

SESSION ONE

Introductions and Launch of the Training



LEARNING OBJECTIVES

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

1. Identify particular aspects about their colleagues, including family, preferences, experiences, and interests.
2. Articulate their own expectations for the training.
3. Describe the goal, objectives, and main content areas and strategies of the training.
4. Agree upon ground rules for the training.

ACTIVITIES

Activity 1 Find Someone Who

Activity 2 Expectations and Review of Training Goal, Objectives and Agenda

Activity 3 Ground Rules

Activity 1: Find Someone Who

TOTAL TIME REQUIRED

30 minutes

MATERIALS NEEDED

✓ Pens or pencils

RESOURCES NEEDED

✓ Find Someone Who Handout

LEARNING OBJECTIVES

By the end of the activity, teachers will be able to:

1. Identify particular aspects about their colleagues, including family, preferences, experiences, and interests.

INSTRUCTIONS

1. Tell teachers that the purpose of this activity is to get acquainted with each other.
2. Keep it light, use humor, and have fun.
3. Distribute the Find Someone Who handout and tell teachers that you will be asking them to get up, move around the room, and introduce themselves to others in order to find colleagues that fit the statements noted on the sheet.
4. Indicate that when they find a colleague that can relate to a statement, to ask for their signature beside it and learn a bit about them. Tell teachers that they should move around the room fairly quickly to engage with different colleagues in order to obtain a mix of signatures across the different statements and to fill the sheet.
5. Let teachers know that you will be asking for a few volunteers at the end of the activity to share some things that they learned about their colleagues, so be sure to only share information about yourself that you would be comfortable sharing with the whole group.
6. Give teachers 10 minutes to collect a signature for every statement.
7. After about 10 minutes, call time and ask teachers to take their seats.
8. Ask teachers the following questions:
 - ✓ How did it feel to participate in this activity?
 - ✓ What are some things that you noticed while participating in this exercise?
 - ✓ What are some things you learned about your colleagues? What was funny, interesting, or similar or different to your own experiences?
 - ✓ How might this exercise be useful to the work that you do in the classroom?
9. Conclude the activity by noting that getting to know each other and doing so in a fun, active way is important to establishing a positive learning environment.

Adapted from Life Planning Education, Advocates for Youth. 2014.

Find Someone Who...

STATEMENT	SIGNATURE
Has sisters or brothers. If yes, how many, what ages?	
Has broken a bone. If yes, which one?	
Wishes that they were a different age? If so, what age and why?	
Has a favorite singer, actor or writer? If yes, who?	
Thinks it is sometimes hard to say “No” to their friends? If so, when/why?	
Loves something about the work that they do. What is it/why?	
Would have a favorite subject if they were in school today. What would it be/why?	
Had a teacher they really liked when they were in school. Why?	
Has children. How many/what ages?	
Thinks that sexuality education is important for young people’s health and well-being. If so, why?	
Speaks more than one language—if so, which ones?	
Would enjoy traveling to a place they have never been to. Where would it be/why?	
Feels proud of something they did recently. What was it?	

Adapted from Life Planning Education, Advocates for Youth. 2014.

Activity 2: Expectations and Review of Training Goal, Objectives, and Agenda

TOTAL TIME REQUIRED

1 hour

MATERIALS NEEDED

- ✓ Flip chart
- ✓ Markers

RESOURCES NEEDED

- ✓ Copies of the Agenda
- ✓ Stepping Out Handout

LEARNING OBJECTIVES

By the end of the activity, teachers will be able to:

1. Articulate their own expectations for the training.
2. Describe the goal, objectives, and main content areas and strategies of the training.

INSTRUCTIONS

Sharing expectations

1. Tell teachers that the purpose of this activity is for them to share their expectations for this training so that facilitators can seek to ensure that these are met and/or clarify where the scope of the training may differ from expectations.
2. Lead a brainstorm by asking teachers to share the expectations that they have and write these down on flip chart paper.
3. Summarize the expectations and indicate that next we will go over the training goal and objectives and see how these align with the expectations.

Review training goal, objectives, strategies and agenda

4. Review the training goal, objectives, and strategies for the training. Begin by stating the goal of the training followed by the objectives and agenda. You can do this by asking teachers to take turns reading off the agenda.
5. Next explain the purpose and describe the Stepping Out method through which teachers will “step out” of each activity to assess the delivery of the activity and reflect on its use/relevance to their work.
6. Lastly, note/reference expectations match the program and indicate if there are any expectations that will not be addressed in the training.
7. Negotiate any adjustments to the schedule.
8. Review housekeeping issues and answer any questions.

Stepping Out Handout

As part of this pre-service training, not only will you be learning content that is important for you to master in order to deliver sexuality education in the classroom, but as you learn this content, you will also be learning skills and techniques for delivering such content in the classroom.

For each activity that you engage in, you will literally “step out” of that activity to analyze the trainer’s process in facilitating that activity so that you can apply what you observe to your own teaching in the classroom. Questions to ask yourself are:

1. Did the trainer note the purpose of the activity? Was the goal clear?
2. What types of activities did the trainer use?
3. What AV equipment, props or materials were used?
4. How was the room set up?
5. What preparation do you think the trainer did before leading the activity?
6. Why do you think this activity was placed at this point in the agenda?
7. What questions did the trainer ask at the end? What kind of questions were these?
8. Did the trainer offer concluding remarks?
9. If you were to do this activity, would you do anything differently?
10. How would you adapt the activity to your situation/conditions in the classroom?

Activity 3: Ground Rules

TOTAL TIME REQUIRED

15 minutes

MATERIALS NEEDED

- ✓ Flip chart
- ✓ Markers

RESOURCES NEEDED

- ✓ None

LEARNING OBJECTIVES

At the end of the activity, teachers will be able to:

1. Agree upon ground rules for the training.

INSTRUCTIONS

1. Indicate that identifying ground rules is especially important when training on sexuality education because topics can be sensitive and personal.
2. Lead a brainstorm by asking teachers to share ground rules by which they would like to abide during the training. If not mentioned, be sure to include the following:
 - ✓ To respect each other
 - ✓ To agree to disagree
 - ✓ To commit to this being a confidential space—in other words personal stories that are shared in the room, stay in the room
 - ✓ To use "I" statements when expressing opinions, rather than "we" or generalized statements
 - ✓ To not be judgmental
3. Conclude by thanking teachers for their participation and noting the important work that will follow to build knowledge, skills, comfort, and capacity to deliver quality sexuality education.