



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

THE SAFE SCHOOL ENVIRONMENT



Activity Handbook for Pupils/Students

Module Three: Actions to end violence in Schools



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How to use the Handbook

Getting Started

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 Club Leaders as they implement the activities.

The Club Leaders should ensure module one and two are completed before they begin the activities of module three. 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 Club Leaders, focal teachers and the school in general.

This is module three focusing on using smart thinking to make good decisions and how learners can identify trusted people around them and work with them to make responsible decisions.

Outcomes

By the end of the module, pupils will be able to:

- Use the steps of the smart thinking process to evaluate situations and make good decisions
- Identify people in their circle that they can trust
- Build healthy relationships with their peers by respecting their differences

Activity 3.1: Smart thinking

Introduction

Life is full of choices. When children are young, parents make most of the decisions for them. As children grow, they increasingly become responsible for making their decisions. Making decisions is difficult for adults and children alike. It is good for children to think carefully about a situation before they make a decision. The smart thinking process can help children to make good decisions.

Activity Objective

This activity will expose pupils to the steps that they should go through in order to make careful decisions. It will improve pupils' ability for making responsible decisions.

Materials needed

Paper and pencil for each group and the steps of smart thinking.

Step 1: Explain that the purpose of this activity is to talk about and understand the steps of the smart thinking process.


Step 2: Ask learners what they think smart thinking is. Record their responses on the board. (Learners may think that smart thinking is fast thinking. Help them understand that smart thinking is different from fast thinking.)

Step 3: Say: Smart thinking is a process and processes have steps. Let us learn the steps of smart thinking. First, we will think about this process together. The smart thinking process has four main steps. We are going to work in four groups. Each group will discuss one step of the Smart Thinking Process.

Distribute four pieces of paper that talk about the four steps, one to each group. Ask each group to discuss the importance of the step when making decisions.

1. **Stop and think**
2. **Collect all the information you need to understand the problem**
3. **Think carefully about the advantages and disadvantages of taking any one decision. Write them down**
4. **Basing on the strength of the reasons you gave, make a decision.**





Step 4: Say: Now that we have understood what Smart Thinking is, think about a time when you or someone you know did not use smart thinking when making a decision. Remind them not to use names when sharing. Using that experience, what do you think are the effects of not using the smart thinking process?

Answers can include:

- You make a rushed decision
- Some decisions cannot be undone e.g. if you engage in early sex and get pregnant, you live with the consequences of child-parenting; you drop out of school
- Running away from home because you are impatient or do not want to listen to caution can ruin your relationship with your parents or your future
- Acting while angry can make us lose friends
- Leads to poor planning and poor planning gives poor results
- We may miss opportunities

Do not tell learners these answers

Step 5: Ask the learners to reflect on their decision-making process and then make up their mind to do something different. Ask them to write an individual commitment: "I am going to so that I can make better decisions." If there is time, learners can read these statements out.

Step 6: End the activity by saying:

It is good to take some time before we make a decision because decisions can sometimes have negative consequences. We may feel confused or anxious when we have to make decisions, but we must always clearly think through a situation or seek advice from a friend or an adult before we make a decision. Taking time to think through the positives and negatives will enable us to choose wisely and not put ourselves in danger. When we make good decisions, it promotes our safety and improves the overall safety of the school.

Activity 3.2: Let us decide

Introduction

Some decisions are easy and some are hard to make. Sometimes, even when we think through a problem, it is still difficult to make a good decision. In such cases, it is good to think with others and involve them in our decision-making process.

Activity Objective

This activity will enable pupils to apply smart thinking steps in order to reach good decisions by discussing a situation with a friend or a trusted adult. This activity will strengthen pupils' decision-making, social awareness and relationship skills.

Materials needed

Paper and pencil for each group, steps of smart thinking.



Step 1: Explain that the purpose of this activity is to give pupils practice in making good decisions using the Smart Thinking strategy. Remind the club about the steps of the Smart Thinking strategy.

Smart Thinking steps

- 1. Stop and think**
- 2. Collect all the information you need to understand the problem**
- 3. Think carefully about the advantages and disadvantages of taking any one decision. Write them down**
- 4. Basing on the strength of the reasons you gave, make a decision.**

Step 2: Organize pupils into groups of 4-5, and give them 15 minutes to:

- Listen carefully as the junior leader tells 'Musa's Decision' story twice in the local language

Decision story: Musa is invited by a friend to be part of the school choir that is going for competitions, but he has a Maths mid-term test the next morning. Should Musa go to the choir practice?

- Let each group discuss Musa's story and use the Smart Thinking strategy to come up with a decision.

The following questions can help:

- What are the positive things that might happen if Musa goes to the music competitions?
- What are the negative things that might happen if Musa goes to the music competitions?

Step 3: Ask the groups to represent their ideas in a short skit in which one of the members acts as Musa and seeks advice from his friends. The advice should include the positive and negative consequences of Musa's decision. Each skit should end with the group deciding clearly whether Musa should go to the competitions or not.

Step 4: Ask each group to present their skit and as they do, record the negative and positive things on the board.

Positive	Negative

Step 5: Ask the groups to share the most important factor that guided their advice for Musa.

Step 6: We have learnt that we do not have to make decisions on our own especially when they are confusing or difficult. Each of you should think about at least two people they can talk to when a decision is difficult to make.

Step 7: End the activity by saying:

Decisions have negative and positive consequences. While good decisions promote safety at school, bad decisions may cause violence. We may sometimes feel confused or anxious when we have to decide. At such times, it is good to seek advice from a friend or adult before we make a decision. Working with others makes the problem easier to solve. It also helps to build our relationships with others and improves our overall safety.

Activity 3.3: Respecting differences

Introduction

People are similar and different in many ways and make different choices. Pupils need to appreciate and respect the fact that different people, even friends, will make different choices and decisions from theirs. Relationships between pupils are more positive when each one understands and appreciates differences in opinions and choices.

Activity Objective

This activity will give pupils a chance to talk about the similarities and differences they have with others and the different choices that pupils make. The activity will strengthen pupils' social-awareness and relationship skills.

Materials needed

Paper and pencils or pens for each group.

Step 1: Welcome participants and ask volunteers to mention one thing/skill learnt last week. How did you use this new information/skill during the week?

Step 2: Explain that the purpose of this activity is to learn the importance of appreciating each other's differences and become more tolerant of each other.

Step 3: Inform the pupils that they are going to play a fun game - 'Why I want to be...' Select 4 careers such as a doctor, policeman, farmer and bus driver. Ask the pupils which one they want to be. Create four groups, one for each career.

Step 4: Give the groups 5 minutes to list all the reasons for their choice of career and to list all of the reasons why they do not want the other careers. Make sure all pupils in the groups have a chance to talk.

Step 5: Tell each team to present their reasons for their choice of career and for not wanting the other careers.

The junior leader or an assistant completes the charts on the blackboard as the groups present. Make sure to engage the younger pupils' attention so they hear what you say.

Step 6: End the activity by saying:

Different people like different things and make different choices. This is part of what makes us who we are. Your relationships with others are more positive when you understand and appreciate the different opinions and choices of the people around you. Tolerating others will make the school a safe and more positive place that promotes learning.

Activity 3.4: Talents, interests and personal qualities

Introduction

Each one of us was created in a different way and there are many things that define who we are. These could be special talents, interests, things you love to do, or personal qualities. One way of peacefully living with others is to share with them some of these qualities about you.

Activity Objective

This activity will contribute to pupils developing confidence in representing themselves in front of others. The activity will strengthen pupils' skills of self-awareness, social-awareness, decision-making and relationship skills.

Materials needed

None.



Step 1: Welcome participants and ask volunteers to mention one thing/skill learnt last week. How did you use this new information/skill during the week?

Step 2: Explain that the purpose of this activity is to share talents and personal qualities and practice telling your friends something about yourself.

Step 3: Ask the pupils, in about 2 – 3 minutes, to think of something about themselves that defines who they are. Provide some examples, as seen in the examples box

Examples

- **Playing the drums or drawing pictures**
- **Something they love to do like play football or dancing; or**
- **A quality about themselves such as being shy or talking a lot.**

Step 4: The junior leader should model what the pupils are supposed to do:

- a. Stand in the middle
- b. Say your name
- c. Act out something you love such as playing football, dancing, praying.
- d. The other pupils try to guess what the junior leader is acting out.

Step 5: Go around the circle and give every pupil a chance to stand in the middle and act out their special ability or something they love. After each act, the team should guess what the talent or special quality is.

Step 6: Emphasize that we can never be the same but we have to respect what other people are and the fact that they are different from us.

Step 7: End the activity by saying:

One way to live peacefully with others is to realize that we have some similarities but we are different in certain ways. These differences can help us to learn from each other. We have to learn to tolerate one other and respect each other's differences. Tolerating one another will promote safety in our school and make it a more positive place to learn.

Activity 3.5: Importance of honesty

Introduction


Positive behaviour such as honesty, is good for all of us. Honesty is important for leading a positive life. It contributes towards building trust, which is an important part of friendship. Being honest enables us to maintain friendships and helps grow into adults that can be trusted. Dishonesty may lead to violence.

Activity Objective

After this activity, pupils will develop an awareness of why being honest is important to themselves and others. This activity will strengthen pupils' self-management, social awareness and decision-making skills.

Materials needed

Questions, ball of crumpled paper.



1. What would happen if you told lies?

Step 1: Welcome participants and ask volunteers to mention one thing/skill learnt last week.

How did you use this new information/skill during the week?

Step 2: Ask pupils to explain what an honest person is like. They can use examples to explain. (An honest person does not tell lies, is truthful, is true to his word, is not a hypocrite, is trustworthy, is genuine)

Step 3: Explain that we are going to play a game. Write these three questions on the board.

1. What would happen if you told lies?
2. What would happen if you were not true to your word? (say one thing and do another)
3. What would happen if you were not trustworthy?

Instructions

- We will make two lines facing each other.
- We will sing a known song and pass a ball from one person to another. You should throw to the person opposite you.
- When the Junior Leader signals for the song to stop, the person with the ball will answer whatever question the leader chooses.
- After answering the question, the pupil sits down
- Each question should have an equal chance to be answered
- Continue until all pupils have answered a question and are sitting down

When members are giving their answers, the assistant junior leader records their responses.

Step 4: Lead a discussion about the advantages of being honest. Record the responses.

Step 5: End the activity by saying:

When we tell lies, people do not want to be our friends because we cannot be trusted. This affects our relationships and safety at school and may lead to violence. We should practice honesty so that the school is a friendly, safe and positive place.

Activity 3.6: Rumors

Introduction

We all participate in conversation and pass information on from one person to another. Sometimes when we do not think about the information we are passing on, it may cause harm and violence to the concerned person. In addition, words and their meanings may change during conversation and these changes can be harmful. It is important for pupils to think about the consequences of the information they have before they pass it on.

Activity Objective

This activity will help pupils understand that people can misunderstand or change what they say. They will appreciate the importance of not changing words as this can be harmful. The activity will strengthen their relationship, self-management and social awareness skills

Note to Facilitator

None.

Step 1: Welcome participants and ask volunteers to mention one thing/skill we learnt last week. How did you use this new information/skill during the week?

Step 2: Explain that the purpose of this activity is to learn about the negative effects of changing information and how rumours can be harmful.

Step 3: Tell pupils that they are going to play a game called “Telephone.” Explain the game

- Stand in a horizontal line
- I will whisper a story in the ear of the first person
- Listen carefully and whisper it to the next person
- Continue until the last person hears it
- The last person will tell the team what they heard
- I will repeat what I told the first person

Step 4: Lead a discussion on what:

- Stayed in the story
- What was omitted
- What things were added that made the story inaccurate.

Step 5: Invite volunteers to share an experience when a story they told was changed or when wrong information was spread about them and how they felt

Step 6: Lead a discussion on:

- what we can do as individuals to make sure the stories we tell are true and avoid hurting others
- what we can do as a team to make sure the stories we tell are true and avoid hurting others.

Step 7: End the activity by saying:

Conversations are part of life and we all need to talk to people. However, sometimes in our conversations, we do not tell the truth. This is painful for the person we are talking about. It is important for us to tell the truth and avoid rumours in order to maintain our friendships. The school will be healthy and safe if we avoid rumours and are careful about information that we pass on.

Activity 3.7: Qualities of a trusted adult

Introduction

The people we turn to for assistance have special qualities. Children need to be able to identify and recognize these qualities so that they can seek assistance from the right people. That way, they will be supported to solve their challenges.

Activity Objective

This activity will enable pupils to identify a trustworthy, caring adult and how to seek advice and obtain assistance from such trusted adults. The activity will build pupil's responsible decision-making, social awareness, self-management skills.

Note to Facilitator

Molly's Challenge story, Molly's Solution, Molly's Challenge Talking Points.



Step 1: Welcome participants and ask volunteers to mention one thing/skill we learnt last week. How did you use this new information/skill during the week?

Step 2: The purpose of this activity is to learn about the qualities of a trustworthy and caring adult.

Tell pupils that not all adults are trustworthy and it is important to be able to identify which adults they can trust.

Step 3: Divide pupils into groups of four. Each group should sit in a circle. Tell the pupils to discuss the qualities of a trustworthy and caring adult.

Step 4: Bring pupils back into one group and:

- Ask each group to present their qualities. Record and put a tick if a quality is presented more than once. (Make sure that these qualities are discussed: caring, can talk to them about anything without fear, listens, does not judge, is loving, is trustworthy, does not blame, is understanding)
- Ask pupils if they know a trustworthy person they can go to in case they need help.
- Ask for volunteers to share one characteristic of their trustworthy and caring adult.

Remind them not to mention names.

Step 5: Tell pupils that it is now time to practice seeking assistance using a real life situation.

- Write the talking points on the board and tell the “Molly’s Challenges” story in local language.

Molly’s challenge - talking points

- What is the problem Molly is facing in this story?
- Why did Molly decide to go through the fields?
- What is another solution? (guide the children towards the solution of finding a trustworthy and caring adult who can help Molly)
- Present ‘Molly’s Solution’ in the local language. Discuss why her choice to talk to the village elder was a good solution. What qualities did the village elder have that made her feel safe?

Present ‘Molly’s Solution’ in the local language. Discuss why her choice to talk to the village elder was a good solution. What qualities did the village elder have that made her feel safe?

Molly's Challenge

My name is Molly and I am 11 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because the fields sometimes have burglars. I am afraid to walk through the fields alone, especially when the crops are high. To avoid the fields I walk past a boda-boda stage and bar to get to school. Each day an older man approaches me offering to buy me a drink. He says he will buy me whatever I want and that a school girl needs a special treat from time to time. One day he gave me a pretty perfume bottle and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of gangsters, because I am also scared of the man who is bothering me.

Molly's Solution

Yesterday, as I was turning to walk through the fields, I saw one of our village elders. He asked me why I was walking through the fields when all the pupils had been told to stay on the main road because the fields were unsafe. I was afraid to tell him the reason, but I decided it was better to tell him the truth. I felt that I could trust this village elder because he always listens when I speak to him and he makes me feel safe. I told him that there is a man who always disturbs me whenever I walk past the boda boda stage. I told him I was scared and wanted to avoid the man, and that is why I was walking through the fields. He asked me if I had taken any gifts from the man. I admitted that I had. He told me that I should not take gifts from strangers, because sometimes people use gifts to get favours or to trick young girls. He also told me that in the morning, he would send his older grandson to accompany me to school and he promised to talk to the man. I was glad that I had told one of the village elders about my problem because he listened to me and offered me help. I feel so relieved now that the problem has been handled and I can walk to school safely.

Step 6: End the activity by saying:

Pupils face many challenges on their way to and from school. These challenges can be solved when pupils seek advice and assistance from a person they know and trust. Pupils should make sure they seek assistance from adults who are trustworthy and caring. Pupils feel safer when they know that there are people they can turn to for help and this will enable them to stay in school and complete all classes.

Activity 3.8: People in my circle

Introduction

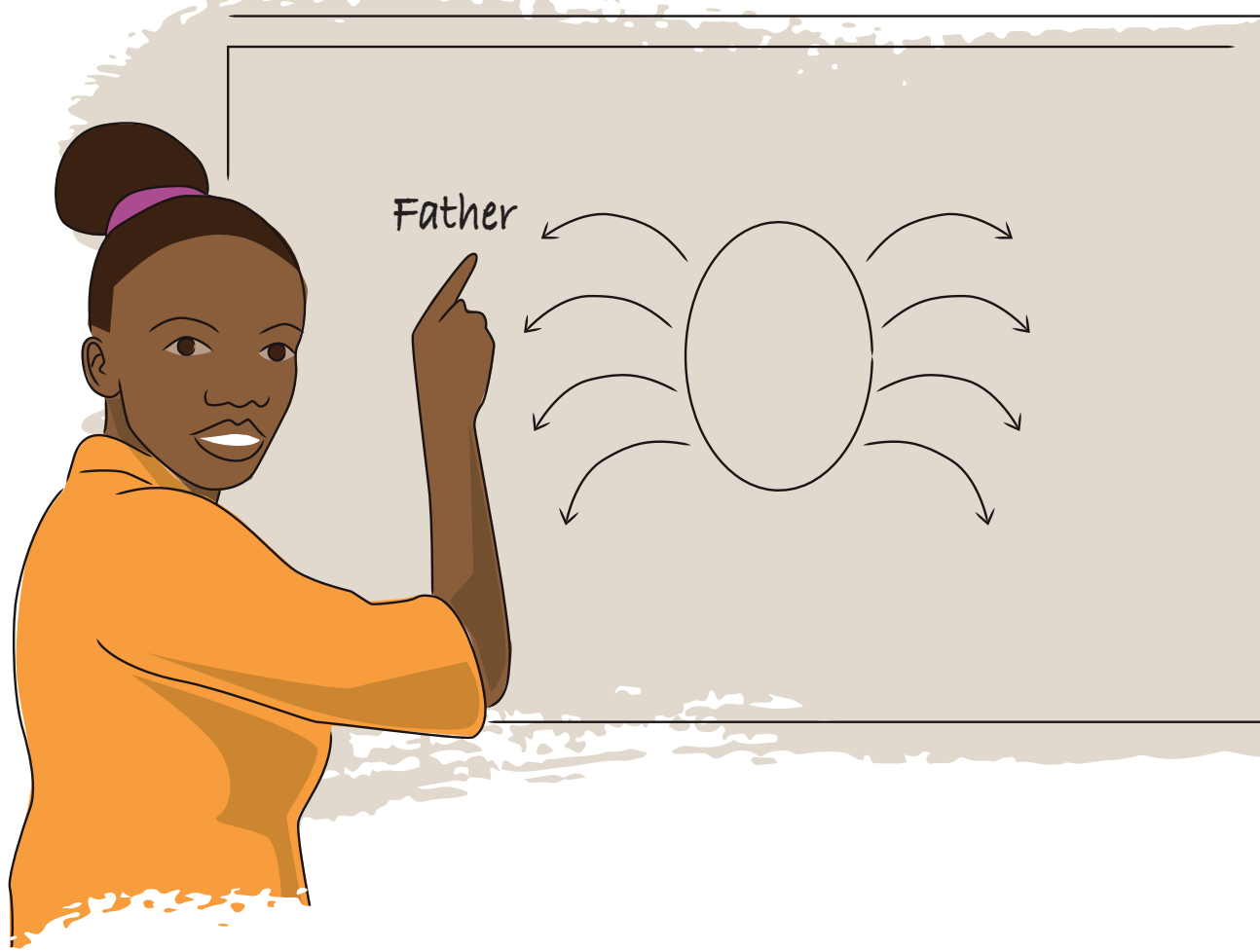
Every pupil has a network of people that they know. This network is important for supporting the pupil with advice and assistance in solving problems and making decisions. Some of these people are members of our families, school communities or members of the wider community. Children should seek support from people in their circle.

Activity Objective

In this activity, Club Leaders will help fellow pupils to become aware of their network of friends and adults that they trust and can turn to for advice and assistance or can learn something from. It will strengthen pupils' relationship and social awareness skills.

Note to Facilitator

Spider web example on board, paper and pencils to each pupil.



Step 1: Welcome participants and ask volunteers to mention one thing/skill we learnt last week. How did you use this new information/skill during the week?

Step 2: Explain that the purpose of this activity is to help pupils identify the people in the wider society that they can turn to for advice and assistance.

Inform the pupils that in this activity they are going to develop a Spider gram. Introduce the parts of the spider on the board by asking different pupils to come up to the board and point to different parts of the spider: body, legs, feet.

Step 3: Point to the Spider gram on the board and put the word 'Father' in one of the feet. Tell the pupils that you can ask your father for assistance with your homework. Write 'Help with homework' next to the name.

Step 4: Now tell the pupils to:

- Copy the Spider gram on their paper;
- Write their name in the spider's body;
- Write the names or draw a picture of people who they can talk to in each foot of the spider. (More feet can be added to the spider if needed);
- Tell pupils to share their spider gram with a partner and tell them who the person is and what they can talk to this person about.

Step 5: Say: People in our circle are important because some support us to solve problems and others act as role models or our heroes. A role model is someone you look up to in your family, community, home or in the world; someone you admire and might try to be like. Ask pupils to give examples of people they think are role models.

Step 6: Lead a discussion about the pupils' heroes and the special qualities that they have. Record the learners' answers.

Remind learners that our support system may be made up of people very close to us but can include those not so close, so long as they have the qualities we have identified.

Step 7: End the activity by saying:

Every pupil has a network of people that they can call on for advice and assistance in solving problems and making decisions. These people can support them in case they are victims of violence or fear that violence is about to happen. Pupils should use their network to seek advice and assistance when they need it.

Activity 3.9: Reporting violence and abuse

Introduction

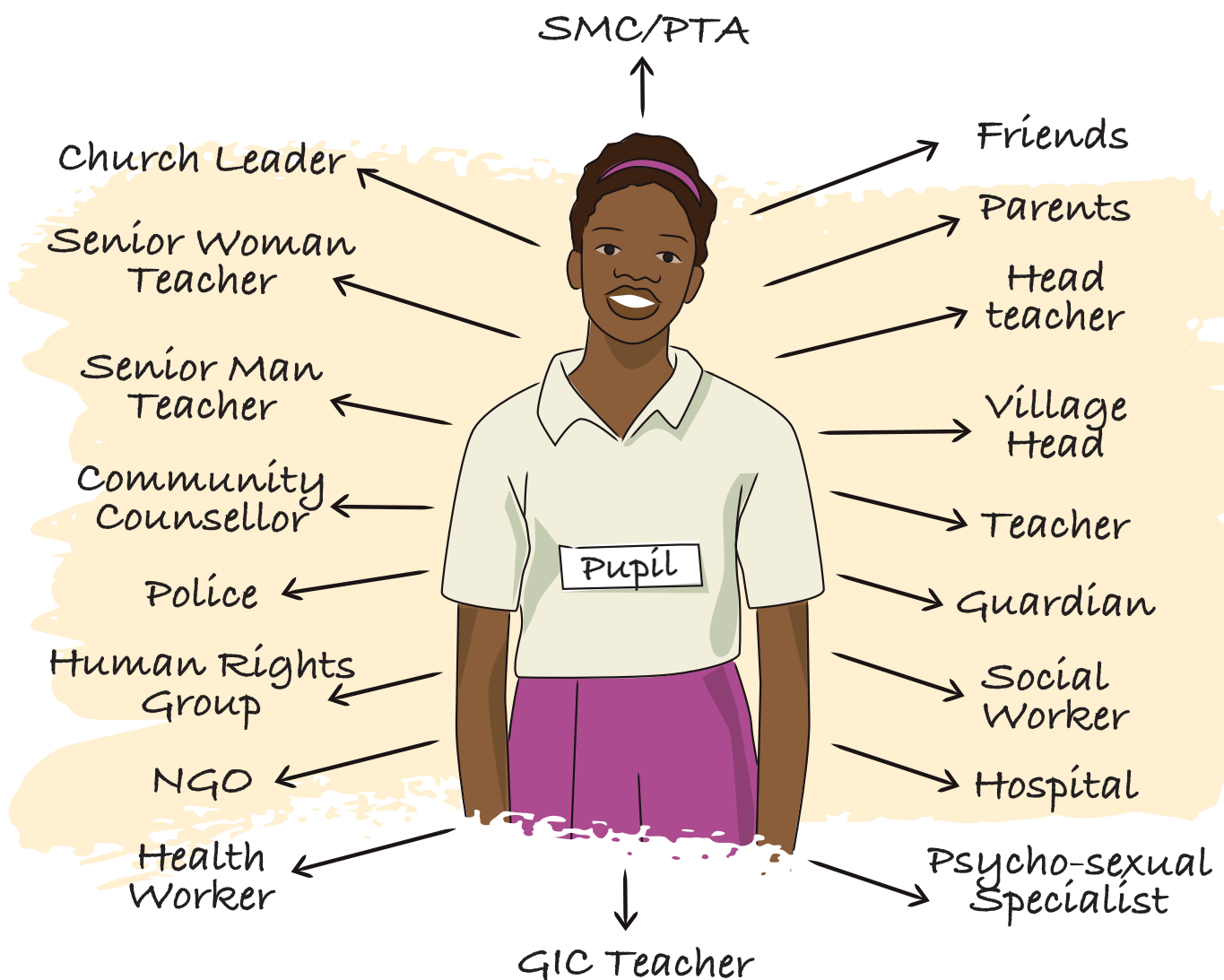
We have seen many examples of violence and we have looked at the people who carry out violence. When violence is not reported, perpetrators of violence continue freely. It is important to understand the barriers to reporting so that pupils can be supported to report violence. Reporting violence will contribute to children's safety in school and improve their ability to finish school.

Activity Objective

This activity will support pupils identify barriers to reporting; tell the importance of reporting, how and to whom to report. It will strengthen their relationship and decision making skills.

Note to Facilitator

Paper and markers.



Step 1: Welcome participants and ask volunteers to mention one thing/skill we learnt last week. How did you use this new information/skill during the week?

Step 2: Tell pupils that the purpose of this activity is to learn why it is important to report violence and abuse, how and to whom to report to at school or in your community.

Step 3: Refresh the pupils' memories by asking them to tell you the different types of violence and abuse that they learnt about in previous activities.

Step 4: Divide pupils into four groups. Put up Jane's scenario and ask the groups to discuss the possible reasons why Jane may find it difficult to report.

Jane is getting bad touches from her uncle but fears to report him. Jane has decided to talk to her friend about the reasons why she fears to report her uncle.

Ask groups to use the following questions in their discussions:

- What are the things that may prevent Jane from reporting the violence?
- If you were Jane's friend, who would you advise her to report to?

Note: Remind pupils to remember these points:

- **It is important to tell a trusted adult about abuse**
- **A trusted adult can help you locate where to get assistance.**
- **A trusted adult can also help you to make a report (Reporting) to prevent the perpetrator from harming you or other children again.**

Step 7: Ask pupils:

- What can you do as an individual to improve reporting of violence at school?
- What can we do together to report all forms of violence at school, including bullying, corporal punishment and sexual harassment and abuse?

Step 8: End the activity by saying:

There are many reasons why incidents of violence are not reported. Some of the barriers to reporting are deeply rooted in our cultures and society norms. Once these barriers to reporting are understood, teachers, community members and pupils can work together to improve reporting. Improved reporting will contribute to making schools safe and free from violence.



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