

Training Guide

for

**Training of Teachers in Earthquake
Affected Areas**

**NWFP Directorate of Curriculum and Teacher
Education Abbottabad**

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Teacher Orientation Program
Directorate of Curriculum and Teacher Education
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Acknowledgements

Education enhances knowledge; training enhances both knowledge and skills. This course has been designed to enhance knowledge and skills that are particular to the needs of teachers working in the post-earthquake situation.

Soon after the massive earthquake of October 8, this Directorate in coordination with teachers, principals, NGOs, IERs, RITEs, PITE, GTZ, UNICEF, ISCOS and UNESCO formulated an outline based on the stated needs of these affected teachers. This process has been supported by the Honourable Maulana Fazal-e-Ali Haquani, Minister for Education, Government of NWFP and Mr. Amjad Shahid Afridi, Secretary, Schools and Literacy Department, Government of NWFP. The process was originally led by Mr. Fazal Mahmood Khan the then Director, Directorate of Curriculum and Teacher Education, NWFP Abbottabad.

I also acknowledge with gratitude the financial support of the U.K. Department for International Development (DFID) and the technical and financial support of UNESCO in the process and development of this material.

The process of discussion, drafting materials, guidance and professional input from experts in the field and then redrafting according to feedback has been a unique and challenging experience. People from both NWFP and AJK as well as the international agencies have contributed to this work. A list of writers and reviewers can be found at the end of this manual. In particular, I must mention Mr. Muneer Ahmed, Subject Specialist (DCTE) who was the co-ordinator of this process and Ms. Pamela Baxter (UNESCO). It is to these people that our heartfelt thanks and gratitude are extended. It is our hope that through using this manual to train our teachers, that we can rebuild our education system to achieve the quality towards which we are always aspiring.

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Timetable

Day 1

0800 - 0845	Introductory session
0845 - 0930	Session 1: Overview of natural disasters
0930 - 1005	Session 2: Survival techniques during an earthquake: Introduction and activity 1
1005 - 1030	Break
1030 - 1115	Session 2: Survival techniques during an earthquake: Activity 2
1115 - 1145	Session 2: Survival techniques during an earthquake: Activity 3
1145 - 1230	Session 3: Effects of the earthquake on human behaviour: Activity 1
1230 - 1330	Break
1330 - 1415	Session 3: continued Activity 2
1415 - 1500	Session 4: Quranic teachings
1500 - 1530	Break
1530 - 1630	Session 5: Religious and social values: Activity 1, 2 and 3

Day 2

0800 - 0830	Review session
0830 - 0930	Session 5: continued: Activity 4
0930 - 1010	Session 6: Psycho-social well-being Activity 1
1010 - 1030	Break
1030 - 1110	Session 6: Activity 2
1110 - 1230	Session 6 continued: Activity 3
1230 - 1300	Break
1300 - 1410	Session 7: Emotional adjustment: Activity 1 and 2
1410 - 1440	Session 7 continued: Activity 3
1440 - 1500	Session 7 continued: Activity 4
1500 - 1530	Break
1530 - 1610	Session 8: Child rights
1610 - 1700	Session 8: Child Rights Activity 2

Day 3

0800 - 0830	Review session
0830 - 0930	Session 9: Conducive learning environment
0930 - 1015	Session 10: Managing a multi-grade class Activity 1
1015 - 1030	Break
1030- 1120	Session 10: Managing a multi-grade class Activity 2
1120 - 1200	Session 10: Managing a multi-grade class Activity 3
1200 - 1235	Session 11: Health and hygiene Activity 1 and 2
1235 - 1335	Break
1335 - 1425	Session 11: Health and hygiene Activity 3
1425- 1500	Session 12: School committees: Activity 1
1500 - 1530	Break
1530 - 1615	Session 12: School committees: Activity 2
1615 - 1700	Session 13: Evaluation and conclusion

Outline of the Training Guide

How was this guide developed?

This manual has been designed in response to the needs identified by teachers and education professionals to help strengthen those teachers affected by the earthquake. A large number of people have contributed to the material in the manual and the process for development has been extremely participatory, with stakeholders from universities, the Directorates of education in both NWFP and AJK as well as teachers and international experts in various fields all contributing.

The manual uses a rights-based inter-active approach: exactly the same approach as is necessary for teachers to use with their students, if we are to build a better education programme and rise from the tragedy of the earthquake stronger and more effective. Using a rights-based inter-active approach requires a variety of approaches and active learning to ensure that participants can internalise what they are learning. It is also designed to be practical and give the participants tools that they can use effectively in the classroom. It is not a theoretical course or a behavioural therapy course: it is a course for teachers to help them in the classroom.

Who is this guide for?

It is designed for master trainers to work with teachers. It is understood that teachers themselves have suffered losses as a result of the earthquake and need support. It is hoped that this manual will provide some level of professional support for these teachers. There are approaches and exercises that the teachers may find useful for their own lives as well as supporting their students.

How is this guide organised?

There are three books in total: the **Training Guide** for the person doing the training and the **Workbook** and **Resource Book** for those being trained. The master trainer needs to read these books very thoroughly.

The material in the Resource Book (which is also in the Training Guide and printed in green) has been gathered and collated by a wide number of stakeholders and professional educators, whose names appear in the back of this book.

Training Guide

The training guide contains:

- **Basic training tips:** these should be read by all trainers, even those who are very experienced. Good teachers and trainers understand that there is something new to be learned in every situation.
- **Session plans:** These explain the objectives, the time allocated for the session (although this can only be a guide), directions for the activities and the resource material for the participants (and trainers) to read. The guide has been written in the most direct style to allow the trainer to make the points

that are written directly. Special notes to the trainers are in small yellow boxes to the side of the text. Following the flow of the session, the trainer can grasp the main points simply without having to read through a lot of narrative.

- **Activities** are designed to be undertaken as they are written. All instructions are provided to the trainer in the training guide and time allocations are listed both in the training guide and also in the workbook for the actual activity. Tables, questions, case studies, role play scenarios and extra space for notes are all laid out in the workbook. Where sample responses are included in the training guide, possible responses (or responses to be added) are written in blue.
- **Resource material.** This is provided as background reading for both trainers and participants. It appears in both the trainers guide and as a separate book for the participants.

Workbook

The workbook is designed as a 'take-home' reference for the participant. Encourage participants to record all their notes and responses to activities in their workbook. The activities are numbered but not rewritten in the workbook; participants – as teachers, are expected to actively listen to the trainer. All tables, questions and scenarios; everything the participant needs to be able to complete the exercise is in the workbook. Conclusions are also written in the workbook for reference.

Resource Book

The material in the resource book gives more detailed information about the issues covered in the sessions. Some of this is necessary for participants to be able to complete their workbooks effectively. The material in this book is to be read in the participants own time. In a three day course, it is not possible to allow reading time during the course.

Basic Training Tips

These are divided into four areas: Content, Method, Environment and Product/Outcomes) which generally correspond to the way people think of a training workshop.

Content

Preparation

- Prepare. Know what it is you're going to cover in each session.
- Ensure that you have all the materials and have prepared all the aids you need for each session.

Implementation

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach.
- Create a mindset for your participants: explain the learning objectives for each session.
- Allow for the input of the participants on the elements of the course.
- Ensure that the sessions have variety and use a range of methods to maintain the pace of the session or day. The sessions have been designed this way; make sure to conduct all of the session activities.
- Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.
- Conclude each session or day by synthesizing what has been covered. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- Be sure to thank participants for their time and attention.

Method

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Simulations:** where particular roles are scripted within a scenario
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

Lecture

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your participants. [See the psychological environment.]

Brainstorming

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- If the group is larger than twenty, divide it into at least two groups for the brainstorming activity.
- All participants should contribute to the brainstorm.
- There should be no judgment of ideas offered; all ideas are accepted.
- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the ten minutes, the ideas should be categorized into groups according to the suggestions of the participants.

Case studies

The case studies used in this training course, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the minimum standards and the indicators and the accompanying guidance notes. In this course, case studies are used to demonstrate where and how the minimum standards may be used, no matter what the phase (emergency, chronic crisis or early reconstruction).

This approach allows participants to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

Group work

Group work can be used for most discussions where you are drawing on the skills of the participants. For brainstorming activities and for the preparation of demonstrations, you need groups composed of participants with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Participants in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials – if necessary, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
 - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once if you ask people to sit next to people they don't know at different times in the workshop.
 - Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 participants and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
 - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
 - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the participants. These feedback sessions can (and should) be varied. A feedback session which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very powerful, as can a 'gallery walk' where each group's conclusions are put up on the walls for everybody to walk to and read.

- Whatever methods you choose for a feedback session, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

Role-plays

Role-plays are used to illustrate a point or concept you are trying to make.

- Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- Ensure that the participants are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- Some role-plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- At the conclusion of the role-play, ask the participants to stay in role during the discussion on motives, etc. of the characters.
- There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion.

Simulations

In this course, simulations are used to allow participants the opportunity to work with a given situation and to formulate responses. They are similar to role plays in that particular people are given roles but the situation is more structured and the processes that are to be undertaken are clearly stated.

Debate

Debates provide an opportunity for participants to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

Environment

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

The physical environment

The venue

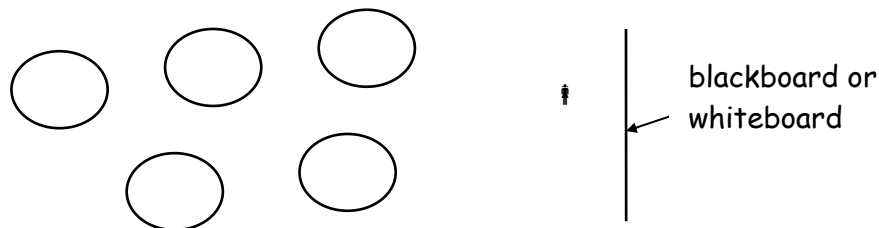
- Organize the seating so that there is no barrier between you and the participants. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (that is, with your back to the sun). If the participants cannot see you, they will lose interest.
- If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion). If the participants are seated in a

circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).

- Classic seating arrangements are the horseshoe or hollow square.



- There are other arrangements which may be more suitable for your room or the type of training.



- The small tables mean that generally your groups are already formed (by table) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

Training equipment

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (For example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.
- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.

- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the participants to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a session are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

Breaks

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last at least twenty to thirty minutes. Participants need this time to mentally ‘regroup’ and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the session (not just at break times).

The psychological environment

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the participants. Having a facilitation partner helps sessions to run more smoothly as one person can keep time while the other is conducting the session, and moving around groups is more timely and effective.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the participants probably will as well.
- Never set yourself up as the master. The participants are adult learners and deserve the respect of their age and experience.
- Learn the names of as many participants as you can (or have name badges). Use individual’s names, not just to ask questions - if you refer to a point made by a participant, acknowledge it by naming the person.
- Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what participants say, really listen. Don’t stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.
- Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the participant be the ‘good guy’.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates participants) but look at all the participants.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the participants to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all participants to hear and with expression (a monotone will put your participants to sleep).
- Use the level of language your participants need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
 - *the walker*: this is the one who walks ceaselessly up and down. Participants become mesmerized by the pacing to and fro, and fail to listen to what is being said.
 - *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side.
 - *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
 - *the statue*: this one is perfectly still – no movement at all.
 - *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the participants.

The psychological environment also depends to some extent on the participants. Make sure that they know each other, that they feel psychologically comfortable in each other's company. Many ice-breakers have just this purpose. *Never* make a fool of a participant. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your participants will also be courteous.

Training or facilitating should be enjoyable for both you and the participants. It is a learning experience for everybody. Be sure to acknowledge what you learn from the participants.

Product/outcomes

- The product or outcomes from any training should be tangible. If participants make recommendations or decisions, ensure that these are followed.
- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask participants to summarize what has been learned during a session or a day.
- Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- If necessary, have follow up sessions so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names).

Introductory Session

Objectives: By the end of this session the participants will be able to:

- Identify other people in the course
- Understand the course objectives

Time Allocation

Introduction and opening	15 minutes
Introduction of participants	15 minutes
Outline of the course objectives	15 minutes
Total	45 minutes

Materials required

Ball (or small object that can be thrown from one person to another)
Pre-prepared flipchart with the course objectives written on it clearly and neatly.
Pre-prepared flipchart with “content/methodology” written on it.

Introduction

Welcome participants and introduce yourself to them saying your name, your organisation and why you have been chosen to conduct this training.

If there is a senior official to formally open the training workshop, introduce this person to the group.

After the official opening explain that as the participants now know you it is time for them to know each other.

Ask the participants to stand in a circle. Explain that you are going to throw the ball to one person who will say their name and their position. They should then throw the ball to somebody else. Nobody should have the ball thrown to them more than once. When everybody has introduced themselves (making sure that nobody gets the ball twice) ask the participants to sit down.

Course Outline and Objectives

This is a three day course which has been designed to respond to the stated needs of teachers in earthquake affected areas. There are three main themes in this course:

- What causes earthquakes (and other natural disasters) and how do we protect ourselves in the future?
- What effects do these natural disasters have on us and our communities?
- How do we deal with the resulting behaviours in children?

Course Objectives

- By the end of this course, participants will:
- Have some information about the causes and effects of earthquakes (physical and emotional effects).
 - Develop a level of expertise in identifying and dealing with trauma within the context of the learning place.
 - Develop some skills in methodology/pedagogy that will assist with the healing process
 - Understand how to help community mobilisation for school activities
 - Understand the importance of the teaching/learning process
 - Through all of these, be part of rebuilding the school system and “build back better”

Ask participants if they have any questions about the course objectives. Ask if there are other objectives that participants feel should be part of the course – given the major themes or aims of the course. Add these on a new flip chart sheet.

Explain to the participants that this is an inter-active course where they expected to work together and share ideas. Because some of the methodology may be new to some people and because we really believe in the inter-active approach (particularly because they are adult learners), we will be using the inter-active approach throughout this workshop.

Show the flipchart to the participants suggesting that after each session you will write the session title and they should be able to nominate what methodologies were used in the activities. By the end of the course they will have a good understanding of a range of methodologies and their uses.

Content	Methodology

Emphasise that punctuality is vital not just for the course work but as a courtesy to other participants. Switching off mobile phones is also a courtesy that should be observed.

Hand out the workbooks. Explain to the participants that there is also a small book called a Resource Book that they will receive for their own further reading. Explain that this should be read in their own time as there is not enough time during the course to do this.

Tell the participants that you hope that they will enjoy and learn from the course.

Session 1: Overview of natural disasters and their effects on people

Objectives: By the end of this session the participants will be able to:

- Have some information about natural disasters that occur (with special reference to earthquakes).
- To understand how earthquakes have affected our lives

Time Allocation

Introduction	10 minutes
Activity 1: Perceptions of earthquakes	15 minutes
Feedback, discussion and conclusion	20 minutes
Total	45 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

This part of the Islamic Republic of Pakistan has suffered the worst earthquake in our history. However horrific the earthquake has been for us, it is only one type of natural disaster. Floods, cyclones, volcanic eruptions, tsunami (giant tidal wave), bushfires and mudslides are all natural disasters and have occurred recently in various parts of the world. Some of these disasters have the same causes as earthquakes, some are made worse by human activity or lack of care (for example, logging where all the trees are removed that bind the soil, so that with heavy rains there is nothing to hold the soil and therefore a mudslide occurs). In this unit we will be looking at earthquakes, their causes and how they have affected us here in Pakistan.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

Activity 1: Perceptions of earthquakes

Ask participants to turn to page 2 in their workbook.

Form the participants into small groups. Give each group flip chart paper and markers.

Ask the groups to look at the questions and discuss them as a group. Explain that each group will present a two minute summary of their discussions to the plenary group.

Allow 15 minutes for this activity

As this is the first workshop session, the groups can be formed by people who are sitting together.

For example: the first five people sitting together form one group, the next five another and so on.

After 10 minutes, ask the groups to record their key points on the flip chart and to choose one person to give feedback to the plenary group.

Allow two minutes per group. After the groups have given their feedback ask for comments and questions for open discussion.

Allow 10 minutes for open discussion.

Conclusion

The earthquake has changed our lives. By the mercy of Allah, we have an opportunity to learn from the experience and to understand what we should do in the future. This course should help us to do that.

Keep in mind that while Allah is all powerful He is also all-merciful. While the earthquake, like all other phenomena, has been created by Allah because He created this wonderful and complex world we live in, it does not necessarily follow that this was to punish us. Remember Allah is all-merciful.

However, we should heed the warning that the earthquake has given us and look into our hearts and be sure to follow the cardinal virtues and stay clear of all wrongdoings and sin.

Resource material: Session 1

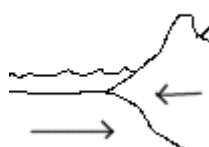
What causes earthquakes?

There are two interlinking causes of earthquakes; the pressure from deep inside the earth (from the core and mantle) pushes against the earth's crust and forces 'fault lines' (cracks in the crust). These fault lines become weaker and so earthquakes may be felt more readily at these lines. When the pressure breaks through at weak points, we have volcanoes (openings in the earth where the liquid rock escapes through the surface). When this happens repeatedly, it forms a volcanic mountain.

The second cause is the movement of tectonic plates – enormous "plates" of rock that cover the surface of the earth. These plates meet each other at the plate boundaries. When the plates are under pressure they are pushed towards each other and it is at the plate boundary that they meet and crush: what we would call an earthquake.



This diagram shows two plates colliding. The result of this destructive force is obvious to all of us. The force is sufficient to destroy any man-made structure. It may also cause changes to the topography (the earth's surface): rivers change course, mountains collapse and new landscapes are created.



This diagram shows what happens when one plate (usually an oceanic plate) slides underneath another plate. This is the sort of collision that caused the Tsunami in December 2004 that affected so many countries.

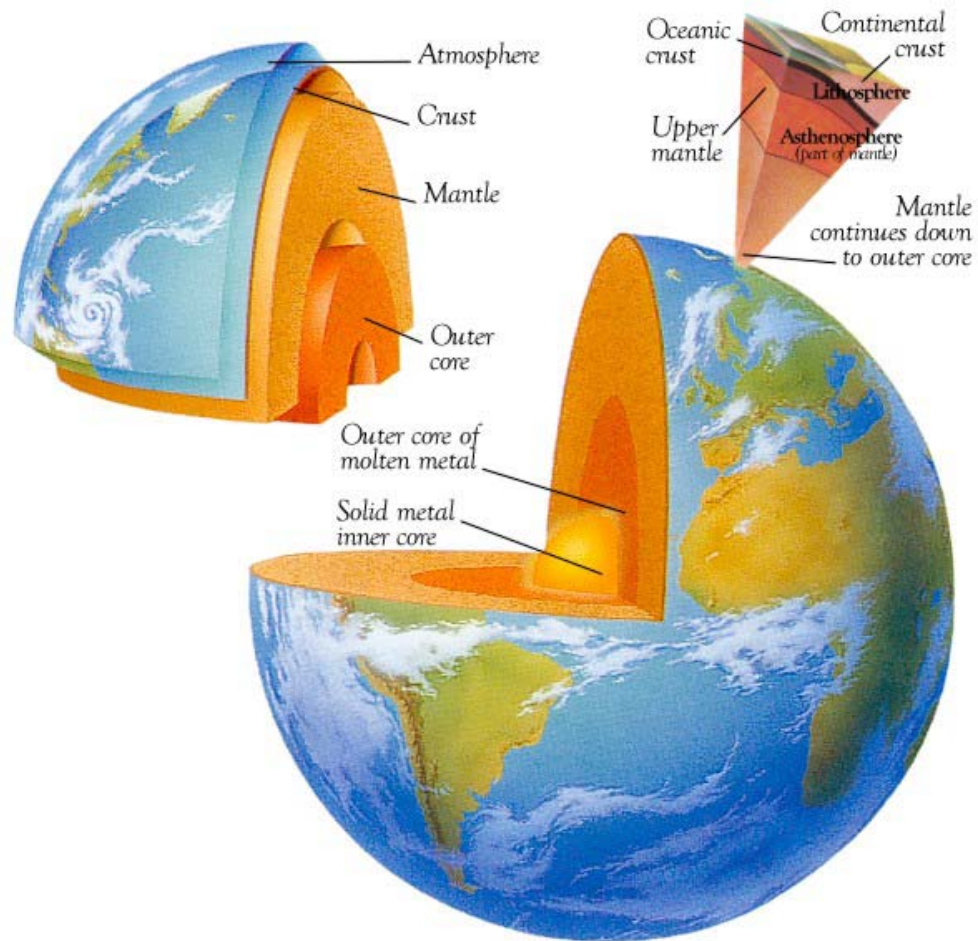
Background on the structure of the earth

The earth is not a solid ball floating in space. It is a complex mixture of elements that is constantly changing. Most of the time we don't notice these changes, but volcanoes, tsunamis and earthquakes are rapid violent changes that affect us immediately.

The earth has several layers:

- The atmosphere: the air we breathe, the weather that allows us rain and sunshine, the atmosphere that protects us from the harmful rays of the sun.
- The crust: this is the soil and rocks that we call 'earth'. The crust has two parts: the continental crust (dry land) and the oceanic crust (under the oceans). These are of different thickness, which is why so much drilling for oil happens underwater (the crust is thinner there).
- The mantle: this is the biggest part of the earth. While it is mostly rock and minerals; the rock is not always solid, and waves travel more quickly through liquid rock than they do in solid rock. Think of an apple: if the skin of apple is the crust, the flesh of the apple (the part we eat) would be the mantle.
- The core: It is thought by scientists that this is in two parts; inner and outer. The inner core is thought to be solid while the outer is thought to be liquid. It is the

interaction between these two parts that begins the pressure waves up through the mantle and into the crust and that we call an earthquake.



Effects of an earthquake

- Changes in the earth's surface; rivers may change course, mountains may collapse, hills appear where there were no hills before.
- Destruction of man-made structures; buildings are destroyed or severely damaged, roads and bridges are destroyed, crops and livestock may be destroyed or severely damaged.
- Psychological damage to human beings; when people die suddenly and in traumatic conditions (such as an earthquake), the families suffer much more than just the normal grieving process. When whole groups of people die suddenly the psychological impact is enormous. Return to normalcy is not easy when infrastructures are destroyed.
- For the education system in particular, the loss of teachers and students, the loss of buildings and records, the movement of people (to find shelter elsewhere), the rebuilding which takes time and energy; all these things make it very difficult to reinstate education programmes, even though we know how much they are needed to help the psychological recovery.

Session: 2: Survival techniques during an earthquake

Objectives: By the end of this session the participants will be able to:

- Know what safety techniques to use during an earthquake
- Develop strategies to teach these techniques to students

Time allocation

Introduction	05 minutes
Activity 1 Identification	10 minutes
Activity 2 Quiz	20 minutes
Activity 3 Role plays	45 minutes
Activity 4 Application in the classroom	30 minutes
Total	110 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [05 minutes]

The earthquake in October 2005, was the single biggest natural disaster in the history of Pakistan. As such the damage is not limited to loss of life or property, the infrastructure and economy have also been severely damaged. The greatest damage has perhaps been to the psyche and emotional well-being of the people. It is possible that a lack of knowledge and understanding of appropriate safety techniques added to the losses suffered; certainly the understanding now that specific knowledge could have saved lives, weighs heavily in the hearts of survivors. This session is to help teachers to understand what and how to minimise damage in the future.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

Activity 1 Identification [10 minutes]

Ask participants to look at the pictures of buildings on page 4 of their workbooks.



Ask participants to work individually to identify the type of building in which they spend most of their time. This picture should be circled.

Now ask participants to identify the building in which they spend a lot of time. They should draw a square around this picture.

Ask participants to keep this information in their minds for the next activities.

Generally these two buildings are the workplace and the home. Be aware that they may be totally different structures.

Activity 2 Quiz [20 minutes]

Ask participants to turn to the quiz in their workbook. Participants should complete the quiz without looking at any of the resource material, by circling what they think is the correct answer (true or false).

When the quiz is complete, ask the participants to share their views about the answers. Discuss with the group the responses, telling them, where necessary, why particular answers are marked 'true' or 'false', using the information in the table below.

Statement	Explanations
1. All schools and organisations should have regular drills so that people know what to do in the event of an earthquake	True In situations of crisis, people panic and unless the actions and techniques are thoroughly rehearsed, people forget what they are supposed to do to remain safe. Regular drills can help to build awareness and sufficient knowledge to help people act constructively.
2. The more structural elements in the building (columns etc.) the safer the building	True Buildings that are made of reinforced concrete (with steel rods through the concrete) are considered structurally safer than others. Load bearing walls and columns also create support for the building. Unfortunately it is not possible to tell from looking at a building whether it is made from reinforced concrete or not (unless it is a high rise building).
3. Staircases and steps are the safest part of a building during an earthquake	False Staircases move differently to the rest of the building and are more unsafe than solid walls or doorframes.
4. Even a table can protect you from falling masonry or buildings (if you are under it)	True Solid furniture creates an air gap and being under it or next to it may save your life.
5. It is safer to be outside a building in the event of an earthquake	True If you can reach a clear space away from buildings and power lines and away from trees (so that nothing can fall on you) it is much safer.
6. Staying exactly where you are is the safest response to an earthquake	False Remaining in your chair (or bed) gives you no protection. Use furniture to protect you if you cannot get clear of the building.

7. In the event of an earthquake, you should stay away from furniture such as tables or sofas	False Furniture can shelter you from falling debris and provide an air-pocket for breathing.
8. Cement block buildings are always safer than mud block buildings	False Cement block buildings may not collapse as easily, but when they do they can cause much more damage. Because they have more solid structures (steel beams in the construction) they may be safer, but not necessarily.

Activity 3 Role Plays [45 minutes]

Form participants into five groups by counting off around the room.

Ask the groups to turn to page 7 in their workbook and read the scenario for their group. [The scenarios are at the end of this session.]

Explain that they are to develop a role play according to the scenario. Explain that they have 10 minutes to prepare the role play which should not last longer than five minutes. At the end of each role play the groups will be asked to explain why they demonstrated the actions that they did.

'Counting off' is simply a way of forming random groups. If you need five groups count the participants (1, 2, 3, 4, 5) and then start again at 1. When everybody has a number then direct all the 1's together; all the 2's and so on.

At the end of each role play, ask the groups to explain why they demonstrated the actions that they did.

Ask other participants for comments and feedback.

Continue through each role play in a similar way.

When all of the role plays are complete, ask the group if they understand better how to respond to an emergency such as the earthquake.

Discuss with the group that response actions depend on the situation: what you would do with small children in a multi-story cement block building would be different than what you would do with upper secondary students in a single story school.

Explain to participants that the three activities done so far give us some knowledge about safety measures. The next activity is to see how we can translate that into classroom activities.

Activity 4 Application in the classroom [30 minutes]

Form participants into small groups (different from the last activity). Give each group flipchart paper and markers.

Show the demonstration chart (shown below)

Knowledge required	Methodology to be used

Ask the groups to brainstorm on the knowledge that students should have in the event of an earthquake. This should be listed in the first column. Then they should brainstorm on the way this knowledge should be taught to the students so that effective quality learning takes place. This should be listed in the second column.

Tell the participants that they have 15 minutes for this exercise.

At the end of 15 minutes, put the flipchart papers on the walls so that all participants can read them.

Ask people to move around the room to read the charts and write down any questions they may have for the groups.

In plenary, ask the participants if there are any comments or questions. Allow open discussion for 5 minutes if required.

Conclusion

Earthquakes cannot be prevented, but a needless loss of life through ignorance can be prevented. This session has hopefully given you some knowledge and skills that may protect you and those in your care should we suffer another earthquake.

Scenarios

Group 1

You are teachers in class on the 3rd floor of a school building. The tremors signifying the beginning of an earthquake start. You know that with 700 students in the school that not every-one will be able to get out in time. Demonstrate through your role play what you will do in your class.

Group 2

You have early childhood classes in a small mud-brick building that is separated from the rest of the school buildings. You feel the tremors that are the beginning of an earthquake. There is a large empty playing field near by, but you are concerned that as these are small children, they will panic and run away into danger. Demonstrate through you role play what you will do with your class.

Group 3

You are in the staffroom of a large school when you first feel the tremors. There are hundreds of students in the school although you are not currently responsible for any as you are not teaching. The staffroom is on the 1st floor very close to the stairs. You can hear students starting to cry out and fear that people may be crushed in the panic of trying to escape. Demonstrate through your role play what you will do.

Group 4

Your children are in school when you feel the tremors start. Your one wish is that you face whatever is going to happen all together as a family. You rush to the school to get your children, but you cannot find them. The school authorities tell you that they will look after the children and that you should find a safe place for yourself. Demonstrate through your role play what happens.

Group 5

Your job is school administration. You are in the office when the tremors start. You and your colleagues have fifteen schools in your area. The files and all administration work for all these schools and students are stored in your offices. Your office is in a new high rise building in the centre of town. Demonstrate through your role play what you will do.

Resource material: Session 2

Building description

The most common construction in the urban areas of Pakistan is concrete structures and walls made out of stabilized concrete blocks. In the rural areas the most common technique is to use mud and stones.



If you are in a multi-story building you can be reasonably certain that the building materials are concrete blocks. Keep in mind that in a few cases some mud houses have two stories:

Simple view

Look at the walls outside and inside; if the walls are brown (mud brown) and look similar to those of dry mud sometimes mixed with natural fibres, it means that you are in a mud house.



Thickness

If you cannot immediately recognise which materials have been used, check the thickness of the walls, by looking at the window or door surrounds. The walls of a mud house are a lot thicker than the walls of a block made wall.



Humidity

Because mud bricks retain moisture, they present an uneven “wavy” surface, unlike cement bricks which have a uniform surface. The humidity also causes ‘bubbles’ under the plaster which then falls away from the wall.

Identify the structure

The structure of a building is the skeleton of the construction and is made out of both vertical elements (columns) and horizontal elements (beams). In some cases the structure of the roof may also have diagonal elements. Generally, the more vertical structural elements in the building, the stronger it will be. Often the walls themselves are the vertical structural elements without any added structure:

Mud houses

In a mud house the vertical elements are the walls. The whole wall is a structural element which means that the walls are holding the weight of the roof through horizontal elements (the beams). Beams in mud houses are usually made out of bamboo, wood or metal.



Concrete-block houses

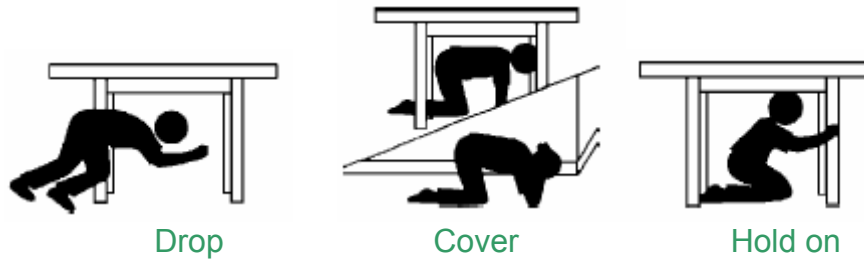
In a concrete-block house the vertical elements are the columns. The more vertical elements and the stronger the material, the more likely they are to withstand the shocks.



What to do?

A) If you are in a concrete-block house...

Drop, Cover and Hold on! To do so, reduces the likelihood of serious injury from falling debris.



In many cases, the door frames are safer as they are structural. Standing in the door frame is an alternative to being under furniture. If you have the door under control it may also protect you from other falling objects.

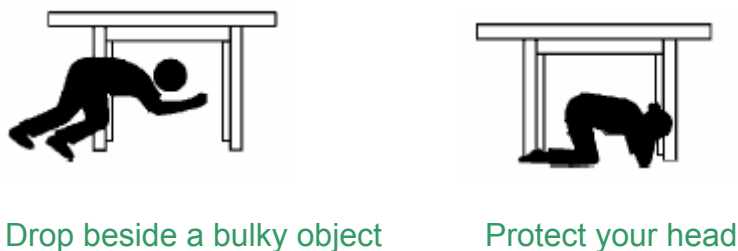
Never go to the stairs. The stairs have a different "moment of frequency" (they swing separately from the main part of the building). Even if the building doesn't collapse, make sure that the stairs are checked for safety before use.

If you are near the doors and you can get outside you should do so. Move well away from any buildings, power lines, trees and hillsides if possible.

B) If you are in a mud house...

If a mud house collapses, the weight of the ceiling falling upon the objects or furniture inside, crushes these objects, leaving a space or void next to them. The larger and stronger the object, the less it compacts and so the larger the space that is created.

Get next to a large, heavy, bulky object, like a sofa, that will compress slightly but leave a void next to it. Adopt the foetal position and cover your head.



C) If you are outdoors...

- Move to a clear area away from trees, signs, buildings, electrical wires, and poles.
- If you're on a sidewalk near buildings... duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris.
- If you're driving... pull over to the side of the road and stop. Avoid overpasses, power lines, and other hazards. Stay inside the vehicle until the shaking is over.
- If you're in the kitchen... move away from the refrigerator, stove, and overhead cupboards.

Wherever you are when the earthquake starts; remember you are Muslim. Reciting **Kalima Sharif** is a spiritual directive, an emotional comfort and it may in practical terms allow rescuers to find you as they can follow the sound.

Research has shown that many of the injuries caused during earthquakes occur when people inside buildings panic and keep moving from one location to another. Quickly seeking a place of safety, and moving as short a distance as possible to that place of safety is recommended.

Session 3: Effects of the earthquake on human behaviour

Objectives: By the end of this session the participants will be able to:

- Understand the effect of disasters on human behaviour
- Develop some strategies to help the students respond constructively to the tragedy.

Time Allocation

Introduction	05 minutes
Activity 1 Brainstorm	30 minutes
Activity 2 Response to behaviour patterns	30 minutes
Conclusion	05 minutes
Total	70 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

So far we have looked at the causes of earthquakes and the perceptions about the earthquake in Pakistan. In this session we will be looking at the effect on the behaviour of children and how we can support these children.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

Activity 1: Behaviour

Explain the principles of brainstorming with the group.

Brainstorm with the group on the general behaviour of children before the earthquake. If the group needs guidance, ask about the students' behaviour in class, the level of discipline needed, how effectively the students worked etc.)

Read the section on basic training tips at the beginning of this manual.

Write the responses on a flip chart or board.

Now ask the participants to brainstorm on changes in behaviour since the earthquake. Remind them that we are referring to behaviour that we think is a result of the trauma of the earthquake, not behaviour that can be attributed to the hardships associated with post-earthquake conditions. For example, if children do not attend school, is it because they are too afraid to leave the house or go into the school building, or is it because there are no classrooms or no teachers or they cannot physically reach the school (no roads)?

Activity 2

Form small groups of 5-6 people (not the same people as previous groups). Ask the participants to turn to page 11 in their workbooks. Ask the groups to look at the behaviours listed in the table and to give three suggestions for each item as to how the teacher should respond to the behaviour outlined.

Remind participants that the suggestions are not meant to be full units of work, but rather initial suggestions that can be built on later on this course.

Tell the groups that they have 20 minutes for this exercise.

After 20 minutes ask the groups to reconvene and ask one group for their suggestions to the first behaviour. Write these on the board or flip chart. Ask each group if they have something different to add **for the first behaviour**.

Ask another group for their suggestions for the second behaviour. Write these and then ask other groups if they have something different to add. Continue until all comments have been collated but without repetition.

Conclusion

A situation such as the earthquake has had a major effect on the physical, mental and emotional health of the communities who suffered. This includes the teachers and the students. Remember that the behaviour you have observed and perhaps will continue to observe is not abnormal behaviour; it is normal behaviour in response to an abnormal situation. As teachers we have a responsibility to support the students in our care and respond appropriately to their needs.

Hand out the Resource Books to participants and explain that while there is no reading time during the course, it is very important that they read this material in the evenings.

Resource material: Session 3

Because the disaster affected entire communities and the environment in extreme ways, the child may feel that there is nothing that is stable: homes, schools, families, recreation – everything is changed or destroyed. As a result of the trauma suffered by children who lived through the earthquake, they may panic if and when there are aftershocks. They may hide under desks, shake uncontrollably or scream hysterically.

These responses are a normal response. The children (and others who suffered during the earthquake) are responding to the original trauma that is triggered by the secondary event. Children do not have the emotional maturity to cope with such dramatic and extreme change and so often respond with destructive physical or emotional behaviours.

Several studies have been undertaken of children post-disaster (Gregorian 1992; Powell 2004). These studies show:

- Separation anxiety that intensified during the evening, school avoidance, refusal to be alone, conduct disorders, sleep disturbances, nightmares, frequent awakenings, regressive behaviors, hyperactivity, concentration impairment, and somatic complaints (Kalayjian, 1995). The observations that were made approximately one year after the disaster.
- Young children re-enact parts of the disaster in their play.
- Preschoolers tend to personify the disaster in some way. The earthquake may become like an evil person in their eyes.
- Children generally feel more anxiety than their parents are aware of. Increasing physical complaints (headaches, stomach aches) may be caused by stress and anxiety.
- Academic performance suffers; falling grades, disruptiveness in class, rudeness and falling asleep in class contribute to academic problems.
- After severe disasters, even children as young as 7 and 8 have attempted suicide.
- Children, as well as adults, may be sad and long for "the way life used to be." Some children withdraw from life.
- They may become upset easily or hide their distress to protect other family members.
- Boys tend to have more difficulty talking about their losses and showing their feelings. They may act out instead.
- The intensity of a child's reaction depends on a variety of factors: amount of loss and threat to life, the family's reaction, stress or a troubled home before the disaster, and violence in the home. Any kind of marked change in behavior may indicate a strong need for mental health consultation. Extreme behavior also signals a need for intervention. Destructive acts toward property, harming pets or people, frequent panic attacks, or substance abuse call for immediate action on the child's behalf.
- Children also develop in character. Many show insight and increasing concern for others.

Common problems observed during and after a disaster

Reaction to disasters varies both between individuals and over time. It is important to note that these phases do not always occur in a sequential fashion and children and families may have cycles of the same phases.

Stage	Reactions
Stage 1 During and immediately after a disaster	Disbelief: “this cannot be happening” Denial: “this cannot be true” Anxiety: “what is happening?” Fear: physical reactions; pounding heart, sweating, nausea, hysteria Relief: “I am alive”; “My family is alive”
Stage 2 Generally a few days to a few weeks (but these behaviours may persist or reoccur)	Clinginess: the child does not want to ‘lose’ the people who are left. ‘Babyish’ behaviour: bed wetting, thumb sucking, (regressive behaviour) Physical symptoms: headaches, stomach pains, sleeplessness or sleeping all the time (psychosomatic complaints) Hostility or aggression: irritability defiance, lack of respect for elders Sadness and withdrawal: no eye contact, limited speech, apathy Pessimism, hopelessness: “there is nothing to live for” ; I have no future”
Stage 3 Months or years	Reconstruction: where regular activities are resumed, children begin to play, concentration returns, rebuilding of lives begins. Depression (clinical depression), anxiety attacks and hostility may all occur or reoccur on occasions.

Grief and mourning

The death of a family member or loved one, through a disaster (that is, sudden and unexpected death) is considered to possibly result in the most severe trauma. The destruction of the familiar surroundings can also cause the child to grieve. Where children are able to express this grief and sadness, they should be encouraged to do so (that is, they should not be told to “grow up” or “act like a man” or told to be quiet). The intensity of the grief reaction will usually be at its peak immediately after the disaster and decrease during the next few weeks. However, anniversaries may trigger renewed mourning and a recurrence of symptoms. While some people suffer a loss of faith in religion many other people find renewed faith and comfort in their religion.

Disruption of normal patterns

The key effect of a disaster on children and adolescents is the disruption of their lives, whether through injury, death, or destruction (of home, school, or community). This leads to a loss of reliability, unity, and predictability, which affects children of all ages. Very young children (2 – 4 years) usually respond with increased dependency. School-age children, (6 – 12 years) show evidence of the trauma through behaviour such as talk and play about the trauma, hostility to peers and family members, and

avoidance of previously enjoyable activities. Adolescents, (13 – 19) may withdraw, have decreased interests, fatigue, hypertension, and hostility. For all age groups, sleep disturbances, such as sleeplessness, refusal to sleep alone, early rising, or excessive sleep, are extremely common.

Psycho-somatic symptoms

These are when there is a physical problem which arises from a mental or emotional state. Problems such as headaches, abdominal pain, and chest pain are commonly observed in children in the weeks following a disaster but they do not generally persist. If these complaints begin to interfere with the child's life, then the child and family should be referred for mental health counselling.

Guilt

It is a human response to blame somebody or something when things go wrong. After a natural disaster, there is no one to blame, and sometimes people turn the idea of blame on themselves. Very young children, who do not understand causal relationships may see a connection between their "bad" behaviour and the disaster and so blame themselves. Older children and adolescents will often ask "why did I survive when so many others died?" This feeling of unworthiness often translates into feeling guilty for being alive. This is often followed by depression. Children may also feel guilty about their inability to help in rebuilding communities and cannot see the connection between the help expected in the household and the 'heroic' helping of the large issues

Aggressive/defiant behaviour

Aggressive behaviours may take the form of hitting, biting, or pinching by very young children, while older school-age children may fight and argue with friends. Adolescents may respond by openly rebelling against authority. While parents and carers (including teachers) need to set the boundaries to ensure that this behaviour is not seen as acceptable, it also needs to be remembered that the behaviour is considered unacceptable; not the child. Listening to the child, helping them to identify their loss and channelling their energy into constructive activities such as helping others in the community (the elderly, the very young) can help the healing process. Social group activities that provide a "safe space" emotionally, so that children can talk through the issues that affect them are very important. Some of these "safe spaces" can be provided in the context of school.

Repetitious behaviour

This is most common in toddlers and preschoolers after a disaster. Children will rebuild crucial details of a disaster as a coping mechanism. For example, the end result of a child's "game" about the disaster may be different from the actual disaster or the child may portray himself or a family member as a hero. The play and/or re-enactments are a necessity for the child although there is no evident joy or reduction of distress. It is not play in the usual sense. Parents and teachers should be reassured that this play may be healing and can help recovery. There are other repetitive behaviours which do not aid the healing process, including recurrent nightmares, frequent trauma-specific flashbacks, and distress with reminders of the event. These intrusions can affect concentration and may be very frightening. Posttraumatic play and re-enactments show that the child is still very much involved

with the disaster. This behaviour requires emotional support and acceptance from the teacher and parent.

Regressive behaviour

This is where children go back to an earlier stage of development (“acting like a baby”). Symptoms such as thumb-sucking, loss of acquired speech increased clinging and whining, bed-wetting and fear of darkness are very common. When the child’s world is destroyed, they often sub-consciously want to ‘revert’ to a time when things were ‘safe’: that is, when they were younger. Generally these symptoms do not last very long, provided the parent and teacher accepts the behaviour without fuss and does not punish or shame the child (which can often prolong the situation). In the older child and adolescent, regression may take the form of competing for parental attention with other siblings, decline in previously responsible behaviours, and extreme dependency.

Anxiety

Anxiety occurs in all age groups. It may be expressed in any of the behaviours outlined above. The teacher should not minimize discourage or dismiss the expression of anxiety and, if the child is willing to talk, should encourage discussions about the fears and anxieties. Many times the child is the mirror for parental and/or siblings’ anxieties and ‘acts out’ in response to the anxieties of others. Teachers should be prepared to recommend family counselling in this situation.

Depression

A sense of sadness is natural after a disaster. If the child was previously troubled or particularly sensitive, then the disaster may exacerbate it. Depression is not the same as sadness; depression is a persistent disorder where the individual ceases to care about themselves and others. A lack of interest in eating or a decreased appetite, sleep disturbances, constant sadness, hopelessness and irritability that continue for weeks or months signal that specialist help is needed. Older children may have suicidal thoughts or gestures, especially if a close relative has died.

Session 4: Quranic Teachings and Natural Disasters

Objectives: By the end of this session the participants will be able to:

- Know Islamic teaching regarding natural disasters
- Know and apply the behaviours directed by the Quran in the face of disasters

Time allocation

Introduction	10 minutes
Activity 1: What are we taught?	20 minutes
Conclusion	10 minutes
Total	40 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [10 minutes]

There have been a series of extreme natural disasters in recent times. Although we have a great need for the material support to rebuild, we also need spiritual support to help overcome the increasing fear, tension and despair that is also a result of the earthquake.

Allah has catered for this need through the Prophets (A.S.) and revealed Books. In the Holy Quran, we are guided through principles and directives to live an upright life in spite of the problems and difficulties of this worldly life.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

In this session we will not be studying the Quran as such: this is the responsibility of every Muslim in his or her own life. But in this session and the following session, we will look briefly at the teachings of Islam with regard to the earthquake.

Activity 1: What are we taught? [20 minutes]

Ask the participants to read the resource material for this section (page 10 in the Resource Book) and then turn to page 13 in their workbooks.

Explain that there are basically three areas that we will look at:

Warning, forgiveness and application of teachings with regard to the earthquake.

Form the participants into small groups (3 – 4). These should be different groups to groups formed previously.

Ask the groups to discuss the meanings of these verses and how they apply with regard to the earthquake. Each group should agree on one sentence that is a summary of the teachings of these verses for each of these areas.

Tell the participants have 10 minutes for this exercise.

Bring the participants back to plenary and ask one group to give their summary sentence. Ask if other groups have different interpretations. Allow 10 minutes for open discussion.

	Possible responses	Explanation
Warning and testing	We have been given the chance to repent of wrong-doing through warnings in the Quran and through the warning of the earthquake	These verses of holy Quran reveal that this world is mortal and temporary. In this life we are tested, the world is not eternal nor is it meant for the hoarding of wealth or luxury and merry-making.
Forgiveness	If we sincerely repent and follow the dictates of Islam we will be forgiven	Allah has unfolded all the guidance to help human beings in this life and hereafter. By acting upon this guidance man can enjoy the favour of Allah.
Application of teachings	Those who died are considered martyrs; we need to pray for them and feed, clothe shelter and care for those who suffer	These are the teachings of Islam: if we do not help our fellow believers then we are not obedient to the teachings.

Conclusion

This universe is part of a well established system of Allah, and Allah warns people that their sins and wrongdoings do not go un-noticed. These warnings are stated in the Quran and natural disasters are also seen as warnings. When mortals routinely disobey the commandments of Allah and their hearts have affinity with sins, then troubles and turmoil are the result. Every decision of Allah is a blessing for human beings. Everyone has been given a chance to reform.

Although the earthquake has a geophysical cause, it is clear, that as Allah is the Creator of all things, so He is also the Creator of the geophysics of the Earth. As Muslims we need to heed the warnings of the Prophets and those that are in the Quran as well as those demonstrated through natural disasters.

Resource material: Session 4

With regard to testing

Al Quran says

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ
وَالشَّمَرَاتِ وَبَشِيرِ الصَّابِرِينَ الَّذِينَ إِذَا أَصَابَتْهُمُ مُصِيبَةٌ قَالُوا إِنَّا لِلَّهِ وَإِنَّا
إِلَيْهِ رَاغِبُونَ ○ (البقره: ١٥٥-١٥٦)

And surely we shall try you with something of fear and hunger, and loss of wealth and life and crops but give glad tidings to the steadfast. Who says, when a misfortune striketh them: Lo! We are Allah's and lo! Unto him we are returning.

Man is tested not only through troubles and fears but also his gratefulness is tested in happiness and blessings.

كُلُّ نَفْسٍ ذَائِقَةُ الْمَوْتِ وَنُلَوُّكُمْ بِالضَّرِّ وَالْخَيْرِ فَنَنْتَهِزُكُمْ بِمَا كُنْتُمْ تَكْفُرُونَ ○ (الانباء: ٢٥)

Every soul must taste of death and we try you with evil and with good, for ordeal. And unto us you will be returned.

إِنَّا جَعَلْنَا مَا عَلَى الْأَرْضِ زِينَةً لِّهَا لِنَبْلُوَهُمْ أَيُّهُمْ أَحْسَنُ عَمَلًا ○ وَإِنَّا لَجَاعِلُونَ مَا عَلَيْهَا
ضَعِيفًا حَرُورًا ○ (كهف: ٨٠٧)

Lo! We have placed all that is in the earth as an ornament thereof that we may try them: [to see] which of them is best in conduct. And Lo! We shall make all that is therein a barren mound.

فَلَوْلَا إِذْ جَاءَهُمْ بَأْسُنَا تَضَرَّعُوا وَلَكِنْ قَسَتْ قُلُوبُهُمْ وَزَيَّنَ لَهُمُ الشَّيْطَانُ
مَا كَانُوا يَعْمَلُونَ ○ (انعام: ٢٣)

If only, when disaster came upon them, they had been humbled! But their hearts were hardened and the devil made all that they used to do seem fair unto them.

Although the earthquake has a geophysical cause, it is clear, that as Allah is the Creator of all things, so He is also the Creator of the geophysics of the Earth.

As Muslims we need to heed the warnings of the Prophets and the warnings in the Quran as well as those demonstrated through natural disasters.

With regard to forgiveness

Allah loves people more than their parents.

إِنَّ رَحْمَتِي سَبَقَتْ عَلَىٰ غَضَبِي (حديث قدسي)

Allah says my mercy outweighs my wrath.

وَأَنِيبُوا إِلَىٰ رَبِّكُمْ وَأَسْلِمُوا لَهُ، مِنْ قَبْلِ أَنْ يَأْتِيَكُمُ الْعَذَابُ ثُمَّ لَا تُنصَرُونَ ﴿٥٣﴾ (زمر: ٥٣)

Turn unto Him and repent, and surrender unto Him, before there doom comes unto you for then you cannot be helped.

In order to achieve salutation and success, everybody should confess and ask Allah for pardon for his sins.

وَتُوبُوا إِلَى اللَّهِ جَمِيعًا أَيُّهُ الْمُؤْمِنُونَ لَعَلَّكُمْ تُفْلِحُونَ (نور: ٣١)

Oh believers! Ask pardon from Allah, so that you may succeed.

فَقُلْتُ اسْتَغْفِرُوا رَبَّكُمْ إِنَّهُ كَانَ غَفَّارًا ﴿١﴾ يُرْسِلُ السَّمَاءَ عَلَيْكُمْ مِدْرَارًا ﴿٢﴾ وَيُمْدِدْكُمْ بِأَمْوَالٍ وَبَنِينَ وَيَجْعَلْ لَكُمْ جَنَّاتٍ وَيَجْعَلْ لَكُمْ أَنْهَارًا ﴿٣﴾ (نوح : ١-٣)

And I (Noah) have said: seek pardon of your Lord. Lo! He was ever forgiving. He will let loose the sky for you in plenteous rain, and will help you with wealth and sons, and will assign unto you gardens and will assign unto you rivers.

Allah has unfolded all the guidance to help human beings in this life and hereafter. By acting upon this guidance man can enjoy the favour of Allah.

With regard to following the dictates of Islam in the time of suffering

Remembrance of Allah

It is essential to subdue hardships through spiritual satisfaction. This is only possible when one remembers Allah in abundance.

فَاذْكُرُونِي أَذْكَرُكُمْ وَأَشْكُرُوا لِي وَلَا تَكْفُرُوا ۝ (بقره : ١٥٢)

Therefore, remember Me, I will remember you. Give thanks to Me, and reject not Me.

الْأَبْدَانُ لِلَّهِ تَطْمَئِنُّ الْقُلُوبُ ۝ (رعد: ٢٨)

Verily in the remembrance of Allah do hearts find rest.

To follow virtue and oppose vice

Quran says:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۚ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ ؕ (ال عمران ١٠٤)

And let there be from you a nation who invite to goodness, and enjoin right conduct and forbid indecency. Such are they who are successful.

Recitation of Quran and to follow its commandments

Ibn-e-Abbas (May Allah be pleased with Him) says that Hazrat Jabrail (Gabril) informed the Holy Prophet (PBUH) that numerous pugnacities (wild works) would appear. The Prophet asked how to avoid these? Jabrail replied, "To follow the Quranic Way".

To initiate good deeds:

One should take every opportunity to initiate good deeds. These opportunities should never be wasted. The Prophet (PBUH) said, "be quick in good deeds lest you become entrapped in misery like the darkness of night" (Trimzi)

Charity and propitiation

Propitiation (to appease for sins) is the most effective recipe against sufferings and hardships. Holy Prophet (PBUH) said, "Hurry up in dispersing propitiation so that disaster may not occur from it." (Mishkat)

Application of these teachings with regard to the earthquake

To sympathize with the living, to care for the injured; to meet their needs, to arrange shelter for the displaced, and to encourage them so that they are not left alone in these trying times, is a religious and national responsibility for each one of us.

Those who died in the earthquake, deserve our prayers. We can be optimistic for their absolution from Almighty Allah as they have been accorded the status of martyrs. According to the Tradition of Abu Daud, a high degree is recorded in the account of a person in recognition of his patience, in response to the hardships suffered and the testing of Allah.

According to Trimazi:

“One who solves the problems and difficulties of others; Allah will help him and avoid his sufferings on doomsday.”

According to Muaaraf-ul-Hadis.

If a Muslim gives clothes to his naked fellow believer; Allah will bestow upon him green dress in Paradise. If a believer feeds another believer who is hungry or starving, Allah will feed him with the fruits of Paradise. If a believer quenches the thirst of another believer, Allah will provide him pure wine (non toxic) with divine stamp.

Session 5: Religious and social values and disasters

Objectives: By the end of this session the participants will be able to:

- Understand the importance of religious and social values in the context of a disaster
- Use these values to strengthen character in the face of adversity
- Support students in their healing process through the application of social and religious values.

Time allocation

Explanation of objectives	05 minutes
Activity 1 Values	20 minutes
Activity 2 Values and behaviours	15 minutes
Activity 3 Brainstorm	15 minutes
Activity 4 Planning a unit of work	40 minutes
Feedback	10 minutes
Conclusion	05 minutes
Total	110 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant, small pieces of paper

Introduction: [05 minutes]

Explain to the participants that as Pakistanis, we have a particular culture that is closely tied to our religion of Islam. This should form the basis of our response and behaviour in every situation, especially in a disaster. This session is to help strengthen our ethics and behaviour so that we, in turn can help our students to do the same.

Have the objectives written clearly on a flip chart or on the blackboard.

Read the objectives through with the group.

Ask if there are any comments or suggestions on these objectives.

Activity 1: Values [20 minutes]

Give each participant 10 small pieces of paper. Ask the participants to write one religious or social value on each piece of paper. These papers should not be numbered. (For example: care for the helpless, regular prayer, patience).

Ask participants to keep their papers private. Ask them to shuffle their papers so that the most important values are at the top of the pile.

Discuss with participants that while these values are always present for us, some are more important than others during times of anxiety or disaster. Often there is no time or thought for more than a few key principles of living, even though our religion should be fundamental to all our actions and thoughts.

Now explain to the participants that they must discard the value at the bottom of the pile. This paper should be put aside. Each participant should look at the nine remaining papers and then put aside the one at the bottom. Ask if anybody would like to explain why they have put aside the particular value.

Then put aside the eighth value. Explain to participants that they can re-organise their remaining values, if they choose.

Now put aside the 7th and then the 6th.

Activity 2: Values and behaviour [15 minutes]

With 5 values left, ask the participants to look at their remaining ones and to ask themselves: are these the values by which I lived during the disaster?

This activity follows on directly from the previous one.

Ask participants to turn to page 15 in their workbook. On the chart, participants should write in their five values and then list behaviours that exemplify these.

Value	Behaviour
1	
2	
3	
4	
5	

Now ask participants to search their hearts and think about any destructive behaviour they demonstrated during the disaster. These behaviours should not be shared – they are between the individual and Allah.

Explain to the participants that religious values are aspirational, that is, they are values we need to work towards and try to live by: very often we fail. This is why we are so grateful for the divine mercy of Allah for when we stumble and fail.

Activity 3: Brainstorm [15 minutes]

Ask participants (in a brainstorm exercise) [10 minutes]

“What behaviours do I need to demonstrate now to be a good role model in my community and for the children in my class that show the constructive and positive religious and cultural values?”

From the brainstorm, categorise the responses into the four or five major areas. (For example, upright behaviour towards Allah, constructive behaviour towards others, lack of negative behaviour) [5 minutes]

Activity 4: Planning a unit of work [40 minutes]

Form groups of 3 participants. The participants of each group should teach the same or similar grades (for example early childhood, middle primary, middle school etc.).

Ask the groups to refer to the previous activities (the values and behaviours and the brainstorm categorisation) and then develop a unit of work that will help the students that they teach, to understand that the cultural and religious values which can support them in times of crisis and in the healing from a disaster. This should simply an outline of the work. [40 minutes]

Explain that this unit of work should have a rights-based approach and use interactive methodology to help support the security and confidence of the students.

Conclusion

It is extremely important for the rehabilitation and the progress of nations to preserve values. Religious values are equal to worship. It is the duty of the teacher to promote these values, and to leave no stone unturned in its implementation. It is possible only when these are the part and parcel of our character, moreover, the environment of educational institutions should be conducive to these values.

Resource material: Session 5

Religious and social values

Recourse towards Allah:

It is the glory of a Muslim that in the moments of trouble and testing, instead of showing impatience, instead he/she should beseech help from Allah in a humble manner. He/she needs to ask for forgiveness from the core of his heart. He/she thinks of Allah everywhere and every time. A Muslim knows that it is Allah, who takes care of troubles. The believer promises Allah to avoid all major and minor sins in future and to avoid misdeeds. To attain favour of (Almighty) Allah he will abide by all religious duties and commandments of Allah.

Patience and Firmness:

Sudden separation of near and dear ones and the loss of material possessions (house, animals, money) is a great shock. However, Muslims are commanded to adopt forbearance. There is no doubt that Allah appreciates those who adopt patience. There is good news for those who are steadfast. It is essential to undertake noble deeds as well as showing patience.

Selflessness:

To meet the demands and needs of others when you are needy yourself, is the sign of a true religious value. Islamic history is full of such golden examples. To act like this during natural disaster is the symbol of real faith.

Contentment:

In ordinary times, very often man is greedy, covetous and selfish. In situations of disaster and loss, it is especially important to resist these negative behaviours. Only by following the values of the Quran can this be possible.

Respect for Humanity:

All those created by Allah are equal and honourable. In the moment of great shock every one is self-centered. In this scenario many examples of the disgrace of humanity have been observed. Muslims must always respect humanity, whatever the situation is.

Mutual Cooperation:

Mutual cooperation is often observed during cheer and pleasure. This is not difficult to do. But the importance of cooperation in times of need, disaster and sorrow is multiplied. Troubles are minimised when support is offered.

Discipline:

Mandatory worship in Islam demonstrates exemplary discipline and can act as training for other disciplined actions and behaviours. For example; "Namaz" (Pray five times a day) is a perfect example of discipline. Undisciplined behaviour in day to day life deprives others from their rights, which is cruelty. Discipline is a key to solve the problems.

Optimism/Hopefulness:

Despair and indifference out of severe shock is natural to human beings. However, we are told that despair and indifference is a sin in Islam. One should always link hopes with Allah, and should never become disappointed about His blessings.

To avoid accumulation of wealth and hoarding:

In Islam, this accumulation of wealth is always discouraged and is considered sin even in normal times. But when everyone has suffered loss and deprivation, when everyone is needy, when the immediate needs of others are not met; then to plunder, accumulate possessions and hoard is extreme wrong-doing. This is exploitation of others.

Gratefulness:

We are creatures of Allah: our life, property, wealth all have been bestowed by Allah. If He takes these back, that is not a reason to wail and weep. It is essential for the Muslim to remain grateful to Allah in all sorts of situations. Even in the most deplorable condition he should not complain.

Self Help:

In hours of trouble instead of relying upon others, we must have trust in Allah and in ourselves. We must try to solve our problems by courage and will power. It needs determination and a practical approach.

Day 1 Review Session

Objectives: By the end of this session the participants will be able to:
Explain the key points of day 1 learning

Time Allocation

Introduction	10 minutes
Activity 1: Review of day 1	15 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls;
Workbook for each participant;

Introduction

Explain to the group that this is a review session to see what was learned from the sessions of day 1.

Give an overview of the sessions: causes of natural disasters including earthquakes; how to survive these; the effects on behaviour; what the Quran says; how our religious and social values impact on our behaviour in a disaster.

Activity 1

Ask two participants (chosen at random) to give a 2 minute summary of what they learned about earthquakes.

Ask another 2 participants to give a 2 minute summary of what they learned about the effects on behaviour. Ask if anybody has something to add.

Then ask 2 participants for a summary on Quranic verses and 2 about religious and social values.

Conclusion

Remind participants that this course has three themes: the disaster, the psycho-social implications of this and what, as teachers, we can do to help "build back better".

Session 6: Psychosocial well-being

Objectives: By the end of this session the participants will be able to:

- Define psycho-social well-being
- Recognise symptoms of trauma
- Constructively respond to these within the school environment

Time Allocation

Introduction	10 minutes
Activity 1: What is trauma?	30 minutes
Activity 2: Signs of trauma	30 minutes
Activity 3: Case Study	80 minutes
Conclusion	10 minutes
Total	160 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls; Workbook for each participant; Pre-prepare flip charts with the definitions of trauma and the examples of causes

Be prepared! Read thoroughly the background notes for session 2 and the background notes for this session. The text in blue is for your reference and to add to the discussion if necessary. Do not read out the lists: add them only if during the discussion, if they are not mentioned.

Also keep in mind the principles of effective teaching and the principles of Islam with regard to supporting children.

Introduction

In session 3 you will recall that we looked at the effects of a disaster on the children with whom we work. It is understood that with a disaster as large as the recent earthquake, it is not only children and their parents who have suffered. Within the education system; teachers, school administrators and supervisory staff have also suffered. In this session we are looking at what this suffering is and how best we can learn to deal with it. The term 'psycho-social well-being' refers to the emotional, mental and inter-personal health of an individual. Without this well-being, it is not possible to develop appropriately and effectively. We have already discussed how a disaster such as the earthquake can affect children's psycho-social well-being and so their ability to function effectively. The effects of this disaster are often labeled 'trauma'. Trauma is a term that is used freely to describe upset emotions or stress. But

Have the objectives written clearly on a flip chart or on the blackboard.

Read the objectives through with the group.

Ask if there are any comments or suggestions on these objectives.

trauma is a specific reaction and invariably has both physical and emotional manifestations and behaviours.

Activity 1: What is trauma? [30 minutes]

Show the definitions of trauma on the flip chart.

Ask participants to give examples of events that may lead to trauma.

Show the second flip chart if necessary and add examples given by the participants.

Prepare your flip charts before the session and keep them covered (with another flip chart sheet) until you are ready to introduce them.

Trauma

A normal reaction to an abnormal situation

A shock that leaves people unable to cope

An emotional crisis that results in physical or emotional damage long term

Examples of events that may cause trauma

Loss of a loved one through unexpected death

Destruction of property

Natural disasters (earthquakes, floods)

Rape

Abduction

Discuss with the group that in the situation of the earthquake, people simultaneously experienced several of the events that may lead to trauma. If now we are seeing signs of people not coping, it is not surprising. However, as educators we have a responsibility that is bigger than ourselves and our families; we have a responsibility to the children in our care.

Activity 2: Signs of trauma [40 minutes]

Ask the participants to open their workbooks at page 19. Remind them of the work done in session 2 and the readings of that session. With this in mind, they are to complete the table in their workbook. This table has three categories of how trauma may be manifested or displayed. Individually, they should write as many behaviours as they think demonstrate trauma in these categories.

Move around the room while the participants are working to check that they are following the instructions. Choose 3 – 4 particularly good examples to use in the discussion.

Tell participants that they have 20 minutes for this exercise.

Physical signs	Behavioural signs	Emotional signs
Headaches Bodily aches and pains Skin diseases Profuse sweating Fatigue Nausea Insomnia Excessive weight loss/gain Weakness Dizziness Teeth grinding Clinging and crying Palpitations (very rapid heartbeat) Difficulty in breathing Increased susceptibility to illness Bedwetting Thumb-sucking Nail-biting	Withdrawal Inability to rest ("jittery", incessant movement or pacing) Change in speech patterns ("baby talk", slurring speech) Stammering or stuttering Erratic movement (staggering, involuntary "jumping") Indiscriminate aggression ("hates the world") Antisocial behaviour Generalised hostility	Denial Grief Intense anger Careless attitude towards self and others Irritability Anxiety Guilt Depression Severe panic (rare) Loss of emotional control Irrational fear Inappropriate emotional response (laughter, tears) Apprehension Feeling overwhelmed or helpless Morbid thoughts and feelings (suicide)

After 20 minutes, call for the attention of the participants and explain that the next activity will ask them to develop responses for the teacher to some of these signs.

Activity 3: Case Study [80 minutes]

Form the participants into five small groups. These should be different groups from other group work.

The case studies are at the end of these session notes.

Ask participants to read the case study for their group in their workbooks. (Group 1 reads case study 1 and so on.)

Ask the groups to discuss the case study looking particularly at symptoms of trauma described in the case study.

Ask the participants to fill in the first column in the table, listing the signs of trauma for their own case study only.

Signs of trauma	Responses to the signs

Explain that while this is a group activity, each person should complete the table in their own book.

Tell the participants that they have 20 minutes for this activity.

Ask the participants if they have seen behaviour similar to that described since the earthquake. Allow open discussion about the type of response that is appropriate. Remind participants about the background readings from previous sessions.

Now ask the participants to go back to their groups and develop specific strategies to respond to the behaviours they have listed.

Move around the room while the participants are working to check that they are following the instructions. Choose 3 - 4 particularly good examples to use in the discussion.

Remind the participants that, as educators, the strategies need to respond to the psycho-social needs of the child.

Explain that these strategies should be education specific and be able to be implemented in the classroom.

Ask the groups to fill in the second column of the table.

Tell the participants that they have 30 minutes for this exercise.

After 30 minutes, ask the groups to come back to plenary.

Ask each group to name one behaviour from the first list and to describe the strategy that they have developed to respond to this.

Ask the other groups if they have used the same or a similar strategy to respond to a different problem.

Keep moving around the groups until everybody has described their strategies.

Point out that an effective strategy should be able to respond to several problems.

For example: (use if there are no good examples from the group)

Withdrawal from activities	Don't insist that the child be part of the class activities but provide quiet time for the child to draw or write and encourage face to face time to talk if and when the child is ready. The face to face does not have to be with the teacher; sometimes an older child can relate more easily to the child if they are willing.
Aggression in the classroom or playground	Establish a "time out" zone. This does not involve punishment, but it removes the child from the aggressive interaction. The removal to "time out" (a chair or a table near the teacher and away from the rest of the class) must happen immediately the child begins to be aggressive. The time spent in "time out" should be one minute for every year of the child's life: a 6 year old spends 6 minutes; a 10 year old spends 10 minutes and so on. At the end of the time, the child is brought back to the group. Nothing should be said about the behaviour and no apologies should be asked for (at least at the beginning). The removal to "time out" must be consistent. Time out allows the child to regain control of their emotions without adding negative emotions such as anger and resentment to the hurt the child already has.

Physical illness	<p>Provide time in the class for acting, drawing or writing (or discussion groups for older children). These times should start with thinking about the times before the earthquake; the good things, the special celebrations. Then ask the children to visualize what they will do when they grow up and have their own children. Ask if they will talk and play and have special times with their children. As the children become more able to face their emotions, ask those children who feel ready to draw or write or act out what happened during the earthquake. Explain that while memories can be painful they can be beautiful too and that no-one is gone forever while they are remembered. This requires many sessions and should be done in a calm, quiet environment. Singing favourite songs and playing “relaxation games” can also help. Relaxation games can be very simple: Tell the children; “sit or lie back and close your eyes. Feel your toes. Scrunch up your toes tightly, now let them go. Now feel your feet; stretch them hard, then let them go ... softly, softly as if they are resting on clouds. Now your knees ...” and so on through arms and shoulders and heads. Ask the children to imagine resting on a fluffy cloud completely weightless. Let them relax for a short time and then ask them to slowly “wake up like a flower: to stretch and grow and blossom”. Doing this several times a week can make a great difference to the tension in a child. All children (and the teacher) will benefit.</p>
Child hiding anxiety from the parents	<p>Talk to the parents, reminding them if necessary that they while they grieve for the children they have lost, they still have a child and for this they should be grateful to Allah. Explain, very gently, that if Allah has taken some and left some, there is a good reason for this, but because we are only human we cannot always understand Allah’s will. However, the Quran does tell us very clearly how to treasure the gifts of Allah including our children. Explain that it is difficult when suffering your self to reach out and help others, but that this is what is required of us.</p> <p>As well as talking to the parents, make sure that in the classroom the child’s good behaviour and good work is consistently recognised. Ask the child to perhaps befriend another child who is suffering so that the compassion the child feels can be used to help somebody else.</p> <p>Generally ‘partnering’ children who need to give with those who need to receive will be of benefit to both children.</p>

Conclusion

Dealing with trauma is often a matter for professionals. As teachers, we may not feel that we have the skills to cope with these troubled children. But teachers are in a position to provide healing for trauma. Compassion, activities and interaction with children will help not just the children but also the teacher. If the professional mental health people are available, call on them, but in the meantime think of the things that you as a teacher can provide.

Case studies for activity 3 (in the workbook)

Case study 1

Alia is in middle school and before the earthquake she was doing well in class. Even though she returned to school as soon as it was opened, her behaviour has been erratic. Some days she is completely silent and sits staring into space, other days she is rude to both her teacher and her classmates. She has been seen fighting in the playground with other girls and the teachers feel that she is probably the instigator of the fighting. When the teacher has tried to talk to her, Alia complains of headaches and stomach aches. She says sometimes she is dizzy and cannot see properly to write. There is a medical team in the area but no doctor in the village.

Almost everybody in the school, including the teachers, suffered during the earthquake, losing homes and in many cases losing loved ones. Nobody has very much patience to deal with Alia and her behaviour is distressing to other students.

Case Study 2

Muneer is of primary school age, but has not attended school since the earthquake. For some weeks after school started, his teacher thought that his parents had moved to another town because their house was completely destroyed. But his parents have been seen by teachers and other parents although Muneer himself has not returned to school.

Just recently, Muneer's teacher saw him at the back of the market with some older boys. They looked like ruffians. Muneer's mother has been seen crying with her sister and other women in the community say that she is upset as Muneer is extremely rude and aggressive to her and to his father. His father lost two brothers in the earthquake and as they have no house, the whole family is living in a tent. Muneer's father is grieving for his losses and is very moody. It seems that Muneer's two younger sisters have been sick from living in these poor conditions but Muneer is not interested in helping the family.

Case study 3

Kamal is a secondary school student who has been consistently at school since the earthquake. He appears to be working very hard at his school work and is very quiet and obedient in school. His teacher thinks that he is coping very well with the situation after the earthquake although he has noticed that Kamal looks very tired. He has also noticed that Kamal does not interact with any of his classmates during the breaks: instead he sits in the corner reading. But because his work is still of a very high quality, the teacher does not see that anything is wrong.

Case study 4

Akram is just 4 years old. He lost his mother in the earthquake and he, himself was pulled from the ruins of his house several hours after it had collapsed because his father heard him crying. Akram is now staying with his grandmother and several aunts and uncles. Although everybody in the house shows him a great deal of affection, Akram sits on the floor in the corner, crying and rocking back and forth. He sucks his thumb continually. At night he cannot bear to be alone in a dark room and if he should wake suddenly in the night, he screams until somebody comes for him. He also wets the bed; sometimes several times in a night. His aunties and grandmother have tried to talk to him about his mother but he squeezes his eyes shut and turns to the wall. His grandmother is very worried and is trying to get help.

Case study 5

Khalida is in middle school, she lost her brothers in the earthquake and her parents are deeply grief-stricken. Khalida has talked to her teachers about how her own sadness, but she feels that she cannot comfort her parents and she can never replace her brothers. Even though she tries to be good and helpful at home, it seems that her parents don't even notice. All she wants is to go back to the time when the whole family were happy together. Even though her brothers used to tease her and wouldn't play with her, she feels sick when she thinks about the fact that they are gone. Several times she has vomited after thinking about them but she does not tell her parents as they are sad enough without having to worry about her. Her teachers have discussed the problem and are concerned that the family's grief is having a negative effect on Khalida.

Resource material: Session 6

Inter-personal relationships are the core of the teaching/learning process and so of the schools and education system. In a post-earthquake situation, where so many are traumatised, rebuilding relationships is a way of rebuilding the emotional life of the child.

The essentials elements to establishing and developing relationships are

1. Setting of clear standards of behaviour (understanding the reasons for any negative behaviour, but seeking positive and constructive behaviour).	2. Expecting the best for the child and of the child, keeping in mind what the child has suffered. But high expectations help the child to strive rather than become depressed.
3. Paying attention to the child and listening carefully to what is said and also what is not said.	4. Personalizing recognition: each time a child is responded to the use of name and the specific knowledge about the child should be part of the conversation.
5. Telling the stories: allow the child to tell the stories (over and over again if necessary) and actively listening to these stories as this helps to develop trust and the healing process.	6. Celebrating together: Sharing joys helps to develop trust and build relationships. When someone else is truly happy for you, there is a strong positive feeling for that person.
7. Setting an example in terms of constructive positive behaviour gives the child a role model for their own behaviour.	8. Caring for others is a way to help the healing as well as reinforcing the application of religious values.

Many authors have developed techniques for establishing a constructive relationship to support psychosocial well-being. Some of these are summarised here:

Individual attention

A system of individual coaching and daily interactive problem solving sessions in schools at all levels provides the student with the stability and support needed for the child's well-being. For this the commitment of teachers and educational leaders is of great importance.

Transformation of Communication Skills

Advanced communication skills to transfer and share ideas and concepts are a vital tool in psycho-social work. Effective listening, clear, open and unbiased communication as well as empathy and establishing trust are the basic tools for establishing relationships.

Co-operation

In a culture of change, especially due to a natural disaster, emotions and anxieties are very high. Working together in a co-operative manner helps at a series of levels: to think about others in a meaningful way is therapy at a basic level. When analysis (of the other person's needs) is required together with self awareness, social responsibility, problem solving, flexibility, impulse control, and stress management, the individual's focus shifts to a greater good. The feedback received from actively co-operating is also healing for all concerned.

Co-ordination

To establish a relationship for psychosocial well being and rehabilitation of schools and teaching learning process there must be a careful coordination among teachers, students and community. Teachers need to play the role of leader to carry out the partnership of information and resources with the community.

Regular meetings

Educational leaders and instructional experts need to interact with each other on a regular basis and focus attention on the implementation of instructional practices, student performances, visits and other forums of interaction.

Tracking Individual Development

By tracking a student's progress, we can create a blueprint for student success. Such a blueprint can help to identify and correct the teaching/learning problems, staff development, peer coaching, careful monitoring of students achievements at classroom, school and at district level.

Capacity Building

It is necessary to build the capacity of youth and children to help them understand the benefits of education long term. "Delayed gratification" is an understanding that short term rewards or gains are not worth the long term sacrifices and that to wait for the long term gains is more worthwhile (for example: staying at school to get a better education which means a better job is preferable to leaving school early for immediate money because there will never be a chance to advance.)

Possible strategies for responding to particular problems in the classroom

Withdrawal from activities	Don't insist that the child be part of the class activities but provide quiet time for the child to draw or write and encourage face to face time to talk if and when the child is ready. The face to face does not have to be with the teacher; sometimes an older child can relate more easily to the child if they are willing.
Aggression in the classroom or playground	Establish a "time out" zone. This does not involve punishment, but it removes the child from the aggressive interaction. The removal to "time out" (a chair or a table near the teacher and away from the rest of the class) must happen immediately the child begins to be aggressive. The time spent in "time out" should be one minute for every year of the child's life: a 6 year old spends 6 minutes; a 10 year old spends 10 minutes and so on. At the end of the time, the child is brought back to the group. Nothing should be said about the behaviour and no apologies should be asked for (at least at the beginning). The removal to "time out" must be consistent. Time out allows the child to regain control of their emotions without adding negative emotions such as anger and resentment to the hurt the child already has.

Physical illness	<p>Provide time in the class for acting, drawing or writing (or discussion groups for older children). These times should start with thinking about the times before the earthquake; the good things, the special celebrations. Then ask the children to visualize what they will do when they grow up and have their own children. Ask if they will talk and play and have special times with their children. As the children become more able to face their emotions, ask those children who feel ready to draw or write or act out what happened during the earthquake. Explain that while memories can be painful they can be beautiful too and that no-one is gone forever while they are remembered. This requires many sessions and should be done in a calm, quiet environment. Singing favourite songs and playing “relaxation games” can also help. Relaxation games can be very simple: Tell the children; “sit or lie back and close your eyes. Feel your toes. Scrunch up your toes tightly, now let them go. Now feel your feet; stretch them hard, then let them go ... softly, softly as if they are resting on clouds. Now your knees ...” and so on through arms and shoulders and heads. Ask the children to imagine resting on a fluffy cloud completely weightless. Let them relax for a short time and then ask them to slowly “wake up like a flower: to stretch and grow and blossom”. Doing this several times a week can make a great difference to the tension in a child. All children (and the teacher) will benefit.</p>
Child hiding anxiety from the parents	<p>Talk to the parents, reminding them if necessary that they while they grieve for the children they have lost, they still have a child and for this they should be grateful to Allah. Explain, very gently, that if Allah has taken some and left some, there is a good reason for this, but because we are only human we cannot always understand Allah’s will. However, the Quran does tell us very clearly how to treasure the gifts of Allah including our children. Explain that it is difficult when suffering your self to reach out and help others, but that this is what is required of us.</p> <p>As well as talking to the parents, make sure that in the classroom the child’s good behaviour and good work is consistently recognised. Ask the child to perhaps befriend another child who is suffering so that the compassion the child feels can be used to help somebody else.</p> <p>Generally ‘partnering’ children who need to give with those who need to receive will be of benefit to both children.</p>

Session 7: Emotional adjustment among children and how to achieve it.

Objectives: By the end of this session the participants will be able to:

- Understand the adjustment needed to help the healing process.
- Develop teaching strategies and activities to speed this adjustment

Timing Allocation

Introduction	05 minutes
Activity 1: How do we adjust?	30 minutes
Activity 2: Brainstorm; analysis of well-adjusted behaviour	30 minutes
Activity 3: Recreation activities	30 minutes
Activity 4: Behaviour continuum	20 minutes
Conclusion	05 minutes
Total	120 minutes

Materials required

Flip chart paper, marker pens, index cards or paper cut to ½ A4. Pre-prepared charts: Objectives, definitions of adjustment, table for analysis (x number of groups), tape or 'blu-tac' for sticking papers to the walls.

Introduction

As we have seen in the sessions so far, the teacher is crucial to the process of recovery for the child. In the previous session, we looked at some of the issues and responses that teachers can make. In this session we will look at how teachers can support the healing process.

Have the objectives written clearly on a flip chart or on the blackboard.

Read the objectives through with the group.

Activity 1: What is adjustment? [30 minutes]

Take one sheet of flip chart paper and place it on the floor.

Ask a participant to come and stand on the sheet. Now ask another person to come and also stand on the sheet.

Ask the rest of the participants to watch the behaviour of the people on the sheet very carefully.

Ask a third person to step onto the sheet along with the other two. Keep adding people to the sheet until no more people can possibly fit.

Thank the volunteers and tell them they may return to their seats.

Ask the group to describe the behaviour of the people trying to fit onto the sheet. Ask, if necessary, if people had to move aside or stand differently to let other people stand on the sheet.

Explain to the group that the people on the sheet of paper had to adjust to the different situation each time a new person tried to stand on the sheet. This adjustment was physical, but as human beings, we also have to learn to adjust mentally and emotionally.

Ask participants if anybody would like to share an experience of how they have adjusted psychologically since the earthquake. **Allow 10 minutes.**

Show a flipchart with the definitions of adjustment.

“We think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival”
(Geuner, B. Vonhaller)

“Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs”
(Shaffer, L. S)

“A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and the anxieties which a person must endure.”
(Smith H. C)

These can be combined to develop this definition:

“Adjustment is a condition or state in which one feels that one’s needs have been (or will be) fulfilled and one’s behavior confirms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it confirms to the needs of the individual.”

Explain to the participants that adjustment can be viewed as both a process and an outcome.

As a process people make small adjustments, not always successfully and not always maintained (like the people who kept moving a little bit to let somebody else onto the sheet). The adjustment is only just enough to take account of the new situation and is often felt to be temporary.

Adjustment as an outcome is what we saw when all the people were on the sheet and everybody had moved around and then were stable. Adjusting is the attempt to meet needs, respond to the stresses of the environment; not just the physical environment but the social and psychological environment as well. This requires an adjustment to respond to both internal and external factors.

Refer back to the introductory activity of standing on the paper.

If people actually helped each other to remain on the paper by holding them or even carrying them; this is an excellent analogy for the support we need to offer to children. Be sure to refer to it.

Activity 2: Brainstorm; Analysis of well adjusted behaviour [30 minutes]

Form the participants into groups of 3.

Ask the small groups to brainstorm on the characteristics of a well-adjusted person.

Allow 10 minutes for this activity.

After 10 minutes bring the groups back to plenary.

Explain to the participants that human beings develop not only physically, but socially and emotionally. Many behavioural psychologists describe this development in a series of steps, where it is not possible to skip a step; each step must be experienced. The role of the teacher in normal development is to help the child move from one level to the next. We know from the work already done in this course, that development may be arrested or regress as a result of the shock and trauma suffered during and after the earthquake. To help the child to adjust to the new situation will take sensitivity and awareness of where the child was developmentally before the earthquake, where they are now and where we can realistically expect them to be in a year's time.

Ask the participants to return to their group and join with another group of 3.

Ask these combined groups to check their brainstorm sheets and look for common elements. The group should then decide on the "top 10" (from the combined lists).

Then ask the groups to turn to page 27 in their workbooks.

Give each group a flip chart sheet with the 3 categories already written on them. You will need to prepare these in advance.

Tell the participants to look at the categories listed in the table and place the 'top10' in the columns depending on whether they are physical adjustments, mental/emotional or psycho-social adjustments.

Tell them that they have 10 minutes for this exercise.

The responses in blue are sample responses. Use them only if the groups do not think of these things.

Physical	Mental/Emotional	Psychosocial
Good reaction time (for the age group)	Can distinguish between fact and fantasy	Social skills appropriate to age group
Appetite suitable for the age group (not over or under eating)	Emotional control	Understands the inter-relationships between adults and children and people in authority
No dependency on drugs	Responds positively to situations	Development of self-esteem (cleanliness, personal grooming, understanding of strengths and weaknesses)
Regular sleep patterns according to age group	Recall (memory) appropriate to the age group	Ability to adapt to changing situations in a positive way
High energy levels	Interested in the world around them	Ability to understand the social mores (unwritten 'rules' of society)
	Ability to learn appropriate to age group	

After 10 minutes, ask the groups to put their charts up around the walls. Ask the participants to move around and read all the charts.

Point out that helping children to adjust is not just a matter of making sure that their school work is done. Without helping the child to develop in all areas, we cannot hope to help them to do well in school.

Ask the participants: If these (the things on the flip charts) are where we want the children to be; because this is what we think well-adjusted children are like, how do we get them there?

Check the charts either as they are being written or as they are being put on the walls. If they have not mentioned the elements listed above, add these in the discussion time. Remember that people may not use the same wording – it is similar concepts you are looking for.

Activity 3: Recreation activities [30 minutes]

One simple practical way of helping children’s healing is to help them to play games. In the background notes from earlier sessions you can read about the benefits of physical exercise in the healing process. But there is another reason for playing games. Games are familiar, and may well serve the function of helping the child to remember good times from before the earthquake.

Form participants into groups of four. Ask them to list 10 games (page 28) that could be played with a class of children. The games should require little or no materials

and should be active and non-violent and be able to be played by both girls and boys.

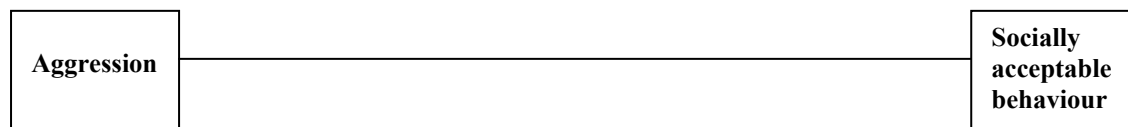
Tell the participants they have 10 minutes for this exercise.

When the groups have returned to the plenary ask one group to come out and demonstrate their game. Then ask the next group to demonstrate a different game and so on until four or five games have been played.

Remind participants to write down in their workbooks games that they did not know before and be prepared to play them with their children.

Activity 4: Behaviour continuum [20 minutes]

Draw a line on the floor (or use masking tape on the floor) to make a continuum. The line should be about 2 metres long. At one end put a paper or index card with the word 'aggression' written on it. At the other end put a card or paper with the words "socially acceptable behaviour" on it.



Give each person an index card or a half sheet of A4 paper. Ask participants to write one activity on their card that will help children who are aggressive to become well-adjusted. Tell the participants to be very specific and creative – there is no point having 30 responses saying the same thing: what we need are 30 different ways we can help the child.

Remind participants that these children need love and support, not punishment if they are to be healed from their experiences.

Allow 5 minutes for people to write on their cards. Ask people to come out and put their cards on the line where they think their strategy or activity is most appropriate. For example: using 'time-out' would be very close to the aggression end of the continuum, while praising the child for emotional control may be close to the middle and involving the child in constructive recreation or community support activities may be towards the 'socially acceptable' end.

Encourage open discussion on the various activities proposed. If the activities are just chastising or punishing the child remove those cards as these are not constructive activities.

Remind participants to note down in their workbooks these activities as they should be useful in the classroom situation.

Conclusion

Post-earthquake, we all have to adjust: we have to adjust to the destruction of our material possessions and the fragmentation of our community through death or movement. It is not easy for any of us. For our children however, who do not have the emotional maturity to cope with rapid and radical change, it is very difficult to

adjust. Our role as teachers is to analyse the behaviour and, knowing what we want them to achieve, develop the steps that help move the child forward, adjusting to their situation and becoming healthy and whole.

Resource material: Session 7

Emotional Memory Management

The human mind is a wonderfully complex thing and the more we understand of the workings, the more we understand how truly great Allah is.

In the brain there are chemicals and chemical reactions happening all the time. But the chemistry happens because we think certain things that create a particular response (we are all familiar with the fight or flight response – even when we don't fight or run away, still we can feel the results in our body: faster heart rate, 'shaky legs' and panting breath: all because we thought something bad was going to happen. If our thoughts then can control how we feel, can we change our moods and emotions?

Apparently yes, we can. If we smile, not because we are happy, but just because we smile – then we become happy. In fact the research shows that we laugh, not because we are happy, but we are happy because we laugh.

Equally, if we frown and scowl, then we will be angry or dissatisfied. Think of your own situation: smile now ... and keep smiling. How do you feel?

If we concentrate on sad or bad thoughts we will feel sad. Our bodies become 'sad'. We slump, drag our feet, look down at the ground and move slowly. If we change these actions and these thoughts we can feel more positive. Walk straight and tall, breathe deeply, look around at the beauty of the world that the Merciful Allah has given us and be thankful: soon you will feel more positive.

Our brain is like a filing system. All of our memories are stored there safely even those things we think we have forgotten. Some memories have bright and colourful tags – memories that make us feel happy just to remember them. Some memories have sombre black tags – memories that make us feel angry or frustrated or sad. Managing our memory is as simple as deciding which files we keep out and which ones we put away.

In a situation such as the earthquake, there are many, many memories with sombre black tags. It is not proper to pack away these memories; not yet. But we can 'unpack' some of the memories with bright colourful tags: memories of doing things together with loved ones; memories of good times. In addition, especially for children; adults, teachers and parents have a responsibility to try to create new memories with and for the children so that they can balance their sad or angry memories with positive ones.

In trauma situations, the brain memorizes everything about the event, including the emotions - but adds the surroundings as well. This means that for many people, especially children everything they see and experience after the earthquake may be associated with the earthquake itself. Because of the immensity of the trauma, the brain in this case cannot find any "bright files". Sometimes helping children (and others) in this situation is to create some "bright files" for the mind to reference. Comfort, play, structured activities to help the child achieve normalcy are all ways of helping.

Role of the teacher/school in emotional adjustment among students and community

As a teacher, remember that children look to you and learn from you. Even when you don't want to be, you are still a role model. In a situation such as ours – attempting to recover from the earthquake, you as a teacher have an extra responsibility. Dealing with your own grief and pain you are also needed by the children in your class to help them deal with theirs. This is a difficult role but a very honourable one.

It is frightening for traumatized children to sense that the people caring for them are responding in a disorganized, confused and/or anxious manner. If you feel yourself becoming overwhelmed, irritable or anxious, it is best to simply help the child understand why. Communicate what you are feeling, that these reactions are normal, and will pass.

The school and teachers can play a major role in the emotional adjustment of the students and the preservation and promotion of the mental health of the children.

What are some ways to help children cope with disaster?

- **Talk.** Provide children with age-appropriate information. Speak about your thoughts and feelings. Honesty and openness will help the child develop trust.
- **Listen.** Listening (while being careful not to avoid or over-react) and providing comfort will have a critical, long-lasting positive effect on the child.
- **Discuss.** Encourage children to speak with you, and with one another, about their thoughts and feelings. This helps reduce their confusion and anxiety related to the trauma. Respond to questions in terms they can comprehend.
- **Provide a consistent, predictable pattern as much as possible.** It is helpful to try and keep regular schedules for activities in school as well as eating, playing and going to bed to help restore a sense of security and normalcy for children. Make sure the child knows the pattern. When the day includes new or different activities, tell the child beforehand and explain why this day's pattern is different.
- **Provide play experiences to help relieve tension.** Younger children in particular may find it easier to share their ideas and feelings about the event through non-verbal activities such as drawing.
- **Physical exercise.** There should be a regular programme of physical exercise in school for both girls and boys. Physical exercise helps to maintain a sort of psycho-physical balance. Exercise tones both the nervous system and the muscular system. The chemical reactions that take place in the body after physical exercise act as “happy drug”: except of course that it is perfectly natural. Given the grieving and sadness many of our children are suffering, physical exercise helps to lift the spirits and bring the child into balance.
- **Protect.** Do not hesitate to interrupt or stop activities which are upsetting or re-traumatizing for the child. If you observe increased symptoms in a child that occur in a certain situation or following exposure to certain movies, activities and so forth, avoid these activities. Try to restructure or limit activities that cause escalation of symptoms in the traumatized child.
- **Support.** Reassure children repeatedly that you care about them and that you understand their fears and concerns. Give the child choices and some sense of

control. Providing hugs, kisses and other physical comfort is very important (within an appropriate context).

- **Observe.** Watch children closely for signs of re-enactment (e.g., in play, drawing, behaviors), avoidance (e.g., being withdrawn, daydreaming, avoiding other children) and physiological hyper-reactivity (e.g., anxiety, sleep problems, behavioral impulsivity). Try to comfort and be tolerant of the child's emotional and behavioral problems (which will probably wax and wane, sometimes for no apparent reason). You might consider keeping a record of the behaviors and emotions in a log or journal and try to identify patterns in the behavior. By identifying triggers, you may be able to help your child develop self-soothing abilities.
- **Take care of yourself.** By remembering to take care of yourself (remember the airlines' advice to put on your own oxygen mask before you try to help another), you will be better equipped to help your loved ones and they will learn from and be comforted by your example. This is not an act of selfishness, especially if it allows you to continue to love and care for your family in healthy, positive ways.

Adjustment Programmes in the School:

- Providing suitable educational and other experiences in accord with individual needs & capacities
- Use of a variety of instructional methods
- Individual or group remedial work
- Safety exercises such as fire and earthquake drills so that children know how to respond appropriately
- Student participation in school management
- Individual interviewing & counselling
- Develop a 'buddy system' so that children can support each other in healing and also act as security
- Organization of a rich co-curricular program
- Communication of educational & occupational information
- Parent's cooperation and education.
- School-community co-ordination.

Requirements of the teacher to ensure healing for the students

- **Patience:** A teacher has to deal with a large number of students of different abilities, so a teacher should possess the patience to make them understand gradually. Good habits are not formed over night. It requires time and patience to inculcate virtues in the student.
- **Consistency:** The inconsistent behaviour of the teacher disturbs the mental attitude of the child. In helping children to recover from trauma; consistency in the expectations of behaviour are absolutely vital. Without this the child feels there is no structure or pattern and this makes adjustment very difficult.
- **Democratic attitude:** A teacher cannot afford to be an autocrat. A teacher must develop a democratic attitude. The teacher's role is that of a friend, counsellor, manager, mentor, support and guide; not a policeman.
- **Impartiality:** The teacher should not show undue favour to any student. All should be treated equally. Undue favour to some students will lead to frustration among others.
- **Respect for the individuality of the child:** A child should not be treated just like a drum driven cattle. Children have their own individuality. Keeping in mind the rights of the child, the child has the right to be treated with respect, protected and supported. "*The secret of education lies in respecting the pupils*". (Emerson)
- **Close pupil-teacher contacts:** The teacher is expected to observe the child carefully, in and outside the class and also to know the home environment. This will enable the teacher to better understand the child.
- **Healthy home and school environment:** As well as a clean and hygienic home and school environment for physical health, the child also needs an emotionally healthy environment. After the earthquake, this may not be easy. The school can support the parents by helping them to understand that the child's "abnormal" behaviour is a response to an abnormal event. The child should not be punished for this behaviour but gently helped towards recovery.
- **Intellectual environment of the school:** Sound methods of teaching-learning suited to the individual needs of the students should be adopted e.g. child-centred, inter-active and exploratory learning should be used by teachers and encouraged and supported by education authorities.
- **Freedom and self discipline:** A child who breathes in the environment of freedom develops courage and initiative. Punishment should be used as a last resort, it should be avoided.
- **Proper level of aspiration:** Goals for children's learning, healing and behaviour change must be realistic. Too high and the children are frustrated and hopeless (which makes any trauma worse); too low and they lack validity and will not motivate the child. If unsure it is better to aim a little low and gradually make the goals more difficult.
- **Moral Education:** A comprehensive programme of moral education (ethics) helps the child to see the constructive patterns in society and helps them to grow constructively and peacefully.

Day 2 Review Session

Objectives: By the end of this session the participants will be able to:

- Revise the information and knowledge gained from the previous days' work.

Time Allocation

Introduction	05 minutes
Activity 1: Review session	35 minutes
Conclusion	05 minutes
Total	80 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

This is the final day of the course. A lot of material has been covered in this course and hopefully some new ideas have been developed and thought about.

Today the review is in the form of a quiz.

Activity 1

Ask the participants to form two teams facing each other about five steps apart.

Tell the participants that they will be asked a question and can ask their team members for help in answering if necessary.

Explain that you will throw a ball to somebody on one team who is to answer the question. This person then throws the ball to somebody on the opposite team who then has to answer a question and so on.

If the participants want, keep a score as to which team answers the most correct questions.

The quiz is at the end of this session.

Conclusion

The things we learn during this course are not so that we have academic knowledge. This course is to help us in the healing process and enable us to help the children and communities in which we work.

Quiz questions

	Questions	Possible responses
1	There are four parts of the earth if we view it in cross-section: name two of those parts.	Atmosphere, crust, mantle, core
2	What are the three directions to follow if you are caught inside a building during an earthquake?	Drop, cover, run
3	Name three types of behaviour you may find in children as a result of the earthquake?	Grief, disruption of normal behaviour, regression, psycho-somatic symptoms, aggression, withdrawal, depression
4	Name another three	As above
5	In the session on Quranic verses, there are three areas that we looked at: what are they?	Warnings, repentance/forgiveness Application of teachings to help others
6	What strategies would you put in place to deal with aggression in the classroom?	"Time out" place, counselling, alternative activities, community activities
7	What strategies would you put in place to deal with withdrawal?	Listening, inclusion, constructive activities
8	Explain what we mean by a "well-adjusted" child or person.	"Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behavior confirms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it confirms to the needs of the individual."
9	Name three requirements of teachers to help healing in children	Patience, consistency, democratic attitude, impartiality, respect for the individuality of the child, close pupil-teacher contacts, healthy home and school environment, intellectual environment of the school, freedom and self discipline, proper level of aspiration, moral education
10	Name three religious and social values that we should keep in mind.	Recourse towards Allah, patience and firmness, selflessness, contentment, respect for humanity, mutual cooperation, discipline, optimism/hopefulness, to avoid accumulation of wealth and hoarding, gratefulness, self help

Session 8: Child Rights and education

Objectives: By the end of this session the participants will be able to:

- Know the religious cultural and legal instruments underpinning inclusion and child rights
- Identify responsible partners to help respond to the special needs of vulnerable children
- Identify strategies that promote inclusion.

Time Allocation

Introduction	05 minutes
Activity 1: Basis of Child Rights	35 minutes
Activity 2: Who is responsible?	35 minutes
Conclusion	05 minutes
Total	80 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

Access to education for all children (and therefore inclusion of all children) is a right which is laid down in a variety of international legal instruments. These are based on the legal instruments of individual countries which in turn are based on the cultural values of that society. In Pakistan, as a Muslim nation, the core of inclusion is laid down in our Islamic teachings. Since the earthquake, where so many children suffered, access and inclusion to education is even more difficult to achieve. Many of our children now suffer physical and emotional disabilities as a result.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

Activity 1: Basis of Child Rights [35 minutes]

The legal instruments that relate to children's rights basically ask for respect, protection and support to help them grow up to be the best people and citizens that they can be.

Ask participants what the international and national legal instruments that protect children are.

Now ask what Islamic law says about the protection, care and education of children.

Ask participants to open the workbooks at page 31 and to complete both the tables (CRC and rights under Islam) by reading what rights children have and then ask them to fill in the last column;

Universal Declaration of Human Rights

Convention on the Rights of the Child

Education Policy of Pakistan

writing what they as teachers can do to ensure these rights in the school and classroom.

Tell the participants they have 20 minutes for this exercise.

CRC article	Rights based approach	What teachers can do
2, 18, 28, 30	Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	<p>Observation skills, small (and changing) groups, questioning</p> <p>Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied and utilised as a resource where possible)</p>
Preamble, 12 &13	Respect	Listening to all responses, never questioning as a punishment, courtesy for students, parents and teachers
8,12 & 13	Learning according to potential	Range of activities and subjects, variety in methodology: not examination oriented
16, 32, 33, 34	Protection	Knowledge and skills provided for students to be able to deal with life problems (SRH, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying, constructive conflict resolution) as well as traditional subjects
2	Equal opportunity	<p>Proactive access to school/learning centres, (no exclusion on the basis of school fees)</p> <p>Equality of interactive learning based on inclusion, variety of activities to ensure all participate and use of the full range of cognitive and affective domains to ensure that every learner's potential and stage of development can be reached.</p>
19, 34, 37	Safety	<p><i>In loco parentis</i> in place of the parent – giving care and taking responsibility for well-being of the learner.</p> <p>No corporal punishment of any kind</p>

Ref.	Rights of Children in Islam	What the teacher can do
Al Hadith	In accordance with Islamic precept “children” means both male and female “Acquisition of knowledge is obligatory for all true believers”	Ensure that both boys and girls have access to school. If there is a mixed class of boys and girls; the girls should have as much attention as the boys.
	Right to be brought up properly, looked after and provided for and educated	The teacher is in <i>loco parentis</i> (in the place of the parents) and has the responsibility to provide the same care as the parents
Al Quran 66:6	Right to religious, moral, ethical guidance, provided with an understanding of right and wrong	The teacher needs to know and understand the teachings of Islam so as to provide the child with a good education without bias and with a good ethical foundation
Al Quran 52.51	Children are given in trust to their parents – who will be held accountable. “Everyone of you is a caretaker and everyone of you is answerable for his subjects”	As teachers are in the place of parents – they too may be held accountable
Abu Bakr RAA	Justice and equality: Inequality is injustice (forbidden in Islam) “He dieth not who takes to learning, to treat children affectionately and to kiss them are charitable acts”	The teacher must be very sure that the treatment of all children is equal and fair: no favouritism, no bias against certain children for whatever reason. This is especially important with regard to those children who have been left as orphans or disabled either as a result of the earthquake or for any other reason.
Al Hadith	“It is a child’s right that his father should teach him how to read, write,”	Teachers have a responsibility to be professional in their teaching and also to help parents and the community to understand their obligations about sending all their children to school.
Abu Daud	“Whoever has a girl under his guardianship...[and does not] treat her with contempt, nor gives preference to his sons over her, Allah will admit him to paradise”	Teachers have an obligation to treat girls equally and without bias and to help the parents and community to understand their obligations in terms of helping girls to have an education.

After 20 minutes (or when most people have finished) ask particular individuals to read out their responses to the rights. Allow open discussion and use this time to make the points (above in blue) if they are not made by participants.

Explain that providing for these rights in the way that we teach the child we are using a rights-based approach. This means simply that we give the child the same respect as we would like them to give us in all aspects of teaching.

However, a rights-based approach, especially when we look at access and inclusion in school is more than simply having children sit in the classroom. True inclusion means adjusting our teaching to suit the needs of the individual child. This is especially important when we think of the needs of children since the earthquake.

However, the total responsibility does not belong to the teacher. The education system and other areas of the government also have responsibilities to ensure that the rights of the child are fulfilled, as does the community.

Activity 2: Who is responsible? [35 minutes]

Form participants into groups of 6 – 8 people. Ask them to turn to page 33.

Ask the groups to brainstorm for those who are also responsible.

Once they have decided who is responsible they should list ways that the child can be supported by these responsible departments, agencies and groups.

The notes in blue below are examples only and should be mentioned only if the participants do not do so.

Who else is responsible?	What should they do?
Parents	Individual care especially in cases of trauma (no punishment for traumatized behaviour)
PTAs/SMCs	Advocacy for access and inclusion especially amongst the community (but also with the government if necessary)
School authorities	Ensure flexibility in the system of enrolment and referral to ensure that children really are included
Education system authorities	Teach from the Quran about the rights of children and responsibilities of parents
Religious leaders	Ensure practical aspects (travel, physical access to buildings, appropriate clothing and footwear) are provided
Communities	Create/reinforce laws and policies to protect children
Ministries (apart from education); Justice, Labour	Capacity building, advocacy, funding
UN	
International and local NGOs	

Allow 20 minutes for this exercise.

Bring the groups back to plenary and ask the first group to name two groups that they felt were responsible for the protection of child rights. Ask if other groups also had these. If they did not, suggest that people record these in their workbooks. Ask the first group what they thought these two groups could do to protect the rights of the child, especially with regard to inclusion.

Then move to the next group asking them for two different responsible groups and what they could do and so on until all the information has been shared.

Conclusion

While all children have the right to be respected and included in education (and other community activities), those children who have suffered through the earthquake need our special care and concern. No child should ever be excluded because of what has happened to them, whether it is physical injury, emotional trauma or mental illness (such as depression). Many times we just don't stop to think how these children may be being excluded. Now it is time to think how they can be included and to make the changes necessary for this to happen.

Resource material: Session 8

Convention on the Rights of the Child (Summary)

<p>The Convention defines a child as a person under 18 unless national law recognises that the age of majority is reached earlier. (Article 1)</p>	<p>All the rights laid down in the Convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. (Article 2)</p>
<p>All sections concerning the child should be in his/her best interests. (Article 3)</p>	<p>The State's obligation to translate the rights of the Convention into reality. (Article 4)</p>
<p>The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities. (Article 5)</p>	<p>The right to life. (Article 6)</p>
<p>The right to a name and a nationality and, as far as possible, the right to know and be cared for by his/her parents. (Article 7)</p>	<p>The right to protection of his/her identity by the State. (Article 8)</p>
<p>The right, if desired, to maintain personal relationships and direct contact with both parents if separated from one or both. (Article 9)</p>	<p>The right to leave and enter his/her own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship. (Article 10)</p>
<p>The right to protection by the State if unlawfully taken or kept abroad by a parent. (Article 11)</p>	<p>The right to freely express an opinion in all matters affecting him/her and to have that opinion taken into account. (Article 12)</p>
<p>The right to express views, and obtain and transmit ideas and information regardless of frontiers. (Article 13)</p>	<p>The right to freedom of thought, conscience and religion, subject to appropriate parental guidance. (Article 14)</p>
<p>The right to meet together with other children and join and form associations. (Article 15)</p>	<p>The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander. (Article 16)</p>
<p>The right to access to information and materials from a diversity of sources and of protection from harmful materials. (Article 17)</p>	<p>The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the State. (Article 18)</p>
<p>The right to protection from maltreatment by parents or others responsible for his/her care. (Article 19)</p>	<p>The right to special protection if s/he is temporarily or permanently deprived of her/his family environment, due regard being paid to her/his cultural background. (Article 20)</p>
<p>The right, in countries where adoption is allowed, to have it ensured that an adoption is carried out in her/his best interests. (Article 21)</p>	<p>The right, if a refugee, to special protection. (Article 22)</p>
<p>The right, if disabled, to special care, education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society. (Article 23)</p>	<p>The right to the highest standard of health and medical care attainable. (Article 24)</p>

The right, if placed by the State for purposes of care, protection or treatment, to have all aspects of that placement regularly evaluated. (Article 25)	The right to benefit from social security. (Article 26)
The right to a standard of living adequate for his/her physical, mental, spiritual, moral and social development. (Article 27)	The right to an education, including free primary education. Discipline to be consistent with a child's human dignity. (Article 28)
The right to an education which prepares him/her for an active, responsible life as an adult in a free society which respects other and the environment. (Article 29)	The right, if a member of a minority community or indigenous people, to enjoy his/her own culture, to practice her/his own religion and use her/his own language. (Article 30)
The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities. (Article 31)	The right to protection from economic exploitation and work that is hazardous, interferes with his/her education or harms his/her health or physical, mental, spiritual, moral and social development. (Article 32)
The right to protection from narcotic drugs and from being involved in their production or distribution. (Article 33)	The right to protection from sex exploitation and abuse. (Article 34)
The right to protection from being abducted, sold or trafficked. (Article 35)	The right to protection from all other forms of exploitation. (Article 36)
The right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family. (Article 37)	The right, if below 15 years of age not to be recruited into armed forces, nor to engage in direct hostilities. (Article 38)
The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment for her/his physical and psychological recovery and reintegration into society. (Article 39)	The right, if accused or guilty of committing an offence, to age-appropriate treatment likely to promote his/her sense of dignity and work and his/her reintegration as a constructive member of society. (Article 40)
The right to be informed of these principles and provisions by the state in which s/he lives. (Article 42)	Note: The Convention has 54 Articles in all. Articles 41 to 54 are concerned with its implementation and entry into force.

The Convention on the Rights of the Child was adopted by the United Nations General Assembly on the 20th November 1989. This summary is written by SCF and UNICEF

Rights-based education **Pamela Baxter (UNHCR paper 2004)**

Rights-based education is an education programme that embodies the principles of Human Rights (and CRC) into the planning, curriculum and implementation of an education programme.

Education, as a school system, has a two-fold (and somewhat paradoxical) role. It is one of the institutions of socialisation and it is designed to give students knowledge and skills to enable them to be economically independent. In the holistic sense, these two need not be paradoxical, as skills for living should ideally include both economic and social skills. In practice however, the economic needs (skills for employment; or at least further education which in turn leads to employment opportunities) have overtaken the socialisation aspect (which is often part only of the 'hidden curriculum'). In addition, there is a further paradox: schooling is designed to both reinforce the values of a society which generally means to "look back" to what has been and, at the same time, prepare students for a future which is likely to be radically different and to provide the appropriate knowledge, skills and values. These goals are often mutually exclusive.

Rights-based education is an attempt to bring these aims into alignment. All education processes can be broken down into at least two components: content and methodology, it is not possible, however, to provide a rights-based approach unless these mutually reinforce each other. A rights-based approach is one where the process is more emphasised so that the content may be learned more effectively.

Methodology

There are two levels to the methodology – the system level and the individual teacher. Ultimately neither can be truly effective without the other, although there is benefit in good quality teaching even where the entire system is not rights-based.

A rights-based methodology requires a **proactive** involvement of all the school community in inclusive decision-making. [For example, if the parents of the school are intimidated or shy or uninterested and so do not attend meetings, then the school/system needs to ensure that it can reach out to the community: home visits, other community meetings, open days etc.]. The school/system also needs to ensure that the message to the community being portrayed by the teachers, administrators and officials is one that is also proactive towards inclusion.

All members of the school community: officials, administrators, teachers, parents and students have the right to be treated with dignity and respect. This alone should be the over-riding principle. If this principle is truly implemented then it is not possible to use corporal punishment on a child as this is not treating them with dignity and respect. Equally, to keep parents in ignorance of what their child is learning, or to keep them waiting or to make them feel unwelcome in the school is contrary to the principle as this denies them respect. Similarly, the principle means that it is not appropriate for a child to abuse a teacher or another child as this denies the respect and dignity of each individual. In short it is not possible to 'play the power games' (so often seen in school systems) and be consistent with the principle of respect and dignity.

The implementation of this principle in the school system must be consistent and must occur at every level:

- **School Management** – a clear understanding and democratic approach to the rights, roles and responsibilities of each member of the staff. Open staff meetings, small faculty discussion groups for particular focus discussions and democratic consensus decision by the school staff: all these will help to create a positive and constructive school environment.
- **School rules** – decided on the basis of rights but more importantly decided in conjunction with all concerned. [For example: “Everybody has the right to be listened to. What happens when everybody talks? What sort of rule should we have to make sure that each person’s right to be listened to is respected?] This also has a sound pedagogical base as when the students have psychological ownership of the rules, then they will ‘police’ themselves – this is constructive classroom management, which enables the teacher to concentrate on teaching rather than on disciplining the class.
- **Syllabus** – some school systems (and at some levels) allow the students choice of subjects, others (especially in basic education) do not. However, even within the set subject, the student may be allowed some choice of topic and method of study. This requires the teacher to be well-prepared and committed to the rights-based approach (it is more difficult to mark a series of individual assignments than it is to mark a convergent-thinking test paper), but it also allows the student full motivation to study a particular topic. Again this is good pedagogy and classroom management as well as being rights-based.
- **Teacher training** – many teachers teach as they were taught; usually by very didactic methods. To help the teachers use inter-active methodology, there needs to be training that incorporates the methodology in the training: lecturing about participation is of no use. Questioning skills, participatory classroom management and the ability to handle group work are essential. Training should be in shorter sessions with ‘practice time’ to help the teachers become confident in the new methods. Training needs also to include developmental psychology so that teachers understand the level of the student and what can realistically be expected. This concerns not just the cognitive and affective domains but also the hierarchy of ethical development. It is the role of the teacher to help the child move through the levels to the best of their ability.

Within the classroom and at the level of the individual teacher, the implementation of the rights-based approach can be very comprehensively implemented. It does, however, require the teacher to be trained in constructive classroom management techniques and to have had the chance to internalise the concept of rights and constructive skills and attitudes for themselves.

- **Class management** – “What are our rules?” is a start here as the students commit themselves through the discussion of the rules to keep them. Class management relies heavily on the interest of the student and the planning of

the teacher. Teachers who spend a disproportionate amount of time talking or disciplining students create boredom in the class with further disruptive behaviour as a result.

- Teaching methodology - open discussion by the students is very often a teacher's greatest fear. This is often because the teacher has very limited knowledge and skills and cannot afford a situation where they may lose dignity and respect. As a result, they will control the lesson and the teaching by not allowing any discussion. Many teachers, even now, are trained to believe that a silent classroom is a 'good' classroom. For these teachers, there is no difference between 'working noise' (where small groups are discussing the work together) and 'disruptive noise' (where students are simply talking and disrupting others). Group work encourages analysis, critical thinking, co-operation, negotiation and inclusion; but these need to be planned in the group work. When the teacher preparation focuses on these elements then 'working noise' can be seen as truly productive. However, poor preparation (or if teachers have not been appropriately trained) there will be negative results because unstructured group work may encourage exclusion, discrimination, laziness and exploitation. Group work is not just a matter of seating arrangement; it is a management skill that requires preparation (skill) from the teacher.
- According to the CRC, children have the right to an education, which develops their personality, talents, mental and physical abilities¹. This is often reduced to mental abilities only and in extreme situations, reduced even further to a particular output (examination results) not individual potential. To provide an education programme for developing the full potential of each child requires the use of a variety of approaches to give each child an opportunity to utilise their preferred learning style. It also requires a classroom free of fear as it is not possible to develop a constructive personality in a state of constant fear. The practical classroom implementation of article 29 includes
 - the provision of a range of activities with a range of groupings for the students (individual work, small groups, larger groups), research, role plays,² art, games and activities to demonstrate a teaching point;
 - inter-active teaching and learning to respect the right to be listened to and to promote the higher level cognitive and affective skills; with open questioning and building on the responses by the students to move towards the teaching point of the lesson. Discussions are generally very difficult for many teachers (and students) as the discussion must be structured (by the teacher) but the students have to feel confident that they can say what they think and feel.
 - Good questioning skills by the teacher with a mix of open and closed (but structured) questions, including questions that concentrate on the levels of analysis and synthesis (not just knowledge and comprehension). This style can be summed up as "ask don't tell".

¹ Convention on the Rights of the Child (CRC) Article 29

² Unscripted dramas developed on a theme by the students themselves

- A sound psychological environment is provided both by the teacher and the system. This is one where the student feels that there is a positive learning environment, where the student feels safe: physically, mentally, emotionally and socially. The environment creates an atmosphere of trust, where the teacher consistently helps the students to find solutions and where learning is a constructive, pleasurable activity.

Rights based approach	Good pedagogical practices	CRC art.
Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	Observation skills, small (and changing) groups, questioning Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied and utilised as a resource where possible)	2 28 30 18
Respect	Listening to all responses, never using questions as a punishment, courtesy for students, parents and teachers	Preamble 12 & 13
Learning according to potential	Range of activities and subjects, variety in methodology: not examination oriented	8, 12 & 13
Protection	Knowledge and skills provided for students to be able to deal with life problems (SRH, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying, constructive conflict resolution) as well as traditional subjects	16, 32, 33, 34
Equal opportunity	Proactive access to school/learning centres, (no exclusion on the basis of school fees) Equality of interactive learning based on inclusion, variety of activities to ensure all participate and use of the full range of cognitive and affective domains to ensure that every learner's potential and stage of development can be reached.	2
Safety	<i>In loco parentis</i> (in place of the parent) – giving care and taking responsibility for well-being of the learner. No corporal punishment of any kind	19, 34, 37

Session 9: Providing a conducive learning environment

Objectives:

By the end of the session the participants will be able to:

- Define the elements of a conducive learning environment
- Describe techniques for providing a conducive learning environment

Time allocation

Introduction	05 minutes
Activity 1: What is a conducive learning environment?	15 minutes
Activity 2: Which teacher?	35 minutes
Conclusion:	05 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

One of the components of a quality system of education is that of the learning environment. A conducive learning environment is one that welcomes the learners and the education community. But what does this mean in practical terms? In this session we will look at some of the elements that constitute a conducive learning environment.

Activity 1: What is a conducive learning environment? [15 minutes]

Explain to the group that we are going to do a two-part brainstorm. Remind them of the 'rules' of brainstorming.

Write "Physical elements" on one flip chart sheet and "Psychological elements" on a second flip chart sheet. These two sheets should be side by side.

Ask the group to give ideas about what the physical elements are that are associated with a conducive learning environment.

Ask the same question for psychological elements.

Read the section on basic training tips at the beginning of this manual.

Some possibilities are listed in blue below. Add these only if they are not mentioned in the brainstorm.

Physical elements		Psychological elements	
school buildings	water and sanitation	appropriate curricula	recognition of what the learner brings to the classroom
sufficient classrooms	appropriate furniture for students and teachers	unthreatening, child-friendly environment: caring, empathetic teachers, no corporal punishment,	open acceptance of every child
access for all		constructive interactive methodology	recognition of the role of the community (and therefore welcoming the community input into the school)
sufficient and appropriate text books and learning materials (maps, visual aids etc.)	adequate number of trained teachers		
	Play areas and recreation equipment	equal dealing and good interpersonal relationships	

After the brainstorm, ask how many people had thought only of the physical structure of the school.



Explain that although the physical structure and infrastructure (support of materials etc.) is important, the real key to a conducive learning environment is the teacher. It is the teacher that provides the warmth and positive atmosphere of the classroom so that it is a 'safe space' intellectually and emotionally for the learner.

Activity 2: Which teacher? [35 minutes]

Ask participants to turn to page 35 of their workbooks

Ask them to look at the two pictures. Explain that these pictures represent two teaching styles. The "filling the water pot" is the traditional teaching where the teacher 'fills the empty child'. The 'flowers' picture is the teacher who recognises that children bring knowledge, skills, and learning styles to the learning process.

Ask the participants to fill in the chart underneath each picture by listing the attributes of the particular teaching style.

 Filling the water pot	 Helping the flowers to grow
<p>Assumption that the teacher knows everything</p> <p>Assumption that the child knows nothing</p> <p>Tends to be didactic</p> <p>Cannot afford to make mistakes (sees self as omnipotent)</p> <p>Sees teacher as the only source of knowledge</p>	<p>Understands that the learning environment is multiple and complex (as flowers need soil, sun, rain, fertilizer, and care)</p> <p>Diagnoses the problems of the children</p> <p>Tends to be constructivist in approach</p> <p>Actively listens to the learners and interacts with them; helps the students overcome problems</p> <p>Promotes discussion and encourages creativity</p> <p>Uses interactive teaching methods (variety of approaches) to help every child according to his/her level</p>

Tell the participants that they have 10 minutes for this activity.

After 10 minutes ask four participants to come together into a group and share their notes. They should put a combined list onto flipchart paper. They have 15 minutes for this activity.

Bring the groups back to plenary and ask for the charts to be put up around the room. Ask the participants to move around the room and read what is on other charts.

Ask the plenary group which style of teaching will create more conducive learning. Allow open discussion for 10 minutes.

Conclusion

Creating a conducive learning environment is much more a matter of the teacher's attitude than it is bricks and mortar. Teaching materials, support from education administration, community participation and the inclusion of all children regardless of sex, family background, ethnic group, religion, abilities are all part of creating a conducive environment, but the key to all of these is the teaching.

Resource material: Session 9

Creating a conducive learning environment

The key element in a conducive learning environment is you, the teacher. It is your job to create an atmosphere where children are willing and able to learn. Corporal punishment (beating children or other physical punishment) can never be part of a conducive learning environment.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself while teaching, the students probably will as well.
- Do not use a stick or pointer; it can easily turn into a weapon.
- Never set yourself up as the master. Nobody is infallible and children will try to “trip up” a teacher and look for any mistakes the teacher may make.
- Know the names of your students.
- Be genuinely interested in what the children in your class have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what the children say, really listen. Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering.
- Listen also when children talk to each other in group work; many children feel too shy to speak from their heart to a teacher, but they will to their classmates.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates children) but look at all the children.
- Use your peripheral vision (looking out of the corner of your eye) so you notice all the children in the class, especially if they want to speak.
- When you move around the room, stand beside students you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk).
- Speak clearly and not too fast, but loud enough for all the class to hear and speak with expression (a monotone will put your class to sleep).
- Use the level of language your students need. Simple language does not mean simple concepts.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- Move for a reason: to make a point, to talk to a particular group, to check if students need your help.

Creating a conducive environment also includes the students. Make sure that they feel psychologically comfortable in the classroom. *Never* make a fool of a child (calling them names or belittling them). If it should happen unintentionally, apologize. Make sure you are courteous and your students will also be courteous.

Session 10: Managing multi-grade classes

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

- Understand the methods needed for multi-grade teaching
- Learn the steps in multi-grade teaching
- Understand the difficulties and solve their problems in multi-grade teaching.

Time Allocation

Introduction	05 minutes
Activity 1: Parts of a lesson and multi-grade teaching	30 minutes
Activity 2: Organising multi-grade work	45 minutes
Activity 3: Challenges and solutions	35 minutes
Total	115 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

Multi-grade teaching is a system of putting two or more grades of children into a single learning space with one teacher. This is a more refined version of group work as the children have different curriculum tasks to perform. The key to successful multi-grade teaching is to remember that the teacher can only be in one place at a time.

Activity 1: Parts of a lesson and multi-grade teaching [30 minutes]

Ask participants to list the parts of a lesson [e.g. Introduction, new content, application, revision, conclusion].

Put these on a flip chart or the board on a chart.

Lesson components	Class 1	Class 2
Introduction	Teacher	Teacher
New content	Teacher	Teacher
Application		
Revision		
Conclusion	Teacher	Teacher

Ask participants to nominate which parts of the lesson the teacher **must** do together with the class.

Allow discussion in the group as to why the teacher must be actively involved in certain parts of the lesson. [The teacher must be actively involved in the new content: all other parts of the lesson can be pre-prepared].

If the participants say that they must be actively involved in all parts of the lesson, ask which parts the students can do on their own (even though the teacher may supervise).

Mark in the sections on the chart. Explain that with two or more grades in the class, the lessons must be structured differently because the teacher cannot do two things at once. Ask if there are any other alternatives. [Yes, teaching different topics to different grades is sometimes easier.]

Activity 2: Organising multi-grade work [45 minutes]

Ask the participants to turn to their workbooks page 38.

Ask the participants to think of a topic that they know well in their subject area and write in the components of that topic for just one of the grades.

For example: Maths – double digit addition (1 grade)

Maths – double digit with carrying (2 grade)

Lesson components	1 grade	2 grade
Introduction	Introduce double digit addition by reviewing single digit addition and explaining that today we are going to try to add numbers that have two digits.	
New content	Work through initial example 32+45	
Application	Have ten examples pre-prepared for students to try the new work	Have ten examples pre-prepared for students to try the new work
Revision	Work through four of the examples showing the method. Ask for answers from the group. Set 20 more examples for revision	Set 20 more examples for revision
Conclusion	Remind children that the columns of the numbers are very important so that they add the correct digits. Congratulate children on their work.	

Ask the participants to choose a topic for the 2 grade in the same subject area.

Now ask the participants to fill in **only** those sections for the 2 grade that do **not** require the teacher' active involvement. **Allow 10 minutes for this exercise.**

Form the participants into groups of three. Ask them to compare their notes and decide how they could organise their time so that each grade gets the teaching time that they need.

Allow 15 minutes for this discussion.

Now ask the groups to choose a totally different subject for the 2 grade and repeat the exercise.

Ask the groups to come back to plenary and share their findings.

Allow 15 minutes for this discussion.

Ask the groups to come back to plenary and share their findings. Ask the participants if it is easier to teach effectively if different subjects are chosen.

Activity 3: Challenges and solutions [35 minutes]

Form the participants into groups of five or six. Ask them to discuss and list the necessary planning for effective multi-grade teaching (i.e. what do they need to know and do in order for multi-grade teaching to be effective?). Page 39 in the workbook

If the suggestion is made that older students can act in place of the teacher, remind them that the older student also has the right to be taught appropriately. A child is not an alternative to a teacher!

Allow 15 minutes for this exercise.

Pre-requisites	Adjustments to be made
Annual scheme of study for both grades	If new lesson is to be taught to both the classes, then shift new lesson of one class in the next period and engage them in purposeful activity from the previous lesson.
Number of lessons of a particular subject to be taught each week	Rotate lessons so that intensive teaching times do not overlap
Daily timetable of lessons for grades	Common mistakes should be corrected on black board
Preparation of examples and revision for each grade for each lesson	The students' work can be checked with the help of group leaders.
Clear instructions for each grade when the teacher is not present with that group	Students should be trained to do work in pairs and groups with due concentration and without making any mischief.

After 15 minutes bring the groups back to plenary. Ask each group to provide a 2 minute feedback of their work to plenary. Remind the participants that work that has already been covered by previous groups should not be restated. Allow 20 minutes for feedback and open discussion.

Conclusion

Multi-grade teaching requires flexibility of programming, creativity from the teacher and thorough preparation. It also requires from the teacher an understanding that learning is not the same as teaching: the child can learn from a range of activities and it is the responsibility of the teacher to provide these. Many of these activities do not require the physical presence of the teacher. Multi-grade teaching is not so different to teaching a single grade; because even in a single grade, students are not homogenous and the teacher should be taking the individuality of the child into account. The biggest challenge in multi-grade teaching is the different syllabus for each grade. Flexibility of programming is therefore essential.

Resource material: Session 10

Techniques for teaching multi-grade classes:

1. A comprehensive package should be prepared for multi-grade teaching. These should include time management, seating arrangements, preparation and organization of the teaching/learning material.
2. Freedom to reprioritize subject timetables should be part of the multi grade system. This in turn, would enable teachers to spend more time on a particular subject or practice work depending on need.
3. Older, more disciplined, students could be designated as monthly monitors of small groups of students.
4. Teaching aids prepared by teachers and children should be kept systematically in a learning corner, to be used whenever required.
5. The teacher should chart out a weekly lesson plan. This would enable him/ her to organize the subject matter in the best possible way to meet the special requirements of a multi grade class.
6. A student diary may be a useful tool for the teacher to understand any gaps in the teaching/learning process and enable the teacher to understand the needs of the students more effectively.
7. Performance report cards may be used to record the performance of the students, and if required, the teacher can then give them remedial education.
8. To reduce the time spent on taking attendance, a self attendance card may be used where each student marks his/her attendance in the card; the monitor can collate these for the teacher.

In the current situation; post-earthquake, the usual forms of revision are not generally available. It is not reasonable to ask a child who has lost everything and is living in a tent to complete homework of the usual kind.

There are some alternatives which may be more effective than traditional homework:

1. Observation: Students may be directed to observation of issues relevant to the topic being studied. They may present information on next day before the class.
2. To meet experts: The experiences of local experts may be utilized. Students can meet and interview various groups to get required information.
3. Media: Students should be encouraged to seek information and study by using news papers, TV and Radio etc.
4. Local resources: Projects involving craft that can be made from local materials that express information learned is very useful and demonstrates higher order learning skills.
5. Peer groups: Topics for discussion may be given to the students living in the same area. They may be directed to have a meeting as to discuss the topic after school time.

Alternative Session 10: Higher level thinking skills (Secondary teachers)

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

- Understand the background to higher level thinking skills
- Develop strategies for use in the classroom to extend and enhance the higher level thinking skills of senior students

Time Allocation

Introduction	05 minutes
Activity 1: What is cognitive development?	45 minutes
Activity 2: Open and closed questions	30 minutes
Activity 3: Challenges and solutions	35 minutes
Conclusion	
Total	115 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.

Workbook for each participant

Pre-prepared flipchart of Bloom's Taxonomy and the definitions of the levels.

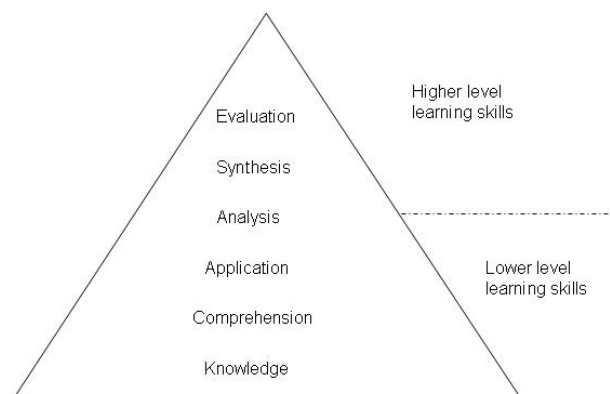
Introduction

The term 'higher level thinking skills' refers to the model of cognitive development of Benjamin Bloom – called Bloom's Taxonomy. Bloom developed several taxonomies and true higher level thinking skills actually requires the combination of at least two (cognitive and affective). In this session we will look briefly at the taxonomies and how these can be supported in the classroom.

Activity 1: What is cognitive development? [45 minutes]

Ask participants to look at the model of Bloom's Taxonomy of cognitive development.

Ask participants (in open discussion) to define the type of thinking involved with each of the levels.



Level	Definition	Example
Knowledge:	any question where the answer is a fact from the information given	The names of the characters in the story; the parts of the earth's surface
Comprehension:	where the student understands the information and can relay it back with meaning (a retelling or internalizing of information)	Drawing the story (in sequential order); solving mathematics problems
Application:	where the student can apply the information to a different situation	Use the moral of the story in a different story; use the maths to solve a different problem
Analysis:	where the student can 'take the information apart' and see the principle or ideas related to the information	Being able to say 'why such a thing is so' where this has not been explicitly stated in the content. Being able to draw conclusions "if this and this is so ... therefore ... is so"
Synthesis:	where the student can put the information, principles and ideas together in a way that a new outcome can be seen, in terms of a concept, plan of action, etc.	Puts together several mathematics principles to solve a completely new problems; turning the air-conditioning vents upward because there is an understanding that hot air rises and so forcing air circulation
Evaluation:	where the student makes a judgment about the information and issues, and can then internalize the full knowledge ideas and concepts	Seeing the "moral of the story"; testing a hypothesis and finding it valid

Explain to the participants that most of the work we do with students remains at the lower levels of development. We ask students to recall information, to remember, to be able to repeat the information for an examination. We do not often ask students to think about information and analyse it or to synthesise to develop a new outcome. For example; what is the formula for finding the area of a triangle? $[\frac{1}{2} \text{ length} \times \text{breadth}]$ Why? $[\text{Because a triangle is half of a rectangle}]$ But if you don't remember the formula and you don't understand how it is developed; is it possible to work it out? When we teach only at the level of knowledge and comprehension, then the students generally will not be able to 'work out' how to do things because they do not have analytical skills.

How do we teach these skills to students?

Questioning skills are vital to good teaching. You should be able to lead the students to learn what you want them to learn, by asking the right questions.

Essentially there are two types of questions: *closed questions* and *open questions*

Allow some open discussion on this point. If a participant says or infers that it requires good questioning skills, reinforce this point. Explain that simply telling students to be analytical will not be effective.

- Closed questions have a single correct answer. They rely on the knowledge and comprehension levels of Bloom's Taxonomy. (Most 'what' questions are closed questions. For example; what day is it today?)
- Open questions are those that have a variety of answers and explore the higher levels of Bloom's Taxonomy: analysis, synthesis and evaluation.
- Open questions are those where we try to find out if the student understands, if the student can put together two pieces of information to develop an answer, if the student can discover an answer that is not expressly written in the book. ('Why' questions; 'explain' questions; 'how' questions are usually open questions)

These are sometimes called convergent and divergent questions. Convergent thinking (and so convergent questions) means to explore a single concept to develop a single conclusion.

Example: Many stories have a 'moral' which is sometimes stated at the end of the story. No matter how complex the story is or how many pieces of information there are in the story, the single conclusion of the story is supposed to be this moral. This then is convergent thinking.

A man set out on a journey, driving before him an Ass and a Mule, both well laden. The Ass, as long as he travelled along the plain, carried his load with ease, but when he began to ascend the steep path of the mountain, felt his load to be more than he could bear. He entreated his companion to relieve him of a small portion that he might carry home the rest; but the Mule paid no attention to the request. The Ass shortly afterwards fell down dead under his burden. Not knowing what else to do in so wild a region, the man placed upon the Mule the load carried by the Ass in addition to his own load, and at the top of all placed the hide of the Ass, after he had skinned him. The Mule, groaning beneath his heavy burden, said to himself: "I am treated according to my deserts. If I had only been willing to assist the Ass a little in his need, I should not now be bearing, together with his burden, himself as well."

Aesop's Fables. Online Collection

Tell this story to the participants and ask what the point of the story is; the fact that people know immediately, proves that it is convergent thinking.

This story is such a powerful piece of convergent thinking that there is really only one question that is needed to point out the 'moral' of the story.

Divergent thinking means that there may be many ideas and interpretations from information given. Many cultures have traditional stories about the origin of various aspects of nature; why the crow is black, why particular mountains are shaped the way they are, etc. These are examples of divergent thinking. When we ask divergent questions, we are asking the learners to analyse the information and then to synthesize this information to develop new ideas. These then need to be 'checked' against other information for validity. Divergent thinking and divergent questions are very high level, but they will help the learner develop analytical thinking skills.

Activity 2: Open and closed questions [30 minutes]

Form the participants into small groups. Ask them to open their workbooks at page 43.

Ask the groups to discuss the advantages and disadvantages of open and closed questions and fill in the chart in their workbooks.

Tell the groups they have 20 minutes for this exercise.

At the end of 20 minutes bring the groups back to plenary and ask for one advantage and one disadvantage from each group (not repeating any that have already been said).

Summarise the points by explaining that in relation to Bloom's Taxonomy, closed questions are those we ask to check the lower level learning skills and open

questions are those we ask to help the student develop the higher level thinking skills.

Activity 3 Questioning Skills [35 minutes]

Tell the participants a story (e.g. a fairy tale) that you know well but that they are not so familiar with.

A possible story and some questions are at the end of these session notes.

Put the participants into small groups and ask them to develop twelve questions about the story – two questions for each level (page 44). All the questions must be about the story.

Encourage the groups to list all the questions that they can think of and then to sort them into their levels (this is a good analysis activity for them).

Allow 20 minutes for this.

Ask for some examples for each level and discuss whether the question is really at the level claimed. (Quite often higher level questions 'slide' from one type to another according to the age of the students.) Allow 15 minutes for discussion.

Conclusion

Higher level thinking skills require higher level questioning skills from the teacher. Practice at developing higher level questioning skills is vital if we are to teach effectively.

Possible story

The Three Bears

Once upon a time, there were three Bears who lived in a house in the forest. One morning after Mama Bear cooked breakfast, the three Bears went for a walk in the forest while the porridge cooled. In the same forest there was a little girl with long golden hair also having a walk. Soon, she came to the house of the three Bears. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. The little girl was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the porridge, she was feeling a little tired. So, she walked into the living room where she saw three chairs. She sat in the first chair to rest her feet. "This chair is too hard!" she exclaimed. So she sat in the second chair. "This chair is too soft!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

By this time she was very tired, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. And she went straight to sleep.

As she was sleeping, the three Bears came home. "Someone's been eating my porridge," growled the Papa Bear. "Someone's been eating my porridge," said the Mama Bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby Bear.

The three Bears went to the living room. "Someone's been sitting in my chair," growled the Papa Bear. "Someone's been sitting in my chair," said the Mama Bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby Bear.

The three Bears went upstairs. Papa Bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama Bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby Bear.

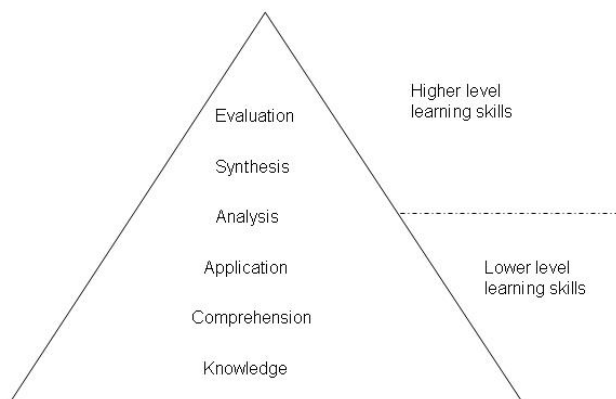
Just then, the little girl woke up and saw the three Bears. She screamed, "Help!" And she jumped up and ran out of the room. She ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three Bears.

The End

Knowledge (Answers can be found in the story)	1. How many bears were there? 2. What did the little girl eat?
Comprehension (Shows an understanding of the story)	1. Who was walking in the forest? 2. Whose house did the little girl enter?
Application (Can use the information in a different context)	1. Do you think that the little girl liked porridge? (Why?) 2. Do you think that the bears walked in the forest often? (Why?)
Analysis (Can 'take the information apart' to see the principles)	1. Was the little girl right in her actions? Please explain. 2. Why do you think that the little girl never went back to the house?
Synthesis (Use the information to come to new conclusions)	1. What was the shape of the three bowls? How do you know? 2. Why do you think the story is about three bears, when we know that bears do not live in houses and eat porridge?
Evaluation (Judging the information)	1. What name would you give to the little girl? 2. What lessons does this story teach?

Resource material: Alternative Session 10

Higher Level Thinking Skills³



This is a representation of the cognitive domain of Bloom's Taxonomy of learning⁴. The taxonomy is usually drawn as a triangle to indicate the amount of time and effort required of each area required when learning. In other words, we need a set of knowledge or information in order to practise comprehension, good comprehension of a new topic before application, etc.

In many subjects in school we rely on just giving children knowledge and we hope

that they will apply it. Rote learning is the most basic way of providing knowledge.

Sometimes application of the knowledge happens automatically because of the way the curriculum is organized. People learn to read and then they practise reading by getting knowledge for other subjects or for pleasure; they don't read just to practise reading. But if this is the only way we teach, then learners can never respond to a new situation; they must always return to a solution or to knowledge that they have learned. In short, they cannot think for themselves. When this happens, people can easily be manipulated.

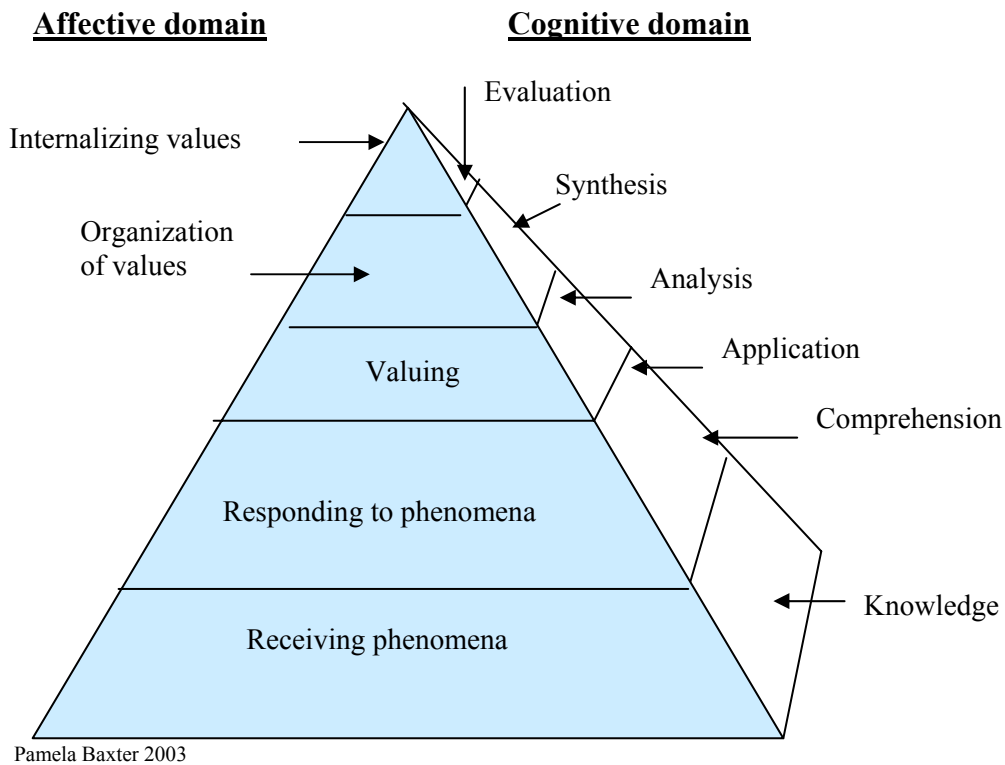
Often we see children fail because they have not understood how to apply knowledge or that they are supposed to apply it. In other cases, they have the knowledge (that is, they can answer the exam questions) but they do not understand what they are doing. When this happens, people forget the knowledge very quickly because it does not make sense to them.

Teaching is not the same as learning. You can teach, but you do not know if the child has learned. Learning results when the student can comprehend (understand) the information, apply the knowledge and use it in everyday life, and analyse and synthesize the information to create new ideas.

Another taxonomy which Bloom developed describes emotional development. This is called the Affective Domain. This helps us to understand the process of emotional and social (affective) development. As this is often how moral development is displayed, it is important to see how these interconnect in the overall development of the learner.

³ This material has been taken from the UNESCO/UNHCR/INEE Peace Education Programme 2005. Used with permission.

⁴ B. S. Bloom, (ed.) *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. New York /Toronto, Longmans, Green, 1956.



Often as teachers we are passing on knowledge. We assume that the learners are receiving it. Bloom says that it is a matter of emotional commitment, part of the affective domain that makes us decide to receive information. This is why people who have a bias against somebody simply do not hear, because they choose not to hear (or listen).

Receiving phenomena	Receives information willingly (wants to learn). The information does not have to be transmitted formally.
Responding to phenomena	Interacts with the information through reasoned discussion and questions, to build new information.
Valuing	Can explain the new information and justify it, and associate other related knowledge to make a valid value judgment through sensitive and aware attitudes. Shows an ability to solve interpersonal problems and displays empathy.
Organization of values	Makes links between different pieces of knowledge and associated values and prioritizes the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts.
Internalising values	Recognizes value-laden information (and manipulation) and applies new value-information in behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).

Responding to phenomena is when we begin intellectually to understand an idea such as inclusion or tolerance, in order to find constructive solutions to problems. Then we decide how important it is (valuing) and then we prioritize, before we make the values our own. Internalizing means that they are with us always. This is why it is difficult to change the values that we learned as a child, because these have been internalized.

Affective → Cognitive ↓	Receiving phenomena	Response to phenomena	Valuing	Organization of values	Internalizing of values
Knowledge	Knowledge is heard intelligently and willingly	Questions associated with the knowledge area and associated values	Can explain (and logically justify) the knowledge area with interest	Makes links between different pieces of knowledge and associated values	Recognizes simple value-loaded behavioural norms and concepts
Comprehension	Superficial understanding with willingness	Can contribute to a real discussion with interest	Can synthesize these two to exhibit empathy	Understands and accepts responsibility for beliefs and values	Understands simple value-loaded behavioural norms and concepts
Application	Uses knowledge to build to the next level and makes the effort to link the knowledge to the next stage	In discussions can draw on disparate illustrations or viewpoints	Can make a value judgment through applying all components of the knowledge	Can prioritize issues and associated values (sees shades of grey rather than black and white)	Applies newly found norms and concepts to situations according to newly developed attitudes (but not automatically)
Analysis	Can listen with discrimination and recognize manipulation and bias	In discussions can draw on disparate illustrations or new points to support a reasoned analysis	Can make a valid value judgement through applying all components of the knowledge (using emotional honesty)	Can really prioritize issues and associated values	Understands complex value-loaded behavioural norms and concepts and their applicability, and applies them sometimes
Synthesis	Can listen and relate to associated pieces of knowledge	Can meld disparate points into a cohesive whole in discussions (the team builder/player)	Can create a new value-related point ('the intuitive leap') through application of the previous levels	Can verify the new value-loaded thought against other associated points of view (without bias)	After verification in terms of content and values, the process of internalizing proceeds through creative application in diverse circumstances
Evaluation	Has an opinion about what is listened to, an opinion based on all the facts	Asks perceptive questions about what is heard, to verify points	Matches what is listened to with existing value system	Accepts the ethics of new points and incorporates them into personal value system	Internalizes new and valid points into value system and alters attitudes and behaviours as a result

Session 11: Health and Hygiene

Objectives: By the end of this session the participants will be able to:

- Identify potentially harmful situations in regard to health
- Devise strategies to teach health and hygiene in a practical way to the students.

Time Allocation

Introduction	05 minutes
Activity 1: Principles of hygiene	10 minutes
Activity 2: Strategies to teach hygiene	20 minutes
Activity 3: Prevention and minimization of disease	20 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

From the previous sessions we now have an understanding of some of the mental health issues that may occur as a result of a disaster. In this session we will look at some physical health issues that occur because of the conditions under which people have to live while they rebuild their lives.

The World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Hygiene is defined as the principles and laws governing the preservation of health and their practical application; Practices conducive to good health. It may refer to keeping clean in order to prevent diseases and maintain health.

Activity 1: Principles of hygiene [10 minutes]

This activity asks for five principles of hygiene. Participants should think of these principles with particular reference to the current situation.

Ask participants to turn to their workbook page 45 and complete the exercise individually.

Remind participants that they have 10 minutes for this activity

Have the objectives written clearly on a flip chart or on the blackboard.

Read the objectives through with the group.

Ask if there are any comments or suggestions on these objectives.

Have the definitions of health and hygiene written clearly on flip charts to show as you explain the definitions.

Activity 2: Strategies to teach hygiene [20 minutes]

Form groups of four or five participants. Tell participants to use the lists made in the previous exercise and check for the common principles in the small group.

Tell the participants that they are to pick the five principles that are most common to the group and develop teaching strategies to help students understand the need for these principles. Each person in the group should fill in the table in their workbook (page 46) and the group response should be written onto a flip chart paper.

Allow 15 minutes for this exercise

Bring the groups back to plenary and put up the flip charts on the walls. Ask people to move around the room and read all the sheets. Encourage people to copy any strategies that they find useful.

Allow 5 minutes for questions and discussion.

Activity 3: Prevention and minimization [20 minutes]

Explain to the participants that while regular hygiene activities are necessary, there are specific diseases that may be spread more easily in situations of temporary shelter, contaminated water, insufficient water and the other conditions under which people are still living post-earthquake.

Ask the group to find one person with whom they would like to work. Explain that this activity will be completed as pairs work. However, each person should fill in the table in their workbook.

Ask participants to turn to page 47 in their workbook. Explain that the pairs are to read the health problems listed and the conditions that create or increase the risk of these problems. The third column; the prevention and minimisation section is to be filled in. While the pair should work together, each person should complete the work in their own workbook.

Tell the participants that they have 15 minutes to complete this exercise.

When the participants have completed the exercise, ask for one or two examples that are particularly relevant and possible to accomplish.

While the pairs are working, move around the room so that you can see any really good examples to discuss in plenary.

Health problems	Risk Conditions	Prevention, minimization and interventions
Diarrhea, cholera and dysentery	<p>Overcrowding living conditions</p> <p>Inadequate quantity and/or quality of water</p> <p>Poor personal hygiene because of insufficient soap and lack of water</p> <p>Poor sanitation</p> <p>Inadequate health care services</p>	<p>Sanitation facilities</p> <p>Water purification</p> <p>Personal hygiene</p> <p>ORS (treatment only)</p> <p>Effective surveillance systems to prevent or minimise disease outbreaks</p>
Malaria and other vector borne diseases (e.g., typhoid)	<p>Standing uncovered water increasing the risk of mosquitoes breeding</p> <p>Congested living conditions increasing the possibility of infection.</p> <p>Exposure to areas where disease-transmitting organism are more common</p> <p>Increased population density promoting mosquito bites</p>	<p>Health education; raising awareness about the risks of standing water, use of mosquito nets, understanding of symptoms of the disease etc.</p> <p>Advocates for measures for vector control; spraying for example</p> <p>Effective surveillance systems by health authorities</p>
Respiratory tract infections (including pneumonia)	<p>Inadequate shelter</p> <p>Poor health care services</p> <p>Overcrowding</p> <p>Lack of food, malnutrition</p> <p>Rainy season</p>	<p>Improved shelter (especially from wind but ensuring ventilation)</p> <p>Dry clothes when wet</p> <p>Use of antibiotics with doctor's consultation</p>
Water borne diseases	<p>Contaminated water (garbage in water source, urine contamination – animal or human)</p> <p>Inadequately treated drinking water (un-boiled or insufficiently boiled)</p>	<p>Boil water for cooking washing and drinking where possible Use water purification tablets where possible.</p> <p>Care of immediate environment in terms of covering water, getting rid of standing water, ensuring that clothes and bedding are well-aired.</p>

	Poor hygienic conditions in shelters	Use of antibiotics under medical supervision
Skin infections	Inadequate hygiene Poor hygienic conditions in shelters	Regular washing with soap and water Thorough drying of skin Elimination of vermin from the environment Medication where necessary under medical supervision
Tetanus	Open wounds (due to trauma) Poor hygiene	Clean wounds (antiseptic if available, or soap and water) Cover wounds with clean cloth or dressings Seek medical help immediately
Animal transmitted diseases	Unhygienic slaughtering Contact with infected animals due to lack of veterinary control Increased rate of diseases in animals	Ensuring that animals are slaughtered according to Islamic law (meat is halaal) Use of antibiotics under medical supervision

Conclusion [5 minutes]

Basic health and hygiene are more difficult in situations of disaster as so much of the infrastructure has been destroyed or damaged. In situations like this, it is important to reinforce the basic principles as people who are under stress often neglect these basics and so children may not learn appropriately.

Resource material: Session 11

Hygiene principles

- 1 Washing hands before meals and after using the toilet
- 2 Brushing teeth daily, even cleaning with a cloth and salt will maintain dental health
- 3 Daily bathing
- 4 Covering nose and mouth when sneezing or coughing
- 5 Suppression of habits such as spitting or nose-picking
- 6 Not touching faeces (toilet)
- 7 Covering food with clean coverings (dishes or cloths)
- 8 Use of purified or boiled water and keep water covered
- 9 Cleaning of food preparation areas and equipment and cover with clean cloth
- 10 Thoroughly wash fruits and vegetables before preparation and avoid using decaying food.
- 11 Proper drainage of dirty water to prevent mosquitoes breeding. (use waste water to water plants or trees)
- 12 Safe disposal of waste/refuse: burying garbage, covering toilets

Session 12: The role of the school committees (SMCs/PTAs)

- Objectives:** By the end of the session, the participants will be able to
- Identify ways that school community committees can assist schools
 - Reactivate the SMCs/PTAs
 - Encourage the SMCs/PTAs to respond to the current post-earthquake situation as it affects education.

Time Allocation

Introduction	05 minutes
Activity 1: Debate	30 minutes
Activity 2: Needs and responses	40 minutes
Conclusion	05 minutes
Total	80 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

In Pakistan, the concept of SMCs/PTAs is relatively new. In addition, school communities are also deeply affected by the earthquake, and their professional, financial, emotional and other resources may be overburdened.

This session addresses ways that teachers can include parents, guardians and community members in the PTAs and SMCs. This creates a continuous feedback loop for parents getting an accurate idea of their children's progress as well as providing community support for the schools.

Write the objectives on a flip chart or on the board.

Read through these with the participants and then introduce the topic.

Activity 1: Debate; "School committees cannot help" [30 minutes]

Divide the participants into two groups. Explain that they are going to take part in a debate. The first group (A) will develop arguments to support the statement "School committees cannot help". The second group (B) will argue against the topic (i.e. they are arguing that school committees can help).

Explain that there are particular rules for this debate:

Each point made must be different (that is, the same point cannot be repeated).

Side A has a ball, which they throw to somebody on side B after they make their first point. Side B must try to refute the point and then make a point of their own. Then they throw the ball back to side A, who makes a new point and so on.

Explain to the participants that each side must develop their own arguments, but they must also try to think of what the other side will say and develop arguments against their points.

If a ball is not easily available use a sheet of crumpled-up flip chart taped into a ball.

Tell the participants that they have 15 minutes to prepare the arguments.
Remind them to use their workbooks (page 49) to prepare.

Possible arguments

A) "School committees cannot help"	B) "School committees can help"
Everybody has lost so much in the earthquake; people don't have time to help the school.	People need to heal psychologically and building a more positive future is a way to do it.
Many people who were involved have either died or moved away and the one that are left are not interested	If teachers and education personnel hold community meetings to explain to the community how they can help to provide for the children's future, they will be interested
What we need is major funding to rebuild earthquake proof schools and provide new furniture and equipment, the communities are too poor to help with the sort of money needed	Every little bit helps. But the help that communities can provide is not just monetary help. School communities can support the teachers and students psychologically and emotionally.
The parents are too shy to come to the school and help. They see the teachers as the experts and education is our responsibility.	The teachers and education personnel need to welcome the parents and the community. Having open days where people are invited to see the work the children are doing, taking dramas and art competitions into the community can help the parents feel more comfortable about what is going on in school.
There is too much work to do to catch up after the earthquake to have people wandering around the school.	But when the parents are involved the children are more motivated and will attend more regularly and probably work harder.
We have too much to think about, planning for all the things the school needs for the future	School committees can help with the planning and work together with you. Parents and communities are probably more powerful advocates to donors than teachers as they seen as more objective.
But we are the experts!	Not all learning takes place in school; there is a lot of wisdom in the community that can be utilised, and when the community really understands the work done in schools there will be more respect for the teachers.
But schools are not the place for parents and community: they are for teachers and students.	School communities create 'psychological ownership' of the school which means that the parents and community will work much harder when they feel they really belong.

After the preparation, the two sides should debate.
Remind them that they can only use each point once.

At the end of the debate, summarise the main points on a flip chart. Ask the participants if they feel that school committees can be useful to the school.

Encourage participants to write the arguments for school committees into their workbooks.

The arguments listed are only possible ones: mention the ones in favour of school committees in the summary if they were not mentioned by participants.

Activity 2: Needs and responses [40 minutes]

Form participants into small groups (3-4). Ask participants to open their workbooks at page 50.

Ask the groups to list in the first column, the 5 greatest needs of the schools that they come from; but **not** rebuilding or teacher training.

Then in the second column they should list one point for each need where SMCs/PTAs can assist.

The groups have 20 minutes for this exercise.

Needs	Assistance
Children not attending school	PTAs/SMCs can advocate in the community and support families to send their children to school through provision of scholarships especially their girl children
Insufficient number of teachers	PTAs/SMCs can look for people in the community who could act as teaching assistants for the available teachers and advocate to the authorities for female teachers
Not enough materials/teaching aids	PTAs/SMCs can organise the community to make teaching aids from local materials as well as raise money for buying materials.
Traumatised children	PTAs/SMCs can organise community members to listen to children, to organise recreation activities and offer support to individuals
Overburdened teachers	PTAs/SMCs can take some responsibility for playground duty, cleaning of school premises, financial management, duty rosters, collection of administrative data, needs assessments etc.

After 20 minutes, call the groups back to plenary. Ask the first group to state their first problem and the possible role of the SMC to help with that problem. Ask if other groups had different responses **for that particular problem**.

Then ask the next group for the first problem and so on until all the problems and possible roles of the SMCs have been recorded. Write the roles of the SMCs on the board or on flip chart.

Allow discussion, but remind participants that these days, community support and working together is vital if we are to rebuild are communities.

Conclusion

Even though the communities have suffered enormously as a result of the earthquake, helping others is part of the healing as well as being a directive of Islam. Not only will the schools be helped through the reintroduction of school committees, but so will the communities themselves.

Resource material: Session 12

What school committees can do to help:

Needs	Assistance
Children not attending school	PTAs/SMCs can advocate in the community and support families to send their children to school through provision of scholarships especially their girl children
Insufficient number of teachers	PTAs/SMCs can look for people in the community who could act as teaching assistants for the available teachers and advocate to the authorities for female teachers
Not enough materials/teaching aids	PTAs/SMCs can organise the community to make teaching aids from local materials as well as raise money for buying materials.
Traumatised children	PTAs/SMCs can organise community members to listen to children, to organise recreation activities and offer support to individuals
Overburdened teachers	PTAs/SMCs can take some responsibility for playground duty, cleaning of school premises, financial management, duty rosters, collection of administrative data, needs assessments etc. PTAs/SMCs can also organise field visits and excursions and help to supervise these.
Girls out of school	PTAs/SMCs can be trained and then advocate in the community to get girls into school as well as offering counselling and support structures for the girls if required
The high attrition of girls (girls leaving school early)	PTAs/SMCs should advocate in the community and the education system to keep girls in school to complete their education.
Insufficient recreation and/or co-curricular activities	PTAs/SMCs can organise and supervise a range of co-curricular activities for both girls and boys
Lack of careers advice and further study advice for students	PTAs/SMCs can invite speakers from various professions and universities and organise seminars and meetings with the students

Structure of PTAs (Government of NWFP)

- The principal (secretary)
- Four representatives of parents to be elected by parents
- Members of union council nominated by Nazim of the union council concerned
- Retired government servant to be selected by 4 representatives of the parents
- One village elder/Malik to be selected by 4 representatives of the parents

Terms of Reference of PTA

- Motivate parents to send their children to school with a view to improve literacy and enrolment
- Help in reducing drop-outs and bringing children back to school
- Monitor teacher absenteeism and attitude towards students and report to the District Education Authority for taking appropriate measures
- To provide support in the maintenance of school buildings and other day-to-day requirements of the school
- Make suggestions to Tehsil/District level education authorities for improvement of access and quality of education
- Generate school funds through community contributions in addition of Government funds for meeting non-salary expenditure such as institutional material and classroom consumable items etc.
- The chairperson of the PTA will be elected by members of PTA from amongst the 4 parent members. The secretary of the PTA will have no vote in this regard
- The tenure of the PTA will be for 3 years. The parent members will be substituted by other parents as soon as possible as soon as his/her son/daughter graduate from the school. No parent can be a member of the PTA if his/her son/daughter is not studying in the concerned school.
- The quorum for holding PTA meetings will be 5 members.
- The chairperson and the secretary of the PTA will be co-signatories of the PTA bank account and other monetary transactions.
- Any other special task assigned in the interest of the school.

Responsibilities of PTA

Physical facilities

- Construction and repair of school building
- Provision and repair of school furniture
- Improvement of existing facilities and availability of new
- To protect school buildings, equipment from misuse and illegal operations
- To help in purchasing furniture, science equipment and other things for necessary use.
- Availability of basic facilities in school

Teachers

- To provide protection to teachers, particularly female teachers
- To ensure teachers' attendance
- To inform the higher authorities for continuous absence and poor performance of teacher
- To provide free accommodation facilities for non-local teachers, particularly female
- To hire extra teachers (to be paid by the community)
- To make alternative arrangements for teachers on long leave.

Students

- To get financial assistance for poor students
- To ensure education for all children of the community especially girls' education
- To increase enrolment in school
- To reduce the drop out rate
- To work for character building of children.
- To provide financial help to the poor and talented students
- To provide financial help to poor and talented students
- To arrange scholarships for talented students
- To provide books and uniforms for students
- To arrange religious, academic and national days to promote the importance of education for students' encouragement and appreciation
- To find solutions for students' problems in time.

Management related affairs

- Conduct PTA monthly meeting regularly
- To communicate to the district administration and education department and to inform them of school problems
- To maintain record of PTA meetings and to send one copy to the EDO.
- To open PTA bank account, to maintain fair income and expenditure record and submit a copy of these statements to the EDO office at the end of the year.
- To decide about expenditure and other affairs of PTA through general concurrence
- To eliminate improper interference of political the 'well-off' and authorities.

Session 13: Course Conclusion

Objectives: By the end of the session, the participants will be able to

- Give critical feedback on the contents and methodology of the course

Time Allocation

Introduction	05 minutes
Activity 1: Evaluation	15 minutes
Conclusion	05 minutes
Total	25 minutes

Materials required

Certificates if these are being given
Pre-prepared flip chart sheets

Introduction

We have covered a range of topics in the time we have been together. Many of these topics we could spend weeks or months discussing and although we cannot do it in this course, you should, with your colleagues seek out the knowledge and information where you can and discuss these issues together. By sharing knowledge and experience we can all grow professionally and we can all help the education system and our communities to heal and grow after the disaster: Let us try to “build back better”!

Evaluation

Explain to the participants that these evaluation sheets are to be filled in. People should initial each sheet in one column according to how they feel.

Content (what we learned):

The **+** column is if you think the content was worthwhile and responds to your needs.

Initial the **-** column if you think that the content did **not** answer your needs.

The ***** column is if you have other comments to make about the content or to nominate areas where more work is needed.

Hang these charts on the wall well spaced so that people can reach them easily

Methodology (how we learned)

Initial the **+** column if you felt the methodology was useful and that you will use some of these strategies in the future.

Initial the **-** column if you think that the methodology was not at all useful or relevant

The ***** column is for comments about improving the methods, strategies or activities.

Facilitator (the manner and attitude of the trainer)

Initial the **+** column, if you felt that the facilitator was a good role model and you felt comfortable working with her/him.

Initial the – column if you think that the facilitator needs improvement.

Outcome (what do we understand now)

Initial the + column if you feel that you really understand and can use this knowledge and methodology in your class.

Initial the – column if you do not think you can put this into practice

Write your suggestions for what you want as outcomes in the * column

Toolkit

Initial the + column if you have received a complete tool kit

Initial the – column if you have received the tool kit but with some material missing

Initial the * column if you have not received the tool kit at all.

Content			Methodology			Facilitator/Trainer			Outcome/Product		
+	-	*	+	-	*	+	-	*	+	-	*

Tool kit		
+	-	*

After the evaluation sheets have been completed thank the participants for their feedback.

If there is to be a formal closing ceremony, introduce the guest for the closing remarks.

Thank the participants for all their hard work and also thank any other workers “behind the scenes” (people who provided refreshments, office support etc.)

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