerous business decisions.
 - o Hyperactivity or restlessness, inability to stay still.
 - o Poor concentration and high distractibility.
 - o Dressing more flamboyantly or acting out of character.
- Depressive Episodes (Low Mood States): These episodes often resemble symptoms of clinical depression. Signs include:
 - o Deep sadness, hopelessness, or loss of interest in previously enjoyed activities.
 - o Low energy, fatigue, and sluggishness.
 - o Changes in appetite or weight.
 - o Trouble sleeping (insomnia) or sleeping too much.

- o Difficulty thinking clearly, making decisions, or remembering things.
- o Feelings of worthlessness or guilt.
- o Thoughts of death or suicide in severe cases.
- Clarify that not everyone with bipolar disorder experiences extreme manic episodes – some experience hypomania, a milder but still elevated state.
- Bipolar I vs Bipolar II: While not detailed in the slide, note that:
 - o Bipolar I involves full manic episodes.
 - o Bipolar II involves hypomanic episodes and major depressive episodes.
- With proper diagnosis and treatment (often a combination of medication and therapy), individuals with bipolar disorder can manage their symptoms and lead fulfilling lives.
- Reflection prompt questions:
 - o Have you ever misjudged someone's behaviour without realising they might be struggling with a mood disorder?
 - o What challenges might a teacher with untreated bipolar disorder face in the classroom?
 - o How can schools better support colleagues or learners who may be living with bipolar disorder?

Slide Title: Effects of Mental Health Conditions

Slide Summary: This slide provides a structured overview of how mental health challenges can show up in a person's life. It categorises symptoms and signs into three domains – behavioural, physical, and psychological – to help participants recognise that mental distress is not always in the mind and can affect multiple aspects of functioning. These effects are often visible in school settings, workplaces, or at home and can influence teaching performance, relationships, and overall well-being.

Facilitator Script Tip: Mental health issues often show up in ways that we might not immediately link to mental health. They can affect how we behave, how our bodies feel, and how we think or relate to others. As teachers, understanding these signs can help us recognise when we or our colleagues may be struggling, even if no one says it directly.

Effects of Mental Conditions

Behavioral	Physical	Psychological
• Increased or excessive smoking and drinking • Drug abuse • Withdrawal • A resigned attitude • Being irritable, angry, or aggressive • Restlessness • Working longer hours • Obsessive or intense activity • Repetitive speech or activity • Deteriorating or inconsistent performance • Absenteeism • Carelessness • Poor relationships	• Unexplained tiredness • Indigestion or other stomach complaints • Headaches • Weight changes - loss or gain • Changes in appetite • Joint or back pain • Lack of sleep • Shaking or obvious tension • Chest pains • Sweating • Changes in sex drive • Constantly feeling cold	• Anxious • Distressed • Sad • Mood changes • Indecision • Loss of motivation • Increased sensitivity • Distracted or confused • Finding it difficult to relax • Forgetfulness/amnesia • Irrational or illogical thought processes • Hopelessness /Helplessness • Suicidal thoughts and ideations

Facilitator Notes

- Behavioural effects: These include visible shifts in a person's habits or behaviour. Common examples:
 - o A teacher who is normally punctual begins arriving late or missing work.
 - o Someone may become more irritable, withdrawn, or unmotivated.
 - o Repetitive or obsessive activity (like excessive marking or cleaning) can be a form of trying to regain control.
 - o Other examples include sudden carelessness, breakdown in relationships, or risky behaviours like increased smoking or drinking.
- Emphasise that these changes are often coping mechanisms for distress, not character flaws.
- Physical effects: Mental conditions often show up physically in the body:
 - o Common signs include frequent headaches, tiredness, back pain, indigestion, or weight loss/gain.
 - o These symptoms are real and disruptive, though they may not have a medical explanation.
 - o Teachers might say, I just feel tired all the time, or My body is tense and I do not sleep well.
 - o Let participants know these physical symptoms are valid signs of stress and should not be dismissed.
- Psychological effects: These involve changes in emotional state and thought patterns:
 - o Constant worry, difficulty relaxing, or feeling sad for extended periods are typical signs.
 - o A person may seem withdrawn, hopeless, or easily overwhelmed by minor tasks.

- o There may also be cognitive effects – difficulty focusing, confusion, indecisiveness, forgetfulness, or distorted thinking.
- o In severe cases, suicidal thoughts may emerge – this should always be taken seriously.
- Affirm what came up during the World Café: For example, Some of these effects may echo what we heard earlier during our station discussions – especially about fatigue, low motivation, or tension.
- Validate participant experiences: Say, If you have experienced one or more of these symptoms, you are not alone. These are common and treatable.
- Avoid pathologising: Clarify that having some of these signs does not always mean a person has a clinical disorder, but it does mean support or care may be needed.
- Reflection questions for participants:
 - o Which of these signs have you observed in yourself or your colleagues recently?
 - o Are there signs that are often overlooked or misinterpreted in school settings?
 - o How might we check in on someone if we notice these signs?

Slide Title: Let us Reflect Together

Slide Summary: This reflective closing invites participants to internalise the insights shared throughout the session. It encourages a shift from awareness to action, highlighting small, immediate steps that teachers can take to support themselves and one another within the school community. The questions are meant to spark honest dialogue, reinforce empathy, and promote a culture of collective care.

Facilitator Script Tip: We have talked about a lot today – stress, anxiety, depression, and the many ways mental health affects us as teachers. But we have also shared wisdom, coping strategies, and support systems. These final questions help us pause, reflect, and think about what we can do moving forward, together.

Let's Reflect Together:

- What surprised you most from these discussions?
- How can we be more supportive to one another at school?
- What small change can you start tomorrow?

Facilitator Notes

- Ask the participants:
- What surprised you most from these discussions?
 - o This helps surface emotional or cognitive shifts – something they had not expected to learn, feel, or realise. Encourage participants to share insights from the World Café, personal stories, or things they now see differently (e.g., I did not know so many others felt overwhelmed or I used to think burnout was just about laziness).
- How can we be more supportive to one another at school?

Link this back to Station 4 of the World Café: What came up about peer support, listening without judgment, encouraging help – seeking, or creating safe spaces in the staffroom?

- o Prompt ideas such as regular check – ins, peer mentoring, buddy systems, or simply asking, How are you today?
 - o Highlight that collective support often comes from small, consistent acts – not grand gestures.
- What small change can you start tomorrow?
 - o Invite realistic, manageable steps: drinking water, taking a break, saying no to extra work, asking for help, journaling, or encouraging a colleague.
 - o This reinforces the message that change starts with action, and even one shift can have a ripple effect.
 - o Consider asking for volunteers to share their small change – this can be empowering and spark ideas for others.
- This is not just about mental health awareness – it is about building a supportive community where each of us can thrive.

Slide Title: Let us Reflect Together

Slide Summary: This reflection helps participants better understand the early, subtle signs that someone may be struggling with their mental health, especially when it is not openly talked about. It also creates space to unpack common myths, fears, and stigma around mental health, which often prevent people from seeking help.

Facilitator Script Tip: Before we look at what supports mental well-being, Let us pause and reflect on how mental health challenges show up, sometimes without being spoken aloud. These signs are not always obvious, and stigma often keeps people silent. Let us also explore what false ideas we may carry, even unknowingly, about what it means to struggle mentally.

Let's reflect

- What signs might show that someone is struggling mentally—without them saying it outright?
- What are some stereotypes or stigma you've heard?

Instructions

1. Read the main prompt aloud: What signs might show that someone is struggling mentally, without them saying it outright?
2. Ask participants to reflect silently for a minute on a time when a colleague's or learner's behaviour changed suddenly. What did they notice?
3. Invite 2–3 volunteers to share examples or insights. Encourage both professional and personal reflections.
4. Next, pose the question: What are some common stereotypes or stigmas you have heard around mental health?
5. Allow open discussion, prompting with What have you heard people say, even if you disagree with it?
6. Use a flipchart or board to capture key harmful beliefs and counter-responses if space allows.
7. End the discussion with a summarising reflection:
8. What can we do in our school to reduce these beliefs and build a culture of care?

Facilitator Notes

- Recognising Mental Distress Without Words. Mental health challenges are often silent. People may not say anything because they fear judgment or don't know how to express what they are going through. Encourage participants to reflect on:
 - o Behavioural signs: sudden withdrawal or isolation (e.g., avoiding staffrooms), uncharacteristic irritability, absenteeism, poor focus, forgetfulness, missed deadlines, emotional flatness, or overworking.
 - o Physical signs: fatigue, frequent illnesses, changes in grooming or hygiene.
 - o Emotional cues: low mood, sudden anger, reduced enthusiasm, seeming not themselves.

- Use teacher-colleague examples to build relatability. Think of a time when someone around you changed – maybe they weren't talking much anymore or seemed exhausted or short-tempered. That might have been a sign.
- Stigma Around Mental Health Shift to a deeper conversation about stigma. Use the following as talking points to challenge harmful beliefs:
 - o People with depression are lazy.
 - o Therapy is for the weak.
 - o You just need to toughen up.
 - o Mental illness means you can't be trusted.
 - o Just pray more, and it will go away.
- Why Stigma Matters
 - o Stigma delays help-seeking and worsens isolation. Even comments meant to encourage – like You are too strong for this – can feel invalidating.
 - o Remind participants: Mental health challenges are not personal failings. They are health issues.
- Teachers don't need to be psychologists to show care.
- Recognising early signs and challenging stigma makes schools safer and more emotionally supportive.
- Good mental health isn't just the absence of illness – it is about being seen, supported, and safe.
- Close with reflective prompts:
 - o Why do these signs often go unnoticed or unspoken in schools?
 - o How might stigma affect a teacher's willingness to seek help?
 - o What practical things can we do in our school to shift this culture?

Slide Title: Early Warning Signs of Mental Health

Slide Summary: This slide introduces participants to some of the most common early signs that may indicate a mental health concern. These signs are often subtle, varied, and easily overlooked – especially in school environments where teachers are expected to remain strong. The goal is to build awareness of what to look out for in oneself or others before a situation worsens.

Facilitator Script Tip: As we have discussed, mental health struggles do not always look dramatic or obvious. This slide outlines subtle but important early warning signs that something may not be okay. You may recognise these in yourself, your colleagues, or even in learners. Let us walk through them together.

Early Warning Signs of Mental Health Problems

It is not possible to reliably tell whether someone is developing a mental health problem; however, if certain signs appear in a short space of time, it may offer clues:

- Eating or sleeping too much or too little
- Pulling away from people and usual activities
- Having low or no energy
- Feeling numb or like nothing matters
- Having unexplained aches and pains
- Feeling helpless or hopeless
- Smoking, drinking, or using drugs more than usual

Where an individual displays a number of these symptoms and/or the symptoms are severe, it may be indicative that the individual is facing a mental health problem

Facilitator Notes

- Start by affirming: It is not always easy to detect mental health challenges early, but noticing multiple signs within a short timeframe can signal that someone is struggling.
- These signs are drawn from clinical guidance and everyday experiences. Go through each one aloud and pause after a few examples to ask if participants have noticed these patterns before.
- Clarify selected examples with everyday language:
 - o Eating or sleeping too much or too little – drastic changes in appetite or sleep are often stress-related but can also be symptoms of depression or anxiety.
 - o Pulling away from people and usual activities – someone might stop attending staffroom chats, cancel plans, or seem emotionally distant.
 - o Low energy, feeling numb or like nothing matters – they may report just feeling off or appear disengaged from teaching or social interaction.
 - o Unexplained physical symptoms, such as aches, pains, or headaches without a clear medical cause, are common in people under emotional strain.
 - o Smoking, drinking, or using substances more than usual – while these may be coping mechanisms, they can also signal mental distress.
- Emphasise that no single sign confirms a mental health problem, but when several of these occur together or are severe, it should prompt concern and supportive action.
- Acknowledge that many teachers might normalise or ignore these signs due to work culture or fear of stigma.
- Encourage participants to approach signs with empathy, not judgment. This is about noticing, checking in, and encouraging help, not labelling or diagnosing.

- Reflection questions:
 - o Have you noticed any of these signs in yourself recently?
 - o What would help you feel supported if you were experiencing these signs?
 - o How might we respond with care when we see these signs in a colleague?

Slide Title: Benefits of Good Mental Health

Slide Summary: This slide presents a wide range of benefits that individuals, schools, and communities experience when mental health is supported and prioritised. The content helps participants shift from viewing mental health only as the absence of illness, to seeing it as a foundation for thriving, personally and professionally.

Facilitator Script Tip: Often, mental health discussions focus on problems or challenges. But let us take a moment to reflect on the other side – what happens when our mental health is strong and supported? This visual shows us the many ways good mental health helps us – and the people around us – live, learn, and lead better.



Facilitator Notes

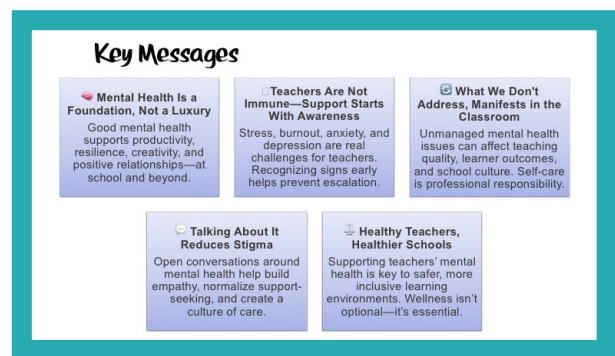
- Emphasise that mental health is not just about preventing or managing illness – it is about enabling people to live well and contribute meaningfully.
- Briefly walk through the benefits highlighted in the wheel. Group similar ones together to avoid overwhelming participants:
 - o Health and well-being:
 - Early intervention improves outcomes and reduces long-term costs or burdens.
 - Physical health improves with better immunity, sleep, and reduced risk of chronic illness.
 - Resilience enables people to manage stress and recover from difficulties more quickly.
 - o Emotional and cognitive functioning:
 - Emotional well-being enhances positive feelings and reduces reactivity.
 - Cognitive function improves focus, decision-making, and learning capacity.
 - Life satisfaction grows when mental health allows us to experience meaning and joy.
 - o Workplace and academic performance:
 - Focus and motivation help people achieve their goals and persist through challenges.
 - Creativity and innovation thrive in environments where people feel psychologically safe.
 - Increased productivity contributes to personal growth, better teaching, and community success.
 - o Relationships and social impact:
 - Community contribution becomes possible when people feel emotionally secure.

- Empathy and communication are strengthened by good mental health, which is crucial for teachers and learners.
- Stigma reduction allows more people to seek help and talk openly without shame.
- Connect the benefits to participants' real – life roles:
 - o For teachers, this might mean better classroom management, improved relationships with learners, and feeling less overwhelmed.
 - o For learners, it can support school performance and respectful peer interactions.
- Remind participants that promoting good mental health is not a luxury – it is a protective factor that benefits everyone in the school community.
- Suggested reflection questions
 - o Which of these benefits resonates most with your current situation?
 - o Have you seen these benefits in action when your mental health felt strong?
 - o What changes could help these benefits be more accessible in your school?

Slide Title: Key Messages

Slide Summary: This slide consolidates the essential takeaways from the mental health module for teachers. It highlights why teacher mental health must be seen as foundational, not optional, and connects mental well-being to teaching quality, learner support, and school climate. The slide aims to shift thinking from individual struggle to collective responsibility, reinforcing that supportive environments and open conversations help prevent burnout, reduce stigma, and create healthier schools.

Facilitator Script Tip: Let us take a moment to step back and reflect on what this session has really been about. These messages are the heartbeat of our conversation – they remind us that teacher mental health is not an afterthought. It is something we must centre in our schools, support in ourselves, and speak up about in our communities. Because when teachers are supported, everyone wins.



Facilitator Notes

- Mental health is a foundation, not a luxury. Good mental health is not just about the absence of illness – it is the foundation for everything we do. It supports our ability to form positive relationships, be productive in our work, cope with challenges, and think creatively. In the teaching profession, mental wellness strengthens classroom presence, problem – solving, and engagement with learners. It is essential, not a side topic or afterthought.
- Teachers are not immune – support starts with awareness. It is a common misconception that teachers, as adults and authority figures, should be able to handle stress on their own. But teachers experience burnout, trauma, anxiety, and exhaustion just like anyone else, sometimes more, due to the emotional demands of the job. Supporting teachers starts with recognising the warning signs and talking about what we see. Awareness allows for earlier action and prevents escalation into crisis.
- What we do not address manifests in the classroom. If we ignore mental health, it does not stay hidden – it shows up in our work. Unaddressed stress or emotional strain affects how we teach, how we respond to students, and how we relate to colleagues. It can lead to reduced patience, lower job satisfaction, absenteeism, or even conflict with learners. Prioritising mental health is part of maintaining professional standards and creating a favourable school climate.
- Talking about it reduces stigma. Silence feeds shame. When we talk openly about mental health, it sends the message that it is okay to seek help. It helps normalise the conversation, builds empathy across staff, and reduces the belief that struggling is a sign of weakness. Talking also allows colleagues to support each other. You do not have to be a mental health expert to ask, Are you okay?

- Healthy teachers = healthier schools. When teachers are mentally well, learners benefit. A teacher who feels supported is more likely to create a nurturing, consistent learning environment. Mental wellness allows for better classroom management, clearer communication, and greater job satisfaction. Investing in teacher wellness is not just a kindness – it is a direct investment in education quality and learner outcomes.
- Wrap-up reflection for participants
 - o Which of these messages speaks to your current reality as a teacher?
 - o What would it look like for your school to take teacher mental health seriously?
 - o What support systems already exist – and what is still needed?

Facilitator Reference Material – Session 7: Mental Health Addressing Questions and Concerns on Mental Health

During this session, some teachers may feel defensive, overwhelmed, or sceptical about the emphasis on their own mental health. These reactions are valid and often stem from years of under-support. This table equips you with empathetic, clear responses to help guide the conversation back to the core message: teacher well-being is central to quality education.

Teacher Pushback Statement	Facilitator Response Guidance
We are here to teach, not to talk about our feelings.	True – but teaching is relational. When our mental health is stable, we are more patient, focused, and present for our learners. This work helps us teach more effectively, not less.
I do not have the luxury of taking care of myself. I barely get through the day.	That is exactly why this matters. Mental health support does not mean spa days. It starts with small, doable steps, like recognising stress early and knowing when to reach out.
If I show I am struggling, people will think I am weak or unprofessional.	That is a common fear, and it is rooted in stigma. However, seeking help is a sign of strength and self-awareness, not failure. We need to normalise care, not silence.
This content makes it seem like we are expected to fix ourselves. Where is the support?	You are right to ask. Schools must support teachers, too. This session also looks at how to build supportive environments, not just personal coping strategies.
I am coping just fine, and others are the problem.	We all cope in different ways, and that is okay. This is not about blame – it is about reflection. Sometimes even those who ‘cope’ are carrying more than they realise.
Mental health is a private issue. Why bring it to work?	Mental health affects how we teach, relate, and manage stress. Recognising its impact at work helps us build healthier, more supportive school environments.
I do not have time for all this self-care talk.	Understandable. But even noticing your stress levels or taking a moment to breathe between lessons is a form of self-care. It starts small and can make a big difference.
This won't change anything. Our system does not support us.	You are right to point that out – systemic issues matter. But change often starts with awareness and solidarity. When we care for ourselves, we are better able to advocate for support.
We already have too much to do – this adds more pressure.	This is not about adding work. It is about equipping you with strategies to make your current work feel less overwhelming. Small changes can lighten the load.
I have survived this long without mental health training.	That is commendable, but survival is not the same as thriving. This session is about helping you feel supported, not just making it through the day.
If I admit I am struggling, it will be seen as weakness.	That is a common fear. But vulnerability is not weakness – it is courage. Seeking help or speaking up is a sign of strength, not failure.
I do not want to share personal stuff in front of others.	That is completely valid. Participation is always voluntary. We encourage reflection, not forced sharing. This space should feel safe, not intrusive.

Teacher Pushback Statement	Facilitator Response Guidance
We are just being told to fix ourselves, but the school wo not change.	This session is about both personal well-being and collective care. We will also explore ways schools can create more supportive environments – this is not only on you.
Mental health is for people with serious problems. I am just tired	That is important to hear. Mental health is a spectrum – it is not only about illness. Feeling tired, irritable, or overwhelmed is a sign that also deserves attention and care.
Is this another way of blaming teachers for school problems?	Not at all. This training recognises how much teachers carry – and aims to support you, not blame you. Your well-being matters.

Participant Handout – Session 7: Mental Health

Common Mental Health Issues Affecting Teachers

This handout outlines common mental health challenges that teachers face, including their physical and emotional manifestations, perceptions by others, and suggested interventions. Understanding these issues is essential for maintaining well-being and fostering a supportive school environment.

Common Mental Health Disorders	Key Physical Manifestations	Emotional Manifestations	How others see it	Suggested Interventions
Stress	Headaches, difficulty sleeping, negative self-talk, poor work-life balance	Low morale Feeling overwhelmed, tension, irritability	Low productivity Absenteeism Increase conflict with colleagues Talking to oneself, High employee turnover	Time management, relaxation techniques (e.g. deep breathing, meditation), setting boundaries, seeking professional support
Anxiety	Rapid heartbeat, sweating, excessive alertness/hypervigilance	Excessive worry, restlessness, irritability, trouble concentrating, difficulty making decisions,	Worry Confusion Repeated words Unclear instructions Irritability Lack of patience	Mindfulness practices, relaxation techniques, exercise, seeking professional support, e.g. Counselling and medication
Burnout	Fatigue, reduced performance, Exhaustion Depersonalisation, Diminished feelings of self-efficacy	Emotional exhaustion, detachment from work, feelings of inadequacy and self-doubt, feeling helpless, trapped, defeated, loss of motivation	Angry outbursts & tantrums, Indifference Putting things off, missed deadlines, Loss of interest, Laziness, being a non-team player, being preoccupied, complaining always, Self-neglect, Low energy, Negative talk	Stress management techniques, regular breaks, workload management, delegation or role distribution, counselling, peer support, time off

Common Mental Health Disorders	Key Physical Manifestations	Emotional Manifestations	How others see it	Suggested Interventions
Depression	Fatigue, changes in appetite and sleep patterns, withdrawal, poor hygiene and, grooming	Irritability, persistent sadness, loss of interest in work, difficulty concentrating, withdrawal, negative self-talk, suicidal thoughts	Tiredness, unmotivated, or less engaged, not interested Low productivity, making lessons feel dull or uninteresting. Absenteeism	Seeking professional help, establishing a support system, regular physical activity, sleep management, and anti-depressant meds
Drugs and substance abuse	Bloodshot eyes, fatigue, unkempt appearance, financial debt/ constraints, bad language	Mood swings, irritability, forgetfulness, lack of motivation	Unkempt, Harmful, threatening, unsafe. Unconcerned/ unbothered/ disinterested (affects learning outcomes): Colleagues may see them as irresponsible, unreliable, unprofessional, or untrustworthy.	Teacher counselling, peer support groups, rehabilitation referrals, school wellness programs
Post-Traumatic Stress Disorder (PTSD)	Hypervigilance, avoidance of certain situations, difficulty concentrating, breakdown, Panic attacks	Flashbacks, nightmares, emotional numbness,	Easily startled, anxious, have trouble focusing, Absent-minded/ disinterested, Aggression (Affects learner participation in lessons).	Mindfulness, grounding techniques, and professional counselling
Compassion Fatigue	Difficulty engaging with students, apathy, reduced efficacy	Emotional exhaustion, cynicism, reduced empathy, and numbness	Cold Discouraging Irritable Unsupportive Skeptical	Professional counselling, Self-care practices like setting boundaries, engaging in hobbies and seeking support from peers
Deliberate self-harm	Unexplained cuts, bruises, frequent injuries,	Emotional numbness, withdrawal, and mood instability	Others may not notice or may see it as attention-seeking or personal struggles.	Professional help, school-based wellness initiatives

Recommendations for Teachers:

- Regularly engage in self-care activities.
- Seek peer support and professional counselling when needed.
- Promote mental health awareness in your school community.
- Be proactive in recognising signs of mental health issues among peers.
- Encourage an open dialogue about mental health to reduce stigma.

Benefits of Good Mental Health

Good mental health significantly enhances our lives, relationships, and community. Here are some of the key benefits of maintaining and promoting good mental health:

Personal Well-being and Fulfilment

- Greater Life Satisfaction: Individuals live happier, purposeful, fulfilling, and productive lives, achieving personal goals effectively.
- Enhanced Emotional Well-being: Allows individuals to experience positive emotions, build self-esteem, and maintain a balanced outlook on life.
- Improved Cognitive Function: Enhances concentration, memory, and decision-making skills essential for daily tasks.
- Better Physical Health: Good mental health reduces the risk of physical health conditions like diabetes, heart disease, and a weakened immune system.

Relationships and Community

- Meaningful Relationships: Enables authentic connections with others, fostering strong, supportive social networks.
- Effective Communication: It helps individuals communicate better, enhances empathy, and improves conflict resolution skills.
- Community Contribution: Empowers individuals to positively contribute to their communities, creating a greater sense of belonging and mutual support.

Productivity and Innovation

- Boosted Creativity and Innovation: Encourages openness to new ideas, solutions, and experiences, promoting creativity.
- Increased Productivity: Good mental health leads to better performance at work, school, and in personal endeavours, enhancing overall economic prosperity.
- Improved Resilience and Focus: Strengthens individuals' ability to cope with stress, manage challenges, overcome setbacks, and navigate life's difficulties effectively.

Social Impact

- Reduced Stigma and Discrimination: Open discussions about mental health create a more inclusive and supportive society, reducing associated stigma.
- Early Intervention and Better Health Outcomes: Addressing mental health issues early reduces burdens on individuals, families, and institutions, leading to improved overall health outcomes.

Remember:

Good mental health benefits everyone—personally, professionally, and socially.

Prioritizing mental health is essential for building stronger, healthier individuals and communities.

Session 8:

Stress And Stress Management for Teachers

Session 8: Stress and Stress Management for Teachers

This session focuses on helping teachers understand what stress is, where it comes from, and how it affects their health, relationships, and classroom practice. It begins by grounding the topic in teachers' lived experiences and reflections, using definitions, examples, and participatory dialogue to build a shared understanding of stress. Participants explore the different types of stress and how both external pressures and internal thoughts or beliefs influence stress. They reflect on the stressors they face at work and in their personal lives, and learn to distinguish between what they can control and what they cannot. The session also highlights the connection between teacher stress and learner behaviour, classroom climate, and overall school performance. Through activities like the Gallery Walk, journal reflections, and small group discussions, participants begin to map out how stress shows up in their daily routines and how it impacts their teaching. Finally, the session introduces practical, everyday strategies for managing stress. Teachers are encouraged to start small, apply what works for them, and build habits that protect their well-being and professional energy over time.

Materials Needed

- Bell or timer for timed activities (especially Gallery Walk)
- Space for station signs (1–5) for group movement (ideally five separate tables or wall areas)
- Printed copies of Participant Handout – Session 8: Stress and Stress Management for Teachers

Preparatory Notes for Facilitator

- Pre – label five flipcharts or A3 posters for the five station topics:
 - Internal Stressors
 - External Stressors
 - Emotional Effects of Stress
 - Physical Effects of Stress
 - Behavioural Effects of Stress
- Arrange five designated areas in the room as stations and place the materials accordingly.
- Optional: Assign one recorder per group to write down ideas during discussions.
- Test your timer or bell in advance to smoothly manage the group rotations.
- Flipchart with these headings for plenary discussions
 - Emotional Challenges Learners Face
 - Impact on Learning & Behaviour
 - Which techniques do we already use? – for group sharing after the Technique Wheel slide.

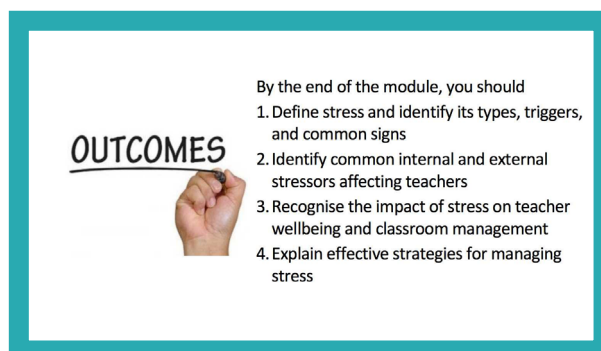
Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary

This opening slide introduces the four intended outcomes for the session. It outlines what teachers will be able to understand and do by the end of the module. These outcomes guide both the facilitator and participants through the core learning journey, from recognising stress to applying strategies for managing it effectively in the teaching context.

Facilitator Script Tip: We are starting today's session on stress – something we all experience as teachers. Before we dive in, I'd like to share the four main goals of this session so you know what to expect and where we are headed. As I read them, think about your own experience and which one feels most urgent or relevant to you.



Facilitator Notes

- Explain that there are four outcomes for the session. These help structure what participants will learn and do.
 - o Define stress and identify its types, triggers, and common signs. Let participants know this session will begin by building a shared understanding of what stress is and how it shows up. The goal is to give teachers a clear language and lens for recognising stress in their professional and personal lives.
 - o Identify everyday internal and external stressors affecting teachers – Emphasise that this outcome invites participants to reflect on what tends to cause stress in their lives, both from within and from their school environment. It helps surface the pressures that often go unspoken.
 - o Recognise the impact of stress on teacher well-being and classroom management. This outcome draws attention to how stress affects teachers personally and influences how they show up in the classroom. It prepares teachers to start thinking about the link between their emotional state and their professional role.
 - o Explain effective strategies for managing stress. Let participants know they will explore realistic approaches to coping with stress and protecting their mental health, both during and beyond the school day. This outcome focuses on what teachers can do to feel better supported.
- Emphasise that the session is about teacher well-being, not just theory – what we explore today can make a real difference in participants' daily lives.
- Reinforce that stress is part of life, but it can be managed in healthy, sustainable ways. This outcome reminds participants that the goal is not to erase stress but to better understand and respond to it. The session aims to leave them feeling more in control and better equipped.

- Reinforce that this session is not about eliminating stress, but managing it in healthier, more sustainable ways.
- Emphasise that small changes can make a big impact. Participants are not expected to be stress – free but to have tools that help them cope and care for themselves better.

Slide Title: Let us Reflect Together – How would you describe stress in your own words?

Slide Summary: This slide opens the session with a reflective activity to explore participants' personal understanding of stress. It creates space for self-awareness, validation of lived experience, and peer sharing before introducing any formal definitions. The goal is to ground the session in teachers' real contexts and establish stress as a shared human experience.

Facilitator Script Tip: We are going to start this session by thinking about our own experiences. Do not worry about textbook definitions just yet. Allow us to begin with what stress feels like to you personally. What words, feelings, or images come to mind when you hear the word stress?

Let's Reflect Together:

🗣️ How would you describe stress in your own words?

Instructions

1. Ask the group: How would you describe stress in your own words?
2. Let participants reflect silently for 30 seconds. They may write in their journals or think quietly.
3. Ask them to pair up with someone nearby and share their description.
4. After 2–3 minutes of pair discussion, invite a few volunteers to share highlights in plenary.
5. Note common patterns or surprising language on a flipchart if possible.

Facilitator Notes

- Make clear that this is a safe space – there are no right or wrong answers.
- Encourage responses that include: Physical experiences (e.g. tiredness, tension); Emotional reactions (e.g. anxiety, irritability); Mental states (e.g. overthinking, distraction); Metaphors (e.g. a heavy load, a tight rubber band)
- This is about surfacing shared realities and language around stress.

Slide Title: What Does Stress Mean to You?

Slide Summary: This slide introduces the basic concept of stress and distinguishes it from everyday pressure. It helps participants begin naming what stress feels like in their own teaching lives. The aim is to normalise stress as a common, natural reaction, not a sign of failure, and to reflect on when pressure becomes unhealthy or overwhelming.

Facilitator Script Tip: Let us take a moment to unpack what stress really is. Many of us feel stress without always understanding where it comes from or how to describe it. This slide helps us reflect on the transition from normal pressure to unhealthy stress. We will also explore how this shows up in our roles as teachers, especially when demands pile up. Let us go through it together.

What Does Stress Mean to You?

- Reaction people have due to excessive physical or mental pressures or demands placed upon them.
- It is a natural reaction to excessive pressure.

💡 **What are some daily things in your role as a teacher that start as pressure, but can turn into stress if not managed?**

Facilitator Notes

- Stress is not always bad. Stress is something we all experience. It is not weakness; it is a reaction. Our bodies and minds respond to pressure to protect us or push us into action. It is the body's way of responding to pressure – physically, mentally, or emotionally.
- Emphasise that this response is natural – a built – in survival mechanism. Reinforce that stress:
 - o Is a universal human experience, not a personal weakness.
 - o Helps us survive and respond to challenges, but becomes unhealthy if left unchecked.
- Emphasise this takeaway: Stress is your body's early warning system. It tells you when something is out of balance. Recognising that signal early gives you a better chance of staying well.
- If helpful, offer a simple analogy: Pressure is like heat – you need a little to get things done. But too much heat, for too long, causes the pot to boil over. That boiling point is stress.
- Use relatable school – based examples:
 - o Preparing for a new term = pressure.
 - o Doing that while managing a sick child, marking, and an unsupportive boss = stress.
- Reassure participants: We are not trying to remove all pressure. We are learning to identify when it builds up, how it feels, and how to respond before it overflows.
- Stress is not the enemy – it is a signal. Stress is the body and brain's way of saying slow down or something needs to change. The earlier we recognise stress signals, the easier it is to respond in healthy ways. Let us learn to listen to them before they cause harm.

- Reflection questions for participants:
 - o What are some daily things in your role as a teacher that start as pressure but can turn into stress if not managed? Examples to prompt if needed:
 - Preparing lessons last-minute
 - Learner behaviour issues
 - Administrative tasks on tight deadlines
 - Lack of rest or feeling unappreciated

Slide Title: What Does Perceived Stress Mean to You?

Slide Summary: This slide introduces the concept of perceived stress, which is how an individual mentally interprets and experiences pressure. It explains that perceived stress is not always about actual danger or demands, but about how one's mind reacts to what it believes might be a threat. This distinction helps participants understand that managing stress often begins with managing one's thoughts.

Facilitator Script Tip: Let us take a moment to look at a different kind of stress, not what is happening around us, but what we believe is happening. This is called perceived stress. Sometimes, we feel overwhelmed not because the situation is truly unmanageable, but because our thoughts convince us that it is. That mental signal can still affect our bodies and behaviour as if they were real dangers. Let us explore what that means.

What Does Perceived Stress Mean to You?

- The feelings or thoughts that an individual has about how much stress they are under at a given point in time.
- It is not real stress.
- When an individual perceives that something is a possible 'stressor', the body may launch into a state of 'fight or flight'
- It starts in the mind; then the body picks it up and acts defensively.

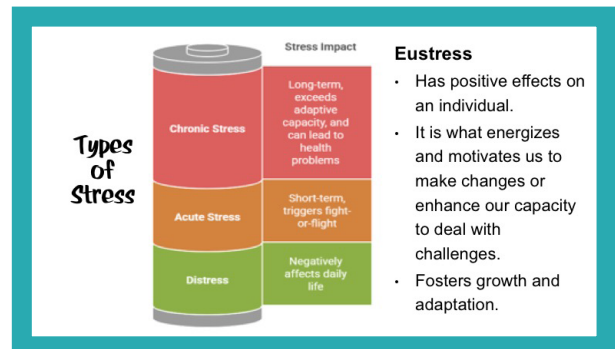
Facilitator Notes

- Perceived stress refers to the thoughts or feelings a person has about how much stress they are under, not necessarily the reality of the situation.
 - For example, two teachers might face the same situation, but only one feels deeply stressed – this is perception.
- Emphasise that perceived stress is about interpretation, not just the facts.
- It is about what our mind tells our body. Even if no one else sees the situation as stressful, your body may still go into a stress response because of your thoughts.
- Real – life example (optional): Imagine you are running late for school and believe the headteacher will be furious. Even if they are not, your body reacts – you get anxious, your heart races, you feel tense. That's perceived stress. This helps illustrate how stress begins in the mind and then shows up in the body.
- Perceived stress is powerful – it shows how our thoughts shape our physical and emotional responses.
- This means that changing our perspective or how we talk to ourselves can often reduce the stress we feel.
- Reflection questions for participants:
 - What are some situations where you have felt very stressed, but later realised the situation was not as bad as it seemed?
 - How do you think your own thoughts or expectations contribute to your feelings of stress?
 - How might recognising perceived stress help you manage daily pressures better in school?

Slide Title: Types of Stress

Slide Summary: This slide introduces teachers to the idea that not all stress is harmful. It visually illustrates four main types of stress – distress, acute stress, chronic stress, and eustress – each with different characteristics and impacts. The aim is to help participants understand the distinctions between these forms and reflect on how each one manifests in their lives.

Facilitator Script Tip: We often think of stress as a negative experience, but stress can also push us to grow or act. This slide will help us examine different kinds of stress and their effects – some harmful, others helpful. Let us use the visual to unpack this together.



Facilitator Notes

- Start by telling participants: Stress is not always bad. It can take different forms, some of which help us grow and some of which deplete us. Understanding this difference is the first step to managing it better.
- Introduce the idea that stress comes in different forms:
 - o When we hear the word 'stress,' we usually think of something negative.
 - o But stress is not always bad – it can actually help us grow.
- Walk through each type using the visual:
 - o Distress (Bottom of the battery):
 - This is the kind of stress that disrupts our daily functioning.
 - It feels heavy, and it interferes with how we relate to others, how we concentrate, and how we teach.
 - It is often caused by prolonged emotional strain or unresolved conflict.
 - o Acute Stress (Middle of the battery):
 - Think of this as short bursts of stress.
 - For example, preparing for an unplanned classroom observation or reacting to a sudden classroom disruption.
 - It activates the body's fight or flight system.
 - Once the stressful event ends, the body usually returns to normal.
 - o Chronic Stress (Top of the battery):
 - This is long – lasting stress that stays with us over time.
 - It might come from ongoing workload pressure, repeated classroom conflict, or personal hardships.
 - It slowly wears down emotional and physical energy and can result in burnout or health problems.

- o Eustress
 - This is the 'good' kind of stress.
 - It motivates and energises us to do something, such as preparing learners for a school play or completing a meaningful goal.
 - It boosts performance and creativity when well managed.
 - It helps us adapt, stretch our skills, and feel capable when faced with challenges.
- We are not trying to remove all stress – we are trying to understand and manage it.
- By learning to recognise which type of stress we are dealing with, we can choose better coping strategies.
- The goal is not to eliminate stress, but to reduce harmful stress and increase helpful, motivating stress (eustress).
- Reflection question for the participants:
 - o Can you recall a recent moment of eustress – when you felt challenged but motivated?
 - o Which type of stress is hardest for you to recognise in the moment?

Slide Title: Let us Reflect Together

Slide Summary: This reflection slide invites teachers to personalise their understanding of stress by identifying the type of stress they most commonly experience in their role. It builds on the previous content, explaining types of stress and encourages participants to make real – life connections to their professional context.

Facilitator Script Tip: Now that we have explored the different types of stress – acute, chronic, distress, and eustress – Let us take a moment to think about how these show up in your day – to – day teaching life. Which one do you find yourself experiencing most often? What does it look like for you?

Let's Reflect Together:

- Which type of stress do you experience most often in your role
- What does it look like in your day-to-day work?

Instructions

1. Begin by reading both reflection questions aloud:
 - o Which type of stress do you experience most often in your role?
 - o What does it look like in your day-to-day work?
2. Remind participants of the four types of stress covered earlier in the session: Acute, Chronic, Distress, and Eustress.
3. Allow participants 1–2 minutes for silent reflection or journaling.
4. Open the floor for discussion – start with 2–3 volunteers or use pair-share format to build comfort.
5. As responses are shared, write key stress types and examples on a flipchart titled: What Types of Stress Do We Face Most?
6. Prompt additional input by asking:
 - o Is it short bursts or ongoing?
 - o How does it show up physically, emotionally, or in your behaviour?

Facilitator Notes

- Begin by reminding participants of the four types of stress:
 - o Acute stress: Short – term, immediate stress (e.g. preparing for a surprise inspection).
 - o Chronic stress: Long – term, ongoing pressure that builds over time and may cause burnout.
 - o Distress: Negative, overwhelming stress that interferes with daily functioning.
 - o Eustress: Positive, motivating stress that helps with goal achievement or challenges.
- Acknowledge that stress looks different for everyone and is influenced by both school and personal life.
- Encourage honest reflection – there are no right or wrong answers. Normalise experiences by saying: Most teachers carry more than one kind of stress. The goal is not to label it perfectly – it is to become more aware so you can manage it better.

- Write down some responses on a flipchart under the heading: What Types of Stress Do We Face Most? This helps validate participants' experiences and visually summarise patterns.
- Understanding the type of stress is the first step toward managing it effectively.
- Eustress can be useful – something to harness.
- Chronic or distress, if ignored, needs attention to protect mental health and teaching performance.
- Reflection questions for participants:
 - o Is it short bursts of stress, or a steady build – up over time?
 - o How does it show up in your body, emotions, or behaviour?
 - o Are there patterns – certain times of term or specific responsibilities?

Slide Title: What Are Stressors?

Slide Summary: This slide defines stressors and introduces participants to the two major types: internal and external stressors. It lays the foundation for understanding where stress originates and helps teachers begin identifying specific sources in their own lives.

Facilitator Script Tip: Let us take a moment to think about the root causes of our stress, not just how we feel, but what causes that feeling. Some of it comes from the outside world, like school deadlines or home responsibilities. But some of it comes from within – like our thoughts, fears, or beliefs. These are called stressors, and they are the starting point for understanding stress more deeply.

What Are Stressors?

- Stressors are factors that threaten or are perceived to threaten an individual's physical or psychological well-being.

Internal Stressors

- Originate from within the individual
- Driven by thoughts, beliefs, personality traits or emotional pattern
- Shaped by how one perceives and interprets situations

External Stressors

- Pressured / demands from the environment, social settings, relationships, or life events
- Beyond one's immediate control
- Can include physical conditions or institutional structures.

Facilitator Notes

- Begin by introducing the word stressor: Stressors are anything, inside or outside us, that creates a sense of pressure or threat. This can be physical, emotional, psychological, or even imagined.
- Help participants recognise that stress comes from many directions.
- Stressors are factors that threaten or are perceived to threaten a person's physical or psychological well-being.
- Clarify that stressors may not always be dramatic or extreme. They can be small, everyday things that pile up over time.
- Distinguish clearly between:
 - o External Stressors:
 - These come from the environment or circumstances outside the individual
 - Examples include: Administrative deadlines, Overcrowded classrooms, Job insecurity, Family conflicts or illness, Noise, heat, or poor working conditions
 - They are often beyond one's control.
 - o Internal Stressors:
 - These come from within – our own beliefs, fears, habits, or emotional tendencies. Examples include: Perfectionism, Fear of failure or being judged, feeling guilty when saying no, Negative self-talk or rumination
 - Internal stressors can make external ones feel worse.
- Emphasise the connection between perception and stress: A situation that is stressful to one teacher might feel manageable to another, because of how they interpret or respond to it.
- We may not be able to eliminate all stressors, especially external ones. But we can learn to recognise them early, reduce their impact, and respond in ways that protect our well-being.

- Ask:
 - o Think of a time you felt really stressed this term. What caused it?

Slide Title: Activity – Gallery Walk: Mapping Stress

Activity Summary: This participatory activity allows teachers to walk through different stations, each focusing on a unique dimension of stress. It encourages self – reflection, peer learning, and collective awareness of internal/external causes and effects of stress in teaching roles. By visually mapping their experiences, teachers can identify patterns and everyday stressors while exploring shared understanding and solidarity.

Facilitator Script Tip: We have talked about what stress is and where it comes from. This activity lets us reflect more deeply through movement, discussion, and collaboration. You will rotate through different stations and respond to prompts that ask: What causes your stress? How do you feel about it? What impact does it have on your behaviour? This is about noticing, not fixing yet. Let us map out our real experiences so we can see what we are carrying – and what we might change or share support around.

Activity: Gallery Walk: Mapping Stress

Instructions

1. Divide the room into five stations, each with a labelled flipchart or A3 paper.
2. Assign participants into five groups and send each group to a starting station.
 - o Internal Stressors
3. External Stressors
 - o Emotional Effects of Stress
 - o Physical Effects of Stress
 - o Behavioural Effects of Stress
4. At each station, groups have 10 minutes to reflect and write responses.
5. After 10 minutes, ring a bell and rotate all groups to the next station.
6. Once all stations have been visited, groups return to their original station.
7. At their home station, groups review all the notes gathered and prepare a short summary.
8. Each group presents highlights to the plenary.
9. Close the activity by thanking the groups and connecting their reflections to the next module section (e.g., managing stress).

Facilitator Notes

- Emphasise that this activity is about awareness, not judgement. Participants can choose to write anonymously or speak through a recorder.
- Let participants know that some responses may show up across stations – that is okay. Stress is complex and often interconnected.
- Encourage honest sharing – remind teachers this is a safe space and many are facing similar experiences.
- During the share – back, validate common stress patterns and celebrate the openness in the room.
- Use a flipchart to note repeated stressors or strong patterns (e.g., perfectionism, unrealistic expectations, overcrowded classrooms).
- Reinforce the takeaway: Before we can manage stress, we have to name it. This activity helps us see our stress more clearly – and lets us know we are not alone.
- Keep time visible and manage transitions calmly. Support any group that seems stuck with prompts like:
 - o What thoughts do you carry when you feel overwhelmed?
 - o What physical signs do you notice when under pressure?
- Before we can manage stress, we have to name it. This activity helps us see our stress more clearly – and lets us know we are not alone.

Slide Title: How Teacher Stress Affects Learner Discipline

Slide Summary: This slide introduces the connection between teacher stress and how they respond to learner behaviour. It encourages participants to reflect on how their internal emotional state can influence their classroom discipline practices – often without them realising it. This reflection creates space for awareness, honesty, and self – compassion.

Facilitator Script Tip: Now that we have explored what stress is and where it comes from, let us bring that back into the classroom context. Our stress does not just stay with us – it often spills over into our interactions with learners. This moment is about recognising that sometimes, we react not because of the child's behaviour itself, but because of how stretched or overwhelmed we feel in that moment.

How Teacher Stress Affects Learner Discipline

- When teachers are stressed, it impacts how they interact with learners.

Have you ever reacted strongly to a learner, not because of their behaviour, but because of how stressed or overwhelmed you felt?

Facilitator Notes

- Read aloud the core message: When teachers are stressed, it impacts how they interact with learners.
- Emphasise that this is not about blame – it is about awareness. Everyone has moments when personal stress influences professional reactions.
- Acknowledge common realities of the classroom: Overcrowding, Pressure to meet deadlines, Emotional exhaustion, Lack of support from administration or parents
- Let teachers know: This moment of reflection is private unless they wish to share. It is not a test of performance but a check-in with self-awareness.
- Emphasise that stress lowers our threshold for patience, and may lead to:
 - o Overreacting to small issues
 - o Using harsher tones
 - o Feeling emotionally disconnected from learners
- Recognising when our stress is driving our reaction gives us the power to pause, reset, and respond differently next time.
- Reflection questions for the participants:
 - o Have you ever reacted strongly to a learner, not because of their behaviour, but because of how stressed or overwhelmed you felt?
 - o What happened in that moment?
 - o Looking back, what would you do differently if you were feeling calm?
 - o What could have helped you pause before reacting?

Slide Title: How Teacher Stress Affects Learner Discipline (Unmanaged Stress)

Slide Summary: This slide explains how unmanaged teacher stress can distort discipline into punishment, often without the teacher realising it. It draws a direct line between stress and specific negative patterns in classroom management. The goal is not to assign blame, but to raise awareness that teacher well-being directly shapes how safe, fair, and respectful the classroom feels.

Facilitator Script Tip: Let us go deeper now. When stress is unmanaged, we do not just feel bad – we start to teach differently. Our tone changes, our patience wears thin, and sometimes we end up punishing learners not because they have done something wrong, but because we are at our limit. Let us walk through some of the ways this shows up – and how we can catch ourselves before it affects our classroom environment.

How Teacher Stress Affects Learner Discipline

- When stress is unmanaged, discipline can become punishment.
 - Increased irritability → Harsh responses to minor misbehaviour
 - Reduced patience and empathy → Dismissing learner struggles instead of guiding them
 - Stricter or excessive punishments → Yelling, overuse of detention or punitive work
 - Inconsistent treatment of learners → Reacting based on mood rather than fairness
 - Negative classroom climate → Learners feel anxious, disengaged, or unsafe

Facilitator Notes

- Begin by normalising the experience: Let participants know this is an everyday reality for all teachers. Stress is not a sign of failure – it is a signal that we need to reset or seek support.
- When teacher stress is unmanaged, discipline can shift from being constructive to becoming reactive and punitive. This harms both learners and teachers.
- Walk through each bullet with a brief explanation:
 - o Increased irritability → Harsh responses to minor misbehaviour: When overwhelmed, even a small noise or interruption can feel like too much. We may snap or raise our voice – not because the learner's action is extreme, but because our internal state is already overloaded.
 - o Reduced patience and empathy → Dismissing learner struggle instead of guiding them. Instead of asking, what is this child going through? We default to, why are they being difficult again? Stress reduces our ability to see beyond the behaviour.
 - o Stricter or excessive punishments → Yelling, overuse of detention or punitive work. Under pressure, we may assign punishment quickly to regain control. However, this approach can break trust and escalate the problem.
 - o Inconsistent treatment of learners → Reacting based on mood rather than fairness. Our discipline might vary depending on how tired or stressed we feel, not based on the learner's behaviour. That inconsistency can create confusion or resentment.
 - o Negative classroom climate → Learners feel anxious, disengaged, or unsafe. Stress is contagious. When teachers are tense or unpredictable, the whole class may feel on edge. Learners might shut down, misbehave more, or withdraw emotionally.
- Reinforce this key insight: When we manage our stress, we protect not just ourselves, but also the emotional safety of our learners.

- Reflection questions for participants:
 - o Have you ever disciplined a learner more harshly than usual, only to realise later that your own stress influenced the reaction?
 - o What was happening in your day at the time?
 - o How does your mood or stress level affect the way you treat different learners?
 - o Have you noticed patterns like being stricter, quieter, or more reactive when under pressure?

Slide Title: Effects of Stress on Teachers in the Workplace

Slide Summary: This slide shows that stress affects more than just how we interact with learners. It also has a broader impact on school culture, team performance, and personal well-being. Teachers' stress is a whole-school issue, not just an individual one. The listed points help participants see the broader patterns of how unaddressed stress erodes workplace health and effectiveness.

Facilitator Script Tip: We have seen how stress affects how we discipline and engage with learners, but stress also affects how we work with colleagues, manage our time, and interact with the school community. Let us look at how unmanaged stress can impact the broader teaching environment and workplace relationships.

Effects of Stress on Teachers in the Workplace

- Unmanaged stress affects learners, and also our own performance, relationships, and overall school culture.
- Common workplace impacts of stress include:
 - Low productivity
 - High Absenteeism
 - Overworking
 - Increased conflict with colleagues, learners and parents
 - Low morale and poor motivation
 - Increased ill health, accidents
 - High employee turnover
 - Use of excessive punishment
 - Poor timekeeping
 - Poor performance and productivity
 - Increased employee complaints

Facilitator Notes

- Open with this key message: Unmanaged stress affects learners, colleagues, school systems, and, most importantly, your own health. It is not just personal. It affects how we teach, how we relate, and how well the school functions.
- Emphasise the following themes:
 - Low productivity and overworking – Teachers under stress often push harder, which leads to exhaustion and eventually doing less with more effort.
 - High absenteeism and staff turnover – Stressed environments push teachers away, leading to gaps in instruction and morale dips among remaining staff.
 - Conflicts with parents, learners, and colleagues – When we are stressed, we are less patient and less collaborative, increasing tension within the school.
 - Use of excessive punishment – Sometimes our own stress causes us to take out our frustration on learners through stricter discipline.
 - Low morale and poor timekeeping – When energy is depleted, teachers lose motivation, start arriving late, miss deadlines, or check out emotionally.
 - Health impacts – Long-term stress shows up physically as illness, fatigue, and accidents.
- Share the insight: Stress is not invisible. It shows up in the school's rhythm, energy, relationships, and learners' experiences of the classroom.
- Encourage a short plenary brainstorm using these guiding questions:
 - What patterns do you see in your school that might be linked to teacher stress?
 - How does stress among staff affect learners, directly or indirectly?
- Reflection questions for participants
 - What workplace impacts of stress have you observed or experienced personally?
 - How might the stress patterns listed here be influencing your school's climate or learner outcomes?

Slide Title: Journal Reflection – Managing Stress in My Life

Slide Summary: This slide invites participants to privately reflect on their personal sources of stress and assess which ones they might be able to influence or manage. It promotes honest introspection, builds self-awareness, and sets the stage for the upcoming discussion on practical stress management strategies.

Facilitator Script Tip: Before we discuss stress management strategies, it is important to ground them in your own life. Take a moment to check in with yourself: What has been weighing on you lately? And what is within your power to influence – even in small ways?

Journal Reflection – Managing Stress in My Life

👉 What are my top 2–3 sources of stress right now?

👉 Which of them are within my control?

Facilitator Notes

- Let participants know this is a private, personal reflection exercise. They do not need to share what they write unless they choose to.
- Invite a moment of silence or calming music in the background to support focus.
- Reinforce that journaling is a tool to connect with their emotional state and clarify what is affecting them.
- Clarify the two questions on the slide:
 - o What are my top 2–3 sources of stress right now? → Encourage them to write whatever comes up – school – related or personal.
 - o Which of them are within my control? → This helps distinguish between what they can act on vs. what they may need to accept or approach differently.
- Offer examples (if needed):
 - o Stressor: Marking backlog → Might be addressed with better time blocking or peer support.
 - o Stressor: Family illness → May be out of their control, but they can find ways to ask for flexibility or support.
 - o Stressor: Conflict with a colleague → Could be addressed through communication or mediation.
- Reassure them: This activity is not about fixing everything. It is about recognising what is real for them and what can be changed step by step.

Slide Title: Stress Management Techniques

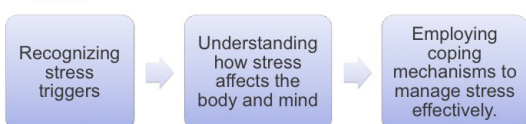
Slide Summary: This slide introduces the concept of stress management – what it means, why it matters, and how it helps. Teachers will understand that managing stress is not just about reacting to burnout, but about recognising triggers early, understanding how stress works in the body and mind, and choosing proactive coping strategies that can be used consistently. This sets the foundation for exploring specific, teacher – friendly techniques in the following slides.

Facilitator Script Tip: We are now entering the part of our session that is all about practical tools – how to manage stress in ways that support your well – being, energy, and teaching effectiveness. But before we look at strategies, we need to be clear on what stress management actually means. It is not about pretending stress does not exist – it is about recognising your triggers, understanding how stress affects you, and using techniques that help you stay grounded. Let us explore that together.

Stress Management Techniques

What is Stress Management?

- It refers to the techniques and strategies used to control and reduce the physical, emotional, and mental impact of stress.



Facilitator Notes

- Clarify the concept: Stress management refers to techniques used to control, reduce, or respond constructively to stress. These helps prevent stress from building to the point where it harms health, mood, or classroom effectiveness.
- Stress is part of our work, but how we manage it determines whether it builds us or breaks us. Let us explore some practical strategies you can start using immediately.
- Stress management helps us stay balanced, focused, and in control – even in challenging situations.
- Stress management does not mean eliminating stress.
- It means developing the ability to cope, recover, and remain in control – even under pressure.
- Talk through the three parts on the slide:
 - o Recognising stress triggers: Help participants understand that awareness is the first step. You cannot manage what you do not notice. This means identifying situations, thoughts, or behaviours that repeatedly lead to stress.
 - o Understanding how stress affects the body and mind: Explain that stress is not just a mental issue. It affects energy levels, sleep, immunity, mood, and patience. For teachers, it can show up in how we speak to learners, handle misbehaviour, or relate to colleagues.
 - o Employing coping mechanisms to manage stress effectively: Let teachers know they will be learning specific, realistic tools, not generic advice. Coping mechanisms can be small, daily actions that build up over time to reduce burnout.

- o Frame stress management as a teacher's well-being skill, not a luxury: Emphasise that these are not extra tasks. They are essential to protecting teachers' mental health and ability to teach with calm, focus, and connection.
- Validate teacher reality: Acknowledge that many teachers feel stretched thin. This session will offer tools that fit into their reality, not perfection, but progress.
- You cannot always control what happens, but you can build skills and routines that help you respond in healthier, more sustainable ways.
- Reflection questions for participants:
 - o Have you noticed certain times of day, situations, or tasks that always seem to trigger your stress?
 - o How do you usually know when your stress is starting to build – what are the signs in your mind or body?

Slide Title: Let us Reflect Together

Slide Summary: This reflection slide encourages teachers to connect their personal experiences to the session topic by sharing one stress management strategy they already use. It reinforces that everyone has some coping techniques – whether formal or informal – and creates a sense of peer learning and validation.

Facilitator Script Tip: Before we discuss specific techniques, let us acknowledge that many of us already have ways – big or small – to manage stress. You may not call it ‘stress management,’ but if it helps you breathe, calm down, or reset, it matters.

Let's Reflect Together:

- Share one thing you currently do – big or small – that helps you manage stress?

Facilitator Notes

- Invite participants to reflect quietly for a few seconds on what helps them cope when stress builds up.
- Emphasise that there are no right or wrong answers – some people manage stress by taking a walk, praying, venting to a friend, or keeping a checklist.
- Ask a few volunteers to share with the whole group.
- Encourage short, simple answers to keep the sharing moving.
- Affirm contributions to build a supportive group tone.
- Draw out the message: We often overlook the small things we already do. Recognising them gives us confidence and reminds us we already have the tools to build on.

Slide Title: How Teachers Can Manage Stress

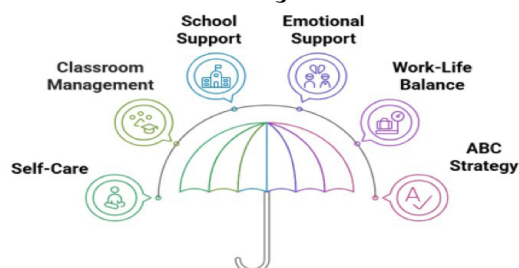
Slide Summary: This pair of slides introduces a simple but powerful truth: while stress is part of teaching, how we manage it determines its long-term impact on both teachers and learners. The umbrella graphic presents six key areas where teachers can adopt practical strategies to reduce stress, build resilience, and foster a healthier classroom and personal well-being. The focus is on consistency and small, realistic changes, not perfection.

Facilitator Script Tip: Teaching is demanding, and it is natural to feel overwhelmed at times. However, how we respond to that stress is within our control. This next section focuses on practical, everyday ways to protect your well-being, not with big overhauls, but with small, manageable strategies that, over time, make a real difference. Let us look at six key areas we can each work on.

How Teachers Can Manage Stress

- Teaching is demanding, but managing stress helps us stay well and build a healthier classroom.
- Small consistent actions protect your well-being—and your classroom.

How Teachers Can Manage Stress



Facilitator Notes

- Begin by reminding participants that stress is part of teaching, but how we manage it can determine whether we sustain our well-being or head toward burnout.
- Affirm that this session is not about removing all stress, but learning how to manage it through simple, consistent practices that are realistic for teachers.
- Let participants know that we will explore six key areas in the rest of this session. These are practical, evidence-informed strategies for managing stress in the teaching profession.
- Introduce each of the six areas briefly, without going into depth:
 - o Self-Care: This refers to the everyday habits that support physical, mental, and emotional health, such as rest, hydration, breathing, or taking breaks.
 - o Positive Classroom Management: Structured, supportive classroom practices that reduce behaviour-related stress for teachers.
 - o School Support: The role of peer collaboration, mentoring, supervision, and institutional supports in reducing isolation and improving professional satisfaction.
 - o Emotional Support and Coping: Strategies like peer sharing, journaling, or informal check-ins that help teachers process emotions and decompress.
 - o Work-Life Balance: Setting boundaries around time and energy
 - o ABC Strategy: A simple self-reflection technique that supports stress awareness and management.

- Explain that the umbrella image (if visible) symbolises that these practices work together to provide overall protection and support, like an umbrella shielding against the rain.
- Reassure participants that they do not need to fix everything at once. Even focusing on just one of these six areas can begin to create a positive shift in how they experience and manage stress.

Slide Title: Positive Classroom Management

Slide Summary: This section introduces proactive, non-punitive classroom management techniques that reduce stress for both teachers and learners. These practices focus on structure, empathy, collaboration, and clear communication as tools to create calmer, more respectful learning environments.

Facilitator Script Tip: Now, explore how the way we manage our classrooms can either increase or reduce the daily stress we experience. Positive classroom management is not about control – it is about creating conditions that allow everyone to succeed, including the teacher.

Positive Classroom Management

- Set clear expectations and clear rules to help prevent chaos and stress.
- Use positive reinforcement and focus on encouraging good behaviour
- Stay organised and plan lessons in advance
- Ask for help, collaborate with colleagues and use available resources.
- Adopt restorative practices or positive behaviour interventions
- Be more empathetic
- Reduce reliance on punitive responses.
- Foster positive teacher-learner relationships

Positive Classroom Management

Think of a recent moment in class when things felt frustrating—

 What made it stressful?

 What could have helped create a calmer, more supportive classroom environment?

Facilitator Notes

- Begin by asking participants to think of a classroom moment that felt frustrating briefly.
- Then guide them through the following practices that reduce stress while improving learner behaviour:
 - o Set clear expectations and rules: Help prevent confusion, anxiety, and misbehaviour by being consistent and transparent. When learners know what is expected, and those expectations are reinforced calmly and predictably, classroom tension reduces significantly.
 - o Use positive reinforcement: Focus on what is going well. Catch learners doing the right thing and affirm it. Acknowledging effort or cooperation boosts motivation and encourages repetition of good behaviour.
 - o Stay organised and plan lessons in advance: Being prepared reduces the pressure of last-minute scrambling and creates a more predictable flow for the day. Predictability helps both learners and teachers feel more in control.
 - o Ask for help and collaborate with colleagues: Teachers are not meant to manage every situation alone. Encourage participants to lean on support systems – whether it is team teaching, staff WhatsApp groups, or informal advice from peers.
 - o Adopt restorative practices or positive behaviour interventions: Replace punishment with practices that build understanding and accountability. Examples include class meetings, student reflection sheets, or restorative conversations after incidents.

- o Respond with empathy: Behaviour is often a form of communication. Pause to consider what might be driving a learner's actions. Compassion can de-escalate tension and build trust.
- o Reduce reliance on punitive responses: Punishment, especially when given in anger, can damage relationships and increase classroom conflict. Positive classroom management emphasises guidance and consistency over threats or shaming.
- o Foster respectful teacher-learner relationships: Use warm tones, active listening, and encouragement. Positive relationships are protective – learners are more likely to cooperate with teachers they feel respected by.
- Reinforce that a calm, respectful, well-managed classroom leads to:
 - o Fewer behavioural incidents
 - o Less emotional reactivity from teachers
 - o More energy for teaching and connecting with learners
- Managing the classroom well is not about perfection – it is about creating a space that protects one's well-being and the learners' dignity.
- Reflection questions for participants. Think of a recent moment in class when things felt frustrating:
 - o What made it stressful?
 - o What could have helped create a calmer, more supportive classroom environment?
 - o Optionally, note common themes on a flipchart under headings like Triggers and Supportive Practices.

Slide Title: School Support and Professional Growth

Slide Summary: This slide explores how school environments and leadership systems can alleviate or worsen teacher stress. It highlights schools' institutional responsibility to support teacher well-being through structured wellness programs, professional growth opportunities, positive leadership, and system-level advocacy.

Facilitator Script Tip: We have examined the individual sources of stress and how they manifest in our work, but let us now examine the environment in which we work. What kind of support do teachers need from schools to truly thrive? This part of the session reminds us that managing stress is not just a personal responsibility – it is something schools and systems must take seriously, too.

School Support & Professional Growth

- Provide wellness and mental health programs for teachers.
- Promote access to professional development and training.
- Recognise burnout signs early and support timely intervention.
- Create a culture of support, openness, and non-judgment.
- Encourage mentorship, peer learning, and collaborative problem-solving.
- Advocate for systemic support—e.g. TSC wellness programs and policies.

Facilitator Notes

- Introduce the concept by stating that school systems and leadership culture are crucial to managing teacher stress.
- Schools have a duty to create environments that support, not strain, teachers' well-being. When teachers are emotionally healthy, learners thrive, discipline improves, and school culture becomes more positive.
- When schools actively invest in teacher well-being, everyone – teachers, learners, and the wider school community – benefits.
 - o Teacher wellness programs should be integrated into school structures. These might include access to counselling services, mental health support, wellness days, or guided mindfulness sessions. Emphasise that these are not luxuries – they are protective measures to prevent burnout and promote emotional health.
 - o Professional development should include content on stress management, emotional resilience, and positive discipline, not just teaching techniques. Equipping teachers with emotional and behavioural tools helps reduce stress both in and outside the classroom.
 - o Burnout recognition and early intervention are critical. Leadership should learn to spot signs of stress overload and create a culture where asking, How are you doing – really? becomes part of supportive supervision. Intervention does not always mean formal referrals – it can also be small shifts in workload or a listening ear.
 - o A supportive school culture is foundational. Schools must build trust and openness. Teachers need to feel safe speaking up when overwhelmed without fear of being seen as weak or unprofessional. A nonjudgmental environment is essential for proper support.
 - o Mentorship and peer learning should be normalised. Whether it is through peer learning communities, team-teaching models, or informal buddy systems, having another adult to brainstorm with can significantly reduce the emotional burden.

- o System-level advocacy is equally important. Schools must champion policies that protect teachers' time and emotional health. This includes workload caps, enforced break times, clear referral pathways for stress support, and engagement with national-level initiatives like TSC wellness programs.
- Close the segment by reinforcing that stress is not just a personal challenge - it is shaped by institutional decisions, leadership style, and organisational culture. A school that supports its teachers creates a healthier, more productive, and safer learning environment for all.
- Support does not just mean resources - it also means leadership that listens, colleagues that collaborate, and systems that protect our energy and growth.

Slide Title: Let us Reflect Together – School Support

Slide Summary: This slide invites participants to reflect on how schools and leadership structures can either support or hinder teacher wellbeing. It encourages teachers to identify what systems of support they already experience, what's missing, and what could help reduce stress and improve professional resilience. The focus is on institutional care – not just personal coping.

Facilitator Script Tip: Let us pause now and think about the support systems around us. We've talked about individual stress, but teaching doesn't happen in isolation. Our environment matters – so what kind of support do teachers actually need from schools? What helps? What's missing? This is your chance to reflect and share your real experience.

School Support & Professional Growth

 What kind of support do schools need to offer teachers to help them manage stress better?

Instructions

1. Read the question aloud: What kind of support do schools need to offer teachers to help them manage stress better?
2. Give participants 1–2 minutes for silent reflection or to jot their ideas down in their journals.
3. Invite 2–3 volunteers to share responses with the group.
4. Optionally, ask participants to discuss in pairs or small groups before a plenary share-back.
5. Use a flipchart to write down recurring responses under broad categories (e.g. wellness, mentorship, leadership, resources).

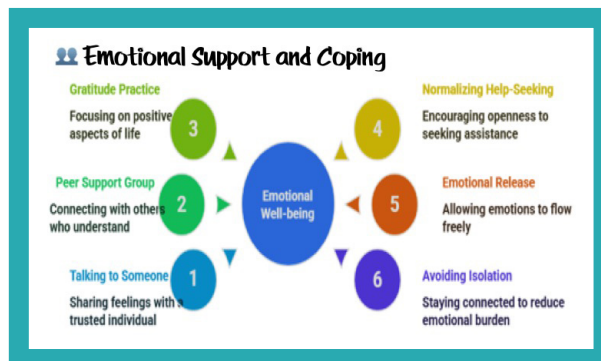
Facilitation Notes

- Remind participants that stress is not only personal – it is also institutional. What schools choose to prioritise directly impacts teachers' wellbeing.
- Encourage concrete answers: not just more support, but what kind, how often, and from whom.
- If participants are quiet, prompt with examples:
 - o What policies have helped you feel supported at work?
 - o Are there things your school does – or could do – to support teacher wellbeing?
- Reiterate that schools that prioritise support foster better discipline, better teaching, and healthier learners.
- Close by acknowledging that support doesn't always require extra money – it requires commitment, communication, and care.

Slide Title: Emotional Support and Coping

Slide Summary: This section introduces simple but powerful ways teachers can cope with emotional stress. These strategies focus on strengthening emotional resilience in teaching environments by drawing on supportive relationships, acknowledging emotions, practising gratitude, and normalising help-seeking behaviours.

Facilitator Script Tip: Let us now focus on emotional support – something we often ignore as caregivers. You are not alone, and it is okay to need connection and coping strategies that go beyond discipline and time management. This session offers tools for staying emotionally balanced amidst daily challenges.



Facilitator Notes

- Provide these points verbally and in discussion:
 - o Talking to Someone: Sharing feelings with a trusted individual lightens emotional burdens. Encourage teachers to open up to friends, colleagues, mentors, or counsellors – even without expecting a solution.
 - o Peer Support Group: Creating or joining a safe space among colleagues (e.g. a small WhatsApp group or weekly debrief) helps teachers realise they are not alone. Shared experiences foster mutual encouragement and reduce isolation.
 - o Gratitude Practice: Encourage participants to regularly pause and acknowledge one thing that went well in their day or week. Gratitude does not deny challenges – it helps balance perspective and build emotional stamina.
 - o Normalising Help-Seeking: Destigmatise the idea of asking for support – whether emotional, mental, or professional. Emphasise that seeking help is a sign of strength, not weakness, and should be part of school wellness culture.
 - o Emotional Release: Teachers should allow themselves to express emotions (e.g. through crying, journaling, or talking) instead of bottling them up. Emotional expression is natural and necessary for well-being.
 - o Avoiding Isolation: Withdrawal during stressful times is common but harmful. Encourage participants to stay connected through small check-ins, even if they do not feel like talking much. Connection is a protective factor.
- Emotional support builds a teacher's capacity to remain calm, empathetic, and resilient in the classroom. Schools need to create spaces where this kind of support is actively encouraged.

Slide Title: Journal Reflection – Emotional Support & Coping

Slide Summary: This slide invites participants to pause and reflect privately on two powerful questions: (1) Who supports them emotionally when work becomes overwhelming, and (2) what moment of gratitude stands out from their recent teaching experience. The activity is designed to help teachers recognise sources of strength and reconnect with the purpose and joy in their role, even amidst stress.

Facilitator Script Tip: Let us take a quiet moment now to check in with ourselves. This reflection is just for you – no one needs to share unless they want to. I'll read two questions aloud. Please write your thoughts privately. This is a space to honour both the hard parts and the hopeful ones in our work. When we name our stress and our gratitude, we take one small step toward emotional resilience.

Journal Reflection - Emotional Support & Coping

👉 Who can I talk to when work feels overwhelming?

👉 What's one teaching moment I'm grateful for this term

Instructions

1. Ask participants to find a quiet moment with their journals or notebooks.
2. Read the two reflection prompts aloud slowly:
 - o Who can I talk to when work feels overwhelming?
 - o What's one teaching moment I'm grateful for this term?
3. Invite them to spend 2–3 minutes journaling privately. Let them know they will not be asked to share unless they choose to.
4. Keep the room calm and reflective – consider playing soft instrumental music or allowing silence to hold the space.
5. Optionally, after journaling, invite a few volunteers to share a takeaway (without pressure).

Facilitator Notes

- Explain that journaling is a powerful coping tool. It helps name emotions, reflect on support systems, and reconnect with purpose.
- The first prompt encourages participants to identify their emotional support network – who helps them stay grounded? This could be a colleague, friend, mentor, spouse, or spiritual source.
- The second prompt focuses on gratitude. Gratitude can soften the impact of stress by helping teachers recall why they teach and what brings meaning to their work.
- Reinforce that teaching is emotionally demanding – reflection is not self-indulgent, it is survival. These quiet moments of check-in build long-term resilience.
- Validate the reality of emotional fatigue while also highlighting the beauty of small, joyful moments in education.
- If appropriate, remind participants that emotional support includes professional resources – such as mental health services or peer support groups.

Slide Title: Work-Life Balance

Slide Summary: This slide encourages teachers to protect their personal time and well-being by setting boundaries, scheduling rest, and prioritising activities outside of school. The focus is on sustainable habits that help teachers avoid burnout and bring energy back into their classrooms.

Facilitator Script Tip: Teaching can feel all-consuming, but your personal time is just as important. This part of the session is about giving yourself permission to set boundaries, take breaks, and enjoy life outside the classroom, because when you are well, your learners benefit too.



Work-Life Balance/ Intergration

- Set boundaries: avoid taking too much work home
- Make time for hobbies and activities you enjoy
- Take short breaks during the day to reset your mind
- Schedule time for family, rest, and self
- Learn to say no to extra tasks when overloaded
- Prioritise tasks to avoid burnout and last-minute stress

Facilitator Notes

- Work-life balance means creating space for yourself – not just physically but mentally and emotionally. Teachers often feel pressure to be on all the time, but without recovery, stress builds up fast.
 - o Set boundaries: This includes not carrying work home every day, turning off school-related communication after a set time, and not saying yes to every request.
 - o Make time for what brings you joy: Hobbies, music, nature walks, journaling, or even a 10-minute tea break – small pleasures can restore your energy and perspective.
 - o Take short breaks throughout the school day: Even stepping out to stretch or take a deep breath can help you reset before the next class.
 - o Schedule rest and family time as non-negotiables – just like lessons or staff meetings. Prioritise self-care alongside professional duties.
 - o Learn to say no to extra tasks: Remind participants that protecting their well-being allows them to show up more consistently for learners.
 - o Task prioritisation reduces last-minute panic: Encourage teachers to list tasks for the week and distinguish between urgent, important, and deferrable responsibilities.
- Closing Message: Sustainable teaching is not about doing it all – it is about doing what matters most while staying mentally and physically well.

Slide Title: Journal Reflection – Work-Life Balance

Slide Summary: This reflective journal slide encourages teachers to pause and consider the boundaries they need to protect their time outside work. It also invites them to intentionally plan for joy – by naming one personal activity they want to prioritise that week. The goal is to prompt healthy reflection on self-care, sustainability, and life beyond school duties.

Facilitator Script Tip: Let us take a few quiet minutes for personal journaling. Teaching can easily take over every hour of the day – so this reflection helps us pause and reclaim our time. I'll read two prompts aloud. Just write whatever comes to mind – there's no right or wrong. This is about honouring your own balance and wellbeing.

Journal Reflection – Work-Life Balance

👉 What boundaries can I set to protect my personal time?

👉 What is one joyful activity outside school that I want to make time for this week?

Instructions:

1. Read both prompts aloud slowly:
 - o What boundaries can I set to protect my personal time?
 - o What is one joyful activity outside school that I want to make time for this week?
2. Give participants 3–5 minutes for private journaling. Encourage silence during this time to allow for deeper reflection.
3. Optional: After journaling, invite 1–2 volunteers to share if they feel comfortable. You can also ask for non-verbal participation (e.g., raise your hand if this helped you think differently about your time).

Facilitator Notes

- Emphasise that balance is not about perfection – it is about small decisions that protect mental and emotional health.
- Clarify that boundaries could include things like: not checking WhatsApp groups after 8 pm, saying no to extra tasks on weekends, or committing to a quiet hour before bed.
- Examples of joyful activities may include: reading for pleasure, taking a walk, calling a friend, playing music, attending a faith or community event, etc.
- Remind teachers that role-modelling balance also gives learners permission to do the same in their own lives.
- Close by saying: When we make space for joy, we build the resilience we need to keep showing up – not just as teachers, but as whole human beings.

Slide Title: The ABC Strategy

Slide Summary: This slide introduces a simple three-step method – awareness, Balance, and Control – that helps teachers manage stress in real time. The ABC Strategy helps them pause, reflect, and respond intentionally to their stressors rather than reacting on autopilot.

Facilitator Script Tip: We have explored where stress comes from and how it affects us. Now, let us introduce a practical tool that can help you manage stress in the moment. It is called the ABC Strategy: Awareness, Balance, and Control.



Facilitator Notes

- Awareness – What causes the stress?
 - o Begin by asking teachers to think about the three most significant sources of stress they face. These could be work-related (e.g. staff meetings, deadlines, disruptive learners) or personal (e.g. caregiving, health).
 - o Help participants understand that stress often follows patterns. Once we notice when and where stress appears, we can act before it escalates.
 - o Emphasise that awareness is the first step: If we can name it, we can tame it.
- Balance – How much can you cope with?
 - o Encourage reflection on personal limits. Not every stressor requires the same amount of energy or attention.
 - o Ask participants to think about which stressors they are currently coping with well and which feel overwhelming or unmanageable.
 - o Balance is not about doing it all – it is about knowing when to pause, say no, or ask for help.
- Control – What can you do to help yourself?
 - o This is about practical, empowering steps teachers can take.
 - o Examples include: deep breathing, walking away to reset, journaling, reaching out to a peer, reprioritising tasks, or setting clearer boundaries.
 - o Emphasise that small steps – done consistently – help restore control, even in stressful situations.
- Remind participants that seeking support is an active coping strategy, not a weakness.
- Stress is not always avoidable, but it is manageable when we stay aware of our patterns, balance our responsibilities, and take small actions within our control.

Slide Title: Journal Reflection – The ABC Strategy

Slide Summary: This slide guides teachers through a reflective journaling activity using the ABC model – Awareness, Balance, and Control. The goal is to help participants name their stressors, assess their impact, and identify a practical, self-directed coping step. This reflection supports emotional self-awareness and strengthens stress management skills.

Facilitator Script Tip: We're now going to use a simple but powerful tool for reflecting on stress: the ABC Strategy. It helps us become more aware of what's weighing on us, sort what we can manage, and identify one small action we can take. Let us take this moment for ourselves – no pressure, just honesty.

Journal Reflection – The ABC Strategy

👉 A – Awareness: What are three things that regularly cause you stress?

👉 B – Balance: Which of these stressors feel manageable, and which feel overwhelming?

👉 C – Control: What is one small action you can take this week to reduce or cope with one of your stressors?

Instructions:

1. Ask participants to find a quiet space in their journal or notebook.
2. Read each prompt clearly and pause after each to give time for writing:
 - o A – Awareness: What are three things that regularly cause you stress?
 - o B – Balance: Which of these stressors feel manageable, and which feel overwhelming?
 - o C – Control: What is one small action you can take this week to reduce or cope with one of your stressors?
3. Allow 5–7 minutes for personal journaling. Maintain a calm, supportive tone in the room.
4. Optionally invite 1–2 teachers to share a takeaway (only if they wish).

Facilitator Notes

- Explain that awareness is the first step to change – naming our stressors helps us understand patterns.
- Balance reminds us that not all stress is equal – some things we can shift or let go of, others may need boundaries or support.
- Control focuses on action: even small steps (like asking for help, saying no, or taking a short break) can build momentum.
- Encourage realistic actions, not perfection. Examples: I will step away for 5 minutes when I feel overwhelmed or I will talk to a colleague about a shared concern.
- Reinforce that this isn't about solving everything – it is about taking one step forward in a way that respects our limits and honours our needs.
- Close by reminding teachers: The goal is progress, not pressure. One small shift can start to change the whole week.

Slide Title: Prioritise Self-Care

Slide Summary: This slide introduces the importance of self-care as a daily foundation for managing teacher stress. It encourages teachers to reflect on simple, sustainable habits they can adopt to recharge physically, emotionally, and mentally.

Facilitator Script Tip: You have been holding a lot from your classrooms, homes, and schools. But let me ask you: how are you holding yourself? In this segment, we focus on self-care, not as a luxury, but as a necessity for showing up fully, every day.

Prioritise Self-Care

Self-Care: A Foundation for Teacher Well-being

- Prioritise 7–9 hours of restful sleep
- Eat well and stay hydrated
- Exercise: short walks or stretching
- Practice relaxation: breathing, meditation, or yoga
- Mental calm through breathing, mindfulness, or prayer can reduce reactivity and fatigue.

 **Journal:** What is one small change you could make this week to improve your self-care?

Facilitator Notes

- Begin by inviting participants to reflect: What does self-care look like in your current daily routine?
- Emphasise that self-care is not selfish – it is essential. It prevents burnout, supports emotional regulation, and helps teachers stay consistent in their interactions with learners.
- Clarify that self-care is not about expensive solutions or significant life changes. It is about small, intentional actions done regularly.
- Walk through examples they can try or adapt:
 - o Prioritising 7–9 hours of restful sleep to allow the body to reset.
 - o Eating well and staying hydrated throughout the day.
 - o Doing short walks, stretches, or light physical activity.
 - o Practising relaxation techniques such as deep breathing, prayer, meditation, or quiet time.
 - o Taking mini-breaks between tasks or lessons – even just 5 minutes – to reset.
 - o Acknowledge barriers (like time or guilt) and normalise them: Many teachers feel they are too busy to rest. But just like we tell learners they cannot pour from an empty cup, the same applies to us.
- Stress that small changes are sustainable: even a 10-minute walk or choosing not to answer messages past 8 pm counts as a shift toward well-being.
- Use this opportunity to introduce the follow-up session (Module 9: Teacher Self-Care and Emotional Resilience), which will cover the topic in more depth with practical activities.
- Reflection questions for participants
 - o What does self-care look like in my daily routine right now?
 - o What is one small self-care habit I can start or improve this week?

Slide Title: Journal Reflection – Self-Care

Slide Summary: This slide invites teachers to take a pause and reflect on their current self-care practices. Through guided journaling, they identify what self-care looks like in their lives today and set a simple, achievable intention to strengthen or start a new self-care habit.

Facilitator Script Tip: Let us take a few quiet moments to reflect on our own self-care. Not the big, ideal plans – but the small things we actually do. What helps you recharge? What do you wish you could make more time for? Let us be honest and kind with ourselves as we write.

Journal Reflection - 🧘 Self-Care

✍️ What does self-care look like in my daily routine right now?

✍️ What is one small self-care habit I can start or improve this week?

Instructions:

1. Ask participants to open their journals or a clean sheet of paper.
2. Read each prompt aloud slowly, pausing in between to allow for quiet reflection:
 - o What does self-care look like in my daily routine right now?
 - o What is one small self-care habit I can start or improve this week?
3. Give 5 minutes for quiet writing. Maintain a calm, unhurried atmosphere.
4. Invite (but do not pressure) volunteers to share one small action they plan to try. Applaud efforts, not outcomes.

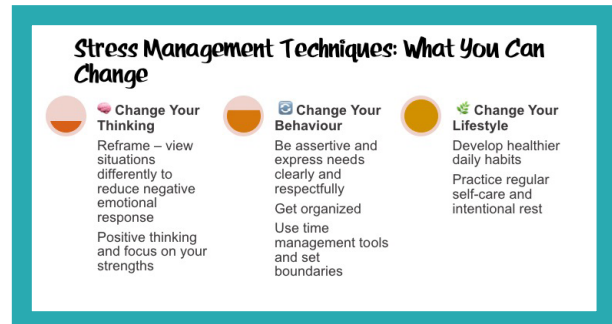
✍️ Facilitator Notes

- Emphasise that self-care doesn't have to be big or expensive. It can be something as simple as:
 - o Drinking enough water
 - o Taking 5 minutes to breathe quietly
 - o Saying no to one extra task
 - o Asking for help
 - o Journaling, stretching, calling a friend
- Help participants notice if their current routines include care – or just survival.
- Encourage realistic and specific habits. For example: I will go to bed 30 minutes earlier or I will take tea outside once a day.
- If participants feel guilty or overwhelmed by the idea of self-care, gently remind them: You cannot pour from an empty cup.
- Close by affirming that small, intentional acts of care are powerful, and that choosing even one shows strength and commitment to wellness.

Slide Title: Stress Management Techniques: What You Can Change

Slide Summary: This slide introduces three evidence-based focus areas for managing stress: changing your thinking, behaviour, and lifestyle. It encourages teachers to reflect on what they can control in their daily routines and mindsets to better manage pressure and promote well-being.

Facilitator Script Tip: We have explored how stress manifests and how it affects our teaching and well-being. Now, let us look at what we can actually change. We may not be able to remove all stressors, but we can shift how we think, respond, and care for ourselves.



Facilitator Notes

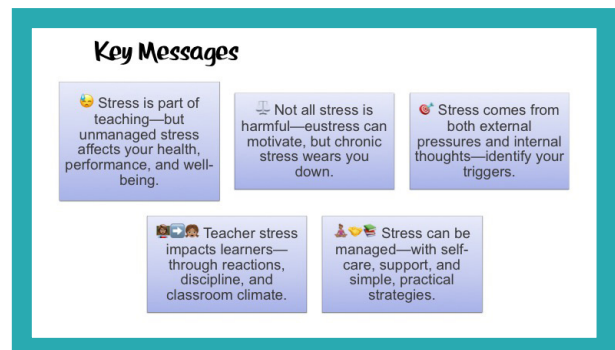
- This slide presents three core areas – change your thinking, change your behaviour, and change your lifestyle – as practical entry points for stress management. Emphasise that none of these require significant changes; small, consistent shifts can have a real impact.
 - o Change Your Thinking
 - Encourage participants to reflect on how they interpret stressful situations.
 - Reframing means approaching a challenge from a different perspective – e.g., seeing a noisy classroom not as defiance but as a signal that learners are restless or need support.
 - Positive thinking does not mean ignoring problems – it is about focusing on your strengths, reframing setbacks, and avoiding negative spirals.
 - Ask participants: Is there a recent situation where I could have responded differently just by shifting my thinking?
 - o Change Your Behaviour
 - Assertive communication allows teachers to express their needs respectfully without becoming defensive or withdrawn.
 - Clear communication reduces conflict and builds more respectful relationships with learners and colleagues.
 - Time management tools – such as prioritising tasks, using to-do lists, or breaking work into chunks – help reduce chaos and improve control.
 - Emphasise that setting boundaries (like saying no or limiting after-hours marking) is a behaviour change that protects mental health.
 - o Change Your Lifestyle
 - Reinforce that basic self-care – sleep, movement, food, water – is foundational for resilience.
 - Remind teachers that these are not luxuries but biological needs.
 - Rest and nutrition directly impact energy, decision-making, and patience.
 - Prompt participants to consider what small daily routines (e.g. 5 minutes of quiet before class, drinking more water) they could adjust starting this week.

- Reflection questions for participants:
 - o What is one stressful situation where I could try to reframe my thinking?
 - o What is one small behavioural change I could make to manage time or communication better?
 - o What is one lifestyle habit I could improve to strengthen my daily resilience?

Slide Title: Key Messages

Slide Summary: This slide brings together the core takeaways from the module on teacher stress and stress management. It reinforces key points around recognising, understanding, and addressing stress, both personally and professionally.

Facilitator Script Tip: As we wrap up this session, let us pause and revisit the key takeaways we have explored. We want you to carry forward these simple but powerful messages – not just for your well-being but also for your classrooms.



Facilitator Notes

- Stress is part of teaching, but unmanaged stress affects your health, performance, and overall well-being.

Acknowledge that feeling pressured is common in the teaching profession. It is not a sign of failure. However, if it is not addressed, it can affect your mood, energy, health, and ability to teach effectively.

- Not all stress is harmful – eustress can motivate, but chronic stress wears you down.

Emphasise that some stress can be energising, like preparing for a lesson you are excited about. But when it builds up without relief, it becomes harmful. We need to watch for when helpful pressure turns into harmful stress.

- Stress comes from both external pressures and internal thoughts – identify your triggers.

Stress is not just about your workload – it is also about how you perceive challenges. Encourage teachers to reflect on both external sources (like deadlines or discipline issues) and internal ones (like perfectionism or self-doubt).

- Teacher stress impacts learners through reactions, discipline, and classroom climate.

When teachers are overwhelmed, learners can feel it. This can influence the tone of discipline, interactions, and how safe learners feel. Managing stress is not selfish – it helps protect the learning environment.

- Stress can be managed with self-care, support, and simple, practical strategies.

Reassure participants that managing stress does not mean adding more to their plates. Even small daily actions – hydration, breathing exercises, talking to a colleague – can make a big difference.

Participant Handout – Session 8: Stress and Stress Management for Teachers

Key Terminology

- **Stress** is the reaction people have to excessive physical or mental pressures or demands. It is a natural reaction to pressure, but if unmanaged, it can lead to burnout or mental health issues.
- **Perceived Stress:** The thoughts or feelings one has about how stressed they are. It may not reflect real danger, but it still triggers a physical fight-or-flight response.
- **Stress Management:** The use of strategies to control and reduce the impact of stress on the body and mind. It includes recognising triggers and applying coping mechanisms.

Types of Stress

- Acute stress – short-term, immediate stress response.
- Eustress – positive stress that motivates and enhances growth.
- Distress – negative stress that interferes with functioning.
- Chronic stress – long-term stress that becomes normalised and harmful.

Types of Stressors

External Stressors:	Internal Stressors:
• Environmental (noise, light, heat) • Social (rudeness, bullying) • Workload & deadlines • Life events (death, job loss) • Daily stressors (commuting, broken tools) • Financial hardship • Family issues • Excessive social media use	• Negative self-talk • Perfectionism • Unrealistic expectations • Fear of failure • Self-doubt • Overthinking • Guilt or shame • Poor body image • Conflicting values • Perceived lack of control

Signs of Stress

Emotional, behavioural, and physical indicators of stress include:

- Emotional: irritability, sadness, anxiety, mood swings
- Behavioural: withdrawal, poor timekeeping, increased conflict
- Physical: headaches, fatigue, sleep disturbance, muscle tension

Effects of Stress on Teachers in the Workplace

- Low productivity
- High absenteeism
- Overworking
- Conflict with colleagues or learners
- Low morale

- Burnout or health problems
- Staff turnover
- Use of harsh discipline
- Poor timekeeping
- Complaints and dissatisfaction

Impact of Stress on Learner Discipline

- Increased irritability leads to overreaction to minor misbehaviour
- Reduced empathy results in dismissing learner needs
- Stress triggers excessive punishment (e.g. yelling, unfair tasks)
- Inconsistent discipline depending on the teacher's mood
- Learners feel anxious or unsafe, affecting engagement

Strategies for Managing Stress

Practice Self-care • Prioritise rest and sleep (7–9 hours). • Eat well and stay hydrated. • Exercise regularly – even short walks or stretching. • Practice relaxation (breathing, meditation, or yoga).	Practice Positive Classroom Management • Set clear expectations and rules. • Use positive reinforcement instead of focusing only on misbehaviour. • Stay organised and plan lessons ahead. • Collaborate and ask for help. • Adopt restorative practices. • Be empathetic and build strong teacher-learner relationships. • Reduce reliance on punitive discipline.
 Emotional Support & Coping • Talk to a mentor, friend, or counsellor. • Join peer support groups. • Practice gratitude – reflect on small wins and student growth. • Normalise seeking help and avoid isolation.	 Seek School Support & Professional Growth • Utilise school wellness and mental health programs. • Attend professional development opportunities. • Know when to step back and recognise burnout. • Advocate for institutional and TSC support.
 Use the ABC Strategy • A – Awareness: Identify what causes your stress. • B – Balance: Understand your limits and coping threshold. • C – Control: Take action within your power to manage stress.	 Work-Life Balance • Set clear boundaries between work and personal time. • Make time for hobbies and joy. • Take breaks during the school day to reset. • Avoid overcommitting – learn to say no.

Session 9:

Teacher Self-Care and Emotional Resilience

Session 9: Teacher Self-Care and Emotional Resilience

This session helps teachers reconnect with their personal and professional well-being by exploring the importance of self-care and emotional resilience. It affirms that supporting learners begins with sustaining oneself. Through reflection, interactive activities, and practical strategies, teachers deepen their understanding of what self-care truly means, recognise their own resilience, and identify realistic ways to nurture it daily. The session also highlights accessible mental health referral pathways, encouraging teachers to view seeking support as a strength, not a weakness. It challenges the belief that self-care is selfish, reframing it as essential for effective teaching. Teachers are reminded that resilience is not about doing more. It is about recovering well. By the end, participants feel seen, supported, and empowered to protect their own emotional health.



Additional Materials Needed

- Optional calming background music (device/speaker)
- Printed copies of Participant Handout – Session 9: Teacher Self-Care and Emotional Resilience
- Resilience Chain display board or string along the wall



Preparatory Notes for Facilitator

- Label flipchart 1 for What Fills Your Cup? activity – Label it and leave space for three categories: Physical, Mental and Emotional
- Label flipchart 2 (optional) for capturing responses to the Let us Reflect Together questions (optional).
- Label flipchart 3 (optional) is to note participants shared resilience strategies during Strengthening Emotional Resilience.
- Clear wall space or pinboards for hanging flipcharts and the resilience chain.
- Ensure an open flow for the Gallery Walk (one direction if possible).
- Label and hang eight flipcharts around the room. Each should be titled with one self-care category and include a reflection prompt
 - o Station 1: Physical: What do you do to energise or rest your body?
 - o Station 2: Emotional. Manifestations: What helps your mind feel clear or focused?
 - o Station 3: Emotional: What helps you manage or release emotions?
 - o Station 4: Social: How do you stay connected with others?
 - o Station 5: Spiritual: What keeps you grounded or gives you peace?
 - o Station 6: Stress & Workload: What helps you balance work and self?
 - o Station 7: Intellectual & Creative: What do you enjoy learning or creating?
 - o Station 8: Healthy Lifestyle: What helps you stay nourished and rested?
 - o Prepare an example sticky note for each chart in case participants need inspiration.

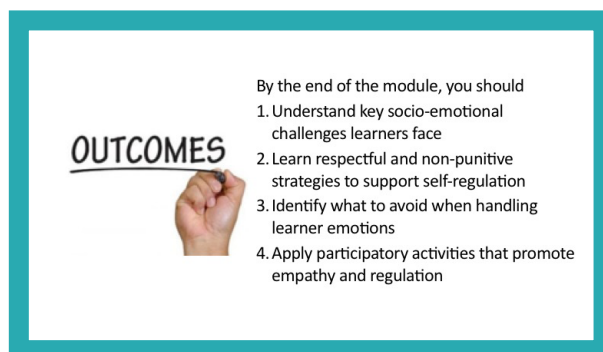
- For the resilience chain activity
 - o Set up a designated area (table or floor space) where participants can attach their strips.
 - o Test staplers/glue in advance to ensure they work smoothly.
 - o Display a few example strips with resilience words/phrases to guide hesitant participants.
 - o Prepare a wall space, board, or string where the completed chain will be hung visibly.
 - o Consider playing calm background music during the writing phase to create a reflective mood.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This slide introduces the intended learning outcomes for Session 9, which focuses on supporting learner self-regulation and emotional awareness. It gives participants a clear sense of what they will explore during the session, which will range from understanding common socio-emotional challenges to using participatory strategies in the classroom. The outcomes are designed to help teachers shift from reactive to reflective practices that foster empathy, safety, and emotional growth in learners.

Facilitator Script Tip: We are now beginning our session on how we as teachers can support learners' emotional needs in practical, respectful ways. Before we dive into the content, let us take a moment to look at the four core outcomes that will guide our journey today. As I go through each one, I invite you to reflect on your current experience – what already feels familiar, and what you hope to strengthen or shift in your practice.



Facilitator Notes

- Understand key socio-emotional challenges learners face: Introduce this outcome as the foundation of the session. Teachers will reflect on what learners are going through emotionally and socially, particularly in the classroom setting. Emphasise that understanding these challenges helps teachers respond more thoughtfully.
- Learn respectful and non-punitive strategies to support self-regulation: Clarify that the session will explore alternative discipline approaches that promote emotional growth rather than punishment. Teachers will learn practical strategies that help learners calm themselves, reflect, and choose better behaviours over time.
- Identify what to avoid when handling learner emotions: Let participants know they will explore common unhelpful responses, such as dismissing emotions or escalating conflict, and reflect on how to prevent them. This outcome supports self-awareness in teacher reactions.
- Apply participatory activities that promote empathy and regulation: Explain that teachers will be introduced to simple, classroom-friendly activities that build learners' emotional awareness and help create a safe, supportive space. The focus is on engagement, connection, and consistent support.

Slide Title: What Fills Your Cup?

Slide Summary: This opening reflection invites teachers to think about the personal habits, routines, or activities that help them recharge emotionally, mentally, or physically. It prompts participants to identify existing or aspirational self-care practices in their own lives and creates space for personal connection and shared insight. This primes the group for the subsequent discussion on defining self-care and reinforcing its role in teacher well-being.

Facilitator Script Tip: Let us begin with something simple but powerful. Before we discuss what self-care means, take a moment to think about something you do – or wish you did – that helps you feel better emotionally, mentally, or physically. We all have different ways of coping and recharging. What is one thing that fills your cup? Before we dive into definitions or frameworks, let us take a moment to think personally. What is one thing – big or small – that helps you feel better mentally, emotionally, or physically? And why do you think it helps? This is about noticing what already supports you, or what you wish you had more time to do.

What Fills Your Cup?

What is one thing you do (or wish you did) that helps you feel better mentally, emotionally, or physically?

Why do you think that activity or habit helps you cope?

Instructions

1. Pose the questions to the whole group:
 - o What is one thing you do (or wish you did) that helps you feel better mentally, emotionally, or physically?
 - o Why do you think that activity or habit helps you cope?
2. Ask participants to jot down or think about their responses in their notebooks or journals.
3. Invite participants to turn to a partner and share their reflections in a low-pressure way.
4. Ask 2–3 volunteers to share examples aloud. As they speak, write responses on a flip chart or board, loosely grouping them under:
 - o Physical (e.g., walking, sleep, exercise)
 - o Mental (e.g., reading, organising, journaling)
 - o Emotional (e.g., prayer, music, connection)

Facilitator Notes

- Frame this as a personal and validating entry point. Let teachers know self-care does not need to be perfect or grand – sometimes the smallest actions have the biggest impact.
- Reassure participants that everyone copes differently and it is okay if their answers include things they wish they could do, not just things they currently practice.
- Be attentive to emotional tone. Some participants may reflect on unmet needs. Offer empathy and remind the group that awareness is the first step toward change.
- Emphasise that this activity is about recognition, not judgment. It helps surface what is already working or where participants might want to give more attention.
- Reinforce the message: Self-care is refilling our cup so we can support others without becoming depleted.

Slide Title: Self-Care – What It Means

Slide Summary: This slide provides a foundational definition of self-care. It highlights that self-care is a purposeful and necessary practice that supports physical, emotional, and mental well-being. The content reframes self-care as a professional responsibility, especially for teachers, and not a selfish act. It sets the tone for understanding why self-care matters, especially in high-stress environments like classrooms.

Facilitator Script Tip: Let us take a closer look at what we mean when we talk about self-care. It is not just bubble baths or holidays – It is about protecting our energy and our ability to keep showing up for others. Let us explore what this actually means for us as teachers.

Self-Care – What It Means

- Self-care is the intentional practice of taking care of your physical, mental, and emotional health.
- It ensures you have the energy, focus, and capacity to handle life's challenges.
- Self-care is not selfish – it's about protecting your well-being so you can support others.
- It helps build resilience, balance, and mental wellness.

Facilitator Notes

- **Connect Back to the Previous Slide:** Begin by acknowledging what participants shared in the earlier reflection on what fills their cup. Reinforce that identifying personal coping strategies is the first step toward practising intentional self-care.
- Begin by reinforcing the core definition: Self-care is not an occasional reward or a luxury. It is a consistent and intentional practice of taking care of your physical, mental, and emotional health.
- It involves being proactive about your well-being, not waiting until exhaustion sets in.
- Emphasise the function of self-care:
 - o Remind participants that teaching demands focus, empathy, and stamina. Self-care helps sustain those.
 - o Self-care gives you the energy, focus, and capacity needed to manage both personal and professional challenges.
 - o It supports your ability to stay grounded, think clearly, and respond thoughtfully to learners, colleagues, and family.
 - o Helps build resilience...à This is about bouncing back from tough days with a full cup, rather than constantly pouring from an empty one.
- Address common misconceptions:
 - o Many teachers feel guilty about prioritising their own needs. This slide reminds them: Self-care is not selfish.
 - o Many teachers carry guilt about taking time for themselves. Challenge that mindset.
 - o Reframe self-care as a form of protection – when you care for yourself, you are better able to care for others, including your learners.

- Explain the deeper benefits:
 - o Self-care builds resilience, the ability to bounce back after setbacks.
 - o It creates balance, a steady rhythm between work, rest, and relationships.
 - o It supports mental wellness, helping prevent burnout, overwhelm, and emotional fatigue.
- Affirm all contributions: Validate the tension teachers feel around guilt, time pressure, and competing demands.
- Ask the participants questions:
 - o What part of this definition stands out to you the most?
 - o Why do you think self-care is often so difficult to prioritise as a teacher?

Slide Title: Importance of Self-Care

Slide Summary: This slide explores why self-care is critical for teachers, not just as individuals, but as professionals whose well-being directly affects learners, classroom climate, and overall school performance. It outlines eight core benefits of self-care, including stress reduction, burnout prevention, improved motivation, emotional balance, and better productivity. The purpose is to help teachers recognise that self-care is a protective, proactive, and empowering practice, not an optional extra.

Facilitator Script Tip: We have just discussed what self-care means. Let us now shift our focus to why it matters so much, especially in teaching. This slide outlines some of the biggest reasons why investing in our well-being is not just helpful but necessary. As I discuss these benefits, think about which ones feel most true for you right now.



Facilitator Notes

- Begin by reminding participants that self-care is not a luxury or reward. It is a foundational skill that enables teachers to sustain their energy, stay present in the classroom, and avoid emotional exhaustion.
- Acknowledge the demanding nature of the teaching profession. Without regular self-care, it is easy to become overwhelmed, reactive, and eventually burnt out.
- Guide participants through each benefit of self-care using the visual blocks as reference:
 - o Creates Balance
 - Explain that teaching requires constant juggling – lessons, marking, discipline, parent communication, and home responsibilities.
 - Self-care offers the reset moments that prevent tipping into chronic fatigue. Balance is not perfection, and it is about pausing before reaching exhaustion.
 - o Burnout and Compassion Fatigue Prevention
 - Teachers often give emotionally, caring deeply for their learners.
 - Without recovery time, this giving can lead to compassion fatigue, which can leave one feeling emotionally drained, numb, or cynical.
 - Self-care helps refill your emotional tank so you can keep connecting without losing yourself.
 - o Manage Stress and Promote Well-being
 - Emphasise that daily stress is inevitable in schools, but unmanaged stress piles up.
 - Regular self-care, short walks, breathing, venting, and breaks interrupt this buildup before it turns into a crisis.
 - Teachers who manage their stress model emotional regulation for learners.

- o Increased Resilience and Motivation
 - Resilience is not about pushing through stress. It is about recovering and re-engaging.
 - Self-care gives teachers the stamina to stay committed and energised.
 - When we feel seen, rested, and appreciated, motivation grows – even on tough days.
- o Awareness of Vulnerabilities
 - With consistent self-care, teachers become more attuned to their emotional limits and stress signals.
 - This awareness allows for earlier intervention – stepping back, asking for help, or adjusting plans before burnout sets in.
- o Identify and Manage Challenges
 - Self-care sharpens mental clarity and emotional control.
 - Teachers can respond thoughtfully rather than react impulsively to challenging situations.
 - With a clear head, they are better equipped to reflect, solve problems, and support others.
- o Appreciation of Self and Others
 - Practising self-care increases self-compassion, and in turn, compassion for others.
 - It enhances relationships with learners and colleagues, creating a more empathetic classroom climate.
 - When teachers are kind to themselves, they model kindness and patience for their learners.
- o Boost Productivity at Work and in Life
 - Rested, healthy teachers are more focused, organised, and effective.
 - Taking breaks and caring for oneself improves memory, decision-making, and creativity.
 - Rather than slowing you down, self-care helps you do more with less stress.
- Reinforce that different people need different kinds of care, and that is okay.
- Self-care is not a sign of weakness. It is a sign of self-awareness. Teachers who look after themselves also look after their classrooms better.
- Ask participants:
 - o Which of these benefits resonates most with you as a teacher, and why?

Slide Title: Self-Care Strategies – Types of Self-Care: What Keeps You Grounded?

Slide Summary: This slide introduces the idea that self-care goes beyond just physical rest or occasional breaks. It sets the stage for exploring eight diverse types of self-care that support teachers' holistic well-being – physically, mentally, emotionally, socially, and spiritually. The goal is to help participants expand their definition of self-care to include everyday actions that protect their resilience and grounding.

Facilitator Script Tip: We often hear the term self-care, but what does it really mean in a teacher's world? Self-care is not just about taking naps or going on vacation. It is about regularly checking in with ourselves – mentally, physically, and emotionally – and taking simple steps to stay grounded. Let us explore what that looks like through eight key areas.

Self Care Strategies

Types of Self-Care: What Keeps You Grounded?

- Self-care isn't just about rest—it's about regularly nurturing your mind, body, emotions, and spirit.
- There are 8 key areas that support teacher wellbeing.

Facilitator Notes

- Emphasise that self-care is a broad and proactive practice, not just crisis recovery.
- It is about staying balanced consistently, not waiting until burnout hits.
- Clarify the idea of types of self-care: Many people limit self-care to physical rest or spa-day thinking.
- This module will expand that idea to include relational, creative, emotional, and professional forms of self-care.
- State that we will explore eight categories next: These will include emotional regulation, connection with others, creative expression, and boundary setting.
- These categories provide multiple ways to care for oneself based on personal needs and circumstances.
- Reinforce the key message: Self-care is not a luxury – It is a form of professional protection and personal restoration.
- Use relatable language: Think of this as building a toolkit – not everything will work every day, but the more strategies we know, the more options we have when stress starts to build.
- Ask participants:
 - o What stood out to you in this definition? Any surprises?
 - o What do you think makes self-care so hard to prioritise for teachers?

Slide Title: Types of Self-Care – What Keeps You Grounded?

Slide Summary: This slide introduces eight distinct categories of self-care that support teacher well-being. It challenges the narrow idea of self-care as only rest or pampering, and broadens it to include habits that nurture teachers' physical, emotional, mental, social, and spiritual resilience. It prepares participants to begin thinking holistically before exploring each type in depth.

Facilitator Script Tip: We often think of self-care as extravagant or optional, like a holiday or spa day. But in reality, self-care is made up of small, daily actions that keep us balanced and well. These eight categories offer us a broader way to think about what really helps us stay grounded, connected, and energised. Let us take a quick look before we explore each one in more detail.



Facilitator Notes

- Start by debunking common myths: Explain that self-care is often misunderstood as pampering, when in fact, it is about preserving your ability to show up and serve others sustainably.
- Explain the purpose of the eight categories: These categories give a fuller picture of what teachers need to stay grounded, not just physically, but mentally, emotionally, and socially too.
- Link to teaching reality: Emphasise that each of these areas contributes to our ability to handle stress, model emotional balance, and sustain long-term effectiveness as teachers.
- Briefly mention each category without going into detail (which comes later):
 - o Physical care – Caring for your body (e.g., sleep, movement, nutrition)
 - o Mental care – Reducing mental clutter and staying focused
 - o Emotional care – Processing emotions in healthy ways
 - o Social care – Maintaining supportive relationships
 - o Spiritual care – Connecting to purpose, values, or faith
 - o Stress and workload management – Time management, planning
 - o Intellectual and creative care – Stimulating your mind or expressing creativity
 - o Healthy lifestyle habits – Holistic habits that sustain well-being
- Reassure participants: They do not need to be perfect in all areas. Even focusing on one or two consistently can make a big difference.
- Let participants know they will explore each type in detail after the gallery walk activity, and will have time to reflect on which areas need more attention in their own lives.

Slide Title: Activity – Gallery Walk: Self-Care in Real Life

Slide Summary: This interactive activity encourages teachers to explore and affirm the different ways they already engage in self-care across eight wellness domains. Through movement, reflection, and peer sharing, participants connect their lived experiences to key self-care categories. The activity fosters self-awareness, validation, and collective learning about how teachers support their well-being in everyday life.

Facilitator Script Tip: We have talked about what self-care is and why it matters. Now let us explore how we actually care for ourselves, both in ways we may already be doing and those we wish we did more often. Around the room, you'll find eight different self-care categories. You will walk through each one, take a moment to reflect, and write a small note under each category. This is your chance to see how self-care already shows up in your life, and where you might want to grow.

Activity: Gallery Walk: Self-Care in Real Life

Instructions to Participants:

- Walk around the room where each station (category) is displayed
- Under each one, write on a sticky note:
 - Something you currently do that fits that category or
 - Something you wish you could do more consistently
- Stick your note on the chart.

Instructions

1. Around the room, you will find eight stations, each representing a different type of self-care.
2. Each flipchart includes a reflection prompt to help guide your thinking.
3. At each station, take a sticky note and write either:
 - o Something you currently do that fits the self-care category, or
 - o Something you wish you could do more consistently in that area.
4. Stick your note onto the flipchart.
5. Move around the room freely and visit the stations in any order.
6. You will have approximately 10–12 minutes to complete the walk.
7. If energy is low, prompt by asking aloud: What small thing helps you feel more grounded? Or what enables you to reset after a long day?
8. Once the walk is complete, invite participants to walk back around silently to read others' notes. Then, in plenary, ask:
 - o What did you notice?
 - o Was there a note or theme that stood out to you?

Facilitator Notes

- Set the tone for a calm, reflective, and respectful space. Remind participants that this activity is not about comparison – it is about self-awareness and intention.
- Encourage participants to pause and think before writing. Let them know it is okay to skip a station and return later if needed.
- Monitor movement and time. When halfway through, give a soft signal (e.g., a bell or gentle clap) to keep pace. Circulate gently to support the flow. Offer reassurance to anyone who seems uncertain and guide them to the sample notes if they need inspiration.
- Acknowledge the power of collective reflection: Begin by noting that seeing so many ideas across the room is evidence that self-care is both personal and communal. We all have wisdom to share, and the diversity of responses reflects how unique but valid each teacher's needs and habits are.
- Reinforce that self-care is dynamic, not static. Emphasise that what fills our cup may change over time. Something that worked a year ago might no longer fit. It is okay for our self-care practices to evolve as our lives and roles shift. Encourage participants to check in with themselves regularly.
- Name the barriers without judgment. Prompt gentle honesty. If certain stations had fewer ideas, that is not failure – it might reflect areas where self-care is harder to prioritise. Invite reflection: What gets in the way of caring for yourself in that area? Normalise the realities of time, guilt, exhaustion, and role expectations.
- Affirm forgotten joys. When discussing the final question (Did you see something that reminded you of something you love but forgot to do?), use this as a moment of reconnection. Say something like:

Many of us already know what brings us joy and peace – we need to make space for it again. Today might be a small reset.

- Link self-care to sustainable teaching. Reiterate that self-care is not indulgence – It is infrastructure. A well-resourced teacher is more patient, creative, and compassionate. Use the line: When you take care of yourself, you protect your ability to show up for others.
- Affirm that self-care looks different for everyone, and that recognising what works for you is the first step to making time for it.
- Bridge to the next phase. Let teachers know that this reflection is the midpoint, not the end. Next, they will begin thinking about how to incorporate these insights into something more intentional, such as crafting a personal self-care plan or goal.

Slide Title: Let us Reflect Together

Slide Summary: This slide provides guided reflection questions after the Gallery Walk activity. It helps participants process insights from the self-care categories, recognise their habits and gaps, and affirm practices they might want to return to. It creates a bridge between shared experience and individual intention.

Facilitator Script Tip: We have just walked through powerful examples of how self-care looks in our lives. Let us take a few moments to reflect on what stood out, what surprised us, and what we want to hold onto moving forward.

Let's Reflect Together

- Which station had the most ideas? Why?
- Were there any surprising responses?
- Did you see something that reminded you of something you love, but forgot to do?

Facilitator Notes

- After the Gallery Walk, invite participants to settle back into their seats or a large circle. This will create a calm, respectful space for sharing and listening.
- Explain that this moment is not about judging ourselves – it is about awareness and encouragement.
- Use the following three reflection questions to structure the conversation. Pause after each to allow for group input:
 - o Which station had the most ideas? Why?
 - Help participants notice patterns in energy and focus.
 - Prompt them to think about which categories feel more familiar or accessible.
 - Link responses to collective needs: e.g. Many of us wrote about physical care – maybe because it is easier to notice or measure.
 - o Were there any surprising responses?
 - Encourage appreciation and curiosity.
 - Invite participants to mention something they had not thought of but found meaningful.
 - Reinforce that self-care is highly individual – what works for one person may not work for another.
 - o Did you see something that reminded you of something you love, but forgot to do?
 - Highlight this as an emotional check-in.
 - Let participants acknowledge their own needs and rediscover forgotten practices that bring joy or calm.
 - Emphasis: You already know what helps you thrive – sometimes, it just needs a nudge back into your routine.
- Summarise by affirming: Self-care is not about adding more to your plate – it is about being intentional about what sustains you.

Slide Title: Grounding Breath Exercise

Slide Summary: This slide introduces a quick, accessible strategy for self-regulation using the 3-2-1 grounding method. The activity is designed to help teachers pause, reset, and reconnect with their bodies and breath, especially during high-stress moments in the school day. It models how even small moments of calm can be powerful tools for well-being.

Facilitator Script Tip: Let us pause and try something simple that you can do anytime – between lessons, during a break, or even before a tough conversation. This is called the 3-2-1 grounding breath. It is quick, calming, and something you can teach your learners, too.

Grounding Breath Exercise

Practice: 3-2-1 Grounding Breath

3 deep breaths — Inhale through the nose, exhale slowly through the mouth.

2 stretches — Reach your arms up, then roll your shoulders back.

1 moment of stillness — Close your eyes and simply notice how your body feels.

Instructions:

1. Ask participants to sit comfortably and place their feet flat on the ground. Use a calm, steady voice to guide the group.
2. Guide them through the steps:
 - o 3 Deep Breaths: Inhale slowly through the nose, exhale gently through the mouth.
 - o 2 Gentle Stretches: First, reach both arms overhead and stretch toward the ceiling. Then roll the shoulders back slowly.
 - o 1 Moment of Stillness: Close your eyes. Notice your breath, heartbeat, or points of tension and ease in your body.

Facilitator Notes

- Encourage participants to let go of performance. This is about connection, not perfection.
- After the stillness, allow a short pause before asking participants to open their eyes slowly.
- Invite light reflection:
 - o How did that feel for you?
 - o Could you imagine doing this between classes or during break time?
- Wrap-Up Message: This is just one small way to care for your body and mind. You do not need a big block of time – just a few seconds of intention. When done regularly, small grounding practices like this can recharge your energy and help you meet challenges with calmer and clarity.

Slide Title: Emotional Resilience – Bouncing Back with Strength

Slide Summary: This slide introduces the concept of emotional resilience as a core capacity for teachers working in high-stress environments. It defines emotional resilience as the ability to recover and adapt after challenges or emotional setbacks, not by avoiding or suppressing emotions, but by learning to cope in healthy, sustainable ways. Participants are reminded that resilience is a skill that can be strengthened over time.

Facilitator Script Tip: Let us take a moment to think about how we recover from hard days. When something challenging happens – whether in school or life – how do we regain our focus and energy? Emotional resilience is our ability to bounce back. It does not mean pretending everything is fine. It means learning how to move through difficulties with strength and support.

Emotional Resilience – Bouncing Back with Strength

Emotional Resilience...

- Our ability to bounce back from difficult experiences.
- It helps us keep teaching, leading, and living — even when things feel tough.
- It does not mean avoiding or suppressing negative emotions
- It is learning how to manage and cope with negative emotion/stress in healthy ways.
- It is developed through practice, learning, unlearning, relearning and support

Facilitator Notes

- Begin with a reflection: Ask participants to think of a time when they faced something emotionally difficult, personally or professionally. You might say:
 - o Think about a tough day or week you have had – maybe a classroom challenge, personal crisis, or just burnout. What helped you get through it?
 - o Allow brief sharing if the group is open, or let them sit with the thought quietly.
- Clarify what emotional resilience is:
 - o Emotional resilience is not about pretending that hard things do not happen – It is about moving through them with intention.
 - o It is the ability to cope with, recover from, and grow after challenges.
- Use the key bullet points as talking cues:
 - o Our ability to bounce back from difficult experiences. Everyone experiences setbacks. Resilience is what helps us return, re-centre, and continue despite them.
 - o It helps us keep teaching, leading, and living – even when things feel tough. In our schools, it is not whether we face challenges – It is how we move through them that matters. Resilience keeps us steady during chaos.
 - o It does not mean avoiding or suppressing negative emotions. It is okay to feel disappointed, sad, or frustrated. Resilience is not about bottling things up – It is about healthy expression and recovery.
 - o It is learning how to manage and cope with negative emotions/stress in healthy ways. Resilience gives us tools to pause, reflect, and choose how we respond rather than react.

- o It is developed through practice, learning, unlearning, relearning, and support. You are not born with or without resilience – It is something you build. And like any muscle, it strengthens the more you use it.
- Remind teachers that struggling does not mean failure. It is human. What matters is having the tools to return to a grounded place after a difficult time.

Slide Title: Strengthening Emotional Resilience

Slide Summary: This slide introduces five foundational strategies that teachers can use to build emotional resilience. These strategies – emotional awareness, stress management, positive mindset, support-seeking, and adaptability – help educators recover from setbacks, navigate stress, and sustain their energy and emotional balance over time.

Facilitator Script Tip: We have just discussed emotional resilience. Now, let us explore how we can strengthen it. These five areas offer practical, everyday entry points. You do not have to master them all at once. Think of them like different muscles – start with the one you are ready to build.



Facilitator Notes

- Stress and setbacks are part of teaching and life, but how we respond makes all the difference. Emotional resilience does not mean we never struggle. It means we have tools to cope and recover.
- Emotional awareness
 - Start by explaining that resilience begins with awareness. When teachers can name what they are feeling – whether it is frustration, sadness, or anxiety – they gain the power to choose how to respond rather than reacting automatically.
 - For example, a teacher who recognises they are overwhelmed might pause before reacting to a disruptive learner, rather than snapping in the heat of the moment.
 - Emotional awareness helps teachers regulate rather than suppress their feelings.
- Stress management
 - This is about developing techniques that reduce the intensity of stress. It could be deep breathing, taking movement breaks, journaling, or setting boundaries around after-school commitments.
 - Ask participants to share something that helps them manage stress briefly – this can create a sense of peer support and remind teachers that coping strategies are already within reach.
 - Emphasise that even small changes, like taking a five-minute walk between lessons, can lower daily stress levels.
- Positive mindset
 - Explain that this does not mean pretending things are always fine. Instead, it means choosing to focus on what is still going well, even when challenges are present.
 - A positive mindset involves reframing thoughts: instead of I cannot do this, we say, This is hard, but I have managed before.

- o You might invite a moment of reflection: Think of one thing you have overcome this term. What did it teach you about your strength?
- Support-seeking
 - o Remind teachers that resilient people are not lone warriors – they know when to ask for help.
 - o This might be a conversation with a colleague, attending therapy, or simply venting to a trusted friend.
 - o Normalise asking for help: It is not a weakness; It is an act of self-care and professional survival.
 - o Encourage teachers to think about who their go-to person is when things feel heavy, and to nurture that connection.
- Adaptability
 - o Stress often comes when our expectations do not match reality. Adaptability is about being flexible when things do not go according to plan.
 - o In the classroom, that might mean adjusting a lesson because learners are tired or switching strategies when discipline methods fail.
 - o Help participants understand that adaptability does not mean lowering standards – it means staying creative and responsive in the face of change.
 - o You can say: When we stay rigid, stress increases. But when we shift and try something new, we open space for success – even in challenging moments.
- Reflection questions for participants
 - o Which of these five resilience strategies do you already practice regularly? How has it helped you? (Encourages personal connection and recognition of existing strengths.)
 - o Which strategy do you find most challenging to use – and what might help you strengthen it? (Promotes self-awareness and invites goal-setting or peer support.)

Slide Title: Activity – Resilience Chain

Slide Summary: This slide introduces a creative reflection activity where each participant contributes a link to a collective Resilience Chain by writing something that helps them bounce back from life's challenges. The chain is then displayed as a powerful visual representation of shared strength and emotional resilience within the teaching community.

Facilitator Script Tip: We all go through challenging moments – times when we feel overwhelmed, drained, or stretched too thin. And yet, we bounce back. What helps you do that? That's your resilience in action. In this activity, we will each write down one or two of those personal supports or coping strategies. As we connect our words together, we will build a visible reminder of the strength in this room – and how we are never alone in our efforts to stay grounded.

Activity: 🧘🏻‍♀️🧠 Resilience Chain

Write TWO things that help you bounce back from challenges on the piece of paper provided, in capital and block

Instructions

1. Distribute a coloured strip of paper and a marker to each participant.
2. Ask everyone to write down two things that help them bounce back from challenges – this could be a habit, a thought, an activity, or a support system.
3. Remind them to write in block capital letters for visibility.
4. Invite participants to decorate or personalise their strip briefly if they'd like.
5. Once ready, have participants come up (in groups if needed) and staple or glue their strips into a continuous paper chain.
6. Hang the chain on a visible wall, string, or across the board.

Facilitator Notes

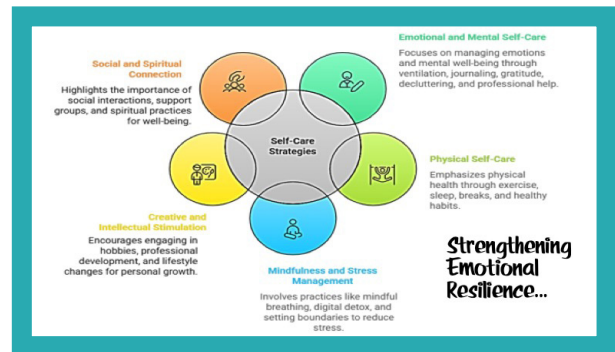
- Set a reflective tone: Let participants know this is a moment to slow down and affirm what keeps them strong.
- Normalise all responses: Whether someone writes faith or five minutes of silence, affirm that all forms of resilience are valid and valuable.
- Encourage meaningful silence or soft background music while writing, to deepen focus.
- Support those who may struggle to name something: Prompt with examples like breathing deeply, talking to a friend, watching the sunset, or hugging my child.
- Link to emotional safety: Highlight how recognising coping strategies builds self-awareness, and how seeing others' strengths fosters connection.
- Close with encouragement: Emphasise that the chain is not just decoration – it is a symbol of shared wisdom and mutual care.

- We already have the tools we need. Emotional resilience is not something we build alone. It grows when we are supported, and when we see that we are not alone in our challenges.
- Debrief questions for the participants:
 - o What did you notice in others' strips that surprised or inspired you?
 - o Did you rediscover a habit or support you'd forgotten about?
 - o What does it feel like to see everyone's resilience connected together?

Slide Title: Strengthening Emotional Resilience – Practical Strategies

Slide Summary: This slide presents seven practical strategies for building emotional resilience in daily life. The strategies include emotional awareness, mindful breathing, talking things out, reframing thoughts, flexibility, seeking support, and celebrating small wins. These approaches help teachers manage stress, adapt to change, and remain grounded during challenges. The goal is to show that resilience is not an abstract concept – it is something that can be built through small, intentional actions repeated over time.

Facilitator Script Tip: As teachers, we are constantly responding to challenges – some small, some overwhelming. Emotional resilience helps us bounce back and stay steady even when things feel tough. This slide introduces a set of simple yet powerful strategies that support resilience. These are not grand, complicated steps – they are real things you can start doing today. Let us walk through each one together and reflect on which ones have already shown up in your life and which ones you might want to lean into more.



Facilitator Notes

- Begin by acknowledging the contributions participants shared during the resilience chain or previous activities. We have already seen that resilience takes many forms – from the smallest calming habit to deep inner strength. Let us now look at some practical strategies that can help us keep going, especially during difficult moments.
- Explain each strategy one by one
 - o Emotional Awareness: Let participants know that resilience does not require emotional detachment. It actually starts with recognising how we feel. When we name what we are feeling – whether it is frustration, worry, or grief – we create space to pause and choose our response rather than reacting automatically.
 - o Mindful Breathing: Reinforce that breathing is a tool we carry everywhere. Taking a few slow, deep breaths helps reset our nervous system. It is especially useful in the middle of a stressful class, a tough meeting, or even before going home.
 - o Talk It Out: Emphasise the importance of connection. Sometimes, just saying something out loud – ‘I’m feeling overwhelmed’ – to a friend or colleague helps ease the weight. Sharing does not make us weak; it opens the door to support and perspective.
 - o Reframe Your Thinking: Introduce the idea of shifting perspective. It is not about pretending everything is okay. But sometimes we can ask different questions – like instead of ‘Why me?’ we try, ‘What can I learn from this?’ or ‘What strengths am I building right now?’ This helps shift from helplessness to hope.
 - o Practice Flexibility: Talk about adapting with grace. Not everything will go to plan. Lessons flop. Meetings get cancelled. Learners act out. Resilience is built when we let go of rigid expectations and stay open to adjusting.

- o Lean on Support Systems: Encourage participants to reflect on their support network. Who do you rely on when things get tough? It could be a colleague, a family member, or a spiritual mentor. Resilience strengthens through relationships – It is not something we build in isolation.
- o Celebrate Small Wins: Highlight the value of everyday successes. Do not wait for big milestones to celebrate progress. A good conversation with a learner, finishing your marking on time, or even taking a quiet tea break is a win. These moments recharge us.
- Ask the group:
 - o Which of these strategies do you already use – maybe without even realising it?
 - o Which one do you want to try more intentionally this week?

Slide Title: Referral for Mental Health Services

Slide Summary: This slide highlights available mental health support resources for teachers. It underscores that in moments when self-care is not enough, external professional help is valid and essential. The slide shares four key referral options – school-based wellness support, a national hotline, a mobile app, and local health facilities – and concludes with the message that seeking help is a strength.

Facilitator Script Tip: Sometimes, even with all the strategies we have learned, we still feel stuck or overwhelmed. Sometimes, self-care and resilience strategies are not enough – and that is perfectly okay. That’s normal – and it does not mean you are weak or failing. We all have moments when we need a little more support. Recognising this and knowing where to turn is a vital step in protecting your mental health. Let us walk you through the available support options. Knowing how to access help is a form of self-care, too.

Referral for Mental Health Services

Where to Get Help Mental Health Referrals

-  TSC Wellness Team / Mental Health Champion: Ask your school-based wellness contact or the TSC wellness department for support
-  Hotline 1190 Toll-free, confidential mental health counselling
-  REACH App: Mobile application offering support and referral pathways
-  Local Health Facility: Visit your nearest clinic or hospital for emotional and physical well-being

Seeking help is a sign of strength, not weakness.

Facilitator Notes

- Begin by grounding the slide: Sometimes, even when we are doing our best with self-care and resilience strategies, we still need help, and that is okay.
- Explain that the goal of this slide is to remind teachers that they are not alone and that professional, peer, and community-based support is available.
- Walk through each support resource on the slide:
 - TSC Wellness Team / Mental Health Champion: Explain that most schools now have a trained focal person – often called a Mental Health Champion – who teachers can speak to confidentially about stress, burnout, or emotional struggles. These are your go-to people for emotional first aid within the school.
 - National Mental Health Hotline – 1190: Let participants know that this is a toll-free and confidential hotline, available 24/7.
 - REACH App: This is a free mobile app that offers guided mental health check-ins, self-help tools, and information on where to seek in-person help. Encourage those with smartphones to download and explore the app – It is designed with busy professionals in mind.
 - Local Health Facility: Remind participants that if they or a colleague is really struggling, a clinic or hospital with mental health services can help. Just like you’d see a doctor for chest pain, it is okay to seek help when your heart feels heavy.
- Protecting your mental health is not selfish – It is essential. You cannot pour from an empty cup
- Invite a brief reflection:
 - What are some of the unspoken messages we hear about seeking help?
 - How do we challenge those and normalise support-seeking among ourselves and our learners?

Slide Title: Mental Health First Aid for Teachers

Slide Summary: This slide introduces the concept of mental health first aid for teachers – a basic, non-clinical approach to responding to learners showing signs of emotional distress. It uses a simple, memorable five-step mnemonic – ALGEE – to help teachers remember how to approach, listen, reassure, and refer learners appropriately. The goal is not to solve complex mental health issues, but to recognise when support is needed and act in a calm, supportive, and appropriate manner.

Facilitator Script Tip: Sometimes, a learner may not need discipline – they may need support. This slide gives us a simple way to respond when we notice signs of distress. Think of it as emotional first aid – not fixing, but offering comfort, stability, and a pathway to help. Let us go through the five steps together using the acronym ALGEE.



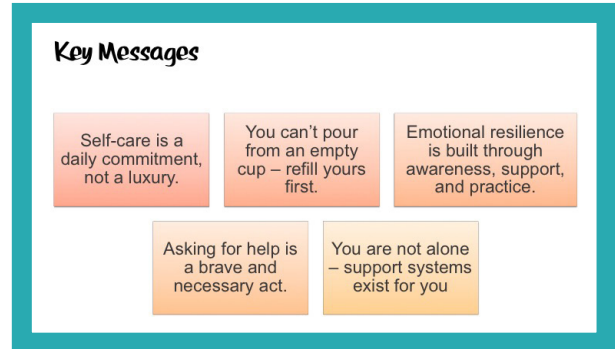
Facilitator Notes

- Explain that mental health first aid is like physical first aid – it is about noticing when something's wrong, staying calm, and offering initial support until further help can be accessed.
- Emphasise that this is not about diagnosing or treating learners – it is about being a safe, trusted adult who can recognise warning signs and offer comfort and a referral.
- Walk through the five ALGEE steps:
 - o Approach: Use a soft tone. Ask to speak privately. Avoid public confrontation.
 - o Listen: Do not rush to give advice. Just listen with full attention.
 - o Give reassurance: Let the learner know they are not alone. Say things like It is okay to feel this way.
 - o Encourage support: Suggest speaking with the school counsellor, their parent, or calling 116 (the national child helpline).
 - o Encourage self-care: Recommend calming strategies or help the learner return to a supportive routine.
- Reassure participants that doing something small is better than doing nothing. Even one supportive moment can shift a child's feelings.
- Invite teachers to brainstorm:
 - o What signs of distress have you seen in your classroom?
 - o How might you respond differently now, using ALGEE?

Slide Title: Key Messages

Slide Summary: This slide captures five powerful affirmations about mental health, self-care, and emotional resilience. These messages are intended to encourage reflection, affirm support, and promote a shift in mindset among teachers who may be navigating stress or burnout.

Facilitator Script Tip: Let us take a moment to focus on some key messages that we want every teacher to carry with them, not just for today, but throughout their professional journey. (Read each message aloud slowly and pause for reflection after each one.)



Facilitator Notes

- Self-care is a daily commitment, not a luxury.
 - o Many teachers feel guilty for taking time for themselves. This message reframes self-care not as an indulgence, but as a vital part of showing up fully for learners and life.
 - o Reinforce that small, consistent actions (rest, nutrition, setting boundaries) are forms of daily self-care.
- You cannot pour from an empty cup – refill yours first.
 - o Use this visual metaphor to highlight the importance of prioritising one's own well-being.
 - o Encourage participants to reflect on how burnout affects their ability to teach, lead, or care for others. Ask: What refills your cup?
- Emotional resilience is built through awareness, support, and practice.
 - o Let teachers know that resilience is not something you either have or do not – It is a skill that can be learned and strengthened.
 - o Share that recognising signs of stress early, accessing help, and building healthy habits are part of that journey.
- Asking for help is a brave and necessary act.
 - o Challenge stigma. Many teachers fear that asking for support makes them appear weak or incapable.
 - o Reinforce that seeking support shows courage, self-awareness, and commitment to growth.
- You are not alone – support systems exist for you.
 - o Reassure participants that help is available, whether through school wellness teams, peers, national hotlines, or health facilities.
- Remind them: You do not have to carry everything on your own.
- Reflection prompt for participants:
 - o Which one of these messages speaks most to you today, and why?

Participant Handout – Session 9: Teacher Self-Care and Emotional Resilience

The 8 Types of Self-Care – What Keeps You Grounded?

Self-care is not a luxury. It is a daily commitment to protect your emotional, mental, physical, and professional well-being. Here are eight categories of self-care to help you think more broadly and intentionally about what supports your resilience.

Category	Description	Examples
Physical Self-Care	Caring for your body through rest, movement, and nutrition. Physical well-being is foundational to all other forms of resilience.	Regular sleep, healthy eating, drinking water, stretching, walking, yoga, body scans, and medical check-ups.
Emotional (Mental Clarity)	Practices that help clear your mind and reduce mental clutter. Enhancing your focus and ability to think clearly.	Planning ahead, journaling, creating task lists, decluttering, organising your workspace, and digital detoxes.
Emotional (Expression & Processing)	Acknowledging and expressing feelings in healthy ways. Emotional self-regulation is key to classroom presence.	Talking with friends, therapy, crying, art/music, prayer, mindfulness, naming emotions.
Social Self-Care	Building and maintaining nourishing relationships. Connection reduces isolation and boosts well-being.	Calling loved ones, sharing meals, joining groups, setting boundaries, and asking for help.
Spiritual Self-Care	Connecting to your values, beliefs, and sense of meaning or purpose. This supports grounding and peace.	Meditation, prayer, attending worship, reading sacred texts, spending time in nature, and reflecting on values.
Stress & Workload Management	Creating systems that reduce pressure and make life feel more manageable. This includes both practical planning and emotional release.	Time blocking, saying no, prioritising tasks, planning lessons ahead, using a school diary, and delegation.
Intellectual & Creative Self-Care	Engaging your curiosity and creativity. Keeps the mind stimulated and joyful beyond routine work.	Learning something new, reading for pleasure, painting, listening to podcasts, writing, and playing an instrument.
Healthy Lifestyle Habits	Ongoing, balanced routines that support holistic health. These are daily rhythms that nourish and restore.	Meal prepping, regular movement, gratitude practice, sleep hygiene, morning routines, and unplugging before bed.

 **Reflection Prompt:** Which category feels most natural for you? Which one needs more attention in your life?

Emotional Resilience Strategies – Building Your Inner Strength

Emotional resilience is the ability to bounce back after challenges, maintain calm under stress, and continue with purpose and hope. It is not fixed – it is a skill that can be built with time, practice, and support.

7 Key Resilience Strategies for Teachers

Strategy	What It Involves	Practical Examples
Emotional Awareness	Naming what you are feeling and why. Increases control over reactions.	I feel overwhelmed because of too many responsibilities. Pause before reacting. Use feeling words in your journal.
Mindful Breathing	Using the breath to calm the body and nervous system. Helps reduce stress quickly.	3-2-1 breath (3 breaths, 2 stretches, 1 moment of stillness), box breathing, hand-over-heart breath.
Talking It Out	Sharing feelings with a trusted person to release pressure. Builds perspective.	Calling a friend, chatting with a supportive colleague, and attending peer support groups.
Reframing Thoughts	Shifting your internal dialogue to build hope or empowerment.	Instead of 'I cannot do this,' try 'This is hard, but I have faced worse.' Write affirmations. Use strength-based language.
Practice Flexibility	Adapting when things do not go to plan. Increases emotional range and reduces frustration.	Adjust lesson plans on the fly, find alternatives when routines are disrupted, and say Let us try again tomorrow.
Lean on Support Systems	Recognising when you need help and reaching out. You do not have to do it alone.	Talk to your mental health champion, join staff wellness circles, seek a mentor, and engage in supervision.
Celebrate Small Wins	Acknowledge daily progress. Builds confidence and optimism.	End your day by naming three things that went well, reward yourself for staying calm in a hard moment, and keep a wins notebook.

Reflection Questions:

- o Which of these strategies do you already practice?
- o Which one feels most challenging for you, and what might help you strengthen it?

Session 10:

**Whole School
Support Systems for
Positive Discipline**

Session 10: Whole School Support Systems for Positive Discipline

Session 10 explores how positive discipline and child safeguarding work best when grounded in whole-school systems that distribute responsibility across all stakeholders. Rather than placing the burden solely on individual teachers, the session highlights how support structures—including administrators, parents, guidance and counselling teachers, and community actors—collaboratively uphold learner wellbeing. It introduces the 4RP strategy (Recognise, Respond, Report, Record, Prevent) as a practical tool to guide teachers through clear steps when responding to concerns, while reinforcing that reporting and documentation are professional, protective actions. The session also examines the central role of guidance and counselling in supporting positive discipline by addressing learners' emotional, behavioural, academic, and social development. Through case-based group activities and structured reflection, participants engage with real-life safeguarding challenges and explore how systems, rather than individuals, create safer schools. The session concludes by encouraging schools to strengthen collaboration, normalise early referrals, and embed G&C into daily discipline practices as part of a proactive, caring school culture.



Materials Needed

- Printed copies of Participant Handout – Session 10: Whole-School Systems of Support for Safeguarding and Positive Discipline
- Sample referral form used in schools (if available)
- Printed copies of Facilitator Reference Material – Session 10: Whole-School Systems of Support for Safeguarding and Positive Discipline. One case scenario per group



Preparatory Notes for Facilitator

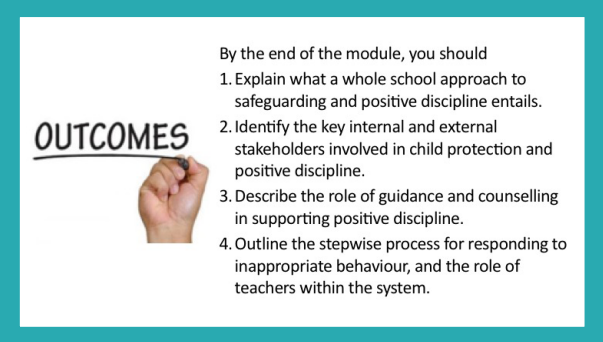
- Prelabelled flipchart for plenary discussion
- Set up reflection stations or wall spaces (if doing group work using flipcharts)
- Pre-label flipcharts ahead of time for:
 - o Stakeholder mapping
 - o Responding to behaviour steps
 - o Challenges in Collaboration
 - o What Could Help
 - o Barriers to reporting and support
 - o Linking G&C and discipline
- Prepare a sample case study or fictional safeguarding concern (optional)
- To use when explaining the 4RP model, documentation, or the response chain.

Slide-by-Slide Facilitation Guide

Slide Title: Session Outcomes

Slide Summary: This slide introduces the outcomes for Module 10. The session guides participants to understand how positive discipline and safeguarding require a coordinated whole-school approach, involving clear structures, systems, and supportive roles. It also sets the foundation for identifying how guidance and counselling fit into these systems and what teachers should do when faced with severe or persistent learner behaviour.

Facilitator Script Tip: Let us take a moment to look at what we aim to achieve in this module. This session is about systems – not just what we do as individual teachers, but how the whole school works together to respond to behaviour, protect children, and promote a culture of care. By the end of this session, we will all have a clearer picture of what our roles are, and who supports us when behaviour or safety concerns arise.



OUTCOMES

By the end of the module, you should

1. Explain what a whole school approach to safeguarding and positive discipline entails.
2. Identify the key internal and external stakeholders involved in child protection and positive discipline.
3. Describe the role of guidance and counselling in supporting positive discipline.
4. Outline the stepwise process for responding to inappropriate behaviour, and the role of teachers within the system.

Facilitator Notes

- Read each outcome aloud slowly and clearly so participants can internalise them. Pause after each for reflection or quick clarification.
- By the end of this module, participants should be able to:
 - o Explain what a whole-school approach to safeguarding and positive discipline entails. This includes a shared school vision, collective responsibility, and systems that make every adult in the school part of the safeguarding structure.
 - o Identify the key internal and external stakeholders involved in child protection and positive discipline. These include class teachers, school administrators, guidance and counselling staff, parents, BOM members, children's officers, and more.
 - o Describe the role of guidance and counselling in supporting positive discipline. Teachers will understand how guidance services can address emotional, behavioural, and learning concerns, especially before they escalate.
 - o Outline the stepwise process for responding to inappropriate behaviour, and the role of teachers within the system. Participants will explore how behaviour concerns are reported, escalated, and supported through structured systems, not left to individual judgment alone.
- Reassure participants that this session is not about adding more tasks, but about strengthening support systems so teachers are not handling everything alone.
- Invite brief reflection: Ask,
 - o Which of these outcomes feels most relevant or essential to your role right now?

Slide Title: Let us Reflect Together – Whose Job Is It to Keep Learners Safe?

Slide Summary: This slide opens the safeguarding conversation by inviting teachers to reflect on roles and responsibilities within their school. Rather than offering answers upfront, it creates space for participants to share their beliefs and lived experiences. The aim is to surface assumptions, challenge the idea that safeguarding belongs to someone else, and lay the foundation for a shared understanding of whole-school accountability.

Facilitator Script Tip: Let us take a moment to reflect on this essential question: Whose job is it to keep learners safe in your school? Safeguarding is often assumed to be someone else's role – but is that really the case? Think about your school setting – if a learner is facing harm, who steps in? Let us explore this together.

Safeguarding and Protection of Learners in Schools

Let's Reflect Together

- Whose job is it to keep learners safe in your school – from the school and from the community?
- Have you ever seen or heard of a situation where a child needed protection — how was it handled, and by whom?
- Whose responsibility is it to ensure protection systems are in place?

Instructions:

1. Read all three reflection questions aloud slowly and clearly:
 - o Whose job is it to keep learners safe in your school – from the school and from the community?
 - o Have you ever seen or heard of a situation where a child needed protection – how was it handled, and by whom?
 - o Whose responsibility is it to ensure protection systems are in place?
2. Ask participants to reflect individually for 1–2 minutes (silent journaling or quiet thought).
3. Invite pair-share or small group discussions (3–5 minutes).
4. Reconvene and take 2–3 responses in plenary, using them to build shared insight.

Facilitator Notes

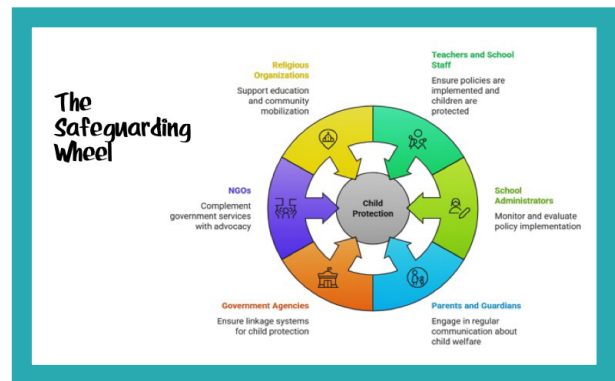
- Begin by affirming that child protection is not the job of one person or department – it requires everyone in the school and community.
- Encourage participants to give real examples (without naming learners) to anchor the discussion in lived experience.
- Use follow-up prompts to deepen the reflection:
 - o In your school, who typically steps in when a child is harmed or in danger?
 - o Are there unspoken assumptions about whose job this is?
 - o What happens when that person isn't available or doesn't respond?

- Key Point to Emphasise: Safeguarding is everyone's responsibility. While schools have designated leads or structures, every adult – teacher, support staff, parent, administrator – has a duty to act when a child is unsafe.
- You may write responses on a flipchart with columns:
 - o Who acted?
 - o What worked?
 - o What was missing?
- Normalise discomfort and encourage openness. Say: Some of us may realise we have witnessed harm and didn't know what to do. That's okay. This session is about equipping all of us with clarity and confidence going forward.

Slide Title: The Safeguarding Wheel

Slide Summary: This slide introduces the concept of shared responsibility in child safeguarding. It visually presents the six core stakeholder groups involved in protecting children and promoting positive discipline. The wheel places the child at the centre, symbolising that all efforts revolve around their well-being. The aim is to show teachers that safeguarding is not the job of one person or department – it is a collective responsibility across school, family, community, and government systems.

Facilitator Script Tip: Let us take a look at the bigger picture of child protection. Safeguarding is not the responsibility of one individual – it requires coordinated action from across the school and community. This wheel shows the different people and institutions that play a role in keeping learners safe. As we go through each section, think about: Who plays these roles in your school? Who is missing? And what more can we do to make this system stronger?



Facilitator Notes

- The child is at the centre of this safeguarding system. Every stakeholder group revolves around them, each playing a unique role in ensuring safety, well-being, and positive discipline.
- Explain the purpose of the wheel: This safeguarding wheel helps us understand the multi-sectoral nature of child protection. It encourages a whole-school, whole-community approach – where everyone is accountable.
- Walk through each segment one by one:
 - o Teachers and School Staff
 - Their role is to create safe learning spaces in the classroom, playground, and during activities.
 - They must implement child protection policies and model positive discipline daily.
 - o School Administrators
 - Ensure school-wide safeguarding systems are in place and functioning.
 - Responsible for staff training, policy enforcement, and responding to incidents.
 - They monitor, review, and strengthen protection systems regularly.
 - o Parents and Guardians
 - They are partners in behaviour management, mental well-being, and protection.
 - Should be informed, involved, and actively engaged in their child's school experience.
 - o Government Agencies
 - Includes the Ministry of Education, the Directorate of Children's Services, the Teachers Service Commission, and others.

- They create and enforce the legal and policy frameworks for safeguarding and discipline.
- They provide referral services and oversee child protection case handling.
- o NGOs (Non-Governmental Organisations)
 - Support schools through training, capacity building, advocacy, and child protection services.
 - Often connect vulnerable children to psychosocial, legal, or health services.
 - Amplify children's voices in protection work.
- o Religious Organisations
 - Act as community influencers with moral authority.
 - They help reinforce safeguarding norms and mobilise parents and leaders to protect children.
- Key message to emphasise: Child protection is not about working alone – it is about working together.
- Everyone – from teachers to caregivers, from faith leaders to law enforcement – has a role to play.
- A well-coordinated safeguarding system helps prevent harm and ensure children feel protected and valued.

Slide Title: Let us Reflect Together

Slide Summary: This slide invites participants to reflect on their real-world engagement with the different safeguarding stakeholders introduced in the previous slide. It opens space for meaningful sharing around personal experience, collaborative success stories, and current challenges. The goal is to reinforce the message that effective safeguarding requires coordinated effort – and to prompt honest dialogue about what’s working and what still needs strengthening in participants’ own school and community contexts.

Facilitator Script Tip: Let us pause and reflect together. We’ve just looked at the different groups involved in keeping children safe – but what does that look like in your own setting? Who do you work with most? When does collaboration really work – and when does it break down? These next questions help us think practically about the safeguarding system around us and where we each fit.

Let’s Reflect Together

- Which of these stakeholders do you interact with most often in your role?
- Have you seen a time when collaboration between these groups worked really well? What made it successful?
- What are some gaps or challenges in how these groups currently work together in your school or community?

Instructions:

1. Read the three reflection questions aloud, one at a time:
 - o Which of these stakeholders do you interact with most often in your role?
 - o Have you seen a time when collaboration between these groups worked really well? What made it successful?
 - o What are some gaps or challenges in how these groups currently work together in your school or community?
2. Ask participants to discuss the questions in pairs or small groups (5–7 minutes).
3. Encourage each group to share one insight during the plenary.
4. Use a flipchart to record common responses under these three columns:
 - o Strong Stakeholder Links
 - o Success Factors
 - o Challenges & Gaps

Facilitator Notes

- Frame this as a non-judgmental, experience-sharing exercise. Emphasise that it is about learning from what's already happening, not pointing fingers.
- Encourage examples of active stakeholder relationships such as:
 - o Parents actively attending safety forums
 - o Local child officers responding to referrals
 - o Churches or NGOs supporting vulnerable learners
 - o Peer teachers or G&C focal persons managing protection issues
- Use the following prompts if conversation stalls:
 - o Why do you work more closely with some stakeholders than others?
 - o When collaboration has worked, what contributed to its success – was it communication, shared responsibility, or leadership support?
 - o Are there breakdowns in follow-up or unclear roles?
 - o What systems or tools could improve collaboration (e.g. referral forms, regular meetings, safeguarding leads)?
- Child protection is a shared responsibility. When schools work together with parents, administrators, religious groups, health services, and government officers, learners are safer. But when these links are weak, children fall through the cracks. Strengthening collaboration is not just possible – it is necessary.

Slide Title: Let us Reflect Together

Slide Summary: This reflection slide encourages participants to consider the real barriers and potential solutions related to stakeholder collaboration in child safeguarding. The goal is to move beyond individual roles and identify what systems or supports are needed to make collaboration work in their schools and communities. It continues the theme of shared responsibility and prepares participants to think systemically about strengthening protection mechanisms.

Facilitator Script Tip:

Let us continue building on our safeguarding reflections. We've identified who's involved and some of the challenges – but now let us go deeper. What would actually help these partnerships work better? What structures or supports are missing in your school or area? Think about systems that can strengthen collaboration – not just who should act, but how they can act together.

Let's Reflect Together

- What support or systems would help improve stakeholder engagement in your context?
- What are some gaps or challenges in how these groups currently work together in your school or community?

Instructions:

1. Begin by reading both reflection questions aloud:
 - o What support or systems would help improve stakeholder engagement in your context?
 - o What are some gaps or challenges in how these groups currently work together in your school or community?
2. Ask participants to:
 - o Pair up or form small groups of 3–4.
 - o Reflect and discuss for 5–7 minutes, noting one gap and one solution.
3. Invite a few groups to share their examples during plenary.
4. Capture key responses on a flipchart or board with two headers:
 - o Challenges/Gaps
 - o Supportive Solutions

Facilitator Notes

- Reiterate the central idea: child protection is a shared responsibility, but coordination isn't always easy in practice.
- Encourage participants to think about practical supports that would strengthen collaboration:
 - Examples: scheduled inter-agency meetings, school safeguarding committees, clear case referral tools, training for staff and parents, or safeguarding noticeboards.
- Guide discussion around gaps and barriers they've experienced:
 - Examples: poor communication with children's officers, parents left out of critical discussions, unclear roles in emergencies, or lack of designated safeguarding leads.
- If participants are hesitant, suggest tools like:
 - Stakeholder mapping
 - Joint safeguarding reviews with local service providers
 - Peer-learning between schools on what has worked
- A functional safeguarding system doesn't rely on one hero – it is about building systems where every actor knows their role, has access to tools and support, and communicates clearly. Effective collaboration keeps learners safer and lightens the load on teachers.
- Ask reflection questions:
 - What would help your school respond better when a child needs protection?
 - What makes coordination between stakeholders difficult in your context?

Slide Title: Role of Teachers in Safeguarding and Protection

Slide Summary: This slide introduces a focused reflection on the unique role teachers play in safeguarding learners. While many stakeholders contribute to child protection, teachers are the most consistent adults in learners' lives. This moment allows participants to move from abstract systems-thinking to a grounded, personal understanding of their daily responsibilities in keeping learners safe.

Facilitator Script Tip: As we have seen in the safeguarding wheel, many actors play a role in protecting learners. But among them, teachers are often the first and most constant line of defense. You see learners every day – you notice when something is off, when they are withdrawn, or when they need help. Let us take a moment to reflect on what safeguarding means for you – not just in a policy document, but in your daily work with children.

Role of Teachers in Safeguarding and Protection

Let's Reflect Together

- What does safeguarding mean to you—not just in policy, but in your daily experience as a teacher?
- What do you believe your role is in protecting learners from harm?

Facilitator Notes

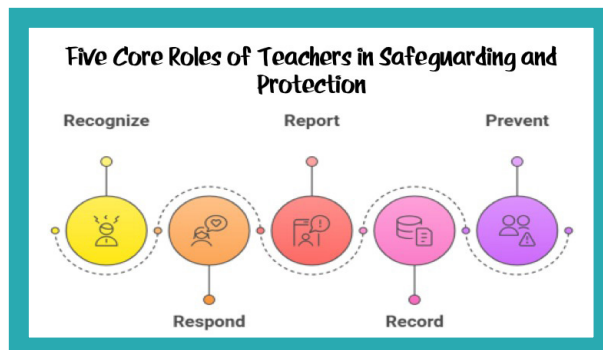
- Acknowledge that safeguarding can sometimes feel like a legal or administrative term.
- Emphasise: Today, we are making it personal – What does this look like in your classroom
- Use the reflection prompts on the slide to open discussion:
- What does safeguarding mean to you – not just in policy, but in your daily experience as a teacher? Encourage participants to think of everyday safeguarding actions:
 - o Noticing signs of distress
 - o Walking a child home safely
 - o Calling a parent when something seems off
 - o Creating an emotionally safe space
- What do you believe your role is in protecting learners from harm? Invite reflection on:
 - o Preventing violence (e.g., discouraging bullying)
 - o Being a trusted adult learners can turn to
 - o Knowing when and how to report concerns
- Suggested activity: Think–Pair–Share. Give teachers 1–2 minutes to reflect silently or journal. Then have them turn to a partner to share one insight or story. Open the floor for 2–3 volunteers to share in plenary.
- Key point to reinforce: Teachers are not expected to solve everything – but they are vital in noticing, responding early, and creating safe, trusting environments where children can thrive.
- Prompt for deeper responses if needed:

- o What are some behaviours or situations that made you concerned for a learner?
- o Have you ever had to respond to a safeguarding concern? How did it feel?
- o What helps you notice when a child may be facing harm?

Slide Title: Five Core Roles of Teachers in Safeguarding and Protection

Slide Summary: This slide introduces the five foundational roles that every teacher plays in keeping learners safe – Recognise, Respond, Report, Record, and Prevent. These roles offer a structured way to understand the daily safeguarding responsibilities of teachers, helping them connect their actions to broader protection systems.

Facilitator Script Tip: Let us now look at the specific and structured responsibilities teachers hold when it comes to safeguarding. These are not new jobs – they are things many of you are already doing, even without naming them. But giving them a clear structure helps us act more confidently and consistently. There are five key roles: Recognise, Respond, Report, Record, and Prevent.



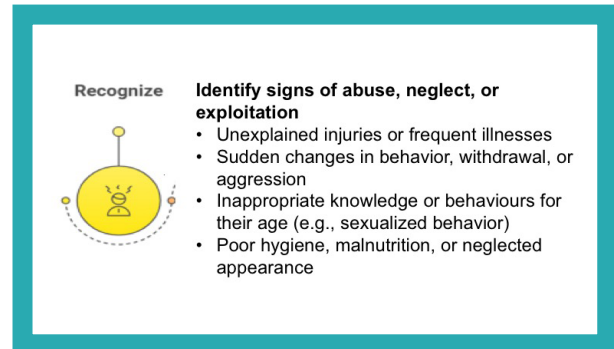
Facilitator Notes

- Explain that these five roles give teachers a clear structure for how to respond when a learner may be in danger or distress.
- These roles are:
 - o Recognise
 - o Respond
 - o Report
 - o Record
 - o Prevent
- Emphasise: You do not need to do everything alone – but understanding these roles helps us know what to do, when, and with whom.
- Encourage participants to start reflecting silently:
 - o Which of these feel familiar?
 - o Which do you find most challenging or unclear?

Slide Title: Recognise – Identifying Signs of Abuse, Neglect, or Exploitation

Slide Summary: This slide explains that the first role of teachers in safeguarding is to recognise signs that a child may be experiencing harm. Teachers are often the first to notice these signs, even when children cannot speak up. Recognising harm starts with careful observation.

Facilitator Script Tip: Let us begin with the first safeguarding role – Recognise. This means noticing when something does not seem right. Children rarely say, I'm not safe. But their bodies, behaviour, and emotions often send signals. As teachers, we must learn to notice those signs early and take them seriously.



Facilitator Notes

- These are the common signs that a learner may be experiencing abuse, neglect, or exploitation. These include:
 - o Unexplained injuries or frequent illnesses: Children may come to school with bruises, cuts, or signs of physical pain they cannot explain clearly – or they may often be unwell due to chronic neglect.
 - o Sudden changes in behaviour: For example, a previously active child may become withdrawn or quiet. Or, a calm child may suddenly become aggressive, irritable, or disruptive.
 - o Inappropriate knowledge or behaviours for their age: This could be sexualised language or behaviour in a very young child, which may indicate exposure to inappropriate experiences.
 - o Poor hygiene or neglected appearance: This could signal physical neglect – such as consistently dirty clothes, untreated wounds, or signs of malnutrition.
- Legal Reminder: Under Kenya's Children Act 2022, all school personnel – including teachers – are required to act in the best interest of the child. That includes noticing signs of harm and knowing how to respond.
- Closing Message: Recognising is not about diagnosing or jumping to conclusions. It is about staying alert, noticing patterns, and knowing when to ask for help. We cannot protect what we do not see – and we cannot see what we are not looking for.

Slide Title: Let us Reflect Together

Slide Summary: This slide invites teachers to connect the content on recognising signs of harm to their own lived experience and classroom practice. It focuses on building teacher empathy and reflective observation as foundations for safeguarding and non-punitive discipline.

Facilitator Script Tip: Let us pause and think about how we notice signs that a learner might be struggling. We often focus on correcting behaviour – but what if that behaviour is actually a sign of harm? What would it mean to slow down and ask: Is this child okay? Let us reflect together.

Let's Reflect Together

- What changes in a learner's behaviour or appearance would alert you that something might be wrong?
- How can noticing early signs of harm help us practice more empathetic discipline

Instructions:

1. Read both reflection questions aloud:
 - o What does safeguarding mean to you – not just in policy, but in your daily experience as a teacher?
 - o What do you believe your role is in protecting learners from harm?
2. Invite participants to silently reflect or journal for 1–2 minutes.
3. Use a Think–Pair–Share structure:
 - o Let them pair with a colleague to share one insight or example.
 - o Then invite 2–3 participants to share briefly in plenary if comfortable.
4. Encourage diverse examples – from formal responsibilities (like reporting) to daily acts of care (like checking in on a quiet child).

Facilitator Notes

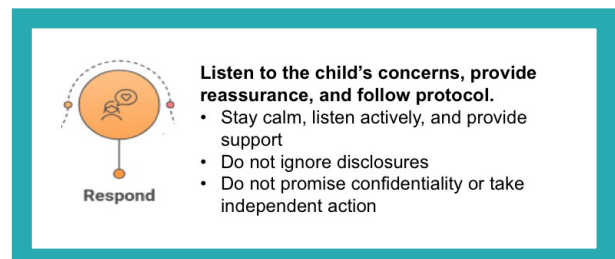
- Begin by normalising that the term safeguarding may feel abstract or bureaucratic – but today's discussion is about what it looks like in real, everyday teacher practice.
- Reframe safeguarding as daily care: It is not just legal compliance or crisis response – it is about consistent attentiveness to learners' well-being.
- Use examples to prompt thinking:
 - o Noticing when a learner is unusually quiet or withdrawn
 - o Creating emotionally safe classrooms where children feel seen and heard
 - o Intervening in bullying or reporting harmful behaviour
 - o Calling parents when something seems concerning
- For the second question: What do you believe your role is?, guide participants to reflect on:
 - o Preventing harm (e.g., using positive discipline instead of punishment)
 - o Being approachable and trusted by learners
 - o Knowing how to follow school procedures for reporting concerns

- Reassure participants: You are not expected to be a social worker or solve everything. But as frontline adults in learners' lives, teachers often see the first signs and can make a big difference by noticing, responding early, and creating safe spaces.
- Safeguarding is not a burden – it is part of building a school where all learners can focus, participate, and thrive without fear or harm.
- If responses are shallow, deepen with these optional follow-up prompts:
 - o Can you think of a moment when a child's behaviour made you worry?
 - o What signs helped you realise something wasn't right?
 - o What helps you stay aware of learners' well-being even during a busy day?

Slide Title: Respond

Slide Summary: This slide explains the second core role of teachers in safeguarding: Responding to a child who shows signs of harm or discloses abuse. Teachers will learn what to do – and what not to do – when a child shares something distressing. The goal is to respond with empathy, avoid making promises they cannot keep, and follow school protocol.

Facilitator Script Tip: When a child opens up about something painful – whether it is abuse, neglect, or distress – it is a big moment. They have chosen to trust you. This slide is about what to do in those moments. We are not investigators – we are supporters. Our role is to respond with calm, kindness, and clarity, and to follow school procedures so that help can come quickly and safely.



Facilitator Notes

- Tell participants: This role is about what to do when a learner actually shares something with you, or when you have serious concerns based on what you've observed. Your response can either build trust – or accidentally shut the learner down.
- Go through each of the points below slowly, clearly, and with examples
- Stay calm, listen actively, and provide support
 - o When a child is distressed or discloses something painful, your first responsibility is to create emotional safety.
 - o Stay calm, even if what you hear shocks you. Avoid dramatic reactions like gasping, crying, or becoming angry – these may scare the learner or make them regret sharing.
 - o Use a steady, reassuring tone: Thank you for telling me. You are not in trouble. I'm here to help.
 - o Use body language that shows presence – gentle eye contact, a steady voice, and stillness.
 - o Let the learner speak at their own pace. Do not rush them or finish their sentences.
 - o You can ask simple clarifying questions if needed – but never push for details. Your role is not to interrogate.
- Do not ignore disclosures
 - o Never downplay, dismiss, or try to handle it alone. Statements like Maybe it is not that serious or Let us forget about it for now are harmful and may make the child feel invisible.
 - o Even if you are unsure, it is safer to raise the concern with the school's designated safeguarding person than to do nothing.
 - o A child rarely discloses harm unless they truly need help. Believe them.

- Do not promise confidentiality or take independent action
 - o Never say: This will be our secret. While this may feel comforting, it can prevent the child from getting the help they need.
 - o Instead, say: I may need to share this with someone who can help – but I will be with you the whole time.
 - o Do not try to confront the alleged perpetrator, contact parents directly (unless that is part of your school’s procedure), or investigate on your own.
 - o Follow your school’s child protection protocol – usually, this means reporting to the designated teacher, head teacher, or school counsellor.
- Responding well does not require perfection – it requires presence, empathy, and respect for the process.
- You do not need to have all the answers. You just need to believe the child, make them feel safe, and help activate the school’s safeguarding system.

Slide Title: Let us Reflect Together – Responding to a Learner in Distress

Slide Summary: This reflective discussion helps teachers internalise what an appropriate, empathetic response looks like when a child shares something distressing. It unpacks the emotional challenges of these moments and clarifies why boundaries like not promising confidentiality are essential for both learner safety and professional integrity.

Facilitator Script Tip: Let us pause and reflect together. Imagine a learner comes to you, visibly upset, and starts to share something difficult. How would you respond in that moment – not just what you say, but how you say it? These moments are deeply emotional, and it is okay to feel unsure. Let us explore our thoughts and feelings around this so we're better prepared to respond with compassion and clarity.

Let's Reflect Together

- What would you say to a child who starts to share something distressing?
- What makes responding in these moments feel difficult?
- Why is it important not to promise confidentiality, and how can we reassure a learner anyway?

Instructions:

1. Remind participants that this is a reflective, safe space. There are no right or wrong answers.
2. Let participants know the goal is to build confidence and clarity – not perfection.
3. Read each question aloud slowly, one by one:
 - o What would you say to a child who starts to share something distressing?
 - o What makes responding in these moments feel difficult?
 - o Why is it important not to promise confidentiality, and how can we reassure the learner anyway?
4. Allow participants 1–2 minutes to think or journal privately.
5. Then invite pair-share discussions or open the floor for full-group input.

Facilitator Notes

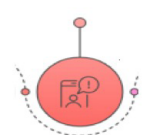
- Set the tone by saying: Responding to a child in distress is not easy. Many teachers feel unsure or afraid of saying the wrong thing. This is a chance to think together about how we can respond with care and professionalism.
- Question 1 – What would you say to a child who starts to share something distressing?
 - o Highlight helpful responses like: Thank you for telling me. You are not in trouble. I'm here for you, and I believe you. You've done the right thing.
 - o Emphasise the use of calm, child-friendly, and non-judgmental language.
 - o Reassure participants that even saying, I'm not sure what to do yet, but I will get help, is okay.
- Question 2 – What makes responding feel difficult?
 - o Validate participant concerns such as: Fear of triggering more distress, Emotional overwhelm or shock, Uncertainty about school protocol, Feeling unequipped or anxious

- o Normalise this: Many teachers were not trained in how to handle disclosures, but thinking ahead prepares us to respond better.
- Question 3 – Why not promise confidentiality? And how to reassure the learner anyway?
 - o Clarify that teachers are part of a protection system.
 - o Promising secrecy could block access to needed support.
 - o It may also violate school policies or legal requirements.
 - o Offer gentle, truthful alternatives: I might need to share this with someone who can help – but I'll be here with you through it. We have adults in school whose job it is to help with these kinds of situations.
 - o The goal is to keep the learner safe and build trust in the system – not in secrecy.
- Closing message: Children need adults who are calm, honest, and supportive. You don't need perfect words – just presence, kindness, and knowledge of what to do next.

Slide Title: Report

Slide Summary: This slide highlights the teacher's legal and ethical responsibility to report suspected abuse, neglect, or exploitation. It emphasises that teachers are not meant to investigate cases but to promptly follow reporting procedures and involve the appropriate individuals or authorities. Reporting is a critical step that ensures the child receives timely protection and support.

Facilitator Script Tip: Let us talk about the next core role in safeguarding – reporting. As teachers, when we become aware of or suspect a safeguarding concern, our job is not to fix it on our own – it is to report it. That means following the correct steps and involving the right people. Kenyan law recognises teachers as mandatory reporters, so this step is not just best practice – it is a legal duty.



Report

Follow school protocol and refer to appropriate authorities

- Notify the designated school administrator
- Work with caregivers and community leaders
- Refer to relevant authorities: Health facility, Children's Department, Police or Child Protection Unit, Child Helpline 116 (toll-free)

Teachers are mandatory reporters under Kenyan law.

Failure to report may result in disciplinary or legal action under the Children Act and the Sexual Offences Act.

Facilitator Notes

- After a child shares a concern, or you notice signs of harm, your role is to escalate the issue through the proper channels.
- Follow your school's reporting protocol – this typically means notifying the headteacher, school safeguarding lead, or designated child protection officer.
- Do not try to investigate the issue yourself. Investigations should be handled by trained professionals such as the Department of Children's Services or the police.
- Involve caregivers or community leaders when appropriate, especially if the situation is not severe but still requires support (e.g., emotional neglect, repeated absenteeism).
- Where needed, refer the case to formal authorities:
 - o Health facilities (for medical concerns)
 - o Children's Department
 - o Police or the Child Protection Unit
 - o Child Helpline 116, which is a toll-free, anonymous national reporting service.
- Remind teachers that they are mandatory reporters under Kenyan law. This means that if they fail to report a concern, they could be held accountable – legally and professionally.
- According to Section 125 of the Children Act (2022), failure to report suspected abuse or neglect could lead to disciplinary measures or prosecution.
- Emphasise that reporting protects both the child and the teacher. It ensures that a child gets help and that the teacher is not blamed later for failing to act.
- It is important that all staff in a school know the process – where to report, who to tell, and what to document. If the process is unclear or not working well, this needs to be raised with the administration.
- Close with reassurance: You are not alone in this process. Schools are part of a larger system of care – and your role is to recognise, respond, and refer.

Slide Title: Let us Reflect Together

Slide Summary: This reflection slide invites participants to critically examine their own school's safeguarding procedures and to surface practical and emotional barriers that might prevent reporting. It encourages dialogue about the realities teachers face when making decisions about escalating child protection concerns – and how schools can build safer, clearer systems.

Facilitator Script Tip: Let us take a moment to reflect on how this applies in your school. Reporting is a legal and moral responsibility – but it is not always straightforward. Think about your own context: Who would you go to if you had a concern about a learner? And is the process clear and supportive, or confusing and risky? Let us explore these questions together.

Let's Reflect Together

- Who would you go to first in your school if you needed to report a safeguarding concern?
- What is your school's current reporting protocol?
- What stops teachers from reporting?
- How can we overcome those barriers?

Instructions:

1. Read each question aloud slowly and clearly:
 - o Who would you go to first in your school if you needed to report a safeguarding concern?
 - o What is your school's current reporting protocol?
 - o What stops teachers from reporting?
 - o How can we overcome those barriers?
2. Allow participants 1–2 minutes to reflect individually or journal briefly.
3. Invite them to share in pairs or small groups, then open the floor for whole-group discussion.
4. Capture key themes on a flipchart under columns such as Reporting Pathways, Barriers, and Ideas for Improvement.

Facilitator Notes

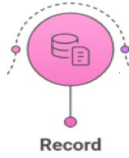
- Begin by framing the conversation: This is not about blame – it is about identifying what is working, and what's unclear or missing, so we can make the reporting process safer and stronger.
- Question 1 – Who would you go to first?
 - o Encourage participants to name the actual person or role they would approach: Headteacher, Deputy Head, Guidance and Counselling Teacher, School Safety Focal Point, etc.
 - o If participants say I don't know, acknowledge this as a critical insight – it signals the need for clearer internal systems.
- Question 2 – What is your school's current reporting protocol?
 - o Listen for consistency (or lack thereof) across responses.
 - o If many are unaware of a protocol, affirm the importance of staff-wide clarity and leadership-driven communication.

- o If protocols exist but are rarely followed or not visible, that is also useful to note.
- Question 3 – What stops teachers from reporting?
 - o Validate honest concerns such as: Fear of being blamed or targeted, Fear of getting involved in something messy or traumatic, No confidence that action will be taken, Not knowing the correct process, Previous negative experiences
 - o Normalise these feelings. Emphasise: These barriers are real – but change begins with talking about them.
- Question 4 – How can we overcome these barriers?
 - o Invite ideas such as: Visible safeguarding charts in staff rooms, Orientation of all staff on the protocol (annually or termly), Stronger leadership follow-up on cases, Peer support or mentor systems for teachers managing sensitive reports, Designated focal points for reporting
 - o Emphasise collective responsibility: We need systems, clarity, and trust. No teacher should have to guess what to do when a learner is in danger.
- Reporting is not just a duty – it is a right. Teachers should be able to report in confidence, with the assurance that their concerns will be handled with professionalism and urgency.

Slide Title: Record

Slide Summary: This slide introduces the importance of documenting any safeguarding concern clearly and factually. Recording is not about writing stories or theories – it is about creating a reliable, neutral record of what was seen, heard, and done. Documentation protects children and also provides legal and procedural protection for teachers and schools.

Facilitator Script Tip: Let us now talk about documentation. Once you've noticed a concern and responded supportively, it is critical to make a record. This protects the learner – and it also protects you. Good documentation is factual, timely, and secure. Let us walk through what should be recorded and how to do it in a way that supports child protection processes.



Document observations and disclosures factually and accurately.

- Keep factual notes of:
 - What was observed, avoid interpretations
 - What the child said
 - Actions taken
- Use correct dates, times, and objective language
- Store records securely

GBP: Use the T-SOAP method:
Time, Situation, Observation, Action, and People involved.

Facilitator Notes

- Start by explaining why documentation matters:
- When concerns escalate or are investigated later, documentation is the evidence trail.
- A well-kept record shows that a teacher responded appropriately, followed procedure, and took the concern seriously.
- It also helps ensure consistent handover of information if others are involved in the case.
- Break down the key components teachers must record:
 - o What was observed: Use descriptive language only. Do not interpret behaviour – just describe it. E.g., Learner arrived with bruises on left arm is better than Learner was likely beaten.
 - o What the learner said: Write the child's actual words in quotes, exactly as spoken. Avoid editing or paraphrasing their statement.
 - o What action was taken: Indicate who was notified, what steps were taken, and what was agreed upon.
 - o Emphasise use of dates, times, and objective language. No assumptions or emotional terms should be included.
- Introduce the T-SOAP method as a simple way to structure documentation:
 - o T – Time: When did it happen or when was it observed?
 - o S – Situation: What was the setting/context?
 - o O – Observation: What did you see or hear?
 - o A – Action: What did you do in response?
 - o P – People involved: Who else was present, or who else was notified?

- Stress secure storage of records:
 - o Records should be kept confidential and stored in locked drawers or password-protected folders.
 - o They should only be accessed by authorised school personnel (e.g., the safeguarding focal person, principal).
- Kenyan Legal Alignment: Remind teachers that keeping records supports their duty under the Children Act and strengthens the overall protection system.
- You don't need to write pages – just clear, structured, timely notes. And always stick to what you saw and heard, not what you suspect.

Slide Title: Let us Reflect Together

Slide Summary: This reflection prompt invites teachers to examine their personal experiences and comfort levels with documentation. It explores practical barriers, emotional hesitation, and the protective value of record-keeping for both learners and teachers. The aim is to normalise documentation as an essential part of safeguarding – not as a bureaucratic burden but as a tool for trust and safety.

Facilitator Script Tip: Now let us pause and reflect. Many of us have been in situations where we felt something was wrong – or a learner opened up to us – but we hesitated to write it down. Let us talk about that. What makes documentation hard? And how can it actually help us – not just the child?

Let's Reflect Together

- Have you ever documented a concern before?
 - What helped or made it hard?
- Why is it important to record even when we're not 100% sure?
- How does good record-keeping help prevent misuse of discipline systems or protect both learners and teachers?

Instructions:

1. Read each reflection question aloud:
 - o Have you ever documented a concern before? What helped or made it hard?
 - o Why is it important to record even when we're not 100% sure?
 - o How does good record-keeping help prevent misuse of discipline systems or protect learners and teachers?
2. Allow 2 minutes for silent reflection or journaling.
3. Invite participants to share in pairs or small groups.
4. Open a few responses to plenary if time allows and list common themes under headings like Challenges and Benefits of Good Documentation.

Facilitator Notes

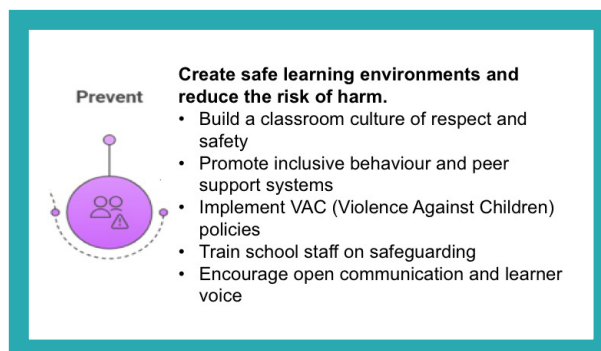
- Set the tone: Reassure participants that this session is about learning and support – not blame. Many teachers struggle with documentation, especially in emotionally charged or time-pressured situations.
- On documenting concerns:
 - o Ask: Have you ever had to document a safeguarding or discipline concern?
 - o Normalise hesitation. If participants haven't documented before, acknowledge this as a training and system gap – not a personal failure.
 - o If participants have, invite them to share what supported or hindered them (e.g., confidence, clear templates, lack of time, fear of being wrong).
- Why document even if unsure?
 - o Emphasise that documentation is not the same as making a final judgment – it is about raising a concern and enabling follow-up.
 - o Sometimes, a single note may not mean much, but when combined with other teacher records, a pattern of concern can emerge.
 - o Recording early helps flag issues before they escalate and ensures the child receives appropriate support.

- How does record-keeping help protect everyone?
 - o Well-kept records:
 - Increase fairness and consistency in discipline.
 - Protect learners from bias or overreaction.
 - Protect teachers from accusations by showing a clear paper trail.
 - Build trust and transparency within the school.
 - o Explain that when concerns are documented accurately, decisions are easier to justify and review.
- Good documentation is a professional tool.
- Encourage schools to provide:
 - o Clear, simple templates like the T-SOAP method (Time, Situation, Observation, Action, People involved).
 - o Secure record-keeping protocols.
 - o A supportive, non-punitive culture around reporting.

Slide Title: Prevent

Slide Summary: This slide introduces the role of prevention in safeguarding. It focuses on proactive teacher actions and school-wide practices that reduce the risk of harm and foster a safe, inclusive learning environment. Key strategies include building a culture of respect, encouraging peer support, implementing VAC policies, training staff, and listening to learners' voices.

Facilitator Script Tip: We have talked about recognising and responding, but now we turn to something just as important – prevention. This is about what we do every day to create an environment where harm is less likely in the first place. Let us go through a few ways schools and teachers contribute to prevention on a daily basis



Facilitator Notes

- Prevention is the heart of safeguarding. It is not just about reacting to harm, but creating environments where learners feel safe, respected, and valued.
- Building a classroom culture of respect and safety means ensuring all learners feel seen, heard, and protected – not just from physical harm but from emotional exclusion and embarrassment.
- Promoting inclusive behaviour involves celebrating diversity, using positive reinforcement, and reducing favouritism. Peer support systems, such as buddy systems or peer mentoring, reduce isolation and increase emotional safety.
- Implementing VAC policies helps teachers and staff respond consistently and lawfully. It shows learners that safety is a school priority. This includes having clear rules, anti-bullying policies, and systems to address complaints safely.
- Training school staff ensures that all adults in the school – not only G&C teachers – understand how to keep learners safe. This may include training on recognising harm, managing disclosures, or using positive discipline.
- Encouraging open communication and learner voice means giving learners safe ways to express concerns. This could involve suggestion boxes, classroom check-ins, or child-friendly reporting systems.
- Schools that are safe do not happen by chance – they are built deliberately by adults who care and collaborate.
- Reinforce the point: A positive discipline school is a protective school. The more we do to prevent violence and emotional harm, the less we will need to rely on reactive measures.

Slide Title: Let us Reflect Together

Slide Summary: This slide invites teachers to reflect on what a safe classroom environment means to them and how positive discipline strategies can be used to foster safety and prevent emotional harm. It builds on the previous discussion about prevention as a core safeguarding responsibility.

Facilitator Script Tip: We have just talked about prevention as one of the five core safeguarding roles. Let us now bring that idea closer to our classrooms. What does safety really look and feel like in a classroom? And how can our daily discipline strategies build that sense of emotional safety?

Let's Reflect Together

- What does a safe classroom environment look and feel like to you?
- How can we use positive discipline strategies to prevent emotional harm and promote safety?

Instructions

1. Read the two questions on the slide aloud to the group:
 - o What does a safe classroom environment look and feel like to you?
 - o How can we use positive discipline strategies to prevent emotional harm and promote safety?
2. Invite individual reflection for 1–2 minutes. Participants may jot down brief notes in their journals or quietly reflect.
3. Move into pair-share or small group discussions (3–4 people per group), allowing 5–7 minutes for sharing responses.
4. Reconvene and invite a few volunteers to share examples of what a safe classroom looks like or one positive discipline practice they use that helps promote safety.

Facilitator Notes

- This slide encourages teachers to personalise the concept of safety. Allow for a wide range of interpretations – from emotional safety to physical order, consistency, and respectful tone.
- Emphasise that safety is not just about avoiding violence. It also includes:
 - o Freedom from humiliation or ridicule
 - o Feeling valued and included
 - o Predictable, respectful interactions
 - o Encouragement of learner voice and agency
- Teachers may mention practices such as greeting learners, using calm tone, listening actively, conflict resolution, or using praise and encouragement.
- When discussing the second question, highlight the role of proactive strategies such as:
 - o Setting clear rules together with learners
 - o Using reflection instead of punishment
 - o Encouraging peer support
 - o De-escalating rather than reacting harshly

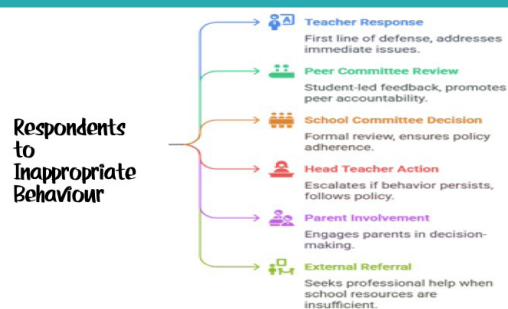
- Reinforce the message that positive discipline does not only respond to misbehaviour. It builds an environment that prevents harm and promotes respect, belonging, and emotional security.

Slide Title: Respondents to Inappropriate Behaviour in Schools

Slide Summary: This slide builds directly from the Report and Prevent roles in safeguarding. It introduces the structured, stepwise response system that supports teachers when learner behaviour becomes persistent, serious, or harmful. It shows that discipline is a shared, school-wide responsibility – not the burden of a single teacher.

Facilitator Script Tip: As teachers, we are the first responders. But when our classroom interventions are no longer enough, we are not meant to handle these cases alone. This slide helps us understand who else is responsible, and how support systems work together to respond to inappropriate behaviour fairly and effectively.

Respondents to Inappropriate Behaviour in Schools



Facilitator Notes

- Introduce the Slide as a Support Map: This visual reminds us that discipline doesn't end – or begin – with the teacher alone. It builds from our earlier focus on reporting and preventing harm, showing how schools can respond systematically, not reactively.
- Break down each step in the response chain:
 - o Teacher Response
 - This is the first line of action – where immediate behaviour issues are addressed through reflection, reparation, or classroom strategies.
 - If the behaviour improves, the case may not need to go further. But if it persists or is serious, the teacher refers to the next level.
 - o Peer Committee Review
 - A student-led group that encourages peer reflection and accountability.
 - Builds social-emotional skills and can defuse issues before they escalate.
 - o School Committee Decision
 - A formal school body (often including teachers, administrators, and sometimes learners) reviews more complex or repeated cases.
 - Ensures that responses align with the school's code of conduct and are applied fairly.
 - o Head Teacher Action
 - When a behaviour persists despite earlier steps, or if it is severe, the head teacher intervenes.
 - May include formal communication with parents, suspension procedures, or external referrals.

- o Parent Involvement
 - Parents and guardians are key partners, not outsiders.
 - They should be engaged early and supportively to help understand the root causes and co-develop solutions.
- o External Referral
 - If the school's internal systems are not sufficient – for example, in cases involving mental health, abuse, or complex needs – the case is referred to external services.
 - These may include school counsellors, social workers, medical personnel, or child protection units.
- Discipline is not a one-person task. A fair, transparent, and stepwise process prevents both overreaction and underresponse. It also protects learners from unfair punishment – and teachers from burnout or liability.
- Link this to the Prevent role: Preventing harm also means knowing when to escalate and involve others. We all want the best for the learner – but we cannot do this work alone.
- Debrief prompt:
 - o Which of these steps are active in your school? Where do you see gaps?

Slide Title: Let us Reflect Together: School Systems for Behaviour Response

Slide Summary: This reflection activity helps participants examine the presence and functionality of their school's behaviour response system. It encourages them to think critically about which steps exist, which are unclear or missing, and what practical challenges they face when trying to escalate issues beyond the classroom.

Facilitator Script Tip: Let us take a moment to reflect on how the response system looks in your own school. We've just gone through the structured chain – from teacher action to external referrals – but what does this actually look like where you teach? Which parts are strong, which are unclear, and what makes it hard to use the system when you need it?

Let's Reflect Together

- Which of these steps exist in your school — and which are missing or unclear?
- Have you ever had to escalate a case beyond your classroom? How did that process work?
- What challenges do you face when trying to use this system?

Instructions:

1. Ask participants to silently reflect on the three questions:
 - o Which of these steps exist in your school – and which are missing or unclear?
 - o Have you ever had to escalate a case beyond your classroom? How did that process work?
 - o What challenges do you face when trying to use this system?
2. Give 1–2 minutes for silent thought or individual journaling.
3. Invite participants to form small groups (3–4 people) and share responses. Allow 5–7 minutes for discussion.
4. Reconvene the group and ask for 2–3 insights or examples from each group to identify shared themes.

Facilitator Notes

- Purpose: This slide allows teachers to connect the earlier content about response systems and safeguarding roles to their real-life experiences. It helps surface gaps, strengths, and practical realities of applying the response chain in schools.
- Contextual framing: Remind the group that every school may implement systems differently, and part of safeguarding is ensuring that those systems are clear, accessible, and actually work in practice.
- Encourage examples: Ask:
 - o Have you ever needed to involve the Head Teacher, parents, or school committee?
 - o Did it feel supportive and structured – or frustrating and confusing?
- Prompt deeper insight with follow-up questions:
 - o Were you ever unsure what to do next?
 - o Have you ever referred a case and then not heard back or seen no follow-up?

- Common themes to expect or highlight:
 - o Teachers unsure of the escalation steps beyond their own actions.
 - o Lack of clarity around who is responsible after a referral.
 - o Delay in action or feedback from administrators or external actors.
 - o Parents not following through on support.
 - o Emotional burnout when systems don't work, and teachers carry it alone.
- Teachers are not meant to carry discipline and protection issues alone. A structured response system not only protects children but also provides critical backup and shared responsibility for teachers.

Slide Title: Activity – Real Life, Real Roles: Practising the 4RP Safeguarding Strategy

Slide Summary: This slide introduces a participatory group activity in which teachers analyse real-life safeguarding scenarios using the 4RP framework: Recognise, Respond, Report, and Record – with a fifth reflection on Prevent. The activity is designed to deepen understanding of each role and build practical confidence in applying these safeguarding steps in real Kenyan school contexts.

Facilitator Script Tip: We have spent time learning about the five safeguarding roles, and now it is time to put them into practice. This activity is about working as a team to apply everything we have discussed to a real-life case scenario drawn from schools just like yours. Let us approach this not as a test, but as a learning experience – a chance to practise how to recognise signs of harm, respond supportively, report properly, record accurately, and think ahead to prevent similar risks in the future. Each of your perspectives and experiences will help the group develop a strong response.

Activity – Real Life, Real Roles: Practising the 4RP Safeguarding Strategy

Instructions Group Case study

- 6 groups with 4–5 participants in each.
- Each group will receive one real-life case scenario based on Kenyan school contexts.
 - Read your case carefully and discuss how you would apply the 4RP strategy:
 - Recognise: What signs of harm or concern are present?
 - Respond: How should the teacher support the learner?
 - Report: Who should this concern be reported to, and how?
 - Record: What should be documented?
 - Prevent: What school-level actions can help prevent similar cases?
- Use the flipchart to list your team's answers under each "R" and be ready to present back to the group (5 minutes per team).
- One person will read the case aloud, and another will explain your team's analysis.

Instructions

1. Divide participants into 6 groups of 4–5 members each.
2. Distribute one case scenario per group. These should reflect realistic safeguarding concerns from Kenyan school environments.
3. Ask each group to read their case carefully and discuss the following five safeguarding roles:
 - o Recognise: What signs of harm or concern are present in the scenario?
 - o Respond: How should the teacher support the learner in that moment?
 - o Report: Who should the concern be reported to, and how?
 - o Record: What should be documented, and how should it be phrased?
 - o Prevent: What actions can the school take to reduce the risk of similar situations happening again?
4. Each group will use a flipchart to record their answers under each "R" heading.
5. Give groups 15–20 minutes to complete their discussion and prepare their poster.
6. After group work, ask each team to select two presenters:
 - o One to read the scenario aloud
 - o One to explain the team's safeguarding analysis
7. Each group presents their case analysis to the whole room (approx. 5 minutes each).

Facilitator Notes

- Encourage balanced participation within groups — every teacher has relevant experience to contribute.
- Circulate among the groups to support interpretation of safeguarding roles and prompt deeper thinking.
- Emphasise that the scenarios may be sensitive — create a safe, respectful discussion space.
- Common challenges to listen for include: uncertainty about when to escalate, confusion about documentation, and hesitation around reporting procedures. Use these as teaching moments.
- Clarify that it is okay if there are different interpretations — the goal is to practise decision-making within a safeguarding structure.
- After the presentations, you may facilitate a quick plenary synthesis to highlight good examples and reinforce key takeaways about recognising harm early, acting calmly, and relying on school systems.
- If time permits, ask participants:
 - o What did this activity help you understand more clearly about your role in safeguarding?
 - o What challenges came up during the group discussions?

Slide Title: Guidance & Counselling as a Cornerstone of Positive Discipline

Slide Summary: This slide introduces the role of school-based guidance and counselling as an essential part of a whole-school approach to positive discipline. It emphasises that counselling is not just for learners in crisis, but a proactive support system for emotional wellbeing, behaviour change, and learner support.

Facilitator Script Tip: We've just seen that schools have structured roles to handle inappropriate behaviour. But not all misbehaviour is defiance – sometimes it is a silent call for help. That's where guidance and counselling come in – not as punishment, but as support. Let us now reflect on what this looks like in your own schools before we explore what policy says.

Guidance & Counselling as a Cornerstone of Positive Discipline

Let's Reflect Together

- Do you have a designated Guidance and Counselling teacher in your school?
- What does the person assigned Guidance and Counselling teacher do on a day-to-day basis?
- What kind of issues do they handle?

Instructions:

1. Set the scene: Let participants know this is a reflection space, not an evaluation. The goal is to understand how guidance and counselling is currently experienced in their school.
2. Pose the reflection questions aloud:
 - o Do you have a designated Guidance and Counselling teacher in your school?
 - o What does the person assigned this role do on a day-to-day basis?
 - o What kind of issues do they typically handle?
3. Organise discussion format:
 - o Use a Think-Pair-Share or Small Group Discussion (3–4 people) depending on group size.
 - o Give groups 5–7 minutes to share reflections, then invite 2–3 volunteers to respond in plenary.
4. Flipchart responses (optional): Capture emerging themes under three headings: G&C Presence, Day-to-Day Functions, and Challenges/Gaps.

Facilitator Notes

- Start by acknowledging that not all schools have active or clearly defined counselling systems – even if the role exists in name.
- Remind participants that the role of G&C is grounded in the Kenya School Safety Manual, but the lived experience often varies.
- Anticipated insights and discussion points:
 - o Many teachers may say they have a G&C teacher on paper but they're also overloaded with teaching duties.
 - o Some schools rely on deputy heads or discipline teachers to handle issues that would benefit more from counselling approaches.
- G&C teachers may support with:
 - o Emotional support and crisis response
 - o Discipline referrals
 - o Conflict resolution and peer mediation
 - o Supporting learners with academic or behavioural struggles
- Gaps may include:
 - o No designated time or training for counselling duties
 - o Lack of private space, tools, or confidentiality structures
 - o Unclear coordination with parents or external referral systems
- Guidance and counselling should not be an afterthought. It is an integral part of a school's positive discipline system and whole-child development approach. When properly supported, the G&C function helps prevent problems, supports healing, and builds a safer school environment for all.

Slide Title: Guidance and Counselling in Schools

Slide Summary: This slide explains that the guidance and counselling function in schools supports a learner's academic, emotional, social and career development. It highlights the broad and long-term value of counselling services, showing that their role goes beyond crisis response to include ongoing development and support for learners' evolving needs.

Facilitator Script Tip: Now that we have reflected on what guidance and counselling currently looks like in your school, let us briefly define its intended purpose. Guidance and counselling is not just about fixing problems. It plays a long-term, developmental role in helping learners grow emotionally, socially, and academically. Let us look at what this means in practice.

Guidance and Counselling in Schools

- Plays an important role in supporting learner's overall development, ensuring they can navigate academic, emotional, social, and career-related choices.
- The role is multifaceted, addressing both immediate, short-term and long-term needs of learners.

Facilitator Notes

- Introduce this slide by reinforcing that guidance and counselling should not be seen as an isolated or reactive role. It is an ongoing and proactive part of school life.
- Emphasise that the guidance teacher supports the learner not only during crises, but across all areas of their development. This includes managing peer relationships, setting goals, understanding emotions, choosing career paths and seeking help early.
- Clarify that guidance and counselling is developmental and preventative. It aims to help learners build decision-making, communication and emotional regulation skills.
- This work supports both positive discipline and whole-child wellbeing. When learners feel supported, they are less likely to act out, and more likely to stay engaged.
- The impact of counselling is both immediate (e.g. calming a distressed learner) and long-term (e.g. preparing a child to make safe, healthy choices as they grow).
- This lays the groundwork for deeper discussions in later slides about specific roles, responsibilities and practical support systems. Invite participants to keep this broad understanding in mind as you move forward.
- Ask participants:
 - o In your experience, how have learners in your school benefited from guidance and counselling support, if at all?
 - o What challenges or gaps have you noticed in how guidance and counselling is implemented or supported in your school?

Slide Title: What the Kenya School Safety Manual Says About Guidance and Counselling

Slide Summary: This slide outlines the official expectations for guidance and counselling in Kenyan schools as stated in the Kenya School Safety Manual. It highlights the requirement for every school to appoint a trained Guidance and Counselling teacher, who is part of the School Safety Committee. The role includes emotional and behavioural support, counselling and referrals, enforcement of positive discipline, and coordination with parents and staff.

Facilitator Script Tip: This slide grounds us in policy. These responsibilities are not just good practice – they are expected in every school. As we go through each one, let us reflect on how this plays out in your school. Is someone actively doing this work, or is the role not clearly supported?

What the Kenya School Safety Manual Says About Guidance and Counselling

- Every school must designate and train a Guidance and Counselling teacher as part of the School Safety Committee.
- This teacher is responsible for:
 - Supporting learners' emotional, social, and behavioural wellbeing
 - Leading counselling and referral services
 - Helping enforce positive discipline and prevent violence
 - Coordinating with parents and staff to support learner development

Facilitator Notes

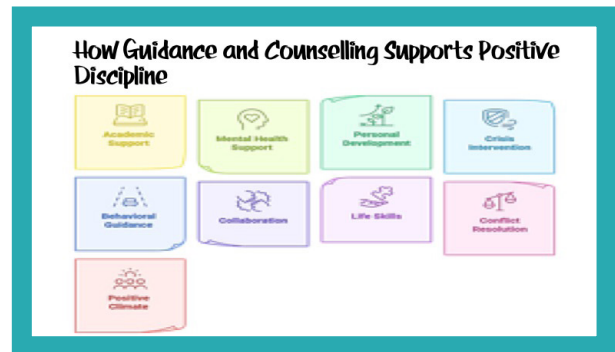
- Explain that the Kenya School Safety Manual outlines minimum standards for learner protection and wellbeing in all learning institutions. The guidance and counselling role is a core part of that system.
- The slide contains five key points. Walk through each of them clearly:
 1. Every school must designate and train a Guidance and Counselling teacher: This is a policy requirement, not a suggestion. The G&C teacher should be part of the School Safety Committee. Many schools assign this responsibility, but fewer ensure that the person is adequately trained. Ask participants to reflect – is there a trained person in their school, or just someone appointed?
 2. Supporting learners' emotional, social, and behavioural wellbeing: This includes helping learners manage stress, emotions, friendships, identity issues, conflict, and behaviour. It is not just for crisis intervention – it is an everyday support system.
 3. Leading counselling and referral services: The teacher should be available to provide informal counselling and, when necessary, refer learners to more specialised services such as social workers, mental health professionals, or child protection offices.
 4. Helping enforce positive discipline and prevent violence: Guidance and Counselling teachers are expected to work alongside class teachers and administrators to help learners understand consequences, reflect on behaviour, and repair harm. They are key in promoting a supportive, non-violent discipline system.
 5. Coordinating with parents and staff: The role includes ensuring that teachers and caregivers work together. For example, following up on home issues affecting behaviour, involving parents in discipline meetings, or planning behaviour support jointly.

- Emphasise that this role is broad, complex, and essential for making schools emotionally safe.
- Close by noting that the upcoming slides will break down how guidance and counselling contributes to academic support, mental health, social development, and violence prevention.
- Invite teachers to briefly reflect or respond:
 6. Does your school have a G&C teacher doing all of these things?
 7. Which areas are working well – and which ones need strengthening?

Slide Title: How Guidance and Counselling Supports Positive Discipline

Slide Summary: This slide introduces the nine domains through which guidance and counselling strengthens positive discipline in schools. These areas work together to create a safe, supportive, and nurturing environment that promotes learner wellbeing and reduces the need for punitive responses.

Facilitator Script Tip: Before we explore each domain in detail, let us first take a look at the broad areas where guidance and counselling directly supports positive discipline. As you can see, it is not just about reacting to crises. It is about shaping a whole school climate that protects and empowers learners.



Facilitator Notes

- This is an overview slide. You are not expected to explain each domain in detail here. Simply introduce them as a framework for the next section.
- You can say: These nine areas show how guidance and counselling touches every part of school life – from academics and emotional wellbeing to peer relationships and classroom culture.
- Emphasise that these domains are not separate boxes. They overlap and reinforce each other. For example:
 - o Conflict resolution supports life skills and positive climate.
 - o Mental health support strengthens personal development and behaviour.
- Use this moment to set the tone: We are moving from theory to practice. These are real, everyday areas where the guidance and counselling teacher – and all staff – can make a difference.
- Close the slide by reinforcing: Each of these areas contributes to building learners who are confident, resilient, and respectful – and that is what positive discipline is all about. Now let us explore them one by one.

Slide Title: Emotional and Mental Health Support

Slide Summary: This slide introduces the role of guidance and counselling in supporting learners' emotional and mental health. It outlines key responsibilities such as helping learners manage stress, anxiety, peer pressure, and family issues; facilitating conflict resolution; providing emotional recovery support; and promoting mental health literacy and help-seeking behaviour. This domain is foundational because emotional distress often underlies behavioural issues in the classroom.

Facilitator Script Tip: This is where many teachers will see the heart of their counselling colleague's work. Emotional support is not just about reacting to crises, it is about walking alongside learners as they navigate stress, peer relationships, and family pressures. Every teacher can likely think of a learner who is struggling emotionally, and yet masking it with silence or misbehaviour. This slide helps us understand how guidance and counselling provides that safe space for expression, healing, and growth. It also shows how normalising mental health support can change the school culture.



Facilitator Notes

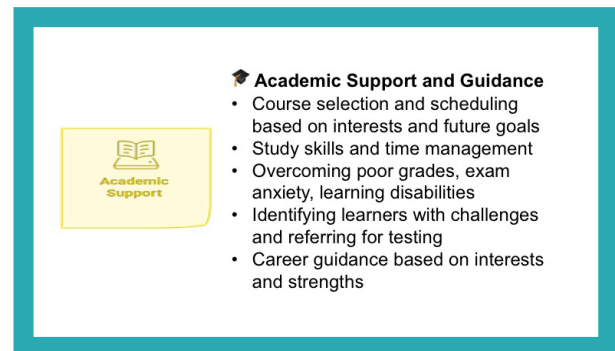
- Emphasise that mental health support is foundational to positive discipline. A learner who feels emotionally overwhelmed or unsupported is more likely to act out or disengage.
- This role includes both preventative and responsive services. Preventative work includes psychoeducation on stress and peer pressure. Responsive support includes helping learners in distress or referring them for external help when necessary.
- Examples of issues addressed under this role include: anxiety before exams, conflict at home, social withdrawal, disruptive behaviour due to trauma, and more.
- Teachers can support this role by referring learners, creating emotionally safe classrooms, and modelling emotional regulation.
- Counselling helps learners to feel seen and heard. It also supports teachers by reducing emotional burdens they may otherwise try to manage alone.
- Destigmatising mental health is critical. Learners often believe they must cope alone. Encouraging them to seek support is protective.
- This role also includes peer mediation or group support settings, which can build peer empathy and reduce isolation.
- Reflection questions for participants:
 - o What are some emotional or mental health issues you have observed in your learners?
 - o Have you seen a learner in your classroom who may benefit from emotional or mental health support?

- o How does your school currently respond to learners showing signs of emotional distress?
- o How might your school's guidance and counselling teacher support those learners better?

Slide Title: Academic Support and Guidance

Slide Summary: This slide highlights how guidance and counselling contributes to learners' academic wellbeing by helping them set educational goals, improve study habits, manage academic stress, and make informed choices about their learning pathways. This support also includes identifying learning challenges, referring for assessments, and offering tailored strategies to promote academic success.

Facilitator Script Tip: Academic success is not just about teaching content. Learners bring with them a range of academic struggles that may stem from anxiety, lack of study skills, unclear goals, or undiagnosed learning needs. This slide reminds us that guidance and counselling is a critical partner in helping learners succeed academically, not only by giving advice but by providing practical tools, tailored referrals, and confidence-building strategies. It also shows us that career and course decisions are not one-time events but journeys of discovery that need sustained support.



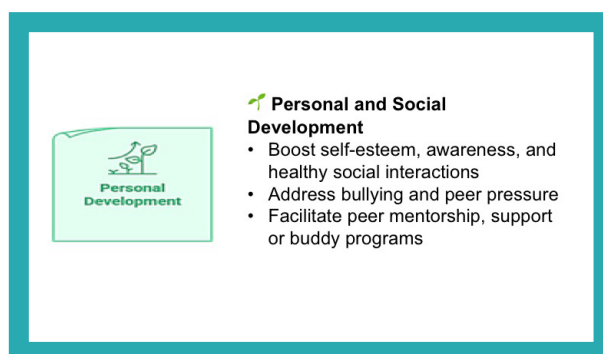
Facilitator Notes

- Academic support through counselling is both strategic and responsive. It supports planning (e.g. course selection) and problem-solving (e.g. exam anxiety, poor performance).
- This work includes helping learners identify their interests, clarify their goals, and take steps towards those goals using realistic timelines and study plans.
- The role is especially important for learners facing repeated failure, frustration, or lack of motivation. Many behavioural issues in class stem from hidden academic difficulties or feelings of inadequacy.
- Counsellors may conduct group sessions on time management or one-on-one sessions to support a struggling learner.
- This role also includes advocacy – identifying when a learner needs referral for educational assessment (e.g. learning disability screening).
- Career guidance is also central. Counsellors help learners explore careers aligned with their strengths and interests, giving purpose to schoolwork.
- Teachers can help by sharing concerns with the G&C teacher early – before frustration builds. They can also refer learners for academic counselling when support is needed beyond the classroom level.
- Reinforce that guidance is not only for top students. All learners benefit from structured academic coaching and emotional encouragement.
- Ask reflection questions:
 - o What academic challenges do your learners face that might benefit from guidance and counselling support?
 - o How can you and your school make academic counselling more accessible and normalised for all learners?

Slide Title: Personal and Social Development

Slide Summary: This slide highlights how guidance and counselling supports learners' growth beyond academics, helping them build self-confidence, develop social and emotional awareness, and navigate peer relationships. It includes promoting respectful interactions, addressing bullying and peer pressure, and creating inclusive structures such as buddy programmes and peer mentorship.

Facilitator Script Tip: While academics are important, we know that many of the challenges learners face in school have little to do with textbooks. A learner who struggles with self-esteem or is excluded by peers will find it difficult to thrive. This slide reminds us that the role of guidance and counselling extends into the social and emotional realm – where confidence, relationships, and identity take shape. As teachers, we play a part, but sustained support often requires a dedicated person to help learners build these skills in safe, structured ways.



Facilitator Notes

- Personal and social development involves helping learners understand who they are, how they relate to others, and how to navigate peer dynamics with confidence and respect.
- Counsellors can offer workshops or one-on-one sessions to build self-esteem, self-awareness, and interpersonal skills. These are essential tools for positive discipline and emotional safety.
- Social development also includes helping learners who are withdrawn, bullied, or socially excluded to reconnect with peers and rebuild trust.
- This support creates healthier classroom climates and reduces behaviour issues that stem from insecurity, peer conflict, or identity struggles.
- Peer mentorship, buddy systems, and support clubs are low-cost, high-impact approaches. They give learners someone to talk to, model healthy behaviour, and reduce isolation.
- These programmes should not just target struggling learners – they benefit everyone, especially during transitions (e.g. new school, puberty).
- Addressing bullying and peer pressure early protects learners from violence, shame, or mental health struggles. It also teaches bystanders to speak up and support others.
- Teachers can collaborate by identifying learners who may benefit, reinforcing lessons about respect and empathy, and encouraging inclusive activities in class.
- Ask reflection questions:
 - o What social or peer-related challenges do learners in your school face that might require support beyond classroom rules?
 - o Are there simple peer-led structures you could implement or strengthen to support learners who feel isolated or excluded?

Slide Title: Crisis Support

Slide Summary: This slide focuses on the critical role that guidance and counselling plays during emergencies and moments of acute emotional distress. It includes providing immediate emotional first aid in response to trauma, loss, or abuse, as well as identifying learners at risk of self-harm or suicide. It also highlights the importance of timely referral to external support systems such as therapists, social workers, or child protection services.

Facilitator Script Tip: Not every challenge a learner faces can wait for a scheduled session or follow-up plan. Sometimes we encounter learners in real crisis – grieving a loss, experiencing abuse, or showing signs of emotional collapse. This is where crisis support becomes essential. As teachers, we may be the first to notice something is wrong, but we are not expected to manage it alone. This slide helps us understand what crisis intervention looks like and why early referral to trained professionals can make all the difference.



Facilitator Notes

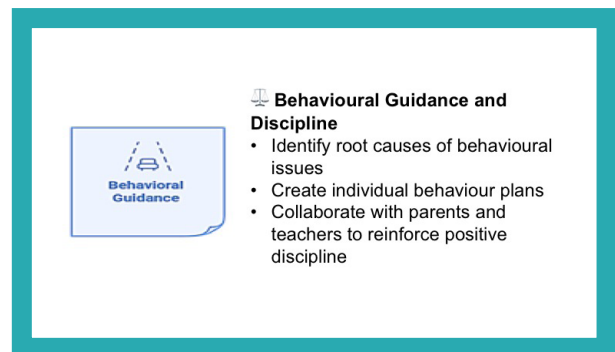
- Crisis support is about urgent, short-term help that prevents a situation from escalating into long-term harm. It requires immediate action, emotional safety, and strong referral links.
- Common school-based crises include the death of a parent, sexual abuse, family violence, forced evictions, or severe bullying.
- Guidance and counselling teachers are often the first responders in such cases, providing calm presence, listening without judgment, and helping stabilise the learner.
- They are also responsible for linking the learner to more specialised care – such as a therapist, social worker, or child protection unit – depending on the nature of the crisis.
- Suicide prevention is part of this work. Learners may not always say they are struggling, but early warning signs like withdrawal, hopelessness, or sudden changes in behaviour should be taken seriously.
- Schools should have a clear referral protocol for mental health emergencies, including access to the TSC wellness officer, local health facilities, or NGOs with trained counsellors.
- Teachers should not promise confidentiality or try to fix a situation on their own. Instead, they should refer while providing calm reassurance and staying connected to the learner.
- Even small actions – a safe space, a supportive adult, quick communication with caregivers – can prevent long-term trauma or self-harm.
- Crisis support also includes follow-up. Learners need ongoing check-ins to ensure recovery, especially in cases of grief, violence, or mental health risk.

- Ask reflection questions:
 - o What signs might alert you that a learner is in crisis and needs urgent help beyond your classroom?
 - o Does your school have a clear referral system for mental health or protection emergencies – and do all staff know how to use it?

Slide Title: Behavioural Guidance and Discipline

Slide Summary: This slide highlights the role of guidance and counselling in addressing the underlying causes of learner misbehaviour. It focuses on strategies to understand and redirect behaviour through individualised plans and collaboration between counsellors, teachers, and parents. The goal is not punishment, but lasting behavioural change through support and consistency.

Facilitator Script Tip: When learners act out, the instinct may be to discipline quickly – but effective guidance starts with curiosity, not blame. This slide helps us move from reaction to reflection. What is causing this behaviour? How can we support the learner while also maintaining classroom expectations? Guidance and counselling teachers help us dig deeper, develop behaviour plans, and work with families to build consistent and compassionate support across school and home.



Facilitator Notes

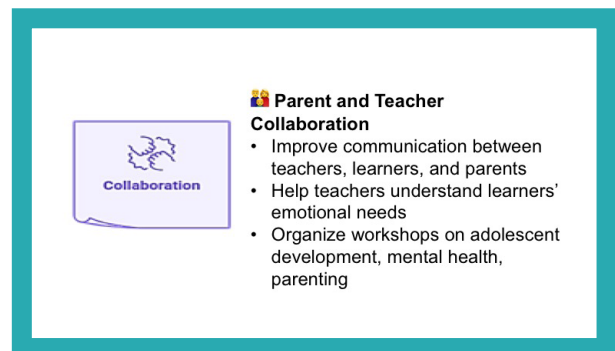
- Misbehaviour is often a symptom, not the root problem. Learners may act out due to stress at home, peer conflict, undiagnosed learning difficulties, or emotional distress.
- Guidance and counselling teachers work with classroom teachers to observe patterns, identify triggers, and understand the learner's social and emotional world.
- Once patterns are identified, the teacher and counsellor can co-create an individual behaviour plan. This is a supportive tool – not a punishment – that outlines clear expectations, reinforcement strategies, and ways to redirect negative behaviour.
- Behaviour plans may include goals such as improved self-regulation, fewer classroom disruptions, or positive peer interaction. They should involve the learner where appropriate and track progress over time.
- Collaboration with parents or guardians is key. Families are often dealing with the same behaviours at home. Involving them helps align responses and builds trust.
- Behaviour guidance also involves helping the learner build self-awareness, emotional regulation, and problem-solving skills, not just following rules out of fear.
- Counsellors may facilitate small group sessions, reflection activities, or one-on-one mentoring to reinforce social-emotional skills.
- Positive discipline is more than avoiding punishment. It requires intentional, long-term support – especially for learners with chronic behavioural challenges.
- Schools should ensure that behaviour plans and discipline records are documented respectfully and confidentially, and reviewed regularly with input from all parties.

- Ask reflection questions:
 - o When you notice repeated misbehaviour, do you ask yourself what might be behind it? What strategies have helped you understand the root cause?
 - o How can you work more closely with your school's guidance teacher to support a learner with behavioural challenges?

Slide Title: Parent and Teacher Collaboration

Slide Summary: This slide outlines how guidance and counselling contributes to positive discipline by strengthening collaboration between parents, teachers, and learners. It focuses on building shared understanding, improving emotional support, and offering joint capacity building through workshops on mental health, parenting, and adolescent development.

Facilitator Script Tip: When a learner is struggling, solutions work best when school and home are aligned. This slide reminds us that positive discipline is not just a school responsibility—it is a partnership. Guidance and counselling teachers help bridge the gap between what is happening in the classroom and what is happening at home. Let us explore how we can work more closely with parents and guardians, not just when things go wrong, but as a foundation of learner wellbeing.



Facilitator Notes

- One of the most powerful roles of the guidance and counselling teacher is to act as a connector between school and home. They create space for parents to understand school systems and for teachers to understand family dynamics.
- Collaboration goes beyond calling parents when there is a problem. It includes regular communication, proactive updates, and building relationships with mutual trust.
- Teachers may sometimes feel parents are unresponsive or uninterested, but this often stems from fear, shame, or feeling excluded. Guidance teachers can help engage families in a way that feels respectful and non-judgemental.
- When parents understand a learner's emotional or developmental needs—such as peer pressure, trauma, or self-esteem challenges—they are more likely to respond supportively.
- Guidance and counselling teachers can organise workshops for parents on topics like adolescent development, stress in learners, mental health awareness, positive discipline at home, and effective communication.
- These forums allow parents to reflect, ask questions, and learn tools that complement what the school is trying to implement. They also normalise common challenges faced by caregivers and reduce feelings of isolation.
- Parent-teacher collaboration is especially important when dealing with behaviour issues, emotional distress, or school refusal. Learners benefit when responses are consistent across settings.
- A strong school-home relationship fosters a positive school climate, reinforces discipline systems, and improves learner outcomes.
- Schools should ensure G&C teachers are supported to create a family-friendly environment—this includes having accessible language in reports, clear contact points for concerns, and scheduled parent check-ins.

- Ask reflection questions:
 - o In your school, how often do teachers and parents work together to support a learner's behaviour or wellbeing?
 - o What could be done to make parent-teacher communication feel safer, more respectful, and more effective for both sides?

Slide Title: Life Skills Development

Slide Summary: This slide highlights how guidance and counselling contributes to positive discipline by equipping learners with essential life skills. These include decision-making, goal setting, conflict resolution, resilience, and accountability. Life skills build internal capacity in learners to manage behaviour, navigate challenges, and take responsibility for their actions—core elements of positive discipline.

Facilitator Script Tip: We often focus on discipline as something reactive—how we respond when a learner does something wrong. But positive discipline also means building the learner’s internal tools to make better choices before conflict or harm occurs. That is where life skills come in. Let us explore how guidance and counselling can help learners develop the self-management and problem-solving skills they need to thrive, both in and beyond school.



Facilitator Notes

- Life skills are the foundation of learner self-regulation and resilience. These are the everyday tools that help learners manage emotions, solve conflicts peacefully, set and achieve goals, and bounce back from setbacks.
- Guidance and counselling programmes teach decision-making through role-plays, reflection exercises, and group discussions. Learners begin to think about consequences and weigh options more thoughtfully.
- Goal setting is another core skill. Learners who set personal and academic goals are more motivated, focused, and engaged. G&C teachers can help learners break down goals into manageable steps, track progress, and reflect on success or setbacks.
- Conflict resolution is taught through peer mediation sessions, values clarification activities, and restorative practices. Learners learn how to express themselves without aggression and how to de-escalate conflict before it turns harmful.
- Resilience building includes activities that strengthen a learner’s belief in their ability to cope with challenges—such as journaling, affirmation exercises, and resilience circles. This is especially important for learners facing stress at home or in the community.
- Accountability is a key theme in positive discipline. Instead of just punishing bad behaviour, life skills development encourages learners to understand the impact of their actions, make amends where needed, and take responsibility.
- These life skills help reduce repeat misbehaviour. When learners know how to manage anger, make friends, or ask for help, they are less likely to act out.
- G&C teachers often deliver life skills lessons in small groups or whole-class sessions. They may also reinforce these skills one-on-one in counselling sessions.

- These skills are not only for school—they are protective factors for future relationships, employment, and health. Teaching them early is a form of long-term violence prevention.
- Ask reflection questions:
 - o What life skills do your learners seem to struggle with the most—decision-making, conflict resolution, goal-setting, or something else?
 - o How can your school make life skills a regular part of both classroom learning and counselling support?

Slide Title: Conflict Resolution

Slide Summary: This slide explains how guidance and counselling supports positive discipline by helping learners resolve disputes peacefully and constructively. It introduces core strategies such as teaching non-aggressive communication, using mediation, and building learners' negotiation and compromise skills. These tools help reduce peer conflict, prevent violence, and promote respectful relationships within the school.

Facilitator Script Tip: Conflict is a normal part of life in any school, but how we respond to it makes all the difference. Guidance and counselling does not just help after a fight—it builds learners' capacity to prevent, manage, and resolve conflict respectfully. This is a key part of positive discipline. Let us look at how conflict resolution skills reduce harm and strengthen school relationships.



Facilitator Notes

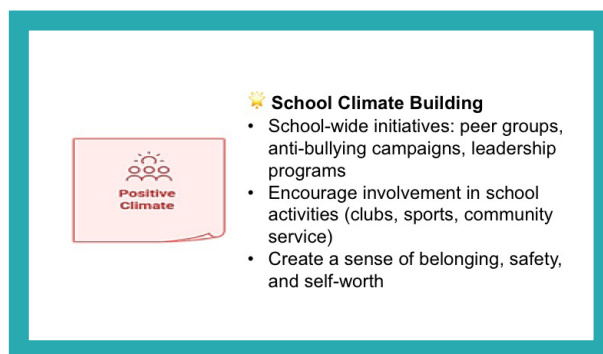
- Conflict among learners often arises from misunderstandings, peer pressure, competition, or emotional stress. If not addressed well, it can escalate into verbal abuse, bullying, or even physical fights.
- Guidance and counselling provides learners with the skills to manage disagreements without aggression. This includes teaching them how to express their feelings calmly, listen actively, and respond without blaming or provoking others.
- Mediation is a technique often used by G&C teachers or peer mediators. In this process, a neutral third party helps learners talk through their issues, understand each other's perspectives, and reach a mutual agreement. This process fosters ownership and accountability.
- These skills are also helpful for teachers—when learners understand that they can disagree without hurting each other, they need fewer punitive interventions.
- Conflict resolution is not about avoiding disagreement. It is about equipping learners with the emotional intelligence to navigate challenges maturely.
- G&C programmes may teach these skills through role-plays, peace circles, reflective journaling, or school-wide campaigns.
- Developing negotiation and compromise skills helps learners understand that relationships involve give-and-take. It teaches them to advocate for themselves while respecting others' rights.
- These tools are especially important in adolescence when peer relationships become more complex and identity-seeking can fuel conflict.
- School environments that teach conflict resolution early often see reduced disciplinary cases and improved peer relationships.
- Conflict resolution is deeply connected to safety—when learners know they can sort issues respectfully, the school becomes a more peaceful place for everyone.

- Ask reflection questions:
 - o What types of conflicts happen most often in your school, and how are they usually handled?
 - o How could conflict resolution skills be integrated into lessons, assemblies, or counselling sessions in your context?

Slide Title: School Climate Building

Slide Summary: This slide explains how guidance and counselling contributes to shaping a positive school climate—one that fosters belonging, safety, and mutual respect. It highlights the importance of school-wide initiatives like peer support systems, anti-bullying campaigns, and student leadership programmes. It also emphasises how inclusive extracurricular activities help learners feel valued and supported, laying the foundation for positive discipline and emotional well-being.

Facilitator Script Tip: A safe, respectful school climate does not happen by accident—it is built intentionally. Guidance and counselling helps lead this work by creating spaces where learners feel seen, heard, and included. When learners feel a sense of belonging and purpose in school, they are less likely to act out and more likely to thrive. Let us look at some of the practical ways schools can create a positive climate through whole-school efforts.



Facilitator Notes

- A positive school climate is one where learners and staff feel respected, included, emotionally safe, and motivated to succeed. It reduces bullying, aggression, absenteeism, and classroom disruptions.
- G&C teachers play a key role in promoting this climate. Their work goes beyond one-on-one counselling—it includes initiating whole-school programmes that promote empathy, kindness, and inclusion.
- Peer support systems—such as peer mentors, student buddies, or prefect-led clubs—give learners relatable role models and strengthen prosocial behaviour.
- Anti-bullying campaigns reinforce that violence and exclusion have no place in school. When G&C leads these efforts, they can link awareness with real reporting pathways and support systems.
- Leadership programmes allow learners to take active roles in shaping the school culture. Learners feel trusted and capable, which boosts self-esteem and reduces the need for attention-seeking behaviours.
- Encouraging involvement in clubs, sports, and service activities helps learners find purpose and connection. It also provides healthy outlets for stress and identity-building.
- G&C can work with staff to embed messages of safety and respect into school routines, assemblies, and class time.
- A positive climate supports academic achievement as well. When learners feel emotionally secure, they are more able to focus and learn.
- School climate is everyone's responsibility, but G&C teachers often bring the emotional insight and tools to lead this work effectively.
- A strong climate reduces the need for punitive discipline by preventing harm before it starts and by modelling the values we want learners to live by.

- Ask reflection questions:
 - o What practices or initiatives already help create a positive climate in your school?
 - o What school-wide activity or change could help learners feel a greater sense of belonging, safety, or value?

Slide Title: Let us Reflect Together

Slide Summary: This slide invites teachers to reflect on the practical relationship between the guidance and counselling (G&C) unit and the school's overall discipline system. It prompts participants to consider how G&C can move from being a passive or reactive support to a more integrated, proactive part of positive discipline. The questions aim to spark practical thinking and collaborative planning for stronger schoolwide connections.

Facilitator Script Tip: We have now explored the many ways guidance and counselling supports learners—emotionally, behaviourally, socially, and academically. But in many schools, G&C remains separate from the daily discipline system. These questions help us think about how to change that. What can we strengthen or start doing to bring G&C closer to the heart of our positive discipline approach?

Let's Reflect Together

- How can we better connect the guidance and counselling unit to support learner behaviour and discipline?
- What is one thing we can strengthen or start doing to make G&C a more active part of our positive discipline approach?

Instructions:

1. Read both questions aloud slowly and clearly.
2. Ask participants to reflect silently for 1–2 minutes. They can jot ideas in their journals or note down key thoughts.
3. Invite teachers to pair up and share one response to each question.
4. After 5 minutes, reconvene and ask a few volunteers to share their ideas in plenary. Capture common themes on a flipchart or board under two headings:
 - o Strengthen the Link Between G&C and Discipline
 - o Actions We Can Start Doing as a School
5. If time allows, facilitate a short discussion about school-level changes needed to make G&C more accessible, visible, and integrated in the discipline process.

Facilitator Notes

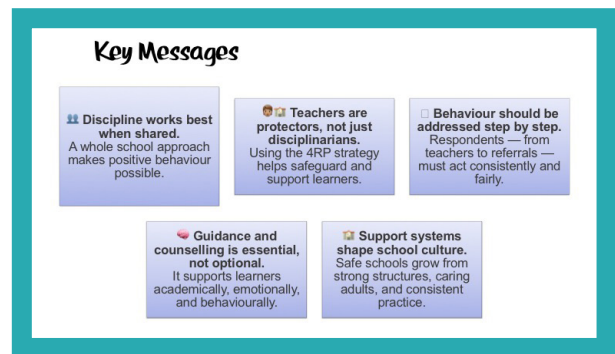
- Many teachers only think of G&C when there is a crisis or serious behavioural issue. One goal of this session is to shift that thinking—G&C should be involved early and often, not just as a last resort.
- Ask participants to reflect on how G&C could be part of regular behaviour conversations. For example: Could the G&C teacher sit in on behaviour planning meetings? Could they provide short wellbeing check-ins for struggling learners?
- Help teachers see G&C as a resource for prevention, emotional skill-building, family engagement, and peer mediation—not just punishment or referrals.
- Emphasise that better integration does not always require big structural changes. Sometimes, simple collaboration (e.g., sharing observations, co-developing behaviour plans, or referring earlier) makes a big difference.

- If participants mention that G&C is under-resourced or under-trained, validate the concern but guide the discussion back to what is possible within their context.
- Reinforce the key message: G&C is not just a support for learners in crisis—it is a vital pillar of a positive discipline system, and teachers can play a key role in building that link.

Slide Title: Key Messages

Slide Summary: This slide brings together the key takeaways from the module on safeguarding and guidance and counselling. It highlights the five most important insights: the shared nature of discipline, the protective role of teachers, the need for consistent stepwise responses, the essential role of guidance and counselling, and the importance of robust school support systems. These messages reinforce the shift from reactive discipline to a proactive, integrated, and supportive approach to learner wellbeing.

Facilitator Script Tip: We have covered a lot of ground—from recognising harm to responding, reporting, and linking to wider systems like guidance and counselling. This slide pulls it all together. These five key messages are what we want every school to remember and apply. They are not just ideas for discussion—they are principles for action and change in your own school.



Facilitator Notes

- Discipline works best when shared: A whole-school approach is the most effective way to support positive behaviour. When discipline is treated as a shared responsibility rather than the burden of individual teachers, learners benefit from consistency, fairness, and support. Encourage schools to establish shared practices, joint planning, and schoolwide reinforcement.
- Teachers are protectors, not just disciplinarians: Teachers play a central role in creating emotionally safe classrooms. The 4RP strategy (Recognise, Respond, Report, Record, Prevent) shows that safeguarding is not an add-on—it is embedded in how we interact with learners every day. Teachers are trusted adults who notice distress early and act as the first layer of protection.
- Behaviour should be addressed step by step: No teacher should feel alone or unsure about what to do when behaviour escalates. School systems must be clear on how and when to escalate—from teacher action to peer support, administration, and external referral. Responding consistently and fairly reduces conflict and strengthens discipline.
- Guidance and counselling is essential, not optional: Effective schools treat G&C as a core support for learners—not a side programme. It supports academic performance, emotional wellbeing, and behaviour. The more visible and accessible G&C is, the stronger the school's discipline and protection systems become.
- Support systems shape school culture: Safe, inclusive schools do not happen by accident. They are built through consistent structures, committed adults, and intentional practices. These include positive reinforcement, peer-led initiatives, staff wellbeing strategies, and collaborative leadership. A school's culture either protects or puts children at risk.
- These five points are the foundation for school-level change. If you take nothing else from this session, remember that you are not alone—change is possible when it is shared, structured, and supported.

- Ask participants to silently reread each message.
- Invite them to underline or circle one that speaks to them most. Then pose the question:
 - o What is one thing I will do differently because of this?

Facilitator Reference Material – Session 10: Whole-School Systems of Support for Safeguarding and Positive Discipline

SIX CASE SCENARIOS

Case 1: John's Sudden Fear of School

John, aged 9, is in Grade 3. He was previously active and sociable, but over the past month, he has become withdrawn and fearful. He clings to his teacher during break time and becomes visibly distressed when the bell rings at the end of the day. When asked, he whispers that he does not like “the man at home” but refuses to say more. His performance has also dropped sharply.

Case 2: Wanjiku's Harsh Punishment

Wanjiku, aged 12, in Grade 6, has been repeatedly beaten with a stick by her maths teacher for failing to complete homework. A classmate tells the Guidance teacher that Wanjiku cries after class and says she dreads going to school. Wanjiku has not reported anything herself and continues to attend school quietly.

Musa, aged 10, comes to school with visible bruises on his arms and neck. When his teacher asks what happened, he says he “fell from a mango tree.” This is the third time he has had similar injuries. He is often sleepy in class and sometimes begs food from classmates.

Case 4: Amina's Secret

Amina, aged 11, approaches the school counsellor and says her uncle, who stays in their house, “comes into her bed” at night. She says she is scared and asks the teacher not to tell anyone. She cries but says she does not want to be taken away from her mother.

Case 5: Kevin's Aggression

Kevin, a 13-year-old boy in Grade 6, has become increasingly aggressive. He was recently involved in a fight where he kicked and punched a younger learner. His teacher says Kevin often refuses to follow instructions, shouts at classmates, and has been sent home twice. When asked what is going on, he says, “No one cares what I do anyway.”

Case 6: Teacher-Parent Conflict

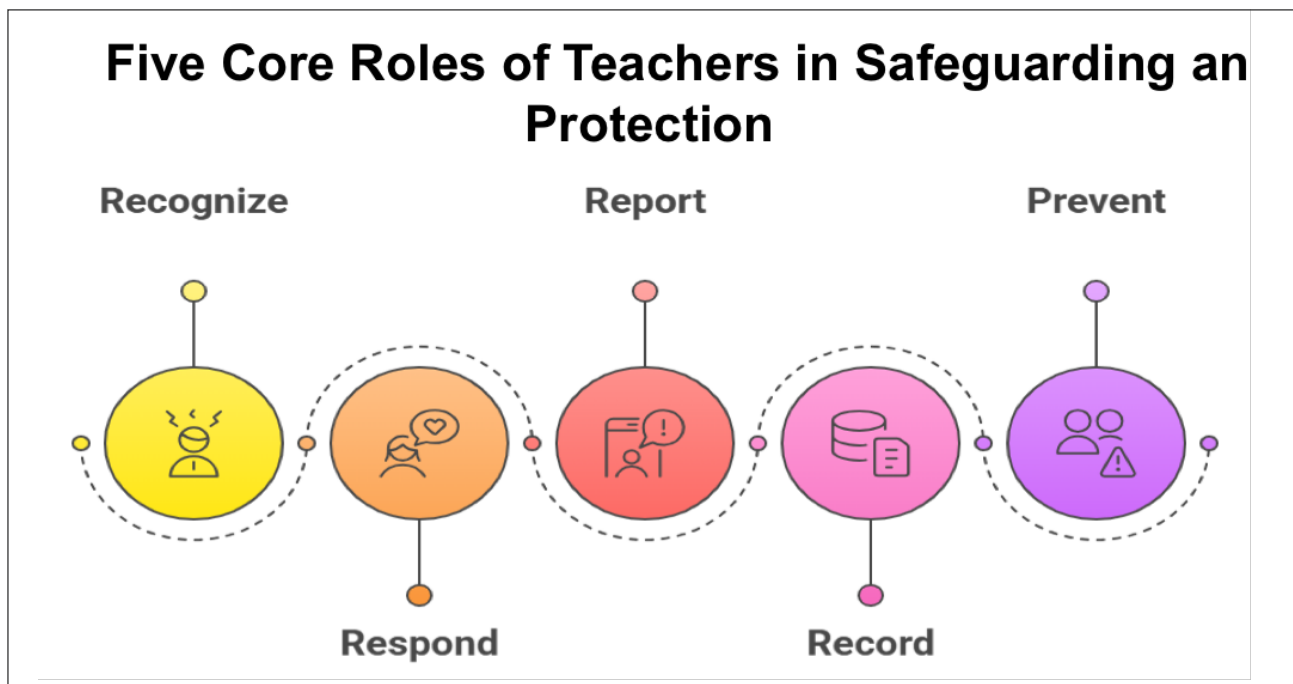
A parent comes to school visibly angry, shouting in the staffroom that their daughter has been “spoiled” by what she has been taught about children's rights. The teacher had used a storybook on child protection. The learner now refuses to do chores at home and has been missing school after alleged beatings. The teacher fears retaliation from the parent.

Participant Handout – Session 10: Whole-School Systems of Support for Safeguarding and Positive Discipline

Safeguarding is Everyone's Responsibility

- All school staff, not just head teachers or counsellors, play a role in keeping learners safe. This includes teachers, school administrators, parents, school board members, government officers, and NGOs. A strong safeguarding system depends on shared responsibility, clear structures, and good communication.
- The Safeguarding Wheel: Who Is Involved?
- Effective safeguarding includes the collaboration of six groups: teachers and school staff, school administrators, parents and guardians, government agencies, NGOs, and religious or community leaders. All actions are centred around the wellbeing of the learner.

Teachers' Five Core Roles in Safeguarding



1. **Recognise:** Notice early signs of distress, abuse, or neglect.
2. **Respond:** Stay calm, listen, reassure, and never promise confidentiality.
3. **Report:** Follow school protocol—notify the head teacher, G&C focal person, or safeguarding lead.
4. **Record:** Write clear, factual records of observations, statements, and actions taken.
5. **Prevent:** Create emotionally and physically safe learning spaces through respectful, inclusive practices.

The T-SOAP Method for Documentation

- **T – Time:** When did it happen?
- **S – Situation:** What was the setting/context?
- **O – Observation:** What did you see or hear?
- **A – Action:** What did you do?
- **P – People:** Who else was present or informed

The Behaviour Response System



Serious or persistent behaviour issues should be managed through a structured response system:

1. Teacher Response
2. Peer Committee (optional)
3. School Committee Review
4. Head Teacher Action
5. Parent Involvement
6. Referral to External Services

Guidance and Counselling in Discipline

- G&C is a core part of whole-school support. It does not only respond to crisis—it provides ongoing support in emotional wellbeing, behaviour management, learning support, and family-school communication.
- Nine Ways G&C Supports Positive Discipline
 1. **Academic Support:** Study strategies, time management, referrals for learning difficulties.
 2. **Emotional and Mental Health:** Stress, trauma, peer pressure, help-seeking.
 3. **Personal and Social Development:** Peer relationships, self-awareness, confidence building.
 4. **Crisis Support:** Immediate response to abuse, grief, trauma, self-harm.
 5. **Behavioural Guidance:** Individual plans, root cause identification, teacher-parent collaboration.
 6. **Parent-Teacher Collaboration:** Shared support, parenting forums, mental health understanding.
 7. **Life Skills:** Goal setting, accountability, decision-making, resilience.
 8. **Conflict Resolution:** Peaceful communication, mediation, negotiation.
 9. **School Climate Building:** Peer groups, anti-bullying, student leadership, positive culture.

Final Reflection Questions

- How does your school currently support safeguarding and discipline through shared systems?
- What can be done to strengthen the link between guidance and counselling and schoolwide discipline systems?
- What barriers exist, and what solutions could make your system stronger and more supportive for teachers and learners?

Celebrating **Our**
Journey

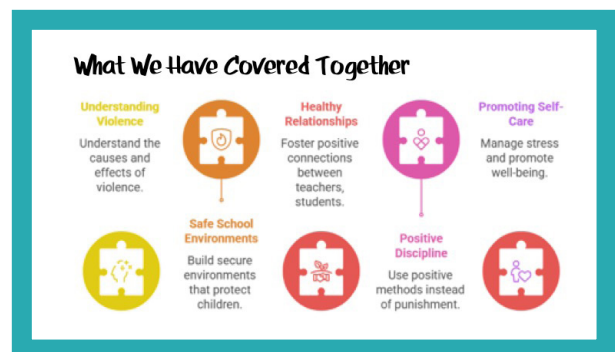
Celebrating Our Journey

This final session serves as a reflective and affirming close to the training programme. It focuses on recognising teachers' growth, reinforcing the shift from individual to whole-school responsibility, and celebrating the shared learning that has taken place. Participants revisit key themes from the training—including understanding violence, building safe environments, supporting mental wellbeing, and embedding positive discipline—while acknowledging the personal mindsets and practical tools they are taking forward. The session invites teachers to make visible commitments through personal pledges, reconnect with the core values behind their practice, and establish peer support systems for continued learning. By highlighting that change is sustained through shared action and mutual encouragement, the session reinforces that positive discipline is not a one-off intervention but an ongoing, collective journey toward creating safer, more compassionate school communities.

Slide Title: What We Have Covered Together

Slide Summary: This slide recaps the key themes explored across the entire training programme. It reinforces the integrated nature of the modules—how understanding violence, building safe environments, supporting teacher well-being, and practising positive discipline are all interconnected. The aim is to help participants appreciate the full journey and connect the pieces into one cohesive vision of a caring, protective school.

Facilitator Script Tip: Let us pause for a moment to reflect on the full journey we have taken together. This slide summarises the core themes we have explored—not as separate modules, but as interconnected pieces of the same puzzle. Everything we have done, from learning about the root causes of violence to strengthening teacher–learner relationships and caring for ourselves, is part of building a safe, respectful school. Each element builds on the other to support a positive discipline approach that protects, nurtures, and empowers every child.



Facilitator Notes

- You can briefly walk through each puzzle piece, using the icons and keywords as visual anchors. Highlight the following:
 - o Understanding Violence – We explored the causes and consequences of violence, including how it affects learners’ development, learning, and well-being.
 - o Healthy Relationships – We examined how strong teacher–learner relationships contribute to trust, empathy, and emotional safety.
 - o Promoting Self-Care – We looked at teacher mental health, stress management, and resilience-building, recognising that caring for ourselves helps us care for others.
 - o Safe School Environments – We discussed the Kenya School Safety Standards, the importance of safe spaces, and teachers’ role in prevention.
 - o Positive Discipline – We unpacked the philosophy and methods of non-violent discipline, including proactive and responsive strategies.
- Emphasise that these are not standalone ideas. Together, they form a holistic framework for whole-school transformation.
- Encourage teachers to reflect silently: Which area challenged your thinking the most? Which one energised or affirmed you?
- Plenary prompt:
 - o What is one insight or mindset shift that you are taking away from this training?

Slide Title: What Will I Do Differently?

Slide Summary: This closing slide encourages participants to reflect on the practical and personal changes they will make as a result of the session. It invites teachers to identify a mindset shift, a concrete classroom change, and a support need from their school system. The session ends with an individual commitment activity called “My Positive Discipline Pledge”, where participants write down one specific change they will commit to and post it visibly as a shared pledge.

Facilitator Script Tip:

As we close, let us take a moment to shift from theory to action. We have reflected deeply today—on roles, responsibilities, support systems, and the place of guidance and counselling in whole-school discipline. Now it is time to ask: What will I do differently? This is about committing to one change—however small—that can move your practice forward. Let us also think about what support you might need from your colleagues or school leadership to follow through.

What Will I Do Differently?

- What is one mindset you are taking away?
- What will change in your classroom starting Monday?
- What support do you need from your school team?

My Positive Discipline Pledge 📌

Activity: I commit to... cards or poster wall.

- Give each participant a small card or sticky note.
- Ask them to write one commitment and post it at the front.

Facilitator Notes

- Read the three reflection questions aloud slowly and allow 1–2 minutes of quiet reflection or journaling:
 - o What is one mindset you are taking away?
 - o What will change in your classroom starting Monday?
 - o What support do you need from your school team?
- Emphasise that change starts with small, intentional steps. Even one shift in mindset or action can contribute to broader change.
- Introduce the “Positive Discipline Pledge” activity:
 - o Provide each participant with a small card or sticky note.
 - o Ask them to complete the sentence: “I commit to...” with a personal, practical action.
 - o Invite participants to come forward and post their card on a designated wall, board, or poster.
- Optional variation: Create a “commitment chain” where each card is linked together and displayed visibly in the school or staff room.
- Reassure participants: This is not about perfection. It is about progress and shared accountability. You are not alone in making this change.

Slide Title: Staying on the Journey: We Are Not Alone

Slide Summary: This closing slide reminds participants that implementing positive discipline is not a solitary effort. It affirms their place in a wider, schoolwide movement and encourages the creation of support systems among peers, counsellors, and leadership to sustain momentum and accountability after the training.

Facilitator Script Tip: As we close, let us remember that this journey does not end here—and none of us walks it alone. You are now part of a growing, schoolwide movement toward safe, respectful, and nurturing learning environments. Lean on each other, collaborate with your guidance teacher, and involve your leadership. Positive change is sustainable when it is shared.

Staying on the Journey: We Are Not Alone

- You are part of a schoolwide movement.
- Lean on your peers, the guidance counsellor, and school leadership.
- Create a peer support group for ongoing practice.

Facilitator Notes

- Affirm that the training is only the beginning of sustained practice.
- Emphasise the importance of building school-level structures for continued reflection and learning.
- Encourage teachers to:
 - o Form peer learning or accountability groups.
 - o Schedule regular check-ins with the G&C teacher to discuss classroom challenges.
 - o Advocate for school leadership to support and celebrate positive discipline efforts.
- Highlight that whole-school change happens through small, consistent steps taken together.
- Invite teachers to share one way they plan to stay connected or support others on the journey.

Slide Title: My LEARN Commitment Reminder

Slide Summary: This slide provides a motivational close to the training by reinforcing the importance of habit and consistency in positive discipline practice. It reminds participants to keep their personal pledge visible as a daily prompt and to use it as a guiding reflection of the kind of teacher, classroom, and school environment they aim to foster.

Facilitator Script Tip: Let us end by anchoring our commitment in practice. What you start with heart, you build with habit. The pledge you wrote is not just for today—it is a daily reminder of the teacher you are becoming and the classroom you are building. Whether it sits on your desk, notebook, or wall, let it remind you that change is possible—and you are already part of it.

My LEARN Commitment Reminder 🍷

What you start with heart, you build with habit.

- Reflect on your personal pledge made during the training.
- Keep your Positive Discipline Commitment Card somewhere visible — on your desk, notebook, or classroom wall.
- Use it as a reminder of:
 - The kind of teacher you want to be
 - The kind of classroom you're nurturing
 - The safe, respectful school environment you're helping build

Facilitator Notes

- Encourage participants to physically place their Positive Discipline Commitment Card somewhere visible where it will regularly remind them of their intentions.
- Reinforce the emotional and professional significance of the pledge—it represents their values, vision, and growth.
- Use the three prompts on the slide to help participants link the pledge to:
 - o Their personal identity as a teacher
 - o The learning environment they are shaping
 - o The broader school culture they are contributing to
- Close with affirmation: You are not alone in this work. Every small action you take, every habit you build, brings us closer to a more respectful, inclusive, and supportive school for all learners.

Moving Forward as a **Positive Discipline Facilitator**

Moving Forward as a Positive Discipline Facilitator

Dear Facilitator,

As you conclude this training journey, we want to acknowledge your dedication, time, and leadership. Your role as a positive discipline facilitator is not just about delivering content—it is about modelling values, shifting mindsets, and helping teachers nurture safer, more respectful learning environments for children.

This training is not the end. It is the beginning of a shared responsibility to continue learning, supporting each other, and embedding positive discipline into everyday school life.

Here are a few things you can do after this training ends:

- ✓ Continue to reflect: Use your facilitator notes and experiences to improve how you guide sessions. What worked well? What challenged you? What would you change next time?
- ✓ Support peer learning: Create informal opportunities for teachers to share how they are applying what they learned. This could be through WhatsApp groups, peer coaching, or short staff reflections during meetings.
- ✓ Engage school leadership: Advocate for systems that reinforce positive discipline—such as clear behaviour support pathways, child-friendly reporting systems, and school-wide communication strategies.
- ✓ Collect feedback: Ask teachers what was most useful in the training and what follow-up support they may need. Listening to participants helps improve your future facilitation.
- ✓ Keep learning: Continue reading, attending sessions, or joining professional development platforms that promote child protection and wellbeing in schools.
- ✓ Celebrate progress: Remind teachers (and yourself) that positive change takes time. Celebrate the small wins—an improved teacher–learner relationship, a calmer classroom, or a teacher who chooses reflection over punishment.

Your Commitment and Closing Notes

Your LEARN Facilitator Commitment: Think about what kind of facilitator and leader you want to be as you continue to support schools. Below is a space for you to reflect and write a personal commitment for the months ahead.

As a facilitator of positive discipline, I commit to... (e.g. supporting teacher reflection, modelling respectful communication, following up with schools, or strengthening safeguarding practices.)

Stay Connected

The positive discipline journey does not happen in isolation. Keep in touch with:

- County Education Offices for guidance and alignment with school safety standards.
- Fellow facilitators and training teams for shared learning and peer support.
- LEARN Programme contacts if you need resources, tools, or clarification on content.
- The teachers you trained to check in, affirm progress, or offer encouragement.

Final Words: You are part of a wider community working to create schools where children are protected, valued, and empowered. Your facilitation helps spark this change.

Thank you for your commitment to building caring classrooms.

Let us keep going—together.

