



Children's Rights and  
Violence Prevention Fund  
Ending Violence, Building Power

# THE SAFE SCHOOL ENVIRONMENT



## Activity Handbook for Pupils/Students

Module One: Dimensions for school environment



**Children's Rights and  
Violence Prevention Fund**  
Ending Violence, Building Power

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# Foreword

Violence against children in schools has adverse effects on the children including undermining their right to access quality education, the right to be protected, and the right to development among others. Despite government interventions and commitments on violence against children, research shows that violence against children in schools is widespread and occurs in all settings.

According to UNESCO, it is pupils, teachers and other school staff that mostly perpetrate violence against children in schools. However, available evidence shows that violence perpetrated by peers is more common than by teachers and other school staff.<sup>1</sup>


A number of pupils have experienced different forms of violence, including bullying, corporal punishment, sexual harassment and abuse. Unsafe school environments are among the main causes of child pregnancy, school dropouts, poor performance, and sometimes death among pupils. Violence is deeply rooted in the negative social norms and practices. This has been worsened by adults' lack of skills to prevent violence against children. The outbreak of Covid-19 worsened the situation of violence against children.

Children Rights and Violence Prevention Fund (CRVPF) is committed to supporting healthy, safe school environments and improving the wellbeing of children.

Children and adolescents are in a critical development stage of life; they are particularly vulnerable to certain behavioral and health issues that shape and affect their future. The Safe schools program is a platform that enables children to enroll, stay and complete their primary education in a safe environment free from violence. Adults have a crucial role to create safe environments for children.

This manual has been developed to guide pupils on how to create safe school environment free from violence. The manual will stimulate discussions to support pupils to understand violence and its effects, and adopt behaviour that will create an enabling and safe school environment. It will also build pupils' agency and strengthen their resilience, and this will reduce or end violence in schools.

The manual has three modules, and each has nine activities; one activity will be carried out each week. This is Module 1, which explores understanding the different forms of violence in schools.



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1. <https://www.unesco.org/en/articles/qa-role-teachers-preventing-and-addressing-school-violence>

# Acknowledgement

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3. **The Foundation for African Empowerment- Arusha City VAC Cluster- Tanzania**
4. **Trace Kenya- Mwangaza Cluster- Kenya**
5. **Slum Child Foundation -Korogocho VAC Cluster, Kenya**
6. **Mabatini Mathare – Kenya**
7. **Kenya Alliance for the Advancement of Children (KAACR)- Kilifi VAC Cluster- Kenya**
8. **Foundation integrated for Rural Development (FIRD)- Lira Cluster, Uganda**
9. **Joy for Children Uganda- Kabarole Cluster, Uganda**
10. **Capital for Life (CFL) – Nagojje Cluster- Uganda**
11. **Kasaana Child Development Centre (KCDC)- South Division Cluster, Uganda**
12. **Community Development and Child Welfare Initiatives (CODI) – Luwero VAC Cluster- Uganda**
13. **RWECO Coordinating Unit – Rwenzori Consortium- Uganda**
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15. **Agape of Hope Female Youth Development Association-Kamulikwizi Cell- Uganda**

# Introduction

According to the World Health Organization, violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

As such, violence against children refers to all forms of physical, sexual and emotional violence – including neglect, maltreatment, exploitation, harm and abuse – towards a child under the age of 18. Violence takes many forms, including but not limited to child marriage, child labour, corporal punishment, sexual violence, sexual abuse and exploitation, bullying, gang and conflict-related violence, and violence committed online such as pornography, cyber-bullying, sexual extortion and sexual exploitation and abuse.

## Statistics around the world show:

- **One in two children experience violence every year**
- **Every seven minutes, an adolescent dies as a result of violence**
- **Children with disabilities are almost four times more likely to experience violence than non-disabled children.**

On top of that, COVID-19 outbreak increased children's risk to violence in every country and community. As a result, 85 million more girls and boys may be exposed to physical, sexual and emotional violence. Without urgent, unified action, we could lose a generation of children to the lifelong effects of violence.<sup>2</sup>

Violence in schools is one of the most visible forms of violence against children. Violence in schools can take many forms ranging from physical, sexual and emotional violence. It is often expressed through acts of bullying, teasing, intimidation, corporal punishment, sexual harassment and abuse among others. Violence in schools creates insecurity and fear which harm the general school climate and hinders pupils' right to learn.

In Uganda, 59 per cent of girls and 68 per cent of boys have experienced physical violence that threatens and halts their holistic and positive development.<sup>3</sup> Gender-based violence and sexual violence are pervasive, with 35 per cent of girls and 17 per cent of boys having experienced sexual violence during childhood. Girls are especially at risk of child marriage, teenage pregnancy, and female genital mutilation. Today, 4 in 10 women aged 20 to 49 years are married by 18 years, and at least 1 in 4 teenage girls are either pregnant or have a child.

- **In Kenya, the 2019 Violence Against Children and Youth Survey (VACS) found that 16 percent of girls and 6 percent of boys experience sexual violence before the age of 18.**<sup>4</sup>
- **In Tanzania, 3 in 10 girls and approximately 1 in 7 boys have experienced violence prior to the age of 18 in school settings.**<sup>5</sup>
- **In Ethiopia, approximately 99 percent of the children polled in a study known as *Violence against Children in Ethiopia: In Their Words*, said they had encountered violence in their home, school or community.**<sup>6</sup>

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2. <https://www.end-violence.org/together-to-end-violence-campaign>

3. <https://www.unicef.org/Uganda/what-we-do/child-protection>

4. <https://www.togetherforgirls.org/ending-violence-against-children-and-youth-in-kenya/>

5. [eliefweb.int/report/united-republic-tanzania/violence-against-children-tanzania-does-it-affect-child-education](https://eliefweb.int/report/united-republic-tanzania/violence-against-children-tanzania-does-it-affect-child-education)

6. <https://bettercarenetwork.org/sites/default/files/Violence%20Against%20Children%20in%20Ethiopia%20-%20In%20Their%20>

Many countries have statutes and policy guidelines on ending violence against children, and are in support of the right to quality education for all children without any form of discrimination. Such rights are rooted in The United Nation's Convention on the Rights of the Child, as also echoed in Sustainable Development Goal number four that aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

However, research indicates that violence in schools is still rampant and affects children in different ways. Some interventions focus on response to violence rather than prevention and building safe guards. Child Rights and Violence Prevention Fund (CRVPF) recognize that violence against children is preventable. It is to this effect that CRVPF has developed a handbook to guide Pupils to reflect on their current practices on violence against children in their respective schools and consequently eliminate them.

*The Safe School Activity Handbook for Pupils* is not an academic textbook. It is an activity-based, practical handbook whose activities are divided into three progressive modular themes:

- 1. Module one: dimensions of school climate**
- 2. Module two: Relationships at School**
- 3. Module three: Making Decisions and Ending Violence**

Club leaders, supported by focal teachers will facilitate these activities with a group of pupils during a time that will be put aside by the school. The roles and responsibilities of the Club leaders are attached in Appendix 1.

## List of Acronyms

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CBO	Community Based Organization
CDO	Community Development Officer
CRVPF	Child Rights and Violence Prevention Fund
PSW	Para-Social Worker
PTA	Parent-Teacher Association
SMC	School Management Committee
SRGBV	School-Related Gender-Based Violence
ToT	Training of Trainers
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

# How to use the Handbook

## Organization

The CRVPF Safe Schools Activity Handbook for Pupils has three modules. Each module has nine activities. You are advised to handle the modules in their sequence 1-3.

## Getting Started

1. Before launching the safe school program in a school, a CRVPF partner should mobilize the school through an entry meeting to explain the project and its benefits. During the meeting, the mobilizer should explain the situation of violence against children and young people. The target for this meeting should include the head teacher, chairperson school management committee and chairperson PTA as well as an official from the district education department. The purpose of this entry meeting is the school to appreciate the importance of a safe school environment and nominate two teachers- one male and one female as focal teachers. The focal teachers will spearhead and coordinate safe school activities in their schools.
2. After the entry meeting, focal teachers will receive training on how to create a safe school environment. The training will be based on the safe schools manual. The training will be conducted in three phases, each training covering one module preferably during school holidays for a minimum of three days per module. Training of focal teachers will be carried out by CRVPF partners trained as Trainers of Trainers (ToTs).
3. After the training, focal teachers will orient all teachers in the school on the Safe Schools environment. The purpose of the orientation is to mobilize other teachers to appreciate the importance of a safe school environment. Schools will create time and schedules for implementation of safe school activities.
4. Focal teachers will form children clubs in their respective schools as platforms of sharing and learning for pupils through child-led activities. The clubs will be composed of boys and girls from P3 to P6 or its equivalent depending on country specific structure. P7 or its equivalent in most cases is busy in academic work, so it is not recommended to engage them in these activities.
5. Clubs will be composed of at least 30 pupils per club. Every child in the school shall assigned a club except P7.
6. Focal teachers will facilitate identification of Club leaders. Each class shall have two representatives - a boy and a girl.
7. The Club leaders will be trained and mentored in conducting child-led safe school activities.





8. Focal teachers will support Club leaders to organize pupil reflection and learning meetings on a weekly basis.
9. The Focal teacher and Club leaders prepare club activities.
  - Prepare for each weekly activity by studying the activity, gathering materials, and practising the presentation of the activity.
  - Discuss any questions with the Safe school program coordinator.
  - As required, translate and practice reading or telling the activities in this book in the local language, including short stories, discussion questions, and
10. Club leaders host the club activities and carry out tasks in Appendix 1
11. After each team meeting, the focal teachers reflect and document observations as follows:
  - Document observations from the activity on the Evaluation Form. Reflect on the positive aspects of the activity and the challenges and note these briefly on the form.
  - Share the activity report including the attendance register with CRVPF Partner.
  - Return the Register to the head teacher's office after each weekly session.
  - At the end of each term, ask the pupils about their experience with safe schools team activities.
12. CRVPF partner will provide technical support to Club leaders, focal teachers, and the school in general.

# MODULE ONE: Dimensions of school environment

This is the first module of the safe school manual. It will expose pupils to all the types of violence that exist in and around the school and the people who may cause such violence and the most likely places where violence may happen.

Understanding violence is a starting point for the fight against it.

## Objectives of the module

This module is intended to enable the pupils who participate in its implementation to:

- Understand the different types of violence in a school setting and its impact on them
- Identify the people that can perpetrate violence
- Identify the most likely victims of violence
- Identify the places where violence is most likely to happen
- Pupils will come up with individual and group activities that they can do to eliminate violence and protect themselves and others from violence

### Local adjustments

Since CRVPF works in four countries (Ethiopia, Kenya, Tanzania and Uganda) and many communities in those countries, one curriculum cannot perfectly suit every school in all countries. Therefore, it is advisable that users adapt the lessons to fit the language, culture, customs and situations for each school community.

# Activity 1.1: Pictures of Violence

## Introduction

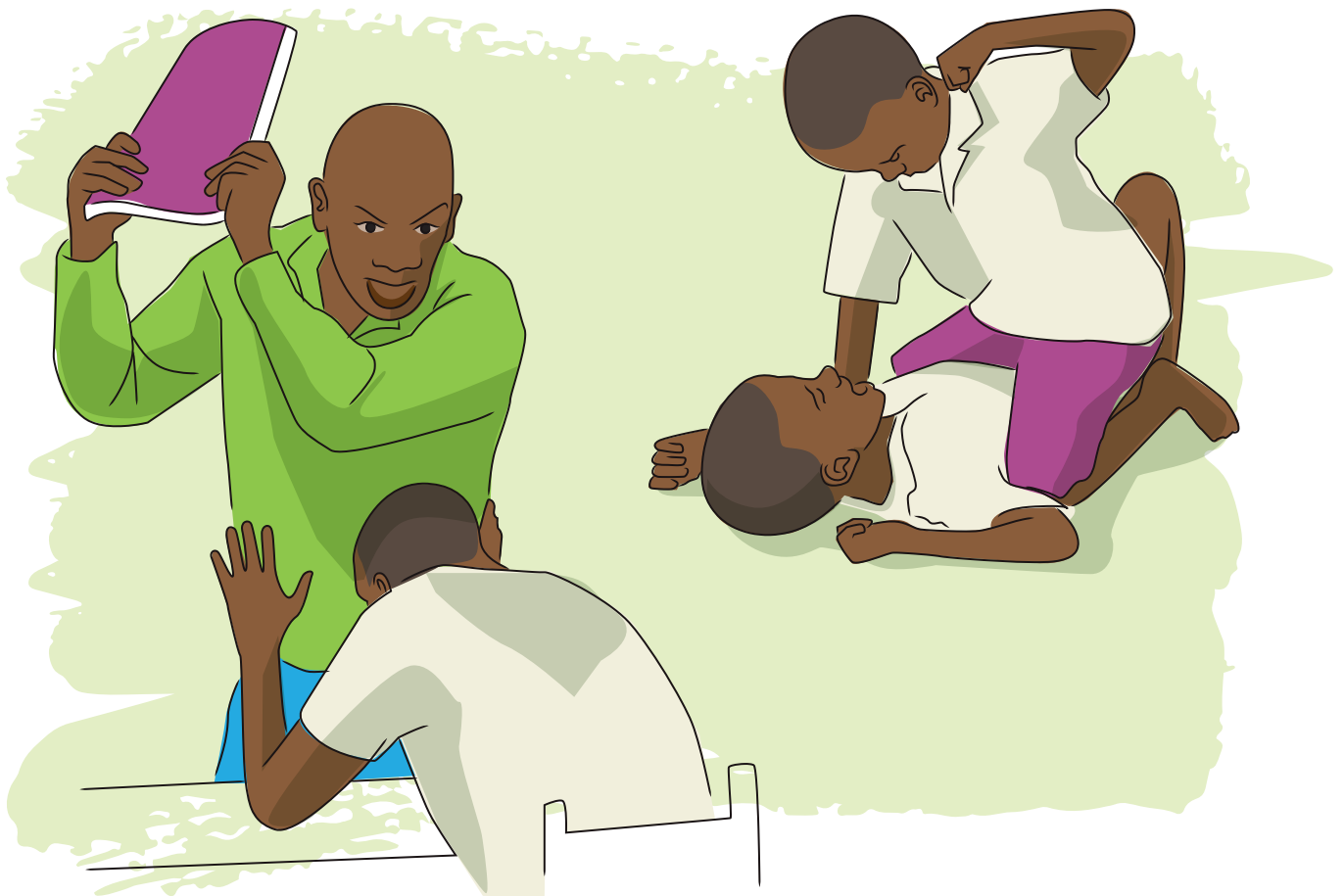
Pupils face many types of violence every day. Violence is behavior that hurts someone physically, verbally, or emotionally. Violence can be perpetrated by different people, young and old, male, and female. Violence against children has been passed on from generation to generation and some people accept it as a way of life. Children and adults need to be able to identify different types of violence as a first step towards protecting children against it.

## Activity Objective

In this activity, pupils will be able to identify, visualize and draw the different types of violence that happen at school and when they are walking to and from school. By drawing these pictures, pupils will get a general understanding of the violence around them. The activity will enhance their self-awareness, social awareness, and relationship skills.

## Materials needed

Flip chart paper, colored markers or crayon, paper and pencils, tape.



**Step 1:** Welcome learners and tell them that this is the first activity, and it is supposed to enable them to understand what violence is. Tell pupils that in today's activity they will identify the different types and the main perpetrators of this violence.

**Step 2:** Ask a few pupils to tell what they understand by the term violence. Allow them to use examples. Make sure that all three types of violence i.e. physical, verbal and emotional are included.

**Step 3:** Divide the pupils into four groups and distribute pieces of paper and pens/pencils. Ask pupils to write the word 'Violence' across the top of the paper

**Step 4:** Give the pupils 15 minutes to:

- Sit quietly and think about the violence that takes place at school or around school and on the way to and from school
- Draw pictures of violence on their poster. All pupils in the groups should be actively engaged in drawing pictures of violence
- Tape their poster on the wall.

**Step 5:** When all have taped their posters, give pupils 10 minutes to take a gallery walk to view the posters, noting similarities and differences or unusual pictures.

**Step 6:** Invite as many volunteers as possible to share the feelings they got when viewing the violence posters.

**Step 7:** Ask pupils to point out:

- The most common acts of violence
- Characteristics of the person usually responsible for the violence, the perpetrator (e.g. male, female, teacher, other adult, pupil)
- Characteristics of the person who is usually harmed, the victim (e.g. male, female, teacher, pupil, young, old).

**Step 8:** Tell the pupils to point out the violence that is done by pupils themselves. Ask them what they can do to eliminate this type of violence.

Ask them to think of things that they can do to avoid violence that is committed by other people.

**Step 9: End the activity by saying:**

Pupils face many types of violence every day. Violence hurts pupils both physically and emotionally. Emotional violence is just as harmful as physical violence. Violence can lead a pupil to drop out of school or perform poorly in class. We should work together to eliminate violence from our school so that it is safe for all of us. It is important that as pupils, we identify the different forms the causes, and perpetrators of violence around us. Identifying it will help us to avoid it and knowing it will help us to report it.

# Activity 1.2: Knowing my school

## Traveling to school

### Introduction

The road to and from school can have some unsafe places. It is important for pupils to know all the unsafe places that expose them to violence on the way to school. If pupils know these unsafe places, they can avoid them or develop plans for keeping safe as they walk through them. Children will learn better when there is no fear of violence on the way to and from school or when they have ways of protecting themselves against all forms of violence.

### Activity Objective

After this activity, pupils will understand that it is important to know the dangerous spots that may expose them to violence along the way to and from school and avoid them or ensure that they do not go through them alone. The activity will strengthen pupils' relationship, social awareness and responsible decision-making skills.

### Materials needed

Pieces of paper, markers, tape.





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**Step 1:** Welcome pupils and ask volunteers to share one thing/skill learnt last week.

**Ask: What did you do differently?**

**Step 2:** Introduce the new activity and explain that the purpose of this activity is to help pupils identify and avoid the dangerous spots that may expose them to violence on the way to and from school.

**Step 3:** Give the pupils two pieces of paper each. On one paper, ask them to write one word or draw a picture of one thing or one place that makes them feel safe as they travel to and from school.

**Step 4:** On the second piece of paper ask them to write one word or draw a picture of one thing or one place that makes them feel unsafe as they travel to and from school.

**Step 5:** Collect the words/pictures from pupils and tape the good and the bad things on separate walls.

**Step 6:** Take a walk to the wall of things that make the journey to and from school good and read through them. Ask the learners to practice the things mentioned.

**Step 7:** Take a walk to the wall of things that make the journey to and from school bad. Discuss them one by one and ask pupils to suggest some things they can do to help make the journey to and from school more safe and positive:

- As an individual
- As a group of pupils

**Write all their suggestions down.**

**Step 8:** End the activity by reminding pupils about the things they have mentioned that can make the journey to and from school safer. Emphasize that these are things they should practice. They should also talk to their parents or any trusted adult when they feel unsafe and work with them on ways to improve the experience of walking to school. It is advisable to walk in groups with trusted friends and always avoid danger spots that you have identified.

# Activity 1.3: Knowing my school

## My classroom

### Introduction

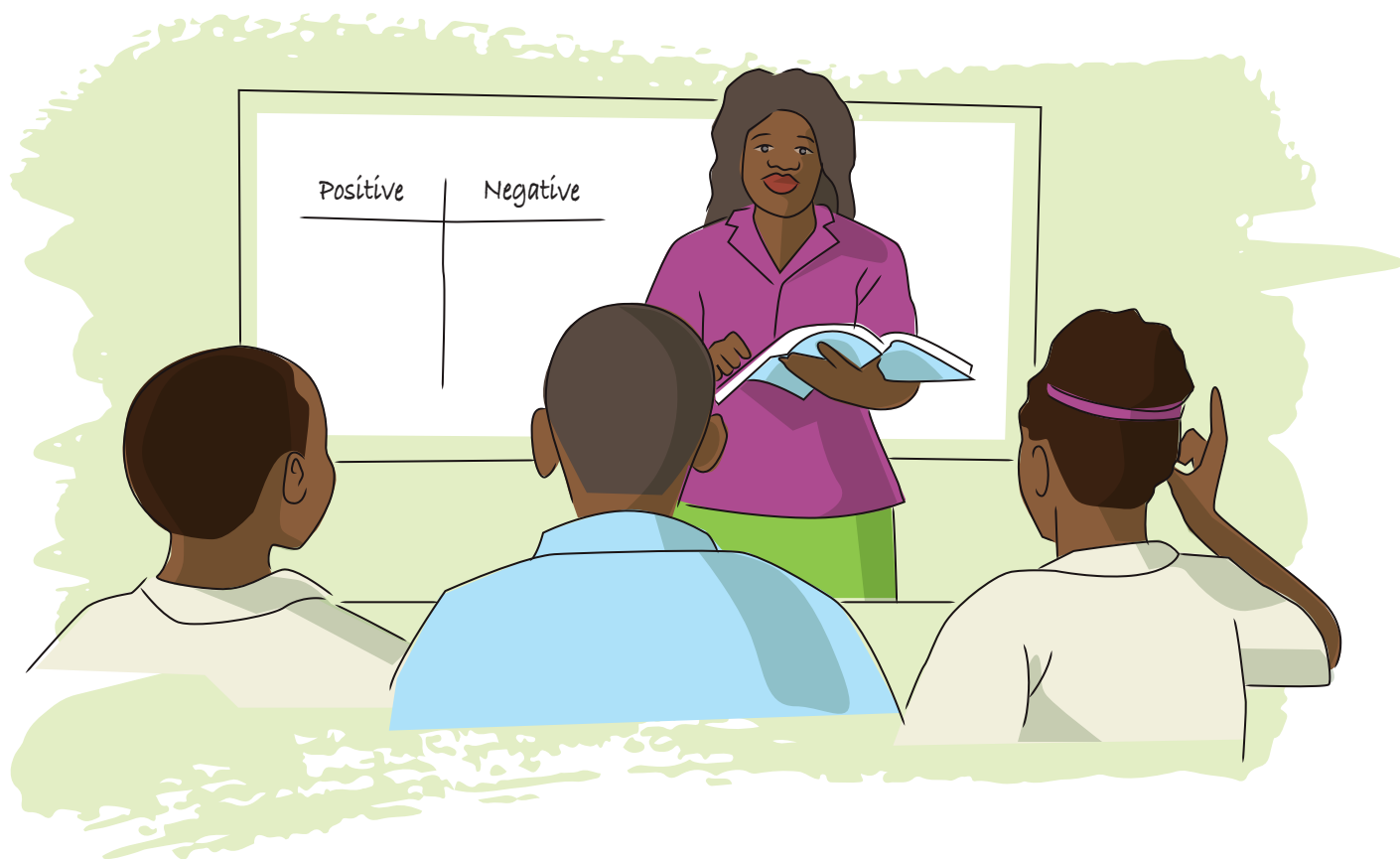
The classroom is an important place because pupils spend most of their school day inside one. The classroom should be friendly, colorful, encouraging to learners and violence free. The relationships in the classroom are also important and should be free of violence so that every pupil feels happy to enroll, stay and complete school. These relationships can be those with fellow pupils, teachers and leaders like prefects.

### Activity Objective

This activity will expose pupils to the role that they play in making the classroom a positive and friendly place. This activity will strengthen pupils' relationship, social awareness and self- management skills.

### Materials needed

Pieces of paper, markers, tape.



**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask: What did you do differently?**

**Step 2:** Introduce the new activity by explaining that the purpose of this activity is to enable pupils understand that a school is a more positive place to learn when the classroom is a friendly and violence-free place. The activity will also emphasize that each of them has a role to play in making the classroom a positive place.

**Step 3:** Organize the pupils into pairs and distribute two small pieces of paper to each. Give the pairs about five minutes to discuss and use their pencils to draw on separate papers:

- One example of a positive, child-friendly classroom.
- One example of negative classroom that is not child-friendly.

**Step 4:** Draw two columns on the black board and name them positive and negative

**After 5 minutes, ask the pairs to explain their examples of a positive classroom one by one and tape the pictures in the positive column on the wall or black board.**

**Step 5:** Now ask the pairs to explain their examples of a negative classroom one by one and tape the pictures in the negative column on the wall or black board.

**Step 6:** Ask members to gather at the column of positive classroom images/ words and read them. Remind the pupils to practise such behaviour so that their classroom is positive.

**Step 7:** Ask the team to gather at the column of the negative classroom images. Read them one by one and ask pupils to suggest some things they can do to make the negative aspects of the classroom more positive.

- As an individual
- As a group of pupils

**Write all their suggestions down.**

**Step 8:** Ask the pupils to choose one thing that they will begin doing immediately in order to help make the classroom a more positive place.

**Step 9: End the activity by saying:**

The relationships in the classroom are very important because they affect the way we learn. Each one of us can contribute towards a positive classroom. Let us make our individual and group contributions towards making our classrooms positive places to learn from. The school is a more positive and supportive place to learn when the classroom is pleasant, friendly and free from violence. **Change begins with ME!** Let us avoid things like fighting and bullying others, using abusive language, stealing and hiding others property, shouting at each other and instead be respectful and helpful to one another.



# Activity 1.4: Knowing my school:

## The school grounds

### Introduction

The school grounds are very important in the school because this is where interaction at a whole school level takes place. It is where children play and where activities that support holistic child development take place. It is important for pupils to feel safe when they are on the school grounds. School is a more positive place to learn when pupils always feel safe from any form of violence. When pupils know more about their school grounds, they can avoid areas that are not safe or expose them to violence.

### Activity Objective

This activity will give pupils a chance to look critically at the school grounds and their behavior on the grounds. It will enable them to understand that it is important to identify and avoid the dangerous spots that may expose them to violence on the school grounds and practice friendly behaviors while on the grounds. The activity will strengthen pupils' relationship, social awareness, and responsible decision-making skills.

### Materials needed

Pieces of paper, markers, tape.

**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask: What are you doing differently?**

**Step 2:** Introduce the new activity by explaining that the purpose of this activity is to enable pupils understand that a school is a more positive place to learn when the school grounds are friendly and violence-free.

**Step 3:** Organize the pupils into five groups and give each group two pieces of paper. Ask the groups to work together and draw two images, one of a positive school and another of a negative school.

**Step 4:** Put up all the pictures of a positive school and discuss the characteristics of a child-friendly school. Write all responses on the board/ chart.

**Step 5:** Put up all the pictures of a negative school and discuss the characteristics of an unfriendly school. Write all responses on the board/ chart.

**Step 6:** Lead a discussion to guide the group in picking the negative aspects that are done by pupils. Tick/underline these aspects.

Now lead the team to discuss things they could do to make the negative aspects of the school grounds more positive as:

- Individuals
- A group of pupils

**Step 7:** End the activity by reminding pupils that most of the activities on the school grounds are pupil activities. This means that pupils make the greatest contribution to child-friendly and safe school grounds. All of us must commit to making the school grounds friendly, safe and free from violence so that all children can move around the school grounds safely and without fear. A compound that is safe and free from violence will encourage pupils to engage in friendly and meaningful activities like playing games, holding discussions and telling stories. This will enable them to play games that don't harm each other like throwing stones to each other, pulling down each other clothes, fighting or using sharp objects.

# Activity 1.5: Power and status

## Introduction

In society, some people have more power than others. Being a boy or a man, being the older or having authority, wealth, or physical might (being bigger or taller) all give a person power over others. These differences in power can lead to violence when misused, but people can also use the power given to them by society to help others and build a safe school environment free from violence.

## Activity Objective

This activity will help pupils become aware that the differences in the status or 'power' of two people can lead to violence against children in schools when misused. Pupils will also understand that people (and even pupils, such as older pupils or prefects) with more power can use these differences in power to help others. The activity will strengthen pupils' social awareness, responsible decision making and self-management skills.

## Materials needed

Role Tags, Tape, Marker pen.



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**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask: What are you doing differently?**

**Step 2:** Introduce the new activity by explaining that the purpose of this activity is to introduce the idea that differences in the power between two people, when misused, may lead to violence against children in schools. However, people who have more power can use it to help others.

**Step 3:** Give a role tag and a piece of tape to each pupil, marker pen and ask them to tape the tag to the front of their shirt or dress. Tell the pupils to pretend they are the person on the role tag and ask them to move around and talk to different people while acting their role. Stop the game after fifteen minutes and ask participants to return to their chairs, but keep their role tags taped to their chest.

**Step 4:** Give the pupils about a minute to think about how they felt and what they learned in the game. Then ask:

- How did you feel during this activity?
- What did you learn?

**Step 5:** Bring two pupils to the front, one pair at a time, with their role tags taped on their shirt/dress (See example image. You can add any tags e.g. prefect, senior man/woman, head teacher). For each pair ask the group:

- Who has the power in these two roles?
- Why does this person have more power than the other one?
- How can the difference in power lead to violence against children?
- In what ways can children misuse power?

**Step 6:** Ask pupils if a person of power has ever helped them. What characteristics did the person that helped them have?

**Step 7: End the activity saying:**

It is important to use our power to make the school free from violence. We need to use every opportunity we can to improve the safety of our school by using power well. If we use our power well, other people can trust us and come to us for assistance and protection from violence. As pupils we have different powers e.g. being class monitor, prefect, chief, or being in higher class or being older. Misuse of such powers e.g. by beating others because you are a prefect can lead to dropping out of school. Pupil leaders should use their power to support and guide others so that they enjoy their stay in school.

# Activity 1.6: Unwanted attention

## Introduction

We all receive different types and amounts of attention when growing up. Some attention is good and encourages children to do well. However, some attention is bad and causes a child to fear or feel embarrassed; this is unwanted attention, and it is a form of violence. Children need to get social skills that can enable them to identify such negative attention and deal with it effectively either by themselves or by informing trusted adults about it.

## Activity Objective

This activity will enable pupils to tell the difference between positive attention and negative attention and they will come up with different ways of stopping unwanted attention. This activity is intended to strengthen pupils' social awareness and responsible decision-making skills.

## Note to Facilitator

It is very important that children know they should not mention specific names in this activity. Tell them that they can discuss a specific situation with a trusted adult after the activity, in private.



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**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask: What are you doing differently or how did you use this new information/skill?**

**Step 2:** Introduce the new activity by explaining that the purpose of this activity is to learn the difference between positive attention and negative or unwanted attention.

**Step 3:**

- Inform the pupils that sometimes the attention you get from other pupils or adults makes you feel good. **This is positive attention.**
- Other times attention may make you feel uncomfortable or frightened. **This is negative or unwanted attention.**
- Sometimes people may give you care and attention that may seem to be positive but with **wrong intentions and this may result into violence.** It is good to tell someone about it and seek guidance.

**Step 4:** Give each pupil one piece of paper and ask them to write down one example of positive attention on one paper (Examples- a handshake or receiving a compliment) Do not read answers for pupils. Collect the papers and record answers on a board or flip chart. Read out some answers of positive attention and ask pupils if they agree. Emphasize that positive attention must be for the good of the child and should not have any hidden motives for the person who is giving it.

**Step 5:** Give each pupil another piece of paper and ask them to write down one example of negative attention or attention that makes them feel bad or frightened. (Unnecessary gifts, bad touches, someone making unkind remarks). **Do not read answers for pupils.** Collect the papers and record answers on a board or flip chart. Read out some answers of negative attention and ask pupils if they agree. *Emphasize that someone can pretend to give attention with a hidden intention -this is negative attention.*

**Step 6:** Now ask the pupils to work with a partner and share an experience when they received positive or negative attention. *Remind them not to mention names.*

**Step 7:** Ask a volunteer to share a story of negative attention and what they did about it (If pupils are not willing to share don't force them)

**Step 8:** Lead a discussion about what children can do when they receive negative attention. Write on the board **"What can I do?"** and discuss what you can do when you get negative or unwanted attention. Possible answers include:

- Tell the person to stop immediately.
- Call for help.
- Run away and tell an adult you trust about it.
- Tell a friend and go together to tell an adult you trust.
- Tell another adult if the first adult does not assist.
- Avoid moving alone

**Step 9: End the activity by saying:**

Unwanted attention is a form of violence and you should say 'no' to it. However, you should remember that safety comes first. If you feel safe, you can tell the person to stop or you can scream for help. It is always important to run away from a situation and tell an adult that you trust. You should also be alert so that you do not mistake negative attention for positive. Talk to a trusted adult as often as you can. Unwanted attention can come from anyone, you should report it immediately.

# Activity 1.7: Bullying

## Introduction

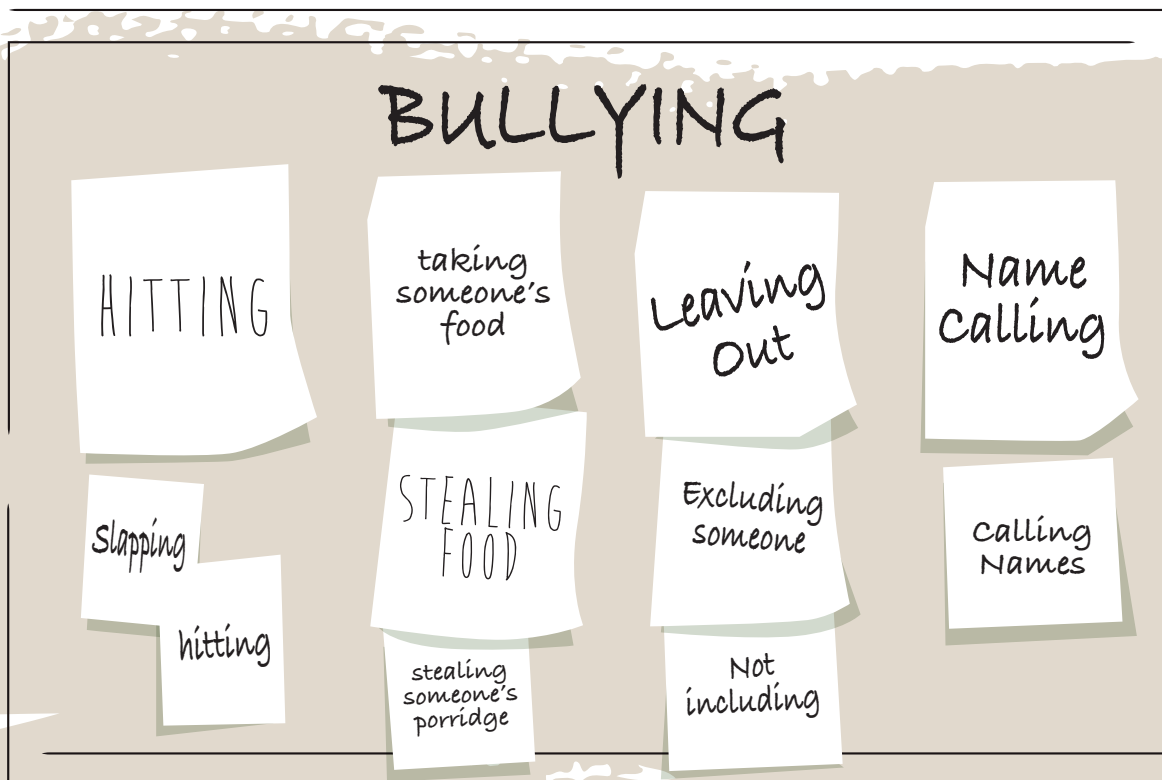
Bullying is an act of intimidation done with an intention to harm, either physically or psychologically. Bullying is grounded in the power imbalance that exists between the perpetrator and the victim. It can be done through aggression, insulting, threatening others who are weaker, smaller or vulnerable. Pupils who are bullied may become depressed, have difficulty concentrating in class and may drop out of school.

## Activity Objective

This activity will enable pupils to identify, discuss and better understand the different acts of bullying and how bullying is a form of violence. This activity will strengthen pupils' social awareness and self-management skills.

## Materials needed

Bullying Scenario, papers, markers, tape.



**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask: What did you do differently?**

**Step 2:** Tell pupils that the purpose of today's activity is for pupils to discuss and get a better understanding of the different acts of bullying and how bullying is a form of violence. Inform pupils that bullying is also called teasing.

**Step 3:** Ask pupils to mention different acts of bullying they know. Record all answers on the blackboard. *If the pupils bring up acts of sexual violence, tell them you will discuss that in a separate activity.* Read out the definition of bullying again: Bullying is an act of intimidation perpetrated with an intention to harm, either physically or psychologically.

**Step 4:** Read the bullying story below aloud. Tell the story in local language if the younger children do not understand.

## Bullying Story

John plays football with his classmates after school every day. One day, his classmate, Peter, kicked the ball 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. 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 leave school.

**Step 5:** Lead the group into a discussion guided by the questions below. Record all answers.

- What are the different things that the pupils did that were unkind to John?
- Were the actions physical or non-physical?
- Would you call this violence? Why or why not?
- How was this harmful to John?

**Step 6:** Ask each of the pupils to write down or draw a picture of one form of bullying that is not mentioned in John's story. Tape all types on a wall putting all similar types in one column.

**Note:** The following are acts of bullying that are frequently missed:

- Being left out of a group of friends
- Stealing things like a book bag or food
- Threatening a classmate or their family

**Step 7:** Lead a discussion about bullying using the following questions:

- What are the most common types of bullying in our school?
- What are the examples of physical bullying?
- What are the examples on non-physical bullying?

**Step 8:** What can you do individually or as a group to put an end to bullying in your school?

**Step 9: End the activity by saying:**

We have seen that bullying brings physical and emotional harm to pupils. We should therefore work together to put an end to bullying so that we all learn better and do not drop out of school. If we eliminate bullying, our school will be a safer and more positive place for pupils to learn from.



# Activity 1.8: Understanding sexual harassment and abuse

## Introduction

Sexual harassment and abuse are both acts of violence and are harmful to pupils. Sexual violence can be verbal or physical. Young children may not understand certain acts of sexual violence for what they are. Children need to be able to identify all kinds of sexual violence so that they can report them..

## Activity Objective

In this activity, pupils will be able to identify different acts of sexual violence and to understand that boys and girls can perform these acts of violence and can be victims of such acts. This activity reinforces pupils' social awareness and relationship skills..

## Materials needed

Helen's Story, paper, markers, tape, and definition of sexual violence written out.

**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week. Ask: What did you do differently?

**Step 2:** Tell pupils that the purpose of today's activity is for pupils to develop a better understanding of the different acts of sexual violence. Ask the pupils to tell you what they understand by sexual violence.

### Note to Facilitators:

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

- any 'bad touches,' touching a leg, buttock, breast or private parts;
- forced kissing
- 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 to a pupil;
- Showing sexual pictures or videos.

Mention that both physical and non-physical forms of sexual harassment are violent and that boys, girls, men and women can be the ones who perform these acts or can be the ones who are targeted.

**Step 3:** Tell pupils to listen to the sexual violence story.



## Read Helen's Story aloud

### Helen's Story

Helen walks to school with other girls every day. Boys also walk to school but not with the girls. Sometimes the boys shout 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 blouse, pinched her bottom, and ran back to the group of boys who all laughed. From then on, Helen tried to hide whenever 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 laughed. One day, John went too far and pulled Helen's blouse down, exposing her breasts. Helen's friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys told John that she was going to tell the teacher about him if he did not stop bothering Helen.

**Step 4:** Inform the pupils that the discussion about sexual violence is going to take place in boys only and girls only groups. Lead a discussion using the following questions:

- What are the different types of sexual violence that happened in this story?
- Is this something that might happen in your school or on the way to school?
- Are the things that happened to Helen physical or non-physical?
- How could this violence hurt Helen's life?

**Step 5:** Ask the pupils to write or draw a picture of aspects of sexual violence that are not mentioned in Helen's story. Collect and tape their pictures or words to a sexual violence wall for boys or a sexual violence wall for girls.

The following are acts of sexual violence that are often left out:

- When pupils are talked into doing something sexual that 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 a taxi or boda-boda driver offers a ride to a pupil in exchange for doing something sexual.
- Teachers may talk a pupil into a sexual act but this is coercion and children by law do not give consent. There is no such thing as voluntary consent when an adult violates a child.

**Step 6:** Lead a discussion guided by the following:

- What are the most common acts of sexual harassment and violence on the wall?
- Which are physical and which are non-physical?
- How do you think pupils could be harmed by sexual harassment?
- What should pupils who experience or witness sexual violence do about it?

**Step 7:** Ask pupils if there is anything they can do to avoid sexual harassment.

**Step 8: End the activity by saying:**

Sexual harassment and abuse is harmful to pupils. Both verbal harassment and sexual assault are forms of violence. Pupils should report to an adult who tries to harass them sexually. Sexual harassment can also be from fellow pupils, teaching and non-teaching staff. It happens in dark corners, isolated places like the staff room, teachers' homes, unfinished buildings, bushes. Pupils should have trusted friends and build safety nets. Pupils should not tolerate sexual advances because they hinder achievement of their goals and dreams.

# Activity 1.9: Mapping danger zones

## Introduction

All schools and routes to and from school have places that may not be safe and could expose pupils to violence. Pupils need to be aware of locations on the way to and from school or at school that are unsafe and to work together with friends, parents/guardians relatives and teachers to make these unsafe areas safe.

## Activity Objective

This activity gives pupils a practical chance to work together to point out locations around the school that are not safe and may expose them to violence and work together to find solutions for making these unsafe areas safe..

## Materials needed

Flip chart paper and markers for each group.

**Step 1:** Welcome learners and ask volunteers to share one thing/skill learnt last week.

**Ask:** What are you doing differently or how did you use this new information/skill?

**Step 2:** Introduce the new activity by explaining that the purpose of this activity is to identify locations at or around the school that are not safe and may expose pupils to violence, and work together to find solutions for making these unsafe areas safe.

**Step 3:** Inform pupils that they will be working with their friends to develop a map that identifies the unsafe locations on the way to and from school and in or around school.

**Step 4:** Divide the pupils into four groups and distribute flip chart paper and markers or crayons to each group. Ask them to draw the map of the school and its surroundings. Tell the groups to put a red X beside all the places that are unsafe.

**Step 5:** After 10 minutes, ask one group to share their map with the whole group. Ask for volunteers to:

- Point to one of the danger zones on this map
- Explain what makes it a danger zone
- Tell how this location could be avoided or
- Tell how this danger zone could be made safe.

**Step 6:** Ask the remaining groups to put up their maps and together, list or tick all the danger zones. Lead a discussion about how to make the danger zones safe or how to avoid them.

**Step 7:** Remind pupils about the activities in Step 5 for making the danger zones safe and tell them to come up with a plan to carry out those activities and make the school safer. Emphasize that they should avoid dangerous locations in and outside school.

**Step 8:** End the activity by saying: Pupils need to be aware of locations on the way to and from school or at school that are unsafe, and to work together with friends and teachers to make these unsafe areas safe for pupils. Pupils should also avoid walking alone in order to increase their safety.

# Appendix 1

## Roles and responsibilities of the Club Leaders

The Club Leader is critical to the implementation of the Safe Schools Program. The program will be implemented in clubs of not more than 30 pupils. Each club will have two Club Leaders; a boy and a girl. The Club leaders will work under the guidance and supervision of a Focal Teacher. They will maintain a Register of club members using a Membership Registration form provided (the register can be put in an exercise book).

In preparation for an activity, the Club leaders will:

1. Read through an activity two or three times in order to understand it
2. Translate the story or scenario into a local language (if there is one)
3. Prepare any materials that are given in the Step-by-Step guidance
4. Agree on the role each of them will play during the activity
5. Get the registration form ready

During the facilitation of an activity, the Junior Leaders will:

1. Greet all the members of the club
2. Create a welcoming environment
3. Record pupil attendance by ticking the names of pupils in attendance form.
4. Facilitate the activity by following the Step- by- Step instructions
5. Make the activity fun and enjoyable
6. Involve all pupils in the activity and ensure that younger pupils participate
7. Call on other pupils to assist where necessary
8. Guide club members to commit to individual and group activities that they will do in future
9. Return the attendance form to the assigned Focal Teacher after the activity
10. All activities are participatory, and Club leaders should encourage everyone to participate in the discussions. The club members rather than the facilitator should do most of the talking. The facilitator's role is to introduce and guide the discussion, and not lecture or take over the discussion.
11. Facilitators should show kindness, understanding and empathy in case of disclosure of sensitive experiences.











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