

✓ Ensure that the timing and nature of activities are compatible with daily routines of girls and boys and family members.	⊗ Predefine the kinds and timing of activities without careful consultation with girls and boys and community members.
✓ Organize separate CFS sessions or activities for girls and boys of different age groups, such as 0-7 (or 0-3, 4-7), 8-12, and 13-18 years.	⊗ Organize CFSs only for children 4-10 years or only for boys
✓ Provide in the CFS appropriate equipment, including materials for play, first aid items, cleaning materials, etc. Use locally available and environmentally friendly materials where possible.	⊗ Focus excessively on manufactured toys or forget to maintain equipment.
✓ Keep the number of children who participate in CFSs manageable at a time.	⊗ Encourage or allow so many children to participate that CFSs cannot be supportive and stimulating
✓ Provide ongoing training, follow-up, and capacity building for animators and staff	⊗ Offer a one-off training and assume that animators and staff are well prepared as a result
✓ Draw on existing assessment data, include questions on CFSs in coordinated needs assessments, and, where necessary, conduct a dedicated assessment before establishing CFSs to determine that they are needed, safe, and appropriate to the context.	⊗ Assume that CFSs are appropriate interventions in all contexts.
✓ Organize psychosocial support for national and local CFS workers who have been affected by the emergency.	⊗ Assume that all national and local workers or children need counselling or therapy. Only severely affected people, who are a small minority of the population, need such specialized mental health services.
✓ Monitor and evaluate CFSs, and use the information to learn from experience and improve program quality.	⊗ Neglect evaluation or conduct an evaluation only to please donors.
✓ Develop early on with the community an exit or transition strategy.	⊗ Continue CFSs indefinitely or allow CFSs to compete with schools.

2. Do's and Don'ts in Psychological Support

DOs	DON'Ts
What teachers and caregivers should do	What teachers and caregivers should NOT do
✓ Do recognize your limits, and avoid situations that can cause more stress to you and the children	⊗ Don't be ashamed to say when you feel overwhelmed and stressed and ask for help.

✓ Do plan and implement learning activities that stimulate expression and support through play and art	⊗ Don't keep concerns about children to yourself, always share them with your colleagues or designated personnel
✓ Do encourage children to express their feelings and emotions freely and without judgement- verbally or through play	⊗ Don't force or pressure children to talk about their feelings, experiences or drawings before they feel ready or safe to share
✓ Do ask children questions about their drawings, games and stories in a sensitive and respectful way	⊗ Don't use or tolerate aggressive and abusive language and behaviour
✓ Do pay attention to what children verbally and non-verbally communicate	⊗ Don't judge or score what children say or make when sharing their experiences
✓ Do refer children who show prolonged and intense symptoms of trauma to a specialist	⊗ Don't provide specialized psychosocial support to children - ONLY certified and experienced professionals can do this
✓ Do establish a supportive, safe and trusting learning environment	⊗ Don't ignore your own needs to feel safe and supported

3. Do's and Don'ts in Child Protection

DOs What teachers and caregivers should do	DON'Ts What teachers and caregivers should NOT do
⊗ Do take any allegation or concern regarding the abuse or maltreatment of a child seriously	⊗ Don't address suspicions, allegations and cases of child abuse on your own directly with the perpetrator. You can put the child and yourself in danger
⊗ Do listen to children with sensitivity	⊗ Don't leave children unsupervised
⊗ Do implement good practices of child protection at all times	⊗ Don't judge or comment on what children say
⊗ Do challenge behaviours and attitudes that you feel are abusive towards children inside and outside the CFS	⊗ Don't ask leading questions like, "did he touch your leg?" Encourage children to talk about the events through open questions like, "and then what happened?"
⊗ Do handle sensitive information with confidentiality	⊗ Don't promise children that you will keep what they tell you confidential
⊗ Do teach children how to keep safe and say NO when they feel adults or older children behave inappropriately	

4. Do's and Don'ts for Trainers

DOs What teachers and caregivers should do	DON'Ts What teachers and caregivers should NOT do
⊗ Do prepare the agenda, the venue, the materials and the contents of the training in advance.	⊗ Do prepare the agenda, the venue, the materials and the contents of the training in advance.

<p>⊗ Do ask the trainees for their feedback on the agenda.</p>	<p>⊗ Don't impose the agenda on the trainees. Give the trainees time to understand the agenda. Make sure the trainees understand what is expected from them during training.</p>
<p>⊗ Do delegate roles and responsibilities to the trainees. Proper delegation is a sign of good management.</p>	<p>⊗ Don't take all the tasks upon yourself. You will not have enough energy and time to fulfil everything on your own.</p>
<p>⊗ Do use participative approaches but be firm once the agenda is set. The success of the training requires the efforts of all participants</p>	<p>⊗ Don't allow trainees to ignore the agreed upon timetable and agenda. Waiting for people and frequent changes of the agenda cause delays and frustration.</p>
<p>⊗ Don't allow trainees to ignore the agreed upon timetable and agenda. Waiting for people and frequent changes of the agenda cause delays and frustration.</p>	<p>⊗ Don't use disrespectful language or aggressive behaviours towards the trainees.</p>
<p>⊗ Don't use disrespectful language or aggressive behaviours towards the trainees.</p>	<p>⊗ Don't assume that teaching and training is neutral. As people with values and beliefs, trainers always transmit something related to them when teaching and training.</p>