



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

# THE SAFE SCHOOL ENVIRONMENT



## Activity Handbook for Pupils/Students

Module Two: Relationships at School



Children's Rights and Violence Prevention Fund (CRVPF)  
Block 244, plot 5170 Muyenga, Diplomat Road  
P.O. Box 32387, Kampala  
Email: [info@crvpf.org](mailto:info@crvpf.org)  
Tel. +256 393 216 519  
Kampala, Uganda

# Contents

<b>How to use the Handbook</b>	<b>4</b>
Activity 2.1: Who am I?	5
Activity 2.2: My life at school	7
Activity 2.3: Making a new friend	9
Activity 2.4: Pupil-pupil relations	11
Activity 2.5: Teacher-pupil relations	13
Activity 2.6: Building healthy relationships	14
Activity 2.7: My body	18
Activity 2.8: My body image- Part 1	20
Activity 2.9: My body image- Part 2	22

# How to use the Handbook

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. It is advisable that the partner trains the focal teachers during the holidays prior to the term when module two would be implemented. This will enable the focal teachers to guide the Junior Leaders as they implement the activities.

The Junior leaders should ensure module one is completed before they begin the activities of module two. They will continue to host the club activities and carry out tasks in Appendix 1.

Focal teachers will continue to guide and support the implementation of the activities. The CRVPF partner will provide technical support to Junior leaders, focal teachers and the school in general.

This is module two focusing on building healthy and strong relationships at school. When pupils are supported to build positive and strong relationships, there will be less incidents of violence in and out of schools.

## **The objectives of this module are:**

- **To enable the pupils build skills of making friends and maintaining positive relationships**
- **To enable pupils to support each other get a sense of connection and purpose to get along with others in a violence-free environment.**
- **To enable pupils identify body changes and how to manage them in order to maintain positive relationships.**

# Activity 2.1: Who am I?

## Introduction

It is important for children to know who they are and what they stand for in life. This helps them to develop a strong sense of self-worth and self-confidence. When all children have a sense of self-worth and respect for others, cases of violence in schools will be reduced. Knowing who you are and having self-worth therefore promotes positive relationships and improves safety at school.


## Activity Objective

This activity creates an opportunity for pupils to look inwards and examine themselves, their strengths and what they can do in life. The activity will strengthen children's self-awareness, social awareness and relationship skills. This will support them to relate well with others and support each other to avoid and report cases of violence.

## Materials needed

Pens and pieces of paper with a large circle divided into two parts





---

**Step 1: Welcome learners and say:** We are continuing with our safe school activities. We are starting our module two which talks about building healthy and strong relationships at school. Ask 2-3 volunteers to share how they have been putting some of the skills learnt from the previous module into practice.

**In this activity, we are going to look at what we can do, what we are good at and what we need to improve.**

**Step 2:** Give each child a piece of paper and ask them to write their name on top of the paper.

**Step 3:** Ask children to think honestly about their qualities and skills. (Qualities are related to behaviour and character e.g. honesty, kindness, good communication; while skills are things that you can do e.g. singing, playing football, writing well).

**Step 4:** Ask as many volunteers as possible to share their answers and record them on flip chart.

**Step 5: Say:** All of us have things in our lives that we would like to improve. We need to improve so that we become better people. Write down one quality or skill that you need to improve. It can be about how you deal with classmates or brothers/ sisters, saying thank you, apologizing when we do wrong or being more helpful. Ask volunteers to share their answers and record on flip chart.

**Step 6:** Think about one thing you will do individually, either to improve yourself or to improve the way you relate with others.

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

When we know our strengths, the things we want and can do and what we need to improve, it helps us to know who we are and improves our self-confidence. This self-awareness helps us to think of ways to improve ourselves and to fit in with others and understand that we are all different. Understanding and respecting other people is one way of preventing violence in schools. Knowing yourself e.g. knowing that you get angry quickly and may therefore be involved in fighting, may help you to control yourself.

# Activity 2.2: My life at school

## Introduction

Pupils have different feelings about school; some are positive and some are negative. It is important to learn about your own feelings and those of others. When we learn to share our feelings, it becomes easy to tell someone about the violence we may experience and seek for help.

## Activity Objective

This activity will give pupils a chance to reflect on their experiences at school and practice talking about their feelings. The activity will strengthen pupils' self-awareness, social awareness and relationship skills.

## Materials needed

Reflection activity.



**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 share feelings about different school experiences with a friend. Explain that this is an imagination activity and they will be closing their eyes while you read some sentences to guide them in thinking about their life at school.

**Note to facilitator:** The pupils may think it is funny to close their eyes or may feel uncomfortable. This is okay. Allow the pupils to giggle and get used to the idea. Say, 'I understand that you may feel a little uncomfortable to close your eyes during this activity, but it is best to keep them closed while I read the sentences.'

**Step 3:** Ask pupils to sit down with some space around them, slightly apart from the others, and close their eyes.

**Step 4:** Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.

### Guided Reflection: 'My Life at School'

- a) Imagine that you are walking to school early in the morning. Who are you with?
- b) Are you happy walking with that person? Do you like him or her? How does this person treat you? Are you afraid of them? Is the person kind to you?
- c) You have now arrived at school. Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? Do you raise your hand when you are asked questions? Does the teacher call on you?
- d) What does the teacher do when you have the correct answer? What happens when you do not know an answer? What does the teacher do when you or other pupils misbehave?
- e) Now it is time for break. Picture the school grounds and the pupils. Who are you with during break? What are you doing? Is break a happy time for you?
- f) Are there latrines at your school? Are they a safe place for you to go?
- g) Now the school day is over. How do you feel when you are traveling back home? What will you do when you return home?

**Step 5:** Ask pupils to turn to their neighbour in a pair or small group of 3 and share something they remember from the reflection activity. Tell the pupils that in discussions we do not say specific names of people.

**Step 6:** Ask for as many volunteers as possible to share with the group what they felt during the different parts of the school day:

- Walking to school
- In the classroom
- On the school grounds at break

**For example, 'it was fun,' 'happy,' 'afraid,' 'scared,' or 'unhappy', 'wanted to cry', 'wanted to run away'**

**Step 7:** Ask pupils to suggest what they can do to reduce the negative feelings e.g. fear

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

Feelings of happiness and fear are normal. The experience in the classroom and school grounds or walking to and from school can be positive or negative. It is important to work together to make this experience better either by walking together or by talking to a friend about your feelings. There are also things we can improve e.g. we can wake up earlier so that we arrive at school in time and get rid of the fear of being late.



## Activity 2.3: Making a new friend

### Introduction

Making new friends is an important part of school life. Friends are important in your life because they give you support during bad times and celebrate with you during the good times. They increase your sense of belonging in the school and form part of your safety guards in case of violence. A school where pupils are friendly is a safe and violence-free school.

### Activity Objective

This activity will raise pupils' awareness of the importance of making friends and will give them some tips about how to make a new friend and to introduce their friends to others. Participating in this activity will strengthen pupils' relationship and social awareness skills.

### Materials needed

Paper for name tags, 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 learners to write their name and class on a nametag and tape it on their shirt, dress or blouse where others can see it clearly. As they are doing this, write the interview questions on the blackboard or chart.

#### **Interview Questions**

- **What is your name?**
- **What do you do for fun?**
- **What is one special thing about you?**
- **What is your hope or dream for the future?**

**Step 3:** Divide the pupils into pairs, pairing older pupils with younger ones.

**Step 4:** Read each interview question two times and ask the pupils in each pair to interview their partner. You may need to translate the questions into local language.

**Step 5:** Invite each pair to come to the front and introduce their partner to the group.

As the pupils are introducing each other, take note of the responses to each question. You will use these in Step 6.

**Step 6:** Take each question, one at a time and:

- Mention some of the common answers pupils gave.
- Ask pupils to stand up if they had a similar answer.

**Step 7:** Comment by saying: Some of us have similar dreams and some have different dreams. None of us is exactly the same as another- that is okay. We can support each other if we have similar dreams or enjoy similar things. We can also support others who have dreams that are different from ours. Respecting our differences is one way of preventing violence in our school.

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

It is normal to be different and have different dreams but still be friends. Friends do not have to be the same in everything. When we appreciate our differences, we will make a good club and we will make the school a safe and caring place. Friendships are an important part of a safe school experience and are an important support system that we all need. Pupils are encouraged to make friends that will improve their life positively but not ones that lead them to bad habits like use of drugs, early sex relationships, bad behavior like bullying, stealing etc. Walk with your friends to and from school because this will improve your safety.

## Activity 2.4: Pupil-pupil relations

### Introduction

Pupils spend a lot of time at school with other pupils and they have a lot of influence on each other's lives. It is therefore important that they relate well. When pupils learn to relate well with each other, violence will not take place and the school experience will be better and safe.

### Activity Objective

After this activity, pupils will understand that when they are kind to each other, it helps to make the school a safe and supportive place to learn. They will explore ways by which they can show kindness to one another. The activity will strengthen pupils' relationships, social awareness and responsible decision-making skills.

### Materials needed

Pieces of paper, markers, tape..



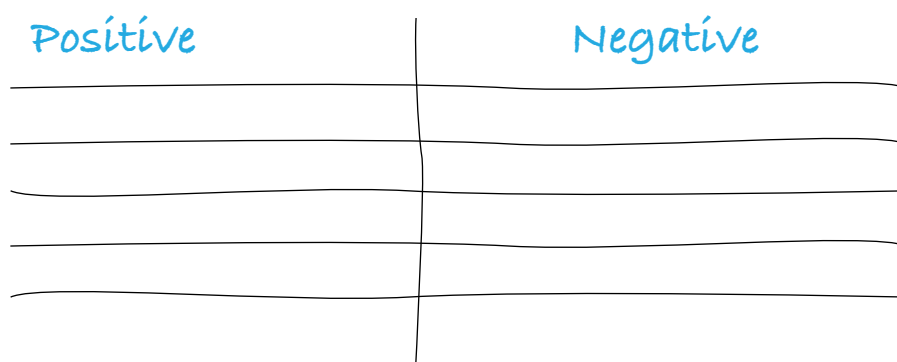
**Step 1:** Welcome learners and ask: What was one thing/skill we learnt last week? How have you used this new information during the week?

**Step 2:** Explain that the purpose of this activity is for pupils to understand that the school environment is a safer and more positive place to learn when they treat each other with kindness, without any form of violence.

**Step 3:** Point to the topic 'Pupil-Pupil Relations' and ask volunteers to discuss what this means, with examples.

**Step 4:** Organize pupils into pairs and distribute 2 pieces of paper and a marker or pencil to each pair. Give the pairs about 5 minutes to discuss and draw on the separate papers:

- One example of positive pupil relations
- One example of negative pupil relations
- Tape the examples on the blackboard, in the negative or positive columns – with pupil assistant to help. (See illustration below).



- Give the pupils five minutes to study the pictures.

**Step 5:** Lead a discussion about the possible effects of negative pupil relations. Record pupil's answers on the board or chart.

**Step 6:** Lead a discussion to guide the group in thinking about things they could do to treat each other with kindness and respect in order to eliminate the effects discussed in No. 5 above. Ask:

- What can pupils do to make these negative pupil relations more positive?
  - As an individual.
  - As a group of pupils.
- Which of the changes are easy to work on? Ask learners to vote on the changes that are easy to implement. From the votes, identify the things the pupils think are easy and ask pupils to put them into action in order to improve pupil relations.

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

A school is a safe and supportive place when pupils are kind to each other. Each of us can contribute to our school being positive. You should be friendly to each other, avoid bullying, teasing, fighting and sexual harassment. You should create a group of friends for safety and support.

**Ask the pupils to say: 'Change begins with me and I will do what I can to make my school safe and free from violence.'**

# Activity 2.5: Teacher-pupil relations

## Introduction

A school is a more positive and supportive place to learn when teachers and pupils have a good relationship. When the relationship between pupils and teachers is free of fear and violence, pupils will enroll, stay in school and complete their education. Good teacher-pupil relationships contribute to a safe school environment.

## Activity Objective

The activity will enable pupils to think of ways by which they can practice good behavior and respect towards teachers. The activity will strengthen relationships and social-awareness skills.

## Materials needed

Pieces of paper, markers for each pair, tape.

**Step 1: Welcome learners and ask:** What was one thing/skill we learnt last week? How have you used this new information during the week?

**Explain that the purpose of this activity is for pupils to understand that positive relations between teachers and pupils can make the school safe and free from violence.**

**Step 2:** Divide the team into two groups. Give each group paper and markers and

- Ask one group to discuss and draw pictures or write words for positive relations between teachers and pupils.
- The second group to discuss and draw pictures or write words for negative relations between teachers and pupils.

**Step 3:** Give each group time to present to the team by:

- Showing and explaining their pictures of the positive or negative examples.
- Tape the examples on the blackboard, in the positive or negative columns

**Step 4:** Discuss with the group the most common positive and negative examples of teacher-pupil relations.

**Step 5: Say:** Each of us can contribute to making the teacher-pupil relationship positive. Let us discuss the things that we as pupils can do as individuals and as a group to make the teacher-pupil relationship positive. Make a list on the board. Encourage the pupils to think of some individual and group commitments.

**Step 6:** Ask learners to vote, by show of hands, one thing that they think is the most important. Remind them to make sure they practice the behaviors that promotes a good relationship with teachers.

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

Pupils make a contribution towards their relationship with teachers. If they work towards a good relationship, they will enjoy school because it will be safer, more positive, and free from violence. Pupils are encouraged to respect teachers and share their concerns with them.

## Activity 2.6: Building healthy relationships

### Introduction

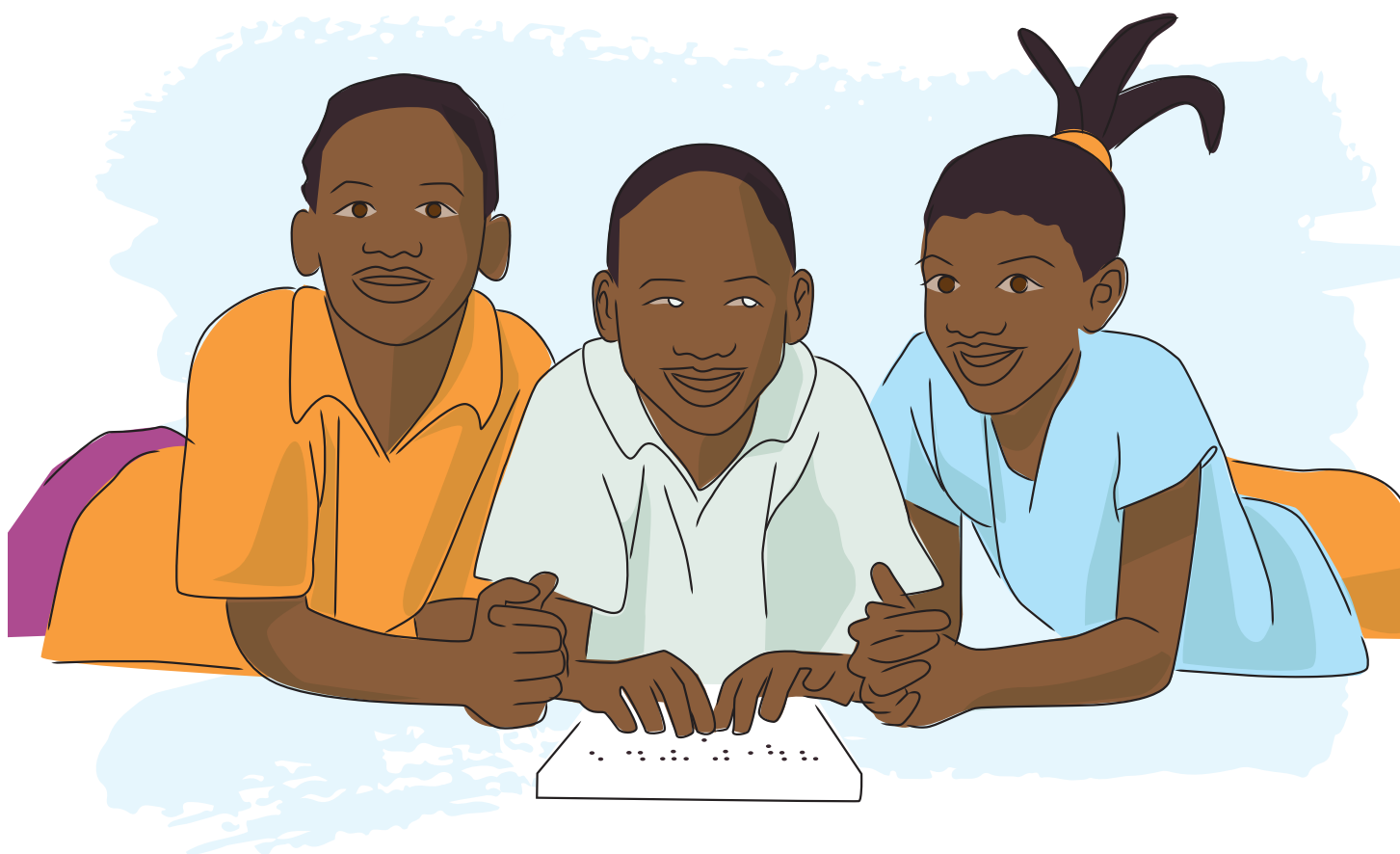
The way people relate with each other is very important in creating safe environments. Unhealthy relationships result into violence against children that may lead to dropping out of school. When pupils learn about healthy relationships, they get knowledge and skills of identifying unhealthy ones that may be harmful to their life.

### Activity Objective

This activity is another opportunity for pupils to identify characteristics of healthy and unhealthy relationships and strategies to develop and maintain healthy relationships. The activity will strengthen pupils' relationship, self-management and responsible decision making skills.

### Materials needed

Paper and pen, sheets of paper, prepared signs of GREEN (go), YELLOW (caution) and RED (stop) signs with their definition, columns of 'Characteristics of Healthy Relationships' and 'Characteristics of Unhealthy Relationships' on flip chart or the black board.



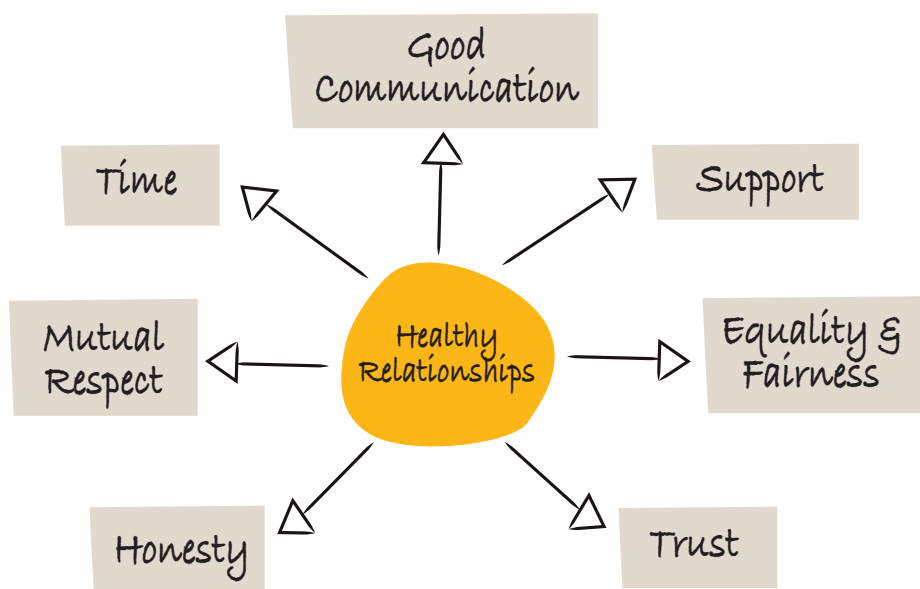
**Step 1: Welcome learners and ask:** What did we talk about last week? Did you use anything you learnt during the week?

**Step 2: Say:** We all have relationships with our parents, brothers, sisters, cousins, aunts, uncles, friends, teachers, health workers and neighbours. The levels of trust and communication in each of these relationships can be different.

**Say:** Our relationships can fill us with joy or make us sad. The people in our lives help us fulfill our emotional, social, learning and physical needs. Healthy relationships bring us joy.

**Step 3:** Divide pupils into two groups. Ask each group to discuss:

- ways that good friends, relatives, family and community members treat each other and write them down.
- things people do that might not be healthy and may hurt others.



**Step 4:** After 5 minutes, Group 1 to present the positive aspects. Then ask Group 2 if they have anything to add.

**Note:** The facilitator should add any points from the table on the next page that are not presented by either of the groups.

**Say:** 'both people in a healthy relationship demonstrate the behaviour or characteristics you have identified'.

- ask Group 2 to present the negative aspects and ask Group 1 if they have anything to add.

**Note:** The facilitator should add any points from the table on the next page that are not presented by either of the groups.

**Say:** 'Either persons in a relationship may or may not demonstrate all the behaviour you have identified, but even when a person demonstrates one such behaviour, the relationship is unhealthy'.

**Facilitator notes:** Use the table below to supplement pupils' contributions

Characteristics of Healthy Relationships	Characteristics of Unhealthy Relationships
Kind to each other	Say mean things on purpose
Listen to each other	Don't listen to the other person
Help each other solve problems	Don't help each other to solve problems
Treat each other as equals	Pressure the other person to do things they don't want to do
Do things together	Hide things from each other
Try to understand each other's feelings	Don't care about hurting the other person's feelings
Keep their friend's secrets	Spread rumours/ doesn't keep secrets
Respect things that are important to each person(e.g. school, family and faith)	Don't respect things that are important to each other
Respect boundaries/limits or things that the other person does not want to do	Do not respect other's boundaries or things that the other person does not want to do.
Support/care about each other	Do not support and care about each other
Can disagree without hurting each other	Disagree while saying mean things purpose on
Are patient with each other	Never patient with each other
Trust each other	Mistrust each other
Make each other feel safe	Insecure
Honest with each other	Dishonest

### Step 5: The Green, Yellow and Red Activity

Place green, yellow and red sheets of paper on the ground or on the wall, with space between them.

**Say:** We are going to play a game called "Green, Yellow and Red". In this game, you will imagine that a friend is telling you a story and you are giving them advice on what to do.

- **Green** means the behaviour is healthy and they can go ahead.
- **Yellow** means that you are worried about the behaviour, and you would tell your friend that they should talk to a trusted adult or tell the person showing this behaviour that they are not comfortable with the behaviour.
- **Red** means that you are sure the behaviour is unsafe and it makes you feel uncomfortable and unhappy. Tell your friend to seek help from a trusted adult.

Tell pupils that you will read a situation and they will go and stand at the color that shows the advice they want to give their friend.

**Situation 1:** I got into a disagreement with my friend about what we were going to do on Saturday night. We discussed it and made a decision about what we were going to do. We were nice to each other, even though we did not agree.



---

**Situation 2:** I got into my first argument with my friend. I called him a fool but I apologized and promised never to call him such bad names again.

**Situation 3:** My teacher told me that if I want to get good grades in class this year, I need to stay and work with him after the other pupils are gone.

**Situation 4:** My brother yelled at me and threatened to hit me if I didn't carry his books to school. I am carrying the books to school because I am afraid he will yell at me again.

**Situation 5:** My friend at school, who is three years older than me, told me that if I wanted to stay friends with her, I must treat other girls badly.

**Note for the Facilitator: Do one situation for each color.**

Ask a few pupils to explain why they moved to "Green", "Yellow" or "Red".

Use the answer guide below to help you.

**Situation 1 (Answer): Green** – disagreements happen in all relationships. Both people are calm and approached it in a kind way.

**Situation 2 (Answer): Yellow** – name calling is emotional violence. If it happens again, it may become red. Yet, sharing feelings and regret is also an important part of relationship building.

**Situation 3 (Answer): Red** – Being alone with an adult teacher can lead to violence, especially sexual violence. The approach to getting the student alone was coercion and manipulation. This is not safe. These situations should always be avoided.

**Situation 4 (Answer): Red** – yelling and trying to control the behaviour of another.

**Situation 5 (Answer): Red** – when someone wants you to do something that you don't think is right or kind is coercive and emotional manipulation so that you remain friends.

**Step 6: End the activity by saying:**

No relationship is perfect, but good communication and seeking help from a trusted adult are useful in working through disagreements and keeping relationships. Sometimes it is clear that the relationship is not healthy and could lead to violence and lifelong problems. When it is not clear, seek advice from a trusted adult.

# Activity 2.7: My body

## Introduction

As we grow older, our bodies undergo certain changes. A major stage of change in our bodies is adolescence. Adolescence is an important stage and it is important for young people to get the right information about what is happening to their bodies so that they are able to adapt to the physical and emotional changes of adolescence. Body changes may become a source of violence if not well managed.

## Activity Objective

This activity creates an opportunity for pupils to discuss what adolescence is and how their bodies change during adolescence. Pupils will be given the information they need to make healthy decisions about relationships. This activity will strengthen pupils' self-awareness and social-awareness skills and improve their self-identity and self-respect..

## Materials needed

Exercise books, pens or pencils. In the absence of these, sticks can be used on the ground outside the classroom or any available resources.

**Step 1: Welcome learners and ask:** What was one thing/skill we learnt last week? How have you used this new information during the week?

**Explain that the purpose of this activity is to learn about body changes.**

**Step 2:** Ask a volunteer to explain what adolescence is. Thank the volunteer and write the definition of 'adolescence' on the blackboard.

Adolescence is the stage during which a child's body matures and becomes capable of sexual reproduction.

Read the definition aloud to the pupils.

**Step 3:** Organize pupils into two groups according to sex. Ask the groups to discuss the changes that occur during adolescence. They can draw where possible.

**Step 4:** Bring both groups together. Ask for a volunteer from each group to present their ideas. Ask the other pupils if there is anything missing that they would like to add.

**Step 5:** Tell learners that our bodies have to undergo changes - some permanent, others temporary; it is part of growing up and we must learn to live with them. Review with the pupils the body changes and point out the permanent and temporary ones.

**Note: We are different human beings and the changes will occur in slightly different ways and at slightly different times from person to person.**

*Refer to the notes on the next page to ensure that all changes are discussed.*

## List of Body Changes

### Both girls and boys

- Have hormonal changes
- Have body odor
- Experience mood changes
- Are thoughtful and idealistic
- Grow fast
- Become more independent and self-aware
- Start to sweat more
- Often get pimples
- Grow pubic hair and underarm hair, and their leg hair becomes thicker and darker

### Physical Changes in Girls

- Hips become more rounded.
- Breasts develop.
- Hair grows in armpits and private parts
- Menstruation begins. Once a month, a girl's uterine lining fills with blood in preparation for a fertilized egg. If the egg is not fertilized, she has a menstrual period. If the egg is fertilized, she becomes pregnant.
- A girl's period varies from around 3 days to one week. She needs to use sanitary napkins (pads) or tampons to absorb the blood.

### Physical Changes in Boys

- Boys' voices change and become deeper.
- Muscles get bigger.
- Boys' genitals grow.
- Boys sometimes have 'wet dreams', which means they ejaculate in their sleep.

**All these changes are normal. The time of the change will vary for each person, which is perfectly normal.**

---

**Note: Remind the pupils that during adolescence, girls begin to menstruate and it is normal. Ask them why menstruation is important.**

Thank the volunteers who responded to the question and tell the pupils that menstruation is important because it means a girl's body is able to conceive a baby and that she can get pregnant.

Inform pupils that even if girls can menstruate at adolescence, it is advisable to avoid sex because it may lead to pregnancy when their bodies are not mature enough to carry a baby. Boys at adolescence are able to impregnate a girl, it is advisable to avoid sex because they are too young to become fathers.

**Step 6:** Reflection (Do this step with only older pupils who have experienced some body changes)

Ask pupils to close their eyes for a moment of reflection and ask them the following questions:

- How do you feel about the changes your body is experiencing?
- How does adolescence affect the decisions you will make about relationships?
- How does the ability to get pregnant or get a girl pregnant, affect your decisions about having sex?
- Ask volunteers to share their feelings in plenary.

**Say:** Sometimes body changes can lead to discomfort and some pupils may want to stay away from school. Ask pupils to think of ways in which they can support one another. Write all responses on the board. Tell pupils not to:

- laugh at girls who are menstruating
- laugh at boys whose voices are breaking

**Step 7:** End the activity by saying: It is important for you to know the changes that take place in your bodies as you grow and to accept and learn to live with them. These changes are normal and indicate that you are maturing. It means that you need to be careful with how you engage with the opposite sex. For school to be safe and violence-free, you must support one another as you go through these changes. In addition, seek assistance from a trusted adult when you get information or when someone tries to use your body to their advantage.

# Activity 2.8: My body image - Part 1

## Introduction

A positive body image builds pupil confidence and helps them relate well in school, thus contributing to a safe school environment. It is important for pupils to appreciate their bodies and to take care of their appearance by practising good hygiene to avoid situations that may result into violence.

## Activity Objective

This activity will enable pupils understand the importance of having a positive body image and how it contributes to prevention of violence. They will learn that having self-respect and appreciating their bodies will help them make healthy decisions. This activity will strengthen pupils' self-awareness, self-respect, self-esteem, self-management, and relationship skills.

## Materials needed

Chart with definition of body image, paper, pens/ pencils.



---

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

**Ask:** What did you do differently? Tell pupils that this activity builds on the previous one called, “My Body”.

**Step 2:** Ask pupils to share what they understand by body image. Thank them for sharing and point to the chalkboard/chart where you have written the definition of body image and read it aloud to the pupils: “Body image is the awareness that a person has of their physical self, thoughts and feelings”. These feelings can be positive, negative or both, and are influenced by individual and environmental factors.

Tell learners that a healthy body image is made up of thoughts and feelings that are positive. People with a healthy body image want to protect their bodies.

**Step 3:** Tell pupils that each of us has something good on our bodies. Ask pupils to close their eyes and do the following:

- Think about one or two specific things you like about your body.
- Open your eyes and write down the things you thought about.
- Collect the good body image notes and write them on the blackboard or flipchart
- Lead a discussion about the positive effects of positive body image. Some of the points they can come up with may include: self-esteem, being self-confident, maintaining good body hygiene, encouraging others to take good care of their body appearance, being a role model.

Do not tell pupils these answers.

**Step 4:** Tell pupils that the good things on our bodies, however, can lead to negative behaviour. Lead a discussion about the possible negative effects of a positive body image. Some of the points they can come up with may include: pride, bullying those who do not look like we do, disrespect. Do not tell pupils these answers. Emphasize that people do not choose the way they look and so we should not misbehave because we look good.

**Step 5:** Lead a discussion about some of the things pupils can do individually in order to improve their body image.

Tips on how to have a healthy body image

- understand and appreciate the different physical changes that occur during puberty
- bathing daily will keep you clean and fresh and will give you self confidence
- keep yourself well groomed
- feel confident in your choices
- practice using your different skills, abilities and talents
- appreciate that each of us is special; do not try to be someone else
- seek help if you do not understand any of your body changes

**Step 6: End the activity by saying:**

It is important to have a positive body image because it improves our self-worth and the value we have of ourselves. However, we need to be careful not to be proud because we have good bodies and should not look down upon those who are not favoured like us. We should always remember that people do not have control over how they look.

# Activity 2.9: My body image - Part 2

## Introduction

A negative body image leads to an unhealthy self-esteem and may cause violence against a child. It is important for pupils to understand that we all experience different body changes at different times. When children accept their bodies, it enhances their self-confidence and self-esteem.

## Activity Objective

This activity will enable pupils understand the importance of accepting their bodies. This activity will strengthen pupils' self-awareness, self-respect, self-esteem, self-management, and relationship skills.

## Materials needed

Scenarios.



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

**Ask: What did you do differently?** Tell pupils that this activity builds on the previous one called, "My Body Image - Part 1."

**Step 2:** Explain that after going through changes during adolescence some of us may feel less comfortable with our bodies. But it is important that we accept and appreciate our bodies.

**Step 3:** Ask pupils to close their eyes then tell them to:

- Think about what a poor body image means.
- Why they think some people have a poor body image

Write all their responses on the board, then, explain to the pupils that a poor body image is the negative thoughts and feelings about your appearance. Remind them that "sometimes the way you think other people judge you can affect your body image."

---

**Step 4:** Organize the pupils into three groups. Assign each one of the Life Stories below to a group. Ask each group to read the story twice and make sure that everyone understands.

**Step 5:** Ask the group to discuss the Life Story assigned to them using the following questions:

- Do these things happen around you?
- How would you react if you were in a similar situation?
- How would you help a friend who was in a similar situation?

**Step 6:** When finished, ask the groups to come together and share their ideas in a plenary. Ask groups to think of things they can do differently in order to improve their body image.

---

### Story 1

**Helen** is 14 years old. Her breasts have become big, and they push against her dress. She is the only girl in her class who has such big breasts. When she is walking on the school compound, boys point at her and make bad comments about her breasts. This makes her feel bad and angry. She feels her breasts are causing her trouble, and hates them.

---

### Story 2

**Denis** is 13 years old, and he lives with his big brother in the city. He is a tall and good-looking boy. He has started growing long hair and his classmates have started calling him names and saying that he looks like a girl. Denis now hates his hair and cuts it but it grows back very fast. He fears to go to school.

---

### Story 3

**Fatuma** has joined a new school. Her old school did not allow long hair and Fatuma's hair is very short. She feels out of place and fears to join the other girls who despise her. She also fears to play with any of them and finds herself alone most of the time. School is very unpleasant for her.

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

Sometimes our body image may lead to violence. Accepting our bodies and managing ourselves well will give us self-confidence and this will help us relate positively with others. In case our bodies attract negative things that may lead to violence, we must stand up for ourselves by talking about it with a trusted person. This will make school safe and free from violence.













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