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

TOWARDS A SAFE SCHOOL ENVIRONMENT

Training manual for Teaching and Non-Teaching staff

Module Two: Eliminiating barriers to a Safe School Environment

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

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How to use the Handbook

Getting Started

In order to effectively use module two, it is important to first complete module one because of it the important background especially on understanding violence against children and young people as well as creating safe school environment. Module 1 also indicates the steps of creating safe school environment and has important back ground information that is relevant to this module as well.

This is Module 2: Eliminating Barriers to a Safe school environment

This module two which talks about the barriers to safe school environment and how teaching and non-teaching staff can work together to eliminate them.

Facilitation

Like in module one, the facilitator should remember that facilitation is important hence:

- Make adequate preparations for each activity in advance.
- Follow the Step-by-step instruction as laid out for each activity.
- All activities are participatory, and facilitators should encourage everyone to participate in the discussions. Most of the talking should be done by the participants.
- The facilitator's role is to introduce and guide the discussion, and not lecture or take over the discussion. The facilitator will also supplement whenever it is necessary to do so.
- Facilitators should show kindness, understanding and empathy in case of disclosure of sensitive experiences.
- The facilitator should have good facilitation skills.

Who is 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;
- Believes that people learn by doing, experiencing, practicing and feeling.
- Sees many possible answers to a situation or question rather than only one right answer.
- Designs activities so that everyone has an opportunity to participate in discussions.
- Listens to participants without judging; and
- Uses participatory methodology to ensure that ideas emerge from participants.

Objectives

A safe school environment is crucial in the development of children. However, there are several barriers that hinder the safe school environment and eventually affect the school life of children. It is important that teaching and non-teaching staff understand such barriers and work towards steps towards eliminating them. This module has nine activities aimed at guiding teaching and non-teaching staff to understand barriers that hinder prevention violence against children, and how it manifests in school and its impact on the education of children. This module 2 on eliminating barriers in the school environment is intended to enable the teaching and non-teaching staff who participate in its implementation to:

· Identify different barriers that hinder safe school environment.

· Reflect on how these barriers affect the life of children in schools.

· Share and learn from each other on how to prevent and eliminate these barriers in the school and areas.

Methodology

Activities will be participatory, using different reflection moments, role plays etc.

Time: Each activity will take 1 to 1:30 hours per week

Activity 2.1: Hopes, dreams, and challenges of children

Introduction

Children spend most of their time in school and therefore school plays a critical role in enabling them to achieve their hopes and dreams. All children have hopes and dreams but the circumstances or situations at school either help them or hinder them from achieving these dreams. Teaching and non-teaching staff play a central role in enabling or hindering children's ability to achieve their dreams.

Activity Objective

To enable participants understand children's hopes and dreams, and that perpetration of violence against pupils by teaching and non-teaching staff can limit their ability to achieve their hopes and dreams..

Materials needed

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

Step 1: Say: In Module 1, we looked at the different dimensions in school environment where teaching and non-teaching staff identify the situation of violence against children and adolescents. Module 2 looks at barriers that threaten children's hopes and dreams for their future. In this activity, we want to develop a better understanding of the hopes and dreams of young children and the challenges children face when they are growing up.

Step 2: Prepare participants for a reflection exercise by asking them to:
· Position their chairs so that they sit with some space around them, slightly apart from others.

Guided reflection: 'Hopes, Dreams and Challenges of Children.'

a. Think about a time when you were about 7 -12 years of age,
b. At this age, what did you do for fun?
c. What sorts of events, activities or other things did you look forward to?
d. What was very important to you at this age?
e. Do you remember the dreams you had for your future? What were they?
f. Think about where you lived at the time. Think about the people living in your household and the behavior of these people or other people in the community.
g. Were there people you felt happy being around? What made these people pleasant to be around?
h. Were there people that you went to for advice? What qualities made it possible for you to talk to them?
i. 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?
j. What were some of the challenges or problems you faced when you were young?
k. Think about the people who you talked to about these problems. Who did you turn to? What were their qualities?

- Close their eyes and sit quietly, focusing on their breathing as they relax and think about when they were of primary school age, about 7 to 12 years of age.

Step 3: Read the guided reflection slowly, clearly, in a calm, even voice, pausing after each statement.

Step 4: When finished, give the participants about 15–30 seconds to sit quietly. Then, ask them to take a few breaths and open their eyes.

Step 5: Ask the participants to form groups of three and discuss the talking points written on the board or flipchart and allow 10 minutes for the groups to discuss.

Talking points
- What hopes and dreams did you have as a child?
- Did you get achieve your hopes and dreams?
- What challenges did you face?

Step 6: Bring the groups together and ask the participants to share:
1. Their hopes and dreams.
2. The challenges they faced.
3. Ask volunteers to share:
    - How any of the challenges mentioned could have prevented them from realizing their dreams for the future.
    - Their thoughts about whether children have similar hopes and dreams today; and face similar challenges.

Step 7: What kind of things do teaching and non-teaching staff do that hinder children enjoyment in safe school environment.
- What do you think teaching and non-teaching staff can do as individuals and as a team to enable children enjoy safe school environment

Step 8: End the activity by saying:
All people including children have hopes and dreams. Children's dreams are threatened by the challenges they face. Teaching and non-teaching staff have the ability and responsibilities of helping pupil achieve their dreams. They can do this by being empathetic and deliberately choosing to eliminate violence and encourage learners in different ways. As teaching and non-teaching staff, we can be barriers to these dreams e.g. through harassing pupils, using bad language and corporal punishments among others. Teaching and non-teaching staff should not be barriers but facilitators or enablers to achieve the dreams.

Activity 2.2: Daily schedules for girls and boys (Gender roles)
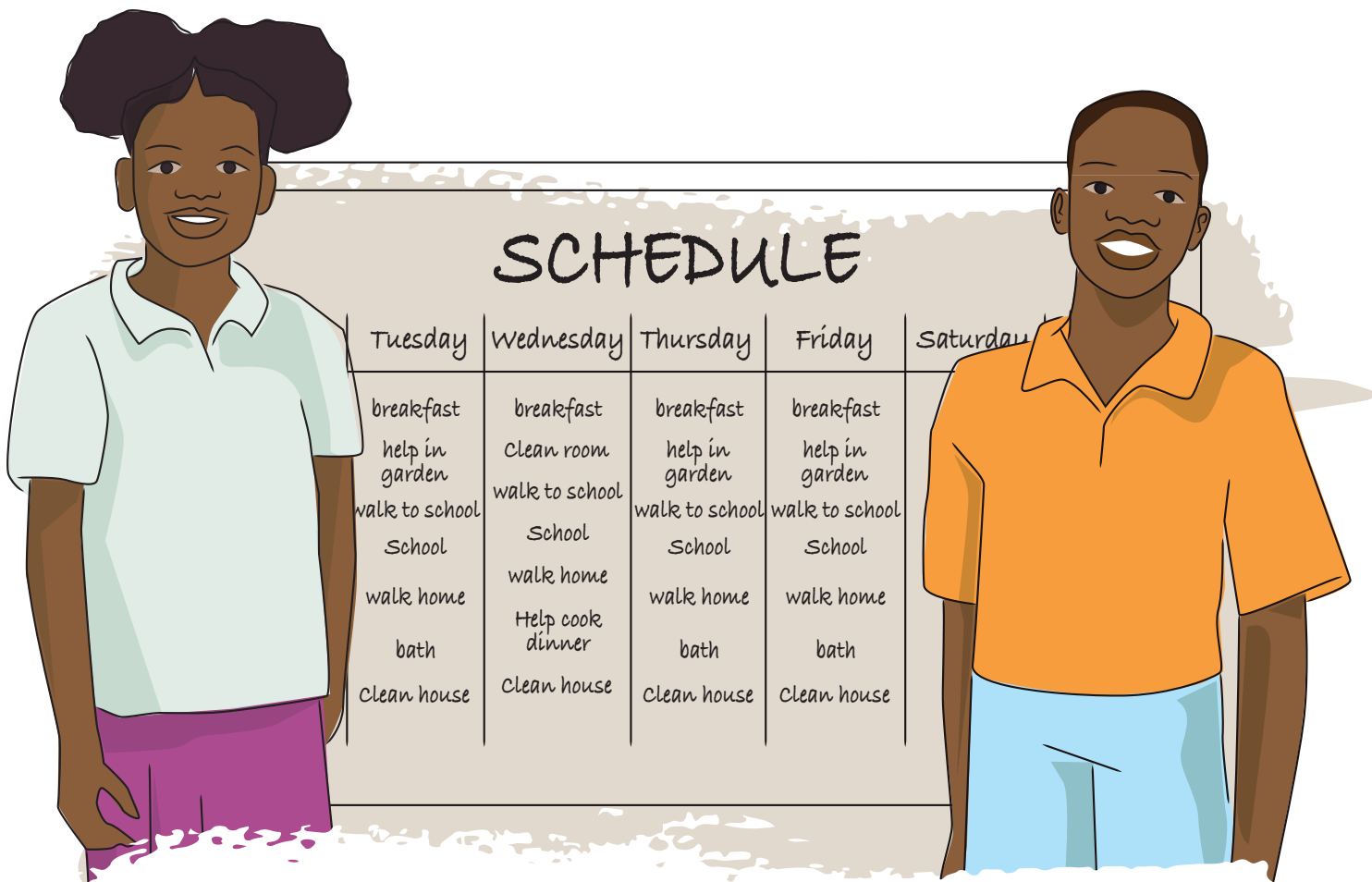
Introduction

Children participate in both in-school and out-of-school activities every day. The type and number of activities differ from child to child and affect them in different ways. These activities affect their ability to concentrate on their schoolwork. Teaching and non-teaching staff should empathize with children, listen and be supportive so that children stay in school.

Activity Objective

This activity will enable participants to recognize the challenges and pressures placed on children and how they can, which can present a barrier to their education.

Materials needed

A4 paper, a sheet of flipchart paper, pencils, and a marker for each of the two groups and any other relevant materials.

SCHEDULE

Tuesday	Wednesday	Thursday	Friday	Saturday
breakfast	breakfast	breakfast	breakfast	
help in garden	Clean room	help in garden	help in garden	
walk to school	walk to school	walk to school	walk to school	
School	School	School	School	
walk home	walk home	walk home	walk home	
bath	Help cook dinner	bath	bath	
Clean house	Clean house	Clean house	Clean house	

Step 1: Say: Daily schedules (timetable) refers to the number of tasks/ things a person has to do from the time he/she wakes up until he/she goes to bed. The number of tasks/ activities and experiences that children do in a day has an impact on the performance in school.
In this activity, we will explore the daily schedules of children in order to be able to support them in school.

Step 2: Organize the participants into two groups: one group of men and one group of women.

Step 3: Ask the women to develop a typical daily schedule for girls 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. Participants can use both pictures and words to develop the schedules.

Step 4: Post the schedules on the wall and present the lists in a plenary. Critically analyze the lists and answer the following questions:
· What activities girls and boys 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?

Step 6: Lead a discussion about the impact of the schedules of girls and boys, 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?

Step 7: What can you do individually or as school staff to ensure that all children have an equal opportunity to stay in school and do well?

Step 8: End the activity by saying:
Teaching and non-teaching staff should be aware of the demands placed on boys and girls and work with them empathetically, to make sure their daily schedules do not interfere with their schoolwork. These different demands perpetuated by norms and values sometimes become barriers to a safe school environment. Teaching and non-teaching staff should promote inclusiveness, eliminate negative gender norms, which hinder safe school environments and may lead to early child marriages.

Activity 2.3: Is it discipline or punishment?

Introduction

Society has used certain modes of discipline for ages. These modes have been passed down from generation to generation and they are accepted by all sectors including schools. However, some of these modes are now understood to be punishment rather than discipline. Discipline is meant to teach pupils self-control and confidence by focusing on what the student should learn, whereas punishment aims to control behavior through negative means.

Activity Objective

This activity will enable participants to question the measures they use to discipline pupils and develop an understanding of the difference between punishment and discipline.

Materials needed

Definition of discipline, definition of punishment.

Facilitator notes:

Discipline: This refers to actions that teach a pupil self-control and confidence. Through discipline, pupils are guided in choosing and actively working towards specific learning and behavior goals.

Punishment: This refers to actions that are done in response to a pupil doing something perceived as 'wrong,' such as getting a low mark, breaking a rule or showing improper conduct. Punishment is meant to control behavior 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.

Step 1: Say: In this activity, you will review your practice of disciplining pupils. By understanding the difference between punishment and discipline, you will appreciate the need for applying positive discipline rather than punishment.

Ask the participants to give the differences between punishment and discipline. Write their responses under 'Punishment' or 'Discipline' on the board or flipchart.

Step 2: Put up the definition of punishment 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.

Step 3: Put up the definition of discipline 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.

Step 4: Ask participants to share experiences of when teachers or other adults administered punishment to them as children. Ask them to share what effects the punishment had on them.

Step 5: Ask participants to share experiences of when teachers or other adults administered positive discipline strategies to them as children. Ask them to share what effects this had on them.

Step 6: Divide the participants into 2 groups, with one co-facilitator leading the story discussions in each group.

Group 1
Read John's story and determine whether it is an example of discipline or punishment. Ask participants to list the characteristics that make it qualify as either discipline or punishment.

Group 2
Read Mary's story and ask for a volunteer to determine whether it is an example of discipline or punishment. Ask participants to list characteristics that make it qualify as either discipline or punishment. Each group should make a brief presentation.

Note: During the discussion, highlight 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.

Step 7: End the activity by saying:
Many of us were punished as children in an effort to discipline us. We pass on punishment because it is what we know as a means of instilling discipline. However, punishment has far-reaching psychological consequences which are mostly negative. We should use positive discipline strategies in order to promote pupils' self-control and confidence rather than to control them and humiliate them. Schools should strive for positive disciplining measures that will not be a barrier to good school environment.

John's Story

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

Mary's Story

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

Activity 2.4: My Leadership Skills

Introduction

Teaching and non-teaching staff have power over pupils. When this power is misused, it affects the learning of pupils. However, if this power is used well, it will create a safe environment that enables children to enroll, stay and complete their education. Teaching and non-teaching staff are potential leaders of change and therefore influence safety of the school environment.

Activity Objective

This activity will enable teaching and non-teaching staff to identify how their personal leadership qualities and skills may contribute to violence or support creation of a positive school environment.

Materials needed

Paper and pencil for each participant.

Step 1: Say: In our first activity, we looked at our life in school and appreciated that children's challenges today may be similar to the ones we faced when we were in school. During this activity, we will look at our leadership qualities and the way they affect children in our school.

Step 2: Give about five minutes for each participant to think of a time in school when:
a)   someone mis used his/her leadership position,
b)   used his/her leadership position well.

After five minutes ask each participant to share what they wrote as the co-facilitator writes what they share on the black board/flip chart.

Lead a discussion on how the situations mentioned affected them or their friends.

Step 4: Divide participants into four groups and ask them to share situations in which they have used or misused their leadership position in school (prompt every group member to share an experience).

Step 5: After 10 minutes of discussion, in a plenary:
· Ask volunteers to share their stories and how they can be used to create safe school environment.
· List different leadership qualities and skills required by teaching and non-teaching staff to create a safe school environment as mentioned from the discussion and those that may not have been mentioned.

Step 6: End the activity by saying:
One of the ways of creating a safe school environment is the proper use of leadership skills especially power. Teaching and non-teaching staff have misused their power through sexual harassment, corporal punishment and language misuse. It is important for teaching and non-teaching staff to use power that builds agency and resilience. We can all contribute to making changes in our schools so as to make them violence-free.

Activity 2.5: Bullying

Introduction

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 is normally peer to peer but sometimes teaching and non-teaching staff bully and tease pupils, e.g. making fun of them in staff room, classes etc. It can cause longstanding depression, absenteeism, lack of self-esteem and poor school performance.

Activity Objective

This activity will raise participants' awareness of the different acts of bullying that pupils experience and will understand how bullying negatively affects pupils' learning.

Materials needed

Bullying scenario, 40 papers, markers, tape.
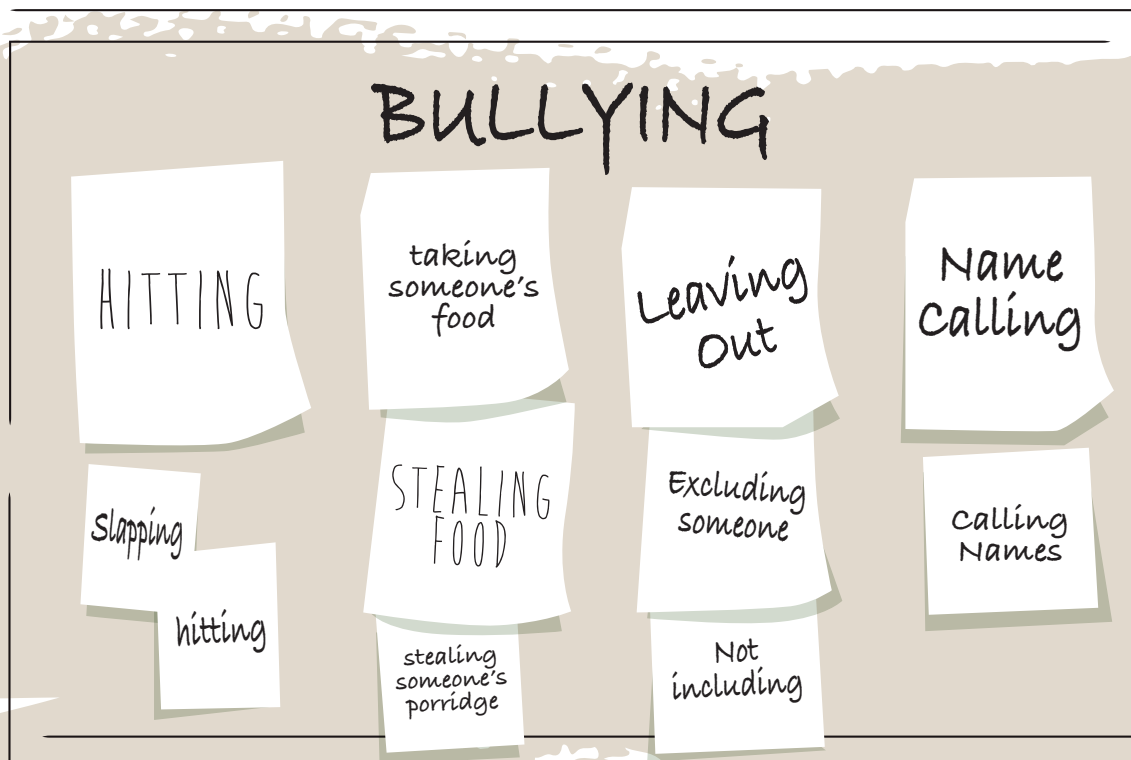
Step 1: Say: In our first module we looked at different types of violence. In this activity we are going to look deeply at bullying as a type of violence, and we will become vividly aware of the different acts of bullying that pupils experience in school, and think of strategies to put an end to bullying.

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.

Step 2: Organize participants into five groups and:
· Distribute a copy of the John's story to each group and ask one member of the group to read the story to the rest two times.
· Give 10- 15 minutes for the groups to answer the following questions:
  · What are the different things the pupils did that were unkind to John?
  · Was this physical or non-physical behaviour?
  · Would you call this violence? Why or Why not?

Step 3: Ask the groups to:
· Decide on 4 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.

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 safe schools activity.

Step 4: Ask participants to gather around the bullying wall, select one group and invite a spokesman to:
· Name the act of bullying on each paper
· Give it to the co-facilitator, who tapes it on the wall in a single row
· Continue for all acts of bullying
· Go to each of the remaining groups and ask them to name any other acts of bullying and tape them on the bullying wall.

Step 5: Lead a discussion about the most common acts of bullying.

Step 6: Invite participants to discuss the effects of bullying.

Step 7: Ask participants to share ideas about what they can do as individuals or school teams to eliminate bullying from schools.

Note: Point out the following acts of bullying that are frequently neglected: Being left out of a group of friends, stealing or hiding one's items like a book, bag or food, threatening a classmate or their family. Highlight that bullying often targets the same person repetitively and therefore can be continuous threat and source of fear for pupils.

Step 8: End the activity by saying:
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. Teaching and non-teaching staff should eliminate bullying by taking a stand against it in their schools. This can be done through developing and enforcing anti-bullying policies in schools.

Activity 2.6: Corporal punishment

Introduction

Corporal punishment has been passed down from generation to generation, and many adults consider it as effective means of correction of behavior. Harsh punishment is an act of violence, brings harm to pupils, and may result in dropping out of school.

Activity Objective

This activity will give participants a better understanding of the different acts of corporal punishment and their effects on pupil attendance and school performance.

Materials needed

Corporal Punishment Scenario, paper, markers, tape.

Step 1: Say: In the previous activity, we looked at bullying as an act of violence. This activity is an opportunity to look deeply at another act of violence and barrier to a safe school environment which is corporal punishment. Any form of harsh punishment is corporal punishment and is against the law. We are going to discuss the different acts of corporal punishment and strategies of eliminating it from our school.

Step 2: Organize participants into 5 groups, give the corporal punishment story to each and ask one member of the group to read the story to the rest. Give 10 – 15 minutes for the groups to answer the following questions:
- How did the teacher in this story punish Sarah?
- Would you call this violence? Why or why not?

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.

Step 3: Ask the groups to:
- Decide on four acts of corporal punishment
- Draw a picture and/or write a word representing each of the 4 acts of corporal punishment, one on each piece of paper.

Step 4: Ask participants to gather around the corporal punishment wall, select one group and invite a spokesman to:
- Name the act of corporal punishment on each paper
- Give it to the co-facilitator, who tapes it on the wall in a single row
- Go to each of the remaining groups and ask if they have any acts of corporal punishment that have not been mentioned. Ask participants to put up the new acts of corporal punishment on the wall.
- Read through the list with participants.

Step 5: Lead a discussion about the most common acts of corporal punishment.

Step 6: Lead a discussion about the effects of corporal punishment.

Step 7: Ask participants to share ideas about what they can do as individuals or school teams to eliminate corporal punishment from schools.

Step 8: End the activity by saying:
Corporal punishment is an act of violence that is physical and is harmful to pupils and is a key barrier to agood school environment. Corporal punishment can cause depression, absenteeism, and poor school performance. Teaching and non-teaching staff should use alternatives to corporal punishment.

Activity 2.7: Sexual Harassment and Abuse

Introduction

Sexual violence involves any unwanted physical act that makes a pupil feel uncomfortable such as 'bad touches' or involving a child in sexual activity. Sexual violence can be verbal. Sexual violence has longstanding negative impacts on a child's life, including depression, absenteeism, lack of self-esteem, lowered school performance and dropping out of school.

Activity Objective

To raise participants' awareness of the different verbal and physical acts of sexual harassment and sexual assault that pupils experience and the longstanding negative effects that this has on pupils.

Materials needed

Helen's story, papers, markers, tape.

Step 1: Say: This activity will help us identify the different acts of sexual violence that children experience in and around schools, understand the long-term negative effects this violence has on pupils and how to prevent it. Both physical and non-physical forms of sexual harassment are violent. Boys and girls, men and women can be the perpetrators or the victims of sexual violence.

Step 2: Divide participants into same sex groups of about three – four persons each. Tell participants to read Helen's Story and answer the following questions:
· 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?

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 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.

Step 3: Organize participants into 2 groups (men and women) and distribute 6 papers and a marker to each group. Give 10-15 minutes for groups to:
· Discuss acts of sexual harassment and violence.
· Decide on 6 acts of sexual harassment or sexual violence
· Write one-three words representing each of the 6 acts of sexual violence, one on each piece of paper.
· The women's group and men's group work separately, gathered around one of the walls labelled 'Sexual Violence.' When finished, invite a participant to read out their act and tape it to the wall. Ask all participants with similar acts to tape theirs next to it.
· Continue for all acts of sexual harassment and abuse.

Step 4: Ask men's group to walk to female wall and the females to walk to the male wall. Ask them to discuss and add any missing examples of sexual violence. After 10 minutes, ask them to go back to their wall.

Step 5: 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?
- What questions do you have about any of the things posted on the walls?
- Give examples of verbal sexual harassment.
- How do you think pupils could be harmed by sexual harassment?

Step 6: What should pupils who experience or witness sexual violence do ?

Step 7: What can teachers do to eliminate sexual violence against pupils in their schools?

Note to Facilitators:
1. The following are acts of sexual violence that are often neglected and missed out:
   a. Showing sexual pictures (e.g. naked man or woman) to a child.
   b. a taxi or boda-boda driver offers a ride to a pupil in exchange for doing something sexual.
   c. Forcing /coercing a child to perform any sexual act.

2. 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.

3. It is against the law for any teacher to make sexual comments, make bad touches or sexually abuse pupils.

4. Teachers may talk a pupil into a sexual act but this is coercion, not voluntary consent. There is no such thing as consent when an adult violates a pupil. This is illegal by law and is punishable.

Step 8: End activity by saying:
Pupils experience sexual violence of different types. It is not easy for young children to report sexual violence. In some cases, sexual violence is not easily visible. Sexual violence can be perpetrated by teaching and non-teaching staff and by fellow pupils. Both boys and girls experience sexual violence. Schools should prevent sexual violence develop and enforce sexual harassment policies against it. Teaching and non-teaching staff should be vigilant in detecting any signs of sexual violence and act on it and listen to children when they report such cases.

Activity 2.8: Identifying Barriers to Reporting Cases of Violence

Introduction

There are many reasons why both children and adults do not report incidents of violence. When violence is not reported, there is a high risk that it will be repeated. It is important to understand what these barriers to reporting are. Once these barriers to reporting are understood, teachers, community members, and pupils can work together to improve reporting, thereby contributing to children's safety in school.

Activity Objective

To enable participants to discuss the many reasons pupils, teachers, parents and community members do not report cases of violence, and suggest ways of addressing these barriers to reporting.

Fear of Authority

Culture of Silence

Fear of exposing friends
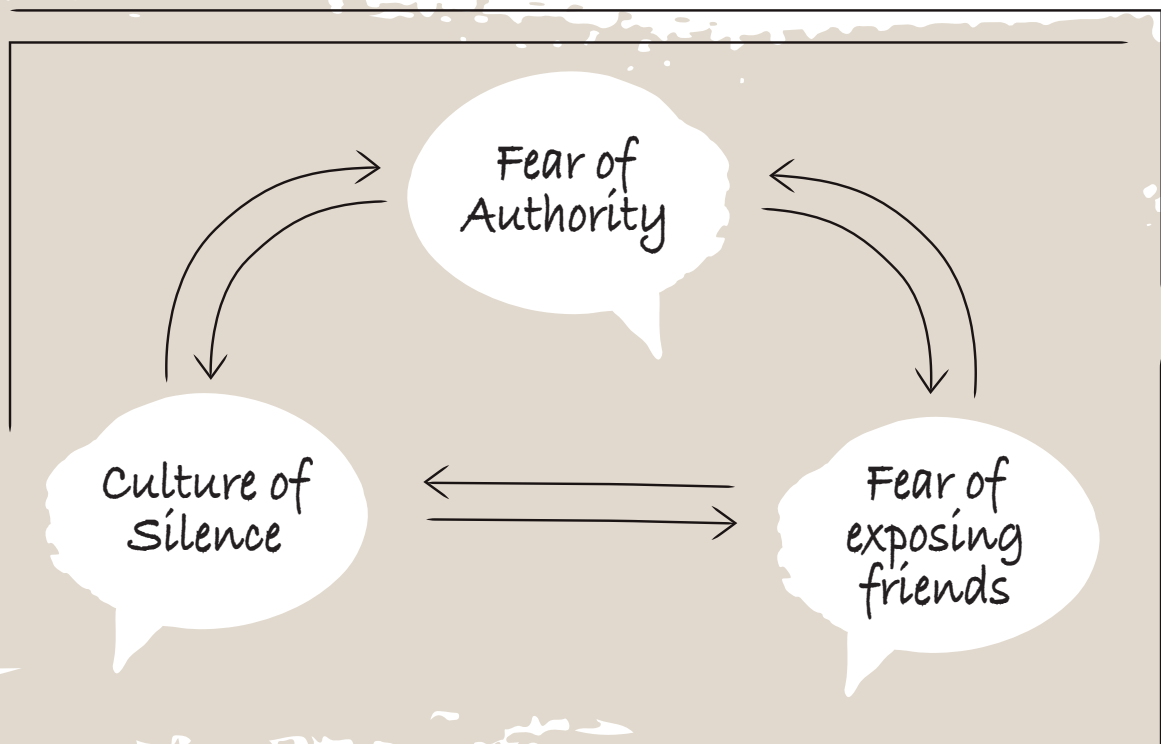
Step 1: Say: Many cases of violence against children in schools including those we have looked at in previous activities go unreported. We are going to discuss the reasons why cases of violence against children are not reported. We will also discuss what we can do as a school to encourage pupils, teaching and non-teaching staff to report.

Step 2: Explain to participants they are going to do a talking circles discussion. Explain the talking circles activity saying:
· There will be three rounds of discussions that last 10 minutes each.
· Identify a host for each table
· The participants should move to a new table and join different participants for each round of discussion
· A bell/ tin/ drum will be sounded when it is time to move to a new station
· Each of you will move to a new table and join different participants for each round of discussion; do not move as a group.

Step 3: Write the Talking Circles Question below on the blackboard and read it twice. Ask participants to be seated at a tables or clusters of chairs and discuss the Talking Circles Question.

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

Step 4: After three rounds, get the participants' attention for a group discussion on the reasons why pupils, teachers and parents do not report cases of violence against children in schools. Write one - three words that represent each of the barriers to reporting on the blackboard or a flip chart as participants share.

Step 5: Lead a discussion on the values of reporting VACiS

Step 6: Lead a discussion on the consequences of not reporting VACiS.

Step 7: End the activity saying:
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 without punishment. School staff must support learners to report violence and schools should eliminate barriers to reporting.

Activity 2.9: Impact of violence against children in schools

Introduction

All forms of VACiS have long-term negative impact 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

To enable participants to understand the long-term, negative impact of violence on the lives of children.

Materials needed

Impact of Violence Scenarios, tape and paper and pens for all participants.

Step 1: Say: In previous activities, we looked at types of violence and how to identify them in schools. This activity will help us learn explicitly about the long-term, negative impacts that all forms of violence, including bullying, corporal punishment, sexual harassment and sexual violence can have on children.

Step 2: Divide the participants into 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.

Give 15 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 and discuss the following points:
· Who was harmed in this story?
· Who was responsible?
· What were the different types of violence?
· What are the possible short-term and long- term effects of the circumstances in the story on the child?

Step 3: After about 15 minutes, ask the participants to come back together for a discussion. Give each group 5 minutes to present by:
·   Reading their scenario.
·   Discussing according to the talking points in step 2.

Step 4: Lead a short discussion on what individuals and the whole staff can do to support learners who have been victims of violence.
Encourage teachers to make individual commitments for supporting pupils.

Step 5: End the activity by saying:
All forms of VACiS, including bullying, corporal punishment and sexual harassment and abuse, have long-term, negative impacts on the lives of children. Teaching and non-teaching staff have an important role to play in eliminating violence from their school. If they work together, they can make the school a safe and positive place that promotes learning.

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 feel that no one understands or 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 teachers won't listen if I tell them.

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 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, 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 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 feared 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 good at Maths. 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. The next day, the teacher asked me to carry his briefcase home again. I agreed even though I was worried about what might happen. This time, he pressured me to enter his home for a cold drink. When I said no, he started calling me rude and ungrateful. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me.

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

Scenario 5

Susan is not a good reader. She will not raise her hand to read in class because she is afraid that she will make a mistake. One day, Susan's teacher called on her to read one page from their language book in front of the class. She struggled to pronounce all of the words correctly. The teacher shouted at Susan and told her to sit down. The teacher told Susan that she must practice reading more often and that she would be called on again to read the same story. Susan practiced with her friend every day after school. When the teacher asked Susan to read again, she could read the story but was still nervous because the teacher was holding a cane. Susan was afraid that she might make a

mistake and that the teacher would beat her. At first, Susan started reading out loud very well, but she struggled on some of the words at the end of the story. This time, the teacher made Susan kneel in front of the class because she could not read the difficult words. After school, some of her classmates pointed at her and called her 'stupid'. Susan does not want to go to school any more.

Scenario 6

My name is Carol. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies.

I get up at 4 a.m. every day because I have to help my mother and sisters with chores. Sometimes, I get to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said, 'You are stupid! Why do you even come to school? You should go and try to find a husband'! Another day, when I accidentally fell asleep in class, he said, 'Maybe your head is falling because your breasts are becoming so large.'

That made me very mad. Everyone laughed, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass so I can move to the next level. I decided to tell a female teacher about what he 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.

Notes