

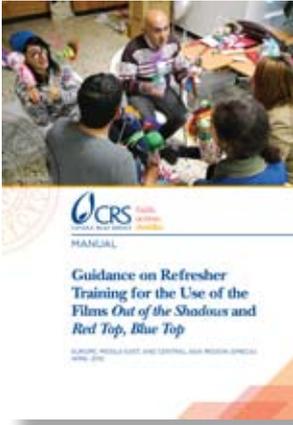


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MANUAL

Guidance on Refresher Training for the Use of the Films *Out of the Shadows* and *Red Top, Blue Top*

EUROPE, MIDDLE EAST, AND CENTRAL ASIA REGION (EMECA)
APRIL 2015



Cover

This publication is intended to provide guidance to individuals and organizations conducting refresher training for animators who have been using the films *Out of the Shadows* and *Red Top, Blue Top*, which were created in partnership between No Strings International and Catholic Relief Services. Photo courtesy of No Strings International/Rosie Waller

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Introduction

This publication is intended to provide guidance to individuals and organizations conducting refresher training for animators who have been using the films *Out of the Shadows* and *Red Top, Blue Top*, which were created in partnership between No Strings International and Catholic Relief Services. The films aim to support the emotional and social resilience of children affected by conflict in the Middle East. Since the creation of the films in 2013, a cohort of implementers have trained animators in Egypt, Syria, Lebanon, Turkey, and Jordan on their use. This *Guidance on Refresher Training* is an attempt to synthesize and systematize the way trainings are conducted throughout the region. The training focuses on feedback and reflection from the animators' use of the methodology as well as a review of key techniques.

The training guidance includes key components needed for a successful refresher training on the use of these films. It is not, however, prescriptive, and should be adapted as appropriate to each context. The *Guidance* includes both a one-day agenda, suitable for refresher training on one of the films, and a two-day agenda, suitable for refresher training on both films. The guidance is organized as follows:

- ◆ **Preparation:** A brief outline to help the trainer prepare to conduct the refresher training.
- ◆ **Agenda:** Two sample agendas (one-day and two-day) that can be adapted as necessary based on context.
- ◆ **Modules 1-4:** The modules as included in the guidance are meant for the two-day training. Guidance is provided in the Agenda on what to cut out for a shorter training.

The *Guidance on Refresher Training* builds on existing resources, namely the comprehensive *Facilitator's Guide and Training Manual* published by No Strings International and CRS, and *Standards and Guidance for the Use of the Films 'Out of the Shadows' and 'Red Top, Blue Top'*, published by CRS. Trainers should make these publications available to animators during and after the training. The *Guidance on Refresher Training* is complemented by *Guidance for Training Animators on the Use of the Films 'Out of the Shadows' and 'Red Top, Blue Top'*. The *Guidance on Refresher Training* should be used up to six months after the initial training and rollout of implementation of the methodology.

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Preparation

Trainers should plan on one day for a refresher training on one film and two days for a training on two. These suggestions can be telescoped based on time available and prior training the animators may have received. For example, Module 4 includes a number of review sessions on topics such as child protection, referrals and working with children; based on animators' prior exposure to these topics or their observed learning needs, trainers can contextualize the training agenda.

The maximum number of participants for the refresher training is 25. If there are more than 25 animators in need of refresher training, hold multiple training sessions.

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Materials required (animators should already have these from original training on the methodology):

- ◆ DVD with films *Out of the Shadows* and *Red Top, Blue Top* for each participant, or enough so each organization being trained has access to one.
- ◆ Big mouth puppet for each participant.
- ◆ Copy of *Facilitator's Guide and Training Manual* for each participant, or enough so each organization being trained has access to one.
- ◆ Copy of *Standards and Guidance for the Use of the Films 'Out of the Shadows' and 'Red Top, Blue Top'* for each participant.
- ◆ Materials to make sock/stick, shadow or tabletop puppets; each participant will make only one type. Consult the *Guidance on Training* for a comprehensive materials list.

Additional materials:

- ◆ Flipchart paper with markers (and PowerPoint if available)
- ◆ Colored paper or block notes
- ◆ Tape or Blu-Tack

Specific sessions will require different flipcharts to be prepared in advance. It is critical that trainers thoroughly prepare for the training by selecting the modules to cover, preparing any materials, and practicing their sessions.

Agenda

ONE-DAY REFRESHER TRAINING (1 FILM)

DAY 1	
8:30 – 10:30	Module 1: Feedback and Learning from Use of the Methodology <ul style="list-style-type: none">Peer-to-Peer sharing of experiences using the methodology
Break (10:30-10:45am)	
10:45 – 12:30	Module 2: Key Messages of the Film <ul style="list-style-type: none">Exchange of activitiesDeveloping new activities
Lunch (12:30 – 1:30)	
1:30 – 3:15	Module 3: Puppetry Techniques <ul style="list-style-type: none">Puppetry exchange and practice
Tea Break (3:15 – 3:30)	
3:30 – 5:00	Module 4: Review of Key Elements of Film Methodology (Trainers decide topic(s) based on observed and expressed needs of animators)

TWO-DAY REFRESHER TRAINING (2 FILMS)

Two options are presented for the after-lunch sessions on both Day 1 and Day 2, based on the group's needs.

	DAY 1	DAY 2
8:30 – 10:30	Module 1: Feedback and Learning from Use of the Methodology	Module 4: Review of Key Elements of Film Methodology <i>(Trainers decide topic(s) based on observed and expressed needs of animators)</i>
Break (10:30-10:45am)		
10:45 – 12:30	Module 2: Key Messages of the Film (<i>Out of the Shadows</i>) <ul style="list-style-type: none"> • Exchange of activities • Developing new activities 	Module 2: Key Messages of the Film (<i>Red Top, Blue Top</i>) <ul style="list-style-type: none"> • Exchange of activities • Developing new activities
Lunch (12:30 – 1:30)		
1:30 – 3:15	Module 2: Key Messages of the Film (OOS), cont. <i>(If additional activity practice is desired)</i>	Module 3: Puppetry Techniques <i>(If additional practice time will be needed)</i>
		Module 2: Key Messages of the Film (RTBT), cont. <i>(If additional activity practice is desired)</i>
		Module 4: Review of Key Elements of Film Methodology <i>(Trainers decide topic(s) based on needs of animators)</i>
Tea Break (3:15 – 3:30)		
3:30 – 5:00	Module 3: Puppetry Techniques <ul style="list-style-type: none"> • Puppetry exchange and practice 	Module 4: Review of Key Elements of Film Methodology <i>(Trainers decide topic(s) based on observed and expressed needs of animators)</i>

Feedback and Learning from Use of Methodology

Activity 1	Peer-to-peer sharing of experiences using the methodology	
Materials	3 tables; flipchart paper; 2 flipchart stands; markers	
Learning Objectives	<ul style="list-style-type: none"> • Participants understand the experiences (both good and bad) of others in using the methodology. • Facilitators document challenges faced by animators in their work. 	
Tips for Trainers	<p>Before starting the Best and Worst Animator activity, identify one person to help the trainer take notes during the brainstorm. This can be a co-trainer or an animator participating in the refresher training.</p> <p>Best and Worst Animator can be removed from the program during shorter refresher trainings.</p> <p>Before starting the World Café activity, identify three people who can each facilitate a table discussion. These may be co-trainers, or animators participating in the refresher training. Ensure that table facilitators understand their roles: to encourage discussion, ensure each person at the table has a chance to talk, review what previous groups have discussed, and summarize and present key ideas.</p> <p>If time is an issue, the World Café exercise can be shortened to 30 minutes by briefly discussing overall successes, challenges, and lessons learned in plenary. This will result in much less depth of sharing but can be a good springboard for other discussions during the training.</p>	
Activity 1 Steps	Description	Time
	<p>Best and Worst Animator:</p> <p>Have both flipchart stands ready at the front of the room. Write “Good Animator” at the top of one flipchart, and “Bad Animator” on the other. The trainer should stand next to one flipchart, and the assisting note-taker next to the other.</p> <p>Explain: <i>To start a discussion around what has worked well in our use of the No Strings methodology and what has been challenging, we will do some quick brainstorming.</i></p> <p>Ask: <i>Based on your experience to date, what makes a good No Strings International animator and what makes a bad NSI animator?</i></p> <p>Trainer and assistant jot the ideas mentioned on the appropriate flipchart. This should be fast-paced and light-hearted. After a few minutes:</p> <p>Ask: <i>Can you identify any common themes or topics (i.e., session planning, clarity of roles and responsibilities, logistics, practice) among the items on the list?</i></p> <p>Note these themes on another flipchart page.</p> <p>Say: <i>We will use these as the structure for our exchange of experiences on how the use of the films is going.</i></p>	20 min

	<p>World Café for animator sharing:</p> <p>Explain: <i>Using the themes and topics identified in the previous exercise, we are going to take some time for participants to share what has been successful for them, what has been challenging, and what they have learned.</i></p> <p>Organize the themes developed in the previous activity into three overarching themes (i.e., staffing, implementation, challenging topics; or logistics, key messages, working with children). Prepare three flipchart papers for each of the three overarching themes. On each flipchart paper, write the name of the overarching theme, then:</p> <ul style="list-style-type: none"> • Paper 1: I have found _____ to be successful • Paper 2: I have found _____ to be challenging • Paper 3: I have learned _____ <p>Ensure that there is a table discussion facilitator for each theme. Table facilitators bring the three flipchart papers for their theme to a part of the room where they can work quietly with a small group.</p> <p>Divide animators into three small groups using a fun and creative method. One possibility is to play “fruit salad.” Place small mats or pieces of paper around the room, one for each participant. Assign participants one of three fruits. Tell each participant to find a mat. The facilitator calls out a fruit, and everyone who is assigned that fruit has to find another mat. When “fruit salad” is called out, all participants need to find another mat. The facilitator should practice a couple of times with the group, then start removing mats each time a group switches. Those left without a mat leave the game. The winner is the person left with a mat at the end of the game.</p> <p>Say: <i>You will have 30 minutes at each station to discuss your successes and challenges related to this topic and then to document what you have learned through your work that will be useful for others to know.</i></p> <p>Give the groups 30 minutes at each station. Table facilitators should encourage discussion and make sure each person participates. During the second and third rotations, the table facilitator should first review with the group what the previous group shared, ask if they agree, and then build on the previous work.</p> <p>The last rotation may require less than 30 minutes. During the final few minutes, each table facilitator should group together and summarize key ideas shared for each of their flipcharts. The table facilitators then present these to the plenary group.</p>	<p>1 hour 30 min</p>
<p>Activity 1 Debrief</p>	<p>Ask in plenary:</p> <ul style="list-style-type: none"> • <i>What surprised you from what came out of the discussion?</i> • <i>What from the activity can you integrate into your future work with the methodology?</i> • <i>What will be challenging or is particularly worrying?</i> <p>Trainer(s) take notes on this discussion as this may help inform quality reviews of the methodology.</p> <p>Explain: <i>As we continue with this refresher workshop, there will be activities focused on puppetry and activities for children that link to the key messages of the films. Are there any volunteers who feel especially confident with one of these skills – puppetry or key message activities – who would be willing to help in these sessions?</i></p> <p>Try to ensure that all types of puppetry (big mouth, shadow, tabletop, stick, sock) are covered.</p>	

MODULE 2

Key Messages of the Film(s)

Activity 1	Review of activities	
Materials	Flipchart paper and markers (or whiteboard and whiteboard markers)	
Learning Objective	<ul style="list-style-type: none"> Trained animators share examples of how they have presented or worked with key messages, focusing on activities that were part of the original training or the <i>Facilitator's Guide</i>. 	
Tips for Trainers	<p>Allocate enough time to be able to share experiences and also conduct some of the activities for re-evaluation among participants.</p> <p>It is best to have two trainers conducting this activity so that one is responsible for note-taking on the board/wall/flipchart paper and one facilitates the main discussion with trained participants.</p> <p>Keep in mind that this activity focuses on activities in which animators have already been trained and have likely used in sessions with children.</p> <p>At the beginning of the activity, ask participants what they remember from the film (<i>OOS</i> or <i>RTBT</i> depending on which one is being focused on). Answers will likely include both plotline and themes/messages from the film. You may need to jump in to give more detail or clarify depending on how engaged participants are.</p>	
Activity 1 Steps	Description	Time
	<p>As an introduction, review the main themes from the film in question (example, if focusing on <i>RTBT</i>, review the main themes in <i>RTBT</i>). Make sure one trainer writes down the main ideas the participants share, while the other asks participants to elaborate on the themes and how they are presented in the film.</p> <p>Ask:</p> <ul style="list-style-type: none"> <i>What are the main themes from Red Top, Blue Top (or Out of the Shadows)? Focus on those you have used in previously conducted sessions with children.</i> <i>What are some examples of how you have presented or worked with the film's key messages, focusing on old activities from the manual?</i> <p>Take notes of the activities mentioned on the flipchart.</p>	15 min
	<p>With reference to the activity list on the flipchart:</p> <p>Ask: <i>Take two minutes to think of which two activities you would most like to try for review and feedback.</i></p> <p>Have participants come up and use a marker to indicate their two choices (using a dot, star, or tick mark on the flipchart next to the activity name).</p>	5 min
	<p>Select the two activities with the most votes, ensuring that each focuses on different themes, and ask participants to volunteer to lead the group through the two activities with the most votes, conducting the session as if with children.</p> <p>Note: You may choose to conduct just one activity if there are time constraints. Each activity is likely to last 25 to 30 minutes.</p>	30 min
	Discuss what worked well and what needs improvement.	10 min
Activity 1 Debrief	<p>After evaluating the effectiveness of the activities that were conducted, engage participants in a brief discussion regarding the difference between conducting activities with the children and conducting activities with their peers (trained facilitators).</p> <p>Ask: <i>Do you have any tips to help improve the facilitation of the activities?</i></p>	

Activity 2	Developing new activities highlighting the importance of the film's key messages	
Materials	Flipchart paper and markers (or whiteboard and whiteboard markers); different colored block notes	
Learning Objective	<ul style="list-style-type: none"> Trained facilitators to develop and demonstrate new activities that help convey film's key messages. 	
Tips for Trainers	<p>Consider including an energizer (a short, fun activity to boost the group's energy) before this session, to help keep creativity flowing.</p> <p>To save time, prepare in advance a flipchart with the following headings:</p> <ul style="list-style-type: none"> <i>Activity name</i> <i>Learning objective</i> <i>Materials</i> <i>Tips for facilitator</i> <i>Steps</i> <i>Debrief</i> 	
Activity 2 Steps	Description	Time
	<p>Ask: <i>Did you develop any additional new activities covering the main messages in the film? One of the main purposes of this training is to exchange innovative ideas to convey the main messages in the film.</i></p> <p>Divide participants into groups of three and distribute several colored block notes among each group.</p>	5 min
	<p>Refer to the prepared flipchart with the headings written on it (see Materials).</p> <p>Say: <i>For each new activity that someone in your small group has developed, prepare a flipchart page including this information: activity name, learning objective, materials, tips for facilitator, steps, and debrief.</i></p> <p>Distribute extra flipchart papers and markers to the groups.</p>	20 min
	<p>Reconvene in plenary and have each group briefly present each of their new ideas. As the groups present, the trainer should list the names of the new activities on a flipchart.</p>	10 min
	<p>Invite the group to vote for the activity they would most like to practice together: display the flipchart with the list of activity names and ask participants to indicate their top choice with a marker by making a dot, tick mark, star, etc. on the flipchart. The trainer tallies the votes.</p>	5 min
	<p>Conduct the selected activity.</p> <p>If time permits another round (allow 30 additional minutes), select a second activity to practice.</p>	30 min
Activity 2 Debrief	<p>Once all activities have been conducted, have the debrief take the form of a feedback session where participants discuss what worked well in the new activity/ies, what needs improvement, and what challenges were faced when conducting the new activity/ies. The trainer should take notes of all the points discussed. Allow 15 to 20 minutes for the debrief.</p>	

MODULE 3

Puppetry Techniques

Activity 1	Puppetry Exchange and Practice	
Materials	<p>Individuals sharing puppetry experiences should have photos and puppets for demonstration.</p> <p>Materials for participants to make tabletop, shadow, sock and stick puppets</p>	
Learning Objectives	<ul style="list-style-type: none"> Participants are equipped with new ideas and suggestions for making puppetry work in their use of the methodology. Participants are comfortable using multiple puppetry methods in their use of the methodology. 	
Tips for Trainers	<p>For the puppetry exchange exercise, if time is a constraint, ask one or two participants to share their positive experiences of puppetry (using demonstration, photos, Q&A) in plenary. If this exercise will not cover all puppetry types, take some time to present the remaining types of puppetry to the group. Big mouth, tabletop, sock, stick and shadow should all be covered.</p> <p>“Practice using different puppetry techniques” can be removed from the program if time does not allow.</p> <p>If animators are comfortable making puppets, skip this part and allow time to practice those puppet-making techniques the animators struggle most with. In many cases, this is the technique for tabletop puppets.</p>	
Activity 1 Steps	Description	Time
	<p>Puppetry exchange:</p> <p>Explain: <i>We are going to move our focus to puppetry. A lot of feedback from animators revolves around challenges using puppetry. Many animators report that they don't feel comfortable manipulating big mouth puppets, or struggle to find the resources to make other types of puppets. We are going to take some time to learn from those who have been successful using puppetry, practice our big mouth puppetry skills, and review making the other types of puppets, specifically tabletop puppets, shadow puppets, stick puppets, and sock puppets.</i></p> <p>Gather those individuals identified in Module 1 who have puppetry experiences they can share with the group. If there are two or more individuals identified, create stations that the rest of the group will rotate around. For example, if there are four individuals who want to share puppetry experiences, set up four different stations.</p> <p>Explain: <i>You will have 10 minutes at each station. Those presenting include the following during their 10 minute presentations:</i></p> <ul style="list-style-type: none"> Demonstration of puppetry practices Photos from use of puppetry (as available) Time for questions from the group on what made their work successful <p><i>This is a great opportunity to learn from one another and ask each other questions. Because the individuals presenting will not have the chance to participate in others' presentations, the whole group is asked to jot down three new ideas they learn through the rotation to share back in plenary after presentations are over.</i></p> <p>Send the groups out to the first station. Keep time and ask the groups to rotate every 10 minutes.</p> <p>After all rotations have finished, bring the group together in plenary. As appropriate, go around the room and ask each participant to share the three new ideas they learned during the session. Finally, encourage the participants to reach out to one another outside of this training in order to benefit from each other's experiences</p>	1 hour

Practice using different puppetry techniques (as needed): Ahead of the session, set up stations for tabletop, shadow, and stick/sock puppet making.

3-4
hours

Explain: *Now that we have reviewed all the types of puppetry we use with these films, we will practice making and using one of these puppet types. You will each choose one type of puppetry to focus on for the next 40 minutes. You should choose one in which you want to improve your skills. During that hour you have 20 minutes to make the puppet, and 20 minutes to put together a small sketch using that type of puppetry. At the end there will be a debrief on puppetry challenges.*

If possible, have one trainer oversee work at each of three stations, or circulate among them to ensure that participants do each of the following at each station:

- Make a puppet (for tabletop puppets, can be in groups of three)
- Split into smaller groups of three or four and prepare a two-minute sketch with the puppets
- Present the sketches to the rest of the participants at that station.

After participants have visited all stations, bring the group together for a debrief (make sure a facilitator is jotting down responses for follow up):

Ask:

- *In light of what we learned and shared today, what challenges still exist in using puppets?*
- *What can CRS/partners do to help overcome these challenges?*

MODULE 4

Review of Key Elements of Film Methodology

Activity 1	Review of monitoring, evaluation, accountability and learning (MEAL) Tools	
Materials	Copies of MEAL tools for all participants; projector if possible	
Learning Objectives	<ul style="list-style-type: none"> Participants share challenges using MEAL tools. Participants are comfortable using MEAL tools in their work with the methodology. 	
Tips for Trainer	Study the MEAL tool instructions before presenting this session, so that you are equipped to explain them clearly and address any questions.	
Activity 1 Steps	Description	Time
	<p>Discussion around MEAL tools:</p> <p>Explain: <i>We are going to take some time to discuss your use of the MEAL tools to date, then we will review the tools. This may be repetitive for some participants, but we want to ensure everyone has a thorough understanding of the tools.</i></p> <p>Begin by opening a discussion of why we monitor the work we do. Use this car analogy.</p> <p>Say: <i>Monitoring helps us to know where we are going in a project. It guides us to our objective, and helps us to know if we are meeting our objective. A project without monitoring is like a car without a driver. Where is the car going? Why is it going there? Is it taking the most efficient way? Our project funding is meant to meet our objectives of helping others. If we don't monitor what our projects do, we don't know if we are helping others.</i></p> <p><i>Turn to the person next to you and in pairs discuss:</i></p> <ul style="list-style-type: none"> <i>Why you think it is important to monitor our work</i> <i>One challenge you had using the MEAL tools</i> <i>One way you overcame that challenge</i> <p>Give the pairs a few minutes to discuss, then in plenary have each pair share one key idea about why monitoring is important, one challenge, and one way they overcame the challenge. Do this round-robin style until all groups have shared all their thoughts or until it gets repetitive.</p> <p>Ask in plenary: <i>As you listen to everyone else's challenges and solutions, which of these can you use in your work to improve your use of the MEAL tools?</i></p> <p>Take a few responses before moving to the next activity.</p>	30 min
	<p>Review of each MEAL tool: Distribute printouts of the tools and project them on the projector if possible.</p> <p>Explain: <i>While this may be a review for some, we are going to go through the tools one by one to allow time for questions or clarification.</i></p> <p>Go through each tool, explaining the different components and when to use each one. Ask for questions along the way.</p> <p>For pre/post tests and resiliency survey, explain the sampling approach (5%). Explain that pre- and post-tests should be done with the same individual children, for comparison.</p> <p>If time allows, have everyone fill out a mock version of the tools and ask any final questions.</p>	1 hour

Activity 2	Review of Context-Specific Protection Risks and Mechanisms	
Materials	Blank flipcharts and markers If available, flipcharts or notes from the protection session in the initial training of facilitators.	
Learning Objective	<ul style="list-style-type: none"> Participants have updated their reflections on how they can respond to protection risks and mechanisms. 	
Tips for Trainers	<p>NOTE: This review activity is only intended for groups that covered protection during the initial training; for groups that did not address protection in the initial training or have not otherwise done an analysis of protection risks and mechanisms, some of the activities from the <i>Guidance on Training Animators</i> could be used instead.</p> <p>Also, if this is being done with staff from multiple locations/organizations, be sure to divide small groups accordingly so that each location/organization is doing its own analysis of risks, protection, and reporting.</p>	
Activity 2 Steps	Description	Time
	<p>Trainer draws a child in the center of a flipchart page.</p> <p>Ask: <i>What kinds of protection risks are the children we work with exposed to?</i></p> <p>Trainer (or volunteer note-taker) notes these risks on the flipchart paper, surrounding the drawing of the child.</p>	5-7 min
	<p>Divide participants into three or four groups. Assign each group a few of the identified risks to discuss and analyze. For each of their assigned risks, the small groups should identify (and note on flipchart):</p> <ul style="list-style-type: none"> <i>What protection mechanisms do we know about for addressing this risk for the children we work with?</i> <i>What would we do if we learnt about an instance of abuse or exploitation? What is our reporting protocol? Where do we refer children or families for additional support?</i> <i>Is there anything else that our organization should/could be doing to ensure protection?</i> <p>Allow 15 minutes for discussion, then have small groups post their work. Allow 10 minutes for everyone to conduct a gallery walk.</p>	25 min
Activity 2 Debrief	<p>Facilitator leads a group debrief on the gallery walk, allowing about 15 minutes for the discussion.</p> <p>Ask:</p> <ul style="list-style-type: none"> <i>Is there anything to add to the flipcharts for any of the identified risks?</i> <i>Are there any questions anyone has about when and how to report suspected abuse?</i> <i>How well, overall, are we doing on protection?</i> 	
Activity 3	Importance of Team Debriefs	
Materials	<p>Flip chart; colored paper (ideally, in six colors); markers or pens; tape</p> <p>Prepare for the activity by cutting the colored paper into half-sheets, and by writing the following topic headers in large letters on six sheets of paper, using a different color for each topic if possible: When and Where?; How Long?; Who? and Roles; Core Topics; Standard Questions; Preparation and Follow-up. Tape or pin these headers up on the wall, with space below each topic for small groups to add their contributions.</p>	
Learning Objectives	<ul style="list-style-type: none"> Reinforce the intention and intended outcomes of team debriefs. Identify best practices in conducting team debriefs. 	
Tips for Trainers	<p>The trainer can prepare a flipchart listing the key objectives of team debriefs, and keep this to the side during the brainstorm. If needed, bring this out after the brainstorm and review it with the group.</p> <p>Make reference as needed to the <i>Standards and Guidance</i> and the <i>Facilitator's Guide</i>.</p>	

Activity 3 Steps	Description	Time
	<p>The trainer engages the group in a brainstorm to identify the objectives of team debriefs.</p> <p>Ask: <i>What are the objectives of holding a team debrief after every film/puppet session?</i></p> <p>Note responses on the flipchart. Key objectives you are trying to elicit from participants include:</p> <ul style="list-style-type: none"> • Promote peer learning and cohesion (identify and share best practices) • Improve quality and impact of activities • Recognize and appreciate team members • Care for staff • Increase capacity (refresher training) 	5 min
	<p>Ask for a volunteer to use a method they use with children to break the group into smaller groups of four or five people each. Distribute half-sheets of colored paper to each group.</p>	5 min
	<p>Say: <i>Take a look at the topics posted up on the wall (refer the group to the colored papers posted on the wall). In your small groups, discuss the following questions, and write your own answers on the corresponding colored half-sheets of paper. Put your answers to each question/topic on a different sheet of paper. You will have 15 minute to discuss and, at the end of the discussion, you will post your answers under the appropriate heading on the wall. The questions are:</i></p> <ul style="list-style-type: none"> • <i>When and where do you conduct team debriefs?</i> • <i>How long does a debrief take?</i> • <i>Who is involved in a debrief and what are their roles?</i> • <i>What are the core themes, issues or topics to be discussed in debriefs?</i> • <i>Are there any standard questions that should be a part of any debrief?</i> • <i>How do you prepare, plan for or utilize the content/outcomes from debriefs?</i> 	15 min
	<p>Invite groups to display their answers on the wall under each question/topic heading.</p> <p>Then, conduct a gallery walk.</p>	5 min
	<p>Reconvene in plenary. Ask a member of one small group to comment on key points that emerged in response to the first question (When and Where?), both from their own group and/or what is on the wall. Then ask a member of a different small group to comment on the second question (How Long?), and so on until all groups have had a chance to have one of their members speak and all questions have been discussed.</p> <p>The facilitator can offer the following key points if needed:</p> <ul style="list-style-type: none"> • When and Where? <i>Ideally, there will be a rapid debrief following every session; team debriefs monthly or bi-monthly</i> • How Long? <i>10 minutes to 1 hour; there is no fixed timeframe; short and concise is good</i> • Who? <i>Depends if it is rapid or supervision-based. Roles include: Time manager, facilitator, minute-taker, participants</i> • Core topics: <i>Emotional/behavioral reactions of children; content resonance; participation; communication; time management; logistics; security; challenges; participatory methods; engaging parents; animator roles; leadership; best practice</i> • Standard question: <i>Successes, challenges, incidents</i> 	15 min
Activity 3 Debrief	Ask: <i>What did you like about this activity?</i>	

Activity 4	Referral and Feedback Mechanisms	
Materials	<p>Flip chart; markers; stop watch</p> <p>Have four station headings written on flipchart paper in advance</p>	
Learning Objectives	<ul style="list-style-type: none"> • Understand the core components and purpose of referral and feedback mechanisms. • Identify challenges and best practice in referral and feedback mechanisms. • Encourage peer learning and collaboration. 	
Tips for Trainers	<p>There are two options below, depending on available time and group dynamics. Both require careful timekeeping.</p> <p>If using Option A, World Café, be sure to enlist the help of four people to serve as facilitators at the four stations. Trainers will need to ensure that groups keep moving in a timely fashion.</p> <p>Option B is best if participants are coming from different organizations or locations, and will require advance preparation. Trainers will need to ensure that each presentation is kept within time limits.</p> <p>Do not provide explanations or set-up of feedback or referral mechanisms—allow the participants to do so in groups:</p> <ul style="list-style-type: none"> • Encourage session to be as participatory as possible • Have participants share their challenges and solutions • Recognize and appreciate efforts • Draw out best practices and lessons learned from practical experiences 	
Activity 4 Steps	Description	Time
	<p>Option A: World Café</p> <p>Ask a participant to use an interactive method they use with children to divide the group into four smaller groups.</p>	5 min
	<p>The trainer then assigns each group to a specific table/topic. Ensure that there is a volunteer facilitator at each station. This person should capture key ideas on a flipchart, and does not rotate with the groups.</p> <p>Explain: <i>You will have 5 to 7 minutes at each station to discuss the topic. When I give the signal, you will rotate to the next station, where you will review what has been written and add your suggestions and additions.</i></p> <p>The topics are:</p> <ol style="list-style-type: none"> 1) Identify the what, why, when, where, who and how of the referral mechanism 2) Identify the what, why, when, where, who and how of the feedback mechanism 3) Identify the significance, key challenges, lessons learned and best practices of implementing a referral mechanism 4) Identify the significance, key challenges, lessons learned and best practices of implementing a feedback mechanism 	20-28 min
	<p>Reconvene in plenary and ask the station facilitators to share the key points identified.</p> <p>Be sure to highlight the role of the Protection Cluster in identifying appropriate referrals, network and mechanism.</p> <p>Be sure to emphasize that while we may make a referral or suggest available services in the community, we cannot endorse or be responsible for outcomes.</p>	15 min

	<p>Option B: Organization/location-specific Presentations</p> <p>Ensure that participants have been given advance notification that they should prepare a 5- to 7-minute presentation on their referral and feedback mechanisms. This should include: What, why, when, where, who and how, significance, challenges, lessons learned and best practices.</p> <p>Have groups make their presentations; allow for clarifying questions but save the overall discussion for the debrief.</p>	40 min
<p>Activity 4 Debrief</p>	<p>Ask:</p> <ul style="list-style-type: none"> • <i>What did you like about this activity?</i> • <i>Based on this activity, is there anything you will change or incorporate into your referral and feedback mechanisms?</i> • <i>Why are referral and feedback mechanisms so important?</i> <p>Ensure that the following key points have been highlighted, either in the presentations or the debrief.</p> <p><i>Referral mechanisms</i></p> <ul style="list-style-type: none"> • Staff and partners have necessary knowledge and information to support communities in accessing existing services. • Staff and partners are trained on why, when and how to refer cases. • Safe and confidential information management systems are in place. <p><i>Feedback Mechanisms</i></p> <ul style="list-style-type: none"> • Communities are able to provide feedback and make complaints about the organization and its programs safely, privately and confidentially. • A fair and impartial feedback and response mechanism is in place. • Staff are trained on implementation of the mechanism. • Safe and confidential information management systems are in place. 	

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