Activity Handbook for Teachers and School Staff

Building a Positive School Community: My Role, My Responsibility
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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 Teachers and School Staff provides activities that head teachers are to lead in their schools as part of their administrative responsibility on preventing, protecting children from violence. More so, in cases where children encounter violence, the Handbook will support Head Teachers to report such cases and seek appropriate support.

I call upon all stakeholders engaged in providing education services in the country, especially head teachers, 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
ACKNOWLEDGEMENT

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

CBCM  Community Based Case Management
CBO  Community Based Organisation
CCT  Coordinating Center Tutor
CDO  Community Development Officer
MoES  Ministry of Education and Sports
MGLSD  Ministry of Gender, Labour, and Social Development
P  Primary
PSW  Para-Social Worker
PTA  Parent-Teacher Association
RTRR  Reporting, Tracking, Referral, and Response
SMC  School Management Committee
SRGBV  School-Related Gender-Based Violence
UN  United Nations
UNCRC  United Nations Convention on the Rights of the Child
UNICEF  United Nations Children’s Fund
USAID  United States Agency for International Development
VACIS  Violence Against Children in Schools
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.5 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.6 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 Teachers and School Staff**

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 school 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 and School Staff
- Journeys Activity Handbook for Community Members
- Journeys Activity Handbook for Pupils

The objective of the Journeys Activity Handbook for Teachers and School Staff is to mobilise school staff to take deliberate steps to increase, foster and promote a safe and caring school that is free from violence. A positive school climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. 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 Teachers and School Staff provides an opportunity to directly involve school staff in achieving this goal. It is intended to enable school staff change agents to facilitate a variety of activities that serve to deepen staff understanding about the nature and extent of VACiS and support them in working together to establish a school.

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and community where inclusiveness, a sense of belonging, and positive child support are normal.

2. **Benefits of the Journeys Activity Handbook for Teachers and School Staff**

Teachers and school staff 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 Teachers and School Staff**

The Journeys Activity Handbook for Teachers and School Staff consists of 33 activities organised according to five thematic areas:

1. Understanding Positive and Supportive 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 school 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 Teachers and School staff is designed to support trained change agents in engaging teachers and school staff in a variety of reflection, dialogue and participatory learning activities. By participating in these activities, school staff will develop a vision for safe and caring schools, recognise the different forms of violence perpetrated against children and develop practical actions to realise their vision and eliminate
violence against children. These change agents were selected based on the respect they hold in the school and their talent for mobilising the school staff and inspiring commitment and action from teachers and school staff.

Selected school change agents organise and facilitate the activities, bringing all school staff 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. Thus, the change agents share in the responsibility of working towards this vision as they take a learning journey with the teachers and staff in their school and support the design and implementation of school actions that will make the school a safe and caring place to learn.

**Preparation**
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 page 19) and have made the necessary preparations according to the activity handbook.

**Finding Another Way**
School change agents are responsible for implementing all of the activities in the Journeys Handbook for School Staff. 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 (page 86) and Mapping Danger Zones (page 116) are two examples using local materials.

**Journeys Facilitation Guiding Principles**
Change agents should interact positively and equally with all school members, regardless of their position in the school 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 teachers and school staff and withholding judgment;
- Allowing school staff to make meaning from the activities and discussions themselves rather than telling teachers and school staff what they should know;
- Encouraging shared responsibility among teachers and school staff 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 Teachers and School Staff.

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

**Participatory Methodologies**
Participatory methodologies are at the core of every activity. 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 school staff.

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

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 Activity Evaluation Form (page 20) 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 school staff respond to the topic discussed? What kinds of questions did they ask and what information did they share about the topic? Did school staff 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.

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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 school change agents is to inspire teachers and school staff to work together to develop and implement actions that will contribute to safe and caring schools that are free from violence. When school staff 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 positive and supportive school climate for learning, which is free from violence.

This section explains the Journeys Five-Step Process for inspiring teachers and school staff to develop and implement actions to address key barriers to children’s wellbeing in school. This Process is referred to as the U Model. When implementing the five steps, teachers and school staff go on a ‘journey’ in which they get started and identify a key problem; learn about how that problem interferes with children’s wellbeing in the school and the community; take the time to think about what has been learned; develop one or two simple and practical actions that will 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 teachers and school staff can apply as many times as they like. It can be used with groups of men, groups of women, and mixed-gender groups. Teachers and school staff may want to form groups with community members to work together to develop and implement actions to address a challenge faced by communities and schools. All teachers and school staff have good ideas about
how to build a positive and supportive school climate for learning, that is free from violence. The U Model for Inspiring Change can be used to help move these ideas forward within a school. Each of the five steps is described in more detail below.

**STEP 1.**
In Step 1, the school change agents identify other key people in the school 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 school 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 school change agents decided that they wanted to work together with other teachers and with the school leadership to help make the school a more positive and supportive place. They decided to ask another teacher, the School Management Committee Chair, the PTA chairperson, and the Community Development Officer to join the project. The school 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 school change agents facilitated a discussion to solicit ideas about the most pressing issues at the school. Although many issues were discussed, the group felt that pupils were just not nice to each other and that teachers were 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 school staff and others in the ‘project group’ collect information on how the identified issue reduces 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 ‘project group’, with the guidance of the school change agents, plans 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 food and excluding children with disabilities 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 teachers and others 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) was obtained about how pupils and teachers were unkind at their school. 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 to help support the action.

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 time line 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 students 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 and
An Example for Step 4 Continued
This group of teachers and school staff 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 were 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 number 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.

STEP 5:
In Step 5, the people 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 teachers and school staff decided to work with the school to display messages around the school compound that encourage teachers to be kind to each other and teachers to be kind to their students. The need to include children with disabilities and marginalised children would be a focus of many of the messages because the group had learned this was a special problem in the school. The team made an action plan to create this compound and started developing the messages.
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)\(^1\) 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

\(^1\)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
I. Establish a School - Community Leadership Committee

In addition to the two school 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 community change agents to establish this committee.

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<td>8.</td>
<td></td>
<td>16.</td>
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</tr>
</tbody>
</table>

II. Journeys support network

What support networks could the school 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 attended: Males _________ Females_______

Location __________________________________________________

Date and Time of Day _________________________________________

During what normal school activity will this take place (if applicable)?

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

Concerns discussed during planning and how these will be addressed:

Assigned roles of school change agents (name each)

Lead Facilitator _________________________________________

Co-facilitator ___________________________________________
ACTIVITY 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

Core Value

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Circle Correct Rating (As Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Improvement</td>
<td>Acceptable</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 and your team face in leading this activity?
Location______________________________________________________
Timing ________________________________________________________
Participant Attendance__________________________________________
In facilitating this activity _____________________________________

(4) What would you do differently next time?
______________________________________________________________
Theme 1
Understanding Positive and Supportive Schools
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, participants 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 participants about 15–30 seconds to sit quietly. Then, ask them to take a few breaths and open their eyes.
Discuss:
1. Ask the participants 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 participants 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 participants if any of these challenges could have prevented them from realising their dreams for the future.

4. Invite the participants 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.
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, participants will understand the qualities of an adult from whom children with a problem can seek advice and assistance.

Preparation
• Participants 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 participants 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 participants to identify a partner of the same sex.
1. 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.’

2. 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.

3. 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.

4. 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

REFLECTING ON MY LEADERSHIP SKILLS

Main Message
Everyone in a school has the potential to be a leader for change. By working together, we can provide an education for children in an environment that is positive, supportive and free from violence.

Activity objective
After this activity, school staff will be aware of their personal leadership qualities and skills, which they can use to create a more positive place for children to learn.

Preparation
- Write ‘Leadership Qualities’ on the blackboard or flipchart paper.

Materials needed: Paper and pencil for each participant

Explain: Explain that the purpose of this activity is for school staff to learn about their personal leadership qualities and skills.

Begin Part 1:
1. Give about five minutes for each participant to write down four leadership qualities or skills needed to be a leader for change on four different sheets of paper.
2. Ask each participant to read what he or she wrote.
3. As each participant mentions the leadership quality or skill, a facilitator should write it down on the blackboard or flipchart paper. If a quality comes up more than once, put a tick (✓) by that quality or skill to record each time it is mentioned.

Discuss:
1. Ask the participants to review the qualities listed and mention any that were missed.
2. Thank the participants, stating that everyone has a special contribution to make in building a positive and supportive school and eliminating violence.
3. Tell them that you will now move on to a second activity during which they will have a chance to reflect on their own leadership qualities.

Begin Part 2:
1. Make sure that everyone has paper, pencil and something to write on.
2. Ask the 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.
   - Listen and reflect on each question. Then, write their answers.
3. Read each statement and allow about one–two minutes for the participants to write about each reflection step. Make sure that the participants have the time they need to write.

**Guided Reflection: My Leadership Qualities and Skills**

a. Think about a story in your life in which you contributed to positive change in your school or community.
b. What did you do to contribute to the success of these changes?
c. What role did you play?
d. How did being part of improving the school or community make you feel?
e. What special talents and skills did you bring to this activity?
f. How could you apply these special talents towards building a positive and supportive school that is free from violence?

**Discuss:**
1. Ask as many volunteers as possible to share their stories about bringing positive change to the school or community. Ask each volunteer what particular personal qualities or skills he or she used.
2. Discuss how teachers can apply these special talents and skills to building a positive and supportive school that is free from violence.

**Summarise:**
Mention the different leadership qualities that the participants in the room used to bring positive change to their school or community. Wrap up by saying that “by working together, we can provide an education experience for children that is positive, supportive and free from violence.”
Activity 1.4

REFLECTION ON MY LIFE AT SCHOOL

Main Message
When we reflect on our own experiences going to primary school, we can understand the positive and negative experiences of today’s primary school pupils.

Activity objective
After this activity, the participants will better understand what school life, including the negative and positive aspects, is like for their pupils.

Preparation

• Familiarise yourself with the Guided Reflection in this activity titled, ‘When I Was at School.’
• Prepare a blackboard or flipchart with the following three columns:

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

Materials Needed: Paper and pencils for the participants to journal with

Note to Facilitator:
Mention that this activity is about remembering life at school. All staff are welcome. If anyone did not go to school, they should think about their child’s experience.

Explain: Explain that the purpose of this activity is to give school staff a chance to reflect on their own experiences at primary school and to better understand what pupils are experiencing today.

Begin:
1. To prepare for the reflection, ask the 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 they were of primary school age, about seven to 12 years old.

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

<table>
<thead>
<tr>
<th>Guided Reflection: When I Was in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Imagine yourself when you were young and at school.</td>
</tr>
<tr>
<td>b. Imagine yourself walking to school early in the morning. Notice the people around you. Who are they and what are they doing?</td>
</tr>
<tr>
<td>c. Now turn your attention to yourself. How are you feeling as you are walking to school? Are you feeling good or bad? Explore how you feel.</td>
</tr>
<tr>
<td>d. Think of words to describe what you are feeling as you get nearer to school.</td>
</tr>
<tr>
<td>e. You are now in the classroom sitting at a desk. What is the classroom like? What do the walls of your classroom look like? How does the classroom make you feel?</td>
</tr>
<tr>
<td>f. Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? Are you happy to see the teacher come in?</td>
</tr>
<tr>
<td>g. What happens when you know an answer? What happens when you don’t know an answer? What happens when you misbehave?</td>
</tr>
<tr>
<td>h. Walk outside of the classroom. Picture the school compound. What do they look like? What is the toilet like? Do you have access to safe water?</td>
</tr>
<tr>
<td>i. What is it like being on the school compound with the other children?</td>
</tr>
<tr>
<td>j. 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?</td>
</tr>
</tbody>
</table>

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

3. Give the participants 10 minutes to write freely about their reflection.
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 write the negative experiences or feelings in the ‘Negative’ column and the positive experiences and feelings in the ‘Positive’ column using one or two key words for each.

3. Mention one of the words in the ‘Negative’ column and ask what could be done to turn this negative experience to a positive one. Have the co-facilitator write the answers in the ‘Change’ column.

4. Repeat this process for as many of the words in the ‘Negative’ column 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 up by saying that this work is exactly what needs to be done to ensure that their children’s experiences in school are positive and free from violence.
Activity 1.5

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, teachers and other school staff will understand important aspects of a positive and supportive school climate for pupils to learn, which is free from violence.

Note to Facilitator
This activity can be implemented over two or more days. The teacher 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. (Page 145)
- Practice reading the Definition of a positive school climate (below).

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
Explain: Explain that the purpose of this activity is for teachers and other school staff to develop an understanding about the different aspects of a positive and supportive place for pupils to learn, which is free from violence.

Provide and discuss the definition of a positive and supportive school (see left). Ask participants 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 participants 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. Participants 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 the positive examples the participants come up with on the flipchart paper.

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

4. Continue until all participants have visited each of the 4 stations they were assigned to (e.g., either stations 1 – 4 or stations 5 – 8).

Note to Facilitators:
- Half go to any one of Stations 1 – 4 and the other half go to any one of Stations 5 – 8.
- Participants 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, participants 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 a 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
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 teachers and staff 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.
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 teachers and school staff members, do to improve our school climate?

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 1.6

POSITIVE SCHOOL ARTWORK

Main Message
A positive school can take many forms and that the shared values of the staff and their commitment to children’s safety, learning and social development make a difference in children’s lives.

Activity objective
After this activity, school staff will develop a shared vision for a school that is supportive of children’s learning and free from violence.

Preparation
• Organise the participants into groups of four–six.
• Make a space on a wall and table where the participants can display their artwork and other school staff and students can come to observe.

Materials needed: Paper, coloured markers, glue, tape, cardboard, bottle caps, paper cups, sticks and other local materials.

Tip for Facilitators:
This activity may require multiple sessions to give the participants enough time to work on their posters or sculptures.

Do More:
• In advance of this activity, the school change agents could develop their own ‘positive school’ model in the form of a poster, mural or sculpture.
• Change agents can invite some members of the school or community to assist in the artwork.

Explain: Explain that the purpose of this activity is for school staff to work together to design a model of a positive, violence-free school. Explain that they will develop a poster or sculpture of their positive school.

Begin:
1. Tell the participants that their poster or sculpture should express the following through pictures, objects or printed messages:
   • The foundation of the school and the path to the school from the village;
   • The vision of the school;
   • The child rights upheld by the school; and
• Messages that deter all forms of violence.

2. Give the groups as much time as they need to finish their artwork.

3. When completed, ask the groups to display their artwork on the designated wall or table.

4. When all groups have finished, invite them to move about to view the artwork

**Discuss:**

1. Give each group about five minutes to:
   - Present their artwork;
   - Discuss the highlights of their positive school; and
   - Invite comments and questions from the audience.

2. Ask the participants the following questions:
   - What were some of the new ideas about establishing a positive school that you heard about in the presentations?
   - How could some of these ideas be put into place?

**Summarise:**

Summarise the activity by mentioning some of the positive elements highlighted by the artwork. Note that a positive school can take many forms and that the shared values of the staff and their commitment to children’s safety, learning and social development makes a difference in children’s lives.
Activity 1.7

TEACHER AND PUPIL WELLBEING

Main Message
It is important that teachers feel confident in their teaching and respected by their head teachers and colleagues. Teacher wellbeing contributes to a positive and supportive school climate for learning.

Activity objective
After completing this activity, participants will understand that the wellbeing of both teachers and students contributes to creating a positive school that is free from violence.

Preparation
- Note that the participants will be working in pairs.
- Draw a large heart shape on a flipchart paper and tape it to a wall.
- Write the word ‘Wellbeing’ on the inside of the heart.
- Distribute a small piece of paper (10 cm × 7 cm) and marker to each participant.
- Write the Talking Points (below) on a flipchart paper or the blackboard.

Materials needed: heart, talking points, a piece of paper and marker for each participant and tape

Talking Points
- How does wellbeing impact the quality of instruction?
- How does your wellbeing impact your relationships with your pupils?
- How do you think that teacher wellbeing could lead to the harsh treatment of pupils by teachers?
- What could you, personally, do to improve the wellbeing of teachers in your school?
Explain: Explain that the purpose of this activity is for participants to reflect on their sense of wellbeing at the school and to understand how this impacts the wellbeing of students.

Introduce the definition of wellbeing as ‘the state of being happy, healthy and comfortable’. Explain that teacher wellbeing includes such things as motivation and job satisfaction, feelings of self-worth and relationships with head teachers, colleagues, parents and pupils.

Begin:
1. Distribute one small piece of paper and a marker to each participant.
2. Organise the participants into pairs and give them 15 minutes to:
   • Discuss with each other what ‘teacher wellbeing’ means to them; and
3. Write down one–two words that represent their current state of wellbeing as a teacher or staff member.

Examples:
   • Write ‘Recognition’ and say, ‘My wellbeing at the school is good because when your worth as a teacher is recognised, you feel good.’
   • Write ‘Travel Long Distances’ and say, ‘There are no teacher residences, and therefore, I must travel far to come to school. This impacts my happiness and wellbeing as a teacher.’

4. Ask each participant to do the following in one minute or less:
   • Read their word(s);
   • State how this adds to or takes away from pupils’ wellbeing; and
   • Tape the positive words on the inside of the heart and the negative words on the outside of the heart.

Discuss:
1. Ask the participants to join their partner again to discuss the talking points written on the blackboard or flipchart.
2. After about 10 minutes, get the attention of the group and ask for volunteers to share some of the ideas discussed relating to each of the talking points.
Summarise:
Wrap up by saying that positive teacher wellbeing contributes to a positive school climate for learning, which, in turn, improves student wellbeing, attendance and achievement.
Activity 1.8

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, participants will understand that corporal punishment is carried over from generation to generation and recognise 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 participants to reflect on their own experience of being disciplined when they were in school and to discuss the implications of such experiences for today’s pupils.

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 participants 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 participants 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 participants had experiences in school that were similar to yours?
• Were there any statements that were particularly familiar to you? Ask each participant 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?

**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.

**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.
Activity 1.9

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 participants 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 participants about 30–45 seconds to think about it.
   - Ask the participants 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 participants about 30–45 seconds to think about it.
   - Ask the participants to comment about how the responses they gave were similar to or different from the definition of discipline.
5. Divide the participants 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. Read John’s story and ask for a volunteer to determine whether it is an example of discipline or punishment and explain why.
2. Read Mary’s story and ask for a volunteer to determine whether it is an example of discipline or punishment and explain why.

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.
**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.

**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.’
Activity 1.10

POSITIVE DISCIPLINE FOR BEHAVIOUR CHALLENGES

Main Message
Classroom management can be challenging, especially in large classes. Positive discipline methods are the most effective way to maintain order in the classroom. Punishment is ineffective and can be harmful to pupils.

Activity objective
After this activity, participants will understand how to apply positive discipline to manage disruptive pupil behaviours in the classroom.

Preparation
- Review the information brief on positive discipline.
- Organise the participants into three groups.
- Write the Behaviour challenges scenarios and discussion questions on flip-chart paper and tape them in different areas of the room (see next page).
- Review the facilitator notes regarding supporting the discussion (see next page).
- Have available the three scenarios of how Ms Obalo handled a behavior challenge (See end of this activity).

Materials needed: behaviour challenges scenarios, discussion questions, tape, paper and writing utensils

Explain: Explain that the purpose of this activity is for participants to learn about how positive discipline can be used to help manage disruptive behaviour in the classroom. Mention that they will have an opportunity to apply what they have learned about positive discipline and punishment.
Begin:
1. Divide the participants into three groups, distribute flipchart paper and markers to each and assign each group one of the scenarios on page 47-48.
2. Give the groups about 15 minutes to make a written list of:
   - The positive ways that Ms Obalo handled the situation; and
   - The negative ways that Ms Obalo handled the situation.
3. When finished, ask the groups to come together for a discussion.

Discuss:
1. Ask each group to:
   - Tape their scenario and lists on the blackboard.
   - Read the scenario and their lists of positive and negative responses to Peter.
   - Solicit comments or questions from the audience.
2. The facilitator refers to the discussion notes (See Text Box of negative comments to the right and positive comments on following page) included with this activity to make sure that all of the various positive and negative responses to the situation are mentioned.
3. Lead the group in a discussion focused on the following questions:
   - What happened when Ms Obalo responded negatively to Peter?
     - How did Peter respond?
   - What happened when Ms Obalo responded positively to Peter?
     - How did Peter respond?
4. Ask the participants what they learned in the activity and pose the following question:
   - Can anyone see the value in using positive discipline as opposed to punishment?

Note to Facilitator:
Negative Comments in the Stories
Scenario 1
- Both Ms Obalo and the head teacher show anger.
- The head teacher threatens Peter by saying, ‘Wait until class is over’ and ‘Do you want me to show him who is the boss with this cane?’
- Ms Obalo applies unreasonable and meaningless punishment by making Peter stand in the corner and face the wall.

Scenario 2
- Ms Obalo uses sarcasm: ‘I guess someone can’t remember the rules around here.’
- The head teacher stops in and threatens Peter.

Scenario 3
- There are no negative comments.
**Note to Facilitator:** Positive Comments in the Stories

**Scenario 1**
- Ms Obalo asks for a specific behaviour to occur (be quiet) and states the reason why (the math lesson is beginning, and everyone needs to listen closely).
- She also uses polite and respectful language (please).

**Scenario 2**
- Ms Obalo asks Peter why he thinks his behaviour is wrong and gives him a chance to correct it.
- She demonstrates that she can handle her own classroom and does not need the head teacher’s help at the present moment.
- She reinforces Peter’s behaviour positively by giving him a chance to answer the maths question correctly.
- She praises him and smiles. This lets him know that she still likes him, despite the fact that he was misbehaving.
- It was the behaviour that was the problem, not Peter.

**Scenario 3**
- Ms Obalo is gentle but firm in addressing Peter’s misbehaviour.
- She offers him a choice in directing his behaviour. This gives Peter a chance to be responsible for his behaviour and for what happens next.
- Ms Obalo has classroom rules that are displayed on the wall for everyone to see.

**Summarise:**
Wrap up the session by acknowledging that classroom management can be challenging, especially in large classes. Positive discipline methods are the most effective way to maintain order in the classroom. In contrast, punishment is ineffective and can be harmful to pupils.
**Scenario 1**
Ms Obalo walks into her P4 class ready to start the maths lesson. As she begins, her students are talking to each other and are not listening to her. She says loudly, ‘Everyone stop talking, please. We are starting the lesson now.’ Everyone quiets down except Peter. Peter is still talking to his friend about the football game he saw on television last night. Ms. Obalo screams, ‘Peter, why can’t you shut up? Stand in the corner with your arms stretched out and your face to the wall. You are in more trouble than you can imagine. Wait until class is over.’ Passing by the class, the head teacher asks, ‘Do you want me to show him who is the boss with this cane?’ Peter begins crying in the corner. He fears his fate, humiliated in front of his friends and wishing he was anywhere but in this classroom. He is thinking that tomorrow, he will not come to school.

**Scenario 2**
Ms Obalo walks into her grade 4 class ready to start the maths lesson. As she walks in, she says, ‘Everyone quiet down now, please. We are going to start our maths lesson, and everyone needs to listen closely.’ After the class quiets down, Peter continues talking to his friend. Ms Obalo asks, ‘Who is still talking? I guess someone can’t remember the rules around here.’ The head teacher, who is passing by the classroom, stops in and asks Ms Obalo if there is a problem and whether she would like him to take care of it. Ms Obalo thanks him and tells him she has the situation under control.

After the head teacher leaves, Ms Obalo looks at Peter and asks, ‘I wonder why the head teacher would say that? Do you have any ideas?’ Guiltily, Peter replies, ‘Well, I was still talking after you asked the class to be quiet.’ Ms. Obalo asks, ‘What was wrong with that, Peter?’ He answers, ‘I was being disrespectful to the rights of my fellow students. I have the right to express myself, but I should not do it during class because my fellow students have the right to learn maths.’ Ms Obalo answers, ‘Yes, Peter, you do have the right to express yourself; when would be a better time to do that?’ Peter smiles and says, ‘After class, Ms Obalo.’

Ms. Obalo asks the class what 100 divided by 2 is. Peter raises his hand excitedly, and Ms. Obalo calls on him. He answers, ‘50.’ Ms Obalo smiles and says, ‘Very good, Peter, thank you for raising your hand.’ After that, Peter paid extra attention throughout the whole maths lesson and did not talk to his friend until after class.
Scenario 3
Ms Obalo walks into her grade 4 class ready to start the maths lesson. As she walks in, she says, ‘Everyone quiet down, please. We are going to start our maths lesson, and everyone needs to listen closely.’ After the class is quiet, Ms Obalo hears Peter talking to his friend. Ms Obalo points to the classroom rules and reminds Peter of the rule ‘Be respectful’ and the consequences of not following this rule. She asks Peter, ‘Are you being respectful if you are talking while I am talking?’ Peter thinks about it and does not talk out of turn for the rest of the lesson. He also stays after class to apologise to Ms Obalo for talking while she was talking.
Activity 1.11

POSITIVE REINFORCEMENT

SCENARIOS

Main Message
Positive discipline is the most effective form of discipline. Corporal punishment is both ineffective and against the law in Uganda. This type of punishment is a violation of a child’s right to an education that is free from violence, which is given by the Uganda Children’s Act.

Activity objective
After this activity, participants will understand the definition of and how to apply positive discipline as an alternative to corporal punishment.

Preparation
• Read the information brief on Positive Discipline.
• Organise the participants into three groups, with one co-facilitator for each.
• Write the definitions for 1) Positive Discipline and 2) Positive Reinforcement (see below) on flipchart paper or a blackboard.

Positive Discipline
• Positive discipline is a disciplinary approach that provides a violence-free alternative to corporal punishment.
• When we stop using corporal punishment, we are building a pupil’s ability to use positive self-discipline. Pupils learn to be motivated from within to do their best because of feelings of self-worth rather than fear or shame.

Source: MoES and Raising Voices

Positive Reinforcement
• Reward the behavior, not the task.
• Focus on what the student is doing correctly rather than what they are doing incorrectly.
• Do not compare one student to another.
• Encourage effort, not just success.

• Distribute sheets of paper and pens to all participants.
• Write the positive reinforcement scenarios on slips of paper (next page).
Explain: Explain that the purpose of this activity is to learn more about positive discipline as an alternative to corporal punishment.

Present the definition of Positive Discipline on the blackboard or flipchart and ask whether anyone has questions or would like to add to this definition.

Explain that in this activity, you will focus on an approach to positive discipline called ‘Positive Reinforcement’.

Present the flipchart on Positive Reinforcement and ask volunteers to read each bullet and give an example. Before continuing, check to make sure that all of the participants understand each bullet.

Begin:

1. Organise the participants into six small groups and distribute one scenario to each group.

   **Discipline Scenarios**

   1. A student in your class is dressed smartly. You want to praise him so you say to the student, ‘You are dressed so smartly today. Your classmates could learn a good lesson from you because they are so untidy.’

   2. A student does well on a test, and you want to recognise his or her good performance. You say, ‘Well done! You are so much smarter than your classmates!’

   3. A child who never wears a uniform comes to school one day with it on. You say, ‘Your uniform is so dirty! What is wrong with you?’

   4. A student is working very hard to write well in English but continues to make mistakes. You say, ‘You are just no good at English. If you don’t improve by next week, you will be caned in front of all your classmates.’

   5. A student is talking to his neighbour in your class. You are annoyed with the student and pull his ear until he is on the floor. You say, ‘Stay there until you can be quiet at your desk!’

   6. A child is running around the school compound, and you are afraid he is going to get hurt. You say, ‘Stop running this minute and go to the head teacher’s office for a beating!’

2. Allow the groups of participants 10–15 minutes to:
   - Read and discuss the scenario; and
   - Prepare two short skits:
     - **Skit 1:** Role-play the scenario exactly as it is presented.
     - **Skit 2:** Present an alternative scenario in which positive discipline is used.
3. When everyone is ready, organise the chairs in the room into a semi-circle.

4. Give each group five minutes to present, as follows:
   • Read the scenario.
   • Present Skit 1, exactly as in the original scenario.
   • Present Skit 2, the alternative scenario involving positive discipline.
   • Ask the audience to identify how the student was disciplined in a positive way during Skit 2.

Discuss:

1. Lead a discussion about what the participants learned.

2. Ask volunteers to discuss some of the challenges related to using positive discipline and how these could be addressed.

Summarise:

Wrap up by mentioning that positive discipline is the most effective form of discipline. Corporal punishment is both ineffective and against the law in Uganda. This form of punishment is a violation of a child’s right to an education that is free from violence, which is given by the Uganda Children’s Act.
Activity 1.12

PRACTICAL EXAMPLES OF DISCIPLINE AND PUNISHMENT

Main Message
Shifting disciplinary practices from punishment to positive discipline takes time. However, it is important to do so because positive discipline is effective and teaches pupils about positive behaviours, whereas punishment is ineffective and can be harmful to pupils.

Activity objective
After this activity, participants will be able to think strategically about how to use positive discipline as an alternative to punishment.

Preparation
- Review the information brief titled, ‘Discipline versus Punishment’.
- Organise the participants into seven small groups.
- Tape the ‘Discipline’ flipchart (right) on the blackboard.
- Tape the ‘Punishment’ flipchart (below) on the blackboard.

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: Definitions of discipline and punishment, ‘Discipline versus Punishment chart’ and paper and pencils for all participants.
**Explain:** Explain that the purpose of this activity is to give teachers a chance to learn more about positive discipline and to discuss ways to apply positive discipline in the classroom as an alternative to punishment.

**Begin:**
1. Ask for a volunteer to read the definitions of discipline and punishment taped on the blackboard and ask another volunteer to give an example of each.
2. Have the participants form small groups of two or three and assign each group one of the seven numbered rows in the ‘Discipline versus Punishment Chart’.
3. Give the groups 10–15 minutes to:
   - Discuss the statement under ‘Discipline is’ and the corresponding statement under ‘Punishment is’.
   - Develop practical examples for each of the ‘Discipline is’ and ‘Punishment is’ statements.
   - Write their examples down.

**Example:**
Direct the participants’ attention to Row 1 of the ‘Discipline versus Punishment Chart’:

<table>
<thead>
<tr>
<th>Discipline is</th>
<th>Punishment is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving pupils positive alternatives</td>
<td>Telling pupils only what NOT to do</td>
</tr>
</tbody>
</table>

Instead of saying, ‘Don’t come late to class anymore,’ tell the student, ‘If you continue to be late to class, you are going to have to stay late after school or come to school on Saturday. Which one would you like to do?’

**Discuss:**
1. Give the small groups two–three minutes to present their examples of ‘Discipline versus Punishment’ for their assigned rows.
2. Invite the audience to comment or ask questions after each group presents.

**Summarise:**
Acknowledge that teachers face many challenges in maintaining discipline, especially in large classes. Wrap the session up by informing teachers that shifting their disciplinary practices from punishment to positive discipline takes time but that it is well worth it and can really make a difference in the classroom and for their pupils.
<table>
<thead>
<tr>
<th>Discipline is:</th>
<th>Punishment is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledging or rewarding efforts and good behaviour</td>
<td>Reacting to misbehaviour</td>
</tr>
<tr>
<td>1. Consistent, firm guidance</td>
<td>Controlling and shaming</td>
</tr>
<tr>
<td>2. Positive and respectful</td>
<td>Negative and disrespectful</td>
</tr>
<tr>
<td>3. Nonviolent</td>
<td>Violent</td>
</tr>
<tr>
<td>4. Appropriate for individual abilities, needs, circumstances and developmental stages</td>
<td>Does not take individual abilities, needs and circumstances into consideration</td>
</tr>
<tr>
<td>5. Using mistakes as learning opportunities</td>
<td>Teaching children to behave only to avoid punishment</td>
</tr>
<tr>
<td>6. Teaching empathy and healthy remorse by demonstrating it</td>
<td>Being sarcastic or demeaning</td>
</tr>
<tr>
<td>7. Directed at the child’s behaviour, never at the child</td>
<td>Directed at the child, rather than at the child’s behaviour</td>
</tr>
</tbody>
</table>

1 Adapted from L. Courture, Discipline vs. Punishment
Theme 2
Barriers to Positive and Supportive Schools
Activity 2.1

DAILY SCHEDULES FOR GIRLS AND BOYS

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

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

Preparation
- Organise the participants into two groups: one group of men and one group of women.

Materials needed: A4 paper, a sheet of flipchart paper, pencils and a marker for each of the two groups

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

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 participants 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 participants use both pictures and words to develop the schedules.
4. Post the schedules on the wall and invite each group to present.
Discuss:

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?’

1. If schedules were not obtained from boy and girl 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 school staff 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 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 teachers and other staff 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.
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. Good listening is the most important quality of a trusted and caring adult.

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

Preparation
- Ensure that an open space where participants can walk around and talk to each other is available.
- Prepare role tags that say ‘Listener’ and ‘Speaker’.

Materials needed: Role tags and tape or pins

Explain: Explain that the purpose of this activity is to give participants 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 participants into two groups—speakers and listeners—and distribute the ‘Speaker’ and ‘Listener’ role tags to tape or pin on their chests.
2. Tell the speakers to think of a short personal story to tell the listeners as they wait while you talk to the listeners.
3. Bring the listeners together away from the speakers.
   - 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 the speakers become listeners and the listeners become speakers. Ask the new speakers and listeners to come together.
   - 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. Allow about 15–20 minutes to repeat the activity.

**Discuss:**

1. Ask the participants 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 participants to discuss their experiences as speakers:
   - How did you know the other person 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 teachers and staff members that listening to children with love and understanding is the most important quality that an adult can exhibit to encourage children to come to them for advice and assistance.

**Facilitator Tips:**
The facilitator can observe the exchanges and encourage the speakers verbally or with a light audible signal to move on to new listeners.
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, teachers 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 symbols representing a boy and a girl.
• 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, marker, tape, Boy and Girl Gender Boxes and boy and girl symbols

Talking Points for Part 2:
• How do the behaviour expectations for boys and girls result in differential treatment by teachers in schools?
• How can the behaviour expectations for girls put them at risk of sexual violence?
• How can the behaviour expectations for boys lead to sexual violence?
• How do gender roles reduce the choices that boys and girls have for their future?
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 teachers 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 (e.g., boy or girl).
3. Explain that the rhythm should stop briefly once someone is selected to be sure that his or her response is heard. Inform the participants 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 participants in the circle and saying ‘boy’ or ‘girl.’ Continue until a variety of personality traits, physical characteristics, 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 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.’

Some Examples:
- If I say ‘boy’, you might say ‘aggressive.’
- If I say ‘girl’, you might say ‘has breasts.’
- If I say ‘boy’, you might say ‘herds cattle.’
- If I say ‘girl’, you might say ‘nurse.’

The co-facilitator should record (with a picture if possible) what the community members say inside the Boy Gender Box or the Girl Gender Box, as appropriate.

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, emphasise that these characteristics differentiate boys and girls according to their sex and are given by birth.

3. Discuss traits that are not given by birth by pointing out the qualities in the boxes that are not given by birth. Ask the participants if they can remember when and/or how they learned to define these characteristics or occupations as ‘boy characteristics’ or ‘girl characteristics’.

4. Have the 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.

5. After the discussion, ask the participants to propose which ‘not’ statements on the blackboard should be erased because they are not always true.

**Facilitator Tips:**

Encourage responses that suggest that these associations are learned, building on and reinforcing responses highlighting that these differential expectations for boys and girls were established by society and culture.

The co-facilitator should make a list of the ‘not’ statements, such as ‘A girl is not strong’ or ‘A boy does not cry,’ on the blackboard or flipchart.
Example:
A man may have learned to be a good cook as a youth because his mother encouraged and taught him to cook and he was left to take care of the children. He then grew up and got a good job as a cook in a restaurant or a hotel.

Begin Part 2:
1. Ask the participants to form small groups of two–three and discuss the Talking Points written on the blackboard or flipchart.
2. After 10–15 minutes, lead a discussion around each of the Talking Points. Encourage as many volunteers as possible to share their group’s ideas about these questions.

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, teachers will understand how a difference in power between two people can lead to violence against children.

Prepare:
- Prepare the following role tags and others, as needed, making one for each participant:
  - P2 Boy, P6 Boy, 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, Traditional Leader or Chief, District Inspector, District Director, Member of Parliament, Military Man and Policeman

Materials needed: Role tags and tape

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 participant and ask them to tape it to the front of their shirt or dress so that it is easily visible.
2. Ask the participants to walk about the room, greet each other and have a very brief verbal exchange based on their assigned roles (about two–three minutes per exchange). Remind people that they should play their roles, not themselves!

Facilitator Tips
After about three minutes, the facilitator may want to use a bell or drum to nudge the participants to move on to another person and begin a new exchange.
Discuss:
1. Ask the participants to sit quietly for about one minute and reflect on the 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 group of people 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 might. Examples are presented in the box below.

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

<table>
<thead>
<tr>
<th>Some Examples of Role Pairs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher and teacher</td>
</tr>
<tr>
<td>P6 Boy and P2 Boy</td>
</tr>
<tr>
<td>Male policeman and mother</td>
</tr>
<tr>
<td>Male teacher and P6 girl</td>
</tr>
<tr>
<td>Female teacher and mother</td>
</tr>
<tr>
<td>Wealthy man and P7 girl</td>
</tr>
</tbody>
</table>

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

3. After about 15 minutes, stop the game and ask the participants to return to their chairs but keep their role tags taped to their chests.
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, participants will understand how power differences between two persons can lead to violence against the person with less power, especially when that person is a child.

School staff will understand that under no circumstances can forced consent be used to justify causing harm to a pupil.

Preparation
- Divide the participants into six groups.
- Write the Power and Consent Scenarios (attached at the end of the activity) on flipchart paper and tape them in different areas in the room, assigning one to each group.
- Write a copy of the Talking Points (below) on the blackboard or a flipchart.

Materials needed: Power and Consent Scenarios, Talking Points and tape

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 the impact on the child’s life be 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 participants into six groups and assign each group to one of the six Power Scenarios. Ask the members of each group to take their chairs to the wall where their assigned power scenario is posted.
2. Ask each group of four–five to:
   - Read and discuss their Power Scenario.
   - Discuss the Talking Points on the blackboard or flipchart and take notes on the discussion.
3. When finished, get everyone’s attention and give each group five minutes to:
   - Tell their story.
   - Discuss the Talking Points.
   - Ask the audience for comments or questions.

**Facilitator Tips:**
Allow about three minutes for each talking point. Move around to ensure that the groups are covering all of the Talking Points.

**Facilitator Tips:**
If it does not come up in each presentation, the facilitator should describe how consent may have been forced or coerced in that scenario.

**Discuss:**
1. Lead a discussion about the reasons pupils could be coerced to do something they do not want to do.
2. Ask the participants the following questions:
   - 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 perpetrated by a teacher, a fellow pupil or someone they encountered walking to or from school?

**Summarise:**
Emphasise that no act of violence perpetrated by a teacher towards a student can be justified by saying that the student gave their consent.
**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

EXPLORING ATTITUDES: 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 your own.

Activity objective
After this activity, staff 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.’ Post them in different areas of the room or an outside area.
- Select and prepare a list of 10 controversial statements about gender stereotypes and norms. An illustrative set of controversial statements is presented to the right.

Facilitator Tips
You may ask the participants ahead of time to share some controversial statements related to gender norms or gender stereotypes. Write these down and consider using some of them in the activity.

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

Explain: Explain that the purpose of this activity is to highlight the attitudes and beliefs that people 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 and their future career opportunities.

Begin:
1. Tell the participants 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 participants to ‘vote with their feet’ by walking to the signpost that represents their opinion about the statement.

3. Tell the participants that they can change their minds and change their position at any time. Indeed, it is expected that some people will change their minds. Encourage the participants to move to a new sign if they change their mind.

4. Read each statement. After the participants ‘vote with their feet,’ ask volunteers to share why they agreed, disagreed or were not sure. Ask if any participants want to change their mind and allow them to do so. When finished, have the participants return to their seats for a discussion.

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**Controversial Statements**

- Bullying is a normal part of growing up that students must accept.
- Boys do not experience sexual harassment or sexual violence.
- Teachers are helpless to do anything about preventing violence in schools.
- Parents expect teachers to use the cane, and therefore, I must cane pupils.
- 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.
- Children have a right to speak their opinion about how they are disciplined.
- It is more important for boys to get an education than girls.
- If I hear or see another teacher harassing my pupils, it is my responsibility to speak up and stop it.
- If a girl’s shirt is too tight, she deserves to be sexually harassed.
- Only girls experience violence in school.
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 to support the pupils we teach.
Theme 3
Child Protection Basics
Activity 3.1

UNDERSTANDING THE RIGHTS OF THE CHILD

Main Message
Children have rights, as do all human beings. Everyone in the school and community has a role to play in protecting these rights.

Activity objective
After this activity, teachers will recognise that there are certain rights that all people—adults and children—have. Teachers will understand their role in protecting the rights of their pupils.

Preparation
• Read the ‘Information on the Rights of the Child’.
• Write the Talking Points (below) on the blackboard or flipchart.

Materials needed: Paper and a marker for each participant.

Talking Points
• How would you describe this right? What are some examples?
• What can teachers do to ensure that this right is upheld?
• What could teachers do to deny a child this right?

Explain: Explain that the purpose of this activity is for school staff to understand that children have rights 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 have.
Begin:

1. Ask the participants to make their ‘Handful of Rights’ as follows: Draw an outline of their hand on a piece of paper and write a human right that is important to them in each finger.

2. When they have completed their drawings, invite the participants 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 the participants to look at their drawings. Ask, ‘Should children have these same rights?’ Have the participants draw another hand and fill in the fingers with the rights that children should have.

4. When they are finished, invite the participants to share with the group what they wrote in their ‘Handful of Rights’ for the child. Write their responses on the blackboard, placing tick marks next to those that are mentioned multiple times.

Discuss:

1. Lead a discussion, guiding the participants to recognise that the rights of both adults and children should not be taken away and are unconditional.

2. Divide the participants into five groups and give the groups 15 minutes to:
   - Choose one child right.
   - Discuss the Talking Points on the blackboard or flipchart.

3. Give each group five–seven minutes to present their child right and talking points:
   - Name the child right and give examples.
   - Describe what teachers can do to ensure that each right is upheld.
   - Describe what teachers could do to deny children each right.

4. After all the groups have presented, ask the audience for 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 and adults have a duty to protect children’s rights. No one has a right to take away children’s rights.

Activity objective
After this activity, participants will understand certain rights of the child 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 are attached at the end of this activity.
- Write the core elements of the five selected UNCRC Articles on the blackboard or a flipchart (see the text box below).

Selected UNCRC Articles
Article 2: Non-discrimination.
Article 12: Respect for the views of the child.
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.

- Write the small group Talking Points (right) on a flipchart or the blackboard.

Materials needed: Five UNCRC Articles, Talking Points and pen and paper for each group

Talking Points
- Discuss the UNCRC Article they are assigned with practical examples.
- What can teachers do to ensure that this right is upheld?
- What could a teacher do to deny a child this right?
Explain: Explain that the goal of this activity is to familiarise school staff with the Uganda Children’s Act and the UNCRC, which were designed to protect the rights of children.

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.
2. Assign one of the UNCRC articles to each of the five groups and ask them to:
   - Read the assigned UNCRC article; and
   - Discuss the Talking Points written on the blackboard or flipchart.

Discuss:
1. Give each group about two–three minutes to present their article and discuss the Talking Points.
2. For each presentation, ask the rest of the group to add additional examples of what teachers could 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, teachers have the ability to make their school a safe and positive place for social development and learning, which is a fundamental right of the child according to the Uganda Children’s Act.
Full Text of Articles 2, 12, 19, 28, and 29 of the UNCRC

**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

[Image of students and teacher in a school setting]
Activity 4.1

REFLECTION ON HOPES AND DREAMS

Main Message
Empathy and compassion for the challenges children face can ignite the commitment from school staff needed to ensure that all children have equal opportunities, including the opportunity for an education that is free from violence.

Activity objective
After this activity, participants will understand that most people have limited opportunities because of society’s different expectations of boys and girls and that many experienced some form of violence as children.

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

Materials needed: Paper and pens for each participant

Explain: Explain that the purpose of this activity is for school staff to reflect on the different expectations that their parents and the community had for boys and girls when they were growing up and how these expectations affected their lives. Explain that this is a guided reflection activity during which the participants will close their eyes to visualise their past experiences.

Begin:
1. To prepare for the reflection, ask the 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 one minute and think about when they were of primary school age, about seven 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 did you dream about? What were your hopes and dreams for when you grew up?

b. Think about the household you grew up in and who lived there when you were growing up.

c. 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?

d. 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? Think about this for a few seconds.

e. Now think about preparing for and traveling to school or walking to the market. Who did you normally walk with? Did you ever have a bad experience while walking? If so, what happened?

f. 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.

g. Think about an experience you had that was especially positive. Who were you with? What made this a happy experience?

h. 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 didn’t.

i. 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?

j. Think about the times you spent at home or in the community. How did these times feel? Who were you with?

k. Do you recall any experiences that you would consider to be violent? How did this experience make you feel? What happened in your life, if anything, as a result of this experience?

l. 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 participants to take about 5–10 minutes to sit quietly, think about their memories and write freely if they wish.

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 activity.

**Discuss:**
1. Invite volunteers to share stories with the group, if they feel comfortable doing so.

2. Lead a discussion about the aspects of their experiences growing up that may have served to help or hinder them in achieving their dreams.

3. Ask the participants to consider what aspects of their experiences growing up that they would want to change for the 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 of all teachers and other stakeholders to provide equal opportunities for boys and girls and eliminate all forms of 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, participants will understand more about the many forms of violence that children face in and around schools.

Preparation
• Have the participants work in small groups of four–five seated at a table.
• Label a wall space ‘Images of Violence’ in which the maps can be displayed.

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

Explain: Explain that the purpose of this activity is for school staff 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. Give the participants about one minute to sit quietly and think about violence against children that occurs in school or while pupils are walking to and from school.
2. Have the participants work in groups of four–five at tables supplied with flipchart paper and markers or crayons. Give the groups 15–20 minutes to:
   • Write the word ‘Violence’ across the top of the paper.
   • Draw images of violence that children face at school and while walking to and from school.
   • Tape their posters on the gallery wall labelled ‘Images of Violence.’

Facilitator Tips:
It is important that all participants participate in the drawing activity. Highlight that the images should depict types of violence that occur at school or while walking to and from school.
3. Give the participants 10 minutes to take a gallery walk to view the posters, noting similarities and differences or unusual images.

Discuss:
1. Invite as many volunteers as possible to share the feelings that they experienced while viewing the images.

2. Explore what the participants noticed about the following aspects:
   - The different acts of violence and the most common ones;
   - The similarities they saw in the images;
   - The characteristics of the typical perpetrator of violence (e.g., male or female; teacher or pupil);
   - The characteristics of the typical victim;
   - The types of violence perpetrated against girls; and
   - The types of violence perpetrated against boys.

Note to Facilitators:
If it is 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.

Another Way:
Try using local materials such as sticks to draw the act of violence on the ground.

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

BULLYING

Main Message
Bullying is an act of violence that can be physical or emotional and is harmful to pupils. Bullying often targets the same person repetitively and can be a continuous threat and source of fear for a pupil. It can cause longstanding depression, absenteeism and poor school performance.

Activity objective
After this activity participants 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: School-Related Gender-Based Violence (SRGBV) Definitions and study the definition for bullying.
• Organise participants into 5 groups.
• 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:

BULLYING

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

Materials needed: Bullying scenario, 40 papers (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 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.

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 participants 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 participants 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

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 and name each different act posted in a single row on the wall.

Note to Facilitators:
Mention that in this activity we are not including acts of bullying that are sexual such as sexual harassment. Tell the participants that we will be discussing sexual harassment and other forms of sexual violence during a separate Journeys activity.
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 participants 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 participants 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 often targets the same person repetitively and can be a continuous threat and source of fear for a pupil. It can cause longstanding 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 participants 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: School-Related Gender-Based Violence (SRGBV) Definitions and study the definition for corporal punishment.
- Participants organised into 5 groups.
- 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:

  CORPORAL PUNISHMENT

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

Materials needed: Corporal Punishment Scenario, 40 papers (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 participants 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?
1. Organise participants 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.
   - Ask the groups to come up and tape their remaining acts of corporal punishment directly under the pictures (or words) that they match

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 participants 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.
   - Ask the groups to come up and tape their remaining acts of corporal punishment directly under the pictures (or words) that they match

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.

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 participants posted
Ask participants what the pupils mentioned that they missed?
• 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 participants 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 participants?

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

3. Ask participants 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
Sexual violence can be verbal, emotional, or physical. Any act of sexual harassment, physical sexual assault, or coercion when perpetrated against a child by a teacher or other adult 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 participants will be aware of the many different verbal and physical 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: School-Related Gender-Based Violence (SRGBV) Definitions and study the definition for sexual violence.
• This activity is best conducted in a hall or classroom.
• Participants are organised into same sex groups of about three – four persons each.
• Cut enough pieces of paper (10 cm x 8 cm) to distribute 8 pieces of paper and one marker to each group (About 18 – 24 altogether).
• 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.
Have available Helen’s Story, which is for both the men’s and the women’s groups.

Materials needed: Helen’s story, 20 papers (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 participants 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) 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 participants into 6 groups (men and women) and distribute 8 papers and a marker 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
   - Write one-three words 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:
   - Name the acts of sexual violence on each paper, one by one.

**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.
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 participants 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:

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 teachers 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, make 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.
Impact of Violence Against Children in Schools

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

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

Preparation
• Organise the participants into no more than six groups and assign each a scenario.
• Copy the Impact of Violence Scenarios (attached to the end of this activity) onto flipchart papers and tape them to different parts of the wall.
• Write the Talking Points on a blackboard or flipchart paper.

Materials needed: Six Impact of Violence Scenarios, tape and paper and pens for all participants

Note to Facilitators:
There may be fewer than six groups, depending on the number of teachers and time available. If this is the case, simply select an Impact Scenario for each group.

Talking Points
• Who was harmed in this story?
• Who was responsible?
• What were the different types of violence?
• 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, negative impacts that all forms of violence, including bullying, corporal punishment and sexual harassment and violence, can have on children.
Begin:

1. Divide the participants into six groups and assign an Impact of Violence Scenario to each. Ask the groups to move their chairs near to where their assigned scenario is taped on the wall.

2. Allow 15-20 minutes for the groups to:
   - Read the story two times and check in with all of the group members to make sure everyone understood it.
   - Discuss the Talking Points (left).

3. After about 15 minutes, ask the participants to come back together for a discussion.

Facilitator Tips:
It is crucial that presenters stay within the time allotted so that everyone will have a chance to present. If this does not seem possible, the number of groups and scenarios should be reduced.

Discuss:

1. Get the groups’ attention. Give each group five minutes to present as follows:
   - Read their scenario.
   - Have different group members discuss how the pupil was harmed and how the life of the pupil could be affected in the long term.

2. After all of the groups have presented, ask the participants to take 5–10 minutes to write freely about the feelings and thoughts that came up for them during the session.

3. After the writing activity, invite volunteers to share some of the thoughts or feelings they wrote about, if they feel comfortable doing so, and what they learned.

Summarise:

All forms of VACiS, including bullying, corporal punishment and sexual harassment and abuse, have long-term, negative impacts on the lives of children. Repeat some of the common consequences that were mentioned during the discussion, highlighting some prominent examples. Call on the participants to work together to eliminate violence in their school.
Violence against Children Scenarios

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.

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**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. Teachers and school officials 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, participants will understand why some children are at greater risk of experiencing violence than other children and what can be done to protect children from violence.

Preparation
- Organise the participants into three groups.
- Write the three Risk and Protective Factors Scenarios (provided at the end of this activity) on flipchart papers and tape them to different sections of the wall.
- Write the Talking Points (right) 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?

Materials needed: Scenarios, Talking Points and paper and pens for each participant
Explain: Explain that the purpose of this activity is to help school staff 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 at the school for children to talk to about their fears of or actual experiences of violence.

Begin:

1. Ask the three groups of participants to read and discuss the ‘Risk and Protective Factor Scenario’ and 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 the scenario.
   - Discuss their comments on the talking points; and
   - Ask the audience to comment or ask questions.

Discuss:

1. Ask the participants to share what they learned from the activity.

2. Lead a discussion about factors that put children at risk using the following questions:
   - What situations increase pupils chance of being harmed in their schools?
   - What 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 at their school to protect children?
• What can we do individually—as teachers and other school staff—to protect children from violence?
• What 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, there is much that 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 teachers and school officials can help identify pupils who have experienced violence or are at risk of being a target of violence or of dropping out of school. When these at-risk pupils are identified, teachers can reach out to them to provide assistance and prevent further violence or drop out.

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

Preparation
• Organise the participants into four groups.
• Distribute 16 pieces of paper (10 cm × 8 cm), giving four to 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 pieces of papers (10 cm X 8 cm), four markers and tape

Explain: Explain that the purpose of this activity is to learn about the behaviours of pupils that warn teachers and school staff that they are at risk of experiencing violence or of being a target of violence or dropping out of school. We will call these ‘warning signs.’

Examples:
Bruises on a child, fearing to go to school or constant crying are just a few warning signs that suggest a child has been threatened or is experiencing violence at school. Absenteeism is another example.
Begin:

1. Divide the participants into four groups and distribute four 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 teachers and staff members that a child has been a target of violence or is at risk of being a target of violence or dropping out. These are called ‘warning signs’.
   - Think of four warning signs and draw a picture or write one–two words describing each, one on each piece of paper.

3. When finished, ask the participants to gather around the wall bearing the Warning Symbol for a discussion.

4. While gathered at the wall, select one group to:
   - Name their four warning signs.
   - As it is mentioned, give each paper to the co-facilitator to be taped around the Warning Symbol.

5. Give each group a chance to contribute any ‘warning signs’ that were not mentioned previously. If they do, ask them to:
   - Explain the new ‘warning sign’.
   - Give the paper to the co-facilitator to tape on the wall.

6. When all the different warning signs have been taped to the wall,
   - Point to and name each posted warning sign.
   - Ask the groups to come up and tape their remaining papers directly under the matching warning signs that are already posted on the wall (see the illustration below).
   - Give the participants about five minutes to study what they see on the wall before asking them to return to their seats.
Summarise:
To wrap up, explain that when the warning signs are known and observed, teachers and other staff members can provide assistance to pupils at risk and do a lot to deter violence against children in school and prevent dropout.

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

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

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

Note to Facilitator:
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, appearing visibly depressed or exhibiting chronic absenteeism.
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, teachers and school staff can work together to make these locations safe and/or to ensure that pupils are aware of and avoid these dangerous areas.

Activity objective
After this activity, participants 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 classroom where teachers and school staff 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

Explain: Explain that the purpose of this activity is for participants to map out 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 participants 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 the walking routes to and from the school, including key elements, such as roads and paths, water
pumps, fields, taxi stages, classroom blocks, school compound and latrines.

- Discuss the areas on this map that are unsafe for pupils and place a red ‘X’ over each.
- Discuss what the school could do to make these dangerous locations safe for pupils and, if possible, write or illustrate their solutions on the map.

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, sticks, rice or pasta that can be used for building, pieces of cardboard and anything 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.

**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 inform the school staff about the locations they feel are unsafe and can explain why this is so.
Discuss:

1. Invite a representative from each group to take 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 participants.

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 teachers and school officials to work together to make these locations safe.
Activity 5.3

Bystander Response: Reflection

Main Message
Teachers and other school officials 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, participants will understand the importance of giving a positive bystander response 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.
- Make sure that all the participants have something to write on.

Materials needed: Guided Reflection: Bystander Response, paper and pens for each participant and something to write on

Note to Facilitators:
Activity 5.3 and 5.4 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.

Inform the participants that this is a reflection activity in which they will listen and think about the statements as they are read and then write about the questions.

Begin:
1. To prepare for the reflection, ask the 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.
- Make sure that the participants have something hard to write on, paper and a pen.

2. Read the guided reflection slowly, clearly and in a calm, even voice, allowing about one–two minutes for the participants to write about each reflection step. Make sure that the participants have the time they need to write.

<table>
<thead>
<tr>
<th>Guided Reflection: Bystander Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Think about a time when some form of violence was perpetrated against you or against a friend, child or family member.</td>
</tr>
<tr>
<td>b. Were there any other persons around when this happened? What did these witnesses or ‘bystanders’ do in this situation? Did they do anything at all?</td>
</tr>
<tr>
<td>c. Would you describe what the person or persons did as a witness or ‘bystander’ to be a positive or negative response? How did the response make you feel?</td>
</tr>
<tr>
<td>d. Think about a time when you witnessed or heard about an incident of bullying, corporal punishment or sexual harassment or abuse happening at your school.</td>
</tr>
<tr>
<td>e. What type of violence was it that you observed or heard about? Was it bullying, corporal punishment or sexual harassment or violence?</td>
</tr>
<tr>
<td>f. Did you do anything when you witnessed or heard about this incident?</td>
</tr>
<tr>
<td>g. Was there something you would have liked to do but did not?</td>
</tr>
<tr>
<td>h. Think about yourself as a witness or ‘bystander’ in this situation that you actually observed or heard about. What did you do about it?</td>
</tr>
<tr>
<td>i. How did you feel about the way you responded to the incident that you observed or heard about?</td>
</tr>
<tr>
<td>j. What would you have done differently if you had the chance?</td>
</tr>
</tbody>
</table>

3. When finished, ask the participants to take about five minutes to reflect quietly and write freely about what they thought of and the feelings they experienced.
Discuss:
Lead a discussion about the different positive and negative bystander responses.

- Ask for as many volunteers as possible to share a positive response to violence that they remembered—that is, a positive bystander response—and discuss why the response was positive and how it made them feel.

- Ask for as many volunteers as possible to talk about a negative response to violence that they remembered—that is, a negative bystander response—and discuss why the response was negative and how it made them feel.

Note to Facilitator:
Remind the teachers and school staff that a bystander can be someone who simply heard about something and responded and that doing nothing is a negative bystander response.

Summarise:
Wrap up by mentioning that teachers and school staff can help to deter violence by providing a positive bystander response to violence when they witness or hear about it.
Activity 5.4

POSITIVE BYSTANDER RESPONSE: ROLE PLAY

Main Message
Teachers and other school officials 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, participants will understand how to provide a positive bystander response to violence against children that they witness or hear about.

Preparation
• Organise the participants into four groups.
• Write the Bystander Response Scenarios (attached to the end of this activity) on pieces of paper and distribute one to each group.

Materials needed: Negative Bystander Response Scenarios

Note to Facilitators:
Activity 5.3 and 5.4 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 is positive.

Inform the participants that in this activity, they will be developing and presenting skits that demonstrate both negative and positive bystander responses.

Begin:
1. Divide the participants into four groups and assign a negative Bystander Response Scenario to each group.

2. Give the groups about 15 minutes to:
   • Read and 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.

3. When finished, ask the participants to come together in a semi-circle.
Discuss:

1. Give each group about five–seven minutes to present and discuss their skits. Each group should present both skits and then ask the audience the following questions:
   - 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 might a witness or ‘bystander’ not try to stop a violent act on the spot?
   - Why would a witness not report an act of violence they saw or heard about?
   - Why would a person ignore an incident of violence they saw or heard about?

3. Ask the group what the outcomes for the pupil would be if they were to respond negatively versus positively.

Note to Facilitator:
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 participants that teachers and other school officials 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

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.

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.

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.

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 5.5

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, teachers and school staff will have a chance to discuss a wide variety of the types of violence that children experience in schools and while walking to and from schools.

Facilitator Tips:
This activity can be divided into more than one separate activities, but school staff are expected to participate in all of the activities, even if these are divided into multiple sessions. The school 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.

Preparation
• Set up six ‘Discussion Stations.’ For each station:
  o Organise chairs or benches to seat four–five people.
  o Label the station with a flag or sign (i.e., Station 1, Station 2, ... Station 6).
  o Assign a co-facilitator to each station.

• Write the six Violence Stories (attached to the end of this activity) down and give one to each co-facilitator.

• Write the Talking Points (below) on a blackboard or flipchart paper.

Materials needed: Six Violence Stories and the Talking Points on a flipchart
Explain: Explain that the purpose of this activity is for staff members to learn about the many ways that children experience violence in and around school.

Explain that this activity is called ‘Open Space’ because the participants will move to different stations to hear and talk about a variety of stories. Point out the stations.

**Talking Points**

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

Begin:

1. Give the participants 10 minutes to:
   - Take a seat at one of the discussion stations.
   - Listen to the story read by the co-facilitator.
   - Discuss the Talking Points with the group, facilitated by the co-facilitator.
2. After 10 minutes, use a bell or drum to signal the participants to finish their conversations.
3. Then, have the participants move to a new station and join a new group of persons who were not at their previous station.
4. Repeat this process until all participants have visited each station and heard and discussed all of the stories.

Discuss:

1. When finished, ask the participants to come together, helping to move the chairs and benches as needed.
2. Invite the participants to discuss the following:
   - What they learned;
   - Any story that was especially interesting or disturbing;
   - Stories that reminded them of something in their community; and
   - How teachers and staff 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.
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 runs 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.
Activity 5.6
IDENTIFYING BARRIERS TO REPORTING

Main Message
Reporting cases of violence and providing an appropriate response can do a lot to deter violence. When violence goes unreported and unchecked perpetrators of violence continue with impunity. There are many reasons why incidents of violence are not reported. Once these barriers to reporting are understood teachers, community members, and pupils can work together to improve reporting, thereby contributing to a children’s safety in school.

Activity objective
After this activity, participants will learn about the many reasons pupils, teachers, parents and community members do not report cases and will then be in a better position to address these barriers to reporting.

Preparation
• Note that this activity is also called ‘Talking Circles’
• Familiarise yourself with the Talking Circles Rules (attached to end of Activity) and write these on a paper to refer to during the activity.
• Organise tables or clusters of chairs for groups of four–six 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 a flipchart.

Talking Circles Question:
Why do pupils, teachers, parents and community members fail to report incidents of violence against children in school?

Materials needed: Paper, pens or markers for each group and 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.
Begin:

1. Read the Talking Circles Question on the flipchart or blackboard twice.

2. Ask the participants to be seated at the Talking Circles tables or clusters of chairs and do the following:
   
   • Discuss the Talking Circles Question for 15 minutes.
   • At the sound of the bell or drum, move to another table, joining new participants to discuss the same Talking Circles question for a second 15 minutes.
   • At the sound of the bell or drum (after 15 minutes), again move to another table, joining new persons for the last round of discussion.

3. After three rounds, get the participants’ attention for a group discussion.

Discuss:

1. Ask the participants to discuss some of the reasons why pupils, teachers and parents do not report cases of violence against children in schools.

Do More:

Facilitators may want to:
Write one - three words that represent each of the barriers to reporting on the blackboard or a flip chart as participants share.
Write one-three words that represent the consequences of not reporting and reporting, focusing on:

- perpetuation of violence by allowing it to go unchecked
- value of responding to pupils and preventing further violence if reported
2. Ask participants to discuss the:
   - Values of reporting
   - Consequences of not reporting VACiS.

3. Encourage all participants to talk. This should be a dynamic discussion with all voices heard.

**Summarise:**
Reporting cases of violence and providing an appropriate response can do a lot to deter violence. When violence goes unreported and unchecked perpetrators of violence continue with impunity. There are many reasons why incidents of violence are not reported. Once these barriers to reporting are understood, teachers, community members, and pupils can work together to improve reporting.

**The Talking Circles Activity:**
- Participants should join one of many Talking Circles tables or cluster of chairs, forming groups of about four–five.
- Groups should discuss the Talking Circles Question for about 15 minutes and take notes if they wish.
- After about 15 minutes, a bell or drum should signal the participants to move to a new table.
- In their new groups, the participants should join persons who were not in their previous group and discuss the same Talking Circles Question.
- After 15 minutes, the bell or drum should signal the participants to move to a third table, again joining persons who were not in their previous groups.
Activity 5.7

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.

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
• Note that this activity is also called ‘Talking Circles’
• Familiarise yourself with the Talking Circles Rules (see text box at end of activity) and write them on a paper to refer to during the activity.
• Organise tables or clusters of chairs for groups of four–six 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 a flipchart.

Talking Circles Question:
What can be done to address the barriers to reporting incidents of VACiS and to ensure responses are appropriate adequate?

Materials needed: Paper, pens or markers for each group and 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...
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. Read the Talking Circles Question on the flipchart or blackboard twice.

2. Ask the participants to be seated at the Talking Circles tables or clusters of chairs and do the following:

   • Discuss the Talking Circles Question for 15 minutes.
   • At the sound of the bell or drum, move to another table, joining new participants to discuss the same Talking Circles question for 15 minutes.
   • After 15 minutes, at the sound of the bell or drum, again move to another table, joining new persons for the last round of discussion.

3. After three rounds, get the participants’ attention for a group discussion.

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.

Do More:

Facilitators may want to have someone 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.
2. Ask the participants to discuss the ideas for addressing barriers to reporting cases of violence against children and to improve reporting practices.

3. Encourage all participants to talk. This should be a dynamic discussion with all voices heard.

**Summarise:**
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 and there is an appropriate response, perpetrators are penalised and no longer able to commit violence with impunity.

**The Talking Circles Activity:**
- Participants should join one of many Talking Circles tables or cluster of chairs, forming groups of about four–five.
- Groups should discuss the Talking Circles Question for about 15 minutes and take notes if they wish.
- After about 15 minutes, a bell or drum should signal the participants to move to a new table.
- In their new groups, the participants should join persons who were not in their previous group and discuss the same Talking Circles Question.
- After 15 minutes, the bell or drum should signal the participants to move to a third table, again joining persons who were not in their previous groups.
Activity 5.8

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, teachers and 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 teachers and other staff 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
   - Write these down for discussion

3. Ask each group to mention the formal and informal service providers they mentioned and:
   - Write all the different ones on the board or a flip chart
   - Ask if anyone has any to add and add these

Discuss:

1. Ask participants 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

2. Ask participants how they feel that the CBCM can help the school in managing cases of VACiS?

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.

Note to Facilitators:

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

School-Related Gender-Based Violence (SRGBV)  
“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 students’ 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.

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 or behaviours deemed unacceptable or inappropriate. This type of punishment

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2 This definition of bullying was sourced from Olweus (1993) and Ringrose and Renold (2010)
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

<table>
<thead>
<tr>
<th>Discipline is:</th>
<th>Punishment is:</th>
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</thead>
<tbody>
<tr>
<td>Giving children positive alternatives</td>
<td>Telling children only what not to do</td>
</tr>
<tr>
<td>Acknowledging or rewarding effort and good behaviour</td>
<td>Reacting rather than responding to misbehaviour</td>
</tr>
<tr>
<td>When children follow rules because the rules are discussed and agreed upon</td>
<td>When children follow rules because they are threatened or bribed</td>
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<tr>
<td>Consistent, firm guidance</td>
<td>Controlling and shaming</td>
</tr>
<tr>
<td>Positive and respectful</td>
<td>Negative and disrespectful</td>
</tr>
<tr>
<td>Non-violent</td>
<td>Violent</td>
</tr>
<tr>
<td>Consequences that are directly related to the misbehaviour</td>
<td>Consequences that are unrelated to the misbehaviour</td>
</tr>
<tr>
<td>When children realise their behaviour affects others and know how it does so</td>
<td>When children are punished for hurting others but are not aware of how their behaviour affects others</td>
</tr>
<tr>
<td>‘Time-outs’ that are open ended and governed by a child’s readiness to gain self-control</td>
<td>‘Time-outs’ that banish a child for a set amount of time governed by the adult</td>
</tr>
<tr>
<td>Understanding individual abilities, needs, circumstances and developmental stages</td>
<td>Not taking into consideration individual abilities, needs and circumstances</td>
</tr>
<tr>
<td>Teaching children to maintain self-control</td>
<td>Teaching children to be controlled by a source outside of themselves</td>
</tr>
<tr>
<td>Redirecting and selectively ‘ignoring’ minor misbehaviour</td>
<td>Constantly reprimanding children for minor infractions, causing them to ignore you</td>
</tr>
<tr>
<td>Reflection and effective communication</td>
<td>Forcing children to comply with illogical rules ‘just 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 showing it</td>
<td>Being sarcastic or demeaning</td>
</tr>
<tr>
<td>Directed at the child’s behaviour, never the child</td>
<td>Directed at the child, rather than the child’s behaviour</td>
</tr>
</tbody>
</table>

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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.
4. Ten Keys to Safer Schools Strategies for Improving School Climate
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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. The Journeys Activity Handbook for Teachers 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.
GOVERNMENT OF UGANDA
TEACHER’S CODE OF
CONDUCT (EXCERPT)

A teacher’s chief responsibility is towards the child/learner under the teacher’s care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality. The teacher shall therefore

a. Respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner’s welfare;
b. Recognise that a privileged relationship exists between the teacher and the child/learner and shall refrain from exploiting this relationship by misconduct prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
c. Refrain from using a child/learner’s labour for private or personal gain.

Professional Conduct
A teacher shall

a. live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute.
b. teach conscientiously with diligence, honesty and regularity.
c. teach objectively in all the matters including politics, religion, race, tribe and sex.
d. not take advantage of his or her influence to indoctrinate the child/learner towards the teacher’s tenet, dogma or doctrine.
e. prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
f. set an adequate amount of written and practice exercises promptly for effective teaching and learning.
g. mark and evaluate all written and practical exercises promptly and carefully.
h. undertake such remedial teaching as effective learning might require.
i. observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.
j. seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.

k. **not to teach while under the influence of alcohol or drugs or come to school while drunk.**

l. not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.

m. conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.

n. follow the programme discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that programme.

o. make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.

p. allow the head of department or the head teacher to be present while the teacher is teaching.

q. **at all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.**

r. use proper channels of communication and flow of information.

s. in view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teaches; and

t. maintain and keep in a safe manner records of learners’ performance in examinations to enable him or her report factually and objectively on each learner’s progress.

A teacher shall

a. devote such time to his or her duties as is necessary by the nature of his or her post.

b. not engage in private or personal activities when he or she is expected to teach or supervise learning and other curricular activities.

c. not trade or transact business when he or she is expected to be on duty.

d. not to bring any pet or baby or any other child not being registered in the school to class since this will interfere with the discharge of school duties.

**e. not be an accomplice to any activity likely or intended to cause disturbance or riot within the school.**
f. not to be absent without authority from his or her class lessons and **teach without discrimination or bias** against any pupil in his or her class regardless of the child's/learner's race, religion, tribe, place of origin or sex.

g. **conduct all his or her lessons** and **teach without discrimination or bias** against any pupil in his or her class regardless, of the child's/learner's race, religion, tribe, place or sex.

h. maintain and keep in a safe manner all records of school property under his or her care and account for such property when asked to do so by the head of the department or head teacher.

**The Teacher’s Personal Conduct**
A teacher shall
- a. dress appropriately and shall be in mode of dress decent and smart.
- b. attend to his or her personal appearance ensuring a neat and **pleasant outlook while on duty and in public places** and shall avoid unkempt hair and beard.
- c. observe the laws of Uganda particularly in matters of sex, marriages and parenthood and shall at all times set a good example to the children.
- d. not write, circulate or cause to be written or circulate any anonymous letter or any document with malicious intent and
- e. show respect for school rules set by the governing body of the school and shall assist in their implementation.

**The Head teacher**
1. As a teacher and leader in the teaching profession, a head teacher is **bound by this code of professional conduct** and shall set a good example in the strict observance of all provisions of the code.

2. In addition a head teacher shall **enforce the observation of the code of professional conduct** on all teachers under him or her in accordance with the law, regulations and other provisions of the education service and shall promptly deal appropriately with all breaches of the code.

3. In particular and without derogation to the generality to sub-paragraphs 1 and 2 of this paragraph the head teacher shall:
   - a. be the custodian of good educational standards in his or her school and shall aim high in educational standards.
   - b. **enrol children into the school without bias or discrimination** and within the regulations and **provisions of the laws in force in Uganda**.
   - c. collect all school fees and receive all other school monies such as gifts, donations and endowments according to policies issued from time to time by the competent authorities.
d. pay all salaries and wages to the rightful owners as soon as such salaries and wages are received and due;

e. account for all the money as collected and received on behalf of the school;

f. keep all school records in his or her custody in safe condition and ensure that such records contain correct information.

g. not connive with members of staff or any other person so as to bring the profession and the service into disrepute.

h. not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside the school.

i. not receive a bribe in relation to the discharge of his or her duties and ensure that his or her staff does not do so.

j. ensure that all teachers and students observe punctuality alike.

k. report factually and objectively on members of his or her staff on matters required in Annual confidential reports or when assessing a teacher’s capability as to a post of responsibility applied for when reporting any breach of the law to the competent authorities. 

l. report factually and objectively on all matters concerning school children without fear, favour, bias or discrimination.

m. not carry out or transact any private business within or outside the school premises when she or he is expected to be on official duty within or outside his or her school.

n. not take it upon himself or herself to physically punish a teacher involved in the breach of this Code or any other regulations in force but will use all avenues open to him or to her to report such breaches to the appropriate authorities for action.

o. be present in the school as much as possible and whenever he or she is out of the school, he or she shall leave correct information of his or her whereabouts with his or her deputy or any other person authorised to act and shall always ask his or her deputy to act on his or her behalf when he or she is on duty outside the school.
GOVERNMENT OF UGANDA
CHILDREN’S ACT (EXCERPT)

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.

**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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