Activity Handbook for Community Members

JOURNEYS

Building a Positive School Community: My Role, My Responsibility
JOURNEYS

ACTIVITY HANDBOOK FOR COMMUNITY MEMBERS
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Access to quality, equitable and inclusive education is one of the fundamental human rights of children. The United Nations Convention on the Rights of the Child and the Sustainable Development Goals require us to ensure that children learn and complete the education cycle in a positive and supportive learning environment. This is reinforced by the Constitution of Uganda (1995), Articles 24 and 44, which protect the dignity and safety of every Ugandan, including the children. Further, the Education Act (2008) emphasises education as a right for all persons and underlines the Universal Primary Education Policy and the Universal Post Primary Education and Training Policy of the government.

Despite this commitment, available research by the Ministry of Education and Sports (MoES); Ministry of Gender, Labour and Social Development (MGLSD) and other partners shows that children are exposed to different forms of violence and may also learn new forms of violence in school.


Further, the MoES, with support from the United States Agency for International Development under the Literacy Achievement and Retention Activity, which is implemented by RTI International, is helping to operationalise the Children’s Act (Amendment) 2016, the NSP VACiS and the RTRR Guidelines on VACiS. The Journeys series supports MoES’ efforts to eliminate VACiS.

The Journeys Activity Handbook for Community Members guides designated community leaders, such as school management committees, foundational bodies, parents and caregivers in organising activities to improve the broader school climate.

I call upon all stakeholders engaged in supporting education services in the country, to make use of the Journeys Handbook to support interventions on the elimination of violence against children in school.

Alex Kakooza
PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS
The development of Journeys has been a long process. It involved a great deal of research, document review and consultations with various stakeholders; efforts and commitment. Journeys is aimed at actualising the efforts of the Ministry of Education and Sports and other stakeholders in eliminating all forms of violence against children in schools.

The Ministry of Education and Sports is grateful to the United States Agency for International Development/Literacy Achievement and Retention Activity, implemented by RTI International, for supporting the development of the Journeys Handbooks.

Special thanks go to the Members of the Inter-Sectoral Committee on Elimination of Violence Against Children in Schools for their technical support in developing the Journeys Handbooks.

ALL FORMS OF VIOLENCE AGAINST CHILDREN ARE UNACCEPTABLE AND CREATING SAFE SCHOOLS IS A SHARED RESPONSIBILITY.

Honourable Janet Kataha Museveni
FIRST LADY AND MINISTER OF EDUCATION AND SPORTS
# LIST OF ACRONYMS

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<th>Full Form</th>
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<tr>
<td>CBCM</td>
<td>Community Based Case Management</td>
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<td>Community Based Organisation</td>
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<td>CCT</td>
<td>Coordinating Center Tutor</td>
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<td>Ministry of Education and Sports</td>
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<td>MGLSD</td>
<td>Ministry of Gender, Labour, and Social Development</td>
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<tr>
<td>P</td>
<td>Primary</td>
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<tr>
<td>PSW</td>
<td>Para-Social Worker</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>RTRR</td>
<td>Reporting, Tracking, Referral, and Response</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>SRGBV</td>
<td>School-Related Gender-Based Violence</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNCR</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>USAID</td>
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INTRODUCTION

The Government of the Republic of Uganda recognises children’s fundamental right to obtain quality education in a conducive and safe learning environment that is free from violence. However, research has revealed that children experience a wide range of gendered violence in schools and while traveling to and from school. Indeed, contextual realities make it difficult, uncomfortable and/or unsafe for children to go to school. Children experience violence at the hands of adults and their peers at home, at school and in their communities. Children have reported that a wide variety of gendered violence acts occur in and around schools in Uganda, including: corporal punishment, sexual harassment of girls by boys and of boys by girls, psychological mistreatment and bullying, parental neglect and sexual abuse. Although it is often assumed that most gendered violence is perpetrated by boys or men and suffered by girls, it is important to recognise that boys can also be victims of gendered violence.

Studies confirm that there is high tolerance of violence at the societal level that normalises and rationalises violence in schools. According to research undertaken by the Ministry of Education and Sports (MoES), United Nations Children’s Fund (UNICEF) and other organisations, violence against children in schools (VACiS) is widespread and occurs in a variety of forms. Research has also demonstrated that children lack the protection from violence, nurturing and respect from influential adults in their lives needed for their educational and emotional development.

According to a 2012 study by MoES, 74.3% of children in schools (especially those in government schools) are subjected to caning by teachers under the pretext of “pushing” them to attain higher academic grades. Furthermore, 82% of the children in that study reported being subjected to hard labour, such as digging, slashing and collecting water, at school as a punishment to instill discipline. Additionally, some adults and learners even reported that it is their belief that these methods are considered a “normal” way to discipline children, despite the MoES banning corporal punishment in 2006.

Sexual violence is also widespread. According to the above study, 77% of primary school children and 82% of secondary school students experience sexual abuse while at school. The reported acts of sexual violence include defilement (8%); sexual comments and gestures (24%); inappropriate marriage proposals (18%); fondling and touching in a sexual way, which is referred to by Ugandan children as “bad touching” (25%); and forced viewing of sexual pictures or videos (29%).
Bullying is also very common in schools, with 80% of children having heard of or witnessed children being bullied, and 43% of children reporting experiencing bullying themselves. Bullying is also viewed by parents and caregivers as “the norm” and, according to this research, often believe that this behaviour is an expected part of school life.

Data from the school-related gender-based violence (SRGBV) Formative Assessment, conducted by the USAID-funded Uganda Literacy Achievement and Retention Activity demonstrate how rigid and inequitable power relations and gendered norms, roles and expectations define boys’ and girls’ positions in society. The existing power imbalances make girls, children from poor families, orphans and children with disabilities more vulnerable to SRGBV. The findings of this study indicated that in Uganda, there is limited or no confidence in the reporting and referral mechanisms for cases of SRGBV.

85% of learners interviewed expressed that they lacked the confidence to report cases of SRGBV, and 90% of those who had made a report were unhappy with how cases were handled. All students who did report incidents of SRGBV stated that they were not happy with the support and services received. 33% of teachers participating in discussions during the rapid assessment reported that they believe there are serious psychological and emotional implications for children who experience bullying, corporal punishment and sexual violence in school or while traveling to and from school. Although parents were also concerned about the emotional impacts of such experiences, most of them expressed that their greatest concerns related to their children dropping out of school.

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3 Ibid
4 Ibid
5 RTI International. 2015. The USAID/Uganda Literacy Achievement and Retention Activity. Pending; SRGBV Formative Assessment.
6 Ibid
1. Overview of Journeys Activity Handbook for Community Members

This section provides guidelines including an overview of the Activity Handbook, the benefits of the program, the organization of the handbook, the overall approach to facilitation and planning of Journeys activities to community change agents. The purpose of Journeys is to support the MoES implementation.

The Journeys program includes a series of three activity handbooks:

- Journeys Activity Handbook for Teachers
- Journeys Activity Handbook for Community Members
- Journeys Activity Handbook for Pupils

The objective of the Journeys Activity Handbook for Community Members is to mobilise community members to take deliberate steps to increase, foster and promote a safe and caring school community that is free from violence. A positive school climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe.\(^1\) It also means that teachers are engaged and respected and pupils are cared about, encouraged and supported in a classroom that is free from violence. In addition all school staff and pupils contribute to keeping the school compound clean. Pupils feel safe when traveling to and from school. When life at school is characterised by a positive and supportive atmosphere, pupils look forward to attending every day. They enjoy learning because their teachers respect their efforts, provide assistance and encourage them to succeed. As a result, pupils are eager to participate in the classroom without fear of humiliation and punishment, stay in school throughout the primary cycle and succeed in their schoolwork.

The Journeys Handbook for Community Members provides an opportunity to directly involve community members in achieving this goal. It is intended to enable community change agents to facilitate a variety of activities that serve to deepen community members’ understanding about the nature and extent

\(^1\) United States National School Climate Council, 2007.
2. Benefits of the Journeys Activity Handbook for Community Members

Community members who participate in Journeys will:

- Have a voice in the creation of a safe and caring community and school.
- Understand the challenges children face in obtaining an education, including:
  - Limited opportunities resulting from the community’s prevailing gender norms;
  - A demanding schedule balancing work at home and school;
  - Unsafe paths to travel to and from school; and
  - The risk of all forms of violence, including bullying, corporal punishment and sexual harassment and abuse.
- Recognise the different forms of violence that pupils face, including bullying and psychological intimidation, discipline that is physically or emotionally harmful and sexual harassment and abuse.
- Recognise the gender stereotypes and gender norms of society and the potential ways these social norms limit their children’s access to education and opportunities for the future.
- Understand how differences in status and power between two persons can lead to violence against children.
- Be able to identify signs that suggest a pupil may be at risk of dropping out of school or becoming a victim of violence and describe how to act on these warning signs to prevent dropout or violence.
- Learn the importance of reporting all cases of VACiS as a way to deter and eliminate it from schools and communities and how to address barriers to reporting.
- Work together and with school staff to design and implement actions that serve to prevent and respond to VACiS.

3. Organisation of the Journeys Activity Handbook for Community Members

The Journeys Activity Handbook for Community Members consists of 31 activities organised according to five thematic areas:

1. Understanding Safe and Caring Schools and Communities;
2. Barriers to Safe and Caring Schools and Communities;
3. Child Protection Basics;
4. Violence against Children in Schools; and
5. Response to Violence against Children in Schools.

Each activity in the handbook is structured as follows:

- Thematic Area;
- Activity Name;
- Main Message;
- Activity Objectives;
- Preparation and Materials Requirements;
- Step-by-Step Instructions for Each Activity; and
- Summary.

Journeys provides a well-thought-out approach and practical actions for identifying and addressing barriers to building a positive school and pressing issues related to violence prevention. The tool is referred to as the ‘U Model for Inspiring Change’. The 5 steps of this approach are:

1. Identifying a priority issue;
2. Learning about the issue in the school or community;
3. Reflecting on the actions to address the issue;
4. Selecting and implementing an action; and
5. Reviewing and adapting the action to maximise positive impact.

A set of information briefs are provided for selected activities so that community change agents can learn more about the content of the activities.

A table of contents, glossary for the clarification of terms and references for further reading on selected topics are also provided.

4. **Approach to Journeys Facilitation**

The Journeys Activity Handbook for Community Members is designed to support trained change agents in engaging community members in a variety of reflection, dialogue and participatory learning activities. By participating in these activities, community members will develop a vision for a safe and caring school and community, recognise the different forms of violence perpetrated against children and develop practical actions to realise their
vision and eliminate violence against children. These community change agents were selected based on the respect they hold in the community and their talent for mobilising the community and inspiring commitment and action from community members, including men and women equally.

Selected community change agents organise and lead the activities, bringing community members together regularly to take them through the Journeys activities and support them in their efforts to realise their vision for a safe and caring school and community. Thus, the community change agents share in the responsibility of working towards this vision as they take a learning journey with the men and women in their community and support the design and implementation of community actions that will make the school and community a safe and caring place to learn.

**Preparation**
Community change agents must be prepared. Prior to leading each activity, they must read and study the content and competencies. Additionally, they must have completed the Activity Planning Form (see Section 6) and have made the necessary preparations according to the activity handbook.

**Finding Another Way**
Community change agents are responsible for implementing all of the activities in the Journeys Handbook for Community Members. There may be some activities where the suggested materials are not readily available; for example, there may not be flip chart paper or markers. The change agents are expected to find another way. Some examples of ‘Another Way’ are given in boxes for the following activities: Images of Violence and Mapping Danger Zones are two examples using local materials.

**Journeys Facilitation Guiding Principles**
Change agents should interact positively and equally with all community members, regardless of their position in the community or their particular background. Their facilitation should reflect and model the following core facilitation values:

- Listening to the voices of participants rather than talking;
- Understanding the views and practices of community members and withholding judgment;
- Allowing community members to make meaning from the activities and discussions themselves rather than telling community members what they should know;
- Encouraging shared responsibility among community members in the prevention of VACiS and discouraging the transfer of responsibility to others and blaming others; and
• Following the guidelines provided for the activities in the Journeys Handbook for Community Members.

Empathy
The reflection activities of the Journeys program and certain discussion topics, such as VACiS, can sometimes be disturbing for participating community members, especially when they or someone close to them has been a victim of violence. It is critical that in all activities, community change agents respond with empathy when community members become upset about past experiences. Indeed, as the change agents show kindness, understanding and empathy, the community members themselves will realise the value of these behaviours and will demonstrate love and kindness for each other.

Participatory Methodologies
Participatory methodologies are at the core of every activity. Community change agents are expected to be knowledgeable about participatory methodologies and, thus, create a learning environment in which ideas emerge from the interactions among participants during reflection and dialogue. The change agents should skilfully bring in the voices of all participating community members.

Engage Participants as Co-facilitators
Change agents are encouraged to ask community members to act as co-facilitators and assistants during the activities. Any and all community members can be given responsibilities and opportunities to lead and contribute as this will build their commitment to the program competencies. The delegation of responsibility signals to all community members that their opinions are valuable and that they can also lead change activities in the community. Being a leader transmits the expectation that all community members are capable problem solvers.

A Good Facilitator:
• Sees the participants as experts with information and skills to share, rather than seeing himself or herself as the only expert in the room;
• Thinks of himself or herself as guiding the process rather than thinking of the participants as empty bowls to be filled with knowledge from the facilitator;
• Believes people learn by doing, experiencing, practicing and feeling;
• Sees many possible answers to a situation or question rather than only one right answer; and
• Designs activities so that everyone has an opportunity to participate in discussions.
5. Activity Planning, Presentation and Evaluation

Planning the Activity and Meeting

- Pick an activity, read through it and make the relevant preparations.
- Complete the activity planning form because it helps to think through how the activity flows.
- Pick the location and gain approval, if required.
- Set the agenda and invite the community members.

During the Activity and Meeting

- Complete the attendance registers.
- Capture the important points made by participants during discussions and use these during the summary and wrap-up activities. Consider asking a participant to assist.
- Be sure to stick to the main message for each activity and be clear about the main points that participants should remember from the meeting.
- Follow the script as much as possible when facilitating the activities.
- End sessions on a positive note. When appropriate, identify next steps or possible solutions to challenges.
- Ask how the meeting could be better and encourage participants to come again.

After the Activity and Meeting

- Complete the self-evaluation form and write down some of the best aspects of the activity and the challenges experienced in leading the activity. Write down what might be done differently. Record observations, such as the following: How did community members respond to the topic discussed? What kinds of questions did they ask and what information did they share about the topic? Did community members enjoy the activity and feel comfortable in the discussions? If possible, the facilitators should hold post-activity interviews with a few participants to learn more about their responses to the activity and how they see its value.

- **Things to Remember when Planning**
  - Plan for icebreakers and energising activities. These can be a great transition from one activity to another or used when energy in the group is low.
  - Anticipate any issues that might arise during more emotionally demanding sessions, such as sessions that discuss sexual violence.

- **Things to Remember during the Meeting**
  - The activities are designed to be active and interesting.
  - Always try to provide local examples and make the activities relevant to participants’ daily lives and concerns.
THE JOURNEYS FIVE-STEP PROCESS FOR INSPIRING CHANGE

One of the important roles of community change agents is to inspire community members to work together to develop and implement actions that will contribute to safe and caring schools and communities that are free from violence. When community members come together to make positive changes, however small, the commitment for change is strengthened and the improvements are more sustainable. This collective process fosters shared responsibility in building a safe and caring school and community for children, which is free from violence.

This section explains the Journeys Five-Step Process for inspiring community members to develop and implement actions to address key barriers to children’s wellbeing in school and the community. This Process is referred to as the U Model. When implementing the five steps, community members go on a ‘journey’ in which they get started and identify a key problem; dig down to understand how that problem interferes with children’s wellbeing in the school and the community; stop and reflect on the learning; come up with the actions needed to address the problem; and evaluate the success of the actions, improving on them if needed. The five different steps are depicted in the U-shaped illustration below.

1. Decide
   Decide on a key issue

2. Understand
   Learn about the issue
   Observe, Interview, Discuss

3. Reflect
   Think about what action(s) should be taken

4. Design
   Develop a Simple, Practical
   Low-Cost Action(s)

5. Adapt
   Are the actions working?
   Adapt and improve

Source: Presencing Institute, www.presencing.com

The five-step change process or U Model for Inspiring Change is simply a tool that different groups of community members can apply as many times as they like. It can be used with groups of men, groups of women, groups of youth and mixed groups of community members. Community members may want to form groups with teachers or other school staff to work together to develop and implement
actions to address a challenge faced by communities and schools. All community members have good ideas about how to build safe and caring schools and communities and eliminate VACiS. The U Model for Inspiring Change can be used to help move these ideas forward. Each of the five steps is described in more detail below.

**STEP 1.**
In Step 1, the community members identify other key people in the school and community who could provide support for the change project. This group decides what key issues decrease children’s safety and wellbeing. The group is encouraged to think about an issue that is practical to work on and that they are all committed to working on together.

Some people invited to join in the change project may not have participated in the Journeys activities. Therefore, in Step 1, the community change agents might wish to select and facilitate one of the Journeys activities with the group to ignite their interest in and commitment to working together to eliminate violence against children.

**An Example for Step 1**
The Journeys community group decided that they wanted to work together with the school to help make the school a more safe and caring place. They decided to ask the head teacher, the School Management Committee Chair and the Village Chief to join the project. The community members, supported by the change agents, introduced Journeys and discussed the reason for the meeting. To inspire commitment from the group, the change agents led a Reflection Activity: When I was in School. Then, the community members facilitated a discussion to solicit ideas about the most pressing issues at the school. Although many issues were discussed, the group felt that pupils are just not nice to each other and that teachers are often unkind to their pupils. As a starter, the group felt it would be helpful to come up with an action that would help improve the quality of relations among pupils and between teachers and their pupils.

**STEP 2.**
The purpose of Step 2 is to learn about the key issue identified in Step 1. In this step, the community members in the ‘project group’ collect information on how the identified issue reduces the pupils’ safety and wellbeing. It is important to develop a full understanding about how this issue interferes with the provision of a positive and supportive school climate for learning that is free from violence. In Step 2, the community members, supported by the community change agents, plan what information is needed and how best to collect it.
The following are just a few illustrative examples:

- Interview teachers, pupils and community members about the issue.
- Host group discussions with teachers, pupils and community members.
- Take a walk with students from the community to the school to identify danger zones and discuss how these could be avoided or corrected.
- Visit households to discuss what the parents think about the issue and its effect on their children’s wellbeing and success in school.
- Observe students at break to see how they treat each other.

During the data collection period, the group should meet frequently to discuss what they have learned.

An Example for Step 2
Although the group felt that the people at the school were unkind to each other, they needed to find out more about exactly what was happening. To this end, they divided into three groups. The first group interviewed students, teachers and parents. The second group observed the pupils on the school compound, and the third group visited the classrooms. Each group took interview notes (with quotes), made lists and drew pictures of what they observed. These activities were implemented over three weeks, and the whole ‘project group’ met each week to talk about what was learned. They displayed all the groups’ notes and pictures on the wall of the hall as they were collected. Based on their efforts, they learned a lot about how people are unkind to each other at their school: Boys and girls bully each other, frequently stealing each others’ food and excluding disabled and very poor children from group activities. Teachers used the cane often for little things and rarely helped individual pupils. Additionally, the teachers did not monitor the pupils on break. Parents (mostly of vulnerable children) reported that their children often came home crying.

STEP 3.
In Step 3, after most of the necessary information has been collected, the community members working on the project are encouraged to take some time alone to think about what they learned during the data collection process. The individuals involved in this activity can reflect on this learning in any way they like but should take some special time to think individually about what specific school action could be taken to best address the issue.
An Example for Step 3
A lot of learning took place in the three-week data collection process, and specific information (data) about how pupils and teachers were unkind at their school was obtained. Some group members used their cell phones to take pictures of the information posted on the wall. The group decided to allow people to think for one week about what they learned. When they came back together, the group discussed what they thought about the learning. One member took a long walk, and another took his tea alone to think under a tree. All members dedicated some time to reflection.

STEP 4:
In Step 4, the group working on the project comes together to decide on the specific action that they feel will best address the issue. Group members should share the ideas they came up with in Step 3 (i.e., during their individual reflection). Consensus should be reached regarding the best action to take. This action should be practical and possible to do at low-cost. Many members of the school and community may get involved.

Together, the group should develop an Action Plan, which should include the following:

- The action and how it will be implemented;
- Expected improvements in pupils’ safety and wellbeing;
- The persons who will carry out the action;
- The action timeline and schedule of meetings with the group;
- The persons who will provide oversight and ensure that the actions take place; and
- An evaluation plan (i.e., how the group will know that the actions are improving the situation).

An Example for Step 4
When the group came back together after the reflection, there were many ideas about how to address the issue. One person was very concerned about how children with disabilities and orphans were being treated and felt that students should be disciplined for mistreating such students. Another suggested that the focus should be on caning, but all of the members agreed that this would be a very big task and impractical at the time. Everyone felt that there were many things that needed to be addressed at the same time, but the group wanted to identify a simple, cost-effective action. One member shared her idea for the community to help the school develop a ‘talking compound’ in which many messages would be displayed on signs, posters
STEP 5:
In Step 5, the community members working on the project should meet regularly to discuss ‘how things are going’ with the activities they are implementing. The group should plan how they will collect the information necessary to answer the following questions:

- Are the activities taking place as planned?
- Should the action be improved upon or modified?
- What has changed for the better as a result of the action?

An Example for Step 5
This group of community members decided to work with the school to display messages around the school compound that encourage teachers to be kind and supportive to pupils and that encourage pupils to be kind to each other. Someone in the group was assigned to check each week to make sure that the messages have been developed and posted and that they stay in place. Various group members were assigned to collect data to determine whether the messages are changing the behaviors of teachers and pupils. To this end, they visited the school in teams to observe classrooms and the school compound during break. They did this before the messages were posted and weekly for one month afterwards. The group members counted the numbers of unkind and kind words exchanged between teachers and pupils in the classroom and between pupils on the playground. Each week, the group met to determine whether the numbers of kind words spoken by teachers and pupils increased. The results made them very proud! Indeed, the numbers were found to have increased. The group created a poster to demonstrate to the school staff, pupils and community that they helped to make the school a more positive place for pupils by encouraging pupils and teachers to be kind to each other.
COMMUNITY BASED CASE MANAGEMENT

The Journeys goal to establish safe and caring schools and communities that are free from violence, is supported by initiatives for managing cases of VACiS. The community-based case management (CBCM) approach supports and is supported by the MoES Reporting, Tracking, Referral and Response Guidelines (RTRR). Doing the ‘right thing’ when we hear about a case of violence that has been perpetrated against a child in or around schools is an important part of violence prevention. The MoES RTRR Guidelines helps to guide school staff and community members in responding appropriately to cases of VACiS. The CBCM provides the needed structure that serves to help translate the RTRR into practice at the school and community.

Case management is a step-by-step approach used to identify, assess, refer and monitor child protection-related cases and increase the timely delivery of comprehensive quality services to vulnerable children, youth, and their families. Services can include: health, education, psychosocial, security services and the police, legal and judicial, and local government. Informal service providers are equally important, including: faith based organizations, mothers groups and other community based organizations (CBOs). An effective community case management system links to government services, as required and according to the RTRR Guidelines, and ensures regular follow up with relevant government officials and service providers until cases are resolved. In so doing, the CBCM system creates a referral network that strengthens the informal protective environment and response systems for children while also linking to formal protection services as part of the broader child protection system.

Community selected case care workers - often supported by trained Para Social Workers (PSWs) or members of Village Health Teams - community service provider networks or ‘referral webs’ - integrated school and community reporting - protection of pupils who have experienced violence through the provision of safe spaces or ‘protection circles’ at the school, and case conferencing are just a few of the essential formal structures of the CBCM system. Incidents of or ‘cases’ of VACiS are addressed through the CBCM system by applying seven essential steps, as follows:

1. Identification of children in need of CBCM services
2. Case Registration
3. Case Assessment
4. Case Planning
5. Implementation of the Case Plan
6. Case Follow-up and Review
7. Case Closure

PSWs are a cadre of volunteers at parish and village levels trained in child protection and attached to local Community Development Officers (CDO) at the sub county level under the ministry of Gender Labour and Social Development.
COMMUNITY ACTIVITY PLANNING FORM

I. Establish a School - Community Leadership Committee

In addition to the two community change agents, the Journeys Leadership Team could include representatives from any of the following: teachers, students, business leaders, PTA, SMC, district officials, CCT, community leader, CDO, para-social worker, probation officer, police, religious leader and traditional leaders. Work with school change agents to establish this committee.

<table>
<thead>
<tr>
<th>Name</th>
<th>Tick if Becomes a member</th>
<th>Name</th>
<th>Tick if Becomes a member</th>
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<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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<td>5.</td>
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<td>8.</td>
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<td>16.</td>
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</tbody>
</table>

II. Journeys support network

What support networks could the community change agents call upon for assistance and support? (e.g., Sub-county CDO, CCT, para-social worker, police, LCs, SMCs, PTAs).

_______________________________________________________________

III. List of community locations where activities could be held.

_______________________________________________________________
ACTIVITY PLANNING FORM

Theme: __________________________________________________

Activity Name: _______________________________________________

Activity Objective: ___________________________________________

Who are invited?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Number expected to attend:      Males ________  Females______

Location  _________________________________________________

Date and Time of Day _______________________________________

Materials needed e.g. flipcharts, pens, paper, bell, drum, local
materials

_________________________________________________________

Assigned roles of two community change agents (name each)

Lead Facilitator  ________________________________

Co-facilitator   ________________________________
ACTIVITY REVIEW AND EVALUATION FORM

Activity Name ___________________________________________ Date __________

(1) Evaluation of core values and team discussion
Please rate and discuss how well the Journeys core values were adhered to

Rating Scale: 1 = Could Improve   2 = Acceptable   3= Excellent

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Circle Correct Rating (As Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Listening (versus Talking)</td>
<td>1</td>
</tr>
<tr>
<td>Understanding (versus Judging)</td>
<td>1</td>
</tr>
<tr>
<td>Allowing Discovery (versus Telling)</td>
<td>1</td>
</tr>
<tr>
<td>Encouraging Responsibility (versus Blaming)</td>
<td>1</td>
</tr>
<tr>
<td>Following Script (Versus “Doing your Own Thing”)</td>
<td>1</td>
</tr>
</tbody>
</table>

(2) How did the participants respond?

After each activity, select some participants to discuss the activity with and write down their response on:

• How did participants feel during the activity?

• What did the activity make them think about?

• Ask participants if they would enjoy doing the activity again? Yes ____ No____

(3) What Challenges Did You Face In Leading This Activity?
Location__________________________________________________

Timing __________________________________________________

Participant Attendance_____________________________________

In facilitating this activity __________________________________

(4) What would you do differently next time?

________________________________________________________
Theme 1
Understanding Safe and Caring Schools and Communities
Activity 1.1

THE HOPES, DREAMS, AND CHALLENGES OF CHILDREN

Main Message
Many of the experiences, hopes and dreams, challenges and personal relationships with adults that we had as children are the same as those of children today. Reflecting on our own experiences is a way of developing compassion and empathy with our own children and all the children in the community.

Activity objective
After this activity, community members will develop a better understanding of the hopes and dreams of young children and the challenges children face when they are growing up.

Preparation
• Familiarise yourself with the Guided Reflection titled, ‘Hopes, Dreams and Challenges of Children.’
• Write the talking points on the blackboard or flipchart.

Materials needed: Guided Reflection: Hopes, Dreams and Challenges of Children, flip chart, markers, tape or tacks, Talking Points

Talking Points
• Hopes and dreams they had for their future; and
• Challenges they faced when they were this age

Explain: Explain that the purpose of this activity is to develop a better understanding of the hopes and dreams of young children and the challenges children face when they are growing up.
Begin:
1. To prepare for the reflection, ask participants to:
   - Position their chairs so that they sit with some space around them, slightly apart from other chairs.
   - Close their eyes and sit quietly, focusing on their breathing as they relax and get ready for the reflection process.
   - Sit quietly for a minute and think about when you were of primary school age, about 7 to 12 years of age.

2. Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.

### Guided reflection: ‘Hopes, Dreams and Challenges of Children’

a. At this age, when you were about seven to 12 years of age, what did you do for fun?
b. What sorts of events, activities or other things did you look forward to?
c. What was very important to you at this age?
d. Do you remember the dreams you had for your future? What were they?
e. Think about where you lived at the time. Think about the people living in your household and the qualities of these people or other people in the community.
f. Were there people you felt happy being around? What made these people pleasant to be around?
g. Were there people that you went to for advice? What qualities made it possible for you to talk to them?
h. Were there people that you rarely talked to or were afraid of? Why do you think you didn’t talk to this person or were afraid of them?
i. What were some of the challenges or problems you faced when you were young?
j. Think about the people who you talked to about these problems. Who did you turn to? What were their qualities?

3. When finished, give the community members about 15–30 seconds to sit quietly. Then, ask them to take a few breaths and open their eyes.
Discuss:
1. Ask the community members to form a group with one or two nearby participants. Read the talking points written on the board or flipchart and allow 10 minutes for the groups to discuss.

2. Bring the groups together and ask the community members to mention:
   - Their hopes and dreams. (A co-facilitator should illustrate their responses on a flipchart paper. If illustration is not possible, a single word can be written for each.)
   - The challenges they faced. (A co-facilitator should illustrate their responses on a flipchart paper. If illustration is not possible, a single word can be written for each.)

3. Ask the community members if any of these challenges could have prevented them from realising their dreams for the future.

4. Invite the community members to share their thoughts about whether or not children:
   - Have similar hopes and dreams today; and
   - Face similar challenges.

Summarise
Mention that this reflection was meant to deepen their understanding of the hopes and dreams of children today and the challenges they face.
Activity 1.2

QUALITIES OF A TRUSTED AND CARING ADULT

Main Message
Our personal experiences help us to understand why it is important for young people to have someone to talk to. The most important characteristics of a trusted and caring adult are that they listen and care about what the child has to say and do not blame the child.

Activity objective
After this activity, community members will understand the qualities of an adult from whom children with a problem can seek advice and assistance.

Preparation
- Community members will work with a partner of the same sex.
- ‘Hopes and Dreams’ and ‘Challenges’ illustrations developed during Activity 1.1: ‘The Hopes, Dreams, and Challenges of Children’

Materials needed: ‘Hopes and Dreams’ and ‘Challenges’ illustrations, bell or drum

Explain: Explain that the purpose of this activity is to recognise the qualities of an adult from whom children with a problem can seek advice and assistance.

Present the illustrations and words representing the hopes and dreams and challenges that community members contributed during the Hopes and Dreams Activity (Activity 1.1). Mention that to achieve their dreams and address their challenges, children need a trusted and caring adult to turn to.

Begin:
1. Ask the community members to identify a partner of the same sex.
2. Instruct each pair to find a private place to talk or take a walk while discussing the topics. Mention that this is called a ‘dialogue walk.’

3. Each partner should take 7–10 minutes to:
- Share a story about a time when they turned to a trusted adult for advice or assistance.
- Discuss the qualities of this person and how he or she helped them.

4. After 7 minutes, the facilitator should use the bell or drum to let the pairs know that it is time to let the second person tell their story.

5. After 15–20 minutes, the facilitator should call the group together for a final discussion.

Discuss:
1. Ask the community members to discuss the qualities of the trusted and caring adults that were mentioned in the stories.

2. Highlight the following important qualities:
   Someone who:
   - Genuinely listens and cares about them;
   - Will not blame the child;
   - Is calm and loving;
   - Makes the child feel safe talking about anything; and
   - Makes the child feel happy when they are together.

3. Ask the community members what they think the outcomes could be when the problems of young people go unnoticed.

4. Highlight some of the following outcomes:
   - Depression;
   - Aggression;
   - Dropping out of school; and
   - Losing hope about their dreams for the future.

5. Ask community members to give examples of how they have been able to help young children.

Summarise
Wrap up the activity by stating that the most important characteristics of a trusted adult is that they listen and care about what a child has to say, without laying blame.
Activity 1.3

REFLECTION ON MY LIFE AS A CHILD

Main Message
When we reflect on our own experiences as a child, we are better able to understand both the positive and negative experiences of today’s children.

Activity objective
After this activity, community members will better understand what life is like for the children today, including their positive and the negative experiences.

Preparation
- Familiarise yourself with the Guided Reflection in this activity, which is titled, ‘When I was a child’.
- Ensure that a co-facilitator is available to take notes.
- Optional: Prepare a blackboard or flipchart with the following three columns:

<table>
<thead>
<tr>
<th>Negative</th>
<th>Change</th>
<th>Positive</th>
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</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
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</table>

Explain: Explain that the purpose of this activity is to give community members a chance to reflect on their own experiences as a child and to better understand what children experience in their life.

Begin:
1. To prepare for the reflection, ask participants to:
   - Position their chairs so that they sit with some space around them, slightly apart from the other chairs.
   - Close their eyes and sit quietly, focusing on their breathing as they relax and get ready for the reflection process.
   - Sit quietly for a minute and think about when you were about seven to 12 years old.
Think about a place you went to often as a child. Perhaps you went to the market or worked in the field or herding cattle. Perhaps you went to school.

2. Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.

Guided reflection: When I was a Child

a. Imagine yourself when you were young, about 7 to 12 years old.

b. Think of yourself waking up early in the morning because you have some place to go today. Are you going to the market? Do you have work to do for the family, perhaps helping in the fields or herding cattle or sheep? Perhaps you are going to school or some other place?

c. Notice the people around you as you travel to this destination. Who are they and what are they doing?

d. Now turn your attention to yourself. How are you feeling as you are walking towards the place you are going? Are you with other young people as you travel? Are there places or people you encounter along the way that are not safe?

e. You have now arrived. How does it feel to be there? Think about the place you are going to. How does this place make you feel? Perhaps this is a happy place or perhaps there is something that you are fearful of.

f. Imagine the people who are at the destination you have travelled to. This might be a shop owner or seller, other young people, workers, or family members who are working with you, or it might be the teacher and head master at your school. How do these people make you feel? Are you happy to see them or are you fearful?

g. Imagine that it is now time to go home. Do you feel happy that it is time to go home? Were there times when you were required to stay after school? What was that like?

3. When finished, give the participants about 15–30 seconds to sit quietly. Then, ask them to take a few breaths and open their eyes.
Discuss:

1. Ask for as many volunteers as possible to share one or more of the experiences they remembered, if they feel comfortable doing so. To facilitate this, you might mention the different elements of the guided reflection.

2. Have a co-facilitator take notes and write a list of the negative experiences or feelings and a list of the positive experiences, using one–two words to describe each.

3. When the community members have finished sharing, the co-facilitator should read the lists of negative and positive words.

4. Mention one of the words in the negative list and ask what could be done to turn this negative experience into a positive one. Make a note of what is said.

5. Repeat this process for as many of the negative words as possible and then summarise the discussion by reviewing the group’s ideas for turning a negative school experience into a positive one.

Summarise

Wrap it up by saying that this work is exactly what needs to be done to ensure that their children’s experiences are positive and free from violence.
Activity 1.4
DIMENSIONS OF A POSITIVE AND SUPPORTIVE SCHOOL CLIMATE

Main Message
A positive school climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe; people are engaged and respected; teachers model empathy; students feel safe and supported and teachers and students all contribute to the care of the school environment.

Activity objective
Following this activity, community members will understand important aspects of a safe and caring community and what makes school a positive and supportive place for pupils to learn.

Note to Facilitator
This activity can be implemented over two or more days. The community change agent may choose to have a smaller number of stations in one activity, but must still cover all eight stations. Depending on the time available, the change agent may want to cover only 2, 3 or 4 dimensions of school climate on one day. Depending on the number of participants, the change agent may want all members to ‘visit’ each of the stations.

Preparation
• This activity is best conducted in a classroom or hall
• Familiarise yourself with the Information Brief on School Climate
• Translate and practice reading the definition of a positive school climate (below) in the local language.

A positive and supportive school is where:
• The norms, values and expectations of the school support teachers and pupils feeling socially, emotionally and physically safe
• Teachers and pupils are engaged and respected
• Teachers model understanding of pupils and empathy with their challenges
• Pupils feel safe and supported
• Teachers and pupils all contribute to the care of the school environment

Adapted from the United States National School Climate Council, 2007
Identify 8 community assistants/co-facilitators who can read and write.
Set up 8 ‘Discussion Stations’, each situated near an empty wall space, if possible. For each station:
- Organise 4 chairs or benches to seat three – four people
- Number and label each station with a sign post that depicts one of the 8 dimensions of school climate (See below)
- Assign a co-facilitator to each station
- Co-facilitators label and tape one flip chart paper to the wall space for the station

On the blackboard or separate wall space write each of the 8 dimensions of school climate and a score sheet. See examples below:

Materials needed: Discussion stations, signposts, flipchart paper, tape, chalk, audible signal such as a drum or bell

**Dimensions of School Climate**
1. Sense of belonging and inclusion
2. Teacher-pupil relations
3. Pupil-pupil relations
4. Teacher-parent relations
5. Safety
6. School rules, policy and structures
7. Physical environment of school
8. School-community relationship

**Sense of Belonging and Inclusion**
4. Very good
3. Good
2. Needs improvement
1. Needs a lot of improvement

**Teacher-Pupil Relations**
4. Very good
3. Good
2. Needs improvement
1. Needs a lot of improvement

**Pupil-Pupil Relations**
4. Very good
3. Good
2. Needs improvement
1. Needs a lot of improvement

**Explain:** Explain that the purpose of this activity is for community members to develop an understanding about the different aspects of a safe and caring community and what makes school a positive and supportive place for pupils to learn.

Provide and discuss the definition of a positive and supportive school (see left). Ask community members to give examples of positive and negative school climate.
Point to the 8 stations and name each Dimension of School Climate, which should be numbered.

**Begin:**

1. Divide the community members in half.
   - Assign half of the group to stations 1-4, the first four dimensions of school climate. Point to these stations and name the dimensions again, by number: ‘1. Sense of Belonging and Inclusion’, ‘2. Teacher-Pupil Relations’, etc.
   - Assign the other half to stations 5 -8. Point to these stations and name the dimensions again, by number: ‘5. Safety’, ‘6. School Rules, Policy and Structures’, etc.

2. Community members take a seat at any of the 4 discussion stations they are assigned to. Give 10 minutes for the groups at each station to:
   - Discuss the dimension of school climate for that station.
   - Give positive examples for the dimension covered at the station. See example in text box.
   - The co-facilitator writes down or draws a picture depicting the positive examples the community members come up with on the flipchart paper.

3. After 10 minutes, sound a bell or drum or other music or noise to signal the community members to move to a new station from among the 4 they are assigned, joining persons who were not at the previous station.

**Note to Facilitators:**

- Half go to any one of Stations 1 – 4 and the other half go to any one of Stations 5 – 8.
- Community members only visit the 4 stations to which they are assigned, but do not have to visit them in a consecutive order.
- When moving from one station to another, community members should try to sit with people at each station, within those to which they were assigned.
- The co-facilitator stays and leads only one discussion station throughout.

**Positive Examples for Dimension 1 and 2**

Station 1. Sense of Belonging and Inclusion
- Pupils with disability are welcome and assisted
- Orphans are assured to have a cup of porridge

Station 2. Teacher-Pupil Relations
- Teachers assist pupils when they are struggling
- Teachers reward pupils who do well in class
4. Continue until all community members have visited each of the 4 stations they were assigned to (e.g., either stations 1 – 4 or stations 5 – 8).

Discuss:
1. When finished, ask the group to come together, helping to move the chairs and benches together facing the blackboard where the scorecards are displayed.

2. Give 2-3 minutes for co-facilitators to post their flip charts and read the positive examples given for the dimension of school climate at their station.

3. Point to the blackboard where each dimension and a scorecard are posted. Lead the group in evaluating their school on each dimension, one at a time:
   - Give 30 seconds for community members to decide what score to give the school on that dimension.
   - Ask for a show of hands for each score, from a 4 ‘very good’ to a 1 ‘needs a lot of improvement’.
   - Write the total number of votes for each score category.
   - Continue until all dimensions of school climate have been covered.

4. Lead a discussion based on the scores given for each dimension, asking:
   - In what dimensions of school climate is our school the most positive?
   - In what dimensions of school climate does our school need improvement?
   - What can we, as a community, do to improve the school along the dimensions that need improvement?

Summarise
Wrap up by saying that a school is positive when teachers and pupils are engaged and respected, teachers show empathy when pupils struggle with their work, all pupils are kind to each other and pupils feel safe at and when traveling to and from school. Where there is a positive and safe school, pupils are eager to participate without fear of humiliation and punishment, attend regularly and succeed.
Activity 1.5
STUDENT WELLBEING

Main Message
When the school environment is safe, loving and supportive of pupils, the wellbeing of pupils is protected, and learning is improved.

Activity objective
After completing this activity, community members will recognise some of the different things that affect the wellbeing of pupils in schools. They will learn that feeling safe, included and cared about by teachers can lead to improved attendance and achievement.

Preparation
• The community members will work in groups of three–four persons.
• Draw a large heart shape on a flipchart paper and paste to wall.
• Write the word ‘Wellbeing’ on the inside of the heart.
• Distribute small pieces of paper (10 cm × 7 cm) to each community member.
• Write and distribute the Talking Points to the co-facilitators:

Materials needed: Pieces of paper, a marker or pencil for each participant and tape

Talking Points
• The meaning of wellbeing for pupils in your schools;
• Things that reduces the wellbeing of pupils;
• Things that improve the wellbeing of pupils; and
• The wellbeing of pupils in your schools.

Explain: Explain that the purpose of this activity is to recognise the things that contribute to the wellbeing of pupils and to learn how pupil wellbeing can improve learning.

Inform the community members that wellbeing means the ‘state of being happy, healthy and comfortable.’ Pupil wellbeing is made up of many things, such as doing well on schoolwork, feeling confident, having friends and having positive relationships with their peers.
Begin:
1. Divide the community members into small groups of three-four and ask them to discuss the Talking Points provided to each co-facilitator.

2. Each community member in the group should draw a picture or write a word that depicts something that adds to or reduces the wellbeing of pupils in primary school.

Example:
The community member shows the group a picture of a cane and say ‘I think the wellbeing is poor because pupils are caned severely in school. Being caned negatively affects a child’s wellbeing’. Next, the community member shows a picture of two pupils laughing and says, ‘I think pupils seem to enjoy going to school and are happy. Enjoying school adds to the child’s wellbeing’.

3. When finished ask the community members to come together and bring their pictures or words.

Discuss:
1. Ask each community member to:
   - Show and describe their picture or read their word.
   - State how this adds to or takes away from pupils’ wellbeing.

2. Tape the positive pictures or words on the inside of the heart and the negative pictures or words on the outside of the heart.

3. Ask the community members to study the display and discuss things that positively and negatively affect pupil wellbeing. Invite the participants to add anything they think was missed.

4. Invite as many volunteers as possible to comment on the following:
   - What can the community do to address the factors that reduces pupils’ wellbeing in school?
   - What can the community do to increase and enhance the factors that add to pupils’ wellbeing in school?

Summarise:
Mention some of the community members’ ideas about what increases and decreases a pupil’s wellbeing in school. Mention that from this discussion it is clear that community members are willing to become actively involved and will help make the school a happy place for pupils to learn.
Activity 1.6

BREAKING THE CYCLE OF CORPORAL PUNISHMENT

Main Message
Violence is often perpetrated over time. Young people who experience corporal punishment may become perpetrators of corporal punishment as parents and teachers.

Activity objective
After completing this activity, community members will understand that corporal punishment is carried over from generation to generation and the importance of ‘breaking the cycle of the violence of corporal punishment.’

Preparation
Have available the ‘Break the Cycle’ statements to be read (next page).

Explain: Explain that the purpose of the activity is for community members to reflect about their own experience of being disciplined when they were in school and to see how corporal punishment is carried over from generation to generation.

Begin:
1. Ask the group to line up shoulder-to-shoulder in the middle of the room or outside and hold hands.
2. Request that the community members remain silent throughout the activity.
3. Say, ‘I will read some statements. If you experienced this when you were in school, take a step forward. If you did not experience this in school, take a step backward. As you move forwards or backward, try to hold your neighbours’ hands as long as you can.’
Break the Cycle Statements

- At my primary school, teachers encouraged both boys and girls equally.
- School staff never yelled at pupils, even when they were behaving badly.
- Teachers in primary school often yelled at me.
- I had to kneel in the sun for long periods of time as punishment.
- My teachers called me names and humiliated me in class.
- My teachers called on the boy students more than the girl students.
- A teacher once physically abused me as a form of punishment.
- My teachers often assisted me with my schoolwork.
- My school was safe, and I never felt scared of any of my teachers.
- My teachers never beat me as punishment.
- The teacher hit or caned many students at my school as punishment.
- Most of my teachers cared about me and helped me do well.
- I received rewards when I performed well in school.
Discuss:
Ask the community members to return to their seats and lead a discussion around the following questions:

- How did it feel to do this activity? What did you learn?
- Were you surprised to learn that many community members had experiences in school that were similar to yours?
- Were there any statements that were particularly familiar to you? Ask each community member who responds to explain, if he or she feels comfortable doing so.
- Why is this activity titled ‘Break the Cycle’?
- How can the cycle of harsh punishment be broken?

DO MORE
This activity could be repeated to focus on bullying and sexual harassment or sexual violence. The following provides some illustrative activities, but these will need to be expanded upon.

Summarise:
Mention that violence is often carried over from one generation to another. Young people who experience corporal punishment often use harsh forms of discipline or ‘corporal punishment’ later on as parents and teachers.

BULLYING
- Fellow classmates in my school often called me names I did not like.
- Older pupils in my school sometimes grabbed the food of younger pupils.
- Most of the pupils in my school were kind to each other.
- Children with disabilities were not included in activities on the school compound.
- I can remember a time when my teachers threatened to cane me if I didn’t get a good mark.

SEXUAL HARASSMENT AND ABUSE
- In my school there was never a teacher who made sexual remarks to pupils.
- Walking to school there were older youth who would bother the girls.
- Bad touching was common in my school.
- I heard about primary school girls getting pregnant by teachers.
Activity 1.7

IS IT DISCIPLINE OR PUNISHMENT?

Main Message
Discipline is meant to teach pupils self-control and confidence by focusing on what the student should learn, whereas punishment aims to control behaviour through negative means.

Activity objective
After this activity, participants will understand the difference between punishment and discipline.

Preparation
• Two change agents co-facilitate this activity.
• Write the word ‘Discipline’ on the blackboard or a flipchart.
• Write the word ‘Punishment’ on the blackboard or a second flipchart.
• Write the definitions of discipline and punishment (below) on two separate flipchart papers.
• Have available John’s Story and Mary’s Story (See end of activity).

Discipline
Discipline is actions that teach a pupil self-control and confidence. Through discipline, pupils are guided in choosing and actively working towards specific learning and behaviour goals.

Punishment
Punishment is an action that is done to a pupil in response to that pupil doing something perceived as ‘wrong,’ such as getting a low mark, breaking a rule or showing improper conduct. Punishment is meant to control behaviour through negative means, such as:
• Expressing verbal reprimands and disapproval;
• Causing psychological harm or physical pain to the child; or
• Requiring the pupil to do work.

Materials needed: Flipcharts, scenarios, a marker and tape
Explain: Explain that the purpose of this activity is to develop an understanding of the difference between punishment and discipline.

Begin:
1. Ask the community members to explain what they think are some differences between punishment and discipline. Write their responses under ‘Punishment’ or ‘Discipline’ on the board or flipchart, as appropriate.
2. Read the lists under ‘Punishment’ and ‘Discipline’. Ask if anyone disagrees with the responses (e.g., if a description of discipline seems more like punishment and vice versa).
3. Tape the definition of punishment (previous page) next to the punishment responses on the board or flipchart paper. Then,
   - Read the definition.
   - Give community members about 30–45 seconds to think about it.
   - Ask the community members to comment about how the responses they gave were similar to or different from the definition of punishment.
4. Tape the definition of discipline (previous page) next to the discipline responses on the board or flipchart paper. Then,
   - Read the definition.
   - Give community members about 30–45 seconds to think about it.
   - Ask the community members to comment about how the responses they gave were similar to or different from the definition of discipline.
5. Divide the community members into 2 groups, with one co-facilitator leading the story discussions in each group.
6. Working in groups, the co-facilitator:
   - Read John’s story and ask for a volunteer to determine whether it is an example of discipline or punishment and explain why.
   - Read Mary’s story and ask for a volunteer to determine whether it is an example of discipline or punishment and explain why.
   - Bring the two groups together for a discussion.
Discuss:
1. Invite volunteers to say what they see as the main difference in John’s Story and Mary’s Story.
2. Lead a discussion to guide community members to explain:
   - what they see as the main differences between Discipline and Punishment
   - how discipline is more effective than punishment
   - how punishment can be harmful to pupils

Note to Facilitators:
During the discussion, highlight any participant comments relating to the fact that spending time with a pupil to help them understand their actions and think for themselves about how to solve issues is valuable. Emphasize that Mary’s teacher is a trusted adult who cares about her education.

Summarise:
Wrap up by reminding the participants that discipline is meant to teach pupils self-control and confidence by focusing on what they should learn, whereas punishment aims to control behaviour through actions that hurt or humiliate pupils. Mention that positive discipline is an effective alternative to punishment.

John’s Story
John comes late to class every single morning. The teacher asks him why he is late, but John just looks down at the ground and kicks the dirt. One morning, in front of the entire class, the teacher screamed at him, ‘If you can’t speak up, you are probably too stupid to be in school. Today, you must leave the class and clean the latrines. Maybe that will make you understand you must come to school on time.’

Mary’s Story
For the past two days, Mary has been talking to her friends constantly during the maths lesson. Each day, the teacher has asked her to wait until break to talk to her friends. On the third day, Mary continued talking to her friends. The teacher went to Mary’s desk and told her to come and speak to him after class. When Mary came to speak to him, the teacher told Mary that he understands that she has a lot of friends in the class, but it is disrespectful to him and the other students when she talks during the lesson. He tells her to take a few moments and think about what he said and how they can solve this problem together. Mary suggests that maybe she should be moved away from her friends so she is not tempted to talk to them. The teacher says that tomorrow she should choose a seat that is not near her friends.
Theme 2
Barriers to Positive and Supportive Schools
Activity 2.1

DAILY SCHEDULES FOR GIRLS AND BOYS

Main Message
Reflecting on the daily schedules for boys and girls will reveal the different challenges and expectations pupils face when it comes to education.

Activity objective
After this activity, community members will be able to recognise the challenges and pressures placed on children, which can present a barrier to their education.

Preparation
- Organise the community members into two groups: one group of men and one group of women.
- Assign a co-facilitator to work with each group.

Materials needed: A4 paper or a sheet of flipchart paper and pencils or markers for each group

Explain: Inform the participants that the purpose of this activity is to learn about the differences in the daily experiences of boys and girls and how these experiences impact their school success.

Begin:
1. Ask the community members to form a group of men and a group of women.
2. Ask the women to develop a typical daily schedule for girls on a school day and the men to develop a typical schedule for boys on a school day. The schedules should cover the time from when the children get up until the time they go to bed.
3. Have the community members make drawings on a flipchart paper to show what the boys and girls are doing during each part of the day.
4. Post the schedule diagrams on the wall and invite each group to present.

Do More:
In advance of the activity, interview some boys and girls and develop a typical daily schedule for a primary school boy and primary school girl, based on your interviews. Show the daily schedule in pictures rather than in words.
Discuss:

1. If schedules were not obtained by interviewing pupils, begin the discussion based on the schedules the adults developed.

2. Lead a discussion about the differences in the schedules of boys and girls, including the following questions:
   - What kinds of activities do boys do before and after school?
   - What kinds of activities do girls do before and after school?
   - In what ways are these different? Do the boys and girls have equal opportunities to get to school on time and to do their homework after school?

3. Lead a discussion that guides the community members to consider the impacts of the girls’ and boys’ schedules, particularly related to attendance and dropout, using the following questions:
   - How do these schedules affect pupil attendance and learning?
   - What are the reasons that girls drop out of school? What about boys?
   - Do you know of children living in your area who are not in school? Why are they not in school?
   - What can parents and community members do to ensure that all children have an equal opportunity to stay in school and do well there?

Summarise:
Wrap up by saying that it is important to be aware of the demands placed on boys and girls and to work with them to make sure their daily schedules don’t interfere with their school work.

Another Way:
- Have the groups act out a normal day for a girl or a boy
- Develop schedules on the ground with local materials

Note to Facilitators:
If the facilitators were able to interview pupils before the session, begin the discussion as follows:

1. Present the schedules developed by interviewing boys and girls.
2. Ask, ‘Do you notice anything the boys and girls put on their schedule that was left out of your schedules?’
Activity 2.2

ARE YOU A GOOD LISTENER?

Main Message
Children need a trusted and caring adult to seek advice from or discuss a problem with. Being a good listener is the most important quality of a trusted and caring adult.

Activity objective
After this activity, community members will understand the importance of being a good listener.

Preparation
- Ensure that an open space where community members can walk around and talk to each other is available.
- Prepare role tags that say ‘Listener’ (draw an ear) and ‘Speaker’ (draw a mouth speaking).

Materials needed: Role tags and tape or pins

Explain: Explain that the purpose of this activity is to give community members an opportunity to understand the difference between talking to someone who is a good listener and someone who is a bad listener.

Begin:
1. Divide the community members into two groups—speakers and listeners—and distribute the ‘Speaker’ and ‘Listener’ role tags to be taped or pinned to their chests.
2. Tell the speakers to think of a short personal story to tell the listeners while you talk to the listeners.
3. Bring the listeners together away from the speakers and do the following:
   - Divide the listeners into good listeners and bad listeners.
   - Tell the good listeners to listen with interest to the speaker, give eye contact, nod and occasionally make a comment or ask a question.
   - Tell the bad listeners to show the speaker that they are not interested in what they have to say. They can do this in any way they like, such as by looking down, acting impatient, interrupting with something they want to say or receiving or sending a message on the phone.
4. Ask the speakers and listeners to mingle in the open space. The speakers should try to tell their whole story to as many listeners as possible, spending about three minutes with each one.

5. After about 15–20 minutes, switch the groups: have speakers become listeners, and the listeners become speakers. Ask the new speakers and listeners to come together and:
   - Tell the ‘new’ speakers to think of a short personal story to tell.
   - Divide the ‘new’ listeners into good and bad listener groups, instructing each sub-group as before.

6. Repeat the activity, allowing about 15–20 minutes.

Discuss:
1. Ask the community members to discuss their experiences as listeners:
   - What were the differences in how the speaker behaved when you were a good listener versus a bad listener?
   - How did it feel to be a good listener? What was easy? What was difficult?
   - How did it feel to be a bad listener? What was easy? What was difficult?

2. Ask the community members to discuss their experiences as speakers:
   - How did you know the community member was listening? Not listening?
   - How did it feel when you were speaking to someone who was listening? Not listening?
   - How well could you tell your story when you were talking to someone who was listening? Not listening?

Summarise:
Wrap up by mentioning to the community members that listening to children with love and understanding is the most important quality that an adult can have to encourage children to come to them for advice and assistance.
Activity 2.3

GENDER BOX

Main Message
Society has developed different expectations for boys and girls. These are referred to as gender stereotypes and gender norms. These expectations can limit future opportunities for boys and girls and may even lead to violence against children.

Activity objective
After this activity, community members will understand the nature of gender norms and how they impact the lives of boys and girls.

Preparation
- Organise the participants in a circle.
- Prepare separate symbols of a boy and a girl on small pieces of paper.
- Prepare a girl gender box and a boy gender box on two separate pieces of flipchart paper. Ensure that there is space for writing inside and outside of each gender box.

Materials needed: Flipchart paper, a marker and boy and girl gender boxes.

Explain: Explain that the purpose of this activity is to reflect on the different expectations that people have for boys and girls and to consider how these expectations impact the lives of boys and girls. Say that the participants will be playing a game called ‘Gender Box.’

Begin Part 1:
1. Ask everyone to form a circle. Then, demonstrate and practice the ‘slap-clap-snap’ rhythm.
2. Explain that at any point in the slap-clap-snap rhythm, you will point to a person and say either ‘boy’ or ‘girl.’ Then, the person you point to should give a personality trait, physical characteristic or type of chore or occupation associated with the sex that is mentioned (i.e., boy or girl).

3. Explain that rhythm should stop once someone is selected to be sure that his or her response is heard. Inform the community members that they should be quick and say the first thing that comes to their mind.

4. Lead the game as above by pointing to different community members in the circle and saying ‘boy’ or ‘girl.’ Continue until a variety of personality traits, physical traits, work at home or school or future occupations are mentioned.

5. Pause the rhythm briefly and explain that you are now going to change the game slightly.
   - This time when you point to someone you will say either ‘not a boy’ or ‘not a girl’.
   - The person selected will name a characteristic, work or a career that is not associated with the gender mentioned.
   - Give one-two examples, such as, ‘If the facilitator says “not a boy,” the participant might say “cry” because they believe a boy is not supposed to cry.’

6. Start the rhythm again, and when you point to a participant, say ‘not a boy’ or ‘not a girl.’ This time, the co-facilitator (with a drawing if possible) records what the community members say Outside the Boy Gender Box or the Girl Gender Box, as appropriate.

Discuss:
1. Take the prepared symbol of a boy and tape it on top of the girl symbol in the Girl Gender Box. Ask the group if they see any reason why the qualities given for girls (in the Girl Gender Box) could not also be observed in boys. Do the same for the Boy Gender Box.

2. When biological characteristics are mentioned, emphasize that these characteristics differentiate boys and girls according to their sex and are given by birth.
3. Discuss traits that are not biologically determined by pointing out the qualities in the boxes that are not given by birth. Ask the community members if they can remember when and/or how they learned to define these characteristics or occupations as ‘boy characteristics’ or ‘girl characteristics.’

Facilitator Tips:
Encourage responses that suggest that these associations are learned. Highlight responses that suggest that these differential expectations for boys and girls were established by society and culture.

4. Point to one of the words outside of the Girl Gender Box and say, ‘A girl is not ________,’ completing the sentence with the word you are pointing to. For example, ‘A girl is not strong’.

- Ask community members if they disagree with this statement and then ask them to explain why.
- Continue to lead the discussion around the ‘not’ for both boys and girls, asking if anyone disagrees with each statement.

5. Have participants give examples of women or men who have any of the qualities identified for the opposite sex and how this has made them a better person or given them more opportunities in their life.

An Example:
A man may have learned to be a good cook as a youth because his mother passed away and he was left to take care of the children. The youth grew up to get a good job as a cook in a restaurant.
6. After the discussion, ask the participants to propose which ‘not’ statements on the blackboard should be erased because they are not always true.

**Begin Part 2:**

1. Ask the participants to form small groups of two–three.
2. Mention each question and give the groups about three–five minutes to discuss before going on to the next question.
   - How can behavioural expectations for girls put them at risk of sexual violence?
   - How can behavioural expectations for boys lead to sexual violence?
   - How do gender roles reduce the choices that boys and girls have in their future?
3. When finished, lead a discussion around each of the questions. Encourage as many volunteers as possible to share their groups’ ideas about these questions.

**Facilitator Tips:**

If not mentioned, guide participants to think about boys living up to expectations to ‘be a man’ and girls being submissive and quiet. These are two examples of how gender stereotypes can lead to all forms of violence against children in schools, including bullying, corporal punishment and sexual violence.

**Summarise:**

Wrap up the activity by reinforcing the fact that society determines the different expectations for boys and girls. Mention that these different expectations for boys and girls are passed on from generation to generation and can:

- Limit the opportunities for boys and girls; and
- Lead to violence against children in schools.
Activity 2.4

STATUS GAME

Main Message
An individual’s social status can affect how they treat others. Differences in social status or ‘power’ between two people can be a source of violence.

Activity objective
After this activity, community members will understand how a difference in power between two people can lead to violence against children.

Preparation
- Prepare the following role tags and others, as needed, making one for each community member (draw pictures if possible):
  - P2 Boy, P6 Boy, P2 Girl, P6 Girl, Orphan, Disabled Child, Head Teacher, Male Teacher, Female Teacher, School Cook, Female Parent, Male Parent, Wealthy Man, Out-of-School Youth, Religious Leader, Village Chief, School Management Committee Chair, Member of Parliament, Military Man, Policeman, Probation Officer, and Community Development Officer

  Materials needed: Role tags, tape and a bell or drum

Explain: Explain that the purpose of this activity is to introduce the idea that differences in power between two people can lead to VACiS.

Begin:
1. Give a role tag to each community member and ask him or her to tape it to the front of his or her shirt or dress so that it is easily visible.
2. Ask the community members to walk around the meeting area, greet each other and have very brief verbal exchanges based on their assigned roles (about two–three minutes per exchange). Ring a bell or make another audible signal at the end of each 2-3 minute segment to remind community
members to greet someone new. Remind the participants that they should play their roles, not themselves!

3. After about 15 minutes, stop the game and ask the community members to return to their chairs but keep their role tags taped to their chests.

Discuss:
1. Ask the community members to sit quietly for about one minute and reflect on their experience. Then, ask them to share how they felt during the activity and what they learned.

2. When the participants have shared their experiences, mention the following questions:
   - What was different about the exchanges when the statuses of the two persons were different (e.g., a P2 girl and a teacher)? What about when their statuses were the same (e.g., two P2 girls or two teachers)?
   - How did it feel to have a lower status than the other person? A higher status?
   - How does this game reflect the society we live in?
   - How could violence happen if one person has more power than another?

3. Select two roles and ask the participants assigned to these roles to come to the front of the room. The two roles should represent a power difference based on one or more of the following: male gender, authority, age, wealth, political authority or physical or military strength.

4. Repeat this process for a variety of role pairs. For each pair of roles, ask the following questions:
   - Of these two roles, who had more power?
   - Why does this person have power over the other?
   - How could the person with power be a role model and a support to a person without power?
   - How could the power difference between these two people result in the person with less power being harmed by the person with more power?
   - What are some examples?

Some Examples of Role Pairs
- Head Teacher and Teacher
- P6 Boy and P2 Boy
- Male Policeman and Mother
- Male Teacher and P6 Girl
- Female Teacher and Mother
- Wealthy Man and P7 Girl

Summarise:
Wrap up by saying that, when misused, differences in power between two people can be a source of violence against children, but that such differences can also be a source of support.
Activity 2.5

THE MEANING OF POWER AND CONSENT

Main Message
Power is often used to coerce consent from a less powerful person to do something they do not want to do. This is forced consent. Under no circumstances can forced consent be used to justify causing harm to children or denying them their basic rights.

Activity objective
After this activity, community members will understand how a difference in status or ‘power’ between two persons can lead to violence against the person with less power, especially when that person is a child.

Additionally, the community members will understand that under no circumstances can forced consent be used to justify causing harm to a pupil.

Preparation
- Organise the participants into groups of four–five and assign a co-facilitator to each group.
- Write out one copy of each power scenario (attached at the end of this Activity) and distribute it to the co-facilitator.
- Write a copy of the talking points (below) on the blackboard or a flipchart.
- Have the co-facilitators translate their scenarios and practice telling or reading the scenario in the local language.

Materials needed: Power scenarios and questions

Talking Points:
- Who has the power in this situation and why?
- Is force being used in this story?
- What in this story reflects a belief that could harm or deny the pupil his or her rights?
- What will be the impact on the child’s life if this situation continues?
- What advice would you give to each individual?
Explain: Explain that the purpose of this activity is to become more aware that differences in status or ‘power’ between two persons can lead to violence against the person with less power, especially when that person is a child.

Begin:
1. Divide the community members into six groups, with a co-facilitator assigned to each
2. Give groups 15 minutes to listen to the power scenario and discuss the talking points.
3. When finished, give each group 5 minutes to:
   • Tell their story verbally
   • Discuss the talking points
   • Ask the audience for comments or questions

Facilitator Tips:
Give about three minutes for each talking point. Move around to ensure that the groups are covering all the talking points.

Facilitator Tips:
If it does not come up in the presentation, mention how, in the scenario being discussed, consent may have been forced or coerced.

Discuss:
Lead a discussion that guides the community members to think about the reasons pupils could be coerced to do something they do not want to do.

Ask the participants:
• How could pupils at school or traveling to and from school be coerced to give consent to do something they do not want to do?
• Why might it be difficult for a pupil to say ‘no’?
• What things keep pupils silent and stop them from reporting when they have been a victim of violence from a teacher, a fellow pupil or someone they encountered walking to or from school?

Summarise:
Emphasize that no act of violence perpetrated by a teacher towards a student can be justified by saying that a student gave their consent.
Power and Consent Scenarios

Scenario 1
Sarah dreams of becoming a doctor, and her teachers told her about scholarship opportunities she could apply for if she keeps up her studies. Sarah decides to tell her father that she wishes to apply for a scholarship to study in the capital city. On the day she chooses to speak to her father about this, he tells her he has arranged for her to marry a very wealthy man from the next village, and she will have to discontinue her studies. Sarah has never met the man and does not want to get married, but she respects her father and was raised not to disagree with her parents. Although she is very sad, she agrees to marry the man and is forced to drop out of school.

Scenario 2
Grace has just turned 14. Grace is a good student, but keeping up with her studies is difficult because her father is away working in the town/city, and her mother is sick. Every day when Grace comes home from school, she has to cook, clean and care for her younger siblings. One day, as she is walking home from school, a man in a very nice car pulls up next to her and offers her a ride home. She gets in the car because the man looks nice and must have a lot of money. While in the car, the man begins to rub her leg in a way that makes her uncomfortable. He then tells her he would be happy to give her a little money in exchange for a few favours that she might do for him. He tells her it is ok and that all girls her age enjoy these favours. She does not want to do these things with this man, but a little extra money would help her with her school fees and assist her family.

Scenario 3
Mrs Musoke is a teacher at a primary school and often has morning duty to monitor the students whilst they are playing outside before school. She notices that the boys and girls play separately, which is normal at this grade level. One of the girls is older and much larger than the other girls. She is always with a group of girls and picks on the younger girls. One day, Mrs Musoke notices that this group of girls is being very cruel to a smaller girl; some are running up and pinching her breasts, and the smaller girl is crying. The other girls are calling her names and teasing her. Mrs Musoke can tell that the smaller girl is upset, but she thinks this sort of teasing is normal, so she leaves the girls alone.
Scenario 4
Mr Lule, the maths teacher, lives in a very small village far away from his family. He has been sent by the ministry to teach for two years in a rural area. He does not make a lot of money. He feels that having students do chores for him is one of the benefits of teaching so far from home. He believes that girls are not very good at maths. So, during maths class, he often picks two of his girl students to go to his house and clean it. The girls have never said that they minded doing the chores, but he notices that they always look tired. Also, his colleagues have said that the girls have begun to do poorly in the other subjects.

Scenario 5
Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in science, and her teacher has offered to give her extra help. One day, she stays after school, and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very humiliated and uncomfortable, but she is afraid to speak up against the teacher. She decides she will fail science rather than ask this teacher or any other teacher for help again.

Scenario 6
Thomas is always late for class. No matter what he does to try to get there on time, his mother always has him do something around the house before he leaves for school, which makes him late. Sometimes, he does not even want to go to school because of the punishment he receives from his teacher for being late. She makes him stand in front of the class, and she twists his ear until he cries. The teacher does this to most of the boys and says it will make them men.
Activity 2.6

VOTE WITH YOUR FEET

Main Message
People have different attitudes and beliefs about society’s expectations of boys and girls. It is important to recognise our own attitudes and beliefs about gender roles and stereotypes and to respect and withhold judgment when the beliefs of others are not the same as our own.

Activity objective
After this activity, community members will recognise that people hold different attitudes and beliefs about what they expect from boys versus girls.

Preparation
- Make three signs—‘Agree’, ‘Disagree’ and ‘Not Sure’—and post them in different areas of the room or outside area.
- Select and prepare a list of 10 controversial statements about gender stereotypes and norms (see right for an illustrative set of Controversial Statements).

Materials needed: Agree, Disagree and Not Sure signs; tape; and list of Controversial Statements

Facilitator Tips:
You may ask the community members ahead of time to write or tell you some controversial statements related to gender norms or gender stereotypes. Write these down and consider using some of the statements in the activity.

Explain: Explain that the purpose of this activity is to highlight the attitudes and beliefs that communities have regarding the social expectations of boys and girls, such as expectations about how boys and girls should behave, what types of work they should do at home and their future career opportunities.

Begin:
1. Tell the community members that you will read some controversial statements. Ask them to think about each one and decide whether they ‘agree’ or ‘disagree’ with the statement or if they are ‘not sure’.
2. Point out the three different signposts: ‘Agree’, ‘Disagree’ and ‘Not Sure.’ Tell the community members to ‘vote with their feet’ by walking to the signpost that represents their opinion about the statement.

3. Tell the community members that they can change their minds and move their position at any time. In fact, some people are expected to change their minds. Encourage the community members to move to a new sign if they change their minds.

4. Read each statement, one by one. After the community members ‘vote with their feet,’ ask volunteers to share why they agreed, disagreed or were not sure. Ask and allow the community members to change their minds. When finished, have the community members return to their seats for a discussion.

Controversial Statements

- It is more important for boys to get an education than girls.
- It is okay for teachers to ask pupils to do chores around the school, even if they miss their classes.
- Bullying is a normal part of growing up that students must accept.
- Pupils should remain silent if they are touched inappropriately at school.
- It is acceptable for teachers to ask a pupil to go to the teachers’ quarters.
- Only girls experience sexual harassment or abuse in schools.
- Teachers are helpless to do anything about preventing violence in schools.
- The humiliation of a pupil in public is not a form of violence.
- Students should respect their teachers at all times, even if they beat them.
- Pupils have a right to speak their opinion about how they are disciplined.
- If I hear about a teacher sexually harassing a pupil, it is my responsibility to report this to the head teacher.
- If a girl’s shirt is too tight, she deserves to be sexually harassed.
- Community members have an active role to play in supporting the school.
- Pupils who do poorly on a test deserve to be caned, even if they studied hard.
Discuss:
Lead a discussion around the following questions:
1. How do you think social norms influenced your answers?
2. How do you think social norms influence how you think about violence?
3. Did anyone want to change their opinion after listening to the discussion? What persuaded you to change your opinion?

Summarise:
Recognising our own attitudes about gender stereotypes and hearing the opinions of others help us to think about how societal norms influence our opinions and behaviours. Some of us may want to rethink our attitudes in order to support the pupils we teach.
Theme 3
Child Protection Basics
Activity 3.1

HAND OF RIGHTS

Main Message
Children have rights, just like adults, and everyone in the school and community has a role in supporting and protecting these rights.

Activity objective
After this activity, community members will recognise that there are certain rights that all people—adults and children—hold. Additionally, community members will understand their role in protecting the rights of children.

Preparation
• Read Childrens Act on page 140.
• Write the talking points and discussion questions on the blackboard.

Materials needed: Paper and marker for each participant

Talking Points
• How would you describe this right? What are some examples?
• What can parents or community members do to ensure that this right is upheld?
• What could parents or community members do to deny a child this right?
Explain: The main objective of this activity is to understand that children have rights that are unconditional and that everyone in the school and community has a role in supporting and protecting these rights. Explain that they will begin by learning about adult and child rights. To do this, they will first discuss the types of rights they have as adults. Then, they will talk about what types of rights all children should have.

Begin:
1. Ask the community members to make their ‘Handful of Rights’ by drawing an outline of their hand on a piece of paper and writing a human right that is important to them in each finger.
2. When they have completed their drawings, invite the community members to share with the group what they have in their ‘Handful of Rights.’ As they mention the rights, write them on a flipchart or the blackboard. If a right is mentioned more than once, put a tick (✓) by that right to record each time a community member said it.
3. Ask everyone to look at the drawing of his or her ‘Handful of Rights’ and say, ‘Should children have these same rights?’ Ask the community members to draw another hand and fill in the fingers, this time with the rights children should have.
4. When they have completed their drawings, invite the community members to share with the group what they wrote in their ‘Handful of Rights’ for the child. Write these on the blackboard, placing tick marks next to those that are mentioned multiple times.

Discuss:
1. Lead a discussion guiding participants to recognise that the rights of both adults and children should not be taken away and are unconditional.
2. Ask community members to:
   - Divide into small groups of three–four people.
   - Choose one child right.
   - For the child right they have selected, discuss the talking points.
3. After 15 minutes, ask groups to name their right and say:
   - What they can do to ensure this right is upheld.
   - What they might do to deny children this right.
4. At the end of each presentation, ask the audience comments and questions.

Summarise:
Wrap up the session by saying that by protecting the rights of children, you increase the opportunities for all children and help protect them from violence.
Activity 3.2

PROTECTING THE RIGHTS OF THE CHILD

Main Message
The rights of the child are written into international and national legislation.

Activity objective
After this activity, community members will understand certain rights of children that are protected by the Uganda Children’s Act Amendment 2016, the Penal Code, and the United Nations Convention on the Rights of the Child (UNCRC) and will understand their role in upholding these rights.

Preparation
- Review the full descriptions of Articles 2, 12, 19, 28 and 29 from the UNCRC, which is attached at the end of this activity.
- Identify five literate community members to assist each group.
- Write the core elements (see the text box right) of the five selected UNCRC Articles (see attached to the end of this activity) on the blackboard or flipchart.
- Write the talking points on the blackboard or flipchart.
- Have the co-facilitators translate their assigned UNCRC Article and practice telling or reading it in the local language.

Talking Points
- Discuss the UNCRC Article they are assigned with practical examples.
- What can community members do to ensure that this right is upheld?
- What could a community member do to deny a child this right?

Materials needed: A list of the core elements of the five UNCRC Articles and Talking Points on a flipchart, pen and paper for each group.
**Explain:** The main objective of this activity is to understand that children have rights that are unconditional, and everyone in the school and community has a role in supporting and protecting these rights. We will begin by learning about adult and child rights. To do this, we will first discuss the types of rights we have as adults, and then talk about what types of rights all children should have.

**Begin:**
1. Introduce the five UNCRC Articles. Lead a discussion about each Article, asking participants to give their views on the Article and an example.

| Article 19: Protection from all forms of violence. | Article 28: Right to education that is free. |
| Article 29: Goals of education to develop each child’s personality, talents and abilities to the fullest. |

2. Organise the community members into five groups. Each group should:
   - Be assigned one of the UNCRC Articles;
   - Read the assigned Article, assisted by the co-facilitator; and
   - Discuss the talking points written on the blackboard or flipchart.

**Discuss:**
1. After the small group discussions, give each group about two–three minutes to present and discuss the talking points to the entire group.
2. After each presentation, ask the rest of the group to add additional examples of what community members can do to uphold or deny children their rights.
3. When all groups have finished, ask if there are comments or questions.

**Summarise:**
Wrap up by saying that as advocates of child rights, community members have the ability to make their school and community safe and positive places for social development and learning, which is a fundamental right of the child according to the Uganda Children’s Act.
Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn’t matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making—not give children authority over adults. Article 12 does not interfere with parents’ right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognises that the level of a child’s participation in decisions must be appropriate to the child’s level of maturity. Children’s ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour—ones that are non-violent, are appropriate to the child’s level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.
**Article 28 (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way—without the use of violence. Any form of school discipline should take into account the child’s human dignity.

Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.
Theme 4
Violence against Children in Schools
REFLECTION ON VIOLENCE

Main Message
Empathy and compassion for the challenges children face can ignite commitment from parents and other community members to ensure that all children have equal opportunities, including the opportunity to receive an education that is free from violence.

Activity objective
After this activity, community members will understand that most people have faced limiting opportunities in their lives because of the different expectations of boys and girls in society and that many experienced some form of violence as children.

Preparation
- Review the Guided Reflection: Hopes and Dreams (right).
- Organise the community members into small, same-sex groups of three–four men or women each.

Explain: Explain that the purpose of this activity is for community members to have a chance to reflect on the different expectations of parents and the community for boys and for girls when they were young and how these expectations affected their lives.

Explain that this is a guided reflection activity during which the community members will close their eyes to visualise their past experiences.

Begin:
1. To prepare for the reflection, ask participants to:
   - Position their chairs so that they are sitting with some space around them, slightly apart from the other chairs.
   - Close their eyes and sit quietly, focusing on their breathing as they relax and get ready for the reflection process.
   - Sit quietly for a minute, thinking about when you were of primary school age, about 7 to 12 years old.
2. Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.

Guided Reflection: Hopes and Dreams

a. Think about when you were a young girl or boy about 7-12 years old. What hopes and dreams did you have at the time?
b. Think of a normal day in your home. How does it feel to be at home? What makes you feel happy? What makes you feel unhappy?
c. If you are a boy, think about what it is like to be a boy in your home. If you are a girl, think what it is like to be a girl in your home. Do you have any memories of being treated differently because of your sex?
d. Now think about preparing your day. You are walking to school or perhaps the market or elsewhere. Who did you normally walk with? Did you ever have a bad experience walking? If so, what happened?
e. Think about approaching school or the market. Think about the things that you were excited about as you walked. Think about the people in your community or school.
f. Think about an experience you had that was especially positive. Who were you with? What made this a happy experience?
g. Think about an experience you had that was disturbing, hurtful or humiliating. Did you tell anyone about this experience? If so, were you comforted and assisted? If you didn’t tell anyone, think about why you did not.
h. Now, recall your trip back home from the school, market or elsewhere. How did you feel about returning home? What did you expect to find when you returned home?
i. Think about the times you spent at home or in the community. How did these times feel? Who were you with?
j. In looking back at your days as a child, was there anything that kept you from realising your hopes and dreams?

3. After the guided reflection, ask the community members to take about one–two minutes to sit quietly and think about these memories.

4. Ask the participants to turn to the members of their small, same-sex groups and share any aspects of their personal stories that they feel comfortable talking about. Allow about 15–20 minutes for this discussion and then return to the larger group.
Discuss:
1. Invite volunteers to share any stories with the group if they feel comfortable.
2. Lead a discussion about what aspects of their experience growing up may have served to help or hinder them in achieving their dreams.
3. Ask the community members to consider what aspects of their experiences growing up they would want to change for children today.

Summarise:
It is the empathy and compassion we have for children’s personal struggles to succeed despite the challenges they face that can ignite the commitment from all parents and community members to provide equal opportunities for boys and girls and to eliminate all forms of violence against children in schools (VACiS).
Activity 4.2
IMAGES OF VIOLENCE

Main Message
Children face many different forms of violence every day. Understanding the different forms of VACiS is the first step to preventing it.

Activity objective
After this activity, community members will understand more about the many forms of violence that children face in and around schools.

Preparation
• Ensure that this activity is conducted in a community hall where the community members can come together in groups to work on a common art project.
• Organise the participants into groups of four–five.
• Label the wall space ‘Images of Violence’ in which the maps can be displayed.
• Distribute flipchart paper and coloured markers to each group.

Materials needed: Flipchart paper, coloured markers or crayons, paper and pencils.

Explain: Explain that the purpose of this activity is for community members to understand more about the many forms of violence that children face in and around schools. In this activity, they will work in groups to develop an ‘Images of Violence’ poster.

Begin:
1. Organise groups of four–five participants at a table and supply them with flipchart paper and markers or crayons. Ask the participants to write the word ‘Violence’ across the top of the paper.
2. Give the participants about one minute to reflect on the word ‘violence’ and then ask them to draw images of the types of violence that children face in and around schools. Encourage all community members in the groups to take part in the drawing.

Another Way: Try using local materials such as sticks to draw the act of violence on the ground.
3. After about 15–20 minutes, ask the groups to tape their posters on the wall labelled ‘Images of Violence.’

4. Ask the community members to take a gallery walk to view the posters, noting similarities and differences or unusual images. Allow the participants about 10 minutes to view the images.

Discuss:
1. Invite as many volunteers as possible share the feelings that came up for them when viewing the images.

2. Explore what the community members noticed about the following:
   - The different types of violence and the most common acts of violence;
   - Similarities they saw in the images;
   - Characteristics of the typical perpetrators of violence (e.g., male, female, teacher or pupil);
   - Characteristics of the typical victim;
   - Types of violence perpetrated against girls; and
   - Types of violence perpetrated against boys.

Note to Facilitators:
If not brought up by a participant, mention that people usually imagine an adult man as the perpetrator and a girl pupil as the victim. Additionally, the form of violence that most people think of is physical.

Summarise:
To wrap up, mention that boys, girls, men and women can be perpetrators and victims of violence. Remind the community members that violence comes in many forms, including verbal abuse, name-calling, threats and sexual harassment, in addition to physical forms of violence.
Activity 4.3

BULLYING

Main Message
Bullying is an act of violence that can be physical or emotional and is harmful to pupils. Bullying can cause depression, absenteeism and poor school performance.

Activity objective
After this activity community members will be aware of the many different acts of bullying that pupils experience and will understand how bullying negatively affects pupils’ learning.

Preparation
• Review the Information Brief: SRGBV Definitions and study the definition for bullying.
• Organise community members into 5 groups, making sure that one person in the group can read and write.
• Cut 40 pieces of paper (10 cm x 8 cm) and distribute 8 pieces of paper and one marker to each group.
• Prepare a Bullying Gallery on the blackboard or empty wall as follows:

Do More:
In advance of the activity, interview some pupils and have them tell you about the different acts of bullying that they experience in and around school. Write the different acts of bullying that the pupils mention on separate pieces of paper to be shared during this activity.

Materials needed: Bullying Scenario, 40 papers (10 cm x 8 cm), markers, tape

BULLYING

• Read and practice telling the bullying story (next page) in the local language.

What is SRGBV?
SRGBV stands for school-related gender-based violence, and consists of corporal punishment, bullying, and sexual harassment and violence. You will learn more about SRGBV through these 3 activities.
Bullying Story:
John plays football with his classmates after school every day. One day, his classmate, Peter, kicked the football to him, and John missed it. Peter shouted, “You play like a girl, John!” That same day, John caught the pass and tried to make a goal, but missed. The other team got the ball. Once again, Peter shouted at him, this time shouting something very mean, “Your mom could play better than you!” The next day, when John came to join the team, everyone ignored him. Although John was on the field, no one ever passed a ball to him. His friends were doing this on purpose to leave him out of the game. After two days, John did not come back to play football after school. He felt very sad and could not concentrate in class. He wanted to quit school.

**Explain:** Explain that the purpose of this activity is for community members to become aware of the many different acts of bullying that pupils experience in school and to develop an understanding of how bullying negatively affects pupils’ learning.

Read the bullying scenario (above) to the group and follow with a few discussion questions, such as:

- What are the different things the pupils did that were unkind to John?
- Were these physical or non-physical behaviours?
- Would you call this violence? Why or Why not?
- What are the possible negative outcomes of this story?
Note to Facilitators:
Point out that bullying can be physical such as pushing or kicking, but also non-physical such as in John’s story. Note that when pupils ‘leave their fellow pupils out’, this is also bullying. Mention that both physical and non-physical forms of bullying are acts of violence against children in school.

Begin:
1. Organise community members into 5 groups and distribute 8 papers and a marker to each; a person who can read assigned to each group.
2. Give 10 – 15 minutes for the groups to:
   - Discuss different acts of bullying
   - Decide on 8 acts of bullying
   - Draw a picture and/or write a word representing each of the 8 acts of bullying, one on each piece of paper.
3. While all gathered around the bullying wall, select one group and invite a spokesman for this group to:
   - Name the act of bullying on each paper, one by one
   - Give it to the co-facilitator, who tapes it on the wall in a single row
   - Continue for all four acts of bullying

Note to Facilitators:
Mention that in this activity we are not including acts of bullying that are sexual such as sexual harassment. Tell the community members that we will be discussing sexual harassment and other forms of sexual violence during a separate Journeys activity.
4. Go to each of the 4 remaining groups, one by one, and ask if they have any acts of bullying that are different from the ones previously mentioned. If so, ask a spokesperson for the group to:

- Name the new act of bullying, which was not mentioned before
- Give it to the co-facilitator, who tapes it on the wall in the same row

5. When all of the different acts of bullying have been taped to the wall, point to and name each different act posted in a single row on the wall.

- Ask the groups to come up and tape their remaining acts of bullying directly under the pictures (or words) that they match.
- Alternatively, ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match.

6. Give the community members about 5 – 10 minutes to study the pictures on the wall before asking them to return to their seats for discussion.

Discuss:
1. While gathered around the “Bullying Wall” lead a discussion about the nature of bullying, asking questions such as the following:

- What were some of the most common acts of bullying mentioned?
- What other acts of bullying can you think of, which were not mentioned?

2. Invite volunteers to discuss situations where a pupil was seriously and negatively impacted by bullying.

3. Ask community members to share ideas they have about what they can do to eliminate bullying from schools and community?

Summarise:
Summarise by saying that bullying is an act of violence that can be physical or emotional and is harmful to pupils. Bullying has been shown to cause depression, absenteeism and poor school performance.
Activity 4.4
CORPORAL PUNISHMENT

Main Message
Harsh punishment of any kind, either physical or verbal is an act of violence and is against the law in Uganda. Harsh punishment of any kind is corporal punishment and brings harm to pupils. Pupils have a right to an education that is free from violence.

Activity objective
After this activity community members will better understand the different acts of corporal punishment and better understand how harsh forms of punishment can cause depression and lower pupil attendance and school performance.

Preparation
- Review the Information Brief: SRGBV Definitions and study the definition for corporal punishment.
- Community members organised into 5 groups, making sure that one person in the group can read and write.
- Cut 40 pieces of paper (10 cm x 8 cm) and distribute 8 pieces of paper and one marker to each group.
- Prepare a Corporal Punishment Gallery on the blackboard or empty wall:

  CORSORAL PUNISHMENT

  • Read and practice telling the corporal punishment story (next page) in the local language.

Materials needed: Corporal Punishment Scenario, 40 sheets of paper (10 cm x 8 cm), markers, tape.

Do More:
In advance of the activity, interview some pupils and have them tell you about the different ways that their teachers punish them in school. Write the different acts of harsh punishment that the pupils mention on separate pieces of paper to be shared during this activity.
Corporal Punishment Story:
Sarah is not a good reader. She will not raise her hand to read in class because she is afraid that she will make a mistake. One day, Sarah’s teacher called on her to read one page from their language book in front of the class. She struggled to pronounce all of the words correctly. The teacher shouted at Sarah and told her to sit down. The teacher told Sarah that she must practice reading more often and that she would call on her again. Sarah practiced every day after school. When the teacher asked Sarah to read again, she could read the story, but Sarah was still nervous because the teacher was holding a cane. Sarah started reading very well, but she struggled on some of the words at the end of the story. This time, the teacher made Sarah kneel in front of the class because she could not read the difficult words. After school, some of her classmates pointed at her and called her “stupid.” Sarah does not want to go to school any more.

Explain: Explain that the purpose of this activity is for community members to become aware of the many different acts of corporal punishment that pupils experience in school and to develop an understanding of how corporal punishment negatively affects pupils’ learning.

Read the corporal punishment scenario (above) to the group and follow with a few discussion questions such as:

- How did the teacher in this story punish Sarah?
Note to Facilitators:
Point out that corporal punishment is not only physical violence such as caning and twisting an ear, but public humiliation caused by shouting at a pupil or calling a pupil names is also a form of corporal punishment.

Any form of harsh punishment, physical or non-physical is corporal punishment and is against the law.

Begin:
1. Organise community members into 5 groups and distribute 8 papers and a marker to each; with a person who can read assigned to each group.

2. Give 10 – 15 minutes for the groups to:
   - Discuss different types of harsh punishment or ‘corporal punishment’
   - Decide on 8 acts of corporal punishment
   - Draw a picture and/or write a word representing each of the 8 acts of corporal punishment, one on each piece of paper.

3. While gathered around the corporal punishment wall, select one group and invite a spokesman for this group to:
   - Name the act of corporal punishment on each paper, one by one
   - Give it to the co-facilitator, who tapes it on the wall in a single row
   - Continue for all four acts of corporal punishment

4. Go to each of the 4 remaining groups, one by one, and ask if they have any acts of corporal punishment that are different from the ones previously mentioned. If so, ask a spokesperson for the group to:
   - Name the new act of corporal punishment, which was not mentioned before
   - Give it to the co-facilitator, who tapes it on the wall in the same row

5. When all of the different acts of corporal punishment have been posted, point to and name each different act posted in a single row on the wall.

Do More
If pupils have been interviewed beforehand, tape the acts of harsh punishment given by the pupils on the wall, slightly away from those the community members posted. Ask community members what the pupils mentioned that they missed?
• Ask the groups to come up and tape their remaining acts of corporal punishment directly under the pictures (or words) that they match.

• Alternatively, ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match.

• Give the community members about 5 – 10 minutes to study the pictures and words on the wall before asking them to return to their seats for discussion.

Discuss:
1. Lead a discussion about the nature of corporal punishment, asking questions such as the following:
   • What were some of the most common acts of corporal punishment mentioned?
   • Which acts of violence posted are physical and which are non-physical?
   • If pupils’ were interviewed, ask:
     What are acts of corporal punishment mentioned by pupils that were not mentioned by the community members?

2. What are some positive alternatives to corporal punishment in the classroom?

3. Ask community members to share ideas they have about what they can do to eliminate corporal punishment from schools and community?

Summarise:
Wrap up by saying that corporal punishment is an act of violence that can be physical or emotional and is harmful to pupils. Corporal punishment has been shown to cause depression, absenteeism and poor school performance.
Activity 4.5

SEXUAL HARASSMENT AND ABUSE

Main Message
Verbal harassment, physical sexual assault and coercion are all acts of violence. Any act of sexual harassment or physical sexual assault when perpetrated against a child by a teacher is against the law according to the Uganda Children’s Act and Penal Code Act. Sexual harassment and physical sexual assault have longstanding negative impacts on a pupils’ life, including depression, absenteeism, lowered school performance and dropping out of school.

Activity objective
After this activity community members will be aware of the many different acts of sexual harassment and sexual assault that pupils experience and will understand the longstanding negative affects that this has on pupils.

Preparation
• Review the Information Brief: SRGBV Definitions and study the definition for sexual violence.
• This activity is best conducted in a hall or classroom.
• Community members are organised into six same sex groups (men and women), making sure that one person in the group can read and write.
• Cut 48 pieces of paper (10 cm x 8 cm) and distribute 8 pieces of paper and one marker to each group.
• Prepare two spaces on different wall areas of the room, labelled, ‘SEXUAL VIOLENCE’. One wall space will be for the women’s groups and one for men’s groups.

SEXUAL VIOLENCE

• Translate and practice reading
Helen’s story (below) in the local language. Helen’s Story is for both the men’s and the women’s groups.

Materials needed: Helen’s Story, 20 sheets of paper (10 cm X 8 cm), markers, tape

Helen’s Story:
Helen walks to school every day with other girls in the village. Boys also walk to school, but not with the girls. Sometimes the boys yell things at the girls such as, “Hey beautiful, will you marry me?” All of the boys laugh, and sometimes the girls laugh too. One day, one of the boys named John came up to Helen in the group and grabbed her shirt, pinched her bottom, and ran back to the group of boys who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often yelled things at her, calling her “sexy girl” or saying, “Marry me Helen,” or “Come home with me Helen,” in front of the other boys who always got a good laugh. One day, John went too far and pulled Helen’s shirt down, exposing her breasts. Helen’s friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys told him that she was going to tell the teacher if he did not stop bothering Helen.
**Explain:** Explain that the purpose of this activity is for community members to become aware of the different acts of sexual violence that pupils experience in and around schools and to understand the long term negative effects this violence has on pupils.

Read Helen’s Story (left) in the local language, and then follow this with a few discussion questions, such as:

- What are the different things that happened in this story that were unkind and directed to Helen?
- Is this something that might happen in your school?
- Are the things that happened to Helen physical or non-physical?
- Would you call this violence? Why or why not?
- How could this violence hurt Helen’s life?

**Begin:**

1. Organise community members into 6 groups (men and women) and distribute 8 papers and a marker to each; a pupil assistant assigned to each group.

2. Give 10 – 15 minutes for groups to:
   - Discuss different acts of sexual harassment and violence.
   - Decide on 8 acts of sexual harassment or sexual violence
   - Either draw a picture or write a word representing each of the 8 acts of sexual violence, one on each piece of paper.
   - When finished, move their chairs to gather around the ‘Sexual Violence Wall’ (separate wall spaces for men and women)

3. The women groups and men groups work separately, gathered around one of the walls labelled ‘Sexual Violence.’ A spokesman for one of the men groups and one of the women groups is invited to:

**Note to Facilitators:**

Point out that sexual violence involves any physical act that feels unwanted and makes a pupil feel uncomfortable such as:

- Any ‘bad touches,’ touching a leg, buttock, breast or penis.
- Forced kissing or other sexual act.

Sexual violence also involves non-physical acts such as:

- Making verbal comments about a pupils’ body such as ‘You have big boobs’ or ‘You look like a girl’ or ‘Marry me’.
- Exposing body parts of or to a pupil.
- Showing sexual pictures or videos.

Mention that both physical and non-physical forms of sexual harassment are violent and boys and girls and men and women can be the ones who perform these acts or can be the ones who are targeted.
• Name the acts of sexual violence on each paper, one by one.
• Give it to the co-facilitator, who tapes it on the wall in a single row.
• Continue for all four acts of sexual harassment and abuse.

4. Go to each of the 2 remaining groups (within the men or women groups) and ask if they have any acts of sexual violence that are different from the ones previously mentioned. If so, ask a spokesperson for the group to:
   • Name the new act of sexual violence, which was not mentioned before
   • Give it to the co-facilitator, who tapes it on the wall in the same row

5. When all of the different acts of sexual violence have been taped to the wall, point to and name each of the different acts of sexual violence posted on the wall
   • Ask the groups to come up and tape their remaining pictures (or words) directly under the pictures (or words) that they match on the wall
   • Alternatively, ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match.

6. Give the community members 10 minutes to do a ‘gallery walk’ and view all the pictures and words posted on the wall for the men groups and the women groups before asking them to return to their seats in their respective groups for discussion.

**Discuss:**
1. Still keeping in the same sex groups, while gathered around the ‘Sexual Violence Wall’, lead a discussion about the nature of sexual violence, asking questions such as the following:
   • What were some of the most common acts of sexual violence that the community members posted, both men and women?
   • What other acts of sexual violence that pupils experience can you think of, which were not mentioned?
   • What questions do you have about any of the things you saw posted on the walls?

**Note to Facilitators:**
Refer to the bullying illustration in the previous SRGBV: Bullying activity to see what the wall looks like.

**Note to Facilitators:**
The following are acts of sexual violence that are often missed?
   • When pupils are talked into doing something they do not want to do (coerced) by a person of authority like a teacher
   • When someone shows sexual pictures (e.g., naked man or woman) to a pupil when it is uncomfortable for them to see
   • When a taxi or boda-boda driver offers a ride to a pupil in exchange for doing something sexual
2. What is an example of verbal sexual harassment?

3. How do you think pupils could be harmed by verbal sexual harassment? By physical sexual violence?

4. What should pupils who experience sexual violence directly or as a witness do about it?

5. What could community members do to eliminate sexual violence, targeted against pupils, from their schools?

Note to Facilitators:
- It is always important that pupils tell an adult that they know and trust about sexual harassment or sexual assault that pupils directly experience or witness.
- It is against the law for any teacher to make sexual comments, give bad touches or sexually abuse pupils.
- Teachers may talk a pupil into a sexual act but this is coercion, not voluntary consent. **There is no such thing as voluntary consent when a teacher violates a pupil.** This is illegal by Ugandan law.

Summarise:
Wrap up by saying that any act of sexual harassment or physical sexual assault perpetrated against a pupil by a teacher is against the law according to the Uganda Children’s Act and Penal Code Act. Sexual harassment and physical sexual assault have longstanding negative impacts on a pupil’s life, including depression, absenteeism, lowered school performance and dropping out of school.
Activity 4.6

IMPACT OF VIOLENCE AGAINST CHILDREN IN SCHOOLS

Main Message
All forms of VACiS have long-term, negative impacts on the lives of children, including physical and psychological acts of violence used to bully, punish and sexually harass and abuse pupils.

Activity objective
After this activity, community members will understand the long-term, negative impacts that violence has on the lives of children.

Preparation
- Organise the community members into six groups and assign a co-facilitator to each.
- Write down the six impact scenarios and give one to each co-facilitator.
- Write down the talking points (below) on a blackboard or flipchart paper.
- Have the co-facilitators translate their scenarios and practice telling or reading the scenario in the local language.

Materials needed: Six Impact of Violence Scenarios

Talking Points:
• Who was the victim in this story?
• Who was the perpetrator?
• What were the different types of violence in the story?
• Were there different expectations for boys and girls that made the situation worse for the pupil?
• How could the life of the pupil be negatively affected by this experience?
**Explain:** Explain that the purpose of this activity is to learn about the long-term and negative effects that all forms of violence can have on children, including bullying, corporal punishment and sexual harassment and violence.

**Begin:**
1. Divide participants into six small groups and assign a co-facilitator to each.
2. Have the co-facilitator read the story twice in the local language, checking in with group members to make sure that everyone understands it.
3. Have the co-facilitator lead the discussion about the talking points (left) and take note of the comments relating to each one.
4. After about 15–20 minutes, ask the community members to come back together for a discussion.

**Discuss:**
1. Allow each group about five minutes to present their scenario and lead a discussion, as follows:
   - The co-facilitator reads the scenario in the local language.
   - Different members of the group discuss how the life of the pupil who experienced violence would be affected.
   - Other community members are asked to add new ideas about how the pupil’s life could be affected.
2. After all groups have presented, ask the participants to take about one minute to sit quietly and reflect on the stories and discussions.
3. After the reflection, invite volunteers to share some of the thoughts or feelings they experienced, if they feel comfortable doing so, and what they learned.
**Scenario 1**
My name is Sam, and I really like school. I am often alone because I don’t have any friends among the boys in my class. I know many of the girls because, in my house, I am the youngest boy and have six sisters. Everyone makes fun of me and says I am ‘like a girl’ because I don’t play with the boys. When this happens, the boys call me names like ‘sissy’ and ‘coward’. I like my studies, but when I am at school, I can’t help but cry when the older and bigger boys pick on me. One day, I was crying, and my teacher asked me why. When I told the teacher why I was crying, she said, ‘Well, you should quit acting like a girl and quit playing with girls.’ This made me feel embarrassed and alone because the only real friends I have are my sisters’ friends, and I don’t want to quit playing with them. I don’t feel that anyone understands me now, and no one likes me, not even my teachers. It is hard to concentrate at school because I feel that I might get beaten up by the boys, and I know that the teacher won’t listen if I say anything.

**Scenario 2**
My name is Peter. I come from a very large family. Last year, my mother passed away, and my father is now the only adult at home. My father is often gone because he sells goods at the market. I am the oldest boy and have to help my father take care of my family. I get up very early in the morning to work in the fields and to make sure that all my brothers and sisters are properly fed before I get ready for school. My school is located very far from my house, and it takes me almost an hour to walk to school. Sometimes, when I arrive at school, I am already very tired. My teacher tells me I am a very strong boy, and he often makes me go do work in his garden, which causes me to miss some of the lessons. I often fall behind in my work. My teacher says that I must work in his garden as punishment for being late, but he still makes me work even when I am on time. I do not want to go to school to do more work. I want to go to school to learn. How can I tell my teacher that I don’t want to miss the lesson or work in his garden and that I want to stay in the classroom and learn?
Scenario 3
Bosco is a very energetic student and is very talented, smart and a great athlete. Yesterday, Bosco came home from school walking very slowly with his head looking down at the ground. He did not have a dance in his walk, and he did not say hello to all the neighbours, as he usually does. His neighbour, Mrs Kato, asked him what was wrong. He explained to his neighbour that he was caned for talking in class. Mrs Kato noticed his bruised legs and felt bad for him because she remembered her own harsh punishment back when she was in school.

When Bosco saw his Auntie Rose, he told her everything. He told his auntie that he was talking in class and that, without warning, the teacher began to beat him. He told his auntie that the teacher said she was sick and tired of Bosco disrespecting her. Auntie Rose told Bosco that she was sorry for him but that the teachers and head teacher knew what they were doing and that it was not her place to argue with them.

Later that night, Bosco was too sore from the beating to eat dinner. His father knew that because he was from a minority tribe and he himself was not an educated man, his word would have no influence at the school. Also, he worried that if he tried to talk to the teacher, Bosco would face more punishment and drop out of school. Bosco’s father wanted his son to finish school, unlike himself. He felt very sad but helpless.
**Scenario 4**
My name is Anna. My favourite subject is maths. My maths teacher has taken an interest in me because I am so smart. Last Tuesday, my teacher offered me extra tutoring if I agreed to carry his briefcase home for him. I did not think this was a good idea, but I did not want to anger him, so I agreed.

The first day he thanked me but brushed his hand against my breast when I was leaving. This made me feel very uncomfortable, and I was relieved that I didn’t have to carry his briefcase to his house again. The next day, the teacher asked me to carry his briefcase home again. I agreed even though I was still worried about what might happen. This time, he pressured me to enter his home for a cold drink. When I said no, he started calling me rude and ungrateful. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me.

I tried to fight, but he told me that I was a stupid girl and threatened to fail me if I screamed or told anyone. After that, I ran all the way home, feeling sick and bruised. I feel so stupid and feel like what happened was my fault. The next day at school, all my friends made fun of me and called me the teacher’s girlfriend. I am thinking about quitting school now and going to live with my aunt in another village, where there is no school nearby.

**Scenario 5**
Susan is not a good reader. She will not raise her hand to read in class because she is afraid that she will make a mistake. One day, Susan’s teacher called on her to read one page from their language book in front of the class. She struggled to pronounce all of the words correctly. The teacher shouted at Susan and told her to sit down. The teacher told Susan that she must practice reading more often and that she would be called on again to read the same story.

Susan practiced with her friend every day after school. When the teacher asked Susan to read again, she could read the story but was still nervous because the teacher was holding a cane. Susan was afraid that she might make a mistake and that the teacher would beat her. At first, Susan started reading out loud very well, but she struggled on some of the words at the end of the story. This time, the teacher made Susan kneel in front of the class because she could not read the difficult words. After school, some of her classmates pointed at her and called her ‘stupid’. Susan does not want to go to school any more.
Scenario 6
My name is Carol. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every day because I have to help my mother and sisters with chores. Sometimes, I get to school late because my parents won’t let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said, ‘You are stupid! Why do you even come to school? You should go and try to find a husband’! Another day, when I accidentally fell asleep in class, he said, ‘Maybe your head is falling because your breasts are becoming so large.’

That made me very mad. Everyone laughed, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass so I can move to the next level. I decided to tell a female teacher about what had said about my breasts. She said, ‘You shouldn’t worry. He is only joking with you.’ This made me feel even worse because I expected her to understand how humiliating the experience was.
Activity 4.7

CHILDREN AT-RISK AND HOW TO PROTECT THEM

Main Message
There are things outside of a child’s control that can put them at risk of becoming a victim of violence. Community members can help identify risk factors and work to strengthen the relevant systems to protect pupils and eliminate violence in schools.

Activity objective
After this activity, community members will understand why some children are at greater risk of experiencing violence than other children and will learn what they can do to protect children from violence.

Preparation
- Organise the community members into three groups and assign a co-facilitator to each
- Write the three scenarios and distribute them to the co-facilitators assigned to each group.
- Write the talking points (below) on a blackboard or flipchart.

Talking Points
- What was the form of violence in this story?
- What put the pupil at risk in this story?
- What could have prevented this from happening?
- What different expectations for boys and girls could have caused the violence or made the situation worse?

- Have the co-facilitators translate and practice telling the stories and saying the talking points in the local language.

Materials needed: Scenarios, talking points, paper and pens for the co-facilitators
**Explain:** Explain that the purpose of this activity is to help community members understand why some children are at greater risk of experiencing violence than other children and to learn what things help to protect children from violence.

Explain that a *risk factor* is anything that puts one pupil at a higher risk of becoming a target of violence than other pupils. Risk factors include the following:

- Physical characteristics, such as being a girl, having a disability or being an orphan; and
- Background characteristics, such as being from a minority tribe or religion or from a very poor family.

A *protective factor* is anything that serves to decrease a pupil’s likelihood of experiencing violence. Protective factors include the following:

- Laws to protect children from violence and persecute perpetrators;
- Schools and communities that have no tolerance for violence and report cases; and
- The availability of trusted and caring adults for children to talk to about their fears of or their actual experiences of violence.

**Begin:**
1. In each of the three groups, have the co-facilitator read the ‘Risk and Protective Factor Scenarios’ twice in the local language. Then, have the group discuss the talking points written on the board or flipchart.

2. When finished, ask the groups to come together and invite each group to:
   - Read or tell the scenario in the local language with the co-facilitator assisting as needed;
   - Discuss their comments on the talking points; and
   - Ask the audience to comment or ask questions.

**Discuss:**
1. Ask the community members to share what they learned from the activity.

2. Lead a discussion around the following questions:
   - What situations increase pupils chance of being harmed in their schools?
   - Which pupils seem to be victimised more than others?
• Why are these pupils at higher risk?

3. Once the previous questions have been addressed, move on to the following questions and lead a discussion about them:

• What mechanisms can be put into place to protect children from violence?
• What can we do individually—as parents and community members—to protect children from violence?
• What can we do together to eliminate all violence from the school, including bullying, corporal punishment and sexual harassment and abuse?

Summarise:
Wrap up by explaining that although some things place pupils at risk of being a target of violence, much can be done to protect pupils from violence.

Risk and Protective Factor Scenarios

Scenario 1
Caroline walks the same way to school every day through town. It’s the only way she can walk to school safely because there are bandits in the fields, and she is afraid to walk through them alone. To avoid the fields, she must walk past a bar to get to school. Each day, when she passes the bar, she is approached by an older man who offers to buy her a drink. He says that a schoolgirl needs a special treat from time to time. One day, he gave Caroline a pretty perfume bottle, and she took it. The next week, he asked her to go on a walk with him after school. She said no, but every day, he asks her the same thing and is increasingly insistent. Lately, he has been getting so close to Caroline that she has felt scared. He gets so close that he is touching her, but she cannot get away without stepping into traffic. Thus, Caroline decides to begin walking through the fields because she is scared of the man who has been harassing her.
Scenario 2
Sarah is new to the school. She sticks out of the crowd because she suffers from a disability and must use a wheelchair. As Sarah pushes herself around the school compound, she hears snickering and sees a group of pupils in her class pointing at her. Sarah knows it is because she cannot walk. She begins to worry whether she will make any friends. She knows that she will need help with opening doors and getting around the school and school compound. At her old school, Sarah made a friend who assisted her. Her new school does not have many students with disabilities, and most of the students do not seem to understand what having a disability involves. One student even made up a rumour about Sarah’s disability, saying that other students could catch her disability just like a person might catch a disease. When Sarah goes to the school compound on break, the other students do not talk to her, and groups of children often run away from her giggling. Sarah feels very alone in her school and is even a bit afraid of the other children.

Scenario 3
Betty and Angel are sisters from a very poor family. Every day, they have a long way to walk from the village to the school. They do not complain because they are proud that they make very good marks and are sure that they will pass their exams and get to go to secondary school. Before Betty and Angel leave for school, they must perform a lot of chores at home, and they are sometimes late to school. When they are late, the head teacher makes them perform difficult chores at school and at the head teacher’s house. Because of this, the girls often miss their classes and get into even more trouble. Betty and Angel try very hard not to be late, so they sometimes accept a ride in a taxi, even though they do not have any money. Sometimes, the taxi driver gets them to do sexual things, which they do not want to do, to pay for the ride to school. If they do all the things he wants them to do, the taxi driver also occasionally gives the sisters food.
Theme 5
Response to Violence Against Children in Schools
Activity 5.1

EARLY WARNING SIGNS

Main Message
Attentive community members can help identify pupils who are at risk of being a target of violence or who have already experienced violence, and pupils who are at risk of dropping out of school. Once identified, parents and other community members can provide assistance to prevent violence or drop out.

Activity objective
After this activity, community members will be able to identify pupils who are a target of violence, at risk of being a target of violence, or at risk of dropping out of school.

Preparation
- Participants will be organised into 4 groups.
- Distribute 16 pieces of paper (10 cm x 8 cm), 4 for each group and a marker.
- Make a picture of a Warning Symbol and tape it to the blackboard or a wall that will become the “Warning Sign Gallery.”

Materials needed: Warning Symbol, 16 papers (10 cm X 8 cm), 4 markers, tape

Explain: Explain that the purpose of this activity is to learn about the physical signs and behaviours of children that could suggest to parents and community members that a child has recently experienced violence or at risk of being a target of violence.

Give a few examples. Bruises on a child, fear to go to school or constant crying are just a few warning signs that suggest the child has been threatened or is experiencing violence at school.
Begin:

1. Divide community members into 4 groups and distribute 4 pieces of paper and a marker to each group.

2. Give the groups about 10 – 15 minutes to:
   
   • Discuss the different physical signs or behaviours that might warn community members that a child has been a target of violence or at risk of being a target of violence.
   
   • Draw 4 pictures or write words, one on each paper, which represent different examples of what might signal a parent or a community member that a child may have experienced violence or is at risk of being a target of violence.

3. When finished, gather community members around the wall and ask a representative from one group to:
   
   • Stand up and show each of their pictures, one by one.
   
   • Tell the group what it is that signals you to the fact that a child has been a target of violence or is at risk of being a target of violence.
   
   • Give the paper to the co-facilitator, who tapes it around the Warning Symbol as mentioned.

4. Give each group a chance to contribute any ‘warning signs’ that were not mentioned previously. If they do, ask them to:
   
   • Show the pictures or say the words describing the ‘warning signs’ that were not mentioned previously.
   
   • Tell the group what ‘warning sign’ they are portraying.
   
   • Give the picture to the co-facilitator to tape on the wall.
5. When all the different warning signs have been taped to the wall, point to each picture or word, say what that warning sign is and ask the groups to come up and tape their remaining pictures directly under the matching pictures that are already on the wall (see the illustration on the previous page).

6. Give participants about five minutes to study what they see on the wall before asking them to return to their seats.

Discuss:
1. Ask the community members whether they have any additional warning signs to add.

   Note to Facilitators:
   Mention any warning signs that were not mentioned by the groups, such as often sitting alone and not joining friends to play, running away from a teacher or appearing visibly depressed.

2. Ask the community members if they have noticed children in the community who have shown some of these warning signs?
   - If so, what was done about it?
   - What could parents or other community members do when they see that a pupil is in trouble or at risk for being a target of violence?

3. Lead a discussion that guides the community members into thinking about the outcomes of quickly giving assistance or ignoring these warning signs.
   - What might happen if a parent or other community member quickly responds to a warning sign and assists or advises the pupil?
   - What might happen if the warning signs are ignored?

   Summarise: Remind everyone that when the warning signs are known and observed, community members can provide assistance to pupils at risk and do a lot to deter violence against children in school.
Activity 5.2

MAPPING DANGER ZONES

Main Message
Certain physical spaces around the school compound or on the path to the school are not safe for pupils. Once identified, community members can work together to make these locations safe and/or to ensure that pupils are aware of and avoid these danger zones.

Activity objective
After this activity, community members will be aware of locations at the school or on the way to the school that increase pupils chance of being harmed and develop ways to make these dangerous locations safe for pupils.

Preparation
- Ensure that this activity is conducted in a community hall where community members can come together in groups to work on a common art project.
- Organise the participants into groups of four–five.
- Label a wall space ‘Danger Zone Gallery’; this space will be used to display the maps.
- Distribute flipchart paper and coloured markers to each group.

Materials needed: Flipchart paper, coloured markers for each group and tape, markers, tape

Explain: Explain that the purpose of this activity is for community members to map out the physical locations at the school or along the way to school that may be dangerous for pupils. Inform the participants that they will also have a chance to think of ways to make these dangerous locations safe.

Begin:
1. Divide the community members into groups of four–five and provide flipchart paper and coloured markers to each group. Ask each group to do the following:
   - Sketch a map of their school and community and walking routes to the school, including key elements, such as roads and paths, water pumps, fields, taxi stages, classroom blocks, school compound and latrines.
Another Way:
Rather than drawing the maps, groups may develop a map on the ground using local materials such as sticks, rocks, drawing in dirt.

- Discuss the areas on this map that are unsafe for pupils and draw a red ‘X’ over each.
- Discuss what the school could do to make these dangerous locations safe for pupils and, if possible, create an illustration on the map of how this danger zone could be changed to be safe for pupils.

Do More:
A group walk with students from the community to the school and around the school can greatly enhance this activity. As the group takes the walk, ask the pupils to inform the community members about the locations they feel are unsafe and explain why this is so.

2. Give the groups approximately 20–30 minutes to complete their maps. When they are finished, ask them to tape the maps in the ‘Danger Zone Gallery.’

Another Way:
An alternative to the drawing activity is to have the small groups develop a sculpture or model of the school and community and the walking routes to and from the school. In this activity, the facilitators bring no-cost materials they find that can be used to make the model, such as bottle tops, glue, sticks, rice or pasta that can be used for building, pieces of cardboard or anything else that could be used to construct a model of the school and community. Paper flags with a red X could be used to mark the danger zones.

Discuss:
1. Invite a representative from each group to take about five minutes to present their maps and discuss the following points:
   - Danger zones and what makes these locations unsafe;
   - Solutions for making the danger zones safe for pupils; and
   - Any comments or questions contributed by other community members.

2. After all groups have presented, lead a discussion about the following:
   - Prominent locations that were unsafe for children; and
   - The most promising ways to make these locations safe for children.
Summarise
Mention some of the unsafe locations that need to be addressed by the school and community. Invite the community to work together and with the head teacher and other teachers to make these locations safe.
Activity 5.3
ENGAGING ALL GENDERS

Main Message
Males have a significant role to play in preventing violence against children throughout the community.

Activity objective
After this activity, community members will understand the important role that men and women in the community have in preventing violence against children in schools.

Preparation
• Community members will be organised in same-sex groups of about four-five persons each.
• One co-facilitator will lead the men’s groups and one will lead the women’s groups.
• Distribute A4 or flip chart paper and a marker to each group
• Write the 5 talking points for men and for women on a flip chart (See text boxes Below).

Materials needed: Talking Points, flipchart paper, markers, A4 paper

Explain: The purpose of this activity is for community members to be aware how both men and women can unite to address violence against children in schools. Participants will work in women-only and men-only groups to discuss how men and how women can be more involved and proactive in preventing violence against children in schools.

Begin:
1. Divide the community members into two groups, males and females. One co-facilitator leads each group.
2. Further divide into small same-sex (men, women) groups of about 4 – 5 persons.
3. The co-facilitator leads the groups in discussing each talking point, one by one. Provide about 3-5 minutes for each talking point.

4. One person writes down the group’s comments for each talking point.

### Women’s Talking Points
- Why do women have a unique ability to be role models to advocate for children’s safety in schools and communities?
- How could women use this influence to eliminate violence against children in schools as:
  - An individual advocate of children’s safety
  - As an active group of women advocates for children’s safety?
- What beliefs and expectations of women might prevent them from getting actively involved in stopping violence against children in schools?

### Men’s Talking Points
- Why do men have a unique ability to be role models to advocate for children’s safety in schools and communities?
- How could men use this influence to eliminate violence against children in schools as:
  - An individual advocate of children’s safety
  - As an active group of men advocates for children’s safety?
- What beliefs and expectations of men might prevent them from getting actively involved in stopping violence against children in schools?

### Discuss:
1. When all the groups have finished, ask the men and the women to come together to share with each other what they discussed for each talking point.
2. One co-facilitator leads the large group in a discussion about each talking point, one at a time, encouraging as many participants as possible to share the ideas from their groups. The other co-facilitator writes them on the prepared flipcharts, one for men and one for women.
3. Point by point, ask volunteers from each group to:

- Share their comments to the talking point.
- Ask questions or ask for additional comments related to the men’s group responses or the women’s group responses to the talking points. For example, after the men’s groups have discussed the talking points, ask the women if they have any more ideas about the influence of men and how this can be used to eliminate violence against children; and vice versa.

**Note to Facilitators:**
Emphasize the comments that demonstrate how men’s roles are especially unique and important and that there are ways in which men can have influence that women do not. Also highlight the comments about how women’s roles are especially unique and important and that there are ways in which women can have influence that men do not.

4. After all the talking points have been covered ask community members think about what they see as similarities and difference between the responses given for men’s advocacy and for women’s advocacy.

**Summarise**
Remind community members that individual men and women, women’s groups and men’s groups, and groups of all community members are all important in the fight to eliminate violence against children in schools.

Summarise the activity by inviting the men and women to organise men’s groups and women’s groups to design and implement actions to prevent violence against children. The Journeys program has a special tool called the 5-Step U Model to help individuals and groups organise and put practical actions in place to reduce violence in schools.
Activity 5.4
Bystander Response: Reflection

Main Message
Community members have an important role to play in deterring violence against children at school by providing a positive bystander response to acts of violence they witness or hear about.

Activity Objective
After this activity, community members will understand the importance of responding in a positive way when they see or hear about an incident of violence against a child. They will learn what a positive bystander response is and how to apply it.

Preparation

• Practice reading the Guided Reflection: Bystander Response in local language.

Materials needed: Bystander script

Note to Facilitators:
Activity 5.4 and 5.5 are best done together.

Explain: Explain that the purpose of this activity is to build awareness about the different kinds of responses, both positive and negative, that a witness to a violent act can have. Explain that someone is a witness or ‘bystander’ if they see a violent act take place or if they hear about it.

Begin:
1. To prepare for the reflection, ask participants to:
   • Position their chairs so that they sit with some space around them, slightly apart from the other chairs.
   • Close their eyes and sit quietly, focusing on their breathing as they relax and get ready for the reflection process.

2. Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.
Guided Reflection: Bystander Response

a. Think about a time when you, a friend or a family member was a target of some form of violence.
b. Were there any other persons around when this happened? What did these witnesses do in this situation? Did they do anything at all?
c. Would you describe what the person or persons witnessed the violence did to be a positive or negative response? How did the response make you feel?
d. Think about a time when you witnessed or heard about an incident of bullying, corporal punishment or sexual harassment or abuse happening at the primary school in the community.
e. What type of violence did you observe or hear about? Was it bullying, corporal punishment or sexual harassment or violence?
f. Did you do anything when you witnessed or heard about this incident?
g. Was there something you would have liked to do but did not?
h. Think about the situation in which you witnessed or heard about a child who was harmed at or around the school. What did you do about it?
i. How did you feel about the way you responded to the incident that you observed or heard about?
j. What would you have done differently if you had the chance?

Discuss:

1. Ask as many volunteers as possible to share their story and what they or others did or did not do when they witnessed the violence. For each story shared, ask:

   • What did the people who saw the violence do that:
     o Helped the pupil  
     o May prevent this from happening again
   • What did they do that:
     o Did not help the pupil
     o Or would allow this to happen again?

2. Continue with this activity with as many volunteers as possible.

Note to Facilitators:
Remind the community members that a bystander can be someone who simply heard about something and responded. Doing nothing is a negative bystander response.
3. Read or tell in local language the definitions of Positive Bystander Response (below).

4. Do the same (as for number 3) for the Negative Bystander Response

Positive and Negative Bystander Responses:
Remind the pupils that a positive bystander response is when the person who sees the pupil being harmed:
- Tries to stop the violence, only after making sure it is safe to intervene.
- Tells an adult that they know.
- Comforts the pupil who has been harmed.

A negative bystander response is when the person who sees the pupil who is being harmed:
- Does nothing about what they saw or heard about.
- Encourages the person who is harming the pupil.
- Joins in further harming or humiliating the pupil.

**Summarise**
Wrap up by mentioning that community members can help to deter violence by providing a positive bystander response to violence when they witness or hear about it.
Activity 5.5

Bystander Response: Role Play

Main Message
Community members have an important role to play in deterring violence against children by providing a positive bystander response to acts of violence they witness or hear about.

Activity objective
After this activity, community members will understand how to provide a positive bystander response to acts of violence against children that they witness or hear about.

Preparation
- Organise the participants into four groups and assign a co-facilitator to each.
- Write the Bystander Response Scenarios on pieces of paper and distribute them to the co-facilitators.
- Have the co-facilitators translate and practice reading the Bystander Response Scenarios.

Materials needed: Bystander Response Scenarios

Note to Facilitators:
Activity 5.4 and 5.5 are best done together.

Explain: Explain that the purpose of this activity is to become more aware of the different ways that people respond to violence against children that they witness or hear about, and to practice responding in a way that positive.

Inform community members that a bystander response is positive when the witness tries to stop the behaviour, reports the incident to authorities, or comforts the pupil who has been harmed. A bystander response is negative when the witness does nothing about what they saw or heard about. It is also negative when a bystander suggests to perpetrators that their behaviour is acceptable or when a bystander joins in harming or humiliating the child.

Inform the community members that in this activity they will be developing and presenting skits that demonstrate both negative and positive bystander responses.
Begin:
1. In each of the four groups, have the co-facilitator read one of the Negative Bystander Response Scenarios twice and check to make sure the group understands it.
2. Give the groups about 20 minutes to do the following before gathering in a semi-circle for a discussion:
   - Discuss the Negative Bystander Response Scenario.
   - Develop a skit that depicts the negative response in the original scenario.
   - Develop a new skit to portray how the witness could give a positive response.

Discuss:
1. Give the groups about five–seven minutes to present and discuss their skits. Each group should present both of their skits and then ask the audience the following:
   - What was the negative bystander response in the first skit?
   - What was the positive bystander response in the second skit?
2. After the groups have presented, lead a discussion around the following questions:
   - Why would a witness or ‘bystander’ not try to stop a violent act on the spot?
   - Why would a witness not report an act of violence that they saw or heard about?
   - Why would a person ignore an incident of violence they see or hear about?
3. Ask the group what the outcomes for the pupil would be if they were to respond negatively versus positively.

Note to Facilitators:
Review the key aspects of bystander responses:
Negative response:
- Do nothing;
- Encourage the person who is harming the pupil; or
- Join in the violence against the pupil.
Positive response:
- Consider your safety first;
- Intervene only if you are safe; and
- Always report an incidence of violence against a pupil.

Summarise
Remind the community members that they have an important role to play in deterring violence against children at school by providing a positive response to acts of violence they witness or hear about.
Bystander Response Scenarios

a. The lead character is a teacher. The teacher witnesses a P6 girl carrying a large bag full of mangoes to a teacher’s house. The girl is walking with her teacher, and therefore, she does not feel it is her place to ask any questions, even though she knows that pupils are not allowed to go to teachers’ houses.

b. The lead character is a P7 boy. The boy sees a group of his friends harassing a fellow boy student about playing football like a girl. He wants to impress his friends, so he joins his friends in teasing the student.

c. The lead character is a head teacher. The head teacher sees a teacher belittling a P4 boy, calling him lazy and threatening to beat him next time he is late to class. The head teacher waits until after the school day to speak to the teacher privately to discuss this behaviour.

d. The lead character is a parent who is on the way to the market. The parent sees two P4 girls walking to school together early in the morning. A boda-boda man offers to give them a ride to school, and the girls take the ride. The parent continues walking to the market without saying anything.
Activity 5.6

CASE STUDIES ON VIOLENCE AGAINST CHILDREN IN SCHOOLS

Main Message
Learning about the many different examples of violence against children that take place in our schools and communities is necessary for taking action to prevent future VACiS.

Activity objective
After this activity, community members will understand the many ways that children experience violence in schools.

Preparation
• Set up six ‘Discussion Stations,’ as follows:
  • Organise five chairs or benches that can seat four–five people.
  • Label the station with a flag or sign (i.e., Station 1, Station 2, ... Station 6).
  • Assign a co-facilitator to each station.
• Write the six stories down and give one to each co-facilitator (see the scenarios attached at the end of this Activity).
• Write the talking points (below) on a blackboard or flipchart paper for all to see (if this is not possible, ask the co-facilitators to copy these down in advance).

Talking Points:
1. What is happening in this story?
2. If not mentioned, ask about certain specifics:
   • Type of violence;
   • The expectations of boys or girls that made the situation worse; and
   • Persons with power over the pupil and why.
3. Do you believe that similar things happen to pupils in your schools?
4. What could have prevented this from happening?
5. What could community members do to prevent this in the future?
Preparation Continued

- Have the co-facilitators translate the scenarios and practice telling or reading them in the local language.

**Materials needed:** Six stories, a bell and the Talking Points written on a flipchart, bell or drum.

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**Facilitator Tips:**
This activity can be divided into separate activities. The community change agent may choose to have a smaller number of stations in one activity, but must still cover all six scenarios/stations. Depending on the time available, the change agent may want to cover only 2, 3 or 4 scenarios in one day. Depending on the number of participants, the change agent may want all staff to ‘visit’ each of the stations.

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**Explain:** Explain that the purpose of this activity is for community members to learn about the many ways that children experience violence in and around school.

Explain that this activity is called ‘Open Space’ because they will move to six different stations to hear and talk about a variety of stories. Point out the six stations, each of which includes a co-facilitator and chairs or benches.

**Begin:**
1. Ask the community members to:
   - Take a seat at one of the discussion stations.
   - Listen to the story read by the co-facilitator.
   - Discuss the questions with the group, facilitated by the co-facilitator.

2. Indicate that, after 10 minutes, a bell or drum will signal that the groups should finish their conversation.

3. After each bell, the community members should move to a new station to join a new group with persons who were not at their previous station.

4. Repeat this process a total of 6 times so that all the community members hear and discuss all the stories.
Discuss:
1. After completing all six rounds, ask everyone to come together for a discussion and help move the chairs and benches as needed.
2. Invite the community member to discuss the following points:
   - What they learned;
   - Any story that was especially interesting or disturbing;
   - Stories that reminded them of something in their community; and
   - How parents and communities can do more to eliminate violence in schools.

Summarise
Explain that you recognise how difficult it is to hear some of these stories. Wrap the activity up by saying that this understanding will inspire people to commit to working together to eliminate violence against children.

Stories

Story 1
Mary and Lydia are good friends and live in the same village. Lydia is one year younger than Mary and just started P4. At first, Lydia liked her new class and told her friend Mary how happy she was to be in P4. Now, Lydia does not like school very much. Every day after school when the two friends walk home together, Lydia tells Mary how mean the girls in her class are. Pupils in Lydia’s class sometimes call her mean names, such as ‘stupid’ and ‘ugly’. Sometimes, children on the playground grab at her book pack. Today, Lydia told Mary that the other girls would not let her play with them at break. She said to Mary, ‘If I try to play with them, they just ignore me.’ Lydia cried when she told her friend Mary this.

Story 2
Emmanuel has arrived at school with a bad scrape on his knee. He tells his friends that while he was on his way to the market, he was accidentally hit by a man on a bicycle. The next day, Emmanuel is limping, his nose is bleeding, and he has dirt all over him. His teacher is concerned and asks him how this happened. Emmanuel tells the truth and admits that two older boys bother him every day on the way to school. He says that on this day, one of the boys punched him in the face so hard that he fell to the ground. Emmanuel is very scared to walk to and from school. He is more scared now because he told the teacher. He thinks, ‘If the older boys are punished, then they may decide to hurt me worse or even kill me.’
Story 3
Robert just finished P7. Robert loves school and makes high marks. Robert knew that he would please his new teacher in junior secondary school because of his high marks and love of education. One day in his new class, Robert’s classmate, John, raised his hand to answer a question. John’s answer was incorrect, and Mr Miller walked over to John and hit him on the head with his hand. This made Robert afraid of his teacher. The next day, John and Robert were working together on a group project, and Mr Miller heard them talking. Mr Miller shouted at both of them for playing in the group and made them stand in the corner the remainder of the day. Robert was embarrassed to stand in the corner in front of his new classmates. The next day, Robert gave the wrong answer to a question. As a punishment, he was required to carry heavy buckets of water from the school to Mr Miller’s house every day for two weeks. Robert is no longer excited to go to school and has started getting low marks.

Story 4
Susan is nervous. Today, the results from last week’s exam came out. Susan usually makes good marks, but she was not well when she sat for the exam. During the morning assembly, the head teacher asked Susan and five other students to come to the front of the hall. The head teacher announced that these students had received the worst marks in the class and then brought out a cane. The head teacher struck each of the six students on their hands 10 times and then sent them back to their seats. Two of the students started crying because their hands stung so badly. Most of the other pupils laughed at them and made fun of those who cried. Susan has not been able to concentrate on her schoolwork because she was so humiliated at assembly and is afraid of being caned for getting low marks.
**Story 5**

Betty is sitting with her friends and talking about their school marks. Betty is not happy because her marks are too low, she has tried very hard this term. She decides to go and see the head teacher. The head teacher asks Betty to report to the office after school so they can talk about it. When Betty goes to the office, the head teacher closes the door and says, ‘I can make your marks higher if you do something for me.’ Betty is immediately worried, but he says, ‘Do not worry. I will only ask you to let me hold your hand.’ When Betty does so, the head teacher tries to kiss her on the lips. Betty ran away. Now, Betty is afraid to come to school because she might be punished.

**Story 6**

Helen walks to school every day with other girls in the village. Boys also walk to school but not with the girls. Sometimes, the boys yell things at the girls, such as, ‘Hey, beautiful! Will you marry me?’ All of the boys laugh, and sometimes, the girls laugh too. One day, one of the boys, John, came up to Helen, grabbed her shirt, pinched her bottom and ran back to the group of boys, who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often yelled things at her, calling her ‘sexy girl’ and saying, ‘Marry me, Helen.’ The other boys always had a good laugh. One day, John went too far and pulled Helen’s shirt down, exposing her breasts. Helen’s friend, Gladys, told John to leave Helen alone. Gladys said that she was going to tell the teacher on him if he did not stop.
IDENTIFYING THE BARRIERS TO REPORTING

Main Message
Reporting cases of violence and providing an appropriate response can do a lot to deter violence. Once the reasons why pupils don’t report are understood, school staff can work together to improve reporting.

Activity objective
After this activity, community members will learn about the many reasons pupils, teachers, parents and community members don’t report cases.

Preparation
- Familiarise yourself with the Talking Circles rules and write these on a paper to refer to if needed (attached to end of activity).
- Organise tables or clusters of chairs for groups of four–five people. If tables are prepared, add some flowers or other decorations to make the space like a café.
- Write the Talking Circles question (below) on flipchart paper and post it.

Materials needed: Paper and pens or markers for each group, Timer and an audible signal (e.g., a bell or drum)

Explain: Explain that the purpose of this activity is to understand the reasons why pupils, school staff and parents do not report cases of violence against children. The Talking Circles activity stimulates many new and different ideas and is lots of fun.

Explain that in the Talking Circles, you have a chance to discuss the same question with different people by moving to a new discussion group three different times.
Present the rules for the Talking Circles Activity to the group (See text box at end of Activity).

**Begin:**
1. Ask the participants to join a Talking Circles table/cluster of chairs and identify a host.
2. Present the posted Talking Circles question and read it twice.
3. Have the groups discuss the Talking Circles question for about 15 minutes before using a bell or drum to signal them to move to another table with new people for a second round of discussions on the same Talking Circles question.
4. Lead three 15-minute rounds of the Talking Circles activity, making sure that in each round, community members move to a new table/cluster and join persons who were not in their previous discussion groups.
5. Have the hosts stay at their original tables/clusters, welcome newcomers, share ideas from the previous tables and take notes.

**Discuss:**
1. Invite the participants to share with the group what they observed to be the value of the activity, what they enjoyed and what they learned.
2. Ask the participants to discuss some of the reasons why pupils, teachers and parents do not report cases of violence against children in schools.
3. Encourage all participants to talk. This should be a dynamic discussion with all voices heard.

**Do More:**
Facilitators may want to have someone draw a picture or write one - three words that represent each of the barriers to reporting on the blackboard or a flip chart as volunteers share what emerged from their discussions.
Summarise
There are a number of reasons why pupils, school staff, parents and other community members don’t report incidents of violence against children. Reporting cases of violence and providing an appropriate response can do a lot to deter violence. Once the reasons why cases of violence are not reported are understood community members can work together to improve reporting.

The Talking Circles Activity:

- Community members should join one of many Talking Circles tables or clusters of chairs, forming groups of about four–five.
- A Host for each table/cluster of chairs should be identified.
- Hosts should welcome newcomers, make sure that everyone has a chance to speak and take notes on new ideas.
- Groups should discuss the Talking Circles question for about 15 minutes.
- After about 15 minutes, a bell or drum will signal the community members to move to a new table or cluster of chairs.
- Thus, community members should join new groups with others who were not in their previous group to discuss the same Talking Circles Question.
- Hosts should stay at their original table or cluster of chairs.
- After 15 minutes, the bell or drum will signal the community members to move to a third table.

In summary, there are three rounds of discussions of about 15 minutes each. In each round, participants move to a new table to join different community members. Hosts stay at their original tables, welcome new community members and take notes as needed.
Activity 5.8

ADDRESSING THE BARRIERS TO REPORTING

Main Message
There are many reasons why pupils, teachers and community members do not report incidents of VACiS. These barriers to reporting must be addressed in order to make sure that incidents of violence are reported. When violence is reported perpetrators are penalised and no longer able to commit violence with impunity, thereby contributing to a children’s safety in school.

Activity objective
After this activity, participants will understand more about how to address barriers to reporting and how to increase the reporting of cases of violence against children.

Preparation
- Familiarise yourself with the Talking Circles Rules and write them on a paper to refer to if needed (See Text box at end of Activity).
- Organise tables or clusters of chairs for groups of four–five people. If tables are prepared, add some flowers or other decorations to make the space like a café.
- Write the Talking Circles question (below) on flipchart paper and post it.

Materials needed: Paper and pens or markers for each group, timer and an audible signal (e.g., a bell or drum)

Explain: Explain that the purpose of this activity is to understand how to address the barriers to reporting and to ensure that the response is appropriate and adequate.

Ask participants if they remember some of the barriers to reporting that were discussed in the previous Talking Circles and to share some of these. Tell participants that in these Talking Circles discussions you will be talking about

Talking Circles Question:
What can be done to address the barriers to reporting incidents of VACiS and to ensure responses are appropriate and adequate?
how to eliminate these barriers so that violence is reported and an appropriate response is given.

Explain that, as before, there are three rounds of discussions that last 15 minutes each. The participants should move to a new table and join different participants for each round. Present the rules for the Talking Circles Activity to the group (see the Preparation section on previous page).

**Begin:**
1. Ask the participants to join a Talking Circles table/cluster of chairs and identify a host.
2. Present the posted Talking Circles question and read it twice.
3. Have the groups discuss the Talking Circles question for about 15 minutes before using a bell or drum to signal them to move to another table with new people for a second round of discussions on the same Talking Circles question.
4. Lead three 15-minute rounds of the Talking Circles activity, making sure that in each round, community members move to a new table/cluster and join participants who were not in their previous discussion groups.
5. Have the hosts stay at their original tables/clusters, welcome newcomers, share ideas from the previous tables and take notes.

**Discuss:**
1. Invite the community members to share with the group what they observed to be the value of the activity, what they enjoyed and what they learned.
2. Ask the community members to discuss their ideas for what ways can each individual support those who report cases of violence against children and improving reporting practices.
3. Encourage all community members to talk. This should be a dynamic discussion with all voices heard rather than a formal report from the hosts.

**Do More:**
Facilitators may want to have someone draw a picture or write one - three words that represent each of the barriers to reporting on the blackboard or a flip chart as volunteers share what emerged from their discussions.
The Talking Circles Activity:

- Community members should join one of many Talking Circles tables or clusters of chairs, forming groups of about four–five.
- A Host for each table/cluster of chairs should be identified.
- Hosts should welcome newcomers, make sure that everyone has a chance to speak and take notes on new ideas.
- Groups should discuss the Talking Circles question for about 15 minutes.
- After about 15 minutes, a bell or drum will signal the community members to move to a new table or cluster of chairs.
- Thus, community members should join new groups with others who were not in their previous group to discuss the same Talking Circles Question.
- Hosts should stay at their original table or cluster of chairs.
- After 15 minutes, the bell or drum will signal the community members to move to a third table.

In summary, there are three rounds of discussions of about 15 minutes each. In each round, participants move to a new table to join different community members. Hosts stay at their original tables, welcome new community members and take notes as needed.

Summarise
Reporting cases of violence and providing an appropriate response can do a lot to deter violence. To eliminate VACiS, community members must work together to address the barriers to reporting and make sure that cases are reported.
Activity 5.9

INTRODUCTION TO THE COMMUNITY-BASED CASE MANAGEMENT

Main Message
Reporting and following up on incidents of VACiS and appropriate response, including referral to needed services and follow-up to ensure that pupils receive the services they require, are critical to mitigating the impact of and preventing VACiS.

Activity objective
Following this activity, community members will understand all aspects of the community-based case management (CBCM) system for VACiS and what it means to effectively manage, refer and respond to cases of VACiS.

Preparation
- Familiarise yourself with Section 6 on the CBCM system on page 17.
- Organise this activity only after the CBCM system has been established.
- Discuss the progress of the CBCM with the community change agents or other persons who are responsible for the CBCM and ask them to participate.
- Invite any of the school staff or community members who are involved in the CBCM to participate in this activity

Explain: Explain that the purpose of this activity is to introduce community members to the CBCM. The CBCM system is being developed through the work of community based organisations (CBOs) in the school community.

Further explain that the CBCM supports the MoES RTRR and provides school staff and community members with guidance on how to effectively report and respond to cases of VACiS.
Begin:

1. The lead for the CBCM in the school community introduces the CBCM, which has been developed for this school community. This will include the seven steps included in the CBCM:
   - Identification of children in need of CBCM services
   - Case Registration
   - Case Assessment
   - Case Planning
   - Implementation of the Case Plan
   - Case Follow-up and Review
   - Case Closure

2. Divide participants into groups of 3-4 persons and give the groups 10 minutes to:
   - Identify as many formal and informal services they can think of for referring pupils: psychosocial, health, and legal services
   - If desired, a note-taker in the group may write these down for discussion.

3. Ask each group to mention the formal and informal service providers they discussed and:
   - Draw a picture (e.g., building of the service provider, picture of para-social worker or village health worker) on the blackboard or flip chart as a list of the service providers mentioned.
   - Ask if anyone has any to add and add these.

Discuss:

1. Ask community members to share what they do at their school to manage cases of VACiS. Ask about the difference in managing reported cases of:
   - Bullying
   - Corporal punishment
   - Sexual harassment or abuse

Note to Facilitators:
The lead person for the CBCM may be the community change agent, a para-social worker, community development officer or other community leader. The community members involved in the CBCM, especially the lead person, should be present at this activity.

Note to Facilitators:
Remind community members that they discussed the barriers to reporting and how to address them in the two Talking Circles activities preceding this. Mention that as part of the CBCM you will discuss where to refer pupils who have experienced violence and need help. Remind participants that these services can be formal or informal. Mention these types of services, if not mentioned:
   - Psychosocial
   - Health
   - Legal
2. Ask community members how they feel that the CBCM can help the school in managing cases of VACiS?

**Summarise:**
Wrap the session up by mentioning that reporting and following up on incidents of VACiS and providing an adequate and appropriate response is critical to ensure that pupils receive the services they require, to mitigate the impact of their experience and to prevent VACiS. One of the reasons that violence against children is perpetuated is because the acts of violence go unchecked and perpetrators continue with impunity.
INFORMATION BRIEFS

1. Definitions of School-Related Gender-Based Violence (SRGBV)

SRGBV
School Related Gender Based Violence (SRGBV) is defined as acts or threats of physical, sexual or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex, sexuality or gender identity. SRGBV reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and other forms of non-sexual intimidation or abuse, such as verbal harassment or exploitative labour in schools. Unequal power relations between adults and children and between males and females contribute to this violence, which can take place in formal and non-formal schools, on school compound, while going to and from school, in school dormitories, in cyberspace or through cell phone technology. SRGBV may be perpetrated by teachers, students or community members. Both girls and boys can be victims and perpetrators.

Definition and Types of Bullying
Bullying is defined as any non-sexual form of intimidation that is perpetrated with an intention to harm, either physically or psychologically. The act of bullying is grounded in the power differential that exists between the perpetrator and the victim. Excluding corporal punishment, acts of physical bullying range from severe acts of physical violence, such as beatings, to less harsh acts of violence, such as pulling at someone’s clothes or hair or grabbing a student’s belongings. Acts of psychological bullying include name-calling, public humiliation and other forms of teasing, excluding sexual harassment. The intentional exclusion of a peer from social circles (sometimes referred to as ‘relational bullying’) and theft are also forms of bullying, as is intimidating students via text messaging or on social media sites, which is referred to as cyber bullying. Bullying and other non-sexual forms of intimidation can be perpetrated by peers, teachers, other school staff and persons encountered on the way to and from school.²

Corporal Punishment
Corporal punishment is rooted in the power given to authority. It is perpetrated differently against boys and girls and is, thereby, a gendered practice. It is committed by teachers or other school officials against students and is a form of physical or psychological violence that involves the deliberate infliction of physical pain or humiliation to discipline or reform a student or to deter attitudes

² This definition of bullying was sourced from Olweus (1993) and Ringrose and Renold (2010)
or behaviours deemed unacceptable or inappropriate. This type of punishment may involve physical violence, such as striking a student with an object (e.g., a cane, stick, or slung book or piece of chalk), striking a student directly, boxing/pulling a student’s ears or forcing a student to adopt uncomfortable positions or humiliating postures for long periods of time. Public humiliation and exploitative labour, such as lifting heavy packages, cooking or cleaning perpetrated as a form of discipline, are also considered corporal punishment.3

**Sexual Harassment and Violence**
Sexual harassment and violence involve physical or psychological acts of violence or abuse perpetrated by an adult or another child involving any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power and/or intimidation is used to coerce a sexual act. Transactional sex (i.e., sex that is given in exchange for something, such as transportation, air time for a cell phone or a better mark in a class) is an example of sexual violence and abuse in which consent may be given, but the power differential given by age, authority, gender and/or intimidation is used to coerce the sexual act.4 Sexual violence and abuse include unwanted touching of any kind and rape, including the use of children in commercial sexual exploitation or in audio and visual materials. Regardless of the legal age of consent, sexual activity between teachers or other school personnel and students is considered to be sexual violence and abuse. Sexual violence can be perpetrated verbally; through any repetitive, unwanted sexual attention, such as requests for sexual favours, teasing or taunting about dress or personal appearance; or by forcing students to watch pornography or listen to sexually explicit language.5

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3 This definition was sourced from UNICEF (2001) and Humphreys (2008).

4 In some cases, female students are reported as being instigators of transactional sex in exchange for (or in the promise of exchange for) better marks, a scholarship, gifts or money, among others (Luke and Kurz, 2002). According to some testimonies, the concerned teachers consider themselves as victims of the girls’ alleged ‘provocations.’ The power differential between a teacher and a minor student gives the teacher professional authority over her; therefore, it is impossible to consider the student’s behaviour consensual (Save the Children, 2013). Transactional sex between a teacher and a student is, therefore, always considered to be sexual violence.

5 This definition of ‘sexual violence’ is sourced from MSI (2008), UNICEF (2014) and Meyer (2008).
2. Positive Discipline Responses: Alternatives to Corporal Punishment

Reflection
For minor day-to-day mistakes or indiscipline issues, students will be asked to reflect on their misbehaviour. Children learn from their mistakes when they understand why what they did was wrong and when they are given an opportunity to think about the consequences of their behaviour. The types of discipline measures in this category include:

Verbal warning. Giving a verbal warning includes talking to the student and telling them what they did wrong. The student should also be told that if they repeat the misconduct, further disciplinary steps may be taken.

Imposing a timeout. This involves asking a child to either leave the class for a number of minutes or sit in a quiet place and think about their behaviour. Give as many minutes as a child is old - one minute per year. Two minutes for a two year old and six minutes for a six year old. To be able to return to class, the learner must be able to say what they did wrong and how they will avoid repeating the mistake. After the minutes have passed, the teacher should invite the child back into the room and ask him or her to explain what they did wrong. This should be done firmly but without humiliating the child. It is important to remember that imposing a timeout is more than just sending a child out of the class. Instead, the child should be sent to a specific spot where they must sit and think, such as a chair outside the head teacher’s office, a chair in the staff room or a bench just outside the classroom. Timeouts are not punitive but, rather, a chance for a child to reflect upon their mistake.

Letter writing. In this technique, the student writes a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate, an apology should be included.

Oral apology. This involves apologising to the wronged person and asking for forgiveness. The wronged person should acknowledge and accept the apology.

Infraction slip. This involves writing the child’s offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper should be given to the Peer Discipline Committee (see below) for further disciplinary measures.

Discipline box. First, a discipline box must be established in the classroom. Then, the name of a child who misbehaves is written on a piece of paper that is placed in the box, which is checked on a weekly basis. You can set a limit such that if the child’s name appears in the box more than a given number of times, a certain penalty will be imposed.
Penalty
For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that their actions have consequences. The types of discipline measures in this category include the following:

Light work that improves the school environment. Examples of such light work include slashing an appropriate-sized area of grass, cleaning a small part of the school compound in a designated area, cleaning the toilets and mopping the floors. The work must be productive, not punitive, and must be appropriate for the age, size and physical abilities of the child. Care must be taken that the penalty is fitting, related to the offence and not excessive or humiliating to the child. The aim is to create an opportunity for the child to think about their behaviour while they are performing the task and to learn a new response for the future.

Withdrawal of privileges. This involves taking away an activity that the student enjoys. For example, students may not be allowed to go out during play time, play during a school football match or participate in a planned activity. However, students should not receive a penalty that will be detrimental to their health or safety, such as being forbidden to eat lunch, drink water, use the toilet or perform other necessary activities. The duration that the privilege is withdrawn must also be proportional to the offence. For example, lighter offences may mean withdrawal for only one day, whereas more serious offences may mean that the privilege is withdrawn for a longer period of time.

Detention. The student must remain for extra time after school to reflect on what they did wrong. The student may be directed to complete an assignment during that time (e.g., to write an essay or a letter) or to simply sit and reflect.

Signing of a discipline or behaviour contract. This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it. The contract should include negative consequences if the misconduct is not stopped and positive outcomes if it is corrected. The contract should be set for a specified amount of time and be signed by the teacher and student. For more serious offences, the contract may also be signed by the parent.

Disciplinary talk with the learner. A time should be set to meet with the student to discuss their behaviour and to establish a course for correcting it.

Demerit. This involves marking the students file or a disciplinary book to record the child’s misbehaviour in an official manner.
Community service. In this technique, the student performs light work that benefits the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time or volunteering at an institution that needs assistance. Any community service work must be accompanied by counselling to explain its purpose.

Reparation
For offences that cause damage to a third party, the student must undertake public reparation, acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include the following:

Public apology. The student must apologise for his or her misbehaviour to the entire school in an assembly or to the group of people he or she offended.

Replace or repair. If the offence was accidental, the student must contribute to replacing or repairing the damage he or she caused, such as by erecting a new fence, chopping wood or repainting a wall.

Financial restitution. If the offence was intentional, the student must replace or repair the damage and pay for the materials needed to fix it. If financial restitution is impossible, the school may require the student to do meaningful labour within the school to compensate for the damage.

Official reprimand. The student must accept a written notice in their disciplinary record and sign a letter committing to reform. This letter should spell out the repercussions for failing to reform.

Involvement of parents. The school should involve parents in contributing towards replacing, repairing or apologising for the damage caused by the student.

Last Resort
For persistent and serious offences, severe action may have to be taken as a last resort. The types of discipline measures in this category include the following:

Parent meeting. In this technique, the parents are summoned for a discussion of the possible next steps as a warning to the child and his or her parents.

Referral. This involves referring the student to a professional who can assist him or her, such as a counsellor, nongovernmental organisation personnel, community member, probation officer, social worker or religious leader.
Suspension. In this technique, the student is subjected to a time-limited suspension (e.g., one week) with a written warning and a referral to a counsellor or probation officer.

Expulsion. As a very last resort, the student can be expelled from school with the involvement of a probation officer and a recommended action plan for next steps to help the child.

Order of Discipline
Teacher. The first person to handle any disciplinary case is the teacher. However, if the students continue to misbehave, the case can be referred to the next layer.

Peer Discipline Committee. Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet on a regular basis and handle all cases of indiscipline referred to them by the teacher. The committee should hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counselling them as a peer group or helping the student by coming up with solutions for his or her problem.

School Discipline Committee. If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, it can be referred to the School Discipline Committee, which may take actions deemed appropriate according to the Code of Conduct.

Head Teacher. If the offending student continues with his or her misbehaviour, the case can be referred to the head teacher, who may take actions deemed appropriate according to the Code of Conduct.

Parents. If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved, and a joint decision can be reached as to the appropriate disciplinary action to take.

Outside Referral. Finally, if the student’s misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.
### 3. Discipline versus Punishment

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<th>Discipline is:</th>
<th>Punishment is:</th>
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<tbody>
<tr>
<td>Giving children positive alternatives</td>
<td>Telling children only what not to do</td>
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<tr>
<td>Acknowledging or rewarding effort and good</td>
<td>Reacting rather than responding to misbehaviour</td>
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<td>good behaviour</td>
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<td>When children follow rules because the</td>
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<td>rules are discussed and agreed upon</td>
<td>or bribed</td>
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<td>Consistent, firm guidance</td>
<td>Controlling and shaming</td>
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<tr>
<td>Positive and respectful</td>
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<tr>
<td>Non-violent</td>
<td>Violent</td>
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<tr>
<td>Consequences that are directly related</td>
<td>Consequences that are unrelated to the misbehaviour</td>
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<td>to the misbehaviour</td>
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<tr>
<td>When children realise their behaviour</td>
<td>When children are punished for hurting others but are</td>
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<tr>
<td>affects others and know how it does so</td>
<td>not aware of how their behaviour affects others</td>
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<tr>
<td>‘Time-outs’ that are open ended and</td>
<td>‘Time-outs’ that banish a child for a set amount of time</td>
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<td>governed by a child’s readiness to gain</td>
<td>governed by the adult</td>
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<tr>
<td>self-control</td>
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<tr>
<td>Understanding individual abilities, needs,</td>
<td>Not taking into consideration individual abilities, needs</td>
</tr>
<tr>
<td>circumstances and developmental stages</td>
<td>and circumstances</td>
</tr>
<tr>
<td>Teaching children to maintain self-control</td>
<td>Teaching children to be controlled by a source outside</td>
</tr>
<tr>
<td></td>
<td>of themselves</td>
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<tr>
<td>Redirecting and selectively ‘ignoring’</td>
<td>Constantly reprimanding children for minor infractions,</td>
</tr>
<tr>
<td>minor misbehaviour</td>
<td>causing them to ignore you</td>
</tr>
<tr>
<td>Reflection and effective communication</td>
<td>Forcing children to comply with illogical rules ‘just</td>
</tr>
<tr>
<td></td>
<td>because I say so’</td>
</tr>
<tr>
<td>Using mistakes as learning opportunities</td>
<td>Teaching children to behave only to avoid punishment</td>
</tr>
<tr>
<td>Teaching empathy and healthy remorse by</td>
<td>Being sarcastic or demeaning</td>
</tr>
<tr>
<td>showing it</td>
<td></td>
</tr>
<tr>
<td>Directed at the child’s behaviour, never</td>
<td>Directed at the child, rather than the child’s behaviour</td>
</tr>
<tr>
<td>the child</td>
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6 Adapted from L. Couture, Discipline vs. Punishment; see Bibliography for full citation.
7 Time-outs are a corrective measure or punishment for children in which they are separated from others for a brief period of time.
The following Ten Keys provide a framework for planning and implementing a school safety plan that involves and empowers children and adults in creating positive and supportive school climates. Several of the keys provide opportunities for increasing learner involvement and empowerment. The information below informs school leaders on how to create a safe and positive school climate and achieve critical educational outcomes.

| Key 1: Establish A School-Community Partnership | Key 2: Start a School Climate Team |
| Key 3: Set Clear Behavioural Standards, Policies and Procedures | Key 4: Improve the Physical Environment |
| Key 5: Empower Learners as Agents of Social Change | Key 6: Implement Diversity Activities |
| Key 7: Create More Opportunities for the Least-Engaged Youth | Key 8: Support Social-Emotional Skills Curricula and Instruction |
| Key 9: Conduct Professional Development Training | Key 10: Encourage Parent Involvement |

**Key 1: Establish A School-Community Partnership Coalition**
Reducing incidents of bullying and violence requires a broad, community-wide effort that is best coordinated by a school-community partnership. This group generally includes representatives from faith groups, businesses, the government and community-based and youth-serving organisations, along with learners, teachers, administrators and parents.

**Key 2: Start a School Climate Team**
A School Climate Team generally comprises learners, teachers, administrators, school resource officers, other staff and parents. This diverse group meets regularly to address school climate issues. It provides a forum in which all stakeholders can voice their concerns and work together to recommend and implement specific actions that promote safety and prevent bullying and harassment in the school. Learners play a critical role in determining the success of the solutions that are developed and, thus, must hold a prominent position on this team.

**Key 3: Set Clear Behavioural Standards, Policies and Procedures**
Every school community needs to review their discipline policies and practices and have clear standards of behaviour that are known and supported by all members. These standards must also have clear consequences for those who
step outside the boundaries of acceptability, and these consequences need to be consistently applied. The use of positive discipline should be encouraged.

**Key 4: Improve the Physical Environment**
The overall quality of the physical environment significantly affects how learners feel at school and, as a result, on how they behave. Classrooms should be light filled and child friendly, containing student work and other educational wall hangings. The compound should be kept clean and free of litter.

**Key 5: Empower Learners as Agents of Social Change**
Learners play an important part in addressing school safety and school climate. Schools benefit from an organised team of students who are committed to identifying areas of negative school climate and have practiced how to respond. Learners have the observation skills to notice the exclusion, put-downs, teasing, relational aggression, bullying, harassment and other forms of mistreatment that sometimes goes unnoticed by adults. Learners who have practiced non-violent communication and intervention skills can interact with their peers to prevent and stop bullying and harassment when and where it happens.

**Key 6: Implement Diversity Activities**
Develop a year-long calendar that provides the entire school with ongoing activities that promote tolerance, deepen understanding and increase respect for differences. These activities will have greater impact if they are not stand-alone and are, instead, consistent with themes woven into the curricula. The Journeys handbook series provides a series of possible activities.

**Key 7: Create Opportunities for the Least-Engaged Youth**
Many learners feel disengaged and left out. Research shows that learners who lack a sense of belonging are at greater risk for acting out or dropping out. Creating new and diverse opportunities for these least-engaged youth to reconnect with their school and community through increased dialogue and involvement in Journeys activities is, therefore, important.

**Key 8: Support Social Skills Curricula and Instruction**
Especially in primary school, learners benefit from active teaching of the social-emotional skills that equip them to communicate effectively, establish solid friendships and resolve their differences non-violently. This can be accomplished directly through lessons that teach these skills and more indirectly through class meetings and other strategies (e.g., cooperative learning) that teachers use in their classrooms. A school must encourage and support consistent instruction and use of the curricula.

**Key 9: Conduct Professional Development Training**
All adults at the school, from the first-year teacher to the head teacher, have
a role to play in building and maintaining a positive, healthy and safe school climate. Unfortunately, professional development opportunities are limited, and many adults have not received the necessary training to fully understand bullying or sexual harassment or to intervene effectively when they do observe pervasive forms of bullying. Journeys for Schools provides activities to help teachers and other school staff recognise and better understand their roles as safe resources and confidantes for learners.

**Key 10: Encourage Increased Parent Involvement**

Because parents exert strong influences over learners’ opinions, values and interaction skills, parents’ understanding and support are essential for any school safety and climate plan to be successful. Holding neighbourhood meetings and educating more parents about the positive effects of a fully inclusive and supportive school climate can help lead to a successful school.
In April 2016, the government passed the Children’s Act\(^1\), which provides the legal framework for the protection of children and provisions for their well-being and has been assented by the President. The Children Act brings the following into law:

- **Duty to report violence against children** with a provision on the protection of children from all forms of violence. It states, every child has a right to be protected against all forms of violence including sexual abuse and exploitation, child sacrifice, child labour, child marriage, child trafficking, institutional abuse, female genital mutilation, and any other form of physical and emotional abuse. Anyone who reasonably believes that a child is being abused, is neglected, or is under imminent danger of being abused or injured may report the matter to the designated authority. Reporting is mandatory for medical practitioners, social workers, and teachers with regard to children under their care.

- **Corporal Punishment outlawed in schools.** The Children’s Act states that a “person of authority in institutions of learning shall not subject a child to any form of corporal punishment,” including “any punishment in which physical force is intentionally used to cause pain or injury to a child, and includes punishment which is intended to belittle, humiliate or ridicule a child.” In addition, the Global Initiative to End All Corporal Punishment of Children was updated and revised in March 2016.

- **Right to protective services for every child.** The ministry responsible for child affairs has the responsibility to “ensure that designated child protection services are available and accessible to children.” This clause places the responsibility on the government to ensure RTRR systems are available to children.

Violation of Corporal Punishment (Section 106A, Children’s Amendment Act, 2016) is punishable by fines and prison terms.

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Active listening - A skill that involves allowing others to speak without judgement and attentively focusing on what the other is saying in order to respond appropriately to the other’s social and emotional needs. Active listening is a skill that can be learned and improved through practice.

Agent of change or change agent - Somebody or something that brings about or helps to bring about transformation.

Attitude - An opinion or general feeling about something. It can be a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitudes are ways in which people think and feel that are often reflected in how they behave.

Behaviour - The way someone acts or responds to a certain situation.

Bullying - Hurtful harassment or tormenting of others, usually by an abuser who has more physical and/or social power than the victim. Bullying can take many forms, including the following:

Physical Bullying - Hitting, kicking, pushing, choking or punching.

Verbal bullying - Threatening, taunting, teasing, starting rumours or hate speech. Verbal bullying also includes exclusion from activities, which is the deliberate exclusion of a specific individual.

Bystander - A person who is at the scene of an unsafe interpersonal (i.e., between two or more people) situation who is neither the aggressor nor the victim.

Community - A group of people living in the same place and a feeling of fellowship with others as a result of sharing common attitudes, interests and goals.

Gender - Refers to a set of qualities and behaviours expected from males or females by society.

Gender-based violence - Any act that results in or is likely to result in physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender role expectations and stereotypes.
Gender equality - Equal rights, freedoms, conditions and opportunities for males and females to realise their full potential and to contribute to and benefit from economic, social, cultural and political development.

Gender norms - Standard patterns of behaviour for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls, resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decisions and choices because of how society expects them to behave.

Gender roles/assigned gender roles - Socially determined roles that can be affected by various factors, such as education or economics. They may vary widely within and between cultures and often evolve over time.

Gender stereotypes - Broad generalisations based on assumptions about how a person should act because of his or her sex and what society considers to be masculine and feminine roles, attributes and characteristics.

Harassment - Bothering or attacking somebody. This term refers to a wide spectrum of offensive behaviour. When it is used in a legal sense, ‘harassment’ refers to behaviours that are found to be threatening or disturbing and beyond those sanctioned by society (see Sexual harassment).

Human rights - The basic rights and freedoms to which all humans are entitled, regardless of citizenship, nationality, race, ethnicity, language, sex, sexuality or ability.

Perpetrator - A person who commits or is responsible for something, usually something criminal or morally wrong.

Positive discipline - Using alternative, non-violent methods of discipline to modify behaviour. For example, removing a privilege or assigning a community service task in proportion to the misbehaviour.

Positive reinforcement - Alternative to corporal punishment. Focuses on rewarding successes instead of punishing failures. Encourages effort and not only success.

Power - The ability to do what one wants to get one’s way. It is also the capacity to influence the behaviour or emotions of others or the course of events. ‘Powerless’ or ‘disempowered’ refers to the absence of power.
Punishment - An action that is imposed on a person for breaking a rule or displaying improper conduct. Punishment aims to control behaviour through negative means.

Resiliency - The ability to thrive, mature and be competent in the face of adverse circumstances.

Respectful - Listening to others and being mindful, careful or sensitive to their feelings, beliefs, needs and opinions in a non-judgmental manner.

Responsibility - Accountability or obligation.

School climate - Refers to the quality and character at and around schools. A positive school climate supports people feeling socially, emotionally and physically safe at their school.

School-related gender-based violence (SRGBV) - Any form of violence or abuse that is based on gender roles and relationships. It can be physical, sexual or psychological or any combination of the three. It can take place in the school, on the school compound, while going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims and perpetrators. Both educational and reproductive health outcomes are negatively affected by gender-based violence.

Self-efficacy - The belief that one can perform or learn to perform a certain behaviour or action.

Sex - The biological differences between males and females. Sex differences relate to males’ and females’ physiology and generally remain constant across cultures and over time.

Sexual assault - Forcing another person to have any type of intimate contact. This type of violence can involve physical or psychological force. When assault involves penetration, it is defined as rape.

Sexual harassment - Any repetitive, unwanted and uninvited sexual attention, such as teasing, touching or taunting.

Sexuality - The quality or state of being sexual.
**Social-emotional learning/development** - The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

**Teasing** - Making fun of or belittling a person. Teasing is not always harmful, but it can be damaging when it is unwanted, harassing or prolonged.

**Threaten** - To intimidate people by telling them that they will experience negative or dangerous consequences to an act.

**Uganda Children Act Amendment** - This amendment was approved in March 2016 by the President of Uganda, provides legislation around the protection of the rights of children in Uganda and prohibits corporal punishment.

**“U” Model of Inspiring Change** - A theory of creating change in communities that consists of five steps: (1) Establish a core group, ignite commitment and decide on a key issue; (2) learn together about the issue through observation, interviews and discussions; (3) reflect individually; (4) design the action; and (5) review, modify and institutionalise the change.

**Victim** - Someone harmed by an act or circumstance.


The World Café Community Foundation. n.d.. The World Café. Available at http://www.theworldcafe.com/

Works Referenced


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