



**Save the Children**

**We Thrive Training**

# Training Schedule [example]

DAY	SESSION
DAY 1	<b>Session 1:</b> The We Thrive Programme
DAY 1	<b>Session 2:</b> Recognising and Safely Referring Children at Risk of or Experiencing Child Protection Concerns
DAY 2	<b>Session 3:</b> Understanding and Promoting Wellbeing
DAY 2	<b>Session 4:</b> Creating an Emotionally Safe & Welcoming Environment
DAY 2	<b>Session 5:</b> Supporting Children & Adolescents Holistically
DAY 3	<b>Session 6:</b> MEAL Tools
DAY 3	<b>Session 7:</b> Free Play
DAY 3	<b>Session 8:</b> Lifesaving Learning
DAY 3	<b>Session 9:</b> Mock sessions preparation and delivery
DAY 4	<b>Session 10:</b> Mock session delivery
DAY 4	<b>Session 11:</b> Mock session delivery and training conclusion

# Day 1 Agenda [example]

## SESSION

## TIMING

**Session 1:** The We Thrive Programme

*9:00am – 10:30am*

**Coffee Break**

*10:30am – 10:45am*

**Session 2:** Recognising and Safely Referring Children at Risk of or Experiencing Child Protection Concerns

*10:45am – 12:15pm*

**Lunch Break**

*12:15pm – 1:00pm*

**Session 2 (cont.):** Recognising and Safely Referring Children at Risk of or Experiencing Child Protection Concerns

*1:00pm – 2:00pm*

**Coffee Break**

*2:00pm – 2:15pm*

**Wrap-up and look ahead to tomorrow's agenda**

# Day 2 Agenda [example]

## SESSION

## TIMING

**Session 3:** Understanding and Promoting Wellbeing

*9:00am – 10:30am*

**Coffee Break**

*10:30am – 10:45am*

**Session 4:** Creating an Emotionally Safe & Welcoming Environment

*10:45am – 12:15pm*

**Lunch Break**

*12:15pm – 1:00pm*

**Session 5:** Supporting Children & Adolescents Holistically

*1:00pm – 2:30pm*

**Coffee Break**

*2:30pm – 2:45pm*

**Session 6:** MEAL Tools

*2:45pm – 4:15pm*

# Day 3 Agenda [example]

## SESSION

## TIMING

**Session 7:** Free Play

*9:00am – 10:30am*

**Coffee Break**

*10:30am – 10:45am*

**Session 8:** Lifesaving Learning

*10:45am – 12:15pm*

**Lunch Break**

*12:15pm – 1:00pm*

**Session 9:** Mock sessions preparation and delivery

*1:00pm – 2:30pm*

**Coffee Break**

*2:30pm – 2:45pm*

**Session 10:** Mock session delivery

*2:45pm – 4:15pm*

# Day 4 Agenda [example]

## SESSION

## TIMING

**Session 10 (cont.):** Mock session delivery (continued)

*9:00am – 10:30am*

**Coffee Break**

*10:30am – 10:45am*

**Session 10 (cont.):** Mock session delivery (continued)

*10:45am – 12:15pm*

**Lunch Break**

*12:15pm – 1:00pm*

**Session 10 (cont.):** Mock session delivery (continued)

*1:00pm – 2:30pm*

**Coffee Break**

*2:30pm – 2:45pm*

**Session 11:** Mock session delivery and training conclusion

*2:45pm – 4:15pm*

# **Session 1:**

# **The We Thrive Programme**

# What is We Thrive?

We Thrive integrated group activities for children and adolescents in acute crises is an integrated approach that brings together perspectives from child protection, education in emergencies, and mental health and psychosocial support.

The programme promotes the wellbeing of participating children and adolescents by enabling them to:

- Feel safe
- Know what to expect
- Play and have fun
- Connect with their peers
- Cope with past and current experiences
- Learn new skills
- Access other services through referrals

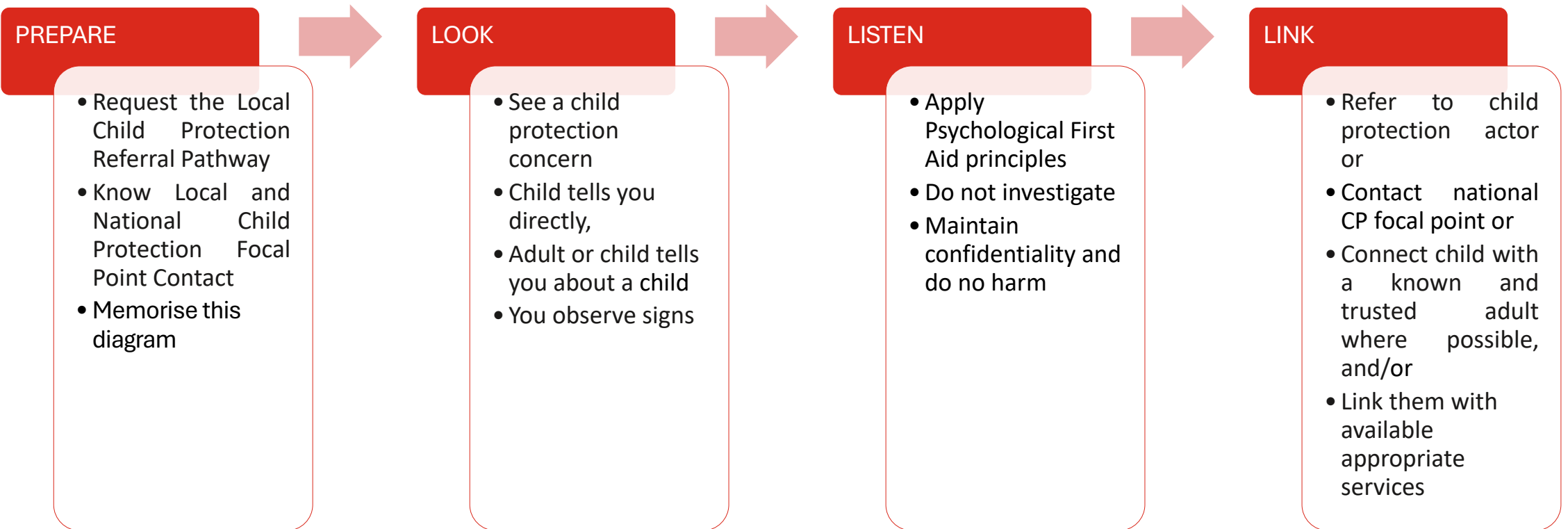
Save the Children (SC), and/or partners, can implement this programme in acute crisis situations.



**Session 2:**

**Recognising and Safely Referring  
Children at Risk of or Experiencing  
Child Protection Concerns**

# Safe Recognition and Referral



# **Session 3:**

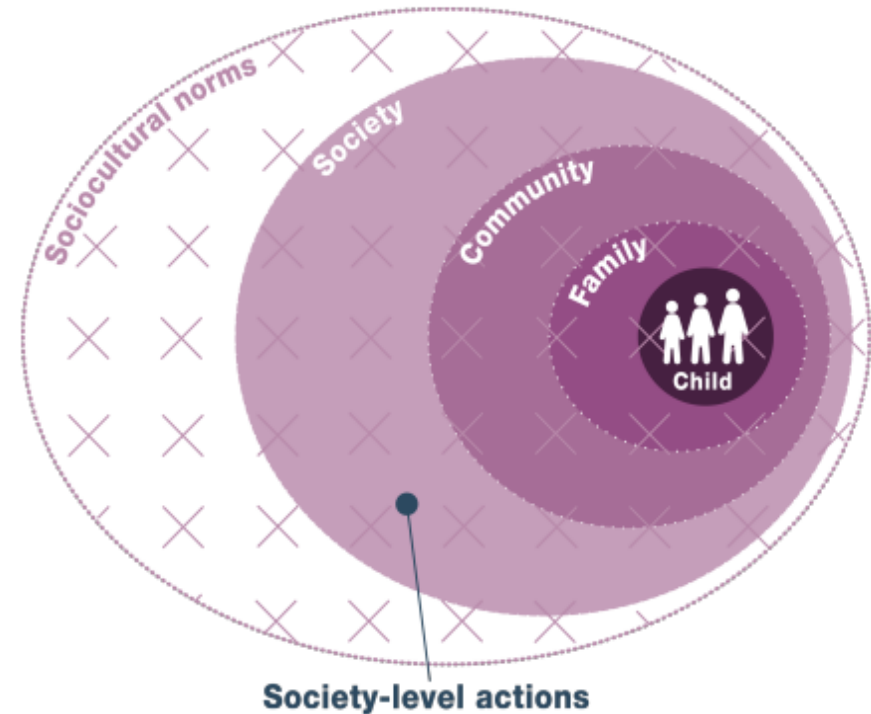
# **Understanding and**

# **Promoting Wellbeing**

# Understanding child wellbeing

Requires support at all levels of the child's experience and environment.

Facilitators play a key role in the community in promoting and strengthening child wellbeing



# Promoting child wellbeing through We Thrive



Self Awareness and Empowerment to identify and manage emotions. Children and adolescents recognise their own abilities and strengths and identify ways they can support themselves and their community.



Positive Social Skills to listen to, communicate with, and take others' perspectives. When children and adolescents apply these skills they can develop positive relationships, offer support, solve problems through teamwork, and resolve conflicts constructively.



Literacy skills to support a sense of normalcy and practice skills to support reading and writing. *Note, this programme is not intended to support children learning to read and write if they have no previous experience.*



Numeracy skills to support a sense of normalcy and practice maths and geometry concepts and skills.



Life Saving Learning to recognise risks and know what to do in case of an emergency.



Sexual and Reproductive Health and Rights (SRHR) to support adolescents' body awareness, set boundaries, and make safe life choices to protect themselves. *Not included in the 4-6 Session Plans.*

# **Session 4:**

# **Creating an Emotionally Safe and Welcoming Environment**

# Creating an emotionally safe and welcoming environment

## **A safe space should be:**

- Non-discriminatory
- Responsive to risks faced by girls and women
- Emotionally supportive

## **Remember:**

- CP referrals
- MHPSS referrals
- Safeguarding reporting

# Behaviour Management

- **Establish clear expectations and routines.** If children and adolescents don't know what is expected of them, this can be reflected in their behaviour (e.g. running around the room, interrupting, etc).
- **Provide positive reinforcement and praise.** Children and adolescents benefit from hearing what they are doing well.
- **Give opportunities for children and adolescents to choose topics of interest.** This promotes a sense of agency and increases the likelihood of engagement.
- **Be a role model.** Children and adolescents look towards the adult in the room to know how to behave in a space. Model the tone of voice, energy and behaviour you expect from children and adolescents.



# **Session 5:**

# **Supporting Children and**

# **Adolescents Holistically**

# Adapting activities for children of different ages and developmental stages

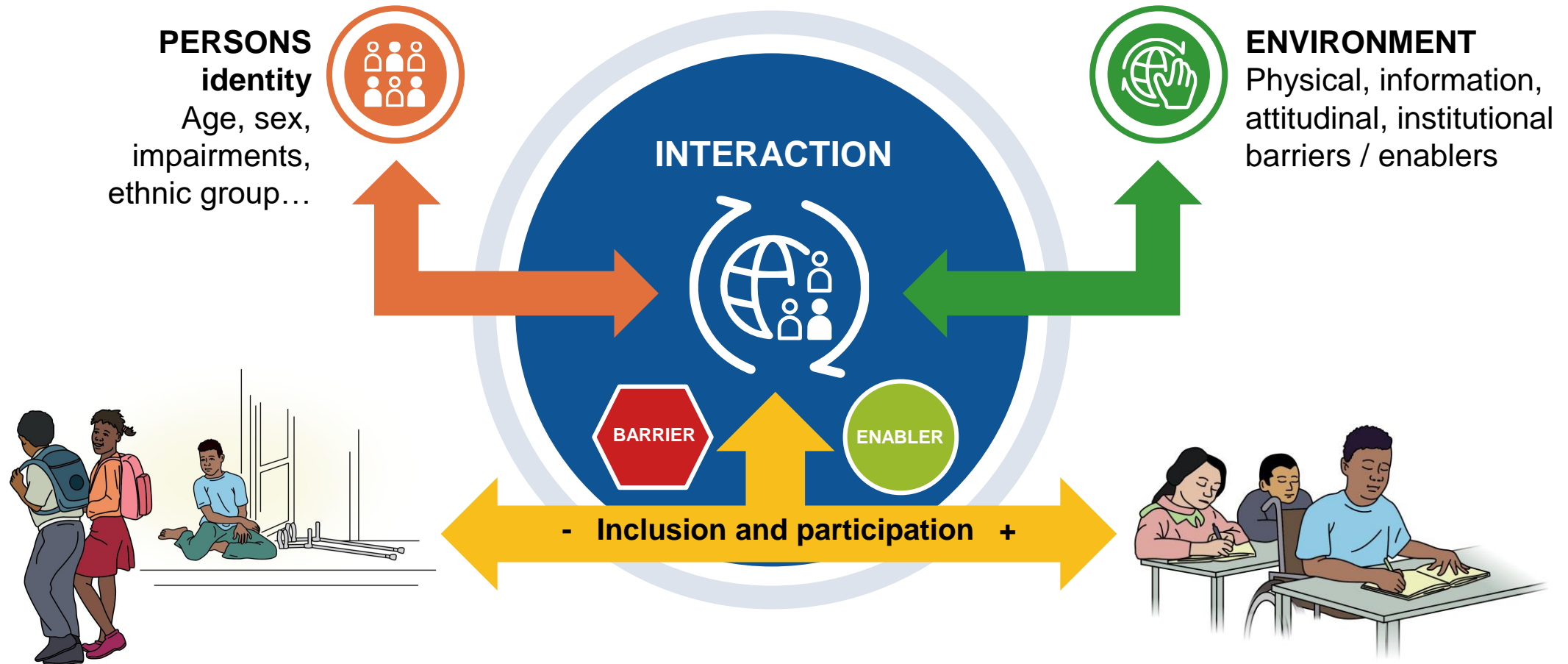
Adapt the Scavenger Hunt for your assigned age group. Consider:

- How long should the activity be?
- What resources (if any) will you provide?
- What instructions or directions will you provide?
- What level of adult support might be needed?
- How can the activity be inclusive of children or adolescents who cannot read or write?

# How to include Children & Adolescents with disabilities in We Thrive activities ?



# What is disability?



# Including children with disabilities



# What is an Impairment or Condition ?



**Impairment or Condition:** Problems in body function or structure, such as loss or deviation of psychological, physiological, or anatomical structure or function

Impairments/conditions may be **long term** or **short term** and can be...

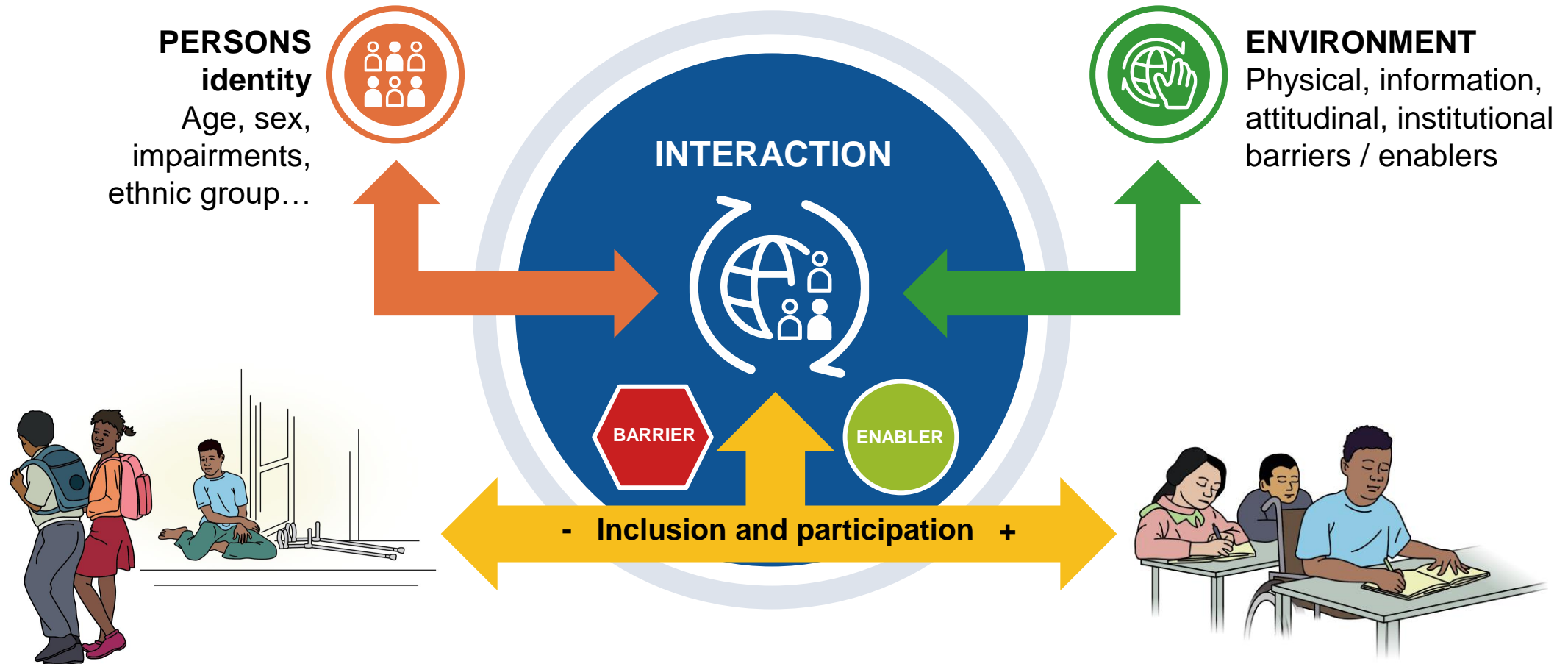
- Physical
- Sensory
- Intellectual
- Mental / Psychosocial

A person can have more than one conditions

## Causes:

- Genetic factors
- During birth: trauma, infectious, and non-infectious disease
- Before or after birth: Injury, malnutrition or illness

# What is disability?



Physical barrier

Information barrier

Communication  
barrier

Attitudinal barrier

Institutional  
barrier

# Where is the barrier?





# What are the barriers ?

Attitudinal

Environmental

Communication  
(Informational)

Financial

Institutional



# Where is the disability?

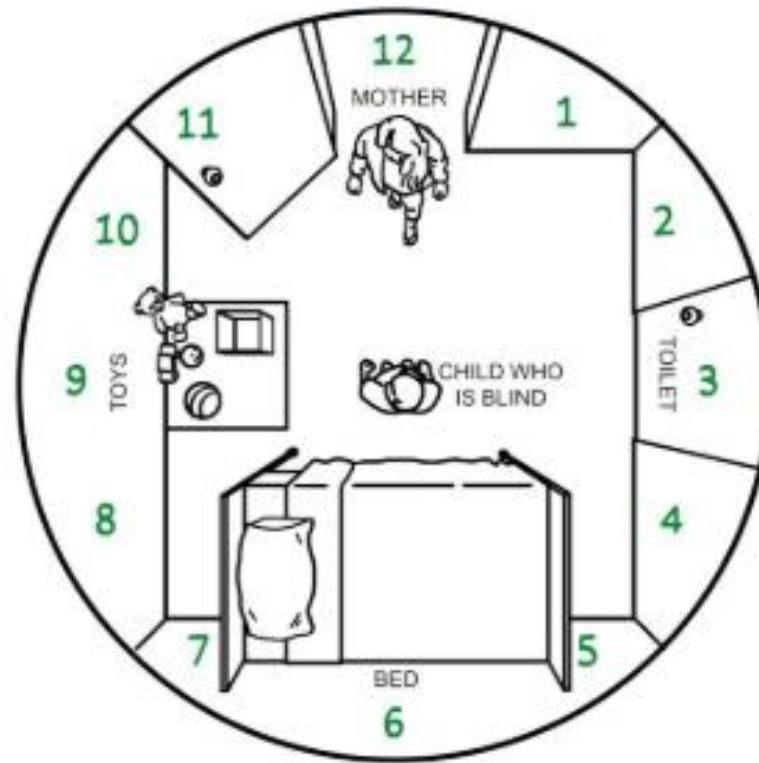


# Where is the disability?



# Accessibility of communication

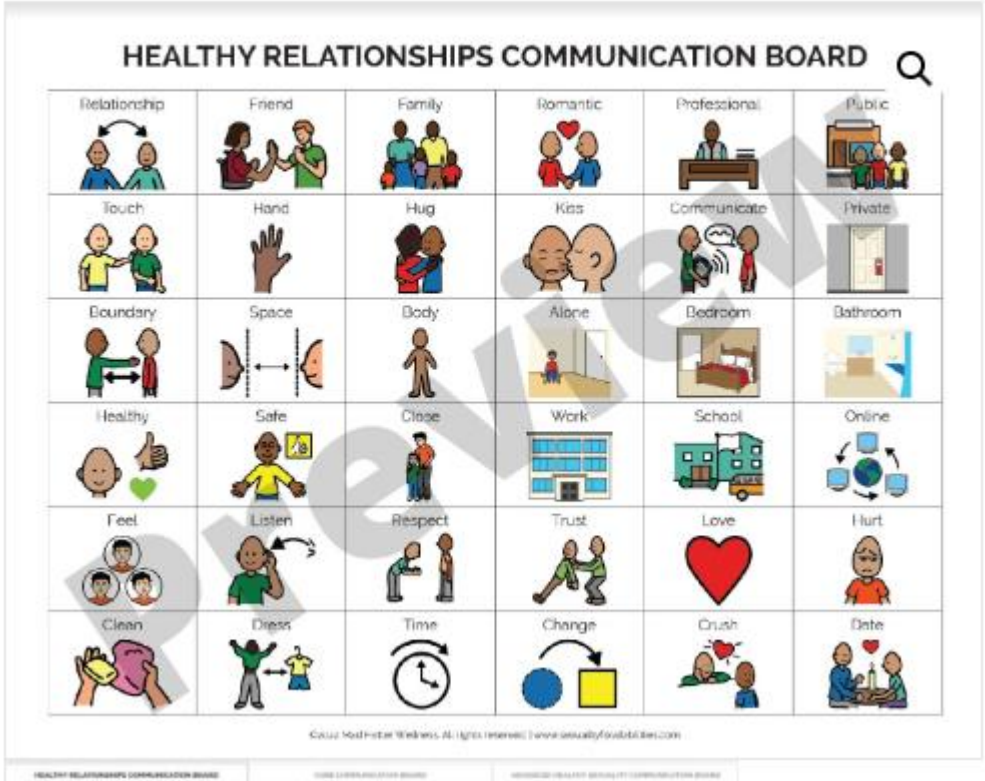
Figure 5: The clock method



# Accessibility of communication



Home / For Families & Caregivers / Healthy Relationships Communication



# Let's do it !

- Small group
- 5 minutes

Find the Session called 'A Welcome Place' in the 7-11 session plans.



Adapt the learning activity to be more inclusive of children and adolescents with disabilities



Be prepared to share !

**Session 6:**  
**Monitoring, Evaluation,**  
**Accountability, and Learning**  
**(MEAL) Tools**

# Facilitator responsibilities in MEAL

As facilitators, you are the primary point of contact with children or adolescents attending We Thrive sessions and are well-positioned to observe and document participation and implementation.

This includes:

- ✓ Completing daily attendance tracking
- ✓ Completing weekly reflections on children and adolescents' participation
- ✓ Participating in Facilitator Learning Circles



# **Session 7:**

# **Free Play**

# Free Play promotes...

**Agency:** Free play provides children and adolescents with opportunities to make choices for themselves. In crises, agency can be diminished. Increasing opportunities for agency can promote wellbeing.

**Connection:** Free play provides opportunities to connect with peers freely and outside of guided activities led by an adult.

**Normalcy:** Children and adolescents naturally play. Free play provides this sense of normalcy in a safe space.

**Learning:** Children and adolescents learn through play. Free play increases opportunities for learning, problem solving, collaboration, conflict resolution, and discovery.

**Creativity:** Free play provides children and adolescents with opportunities to think and play creatively, on their own terms, with each other and with materials.

# **Session 8:**

# **Lifesaving Learning**

# Lifesaving Learning Topics [edit for your context]

Emergency Contact

Airstrikes / Bombing Preparedness

Thunder & Lightning Storm Preparedness

Landslides / Mudslide Preparedness

Evacuation Drills

Fire Preparedness

Cyclone Preparedness

Earthquake Preparedness

Handwashing

Roadside Safety

Heatwave Preparedness

Flood Preparedness

Cholera Safety

Coldwave Preparedness

Mpox Safety