viva
together for children

Space to Grow: Learning Spaces

Training for Learning Mentors
Facilitator's Guide

This Training Manual was produced by Viva in 2021. It draws on materials produced through work with Viva's partner networks as well as content produced in partnership with **Food for the Hungry**.

Some key resources used in developing this programme include:

- ARC: Foundation Module on Psychosocial Support
- IFRC and Save the Children Denmark, The Children's Resilience Programme: Psychosocial support in and out of school
- IRC, Creating Healing Classrooms: Guide for Teachers and Teacher Educators
- INEE, Teachers in Crisis Contexts Working Group (TICCWG), Training for Primary School Teachers in Crisis Contexts package
- INEE, Guidance Note on Teaching and Learning
- IASC, Guidelines on Mental Health and Psychosocial Support in Emergency Settings
- Headington Institute, www.headington-institute.org
- Mentally Healthy Schools, Resource toolkits and activities
- Anna Freud National Centre for Children and Families, Coronavirus Support
- Save the Children, Protect a Generation: The impact of COVID-19 on children's lives
- Stella Vosniadou, *How children learn,* UNESCO Educational Practices Series 7
- https://biglifejournal.com/blogs/blog/goal-setting-for-kids

Space to Grow: Learning Spaces

Space to Grow Learning Spaces are designed to help children and young people to engage with learning which has been disrupted by the COVID-19 pandemic and to equip children to make an easier transition back to schools once they reopen.

The main outcomes for children are:

- Children make progress in self-defined learning goals
- Children improve psychosocial wellbeing and coping skills
- Children have a positive attitude towards lifelong learning
- Children continue to engage with mainstream education where possible and are prevented from dropping out of school

Learning Spaces can take place in COVID-secure community centres, church buildings or other community spaces, and are open out of school hours. Learning mentors work with small groups of children and offer psychosocial and learning support. This programme draws on the experience and expertise of Viva's partner networks[1], as well as Viva's work with children in emergencies and external partnerships[2].

How to use this training manual

This training manual has been developed to equip Learning Mentors with the skills and understanding they need to support children in Learning Spaces, supporting children whose education has been disrupted by COVID-19 to continue to engage with learning. It should be used alongside:

Space to Grow: Learning Spaces – Handbook for Coordinators and Learning Mentors referred to throughout this training manual as **'The Handbook'**

It is accompanied by a powerpoint presentation which can be downloaded from www.childreninemergencies.org/learningspaces or provided by your Viva contact person.

Supporting resources also include:

- **Space to Grow: Learning and Psychosocial Support Resource Guide –** Examples of activities and approaches to create a supportive learning environment and plan your Learning Space sessions
- **Space to Grow: Learning Journal for Children and Young People** –A space for each child to set learning goals and reflect on their progress, and for the learning mentor and parents to record the child's learning

This training workshop consists of training content which is suggested to be used over three sessions as follows:

PART 1: PREPARING THE GROUND (2.5 hours) – This section sets the scene for the Learning Spaces programme. It will help Learning Mentors to understand children's experience in crisis and how learning and education can support children's coping and recovery, and is also essential in order for them to engage or

---

[1] CRANE (Children at Risk Action Network), Uganda; CARNet Nepal,

[2] In particular, Viva's partnership with Food for the Hungry (FH) on developing a psychosocial support training curriculum for teachers

re-engage with education. It also explores some foundations for learning, such as the importance of a growth mindset.

PART 2: SETTING UP YOUR LEARNING SPACE (2.5 hours)– This session equips Learning Mentors and the Learning Coordinator to work together to set up a safe space for children which will provide an environment that helps them to learn and improve their wellbeing.

PART 3: RUNNING SESSIONS IN THE LEARNING SPACE (3 hours) – This session focuses on practical tools and resources to enable Learning Mentors to plan effective sessions in the Learning Space, and understand how to support children's learning and progress towards the goals children want to work towards. Learning Mentors will also consider how to support children who are struggling. The session also includes practical exercises to help Learning Mentors understand how to engage children in activities in the Learning Space.

You may want to adapt the content and timings of the training materials to be appropriate to your context.

If you have a longer time available for training, particularly for part 3, you can spend more time practicing activities together and taking time for planning sessions.

Some of this material is also used as part of the training for **Viva's Child and Family Mentor Programme**, so if your participants have already received this training, you may be able to exclude some sessions.

Using the training materials

The training materials are accompanied by a PowerPoint presentation available from your supervisor or Viva contact, or to download from www.childreninemergencies.org/learningspaces

Throughout the training you will see ideas for how to use the training in an online setting or face-to-face, depending on what is possible for you. Feel free to adapt activities to suit your timeline, methodology and context. The group symbol indicates an opportunity to use a group activity in a breakout room or in person.

Session 1: Space to Grow: Preparing the Ground (2.5 hours)

This session will lay the foundation for setting up Learning Spaces by helping participants understand children's experience in crisis and how learning and education can support children's coping and recovery, and is also essential in order for them to engage or re-engage with education. It also explores some foundations for learning.

SLIDE 1: Space to Grow: Learning Spaces Training for Mentors

Introduction (20 mins)

SLIDE 2: Welcome

Welcome participants to the training**.**

Explain what the training will cover and show the overview of the training sessions available:

SLIDE 3: Overview of the Training

PART 1: PREPARING THE GROUND:

- Introducing Space to Grow
- Assessing the impact of COVID 19 on children's wellbeing
- Understanding the impact of emergencies on children
- What is psychosocial support?
- Encouraging resilience in Learning spaces
- Foundations for Learning

PART 2: SETTING UP YOUR LEARNING SPACE:

- The role of a learning mentor
- A safe space – child protection
- A safe space – Covid safety
- Setting up your Space: Top Tips and checklist
- Action planning

PART 3: RUNNING SESSIONS IN THE LEARNING SPACE:

- A child's journey through the Learning Space
- Planning Sessions in the Learning Space
- Psychosocial support activities
- Helping Children set Learning Goals
- Helping Children with independent learning
- Monitoring Children's progress
- Supporting children who are struggling

SLIDE 4: Other Resources

Explain that Learning Mentors should also have access to these other resources, which will be referred to throughout the training:

- **Space to Grow: Learning Spaces – Handbook for Coordinators and Learning Mentors**
- **Space to Grow: Learning and Psychosocial Support Resource Guide –** Examples of activities and approaches to create a supportive learning environment and plan your Learning Space sessions

- **Space to Grow: Learning Journal for Children and Young People** –A space for each child to set learning goals and reflect on their progress, and for the learning mentor and parents to record the child's learning

SLIDE 5: Introductions

Icebreaker activity

Begin your training with some kind of introduction or ice breaker activity to help participants feel at ease and comfortable in the group. However, with such a short training time, you may not have time during the online training to ask each person to introduce themselves individually.

For an online training, you could:

- Use breakout rooms and ask participants to introduce themselves to each other within the small group, saying something about themselves (such as their favourite food or their favourite place, and sharing a hope or expectation for the training) – you can then take one or two answers in the plenary
- Ask participants to choose an object from somewhere around them where they are which somehow describes them – and ask participants to share about this in breakout rooms

SLIDE 6: Part 1: Preparing the Ground

SLIDE 7: Introducing Space to Grow

Introducing Space to Grow (10 mins)

Look together with participants at **the Handbook p.6 'Preparing the Ground'** to outline the concept and purpose of a Learning Space.

Explain that in this first part of the training, we will focus on 'preparing the ground' – understanding more about how children learn and have capacity to grow and learn, and how we can provide a supportive environment for children.

In order to create a supportive environment, we need to have a good understanding of how children are impacted and how they respond in a crisis such as COVID-19, and how a safe space to learn can contribute to helping children overcome these consequences.

SLIDE 8: The impact of COVID-19 on children's wellbeing

Addressing the impact of COVID-19 on children's wellbeing (30)

Learning objective: *Know some of the key ways children respond to emergencies and be able to link this with experiences of the current crisis*

Explain: As well as disrupting children's education, the experience of being out of school for long periods of time as well as the general experience of the COVID-19 pandemic, has had a significant impact on children's mental health and wellbeing. As well as finding ways to encourage children to return to learning, the Learning Space also provides an opportunity to address the difficult experiences children have been through and find ways to help them to move forward through these challenges.

This is why the Learning Space includes a significant focus on providing psychosocial support for children. By building children's resilience and coping skills, children are also significantly better able to re-engage with learning and education. As learning mentors, we need to understand how children are affected by emergencies such as COVID-19, and how a programme like a Learning Space can be developed to ensure it supports children to overcome these impacts.

SLIDE 9: The impact of COVID-19 on children in our community

Explain that you will watch a short video clip together, showing something of one child's experience during the Covid-19 crisis.

If possible, show a video relevant for your community to demonstrate the ongoing impact of COVID-19 on children around the world. Unicef has produced an excellent series of video diaries from children, for example:

For English speakers:
https://www.youtube.com/watch?v=qw3mZMDAz3E&feature=youtu.be&ab_channel=UNICEF (in French with English subtitles)

For Spanish speakers:
https://www.youtube.com/watch?v=Bu5kQr6NuZ0&feature=youtu.be&ab_channel=UNICEF

Ask participants to reflect on:

- What has been the impact for children of Covid-19, and the impact for them of being out of school?
- How does this compare with what you have seen in your communities?

If you do not watch a video, you could choose to simply facilitate a group discussion on the questions.

The videos have different emphases, but briefly take feedback and gather the key points together, such as:

- Issues children have faced (such as emotional difficulties, missing friends, involvement in work)
- Ways children have been supported (such as by teachers, parents and friends)
- There have been both good and bad things for children as a result of COVID-19, and in our own classes there will be a wide variety of experiences amongst the children.

SLIDE 10: The impact of COVID-19

Highlight some of the facts about the impact of COVID-19 on children:

- More than **1.6 billion** children have faced school closures
- Fewer than **1%** of children from poor households said they have **access to the internet** for distance learning
- **89%** of respondents to the survey reported that COVID-19 has impacted their access to healthcare, medicine and medical supplies
- Almost two thirds (**62%**) of respondents said that they are finding it difficult to provide their families with **meat, dairy products, grains, fruits and vegetables**
- **Violence in the household** reported by children was double the rate when schools were closed (17%) compared with when schools were open and the child was attending in person (8%).
- Almost two thirds of **girls (63%)** reported an increase in **household chores**

Explain that through this training we want to think about how we as learning mentors can be part of helping children cope with these difficulties and also build on children's own strengths.

Understanding the impact of emergencies on children

SLIDE 11: Key development processes interrupted by emergencies

It is helpful for us to understand how and why children react in the way they do in emergencies, as we will often be able to observe these behaviours in our learning spaces.

Covid-19 has been a unique event, but there are common reactions from children that we might see in any emergency.

Talk through the headings given on the slide, sharing the following information:

Some key development processes are interrupted by emergencies:

- **Trust** – if life becomes unpredictable, children can see the world as unsafe. Separation from caregivers can cause a loss of trust. Without trust and a sense of safety, it is difficult for children to grow and develop.
- **Competence** – play, education and community activities are often disrupted, which reduces children's ability to learn and develop new of skills and abilities.
- **Identity** – children's ability to develop their sense of who they are, and their self-confidence, can be disrupted.

It is normal to have some kind of reaction to stressful events; it can be a way of protecting ourselves. Children's way of reacting to stressful events are often different from adults. These differences need to be recognised and taken into account when providing assistance to children.

Ask: What reactions have we noticed in children during this time?

Explain: Children have the same emotions as adults, but may express them differently. Children may experience strong visual images of the events, or display repetitive behaviour, which may be re-enacted through play. They may have trauma-related fears and changed attitudes towards people and life. Seeing images of the crisis again can cause strong reactions and children may feel that it is all happening again. Some children become withdrawn and are unable to talk about the event, or suffer periods of denial, acting as if the event has not occurred. Others cannot stop talking about and replaying what happened. Children are often confused about the facts and their feelings, and might need help in understanding.

Depending on time and the age-range your training participants are working with, you may also pick out some key information to share from the following table (also included in the participants' guide).

SLIDE 12: Reactions of children by age group

0-2 years	3-5 years	6-12 years	13-18 years
Because of the importance of attachment and the relationship with the primary caregiver, the reaction of surrounding	Pre-school children often feel helpless and powerless after a crisis. Development may go backwards—children may lose skills they had	Children are able to understand the meaning of the loss of loved ones and may feel guilt at surviving when others did not, or anger	Children may feel frustrated that they are unable to change their circumstances or what happened. They may take on adult roles

adults is key to determining the impact of the crisis on babies and infants. Disruption of attachment is very significant.

Babies and infants may express fear at parting from their caregiver. They may be withdrawn, clingy, unsettled, irritable and emotional. They may cry more than usual.

Even though small children do not have words to describe an event or their feelings, they can retain memories of particular sights, sounds or smells. | developed (e.g. toilet training or speech).

Children may express fear of being separated from their caregiver, may revert to bedwetting or fear of the dark.

Play activities may involve re-enacting aspects of the events of the crisis. Some children show signs of denial and withdrawal. | that the event was not prevented.

Children may have flashbacks of what happened, or may want to talk about the event all the time.

Children may appear moody or 'difficult' as they deal with their feelings and what has happened. They may become more aggressive or more withdrawn. | without enough capacity or support.

Identity and belonging are important so they may be more easily targeted for recruitment into the armed forces.

Responses can be similar to adults and adolescents may experience isolation, irritation, rejection of rules and aggressive behaviour. Some display risk-taking behaviour such as alcohol or drug abuse, or self-harm. Others become fearful. |

For an in-person or longer training, you could do this as a group activity to explore reactions by age group:

Divide participants into four small groups ask them to identify what they have particularly noticed in the reactions of these different age groups of children: 0-2, 3-5, 6-12, 13-18 years. Take feedback, and share some of the information in the table.

Also share briefly on children's reactions to grief and loss:

Grief and loss have also affected many children in the Covid-19 crisis. Covid-19 restrictions may have made it even more difficult to lose a loved one during this time, with usual grieving processes disrupted.

If time allows, ask participants to share how this has been experienced in the communities they work and live in.

Explain that children do have an understanding of death as something irreversible, universal and inevitable, and show clear signs of grief at a very young age. Children have the same type of emotional reactions to loss as adults, such as shock, anger, sadness, guilt, anxiety and fear. Nevertheless, from an adult's point of view, children's grief reactions may sometimes look strange as children's grief may be abrupt and not continuous. All these reactions vary greatly, between children and within the same child over time, sometimes changing rapidly over the course of a day. At one point a child may be busy with their normal activities, and at the next start weeping or become very angry. This can happen repeatedly. Children may switch abruptly from intense grief reactions to play and having fun. Young children often cannot verbalize their grief. It is more common for them to express their feelings through behaviour and play. Children may also show excessive anxiety when separated from parents or other significant caregivers. All these reactions are natural.

Session 2: What is Psychosocial Support? (10 minutes)

SLIDE 13: What is psychosocial support?

Ask: Can anyone explain what we mean by 'psychosocial'?

Explain that the term 'psychosocial' refers to the dynamic relationship between the psychological and social dimension of a person and how these interact. The psychological dimensions include internal, emotional and thought processes, feelings and reactions. The social dimensions include relationships, family and community networks, social values and cultural practices.

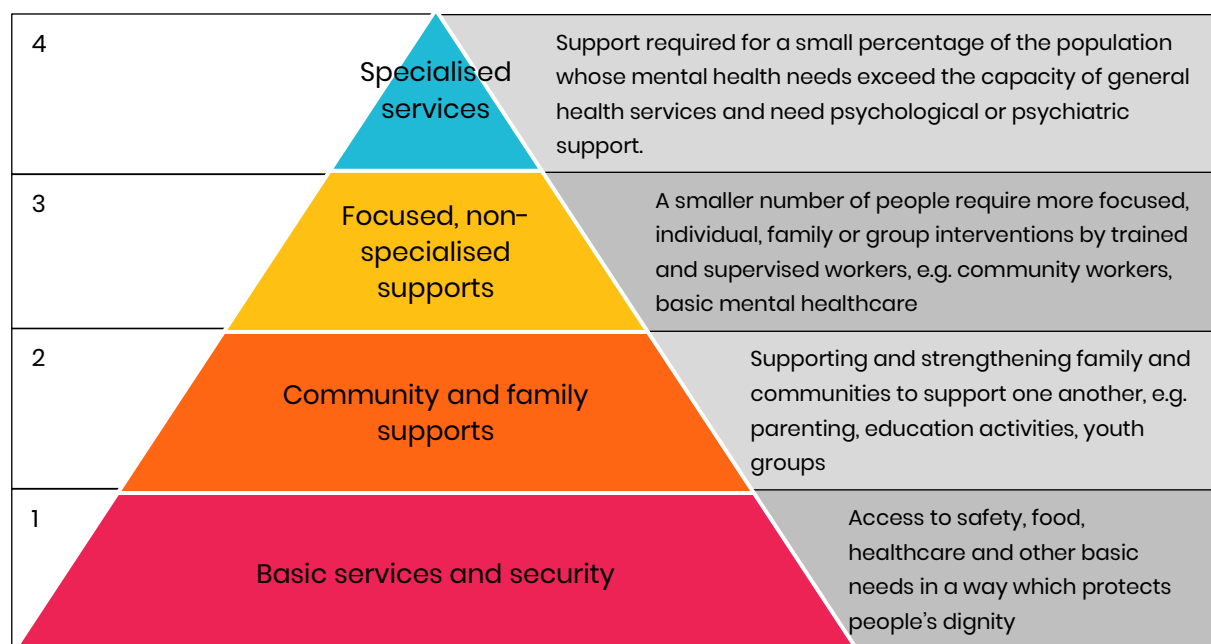Psychosocial well-being depends on many elements and on the fulfilment of a range of different needs, including:

- Biological (food, water, health/medical care)
- Material (shelter, clothes)
- Social (relationships, community, basic services)
- Psychological (emotional, cognitive, personal competence, ability to learn)
- Spiritual (sense of meaning and purpose)
- Safety

While school may not always be the place for meeting basic needs, you can probably see a lot of ways in which schools, teachers, and education can contribute to many of these.

For many communities impacted by crisis and displacement, education is the focal point of their efforts to help support their children. **Learning Mentors are in a unique position to help children recover through restoring a sense of normality for children.**

SLIDE 14: The Psychosocial Support Pyramid

A key model used to explain psychosocial support is the IASC Psychosocial Support pyramid:

4	**Specialised services**	Support required for a small percentage of the population whose mental health needs exceed the capacity of general health services and need psychological or psychiatric support.
3	**Focused, non-specialised supports**	A smaller number of people require more focused, individual, family or group interventions by trained and supervised workers, e.g. community workers, basic mental healthcare
2	**Community and family supports**	Supporting and strengthening family and communities to support one another, e.g. parenting, education activities, youth groups
1	**Basic services and security**	Access to safety, food, healthcare and other basic needs in a way which protects people's dignity

As we have seen, children, as well as adults, react in different ways to stressful events and crises. Although entire communities are affected by crisis events, very few people usually need specialised services because of severe reactions. Most people can be helped through the provision of basic services and security, including psychosocial support.

This kind of model is positive because it recognises that children and communities have strengths and resources of their own, and tries to build on and support these. Research has shown that there is a small percentage of children (3-5%) who need individual counselling and psychological support following a crisis (which should only be provided by trained professionals), but that most children can be helped through the support of their families and communities. Our response should therefore seek to strengthen the capacity of caregivers, friends, teachers and other adults in children's lives to provide everyday psychosocial care to children, and focus on restoring resilience in the face of challenging circumstances.

The pyramid illustrates a layered system of complementary supports. The layers represent the different kinds of support people may need.

Explain each layer of the pyramid and identify that as learning spaces we are usually working at Level 2 (and possibly connecting children with support at other levels) and so can offer support to a wide group of children.

Session 3: Encouraging resilience in Learning Spaces (45 minutes)

SLIDE 15: Encouraging Resilience in Learning Spaces

SLIDE 16: Identifying Psychosocial support that enables children to cope

Identifying support that enables children to cope

Group Activity: Divide participants into small groups in breakout rooms or in person for 10 minutes. In their groups, one or two people in each group should share about a child they can think of (without giving identifying details) who has been through a difficult situation or suffered extreme stress and has seemed to 'bounce back' or been able to recover.

- Try to identify together what some of the factors were in this child's life which have enabled them to recover. These might be characteristics of the child (their personality or abilities) or factors external to the child such as their family environment or their community. What are some of the things that helped the child to cope?

Use this conversation to begin a list of 'coping factors' or things which can help a child to overcome difficult circumstances. Each process identified as contributing to coping and recovery will be written on a list by each group. Group members who do not know the children will ask questions, and will also volunteer specific examples of their own, to illustrate some of the points made in the group. Use this conversation to begin a list of 'coping factors' or things which can help a child to overcome difficult circumstances.

For a face-to-face training, ask groups to list their identified coping factors on a flipchart.

For an online training, use an online whiteboard tool such as google jamboard.

Congratulate participants for the ideas they generated in their group work. Many of the coping elements that participants identified in their group work relate to "resilience." Resilience is a helpful concept because, while we recognise the impact of trauma and difficult events on children, we also see them as people with the capacity and internal ability to recover – with appropriate support.

Building resilience learning spaces

Ask: Can anyone give a definition of resilience? What is it?

SLIDE 17: What is Resilience?

Explain: While all children are vulnerable in emergency situations, children also have the ability to meet, bear and recover from exposure to violence and losses. This capacity to cope and "bounce back" after stressful experiences is called resilience. Resilience refers to the ability to react or adapt positively to a difficult and challenging event or experience.

SLIDE 18: Risk factors and protective factors

Explain: Although children are very different from one another, there are certain factors and capabilities in children's lives that have been shown to influence their level of resilience. These are called 'protective factors' which give people psychological 'cover' and help to reduce the likelihood of negative psychological effects when faced with hardship or suffering. Some of these factors are innate but many can be developed and strengthened through psychosocial support.

This is good news for us as we work with children, as we can proactively think about ways in which we can support and encourage children's resilience. One simple way to do that is to look at risk and protective factors - resilience happens when protective factors that support wellbeing are stronger than the risk factors that cause harm.

Ask: What could be some examples of risk factors and protective factors?

Suggested answers:

- Risk factors: disrupted education, unsafe environment
- Protective factors: a loving and supportive family, good friendships

SLIDE 19: Risk factors

Talk through the risk factors on the slide, and ask people to comment on which of these they think are the most significant risk factors currently affecting children and families in their community.

SLIDE 20: What are the most significant risk factors affecting children in your community?

Which are the most significant **risk factors**:

- Difficult or frightening experiences
- Lack of understanding of what has happened
- Loss of family home, friends, or caregivers
- Loss of self-respect and self-confidence
- Poor living conditions or lack of access to basic services like healthcare
- Poor diet and nutrition
- Lack of opportunities for education and play
- Excessive burden of paid or unpaid work
- Uncertainty about the future
- Disability

Ask participants to vote – using an online poll such as within Zoom, or using an online tool such as Mentimeter.com; alternatively, you may simply ask for comments in a group discussion.

As we look ahead to the new phase of the mentoring programme, we can consider how we can use the mentoring programme, and the other programmes we provide, to reduce these risk factors for children.

SLIDE 21: Protective factors

Share the list of **protective factors**:

- Self-esteem, self-confidence, and communication skills
- Can think through and process events and look to the future
- Can express themselves through play, arts, games, community rituals
- Positive parenting and carers who respond to the child's emotional needs
- Positive family environment that provides love, support and discipline
- Can express feelings and anxieties to adults who listen to them
- Friends who are good role models and a source of fun and acceptance
- Able to maintain normal family life, religious practices, language
- A positive school experience where teachers are supportive
- Part of a strong community where children are active members

SLIDE 22: ways a Learning Space could strengthen some of these protective factors for children

Ask: Can you identify any ways a Learning Space could strengthen some of these protective factors for children?

Activity – divide participants into small groups for 10 minutes. Participants should work in small groups, choosing just one of these factors, and thinking about how learning mentors could work to build up this protective factor through Learning Spaces.

Share: Take feedback from groups, and affirm that it is great to notice all of these ways that our projects can children to cope with the crisis and develop their resilience.

Session 4: Foundations for learning (30 minutes)

SLIDE 23: Foundations for Learning

SLIDE 24: What helps us to learn?

What helps us to learn?

Group Activity: Divide participants into small groups in breakout rooms or in person for 10 minutes. In their groups, ask each person to think about a time when they learnt something new, it could have been when they were a child or it could be as an adult. Ask them to think about which factors helped them with their learning. Ask the groups to record down any reoccurring themes that they are noticing.

After 15 minutes call groups back together.

For a face-to-face training, ask groups to list their themes for learning on a flipchart.

For an online training, use an online whiteboard tool such as google jamboard.

SLIDE 25: A child's learning happens through:

- Social interaction (discussion and collaborative activities)
- Participation in learning activities relevant to real life
- Building on prior knowledge and understanding
- Developing strategies to solve problems
- Understanding rather than memorising
- Setting their own learning goals

Developing a Growth Mindset

SLIDE 26: Developing a Growth Mindset

Explain: A growth mindset is believing in the power of yourself and your brain. Our intellect and our abilities develop when we try hard things, use the right strategies and don't give up. A growth mindset is when we know, with practice, we will get better at something. A fixed mindset means you think you can't get better at things, even if you practice. Wanting to give up, or deciding we're no good at something are all symptoms of a fixed mindset.

SLIDE 27: Developing a Growth Mindset (2)

Ask participants, as individuals to look at the statements on the slide and decide whether they agree or disagree with the statements, without sharing their answers. Ask them to see whether any statements stand out for them as being true for themselves – again they do not need to share this with others.

SLIDE 28: Developing a Growth Mindset (3)

Show the second slide which reveals whether the statements are from a growth mindset or a fixed mindset.

	I agree	I disagree
Your intelligence is something very basic about you that you can't change much	Fixed	Growth
I need to look clever in every situation	Fixed	Growth
I am prepared to try something new, even if I might make mistakes	Growth	Fixed
I feel threatened by other people's success	Fixed	Growth
I try to stretch myself by learning new skills	Growth	Fixed
I often get angry when I get feedback about my performance	Fixed	Growth
I avoid new things that I might fail at	Fixed	Growth
The harder you work at something, the better you will be at it	Growth	Fixed

Ask: Are there any surprises?

Explain: When children are encouraged to believe that their most basic abilities can be developed through hard work and that learning does not depend on the ability that a child is born with, this creates a love of learning and a resilience that is essential for children to succeed.

Children with a growth mindset believe that their abilities can improve over time. Children with a fixed mindset believe that their abilities are set in stone or can't change no matter how hard they try.

Having a growth mindset means learning from feedback and experience and developing strategies for improving. It is about believing that even if you fail at first at something, you can still succeed.

As a learning mentor to help a child develop a growth mindset, you should praise how a child approaches a challenge, not how hard they tried or how well they did. This is called "process praise" And it is the most helpful type of praise for promoting a growth mindset as it puts the emphasis on the steps the child took to get to the end result. By focussing on process it shows that getting stuck, asking for help and trying new strategies are important too.

SLIDE 29: Developing a Growth Mindset – Poster

Explain that one way to help children remember to have a Growth Mindset is to ask children to create their own growth mindset posters using growth mindset statements and illustrations to put on the walls of the Learning Space or to take home to remind them to have a positive attitude to learning.

Wrap up (5 minutes)

SLIDE 30: Wrap Up

Evaluation

SLIDE 31: Reflect

Ask participants to answer a question at the end of the session – for example:

 Think about one new thing you learnt today. What helped you to learn it?

For a face-to-face training, participants can write answers on post-it notes and add these to a flipchart paper.

Online, ask participants to write their answer on an online whiteboard, or to type answers directly into the chat function.

Thank participants for their engagement and remind them of the content of the next session, where we will look at the practical issues around setting up a Learning Space.

Session 2: Setting up your Learning Space (2.5 hours)

Welcome

Welcome participants as they arrive, and remind participants of the content of this training session:

Part 2: setting up your learning space

Explain that today's session will cover:

- The role of a learning mentor
- A safe space – child protection
- A safe space – Covid safety
- Setting up your Space: Top Tips and checklist
- Action planning

The role of a learning mentor (30)

Activity: A good teacher

Ask participants to take a moment to reflect quietly individually on someone who they remember as a 'good teacher' in their own life. It could be a schoolteacher, Sunday School teacher, or someone else who taught or mentored you in an informal way —a parent or family member, for example. What was it that made them 'good'?

For a face-to-face training, the participants can share with a partner and create a list of qualities of their 'good' teacher or mentor.

Take feedback from a few participants, and then drawing on people's responses, explain that one of the most important strengths of a teacher or, in our case, a learning mentor, is letting children know that we are interested in them and value them. What can you do as a learning mentor that shows children that we are interested in them and value them?

Ideas may include:

- Greeting children by name
- Showing an interest in each child and their interests
- Noticing when a child seems disturbed, upset, worried or concerned

- Give children a sense of self-worth by providing encouragement, recognition and praise
- Giving encouragement for trying (praise the process they are using)
- Finding something positive to say about each child every day
- Trusting them with responsibilities
- Show respect and empathy for each child, and encourage all of the children to do the same for one another
- Accept the children for who they are and do not condemn, reject or laugh at them

Explain that during this crisis, it is extra important that we know as much as we can about each student. The more we know about the child, the easier it will be to notice when they are struggling. This can be really difficult with large classes, but whatever we can do will be helpful. Make sure you know whether any child has suffered a serious illness or bereavement in their family so that you can keep an eye on them and offer help.

As important caregivers outside the home, mentors are in a unique position to help children recover through their everyday activities. Learning Mentors play a powerful role in the life of any child when they offer consistent emotional support and build on children's coping skills in the day-to-day classroom environment, whether online or in-person.

Learning Mentor Role description

SLIDE 39: Learning Mentor Role Description - Characteristics

Explain: The role of a Learning Mentor is to help children with psychosocial support and to engage with learning. As a Learning Mentor, you need to have a concern for the holistic welfare of children and want to see them develop to their full potential. This starts by helping children to build their resilience and coping skills and being aware if children are struggling and require extra support. The Learning Mentor also helps children with their independent learning, if they have been given homework or collaborative learning Children may need extra help with reading or numeracy, or they may want to learn about something else. The Learning Mentor is not expected to be a teacher. Your role is to motivate children and encourage them to have a growth mindset, which supports them to believe that they have the capacity to learn new things and grow.

Refer Participants to **Learning Mentors Job Description (Handbook – Appendix 3, p.33)**. Ask them to read through characteristics of a Learning Mentor and explain that the reason that they have been invited to be a Learning Mentor is because we believe that they have those characteristics.

- Concern for holistic welfare and development of children and young people and easily engages with them
- Reliable, trustworthy and patient committed to journeying with a child to see them develop to their full potential
- Emotionally mature to be able to support and respond appropriately to children with psychosocial or learning challenges
- Encouraging and non-judgemental
- Able to actively listen

Ask: given what they understand about the role, would they add any other characteristics to that list?

Learning Mentor Role

SLIDE 40: Learning Mentor Role

- Work with groups of children in Space to Grow Learning Spaces to help them with psychosocial support and engage with learning (1:8 children up to age of 8 1:10 for children over age of 8)

- Selecting and running psychosocial activities and collaborative learning and games with children, when required

- Helping children to set learning goals and supporting them with independent learning towards those goals

- Knowing where to signpost children if there any concerns

- Being the link person to connect with families

Explain that through this training session, we will be covering each of these aspects of the role, so that you can feel confident in your role as a Learning Mentor.

Setting up a Learning Space

SLIDE 41: Setting up a Learning Space

A Safe Space:

SLIDE 42: A Safe Space: Child Protection

Child protection (60 mins)

Explain: It is important that children are safe when they attend the learning space. In addition to child protection and safeguarding, you should ensure that your space operates in line with the current COVID-19 guidance in place where you are, and avoids risk as far as possible.

SLIDE 43 and 44: A Safe Space: Child Protection

Talk through the scenarios outlined below, and on slides 43 and 44.

Scenarios
- A young child travels alone to the Learning Space and you are worried they are not safe on the way to the Centre
- A child says they are being bullied at the Learning Space by another child
- A child at the Learning Space does not attend regularly, is often hungry, and often finds it hard to concentrate
- A child confides that they don't feel safe with another Learning Space Mentor or staff member
- A child mentions that they are being abused at home

After each scenario, ask the group:

- What would you do?
- Who would you report to?
- Is there anything that would prevent this from happening? (eg code of conduct, code of conduct for children)

Suggested responses, outlined in **the Handbook (p.13)**:

Examples of child protection concerns	Suggested actions
A young child travels alone to the Learning Space and you are worried they are not safe on the way to the Centre	Decide at what age children should be able to travel alone (according to your context and guidelines) and explain to parents that they will need to drop off and collect their children each day, or set up a walking bus or shared travel with several parents.
A child says they are being bullied at the Learning Space by another child	Set up a children's code of conduct with children at the start of the project to agree on behaviours that are appropriate. Also, discuss what should happen when we don't follow these rules. Talk to both children, ensuring that the child who has been accused of bullying understands the rules and agree a plan for a different way of behaving. Check with both children that things have got better and in some cases you will need to involve children's parents and a warning system. While we don't want to exclude any child from the centre and would always rather work with them to help them to stay, we may sometimes need to exclude a child for a period of time if their behaviour is harmful to other children.
A child at the Learning Space does not attend regularly, is often hungry, and often finds it hard to concentrate	Talk with the child and also, if possible, with the child's parents or caregivers, to find out more about the situation at home or any challenges the family is facing. If possible and if needed, refer the family to other support services that could help them.
A child confides that they don't feel safe with another Learning Space Mentor or staff member	Follow your Child Protection policy/reporting procedure. You must have this in place before opening the Learning Space. If you don't have one, make sure you develop one. A reminder of how to respond to a disclosure is included in **Appendix 11, p.43**.
A child mentions that they are being abused at home	Follow your Child Protection policy/reporting procedure. You must have this in place before opening the Learning Space. If you don't have one, make sure you develop one. A reminder of how to respond to a disclosure is included in **Appendix 11, p.43**.

The Learning Centre Co-ordinator should be the first point of contact for a child protection concern (unless it involves the coordinator), and the Learning Space Coordinator will liaise with the network or organisation Child Protection Focal point or Officer.

Explain: It is important to know what to do if a child makes a disclosure (see **Appendix 11: Dealing with Disclosures, p.43**). This includes knowing how to react the child, making sure that the disclosure is recorded (See **Appendix 12: Child Abuse Reporting form, p.44**) and reporting the disclosure to the Learning Space Co-ordinator who will follow up the case. If the Learning Space is part of a Viva partner network, the Learning Space Co-ordinator will do this with the support of the Network Child Protection Officer. You should also think through what you would do if the child was in immediate danger or needed medical attention. Any action taken would need to be in consultation with the Learning Space Co-ordinator.

It is important that you have thought through the referral procedure and that everyone is informed what to do before you open the Space to Grow Learning Space. A good way to think through and record the referral system is to use a diagram (**Appendix 10: Sample Reporting Procedure diagram, p.42**).

Mapping Child protection referral agencies

Outline the available child protection referral agencies and services available in your community, and explain the reporting procedure your network or organisation has in place. If you do not know of appropriate referral processes or agencies, take time to research these and build relationships with these services before starting your Learning Space. Your Viva contact point could help you to develop your child protection policy and procedures if this is not already in place, and can point you to useful resources. You could also look at Viva's Basic Child Safeguarding Training, available from your Viva contact person.

Carrying out a risk assessment

SLIDE 45: Risk assessment

Refer participants to the **Risk Assessment Template (Handbook – Appendix 6, p. 36)**.

Explain that this risk assessment helps them to think through the risks that could affect the safety of the Learning Space and that these things should be in place before opening the Space.

The final page of the Risk Assessment includes a Risk Matrix template which can be used to help participants to think through what risks are relevant and how they would mitigate these. Some examples are given in the template:

Learning Spaces Risk Assessment					
Risk *(Risk level = significance x ikelihood)*	*Significance (1-3)*	*Likelihood (1-3)*	*Risk Level (1-9)*	**Mitigation already in place**	**Possible further action steps**
Example: A child is harassed on their way to the learning centre	*3*	*1*	*3*	*Asking parents to drop off and collect their children from the Learning Space*	*Explain the importance of this in parents' session at the Learning Space, talk to children about safety*
Example: A child is sent to the Learning Space with COVID symptoms	*3*	*2*	*6*	*Posters and signs at the Learning Space, and communication with parents on registration; procedure in place for closing the Learning Space when this happens*	*Regular reminders to children and parents in the Learning Space and via WhatsApp*

Take some time for participants to look through the risk assessment and suggest other risks, to create a list to add to the table.

The 'risk level' is calculated by giving a score of 1, 2 or 3 to the risk, for its significance (how serious the impact would be if this risk were to take place) and its likelihood (how big a chance is there that this risk could take place) and multiplying these scores together.

Practice doing a few of these together with the group – Learning Coordinators should complete the full table for their Learning Space and share the risks and mitigation measures with their Learning Mentors.

Developing a Code of Conduct

Explain that a Code of Conduct for a Learning Space should contains simple do's and don'ts on behavioural protocols which should be visible and accessible to all children and adults in the Learning Space to make it clear what behaviours are acceptable and unacceptable around children and young people

The Code of Conduct will also help to avoid misunderstandings, which could lead to false allegations of child abuse.

Whole Group Activity

Write categories (in the table below) on a list using the categories listed ask the groups to think of ideas of acceptable and unacceptable behaviours that they might include which are associated with those categories when working with children and young people in a Learning Space. List these under Do's and Don'ts. Ask Learning Mentors to think specifically about their roles and the contact they will have with children and young people specifically to think of their roles in a code of conduct for their organisation.

For a face-to-face training, divide into groups and ask groups to list their answers on a flipchart, which they can then share and then feedback their ideas.

For an online training, show the slide and discuss.

	Do's	Don't
Good practice when working directly with children Physical conduct and touching Discipline Learning Space Environment Language and equality Two adult rule Discipline	•	•

Ask Learning Mentors to look at the Sample Code of Conduct in **The Handbook – Appendix 8, p.40**. Draw attention to the fact that the Child protection Co-ordinator is named.
Explain that Learning Mentors can use these guidelines and their responses to create their own code of conduct. Stress that this needs to be done as soon as possible, so if it will take time, they should use the sample code of conduct and display it so that it is seen, known and understood by children and adults in contact with the Learning Space,. This is so that they know what to expect and are equipped and informed to be able to report cases where the Code of Conduct broken.

Discuss as a whole group:
- Where will the Code of Conduct be displayed?
- How can people access it, or be aware of it?

Explain that Learning mentors can create a code of conduct with children as an activity in the Learning Space (see **Handbook, Appendix 9: Developing a Children's Code of Conduct, p.41**).

Covid Safety (30 mins)

SLIDE 47: A Safe Space: COVID safety

Explain: It is important to follow national guidelines and laws regarding meeting together. If meeting in person is permissible, COVID restrictions are likely to be in place for people gathering in one space.

Learning Spaces should be set up to minimise the risk of spreading the COVID -19 virus. This can be done by making sure that everyone entering the space has not been in contact with someone experiencing the symptoms of COVID-19 and that there is social distancing, good hygiene practices, and ventilation in place. It is recommended that masks should be worn and a system of checking temperatures before anyone enters the Learning Space. (Please see **The Handbook - Appendix 1: Learning Space Covid-19 Health and Safety Regulations, p.30**) for detailed guidelines.

Some key points are:

- **Entry Procedures** No one enters who has been in contact with COVID 19, take temperatures, sanitise hands, adults wear masks
- **Social Distancing** Keep 2m apart, allocate places for children to sit, limit number of children, have a one way system
- **Hygiene** Handwashing between activities, make sure communal areas and shared equipment are sanitised
- **Ventilation** Keep space well ventilated, ensure movement of air

If national laws and guidelines prevent people from meeting face to face, you may want to consider how some elements from the Learning Space model, such as psychosocial support and helping children with independent learning, could be run without face-to-face contact. This could be as a continuation of the Viva Child and Family Phone Mentoring Programme (www.childreninemergencies.org/mentoring), by adding in new content from this programme, delivered via phone calls in the same way.

SLIDE 48: How will you make your Learning Space COVID secure?

Whole Group Activity

Discuss ways that you will make your Learning Space COVID secure:
- How will you ensure that everyone knows what the COVID rules are?
- What would you do if someone had a temperature when tested?
- What would you do if a child or volunteer has symptoms?

There are no set answers, but the Learning Co-ordinator with the Learning Mentors need to think through these scenarios in advance should they arise. Some suggestions are

- Let families know in advance that the Learning Space must be COVID secure.
- Add posters to the Learning Space reminding people to wash their hands, maintain social distancing, wear a mask if needed.
- Thinking who and how you will stop someone from entering the Learning Spaces if they have a temperature.
- If a child or volunteer has symptoms, the Learning Space should be closed and those who have been in contact should self-isolate.

Setting up your Space: Top Tips (20 minutes)

Talk through the following aspects of set-up as needed – Learning mentors may not need to be involved in these areas but could be made aware of the processes involved:

SLIDE 49: Setting up your Space: Some things to decide

Which children will attend?

You will first need to decide which children you will target to be involved in the Space to Grow Learning Spaces. These could be:

- Children who have received some educational input from schools during the pandemic but need support with homework
- Children who have dropped out of education because schools have been closed during the COVID-19 pandemic
- Children who have never been to school and need support with learning before they can join school

Children who would benefit from extra support for learning will be identified through the Viva Phone Mentoring Programme or by network projects.

Parents or Guardians must give their consent for their children to attend Space to Grow Learning Spaces and sign a Parent Consent form. A sample Parent Consent form can be found in **The Handbook – Appendix 4, p.34**)

How many children can attend?

The number of children that you can have in a Learning Space at the same time will depend on the size of your Learning Space, bearing in mind COVID-19 social distancing regulations. It will also depend on the number of Learning Mentors you have. We recommend that learning spaces operate at a ratio of around **1:8 for children up to the age of eight** and **around 1:10 for children over the age of eight**.

The amount of children that the space can cater for will depend on the size of the space, taking into account social distancing.

Learning Centre opening times

This will depend on availability of space and Learning Mentors. Based on similar programmes, this is likely to be once or twice a week for 1 to 2 hours.

In many instances, we are expecting that children using the Space to Grow Learning Spaces will have participated in the Viva Child and Family Phone Mentoring Programme, meaning that a connection with the family is already in place and the Learning Spaces can provide longer-term support. Children can also be referred to the Learning Space by network projects.

Talk through the Set-up checklist (below, and found in **the Handbook p.16**) and explain that it is a useful tool to help ensure everything is in place for you to open your Learning Centre safely.

Setting up the Learning Space: Checklist

Resources – We have:	✓
A budget for materials and books for the learning space **Materials** for creative learning **A space** in the community that is COVID secure (Appendix 1: Learning Space Covid-19 Health and Safety Regulations, p.30) **A Learning Space Coordinator** preferably with a teaching background, who has responsibility for the Learning Space and is the Child Protection Focal point, plans the Learning Space sessions and coordinates the Learning Mentors (Appendix 2: Learning Space Co-ordinator Job Description, p.32) **A Trainer** who can train Learning Mentors using materials provided (this may be th Learning Space Coordinator) **Learning Mentors** who are trained and can provide support to children with psychosocial support and independent learning (Appendix 3: Learning Mentors Job Description, p.33)	

Preparing to begin – We have:	✓
A completed Risk Assessment which lists the ways in which the Learning Space will come into contact with children, assesses the safety risks to those children and puts measures in place to mitigate those risks (Appendix 6: Learning Space Risk Assessment template, p.36) **A safe environment and a safeguarding policy** that covers children, parents and workers **A code of conduct** so that all workers know how to behave with children before interacting with them (Appendix 8: Sample code of conduct, p.40) **A commitment to keeping children safe poster** displayed on the wall so that everyone is aware (Appendix 7: Commitment to Keeping children Safe poster) **Screened everyone** who will have contact with children **Identified children** who will benefit from psychosocial support and engaging with learning **Trained everyone** in child safeguarding **Trained Learning Mentors** in how to support children and provide activities as they help children to engage with learning **Obtained written parental consent** for each child to attend the Learning Space (Appendix 4: Parent Consent Form, p.34) **Prepared attendance register** for children starting in the Learning Space (Appendix 5: Attendance Register, p.35) **Prepared learning journals** for children starting in the Learning Space **Carried out baseline survey** for children starting in the Learning Space **A children's code of conduct** - Children draw up the rules for how they should conduct themselves in the Learning Space (Appendix 9: Developing a Children's Code of Conduct, p.41)	

Getting Started: Learning Space Action Plan (10 minutes)

SLIDE 50: Action Planning

Ask participants to complete this table in **the Handbook p.28** – adding extra lines if needed.

What are three or four key actions you will take over the next month to put this training into practice and set up the Learning Space? How will you know you have achieved it?

What	When	Who	How will I know when it's been achieved?

SESSION 3: Running sessions in the Learning space (3 hours)

This session has several options of giving the participants a chance to practice the activities they could use with children in the Learning Space. This would increase the time needed for this training, so consider how much time is available and what will be most useful for your participants.

SLIDE 51: Space to Grow: Learning Spaces Training for Mentors

SLIDE 52: Welcome!

Welcome (5 minutes)

Welcome participants back for the final sessions, and explain that now that they have thought about the basics of setting up the space, we can think about putting the content of the sessions together!

SLIDE 53: Part 2: Growing Together – Running Sessions in the Learning Space

SLIDE 54: Overview of the Training

PART 3: RUNNING SESSIONS IN THE LEARNING SPACE:

- A child's journey through the Learning Space
- Planning Sessions in the Learning Space
- Psychosocial support activities
- Helping Children set Learning Goals
- Helping Children with independent learning
- Monitoring Children's progress
- Supporting children who are struggling

A child's journey through the Learning Space (5 minutes)

SLIDE 55: A child's journey through the Learning Space

Use the slide, or refer to the diagram included in **The Handbook, p.17** to give an overview of the process of a child's experience in the Learning Space.

Planning Sessions in the Learning Space

SLIDE 56: Planning sessions in the Learning Space

Refer to **Handbook. p.19** to explain the suggested outline of content to include in a Learning Space session.

We will spend the rest of the session exploring the different elements of the session and how we can bring it all together to create a supportive and developmental time for the children attending.

Simple approaches that make the Learning Space a supportive environment (10 mins)

Enabling children to return to learning is a crucial part of normalizing life after a crisis event. It restores some predictability in daily routine, reconnects children to other children and to supportive adults, and provides a context within which children can process the experiences they have just been through. Restoring learning activities as soon as possible mitigates risks and provides a sense of purpose.

Briefly talk through page 19 of **the Handbook, 'Creating a Supportive Environment in the Learning Space':**

1) Create a routine

One of the most significant ways to provide psychosocial support through a learning environment is simply by creating and maintaining predictable routine and structure which helps children to find structure, consistency and security in their daily life again.

Ask: What are some ways you could create a sense of routine and structure in the Learning Space?

Take feedback and offer suggestions:

- Establish routines such as taking attendance daily, and always start your day's session with a routine the children will get to know well, such as a song or group activity

- In a physical space, use a **visual timetable**. It's great to have a framework that will be the same from day to day and emphasizing familiar routines such as study-time, games, and break-time

- Work on having **calm transitions** when children come in and out of the learning space

Once you have started a new routine, **stick to it.** It will help children know where they stand and what to expect - and they will be better able to manage their emotions and behaviour as a result.

2) Realistic Expectations

Children feel safe and secure when they know what is expected of them in terms of behaviour and learning; however, the crisis may have disrupted children's ability to focus and concentrate for long periods of time. Rather than altering expectations, adjust (where necessary) the delivery and/or format of learning activities (for example, change to shorter learning blocks and incorporate physical activity in between blocks to stimulate attention and concentration).

Explain that you will try one of these activities now!

Activity: Learning Break Choose one of the 'Learning Break' activities suggested in the **Resource Guide** (p.11-12) to do together with participants for 5 minutes.

Explain that these are the kinds of activities you can use as a teacher to help children to take a break and be able to focus again afterwards. Teachers may be able to share ideas of other activities they have used for this purpose in their own classrooms.

3) Restoring Connections

As relationships are an integral part of social and developmental growth, any disruption to children's friendships and connections with others can very challenging to their well-being. Try to find ways to support children to re-establish connections with their peers and possibly to develop new friendship groups.

Other ways to provide support:

- Provide choices – help children to regain a sense of control by giving them the chance to make choices, such as by choosing between various activities or choosing learning topics
- Focus on strengths and positives – this can be as simple as offering praise to children when you notice a positive behaviour or personal strength they have developed or demonstrated.
- Connect with parents – be prepared to reach out to parents and to listen to their concerns about children's learning and wellbeing
- Create 'safe spaces' within the learning space - these areas can be used when children need some time to calm themselves down, or if the educator needs some time to talk to a child individually

Psychosocial support activities (15 mins)

Aim to start every session with an activity to help build children's psychosocial wellbeing.

Practice together: Choose one specific psychosocial support activity from the **Resource Guide, p.3-9** and do this together as a group.

Explain that this is an example of a psychosocial support activity which opens up a topic for the group, or helps children to build a psychosocial skill. In this way, specific psychosocial interventions and activities can benefit children inside and outside the Learning Space.

As a learning mentor, you can select and create activities which specifically target risk and protective factors you have identified as priorities, and include activities which link with the situation of your children.

Explain that the resource guide includes a section with some suggested activities in these key areas:

SLIDE 58: Psychosocial support activities

- **Expressing feelings and emotions**

Activities such as drawing, art, drama, and storytelling can help children to share their feelings. Creating a safe and responsive environment after an emergency is crucial in promoting psychosocial wellbeing and allowing children to deal with the grief of their losses.

- **Understanding what has happened and being able to think positively about the future**

Learning Spaces can play a vital part in facilitating children to discuss experiences of violence, danger, displacement, causes of natural disasters. Learning Spaces can also help children to understand the facts about COVID-19 and how to stay safe. Such discussions develop both individual and shared understanding of the meaning of these events and helps personal coping.

- **Building self-esteem and self-confidence**

Being out of school or feeling that they have been unable to prevent difficult things from happening can damage children's self-confidence. Being confident in themselves and their identity can be a key step towards children's resilience.

- **Cooperation and learning how to have positive relationships with others**

During an emergency, children may have lost opportunities to connect with their peers and to develop their interpersonal and social skills. These simple activities can encourage children to work together.

Optional Group Activity: In an in-person training or with extra time, for each of these, you could divide learning mentors into groups, and ask them to choose one activity from the resource guide to practice and lead the rest of the group in. You could also give groups the opportunity to share their own creative ideas for activities on the given theme.

If possible, learning mentors can allocate time in each session for psychosocial support activities. It will help children's ability to learn in the rest of the session more effectively if they are feeling safe, secure and supported.

Individual Learning Support: Helping children grow and learn

SLIDE 59: Helping children grow and learn

Explain: This time can be used to help children with homework or it may include other learning activities to help keep children engaged with education. Or it may be a collaborative learning session where children learn together. Most importantly the sessions are to help children engage with and cultivate a love of learning.

Firstly mentors need to get to know the children and help them to think about what they want to learn during the time that they are in the Learning Space.

Helping Children Set Learning Goals (30 mins)

SLIDE 60: Helping Children Set Learning Goals

Explain: that each child is encouraged to set their own learning goals and keep a learning Journal to mark their progress and record achievements. It is based on the garden theme, with learning goals represented as plants (flowers). If you feel that children are too old to want to use illustrations of flowers to represent their learning goals, that it is fine for them to write their learning goals, but the process is the same.

Children are asked to:

- Choose their big goal - something they would like to achieve. (the centre of the flower)
- Make the goal SMART Specific, Measurable, Achievable. Realistic, Time bound –
- Break the goal into smaller manageable steps using I will/by/when and with whom template which is found in the learning journal. (this will help fill in the leaves)
- Discuss purpose of the goal – why do they want to achieve their learning goal – how will it help them, how can they then help others, and where will it lead them? (the petals of the flower)
- Think about potential obstacles to learning, and what they will do to overcome obstacles. (the solutions will be shown on objects which give the flower life – for example a watering can, the sun and a bee)

Explain: We need to help children to make a Goal SMART, so they are able to measure their progress and can see

Ask How could you make this GOAL SMART?

Slide 61: Making a Goal SMART

Improve reading	- Read 3 books in 6 months, - learn to spell 5 new words

Be better at mathematics	• Learn to count to 100, • Learn a new times table each week

Explain: We can also ask children to set learning goals based on areas of psychosocial wellbeing.

For example:
- Expressing feelings and emotions – 'I will keep a journal of my feelings and write in it at least once a week'
- Understanding what has happened and being able to think positively about the future – 'I will find someone I trust and talk to them when I am confused or have questions'
- Building self-esteem and self-confidence – 'I will learn a new skill and practice it twice a week'
- Cooperation and learning how to have positive relationships with others – 'I will help look after my sibling after school once a week'

Activity: Practice setting goals

Based on what the Learning mentors have learnt about psychosocial wellbeing, ask them to develop their own **wellbeing goal** using the illustration of the flower and template in the learning journal, making sure that GOAL is SMART.

Learning mentors can also choose one Learning Goal – identifying something they would like to learn (perhaps a new skill, or something they would like to do better) and set a SMART goal for this in the same way.

Using Learning Journals

SLIDE 62: Learning Journals

At end of each week, children should record in their journals
- What have I learnt this week?
- How confident do I feel about achieving my learning goal?
- How have I felt this week?
- How have I helped someone this week?
- What am I good at?
- What am I looking forward to next week?

To keep a child on track with their Learning Goals:

SLIDE 63: Staying on track with Learning Goals

- Remind the child of the purpose of the learning goal
- Remind the child of the plan they developed to overcome obstacles and help them to follow through with their solutions
- Recognise and celebrate small steps for confronting obstacles and towards achieving their goals. This will help they stay motivated to continue working towards their goal
- Focus on how they can continue improving
- Celebrate the child's effort and persistence
- Get children to fill out their Learning Journal each week

Helping Children with Independent learning (40 mins)

SLIDE 64: Helping children with independent learning

Explain Throughout the Independent Learning Session, make sure that you encourage children to have a growth mindset.

SLIDE 65: During Individual Learning Time

- Adhere to COVID guidelines
- Spend time with each child to, ask them what they are working on what they need support with
- Refer to their Learning Goals
- Encourage children to have a Growth mindset

Optional activity:

Practice together Choose one specific Learning Support activity from the **Resource Guide (p.12-25),** and do this together as a group.

SLIDE 66: Using the Resource Guide

- Explain that this is an example of a learning support activity which supports children's learning in a specific topic or helps the group to explore learning together. Show the Resource Guide and the section on Learning Support **(pages 12-25)** and explain the different types of activity.

SLIDE 67: Helping Children with Homework

- Make sure they know what they have been asked to do
- Ask a few questions to make sure that they understand the topic.
- Be prepared to answer any questions that they may have.
- Even if you know nothing about the topic, you can still help just by talking and listening and helping them to find their own answers. If you want to learn more about the topic, The Resource Guide gives a list of websites hosting a range of materials to help children learn about different topics.

SLIDE 68: Helping children with Reading

Explain: Learning Mentors are not expected to be teachers or teach children, but children may ask for help with reading or want to improve their numeracy. Games and activities can be found in the Resource Guide to help children with literacy and numeracy. Some of these activities can be used during independent learning time, others can be shared with families

Activities to help children with reading include:

- Help children to understand that letters represent the sounds of spoken words,
- Help children understand what they are reading (comprehension)
- Help children to remember what has been read, summarising the content and connecting it to what they already know.

SLIDE 69: Helping children with Numeracy

- Help children give meaning to numbers (number sense)
- Help children understand mathematical language (addition, subtraction, multiplication, division) Ers
- Help children to use maths to solve problems in everyday life

Explain: Number sense means how numbers relate to each other. For younger children use everyday activities like counting, looking at shapes, and talking about sizes. Older children can be encouraged to think about patterns and relationship between numbers through games and fun activities. To check whether children have understood mathematical language, get them to explain what they must do to solve a maths problem or how they arrived at an answer. This can also be done as a diagram or with counters. Refer to everyday activities like shopping, measuring, weighing to help children use maths in everyday life.

SLIDE 70: Learning Outdoors

Explain: The Independent Learning session could also involve children learning outdoors. Children should be encouraged that learning occurs everywhere at all times, not only when they have a book in their hand. For this reason, the Resource Guide also contains activities to help children learn outdoors.

SLIDE 71: Questions for independent learning

During the Independent Learning session ask yourself:

- Is the child practising their learning and applying it to different situations?
- Is the child learning from mistakes?
- Have you praised the child for the accomplishments that they made?
- How has this session contributed to the child's learning goals?

Group Activity: Supporting children's learning

SLIDE 72: Independent Learning Scenarios

Divide learning mentors into groups, and ask them to i) Discuss scenarios, ii) Decide how they would help that child in their learning and iii) choose activities from the resource guide to support the child's learning. Depending on time each group could either discuss all three scenarios or discuss one scenario and then share their ideas with the whole group.

Scenario 1 A 10-year-old boy tells you that he is no good at reading and gives up if he doesn't understand what a word means. He has set a learning goal to read a book during the time he is in the Learning Space. What would you do to support him in his learning and which activities to support children's learning could you use from the Resource Guide to help him?

Scenario 2 You notice that a number of children in your group are struggling to understand the concept of division and multiplication. What could you do to support them in their learning and which activities could you use from the Resource Guide?

Scenario 3 A 13-year-old girl has been set homework by her teacher to learn about the different parts of a plant for a test. She tells you she thinks she will get bad marks on the test, as she is not good at remembering things. What could you do to support her in her learning? Are there any activities that you could use from the Resource Guide to help her?

As a learning mentor, you can select and create a programme of activities which specifically learning goals or issues you want to explore with the whole group or a small group of children within the Learning Space.

Group Activity: In an in-person training or with extra time, for each of these, you could divide learning mentors into groups, and ask them to choose one activity from the resource guide to practice and lead the rest of the group in. You could also give groups the opportunity to share their own creative ideas for activities on the given theme.

Optional Group Activity: Practice planning a session

If you have time during the training, ask participants to use the Resource Guide and session outline to practice planning a Learning Space session. This could also be done outside of the training session.

Monitoring children's progress (20 mins)

SLIDE 73: Monitoring children's progress

SLIDE 74: Goals of the Learning Space

It is important that we are able to know if Learning Spaces are having a positive impact on children's psychosocial wellbeing and their engagement with learning and to learn how to improve them for the future. We hope that with the support of Learning Mentors:

- Children make progress in self-defined learning goals
- Children improve psychosocial wellbeing and coping skills
- Children have a positive attitude towards lifelong learning
- Children continue to engage with mainstream education where possible and are prevented from dropping out of school

We suggest that any group learning session ends with an activity that enables each child to recognise something that they have learned or made progress in during the session. Doing this each week will help children to reflect and recognise that they are always learning, even if it is something really small or hard to notice. You can do this through the 'my learning box' or 'our garden' activities detailed in the **Resource Guide p.26**.

Child Surveys

SLIDE 75: Child Surveys

As well as children keeping a record of their own progress through the Learning Journals that they keep, we ask that a Learning Mentor undertakes 2 surveys with the children that they are mentoring. These are a **baseline survey**, when the child first enters the Learning Space and an **end of term survey** with the child 12 weeks in. You can access the surveys through the same link here: https://ee.humanitarianresponse.info/x/QXAPnpYW

Completing these surveys will enable Viva to:

- Send you a report of the findings to be able to see a summary of the impact your network has made on children through the learning space over the first 12 weeks
- Learn how to improve the programme to achieve greater impact on children in the future
- Increase support for the work you are doing

The Learning Mentor must complete a baseline and an end of term survey for each child. If a child leaves the Learning Space before the end of the term, the Learning Mentor should log onto the same link and record the child left early on the same link as the baseline and end of term survey.

Refer participants to the instruction in **the Handbook, p.23-25**, or open the link and talk through the online form together.

How do we engage parents with children's learning? (10 mins)

It is important to engage with parents because research has shown that when parents are engaged in their children's learning, children learn better.

Ask: What are some ways you think we could engage with parents of children attending the Learning Space?

Share: Some ideas for connecting with parents and caregivers are:

- Host an event for parents with their children at the Learning Space (adhering to COVID-safe guidelines, so perhaps in smaller groups) showing the space and their child's artwork or other work, or a presentation by the children
- Parents visiting the Learning Space to share something in the session (e.g. parents with an interesting skill, a job or a recipe to share, or to read a story with the children) ensuring that parents agree to the Code of Conduct and are not left alone with children
- Communication with parents – you may choose to start a WhatsApp group, using a work phone, through which you can keep parents informed and they can share ideas and support one another
- Use the initial consent and registration form as a 'getting to know you' exercise where you might be able to meet with the family and begin building the relationship
- Children being given activities by their Learning Mentors from resource guide where families can be involved in their child's learning **(Resource Guide p.16-20)**
- Encourage parents to check in with, and support, their child's learning via the Learning Journal, perhaps including a space for parents to add comments each week

Supporting children who are struggling

Supporting children with disabilities or learning difficulties (15 mins)

Explain: There are many reasons why children may experience learning difficulties. Some may have sensory or physical disabilities, for example a hearing impairment. Others may have intellectual or behavioural challenges. Some children may struggle with some topics and not others. For example, children with dyslexia find it difficult to understand and express meaning through words, while those with dyscalculia often struggle with number sense.

To support children with learning difficulties, you must have some understanding of the difficulties they face and remember that all children have the capacity to learn.

As a Learning Mentor, you are not expected to be a specialist in teaching children with Learning difficulties, but your role is to make sure that Space to Grow Learning Spaces are inclusive which means acknowledging that all children can learn, including those with impairments, disabilities or specific learning needs.

Ask participants to look at this image. One person is outside the circle. Everyone else is together. Ask them think about this image to themselves and reflect on these questions for 3 minutes:

- Have you ever experienced this situation?
- Did you want to be a part of the activity, but could not join?
- Have you ever noticed someone else being excluded?

Explain that having an inclusive Learning Space means that all children are included in learning experiences and it recognises that all children have the ability to learn. An inclusive learning space should also uncover and minimise barriers to learning.

In pairs think about the barriers to learning for a children with either physical or learning disabilities and think about strategies for removing some of these barriers. As a group, share your ideas for ways to do this in your Learning Space.

SLIDE 80: Supporting children with learning difficulties

- Make sure you are aware of any diagnosed impairments or disabilities that a child may have
- Think through any barriers to learning as result of their impairments and how you can remove some of those barriers in the Learning space
- Ensure that children's individual learning goals are achievable
- Make sure that all collaborative learning activities are inclusive and do not exclude any children.
- Remember that all children are unique and have the ability to learn

Supporting children who are struggling to cope (10 mins)

SLIDE 81: Supporting children who are struggling

Explain that we want to take a moment to think about how we can know if a child is really struggling to cope beyond what we would expect and needs further support (i.e. at the top levels of the psychosocial support pyramid).

Normally a child should show some signs of improvement around 1 month after a crisis, and after 6 months the child should have returned to a more normal pattern of activities. However, with a long-term or recurring crisis such as a pandemic, this might be different and harder to see.

Ask: What might be some signs that a child is not coping well? What have you observed in the children you're working with or in your community?

Take ideas on a flipchart/in the group/online whiteboard.

Some common signs of psychosocial distress we might observe in the Learning Space are:

- An inability to complete simple tasks, difficulty concentrating
- Always looking sad, never smiling, or crying often
- Acting withdrawn or not reacting to games or other fun activities
- A noticeable change in behaviour or personality
- Not having many friends
- Persistent, aggressive behaviour with peers or adults, either physically or verbally
- Disruptive behaviour in sessions, such as non-stop questions or arguments
- Frequent absences from sessions
- Constant physical complaints, including headaches, stomach aches or dizziness

What can we do to help these children?

Make sure that the child is involved in at least some of the specific psychosocial activities including, music, dance, drama, personal writing, drawing or other expressive arts. Watch to see how the child reacts when involved in some of these activities.

Children who continue to be very distressed often have a difficult, disrupted or unsupportive family situation. After you have engaged the child in communicating with you and you begin to understand him or her better, ask if it is okay to make a home visit.

Meet with the family and the child together. Ask them, in general terms, how they think the child is doing. Note any major ongoing problems that could be the source of the child's distress. Discuss with the family the importance for children to play and socialise with other neighbourhood children (if allowed under current COVID-19 guidelines), and ask them to think about positive activities that the child may enjoy.

Try to use supportive communication with children, understanding their point of view and strengthening their self-esteem, rather than using critical, negative tones. Gently encourage children to talk about their experiences and feelings at their own pace.

What can we do when children continue to be severely distressed?

SLIDE 83: What can we do when children continue to be severely distressed?

The level and causes of distress in some children are such that they will not go away no matter how much psychosocial support and other responses schools and teachers can give.

- If children continue to show a high level of distress after you have tried all of the things suggested here, discuss the situation with the child's family. Ask for their permission to refer the child to services that specialise in helping children in distress.
- Establish a referral procedure and make sure that all learning mentors know it. The families of highly distressed children must be contacted before making any referral to outside services.

If there are any doubts about the recovery of a child, seek advice from a supervisor or a professional expert. This may include seeking further advice from or sharing information with relevant individuals or organizations. If a child changes significantly, and shows no signs of improvement, seek professional help.

When referring a child, be aware of the standards, guidelines and legal framework related to the service in question and always take into account that the referral should be in the best interest of the child.

Supporting children at risk of abuse (5 minutes)

SLIDE 84: Supporting children at risk of abuse

Explain: As a Learning Mentor, you have a trusted relationship with children in Space to Grow Learning Spaces and an obligation to keep them safe. You will be requested to sign and abide by a code of conduct, which outlines appropriate behaviour when working with and being in contact with children and young people. This is designed to keep you safe from any accusation of misconduct as well as keeping the children safe. The sample code of conduct can be found in **The Handbook – Appendix 8, p.40**.

As a Learning Mentor you should be alert to signs that may suggest a child or young person is in need of help because they are being abused. There may also be occasions that a child confides in you that they are being abused. You should have covered this in your organisation's child protection training, but a reminder of how to respond to a disclosure is included in **The Handbook – Appendix 11, p.43**.

Supporting one another (debriefing sessions) (5 minutes)

SLIDE 85: Supporting one another: Debriefing sessions

Explain: It is a good idea to schedule debriefing sessions with your supervisor as a group of mentors, to enable you to celebrate what is going well, to share challenges that you may be facing and to learn how you could do things differently.

Develop a system for debriefing mentors

It is a good idea to schedule debriefing sessions with your supervisor as a group of mentors, to enable you to celebrate what is going well, to share challenges that you may be facing and to learn how you could do things differently. Some of the questions you may want to cover are:

- What is going well? Are we seeing improvements in the psycho-social wellbeing of children? What activities were helpful? Are children able to define and achieve their learning goals? Are children being motivated to learn independently? Any stories or examples to share?
- What are the challenges? Any activities that didn't work? How do we help children who are struggling to learn? How do we involve parents in children's learning?
- What could we do differently?
- Concerns about specific children would probably not be shared in an open debriefing session.

Wrap up/evaluation (10 minutes)

SLIDE 86: Wrap up
Explain: As an evaluation for our training, we will use the activity we suggest you could use at the end of each Learning Space session, to help children to reflect on what they are learning. This activity is adapted from the evaluation activity for children, on **p.26 of the Handbook 'Our Garden'.**

Our garden

Draw a simple garden on a very large piece of paper or several flipchart pages stuck together – you can simply draw some grass and sky!

Ask participants to draw and cut out two or three things they want to 'grow' in the garden, which each represent something they have learnt in the training. It could be a flower or a plant, a fruit or vegetable, or a leaf to add to a tree. You may instead have a selection of ready-cut shapes in different colours which participants can choose from.

Give each participant time to write one thing they have learnt this week on their shape, and stick it to the big picture.

Take time to reflect together on what you have learnt, and what you are looking forward to see growing in the 'garden' of the Learning Space as you begin running the programme.