

Connect with Respect:

Preventing gender-based violence in schools

Part 2: Classroom Program for Students in Early Secondary School (ages 12-15)

(For Part 1 see the accompanying Guidance Notes for Teachers and School Leaders)



2018 version revised for schools in East and Southern Africa

Acknowledgements

This tool was originally developed for the Asia Pacific region and has been modified for use in East and Southern Africa. It is the result of a collaborative effort among partners in the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) School-Related Gender-Based Violence (SRGBV) working group. This includes: Plan International, UN Women, the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Guidance and support for the development of this tool was received, in particular, from: Laura Devos, Karen Humphries-Waa, Joanna Herat, Anna-Karin Jatfors, Alexander Munive, Elina Nikulainen, Andrea Nyberg, Chemba Raghavan, Justine Sass, and Alessandra Tranquilli and Jenelle Babb and Remmy Shawa.

A regional consultation with participants from 7 countries in East and Southern Africa in 2018 informed a modification of the Connect with Respect resources for use in this context. This resource has two parts. *Part 1: Guidance notes for teachers and school leaders*; and *Part 2: The classroom program*.

Funding for the development of this resource was provided by UNICEF, UN Women, and UNESCO. UNESCO coordinated the development, design and publication of this resource.

Authors: Professor Helen Cahill, with contributions from Sally Beadle, Michelle Davis, Anne Farrelly and Katherine Romei from the Youth Research Centre, Graduate School of Education, University of Melbourne, Australia.

We would like to also thank all teachers and school officials who will use this guide for your dedication and commitment to gender equality. We hope you will use this guide and other resources to build the knowledge, attitudes, and skills all students need to have respectful relationships.

Contents

Using the learning materials	5
What is it?	5
Who is it for?.....	6
What's in it?	6
Building teacher confidence – Training needs	8
Prepare before you start.....	8
Managing the classroom.....	9
Map of the purpose and content of activities.....	13
Topic 1: Gender and equality	17
Activity 1: What is gender?	17
Activity 2: Unpacking gender norms.....	20
Activity 3: Messages about males and females in the media and literature	23
Activity 4: Challenging negative gender norms	25
Activity 5: Challenging myths.....	27
Optional game: Pass the Clap	28
Assignment: Shifting gender norms	29
Whole-school action	29
Topic 2: Gender equality and positive role-models	33
Activity 1: Positive role models	33
Activity 2: Fairness, equality and human rights.....	37
Activity 3: Human rights and gender equality in everyday moments	39
Activity 4: Positive and negative uses of power	41
Activity 5: Difference and discrimination	44
Activity 7: Local leaders	46
Optional Game: “Anyone who...”	53
Assignment	53
Whole-school action	54
Topic 3: Awareness of gender-based violence	55
Activity 1: Awareness of gender-based violence.....	55
Activity 2: What is gender-based violence?	58
Activity 3: Effects of gender-based violence on males and females	61
Activity 4: Negative health impacts of gender norms	63
Optional game: “Moving as one”	66
Assignment	67
Whole-school action	67
Topic 4: A focus on school-related gender-based violence	70
Activity 1: School mapping of gender-based violence.....	70
Activity 2: Positive rules for the safe learning space	72
Activity 3: Empathy, imagination and hidden emotions	74
Activity 4: Making an apology.....	77

Optional game: Greetings game	78
Assignment: Letter to the principal	79
Whole-school action	79
Topic 5: Communication skills for respect-based relationships	80
Activity 1: What good friends do	80
Activity 2: Respectful relationships between males and females	81
Activity 3: Introducing assertiveness	84
Activity 4: Using 'I' statements to share emotions and assert needs	87
Optional game: 'Anyone Who...'	88
Assignment	89
Whole-school action	89
Topic 6: Skills for people who witness violence	92
Activity 1: Effects on the witness	92
Activity 2: Building support strategies	96
Activity 3: I want to do something to help!	99
Activity 4: Active listening for peer support	101
Optional game: Linked together game	102
Assignment: Making a difference through an act of kindness	103
Whole-school action	103
Topic 7: Help-seeking and peer support skills	106
Activity 1: When and if to seek help	106
Activity 2: Where to go for help	109
Activity 3: Overcoming resistance to help-seeking	111
Activity 4: Messages of support	113
Optional game: The 'I like to...' game	114
Assignment	115
Spreading the message: Whole school activity	115
Statistics for Topic activity	116
References	123

Using the learning materials

What is it?

The classroom activities in this manual are designed to assist teachers in schools in East and Southern Africa to promote respectful relationships and address the issue of school-related gender-based violence. The activities aim to increase knowledge and positive attitudes, and to build awareness and skills in students related to respectful, equitable relationships and non-violence. They also assist students to develop the skills to respond appropriately when they see others perpetrating gender-based violence.

The activities are also designed to develop students' critical thinking, their social skills and their language development. This resource includes a mixture of different types of approaches, including some "traditional" lessons and other participatory approaches. Participatory activities, such as paired work, small group activities, case-studies and role-plays are used to develop students' social skills.

Literacy activities include writing stories, cartoons, film-scripts, plays and letters about issues of gender-based violence. These activities allow students to practice academic writing, letter writing, creative writing including the development of characters and dialogue, and speech-making. The literacy activities are also used to foster students' involvement in broader advocacy at a school-wide level.

The activities in this program are designed to:

1. Establish language and concepts – To think critically about gender-based violence students need to have access to key distinctions in language. Therefore the early activities explicitly teach key terms and associated concepts.

2. Provide knowledge and foster critical thinking about gender construction – To take action to resist, challenge, report or prevent gender-based violence, students must be able to understand the way in which gender norms shape identity and behaviour, and identify and challenge gender prejudices and stereotypes. Therefore the lessons focus on detecting gender norms and their effects on people's lives.

3. Enhance pro-social attitudes – To work to prevent, report, resist or address gender-based violence, students need to believe that gender inequity and violence is unjust and that all persons, regardless of gender, have the right to be treated in a manner that respects their human rights. Therefore the lessons focus on human rights and the responsibilities associated with respecting the rights of others.

4. Motivate students to take action – To take action to prevent gender-based violence, students need to understand the negative effects of gender-based violence and believe in the possibility that they can make a positive difference through their actions. Therefore the lessons include a focus on the negative health, economic and educational effects of gender inequity.

5. Enhance social empowerment – To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment. Therefore the lessons provide many activities to engage students in collaborative problem-solving and advocacy as well as individual assignments.

6. Develop skills and strategies – To understand how and when to report, desist, resist, challenge or work to prevent and respond to gender-based violence, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion and help-seeking. Therefore the lessons include many skills development exercises, with an emphasis on development of the communication skills needed for respect-based relationships.

Who is it for?

This resource was originally designed for students in lower secondary schools in the Asia Pacific region. Following regional consultation, this version has been modified, for use in East and Southern Africa. It includes a number of oral and written activities which are appropriate for students with a range of literacy levels. While the materials are designed with lower secondary students in mind, it is possible to use them with older students. They can be used in single-sex or co-educational settings. Teachers should use their knowledge of their students and the learning needs of the class when tailoring the program to fit their needs.

What's in it?

The classroom program includes learning activities in **seven topic areas**. Each topic area includes three to five classroom activities. These activities will take between 30 minutes and one hour to deliver. While an approximate time allocation is provided, the length of time each activity takes will depend on the teacher and the class context.

The activities have been designed so that they are appropriate to be delivered in large and small classrooms. While it is important for teachers to prepare for the activities by reading the instructions carefully, there are always options that do not entail preparation of resources or handouts. Where handouts are provided, they are optional rather than necessary. All activities include detailed step-by-step instructions for the teacher, with additional coaching points where necessary. Teachers may wish to vary, extend or enhance these activities and accompanying scenarios to suit the needs of their students.

Part 1: Understanding gender and gender equality	Part 2: Raising awareness about gender-based violence	Part 3: Developing skills for respectful relationships	
• Topic 1: Gender and equality • Topic 2: Gender equality and positive role-models	• Topic 3: Awareness of gender-based violence • Topic 4: A focus on school-related gender-based violence	• Topic 5: Communication skills for respectful relationships • Topic 6: Skills for people who witness violence • Topic 7: Help-seeking and peer support skills	•

Each **Topic Area** has:

- 3-5 learning activities designed to fit well within the core curriculum of key subject areas (more advice is provided on this below)
- An optional game that builds a friendly and supportive classroom environment and can be used to generate key messages related to the topic area
- Assignments to enhance literacy as well as activities to build social cohesion and enhance social and civic engagement in the school and community
- Community-building suggestions for involving the students as contributors to broader school-wide efforts to promote a safe and friendly school environment

Each **Activity** has:

- Learning objectives
- An approximate time allocation, which will vary according to needs (🕒).
- Key words to introduce the terms used in the activity
- Steps for the teacher to follow to run the activity
- Teacher coaching points to help teachers to deliver the activity effectively or to modify it to suit the local context, issues and needs
- Summary points to assist teachers to highlight key messages and learning points of the activity to the class

Building teacher confidence – Training needs

Most teachers will appreciate the opportunity for professional development before teaching the program. Professional development can increase teachers' knowledge in the content areas as well as build their confidence in using the participatory methods used in many of the learning activities. While formal professional development may be available in some settings, schools can also arrange their own internal professional development activities. It is useful for teachers to spend some time working through the activities together (e.g. in a staff team meeting) before teaching the program. Research shows that when teachers work through the activities themselves, they become familiar with the content, skills and instructional strategies which increases their confidence and ability to run the activities themselves [14].

Prepare before you start...

Read up!

Read the guidance notes for teachers before teaching the program (Part 1 of this document). These guidance notes provide some background to the issues of gender and violence, and provide evidence-informed recommendations for embedding this classroom resource into a broader whole-school approach to create a safe, friendly and violence-free school. The guidance notes will help you understand why this programme is important and give some detailed tips on managing the programme. If you are uncertain of any of the terms used please refer to the glossary at the front of the document.

Find a subject home and plan your delivery

The activities are designed to be run in sequence. While it is possible to selectively use individual activities or topics, it is better to deliver the complete set of activities. Optional extension activities are provided to deepen engagement and to promote literacy development and civic contribution to the broader school community. In schools where substantial work has already been conducted on either gender or violence, it may be appropriate to shorten the program. In contexts where gender norms are very rigid, there may be a need to spend more time engaging with the gender awareness sections.

Teachers may deliver the learning activities within a range of subject areas. The activities can play a valuable role in literacy development, but may also be used within social studies, pastoral care, life-skills, civics, health and values education programs as well as within comprehensive sexuality education programmes.

Teachers are encouraged to collaborate with their colleagues as they prepare to teach the program. As described in the guidance notes, it is useful if this classroom program is implemented within a broader school-wide anti-violence initiative which also takes an explicit focus on the gendered nature of violence.

Adapt the learning activities to suit the local context

This resource has been adapted for use by schools in East and Southern Africa ~~is~~ region. This is a diverse region and while many of the issues associated with school-related gender-based violence will be common across countries, there will also be a need to refine the program to reflect local needs and strengths.

For activities that use case-studies or scenarios, you are encouraged to choose the most relevant scenarios from those provided, or draw on your local knowledge and expertise to design your own scenarios which reflect the local context.

When modifying scenarios, make sure the **who**, **where** and **what** are relevant. Avoid worst-case scenarios. Focus instead on the sorts of situations that your students are most likely to encounter.

An example is provided below which models how to refine a scenario to suit local needs. This scenario comes from Topic 6: Activity 1:

Modifying the scenarios:

Make sure the **who**, **where** and **what** are relevant. Avoid stigmatising marginalised groups. Be informed by the data about prevalence, location and types of gender-based violence.

Who = Choose a common name or change the age or gender of the observer's, the perpetrator/s and victim to make a relevant scenario.

Where = Choose a relevant location in which violence may be more likely to occur

What = Name the form of violence that takes place, avoiding the most extreme cases, in order to focus students on the way gender-based violence plays out in the every day.

❖ *Teacher coaching point:*

When adapting scenarios to local context, be sure not to use personal stories about students in the class or others in the community.

Managing the classroom

Using the participatory methods

The activities use a range of participatory methods to help students develop knowledge and skills. Participatory methods involve student-to-student interaction, rather than just teacher-student interaction. Participatory methods include paired discussion, group problem-solving activities, critical thinking tasks, skills-development exercises and role-play.

Participatory methods help students develop knowledge and skills (like critical thinking, social skills and problem-solving). While they can be challenging for teachers who normally use teacher-centric

activities, they have many advantages and can be successfully combined with teacher-led discussion. Students are more likely to remember what they are learning when they engage in participatory activities. They can draw from their own and others' experiences and they practice problem-solving and communication skills as part of the learning task.

It is possible that some students may experience distress during activities due to their past experiences. If you suspect this is the case it is important that you provide the option of an alternative activity for them. In this case the teacher should conduct a private follow-up conversations (see following suggestions) and refer or provide additional support for the student if this seems warranted.

Some strategies to help you manage the class when doing participatory activities are:

- Clearly explain the objective/purpose of the activity
- Describe the method clearly by using an example before setting students to work in their groups or pairs
- Allow students to ask questions before they start the task
- Set clear time limits
- Encourage students to speak in turn (for group activities)
- Encourage students to choose a group leader (for group activities)
- Over time arrange for students to work with a range of different partners so as to develop their confidence and skills

There is more information about why participatory methods are a good learning strategy in the guidance notes. There are also recommendations regarding how to manage the class during activities.

Managing sensitive topics

It is important to be sensitive to students' reactions during these sessions. Some will have experienced distressing situations involving violence, and some may live in ongoing situations of domestic or peer violence. Some will have been perpetrators of violence and need to recognise that what they have been doing is not acceptable.

Avoid naming and blaming. Rather, focus on teaching positive non-violent behaviours as a way to build respectful relationships and strong communities. There is more information in the teacher manual about following up on and managing student disclosures of violence.

Ensuring privacy

In this program privacy is protected through the use of relevant scenarios rather than personal stories. There may be times when teachers need to remind students about the need for respect or privacy. If a teacher thinks that someone is about to speak inappropriately about someone else, they can interrupt with a reminder. This is called protective interrupting.

The teacher has the same right to privacy as the students. They should select which details of their personal experience are appropriate to share, and provide strong role-modelling. The teacher's key role is to get students thinking and talking within the learning activities.

Teachers should prepare well for leading the tasks, particularly if they have themselves experienced violence [1]. Focussing on leadership of the learning tasks can be helpful for teachers. A list of additional resources which may be helpful in preparation or for further information are included at the end of the Introduction and Guidance Note for Teachers. The numbers in brackets, for example, [1], refer to additional references at the end of the learning activities.

Keeping the students actively involved in completing their group and individual tasks can also be protective for students. Taking a strength-based approach also helps because it creates the sense that it is possible for everyone to contribute in some practical way to the prevention of gender-based violence.

Teachers can remind students of privacy by saying, "It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. So we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."

❖ *Teacher coaching point:*

If you feel that students are about to break privacy, you can interrupt them and say, "I have a sense you are about to tell us a sensitive personal story. I am going to give you time to think about how you make sure your answer fits our privacy and respect rule."

Reflective listening skills

Reflective listening is a way to show someone you understand what they have said. It is an important skill for the teacher. When students share a story or idea, teachers can respond in a way that shows they understood the student's contribution. For example, teachers can summarise and reflect back what they think the student is saying (e.g. "It sounds like you are suggesting that the mother will stop the girl from speaking because the mother will be too embarrassed. Is that correct?") Reflective listening is more useful here than making a judgement (such as 'well done' or 'good example') because it helps to build and clarify understanding, and lets the student know their offering has been understood. It can also help the student to add or to clarify

Promoting inclusive gender practices

Some activities in this classroom program focus on students who do not display their gender in traditional ways. Young people who do not conform to traditional gender norms may experience a greater risk of violence or exclusion based. These people often face stigma and discrimination which is harmful to their learning, health and wellbeing. It is important for the teacher to model a respectful approach to gender and diversity. It is important that the teacher models inclusive

language and avoid any language or practices that stigmatise people who do not conform to normative gender roles.

Rather teach young people to focus upholding the rights of all students, regardless of whether they are male or female and regardless of how they choose to express themselves.

Providing clear information about biological sex, gender, sexual orientation and gender identity

In the activities that explore sexual orientation and gender identity, it is important to help students to distinguish between biological sex, gender identity and sexual orientation. (Students for whom this is new information often confuse these concepts).

Biological sex is the physical body a person is born with (e.g. internal and/or external anatomical sexual characteristics). Some people are born with male characteristics, some with female characteristics, and some are born with unclear or mixed male and female characteristics (referred to as 'intersex').

Gender is the term used to stand for the differences that are created as a result of the social and cultural expectations and norms about what it means to "be a man" or to "be a woman" in a particular society.

Dealing with difference in views

It is important to set an atmosphere in which students can share different views. They should not feel they all have to agree with each other. The important thing for the teacher is to open the questions for discussion, to summarise the different views expressed, and to ask students to think about possible consequences for a range of actions. When these disagreements lead to bullying, violence, exclusion or other forms of humiliation, then the teacher should refer to the school rules that forbid such behaviour and begin a behaviour management plan to re-educate those engaged in the offending behaviours.

Making the most of games

In each topic session an optional game is provided. The games provided can be used to help the class learn to mix well with each other and to build strong relationships and social confidence. Each game can be used to explore key messages related to the topic. Questions are provided help the teacher facilitate discussion about key messages. Teachers can use the games to introduce a topic or play one between activities to re-energise the group and/or to highlight a key message. Teachers are encouraged to join in the games.

Map of the purpose and content of activities

The learning activities are designed to develop knowledge, skills and attitudes. The table below outlines the key objectives, the main focus of the learning strategies, and the tasks which provide opportunity to develop the relevant knowledge, skills and attitudes.

Many of the lessons cover various topics, and may appear multiple times in the chart below.

Objectives:	Strategies:	Addressed in the following learning activities:
Establish language, concepts: <i>To think critically about gender-based violence students need to have access to key words and concepts that enable conversation and critical thought</i>	To establish language and concepts the learning activities teach the following: • Definitions for the terms 'sex' and 'gender' • Use of the term 'violence' to include social, physical, sexual and psychological forms of violence • Combination of the terms gender and violence to understand what is referred to by the term 'gender-based violence' • Definition of 'human rights', with reference to the Convention on the Rights of the Child (CRC) and the notion that all persons have inherent and equal value and are entitled to gender justice • Definition of the term 'discrimination' to develop understanding of how groups of people can experience heightened forms of violence due their membership of particular groups	Topic 1: Activity 1: What is gender? Topic 2: Activity 2: Fairness, equality, and human rights Topic 2: Activity 5: Differences and discrimination Topic 3: Activity 1: What is violence? Topic 3: Activity 2: What is gender-based violence? Topic 5: Activity 3: Introducing assertiveness
Provide knowledge and foster critical thinking about gender and power relationships: <i>To understand the influence of negative gender norms, and to take action to resist, challenge, report or prevent violence, the students must be able to:</i> • Understand how gender norms shape identity, desires, practices and behaviour • Understand that there are traditions, practices and beliefs, laws, rules and policies that create	To develop critical awareness of gender norms, students participate in a range of activities in which they: • Identify and describe the gender stereotypes portrayed in children's stories, folktales, media and literature • Identify and discuss the way in which different forms of violence occur in the everyday lives of people in their school and community as well as within other societies • Map where different types of violence happen in areas within the classroom, school grounds and routes to and from school • Demonstrate their ability to contest gender stereotypes by writing a children's	Topic 1: Activity 2: Unpacking gender norms Topic 2: Activity 3: Messages about males and females in the media and literature Topic 2 :, Activity 1: Positive role models Topic 1: Activity 7: Local leaders

<i>gender inequity in the home, school, community and workplace</i> • <i>Identify and challenge gender prejudices and stereotypes</i> • <i>Recognise the main characteristics and effects of unequal gender norms</i>	story or folktale in which a key character successfully subverts gender norms with positive effects	Topic 3: Activity 2: What is gender-based violence? Topic 4: Activity 1: School mapping of gender-based violence Topic 5: Activity 2: Respectful relationships between males and females
Enhance pro-social attitudes: <i>To work to prevent, report, resist or address GBV, students need to believe that gender inequity and violence is unacceptable, and that all people are of equal value regardless of gender, preference, age, wealth. Core beliefs to promote include that:</i> • <i>People are valuable and equal regardless of their gender</i> • <i>Gender inequality is unjust</i> • <i>All persons, regardless of gender, have the right to be treated in a manner that respects their human rights</i> • <i>Everyone is responsible for respecting the human rights of others regardless of difference in gender</i>	To promote these positive attitudes, the activities provide opportunity for students to: • Construct their own vision of what would constitute a fair and equitable society • Describe what they believe fair and equal treatment would look like in everyday relationships in the home, school and community • Identify which groups tend to experience higher levels of discrimination or violations of their human rights in their community, nation and world • Identify the rules, norms and practices that would be needed to sustain fair and inclusive society • Learn about the concept of human rights • Argue for the importance of a range of human rights • Describe the kinds of GBV that students encounter at school • Make suggestions about strategies to reduce gender-based violence	Topic 1: Activity 4: Challenging negative gender norms Topic 1: Activity 5: Challenging myths Topic 2: Activity 2: Fairness, equality and human rights Topic 2: Activity 3: Human rights and gender equality in everyday moments Topic 2: Activity 4: Positive and negative uses of power Topic 2: Activity 5: Differences and discrimination Topic 5: Activity 1: What good friends do
Motivation to take action: <i>To take action to prevent GBV students need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions</i>	To deepen their awareness and empathy the learning activities provide opportunity for students to: • Map the social, emotional and physical effects of gender-based violence • Explore the way in which gender-based violence can curtail equitable participation in leisure, sports, work, learning, community and family life • Learn about the negative effects of GBV on learning and on social, mental and physical health	Topic 3: Activity 3: Effects of gender-based violence on males and females Topic 3: Activity 4: Negative health impacts of gender norms Topic 4: Activity 3: Empathy, imagination and hidden emotions

	- Describe the positive contribution that can be made when peers or adults take preventative, restorative or corrective action in response to gender-based violence - Develop strategies for resisting negative peer pressure to engage in acts of gender-based violence	
Social empowerment: <i>To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment</i>	To foster a sense of social support, the learning activities provide opportunity for students to: - Develop the rules and expectations needed to sustain a classroom and school free of gender-based violence - Learn about effects of gender-based violence on witnesses, targets and perpetrators - Identify and practice actions witnesses can use to reduce, interrupt, prevent or report gender-based violence - Raise awareness of the negative effects of gender-based violence in their school - Develop messages that transmit positive inspiration and social support for those who have experienced violence - Identify sources of support in the school for those affected by gender-based violence	Topic 4: Activity 2: Positive rules for the safe learning space Topic 5: Activity 1: What good friends do Topic 6: Activity 1: Effects on the witness Topic 6: Activity 2: Building support strategies Topic 7: Activity 2: Where to go for help Topic 7: Activity 3: Overcoming resistance to help-seeking
Skills and strategies: <i>To understand how and when to report, desist, resist, challenge or work to prevent gender-based violence, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion, and help-seeking</i>	To learn develop skills and strategies, the learning activities provide opportunity for students to: - Learn about and practice the skills for self-control and anger management that can be used when tempted to use aggression to assert power over others - Learn about the importance of apology, restorative action, and non-repetition if one has been a perpetrator of gender-based violence - Learn about and practice skills of assertion to resist negative social pressure to engage in gender-based violence - Learn about and practice ways to assert their rights, to report violations or to help-seeking in relation to gender-based violence - Practice skills of peer referral and peer support for those affected by gender-based violence - Practice skills of positive peer influence over those who have been inclined to	Topic 4: Activity 4: Making an apology Topic 5: Activity 3: Introducing assertiveness Topic 5: Activity 4: Using 'I' statements to share emotions and assert needs Topic 6: Activity 3: I want to do something to help! Topic 6: Activity 4: Active listening for peer support Topic 7: Activity 1: When and if to seek help Topic 7: Activity 2: Where to go for help

	participate in forms of gender-based violence	Topic 7: Activity 3: Overcoming resistance to help-seeking Topic7:Activity 4: Messages of support
--	--	---

Topic 1: Gender and equality

◆ *Understanding the approach*

It is important to help students to understand the concept of 'gender' and the way in which gender norms influence the behaviour and treatment of males and females. Students need to understand key words to help them do this conceptual work. Use examples to help them to map this understanding onto their everyday lives. Draw attention to the way in which children learn these norms from the world around them. Be optimistic about the capacity of people to change negative norms, whilst protecting positive social norms.

Activity 1: What is gender?

 30 minutes

Learning objectives

In this activity students will:

- *Learn about the difference between the terms sex and gender*

Key words: sex, gender

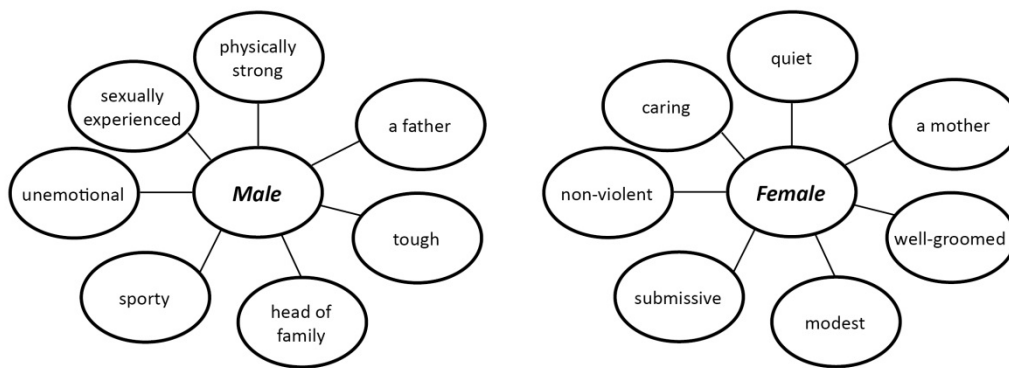
Steps to follow

1. Explain that males and females have a range of different experiences as they move through life. There are some things that we typically associate with being a female and some with being a male. In this activity we will explore and start to question the extent to which these differences are biological or physical, and the extent to which they are learnt through tradition and culture.
2. Start by writing two words on the board.

Male

Female

3. Ask the group: *What are some of the words we tend to think of to describe a someone who is female?* Make a 'word web' on the board with the words provided by the students. Repeat for males.



4. Give students 10 minutes to make their own word webs in their notebooks (as an option, they could work with a partner).

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to draw their own word webs in their notebooks.

5. Point out that some of the differences on the lists are to do with the biological characteristics that define males and females. These are the differences people are born with. We use the word *sex* to describe the biology of being male or female. Point out that other differences are to do with *gender*. These are the differences that are shaped by our culture and history and the way that societies organise what males and females do. We come to believe that these things are part of being male or female because this is how things normally happen. These beliefs and practices can be changed.
6. Ask the students to brainstorm what words or phrases exist in local languages to describe the words *sex*, and what words exist for *gender*. Write these words on the board.

❖ **Teacher coaching point:**

The word *gender* does not always translate well into other languages. If this is the case with your language, work to create a sense of the meaning of this concept through the use of examples.

7. Ask students to note all of the characteristics on their list that are to do with *gender* (or do this as a group using the word web on the board).
8. Ask students to copy the definitions of *sex* and *gender* into their notebooks.
 - *Sex is a word used to describe the biological characteristics that define the differences between males and females.*

- *Gender is a word used to describe the way in which ideas about how males and females should behave influences what happens. This includes things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.*

❖ **Teacher coaching point:**

It is important to use discussions about gender roles to identify and challenge gender stereotypes. Be careful that the things you say and the examples that you give do not reinforce stereotypes. It can be useful to ask questions to prompt critical thinking, like: *Is this difference biological or physical, or is this learnt?*

8. **Summary points:** This activity has helped us to learn that:

- The word *sex* is used to describe the biological differences between males and females.
 - The word *gender* is used to describe the roles and expectations of males and females that are learned in the community.
 - Gender roles and expectations can be changed.
 - It is OK if people do not conform to gender stereotypes.
-

Activity 2: Unpacking gender norms

 60 minutes

Learning objectives

In this activity students will:

- *Consider how gender norms differently influence the experiences of males and females*
- *Identify the way in which gender norms can differ from one community to another, and can change over time*
- *Identify ways in which gender norms can lead to harmful practices and behaviours, including inequality, discrimination, exclusion, violence and risk-taking*

Key words: inequality, discrimination, exclusion, gender norms, expectations

Steps to follow

1. Ask the class to think back to their childhood and to see if they can remember a time when they were realised that they were being treated a certain way because of their gender (because they were a girl or a boy). They might remember being taught that they should act a certain way just because this was believed to what was right for a girl as opposed to a boy. As they remember something, they should write it down.
2. Ask students find a suitable memory to share with a partner or a small group.
3. Ask some pairs to report back to the class.
4. Discuss some of the key learning about gender that occurs at a very young age, and look for other realisations that come later in the primary school years.

❖ *Teacher coaching point:*

Studies from different countries show that children tend to become aware of gender roles by the age of two or three [2]. They learn their different roles through the way that they are treated by their parents, the toys they are given to play with, watching others, the way they are dressed and treated, and through the images and messages they hear and see in books and the media.

5. Remind students about the definition of gender. Gender is defined by the societal or cultural expectation or norm as to what is expected of females and males. When we are children, people around us will often start to treat us differently depending on whether we are a male or a female. This is how we learn about the gender norms of our family and society. Sometimes we are also told that we must fit in and follow the gender norms of our family and society. These expectations and standards are also called 'gender norms'.
6. Ask students to copy the following table into their notebooks and to use the previous discussion to help them to identify some of the different sorts of expectations that are

placed on males and females at different ages. (Provide just one or two examples from the grid below to help them to get started. Working in pairs may assist them to build a stronger list.)

❖ *Teacher coaching point:*

Studies from different countries show that children tend to become aware of gender roles by the age of two or three . They learn their different roles through the way that they are treated by their parents, the toys they are given to play with, watching others, the way they are dressed and treated, and through the images and messages they hear and see in books and the media.

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to draw their own word webs in their notebooks.

At around age	<i>Expectations on males</i> 	<i>Expectations on females</i> 	<i>Expectations on both</i> 
5	<i>Physical and noisy play</i>	<i>Quiet play</i>	<i>Respect parents</i>
10	<i>Don't show sad or tearful emotion</i>	<i>Express tenderness and affection</i>	<i>Work hard at school Respect parents</i>
15	<i>Show independence and courage</i>	<i>Show modesty Be interested in looks Help care for others</i>	<i>Respect parents</i>
In adulthood	<i>Provide for family</i>	<i>Care for children Domestic duties Stay at home</i>	<i>Love their children</i>
In the time of your grandparents	<i>Can travel around on their own</i>	<i>Need male protection when travelling</i>	<i>Behave exactly the same way as their parents</i>

❖ *Teacher coaching point:*

Some examples are provided. Use examples that reflect the expectations on males and females in your context.

7. Ask a variety of students to report back on their lists to the whole class. Use their answers to reinforce the point that whilst we may not notice or question these gender-based expectations, there are times when we need to question them, particularly when: a) norms and expectations cause harm; b) norms and expectations lead to inequality or to forms of gender-based injustice; c) when norms and expectations close down options for people; and d) when norms and expectations are used to judge and categorise people or to make them feel there is something wrong with them.
8. Ask the class which of the norms and expectations they think might lead to harm or inequality. (An example of a harmful gender norm for males might be when males are expected to be tough and this influences the chance that they might engage in violence. An example of a harmful gender norm for females might be when females are expected to be submissive to males. This might lead to a woman thinking it is acceptable for males to use violence against her. Another example of a norm that leads to inequality is the expectations that females will marry early and therefore must leave school.) Ask students to circle those norms on their chart that they think might cause harm.
9. Ask the students to report back on which norms/expectations they think might lead to inequality and to harm for females or males.
10. Ask the class to identify:
 - If they think any of the norms have changed at all since the time of their grandparents.
 - If they think any of the norms are different in other communities in their area or in other countries in the world.

11. Summary points: This activity has helped us to learn that:

- Gender norms and expectations influence how males and females live their lives.
- Some gender norms are harmful and can stop females and males doing what they believe is right for them.
- Recognising gender norms helps people to question the fairness of the roles and challenge those practices that are unjust and harmful.
- Gender norms and expectations have a strong influence on how males and females experience life. Sometimes this is positive, other times this is negative and causes harm. It is important that we are aware of gender norms and expectations in our families and communities and work to change them when they are causing harm or inequality. (Explain that the class will explore gender equality further in a later topic: [Topic 2](#)).

❖ *Teacher coaching point:*

Every culture has 'rules' about what is expected for males and what is expected for females. These expectations can include things like hairstyles, clothing and jobs — and how people should act or behave. Some people don't fit these stereotypes and may wish to act or dress differently to what society expects based on their gender. These people may be more likely to experience discrimination on the basis of their difference.

Activity 3: Messages about males and females in the media and literature

 60 minutes

Learning objectives

In this activity students will:

- *Explore how gender norms are reinforced in the media and other social spaces*

Key words: social norms, stereotypes

Steps to follow

1. Remind students that in the previous activity, they explored how gender norms and expectations influence the opportunities and behaviours of males and females. There are a lot of different ways in which norms are learned. For example, children learn what is expected of them through their parents' behaviour and by observing the different ways in which females and males are treated. Another way that they learn is through the stories or images of males and females that they hear and see in books, magazines, TV, films and other media.
2. Arrange students in pairs or groups of three for this activity. Explain that they are to discuss and then report back to the class on one of the following options:

- **Option 1:**  Ask students to discuss books they have read recently. What are differences between the male and female characters? How are they treated differently? How are their personalities portrayed differently? Are there any characters that do not fit within the typical gender norms?

- **Option 2:**  Ask students to think about their favourite TV shows. What are differences between the male and female characters? How are they treated differently? How are their personalities portrayed differently? Are there any characters that do not fit within the typical gender norms?

- **Option 3:**  Take a look at some old newspapers and magazines. What are differences between the male and female characters? How are they portrayed? Are there any characters that do not fit within the typical gender norms? (For example, males might be more likely to be in the media related to crime or business; females might be more likely to be in stories related to beauty or motherhood, or males might be shown in active, adventurous or leadership roles whilst females may be give caring or motherly characters).
- **Option 4:** Take a look at some advertisements (on TV, on radio, in magazines or in newspapers). What kinds of products are being marketed towards women and towards men? How might these advertisements influence gender norms?

3. To conclude the activity, ask students to report back to the class. Discuss the way in which the media can contribute to reinforcing gender norms, and the potential it has as a place to challenge gender stereotypes.
 4. **Summary points:** This activity has helped us to learn that:
 - The media and literature are filled with stories that show stereotypical gender roles and norms. These representations may limit people's choices.
 - The stories in the media and literature can influence how we think about gender roles and norms.
 - We need to think critically about the way males and females are shown in the media so we can challenge restrictive and harmful stereotypes.
-

Activity 4: Challenging negative gender norms

 20 minutes

Learning objectives

In this activity students will:

- *Develop strategies and plans for challenging negative gender norms*

Key words: gender, gender norms

Steps to follow

1. Remind the class that we may fail to notice or question different gender expectations because they just seem 'normal' or 'natural'.
2. In this activity, we will consider how we can react in situations where we find people being negatively influenced by gender norms.
3. Write the following situations on the board. Ask students to work in small groups to consider what their character could say back in response to a statement that reinforces negative gender norms.

 **Optional handout:** There is a handout available for this activity at the end of this topic. Either provide each group with a copy of the handout or ask them to copy the table from the board in their notebooks or on a flipchart.

<i>When this is said....</i>	<i>What could this character say in response?</i>
<i>'Girls can't play football – go away, only boys can play sports'</i>	The 5 year old girl who wants to play could say ...
<i>'Boys can't cook – cooking is a woman's job'</i>	The 10 year old boy who wants to cook could say ...
<i>'I know you like school but now you are 15 it is time to stop worrying about study and start worrying about finding a husband'</i>	The 15 year old girl who wants to get a good education could say ...
<i>'You are too scared to join in'</i>	The 15 year old boy who doesn't want to join in the risky activity could say ...

4. An example might be:

<i>When this is said....</i>	<i>What could this character say in response?</i>

<i>'Girls can't play football – go away, only boys can play sports'</i>	The 5 year old girl who wants to play could say ... <i>"I am good at football. If I play on your team, I can help you win. Girls can be good at football too!"</i>
--	---

5. **Summary points:** This activity has helped us to learn that:

- Gender norms and expectations operate in our families, schools and communities.
- Some gender norms and expectations within families, schools and communities can lead to harm and inequality.
- We can identify unjust gender norms and expectations.
- It is important to challenge gender norms and expectations that cause harm and are unjust to create gender fair families, schools and communities.
- There are many things people can say to challenge harmful and unjust gender stereotypes and norms.

Activity 5: Challenging myths

 30 minutes

Learning objectives

In this activity students will:

- *Identify myths based on gender norms and expectations*
- *Challenge common myths based on gender norms and expectations*

Key words: gender, myths, expectations

Steps to follow

1. Write the word 'myth' on the board. Ask students to tell you what they think this word means before writing the definition: *A myth is an idea or belief that is widely believed, but is not actually true.*
2. Explain that the gender norms that exist in society lead to myths about the capabilities of males and females. It is important to recognise and challenge these myths as they can sometimes be hurtful or harmful.
3. Ask if anyone can think of some myths about males and females?
4. Explain that in this activity, students will work together to challenge common myths. Divide students into groups of three or four. Give each group a slip of paper with a myth written on it. Include those identified by the class.

❖ *Teacher coaching point:*

Before you begin this activity, prepare some slips of paper, each with one myth written on it from the list provided. You will need one myth for each group of three to four, and some blank slips for the students' own contributions.

Myths: *(write each myth on a slip of paper)*

<i>Boys who cry are weak</i>
<i>Girls are not good at sports</i>
<i>Boys can't wear pink</i>
<i>In a family, men should make all the important decisions</i>
<i>Women should not work after they get married</i>
<i>Boys are better at mathematics than girls</i>

5. Ask the group to discuss the following questions:
 - *Is this myth commonly believed in our community?*
 - *What are some things that prove that this is a myth (not true)?*
 - *What does belief in this myth lead to?*
 - *Where can we find examples that this is a myth rather than a fact?*
 - *How can we challenge this myth?*
6. Ask some groups to read their myth aloud and report back on their ideas about how to challenge this myth through the use of fact.
7. **Summary points:** This activity has helped us to learn that:
 - Gender norms lead to myths about what is and is not possible for males and females.
 - These myths can sometimes be harmful.
 - We can work together to challenge these myths.

❖ *Teacher coaching point:*

Prepare what you might say if students insist that myths are facts. It can be useful to have national examples of women who have excelled at sports and sciences, and men who have excelled in arts. Point out that there can be bigger differences between individuals of the one sex than there are between the sexes.

Optional game: Pass the Clap

1. Point out that the activities in this program are about building respectful relationships at school and beyond. To make sure that people are friendly and respectful at school we all have to work together just like in the game we are about to play.
2. Arrange the class standing in a large circle (or if space is limited, ask the class to stand in smaller circles around their desks). A leader claps in one direction and the clap is then passed around the circle in a chain reaction (demonstrate with one group).
3. In a second round, show how the direction in which the clap moves can be changed by clapping back toward the direction from which the clap came.
4. Now start the clap game again, but add the word 'respect' which must be said at the same time as the clap.
5. Start a new round in which the word 'friendly' is said.

6. Discuss: What are the key messages in this game for those of us working to build safe, friendly and respectful schools? In this game we pass the clap or the word – but in real life – how do ideas get passed on about how to behave and how to treat others?

❖ *Teacher coaching point:*

Use the games provided to open up relevant topics for discussion. Games are fun, help students to mix and help to build a friendly atmosphere. They also contain key messages relevant to the topic. Always finish a game by asking students to comment on what they see to be the key messages in the game.

Assignment: Shifting gender norms

Shifting gender expectations through children's stories

Ask the class to think about some well-known stories or folk-tales that reinforce stereotypical gender norms. Ask them to re-write one of the stories so that the main characters go against the expected norms. Explain that their re-writing of this story will be a way to help teach a small child that people do not have to be confined by narrow gender norms, but that they can be respected and wonderful despite being different from the traditional norm. Arrange for students to share ideas. Once the students have developed their stories, and added appropriate pictures, encourage them to read them to younger children and report back on their experience of the child's reaction.

Whole-school action

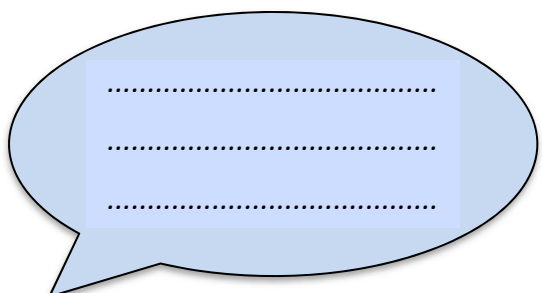
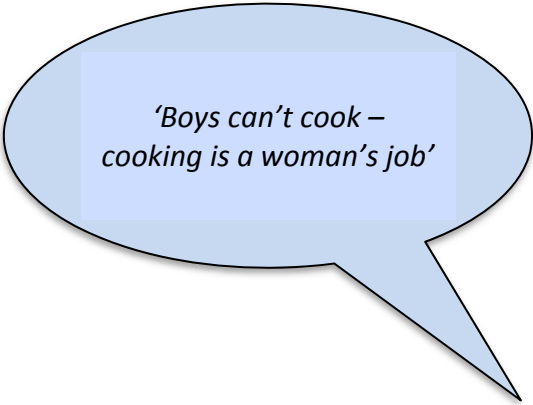
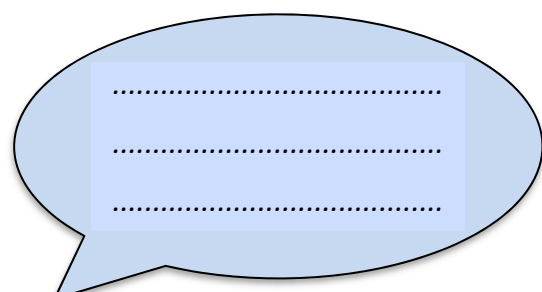
'We can do anything!' Campaign: Ask students to create posters with positive messages showing that anyone can strive for their passion, regardless of their gender.

Optional Handouts

Activity 2: Unpacking gender norms

Unpacking Gender Norms			
	<i>Social expectations of men/boys often include</i> 	<i>Social expectations of women/ girls often include</i> 	<i>Social expectations of both often include</i>  + 
At age 5?			
At age 10?			
At age 15?			
In adulthood			
In the time of your grandparents			

Activity 4: Challenging negative gender norms

Challenging negative gender norms	
When this is said....	What could this character say in response?
 <i>'Girls can't play football – go away, only boys can play sports'</i>	The 5 year old girl who wants to play could say ... 
 <i>'Boys can't cook – cooking is a woman's job'</i>	The 10 year old boy who wants to cook could say 

*'If you want to prove
you're a real man, you
should race your
motorbike with the older
boys'*

The 15 year old boy who doesn't want to race
the motorbike could say ...

.....
.....
.....

*'I know you like school
but now you are 15 it is
time to stop worrying
about study and start
worrying about finding a
husband'*

The 15 year old girl who wants to get a good
education could say ...

.....
.....
.....

Topic 2: Gender equality and positive role-models

◆ *Understanding the approach*

It is important to use strength-based approaches when working on strategies to reduce gender-based violence. This includes focusing on how people can take inspiration from positive role-models.

Activity 1: Positive role models

 40 minutes

Learning objectives

In this activity students will:

- *Describe the qualities and character strengths that they value in others*
- *Consider the non-gendered nature of valued personal qualities and character strengths*

Key words: strengths, values, character

Steps to follow

1. Explain that this activity will focus on the positive qualities that we admire in others and value in ourselves. To start with we are going to focus on the qualities of some of the people we know and admire.
2. Set the example by describing the qualities of a person you admire. Give examples of how these personal qualities can be seen in the behaviour of the person. Write some of these personal qualities or character strengths on the board. For example:

courage

fairness

leadership

honesty

creativity

confidence

kindness

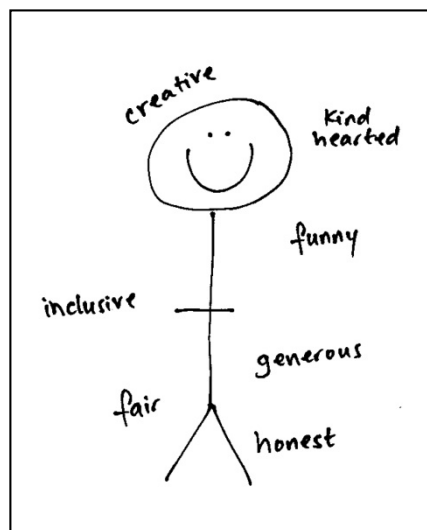
intelligence

loving

3. Give students some time to think about a person that they admire, or respect in some way. This must be someone who they have met in person. It might be someone close to them, such as a relative or family friend. They should keep the name of this person a secret. Ask

them to write down at least three words to describe the qualities that they admire in this person.

4. Arrange for students to with a partner or trio to tell about the person that they admire, and to share the words that they chose to describe this person's special qualities.
5. Ask some volunteers to report back on the qualities collected in their group. Make a list on the board. You may wish to add extra words. (See for example the list of strengths provided at the end of this activity.)
6. Point out that many of the qualities that we admire are not gendered in nature. That is, we can admire strengths like courage, loyalty, wisdom, creativity, humour or patience in anyone regardless of gender.
7. Once you have completed the group brainstorm, ask each student to draw a stick figure of their role model in their notebook. In the space around the person, they should draw from the class list and name all of the positive qualities that they see in this person. Alternatively, have students make posters for display, in order to share what it is that they admire in others.



❖ *Teacher coaching point:*

Every person has a range of personal strengths. These strengths help us to learn new things, to be fair and get along with others, to help us stay in control of our emotions and behaviour, and to cope with challenges. Some examples of these kinds of strengths include being kind, fair, funny, brave, forgiving, curious to learn, honest, hardworking and generous.

8. Ask students to look at the qualities they have identified and circle one quality that they particularly like. Invite each person to read out this quality to the class.

9. Once students have done this, explain that often people highlight the qualities that match ones that they themselves already possess. This means that the item they circled is probably a strength that they already have. Ask them to think about themselves as someone who has this quality and to try to remember situations in which they have used this strength.

❖ *Teacher coaching point:*

Psychologists have shown that when we help students to identify and use their own and others' strengths, they are more likely to be well and achieve at school [3, 4].

10. Ask students: *What are some of the qualities we can all strive for to make our school a place where everyone is treated equally and with respect, regardless of whether they are male or female, or regardless of any differences?* Some ideas might be *fairness, inclusiveness and tolerance*.
11. Encourage students to keep their drawings as a reminder of the strengths that they admire and to remember to use the strengths they already have in their day-to-day lives.
12. **Optional activity for literacy development:** Ask each student to write about the person they admire. They can keep this person anonymous. They should refer to at least three of the qualities that they have identified about this person and describe what these qualities look like in action.
13. **Optional extension activity for student participation from the broader school community:** Develop a Buddy or Friends programme in which older students act as positive role models and mentors to younger students. The volunteer role-models can help with homework, engage in some social skills development activities, and assist a younger student should they need help. These volunteers could partake in similar SRGBV training so they may be prepared for their role as peer role-models.

❖ *Teacher coaching point:*

Take some time to reflect on your own personal qualities. *What are some of the qualities that make you a good teacher? What qualities does a teacher need to ensure he/she treats everyone equally?*

Teachers can provide a powerful positive gender role-model for their students. Students learn from observing their teachers attitudes, behaviour and demeanour, as well as from their instructional styles.

14. **Summary points:** This activity has helped us to learn that:

- We all have a range of personal character strengths.
- These strengths can be seen in both males and females.

- We can choose which people we wish to model ourselves on in our own lives.
- Characters strengths and values can be used to create environments that are respectful and inclusive of everyone.

Character Strengths *

Kind You do things for others without really expecting anything in return	Brave You do what you know is right even when you feel scared or nervous	Forgiving You let go of your anger and hurt when someone has upset you
Leadership You think of things and make suggestions to help the group	Funny You like to laugh and to make other people laugh	Fair You make sure everyone is given a turn. You play by the rules
Determined When you decide to do something, you keep trying even when it is challenging	Generous You share your belongings with others and let them join in your games	Hard-working You will stick at doing things even when it is not easy
Honest You tell the truth even when this is not easy for you	Self-control You stay in control of your strong feelings, even when you feel like yelling, moaning, being moody or being mean	Curious You love to learn about new things

* This is a modified and edited version of the 24 Character Strengths identified by psychologists Chris Peterson and Martin Seligman (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.

Activity 2: Fairness, equality and human rights

 60 minutes

Learning objectives

In this activity students will:

- *Describe what they believe fair, equal and respectful treatment would look like in families, schools, communities and the workplace*
- *Advocate for the personal qualities needed to create a world where everyone is treated as if they are of equal value*

Key words: equality, dignity, respect, human rights

Steps to follow

1. Ask students to close their eyes and imagine a world that is a fair place where everyone is treated well and as equals, regardless of whether they are male or female; regardless of whether they are of different race, religion or ability status; and regardless of how they express their gender identity. Think about how this would look for people.
2. Give students time to share their vision of a peaceful and fair world with a partner or with a small group of 3-4. Invite some to share with the whole class.
3. Ask students what rules or expectations would be needed to keep this world fair. Generate some ideas from the class.
4. Ask each student to work with their partner or small group to develop their own list of expectations or rules. Then set the added challenge, if you could only have five rules to make the world a fair place, what would they be?
5. Ask students to report back. Collect their ideas to make a list on the board.
6. Explain that in the past, some people thought a lot about creating a world that is fair and where everyone is treated with dignity and respect. They thought about how to protect people and the types of 'rules' that would be needed.

One tool that has been developed to help us make a world where everyone is treated equally and with respect is the *United Nations Universal Declaration of Human Rights (UNDHR)*. Another is the *Convention of the Rights of the Child (CRC)* which has a special focus on the way that children are treated. Another is the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* which has a special focus on the way that females are treated.

7. Ask the group if they have heard of human rights. If so, ask them to tell you what they think are some of their human rights.
8. Write the definition on the board for students to copy into their workbooks.

Human rights are rights that belong to every person simply because he/she is a human being. Everyone has human rights because of a belief that every human being is born equal in dignity and rights. This means that they have the right to be treated with respect and fairness [5].

9. Over the years, a number of Conventions on Human Rights have been decided on internationally. Most governments in the world have signed international conventions to say that they will protect the rights of the people that live in their country. Conventions are a list of expectations that are intended to protect people's dignity and keep people well and safe from harm. For example, governments in all but 2 countries in the world have signed that they agree to the Convention on the Rights of the Child. (Exceptions are Somalia and the United States). When a country signs a convention it take on an obligation to do everything in its power to protect the rights of its citizens.
10. Explain that there are a lot of different human rights listed in the CRC, all of which are important. But two are particularly famous. Write the following two rights on the board:
 - *When children are born, they are free and all should be treated in the same way.*
 - *Everyone can claim their rights, regardless of their sex, skin colour, language, thinking and beliefs, religion, level of wealth, country of birth [5]*
11. Ask students to copy these rights into their workbooks.
12. Ask students to compare these rights with those they imagined for their 'fair world'. *What is similar and what is different?*
13. Ask students to work in small groups to talk about the things that would need to change to make sure everyone is treated equally. After ten minutes, ask groups to share their ideas and make a list on the board of the things that would need to change to make our country a fair and equal place.

❖ **Teacher coaching point:**

Some rights specified in the Convention on the Rights of the Child (CRC) include that children have the right to health, nutrition, education, play, an identity, to learn and use the language and customs of their families, among others. Children should not be subject to: participation in war, human trafficking, work that is dangerous or harmful to their health, among others.

14. **Summary points:** This activity has helped us to learn that:
 - By working together we can create a fair world in which people treat each other with respect.
 - We can set expectations and rules to help protect people's rights.
 - The human rights conventions are tools that remind people to treat others respectfully and equally.

Activity 3: Human rights and gender equality in everyday moments

 35 minutes

Learning objectives

In this activity students will:

- *Identify what respect for gender equality and human rights could look like in everyday human interactions*

Key words: gender, human rights, gender equality

Steps to follow

1. Review the meaning of the terms *gender* and *human rights* from the previous activities.
2. Explain that students will be working out what *it would look like if people in families, schools and workplaces treated each other with equal respect for their rights, and with no divisions based on gender.*
3. First they will play a short game designed to have them think about what we need to be able to do in order to treat people with respect. Explain how to play the mirror game. Allow a few minutes to play the game.

How to play the Mirror Game:

❖ *Teacher coaching point:*

If there is no free space, students can play the game seated at their desks or standing opposite each other across the desks. Many games in the program can be modified for use in a crowded classroom.

Stand opposite a partner. Person A takes the lead, making slow, sustained movements. Person B attempts to follow this lead perfectly, so as to look like the reflection in a mirror. After a while, the leadership is swapped, and Person B has a turn to take the lead while Person A mirrors their movements.

4. After the game is complete, choose one or two effective partnerships to demonstrate their mirroring for the class. Ask the observers to explain what it is that they see in this game that is also important in respectful relationships. Some examples may include: *the task is more effective when people pay attention to each other, and match their movement to the capacity of their partner; if we notice how we affect others, we will see if we make them uncomfortable through our actions; respectful relationships are when people treat each other as equals and take turns to lead and respond.*
5. Ask them to continue working with their partner (or group the pairs to make fours). Their task is to describe what it is that would be happening in each of the following settings if males and females were provided with equal respect and opportunities.
 - Family - *if there was gender equality in families:*

- Parents would make sure that girls could...
- Parents would make sure that boys could...
- School - *if there was gender equality in school:*
 - Teachers would make sure that girls could...
 - Teachers would make sure that boys could...
 - Fellow students would make sure that girls could....
 - Fellow students would make sure that boys could...
- Workplace - *if there was gender equality in the workplace:*
 - Bosses would make sure that women/girls could...
 - Bosses would make sure that men/boys could...
 - Fellow workers would make sure that women/girls could...
 - Fellow workers would make sure that men/boys could...

❖ *Teacher coaching point:*

When students disagree, invite them to do so in an agreeable way – without use of put downs, or shaming. Before students respond to each other's arguments, ask them first to sum up what the other has said, to show they have listened and understand to the other person's view point. Then invite them to share their own and to note where there is difference and where there are similarities.

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide each pair with a copy of the handout or ask them to copy the questions from the board in their notebooks or on a flipchart.

Activity 4: Positive and negative uses of power

 30 minutes

Learning objectives

In this activity students will:

- Consider the kinds of power that exist in various relationships
- Develop an understanding of the positive and negative uses of power
- Identify positive and negative uses of power within peer and gender relationships

Key words: power, status, empowerment

Steps to follow

1. Explain that in this activity, students will talk about how *power* can be used either positively or negatively. First they will play a short game to get them thinking about what it is like to be the one in power, or the one without power. Explain how to play the Robot and Controller Game.

How to play the Robot and Controller game:

- Stand opposite a partner. Person A takes the lead, holding their hand forward with their palm facing out. This person is the Controller Person B is the Robot. They must keep their nose a constant distance from the Controller's hand. When the Controller moves their hand, the Robot must follow. The Controller may even take their Robot for a walk around the room. After a while the players swap roles.

Discuss:

- What is it like to be the Robot in this game, rather than the Controller?
 - What do you see in this game that reminds you of what it is like when one person has more power over another in life?
2. Point out that this game shows how easy it is for those who have power over others to fail to notice what effect their use of that power has on the quality of life of the persons they have power over. It can be easy to abuse power over others.
 3. Ask students what they think the word power means. Collect some answers.
 4. Explain that one way to think of power is as *the capacity to influence what happens*. A negative use of power might include *imposing control over something or someone else for one's own benefit, without regard for the effect on the other*. A positive use of power might include *using resources, skills, actions or influence for the benefit of others*.
 5. Point out that the level of power that a person experiences may differ from one situation or one relationship to another. For example, an adolescent's level of personal power may be different in their relationship with a young child, a same-age peer, and a parent or teacher.
 6. Read the following scenario:

A 13 year old has been asked to watch over their two younger cousins while the adults prepare food in another room. One cousin is 5 and the other is 3 years of age. The 5-year old child starts hitting the 3-year old child.

Ask the students to discuss:

- *Who has power in this situation?*
 - *Who has the most power?*
 - *What sorts of actions could the 13-year old take that would be a positive (or helpful) use of their power?*
 - *What sorts of actions could the 13-year old take that would be a negative or abusive use of their power?*
7. Explain that sometimes it is useful to think of power operating between people in different ways.
- **Power over:** Having control over someone, or over a situation. This power over others can be used in positive or negative ways. For example, a parent has power over their child, but may use this power to care for the child. In contrast, an adult may harm a child, using their power in negative ways.
 - **Power with:** Having power with other people and groups, involves working with others to make things happen. This power can also be used in either positive or negative ways. For example, a group can work together to tidy up their community or to help others. This is positive use of *power with*. However a group can band together to do crime or to be cruel to others. This is negative use of *power with*.
 - **Power within:** Refers to having resources, ideas, knowledge, tools and skills for convincing oneself and other people to do something. For example, this can be where a person makes a powerful speech to get others to look after the environment, leading to people making less rubbish. This is a positive use of *power within*. A different person however may make a speech encouraging people to turn against people of a particular religion. This is a negative use of *power within*.
 - Refer back to the earlier example to point out that the older child had more power than the smaller children. They had more *power over* due to their larger size. They had *power with*, as they could call on the adults nearby to help. They also had more *power within* as they have skills, abilities and ideas about how to manage the situation. The 13-year old had also been put in charge and was assigned or given power by an adult. Being given a special role or position or job can add to a person's power.
8. Ask students to think of some other positive and negative examples of the three different sorts of power listed above.
9. Ask students to make a list of *what sorts of things influence the amount of power people have?* (Some responses might include: their wealth, age, job, friends, gender, ethnicity, sexuality, language, religion, size, strength, popularity, skill, knowledge, possessions.)
-

10. **Summary points:** This activity has helped us to learn that:

- People can use their power in positive and negative ways.
- There are different kinds of power, including *power over*, *power with*, and *power within*.
- Relationships are influenced by the way people use their power within that relationship.
- Power is determined by different characteristics such as age, gender, ethnicity, education, wealth, and is different in different situations.
- People with power over others have a responsibility to use this power in a way that is respectful of the human rights of others.

❖ **Teacher coaching point:**

Before playing the game, have a short discussion with students about respecting personal space and boundaries. This is important to ensure that each person playing the game is not made to do anything they don't feel comfortable or able to do. If students misbehave, remind them of the agreed rules of the game. If further misbehaviour happens, ask the individual to choose to play by the rules, or to choose to sit and observe.

Activity 5: Difference and discrimination

 30 minutes

Learning objectives

In this activity students will:

- *Develop an understanding of the term discrimination*
- *Develop awareness that discrimination is an abuse of power*
- *Identify groups and sub-groups who are more likely to experience discrimination*

Key words: discrimination, disability

Steps to follow

1. Explain that those persons or groups with less power in society are more vulnerable to being discriminated against. Write “discrimination” on the board.
2. Ask the students to suggest what they think the word means. Take note of the key words mentioned on the board.
3. Provide a definition and write it on the board.

Discrimination is unfair treatment of one particular person or group of people. Usually the unfair treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, social position or other personal traits.

4. Set up a brainstorm in which students identify a list of the different groups of people in the world who experience discrimination. Arrange for student scribes to write each of the ideas on a separate slip of paper. When building the list, challenge students to think about how things are in their own part of the world, but also to identify groups they believe are discriminated against in other countries across the world.
5. Once the brainstorm is complete, distribute one of the slips of paper so each student has one (or if working in a large class distribute one for each pair.)
6. Sketch an imaginary line on the floor across the front of the room. One end of the line will represent the end of the for high levels of discrimination, and the other end represents the end of the spectrum for low levels of discrimination.
7. Explain that you will ask them to take turns to place their slip of paper somewhere on the line. As they do they will name the type of discrimination that is written on their slip of paper and then explain why they are choosing to put it on that place along the line. When it is their turn, they may also change the location of other slips of paper, so long as they explain why they are making the move.
8. Remind students that there is no ‘right answer’ in this activity. They have been asked to consider the impact of different forms of discrimination.

9. Once the slips of paper have been laid out, collect a few different slips to bunch together. Ask students where they think the location on the line of discrimination would be if a person had multiple group memberships. For example what if the person:
- *Living in a refugee camp was also a young woman?*
 - *With a physical disability was also living in poverty?*
 - *From a disadvantaged ethnic minority was also unemployed?*
10. Invite students to look at the line of items and comment on what they notice relating to patterns of injustice. If students do not make this point, help them to notice that some people experience multiple forms of disadvantage and discrimination and that these persons are most in need of people in the world around them advocating for their rights.
11. **Summary points:** This activity has helped us to learn that:
- Some people are treated badly because of their gender, religion, nationality, ethnicity (culture), race, wealth, social position, disabilities, or other personal traits like not conforming to traditional gender norms.
 - This negative treatment is called discrimination.
 - Discrimination causes harm because it stops people from having equal opportunities and from living in safety.
 - Many forms of discrimination, including gender-based discrimination occur when people or groups with more power make negative use of that power, and either participate in or allow negative treatment of particular groups.

❖ **Teacher coaching point:**

Encourage students to practice their skills in disagreeing in an agreeable way. Encourage them to explain their own point of view, and to summarise how it is similar to or different from other viewpoints. Explain that in a respectful forum people challenge each other's ideas without insulting the person who holds those ideas that are different from their own.

Activity 7: Local leaders

 20 minutes

Learning objectives

In this activity students will:

- *Identify simple acts of friendship that can be used to provide positive peer support*
- *Develop positive norms for intervening to provide peer support for those experiencing stigma or discrimination*

Key words: role model, leadership

Steps to follow

1. Introduce the three characters Tracy, Godfrey and Bheki to the class. Explain that each of them is a 'positive role model' or a person to admire. They can be admired because they have the courage to act in accordance with their values of respect for others, and the wisdom to know how to take actions that make a contribution towards reducing stigma and discrimination in the everyday life of the school. They are also 'local leaders' when their peers choose to follow their direction by using positive acts of friendship and to reject acts of bullying or violence. (Refer to the 'Local Leaders' chart describing Tracy, Godfrey and Bheki.)

Local Leaders		
TRACY Everyone admired Tracy. She was the one who spoke up when other students were mean. She seemed to know just how to put into words a clear message that bullying was not OK. She had the ability to do this without provoking a fight. She always came across as a friendly person, and other people felt good when they were with her.	GODFREY The other boys looked up to Godfrey. He wasn't the fastest, the smartest or the strongest. But he was the friendliest person in the class. He was the one who spoke up when other students were mean. He treated everyone with equal friendliness and respect. He seemed to know just how to put into words a clear message that bullying was not OK. He had the ability to do this without provoking a fight or making other people feel embarrassed.	BHEKI Bheki did not like playing sports with the other boys, but preferred to talk and joke with the girls or help younger children with their sports games. Bheki was admired by others in the class for his kindness and the way he helped other students with their work. He understood what it was like to be bullied for being different from other boys and so he spoke out about mean behaviour when he saw it. Bheki was the one who insisted that everyone should be appreciated no matter how different they were.

2. Ask students to work with a partner or trio to choose one of the 'local leaders' as their central character, and one (or more) of the situations from the "Dealing with Discrimination in Daily life" chart.

❖ *Teacher coaching point:* If you choose to modify the character stories used in this activity, make sure to preserve the focus on characters who show respect and kindness and who stand up against stigma and discrimination, particularly discrimination against people who don't fit within dominant gender norms.

3. Once they have selected their character and the situation that this character is dealing with their task is to:
 - Select a set of 5 (or more) acts of kindness that Tracy, Godfrey or Bheki might choose in this situation. Students can refer to the chart showing "50 acts of Kindness" to help them think of possible actions; and
 - Write a short script to show what Tracy, Godfrey or Bheki might say in this situation. They can either design their own script or use some ideas from the 'Words are Powerful' chart.
4. Once the task is complete, arrange for students to present their choices to the class and explain why they made these choices.

❖ *Teacher coaching point:*

It is important for teachers and adults in the school to model respectful gender relationships. Young people learn how to behave by watching others, especially adults that they respect. Teachers are often seen as role models by young people and can influence how young people behave through their own actions.

5. **Summary points:** This activity has helped us to learn that:
 - People can use everyday acts of friendship to show that they do not support negative treatment or discrimination against their schoolmates.
 - People can show leadership as positive role models for their peers by being the one to choose and use positive acts of kindness and by speaking out against discrimination based on gender or gender expression.

❖ *Teacher coaching point:* Point out that even though they are simple acts, these types of everyday actions can also be understood as a form of leadership. There are times when we see people take these kinds of actions, and can lend strength to their leadership by joining in and following the lead that they have set. Bystanders, witnesses and observers help to make the world a better place when they refuse to join in with or follow a negative leader.

Optional Handout

Activity 3: Human rights and gender equality in everyday moments

Human rights and gender equality in everyday moments

Family - *if there was gender equality in families*

Parents would make sure that girls could:



.....

.....

Parents would make sure that boys could:

.....

.....

School - *if there was gender equality in school*

Teachers would make sure that girls could:



.....

.....

Teachers would make sure that boys could:

.....

.....

.....

Fellow students would make sure that girls could:

.....

.....

Fellow students could/would that boys could:

Workplace - *if there was gender equality in the workplace:*



Bosses would make sure that women/girls could:

Fellow workers would make sure that women/girls could:

Bosses would make sure that men/boys could:

Fellow workers would make sure that men/boys could:

Dealing with discrimination in daily life	
What did Godfrey do / say when	his own group of friends started calling out comments about the girls' bodies as they walked behind them on the way home from school?
	he heard the sports captain telling two younger boys that they were too weak and played like girls?
	his classmate told him that he had been bullied by the other boys because of his disability?
What did Bheki do / say when	she found that other students were refusing to work with a boy that they thought was too feminine?
	she heard a group of boys using 'girl' as a put down term, telling team mates not to 'play like a girl'?
	she heard a group of boys saying that girls should not be included in the top maths class?
What did Tracy do / say when	she noticed that one of her classmates was being teased by other girls and told she was too much like a boy
	she heard other students bullying a classmate about the way she looks?
	she found out that one of the girls in her class was being harassed by older boys on her way to school on most days of the week?

Words are powerful and talk is action – so what do you want to say?		
<i>You are usually a friendly guy so how about you be friendly to X as well? I don't like it when talk like that about X.</i>	Maybe you are just trying to be funny, and I know people are laughing, but what you are saying is pretty hurtful to X, so how about we quit this and go play soccer instead.	Girl is not a put down term.
I know you are joking around, but that is actually a sexist comment I like your other jokes better.	<i>People are going to look up to you more if you treat everyone in the team with equal respect. You are our captain and we want to look up to you, and be part of a friendly team.</i>	We wouldn't be mean to animals, so how about we choose not to be mean to people as well.
School is not a beauty competition – so how about we give up talking about how people look. No one is a better person just because they look gorgeous and no one is a worse person because of the way they look.	<i>I think it is good that we have all different types of people at our school. The world would be so boring if we were all the same. I like it that X has a different way of doing things. We should appreciate that in her.</i>	That is sexist bullying. I don't like it. Can you stop.
That is not funny. That is hurtful.	I don't like it when we cut people out because they are a bit different. It makes us seem like we think we are better than other people. Let's ask X to join in.	People feel scared when you push them around in the schoolyard. So can you stop it. It doesn't look good when three people are picking on one person.
There are lots of different ways to be a guy – so trying to make all the boys here feel they have to be tough is not good for us.	Do you mean to offend me? I feel put down by what you said.	Maybe you haven't thought about this, but when you push people around it makes people scared to be around you.
Or - say it your own way – what could you say?		

50 acts of kindness:				
Make a card	Send a friendly text message	Give a smile or a hug	Pat someone on the back	Share a snack
Invite them to join in	Sit with them	Talk it over	Play a game	Do homework together
Walk home together	Send a friendly photo	Tell jokes together	Let them borrow your belongings	Invite them to your birthday
Sing or dance together	Shake hands	Say hello	Ask how they are	Share a joke
Give a compliment	Ask them to help you	Offer to help them	Apologise for what has happened	Listen to them
Walk to class with them	Take a photo of the two of you together	Help them with a school work task	Ride your bicycles together	Invite them to join in your sports club
Tell them you don't support the bullying	Go with them to get help or to report an offence.	Sit with them on the bus	Ask them to help you with your task	Ask their advice
Spend time with them after school	Encourage others to include them	Speak out when others are mean to them	Report bullying against them to a trusted adult	Refuse to laugh at or to join in with mean talk
Write a letter	Send an email	Share some sweets	Wave when you see them	Ask how they are feeling
Notice what is happening to them	Share funny stories with them	Share how you are feeling with them	Thank them	Encourage them to join in

Optional Game: “Anyone who...”

1. Seat students on chairs arranged in a circle (remove any spare chairs).
2. As the teacher, start by standing in the centre of the circle. Explain that you are going to call out ‘Anyone who...’ and then add some information (e.g. ‘Anyone who likes eating ice-cream). All the people of this category must jump up and find a new seat. Start the game by making the first call (e.g. ‘Anyone who is wearing white shoes’). As students run to find a different chair, make you sure take one of the empty chairs so that one student is left without a chair in the middle.
3. This student will make the next call in the game (for example, she might say ‘Anyone who walked to school today’). Then all those who walked to school must swap to new seats.
4. Play a few rounds of the game. By this time students will be seated in a mixed arrangement and some differences and similarities will have been noted.
5. Ask students what key messages they see in this game that might be relevant to the theme that everyone is different.
6. Highlight that there are many differences between people in the group. Different people bring different ideas and strengths. We need to respect those who are different as well as those who are similar to us

Assignment

Option 1: Create a picture story-book for young child.

- Create an animal character who will be the one who discovers a situation in which unfairness or violence is happening in a gender-based way. This could be happening in a home, school, community or the workplace.
- In this story tell about:
 - What the event was
 - How it made the person(s) experiencing the violence feel
 - How it made the observer feel; and
 - What the observer did to help.

PICTURE STORY BOOK TEMPLATE

Write and illustrate a 6 page story book for a younger child using the template below.

PAGE 1 Introduce your character. This should be an animal. Choose a setting-either: • Family / School / Sports event	PAGE 2 Tell about the event in which the main character sees another character being treated unfairly or experiencing a form of gender-based violence
PAGE 3 Tell what emotion/s they see the target of the gender-based violence feel due to this treatment or what effect it has on their participation in school, home or community life	PAGE 4 Your character tells what they think is unfair as they watch or hear about this situation
PAGE 5 Tell what action your character takes to help the target of the gender-based violence	PAGE 6 Explain how others learnt by the good example the main character shows as they help the character who experienced the gender-based violence

Option 2: Letter writing to an employer

- Write a letter to an employer about what needs to change in the workplace to make it a gender equitable place. The letter should include:
 - o Details about the type of discrimination
 - o Details about the effect this discrimination has on people
 - o Suggestions for what to do about it

Whole-school action

Write a letter to the school community, or to the principal to suggest how gender rights can be improved in your school. Provide positive examples for change and suggestions that are specific to your school setting.

Topic 3: Awareness of gender-based violence

◆ *Understanding the approach*

Students need to know and understand what violence, gender violence and bullying look like. They need a clear understanding of the many kinds of violence and to know the words to tell what is happening to them or to others. They also need to understand the negative effects that violence in all its forms has on those experiencing it, the observers and the perpetrators.

Activity 1: Awareness of gender-based violence

 45 minutes

Learning objectives

In this activity students will:

- *Learn that violence has many forms including physical, psychological, verbal, sexual and economic*
- *Identify that at different times, people can be in the position of target or victim, witness or observer, perpetrator and/or accomplice, and the negative consequences of violence on each of these parties.*
- *Develop an understanding that discrimination and violence can often go together and have similar effects*

Key words: violence, victim, target, perpetrator, accomplice, witness, observer

Steps to follow

1. Write the words *victim*, *target*, *perpetrator*, *accomplice* and *witness* on the board. Invite students to share their understandings of these words. After discussion, share these definitions (students could write them in their workbooks.)

Target (sometimes referred to as victim) = the person who experiences the violence.

Perpetrator = the person who carries out the violence or causes the hurt and harm.

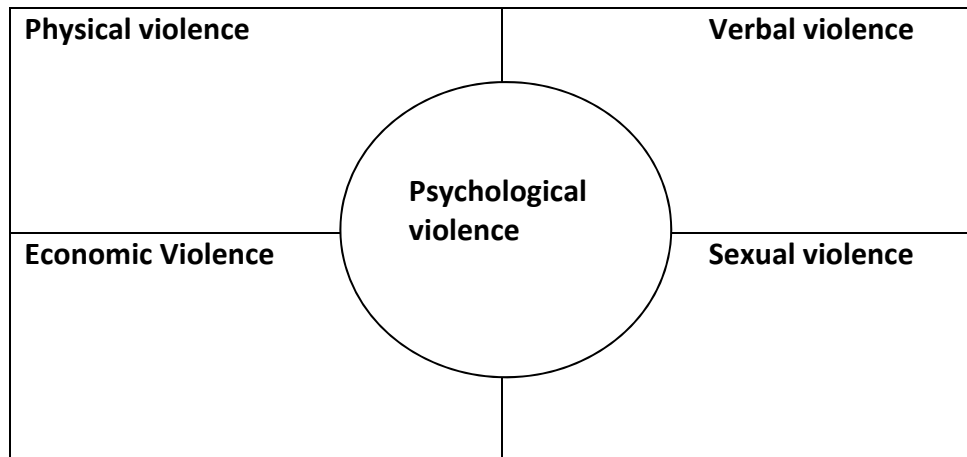
Accomplice = the person or people who encourage, join in, or show that they are entertained by the violence.

Witness (or observer) = the person who sees a violent act.

Explain that we often use the word violence to describe only *physical* acts against another person, things like hitting, slapping, kicking. However, the word violence can also be used to include a whole range of actions and behaviours that cause distress and harm. Violence can be verbal, and involve what people say to or write about others. Even though it is only words, it can still cause great hurt or harm, and so verbal acts can be understood to be

violent as well. Violence can also be psychological (affecting someone's mind or emotions). It can be sexual (affecting or involving the private parts of someone's body. It can be economic (preventing someone from accessing money or resources). It can occur face-to-face or through cyber-space, through social media or other websites, or using other electronic devices such as telephones. Both adults and children can be perpetrators, as well targets.

2. Draw the table on the board.



3. Invite students to describe what they think each of these terms mean, using a few examples as part of their definition. Provide definitions if needed.

Violence can take place person-to-person, via social media, or via posting of messages, graffiti or 'hate' mail. It may involve words, images, pictures, stories, signs, objects, possessions or forms of physical contact.

Psychological violence includes threatening, abusing, scaring, humiliating or shaming people – so that they feel bad even though no one has touched them.

Physical violence can involve hurting the body or damaging or stealing someone's possessions.

Sexual violence means having sexual contact without permission of the other person. This includes rape, and also other sexual contact like touching private parts of the body without permission. It can also include saying sexual things about someone, telling stories or posting pictures of a sexual nature about someone.

Verbal violence involves written or verbal name-calling, intimidating behaviour, spreading rumours about someone, or shouting and screaming at them.

Economic violence involves limiting a person's access to money or resources. At school, economic violence could include behaviour such as stealing lunch from another student.

4. Students draw the table in their workbooks and copy the definition for each type of violence from the board.

5. **Summary points:** This activity has helped us to learn that:

- Violence can be physical, psychological, verbal, sexual and economic.
- There are a number of positions that people can be in when violence is happening. These include victim, perpetrator, accomplice and witness.

❖ *Teacher coaching point:*

For some students violence will be a part of their everyday lives so it is important to be sensitive to the reactions of these students during the session. Some students will be victims of violence while some will have perpetrated violence or been accomplices. It is important to stay focussed on the teaching of alternative positive non-violent behaviours as a way of building respectful relationships and strong communities. Avoid using the classroom as a place where students name, blame or shame their peers. This may mean interrupting those who start to tell tales about what classmates have done. Encourage those who wish to report violent acts to do so privately. Choose a more private setting to follow up with those who have been reported as perpetrators.

Activity 2: What is gender-based violence?

 40 minutes

Learning objectives

In this activity students will:

- *Define gender-based violence*
- *Provide examples of different types of gender-based violence*
- *Recognise that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others.*

Key words: discrimination, gender-based violence

Steps to follow

1. Remind students that in the previous activity they saw that there are many types of discrimination and violence, including verbal, physical, psychological, and economic types of violence. Thinking back, who were some of the groups and individuals who are more likely to experience discrimination and violence? Build a list of responses on the board.
2. Explain that around the world females tend to experience more discrimination than males. However, some males also experience gender-based discrimination, especially males who do not conform to gender norms. In this activity we are going to talk and think about gender-based violence.
3. Ask students to recall what is meant by the term gender. (See Topic 1: Activity 1 and 2.) Explain that when the terms *violence* and *gender* are put together, we get the concept of *gender-based violence*.
4. Provide the following definition of gender-based violence.

Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, economic or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders.

Gender-based violence can affect. But females are more at risk of being the victims of gender-based violence. People who do not conform to traditional gender stereotypes are also at heightened risk of gender-based violence.

Ask students to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual, and economic. (Some examples are provided below.)

Examples of gender-based violence

Physical: A husband hitting his wife for not having dinner ready when he wants it.

Verbal: Young men calling out mean comments to another man because he seems feminine.

Psychological: A male threatening to damage the reputation of a girlfriend if she does not do as he wants.

Sexual: A man forcing a woman to have some form of sexual contact with him against her wishes.

Economic: A man forcing his wife to hand over the money that she has earned and not allowing her to make decisions about what happens to their money.

6. Explain that students will work in small groups. They will be assigned some scenarios, and also they will be asked to create a scenario of their own. These scenarios will provide an example of a form of gender-based violence that might happen to young people, in or around a school. They will name the type or types of gender-based violence that are occurring in the scenarios. They will also think about what can be done to prevent or respond to this type of gender-based violence.

 **Optional handout:** There are several handouts available for this activity at the end of this topic. Either provide each group with a copy of the handouts or have the information available on a blackboard or flip chart.

Scenario 1

On Thursday Mercy was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Scenario 2

John is an 8th grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed John dressed as a girl.

Scenario 3

Nomusa is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Make your own scenario

Questions:

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual, economic)*
 - *How might this affect the victim?*
 - *What needs to change to prevent this from happening?*
 - *What needs to change so that effective responses are made if the problem does happen?*
5. Arrange for groups to report back on what they discussed, and on what suggestions they had for both prevention and response.

❖ *Teacher coaching point:*

Create some fictional, but representative scenarios that are relevant to your local context. Include some common or lower level examples, rather than only the most extreme stories of gender-based violence. This helps students to recognise where it might be a part of their everyday life. When asking students to make their own scenarios, ensure that they do not use their or other known people's names, and avoid breaching someone's privacy by using details of an incident that people will recognise.

7. **Summary points:** This activity has helped us to learn that:

- Gender-based violence is violence that targets people on the basis of their gender.
- It can affect anyone, but it is most often experienced by people who do not conform to gender norms.
- It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations.
- We can work against gender violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem.
- We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies.

Activity 3: Effects of gender-based violence on males and females

 30 minutes

Learning objectives

In this activity students will:

- *Describe the kinds of gender-based violence males tend to observe, initiate or be the victims of in and around school*
- *Describe the kinds of gender-based violence that females tend to observe, initiate or be the victims of in and around school*
- *Identify the physical and psychological effects of school-related gender-based violence on target(s), witness(es), accomplices and perpetrator(s)*

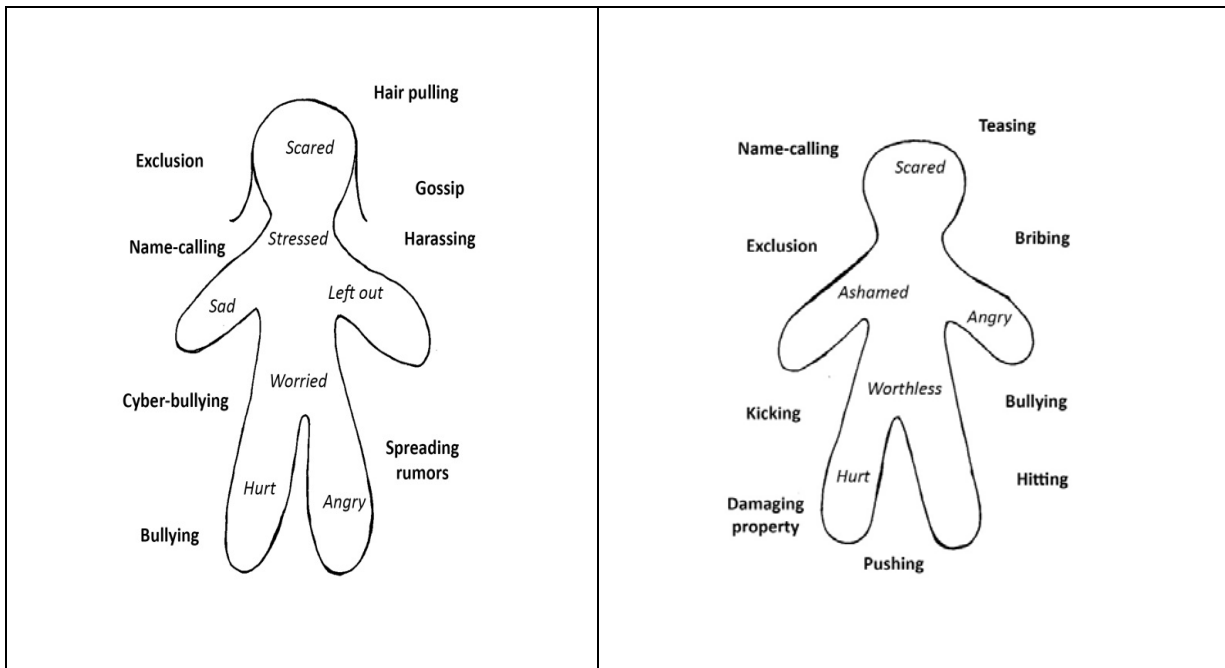
Key words: gender-based violence

Steps to follow

1. Arrange students into groups of three or four for this activity.
2. Explain that in this activity, students are going to talk about the different kinds of violence that students can encounter around the school. They are then going to identify what emotions the person experiencing the violence might feel.
3. Give each group a sheet of paper (or ask them to use paper from their notebook).
4. Fold the paper in half. On one side, draw the outline of a female. On the other side draw the outline of a male.
5. In the space **outside the body**, list all of the kinds of violence that can happen. Make separate lists for male and female students. Prompt students to include examples of physical violence (e.g. hitting, kicking) and verbal and psychological violence (e.g. threats, rumours, name-calling).
6. On the **inside of the body**, write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence.

❖ *Teacher coaching point:*

It is important to understand the emotional or psychological effects of violence. When we learn the effects of violence we are able to empathise with the target and are less likely to perpetrate or tolerate violence, or to excuse it as a joke. Naming the behaviour as a forms of violence or bullying is a first step towards understanding that it is not acceptable.



7. During the reporting back, compare the kinds of violence experienced by males and females. Ask the class:

- What are the most commonly experienced forms of violence. Are they the same for females and males?
- What types of violence do males tend to perpetrate against males? Against females?
- What types of violence do females tend to perpetrate against females? Against males?
- Do you notice any patterns?

8. **Summary points:** This activity has helped us to learn that:

- Violence within schools, whether it is psychological, verbal, physical or sexual, has a range of negative effects on those experiencing it.
- It can cause mental and physical health harm and affect a person's ability to learn.
- Being able to empathise with those experiencing gender violence can make it less likely that we will perpetrate or tolerate it in any form.
- In many places male and female young people tend to use and experience different forms of violence.
- In many places boys are more likely to experience violence and to be the perpetrators of physical violence, but girls are more likely to experience gender-based violence.

Activity 4: Negative health impacts of gender norms

 30 minutes

Learning objectives

In this activity students will:

- *Identify how some gender norms have a negative effect on health and human rights*

Key words: gender norms

Steps to follow

1. Arrange students into groups of three or four for this activity
2. Explain that in this activity, students will look at some statistics about young people. Data is information, including information about people. It is collected in many different ways, for example through surveys of people living in different countries and towns. Data is useful and important because it highlights where there are problems and helps people (like the government) to make decisions to tackle these problems. We will start by looking at some data about people who are around the same age as the students at this school. Select one piece of data to read out to the class and discuss. Ask students:
 - *Why do you think that one gender is more affected than the other by this health or rights issue?*
 - *How might gender norms and expectations influence this pattern?*
3. Assign each pair a statistic. Give them time to prepare to explain to the class what their data is telling them. (Some of the statistics report on gender, others on violence, and others on consequences of discrimination or violence.)

Teacher coaching point:

Gender norms and expectations in communities have a strong effect on people's health outcomes. Sometimes, they have a negative effect on people's health, increasing their risk of sickness or injury.

For example, gender norms that encourage males to be competitive and tough can lead to higher rates of risky behaviour involving alcohol or other drug use or unsafe driving. In Africa, second highest cause of death for young males aged 10-19 is road traffic accidents [6].

In other countries, where gender norms limit girls' access to school, or lead them to leave school early, and marry early, this can have a negative effect on their own health and also the health of their children [7].

4. Ask some of the pairs to present their data to the class, taking a turn to teach their peers what this data means. Ask them to explain why this information may be good or bad, and what it means about gender and discrimination.
5. **Summary points:** This activity has helped us to learn that:
 - If we look at data we can find out about how gender norms can lead to negative effects on people's learning and their mental and physical health.
 - Challenging gender norms can help in working against gender violence and building respectful relationships.

❖ *Teacher coaching point:*

Some sample statistics are provided below. Additional statistics are provided in an appendix. There are some regional statistics and some example national statistics. There are links provided to help you look for data for your country.

Some example statistics (find more in the appendix)

What proportion of young people aged 15 to 19 in East and Southern Africa think that it is acceptable for a husband to hit his wife?

55% of females

46% of males

**Look for the data from your country here:*

http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the World's Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

In Malawi, what percentage of young people aged 15-19 are married or in union?

2% of males.

23% of females (that's nearly one quarter)

**Look for statistics for your country here:*

https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *The State of the World's Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Africa, what are the top five most common causes of death for young people aged 10 to 19?

Males aged 10-19	Females aged 10-19
1. HIV/AIDS (44%)	1. HIV/AIDS (49%)
2. Road injuries (21%)	2. Diarrhoeal disease (18%)
3. Meningitis (18%)	3. Lower respiratory infections (18%)
4. Lower respiratory infections (17%)	4. Meningitis
5. Diarrhoeal disease (17%)	5. Maternal conditions (16%)

Source: United Nations, 2015

**Look for the data from your country here:*

<http://apps.who.int/gho/data/node.wrapper.HEALTHADO?lang=en>

Source: United Nations, *The World's Women 2015*, D.o.E.a.S.A. (DESA), Editor. 2015, United Nations Publications: New York.

Some gender-related explanations may include:
Males are more likely to be on the road because in many countries, males are more likely than females to be 'mobile', to be allowed to move around outside the home, and to be permitted to drive vehicles.
Males are taught to be brave, to take risks and to not worry about pain or injury. Sometimes this might put pressure on them to take risks with speed or to be competitive on the road.
Males are more likely to drink alcohol and to use other drugs and this puts them at higher risk when they are driving or walking on the road.
Women and girls are sometimes expected to stay at home and help with domestic and child caring responsibilities.
Girls' education is sometimes seen to be less important than boys' education as in many countries, girls will not go on to earn an income whereas boys will.
In some countries girls are kept at home as their parents fear for their safety outside of the home.
Boys and men are expected to show that they are strong and to prove their manhood.
There is pressure for women to be subordinate or obedient to men.
The belief that men are superior to women and therefore should have control over them.
The belief that women must obey their husbands.

Optional game: "Moving as one"

❖ *Teacher coaching point:* This game can be used any time to help calm the class down and re-focus attention.

1. Ask students to stand in a large circle (or stand at their desks facing the front if space is limited). Explain that in this game, everyone follows the leader, trying to copy them exactly, just as if they were part of a giant mirror. The leader moves in slow motion.
2. Begin a slow movement, checking the class to see that they can keep up. Keep movements slow. After a while you can name a student to take over as leader, emphasising the need for slow motion. Invite them to pass the leadership on to another student when they have had a turn.

3. Ask students to identify some key messages in this game related to working together to achieve positive change and make the world a better place? How do we know who to follow, and who not to follow in our social behaviour?
4. Explain that when there are harmful gender norms exist in our community (for example gender norms that cause health problems), we need to work together to change them, and look for ways to follow positive leadership, not negative leadership. There will also be times each of us is called on to be the leader in our social situation, and to be a positive role model for others.

Assignment

Option 1: Ask students to write a poem, song or rap which provides a deep understanding of the effect that violence can have on the emotions of the person who experiences or witnesses the violence.

Option 2: Write a positive story/cartoon on how a young child is taught by a wise grandparent about how to show respect rather than resort to violence.

Option 3: Make a poster showing a positive gender role model, or a poster showing the effect of a negative gender norm.

Whole-school action

Stand up against gender-based violence: Do things differently

Students share their cartoon/stories with younger students.

Students perform their songs/raps/poems for other classes or for a school assembly as a way of promoting non-violent relationships. A school-wide competition may lead to a festival of performances.

Nominate 'Friendly Focal Points'

Explain that it is important to students to have someone they trust to ask for help if they are experiencing violence. Students should always feel comfortable to ask a teacher for help. Some of the older students in the school can also be identified to be peer mentors or a *friendly focal point*. This means that they nominate themselves as someone who their peers, including younger peers, feel comfortable asking for help if they experience, see or hear about violence and to give their peers advice of what to do. You could introduce them to younger students as people that they can ask for advice about where to go for help. Make sure the school provides some suitable training for the *friendly focal point*.

Optional Handout

Activity 2: What is gender-based violence?

Gender-based violence in or around a school

Scenario 1

On Thursday Mercy was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Discuss these questions:

- *What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the target?*
- *What needs to change to prevent this from happening?*
- *What needs to change so that effective responses are made if the problem does happen?*

Scenario 2

John is an 8th grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed Hai dressed as a girl.

Discuss these questions:

- *What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the target?*
- *What needs to change to prevent this from happening?*
- *What needs to change so that effective responses are made if the problem does happen?*

Scenario 3

Nomusa is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and makes signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Discuss these questions:

- *What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the target?*
- *What needs to change to prevent this from happening?*
- *What needs to change so that effective responses are made if the problem does happen?*

Make your own scenario

Discuss these questions:

- *What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the target?*
- *What needs to change to prevent this from happening?*
- *What needs to change so that effective responses are made if the problem does happen?*

❖ Teacher coaching point:

Teachers can remind students of privacy by saying, "It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. So we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."

Topic 4: A focus on school-related gender-based violence

◆ *Understanding the approach*

It is important to develop a sense of shared responsibility for making the school a safe and friendly space for all. As part of this process it is important to identify what sorts of gender-based violence happen at schools, where and when this is most likely to happen, how it affects others, and what can be done to prevent gender-based violence and provide support for those who have been affected. Avoid naming or blaming in this work.

Activity 1: School mapping of gender-based violence

 40 minutes

Learning objectives

In this activity students will:

- *Identify where and when students are most likely to experience gender-based violence at school, and where and when they are most likely to be free from gender-based violence*

Key words: gender-based violence

Steps to follow

1. Ask each group to draw a simple map of their school, including the streets, pathways and buildings around the school. Ask them to include in their drawing the different routes that students take to school and the different modes of transport they use (e.g. walking, bus, taxi etc.). Encourage creativity. Label the different parts of the map if necessary.
2. Ask: *Which places in and around the school are safe and friendly for all students?* Mark these places in one colour.
3. *Which places in and around the school do students witness or experience violence?* Mark these places in another colour.



4. Ask: *What types of violence happen in these places?* Remind students about the different kinds of gender-based violence that can happen at school. Place a symbol to indicate the different kinds of violence, e.g.

☉ Psychological violence

◆ Verbal violence

Physical violence

□ Sexual forms of violence or sexual harassment

Make a key to indicate what each symbol means.

❖ *Teacher coaching point:*

Involving students in a research activity to identify where and how violence happens in school helps them to disclose patterns. It also helps the teacher learn about where and how violence occurs so that they can help to create a safer and friendlier school for children.

5. Ask one or two groups to present their drawings to the class. Use the following questions to guide discussion:
- *Do boys and girls experience violence in the same places in school?*
 - *Where is violence most likely to occur?*
 - *Why do people get away with violence in these places?*
 - *What will it take to stop this violence?*
6. **Summary points:** This activity has helped us to learn that:
- Violence can happen in a range of places on the school grounds, in building connected to the school and on the journey to and from school.
 - We can sometimes see patterns in where and when the violence takes place.
 - Identifying the patterns of school-based gender violence can help in developing strategies to stop the violence and create safe spaces for everyone.

❖ *Teacher coaching point:*

When students are working in groups, walk around the room making sure all groups are engaging with the task. Provide students with positive feedback by smiling, nodding and commenting on effort and correct behaviours. This will reinforce good behaviour.

Activity 2: Positive rules for the safe learning space

 40 minutes

Learning objectives

In this activity students will:

- *Make the rules and agreements they need to support a safe, friendly and equal learning environment for everyone in their class/school*

Key words: gender equity, gender norms, safe space, environment

Steps to follow

1. We have talked before about safety at school, including safe places on our school maps (Topic 4: Activity 1). We have also talked about things that teachers and students can do to create gender equity in schools (Topic 2: Activity 3). We want a class that is equally good for everyone. So, in this activity we will talk about safety and equity in our classrooms and in our schools and decide what students can do to promote safety and equity by designing positive school rules.
2. Ask students to take out their school maps where they marked safe and unsafe places in school. Let's make up new rules to make our school and classroom a place where everyone feels safe and everyone is treated with respect.
3. Emphasise that our rules need to make sure that everyone - males, females, and students who do not fit into traditional gender norms - have equal right to participate in a safe and friendly learning environment.
4. Tell the class we will now make up rules for our classroom and school to make sure everyone is safe, happy, and hard-working. (This can be done as a whole class or students working in groups or pairs. (You may prefer this to be done with single sex groups).

❖ *Teacher coaching point:*

Getting the students involved in creating the rules they need to learn well together helps to build a sense of responsibility. It teaches students to understand why we have rules. Refer back to the class rules as part of your positive behaviour management strategy.

5. Ask them to work out:
 - What rules do we need to make sure everyone is **happy** in school? Think about boys, girls and anyone who does not fit traditional gender norms when you make these rules.
 - What rules do we need to make sure everyone is **safe** in school, including safe from gender-based violence?

- Do we need any other specific rules for other areas in the school? For example, around the latrines, in the hallway, or the school-yard?
- What rules do we need to make sure people are **hard-working and learning well** while in school?

❖ *Teacher coaching point:*

'Girl' is not a put down term. Make sure that students understand that every time someone uses the term 'girl' or 'feminine' as a put down term for a boy, they engage in a double discrimination. First they are using the word female as an insult and secondly they are also telling that young person that there is something wrong with the way they are being a male.

6. Post the list of student developed rules at the front of the classroom (or another appropriate place) to remind students of their rules to make the classroom/school a fair place.

7. **Summary points:** This activity has helped us to learn that:

- It is important for students and teachers to work together to develop rules for creating safe classrooms and schools.
- Some groups such as females and people who do not fit the gender norms are more likely to suffer violence so we need to keep them in mind when making the rules.
- Some spaces in and around schools are less safe; we need to look at the patterns to help in developing rules to make these places safe.

❖ *Teacher coaching point:*

Play a game to help students to remember the rules in a playful way especially when you think students need to be reminded.

- Find an object that you can easily throw between students and that will not hurt them (e.g. a ball or soft toy).
- Ask students to stand in a circle or stay at their desks.
- Explain that you will throw the object to a random student, when they catch it, they should say one of the class rules.
- Then the student throws it to another, who says another rule and so on.

Activity 3: Empathy, imagination and hidden emotions

 30 minutes

Learning objectives

In this activity students will:

- *Learn about the concept of empathy (or the ability to imagine what others are feeling)*
- *Explore the positive impact of empathy on preventing or responding to gender-based violence*

Key words: empathy, imagination

Steps to follow

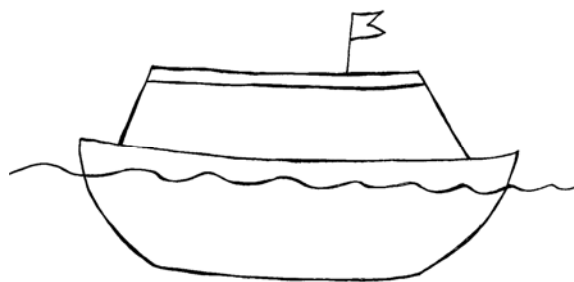
1. **Ask students:**

How do you determine or figure out what other people might be thinking or feeling? (Students may suggest that they observe their body language, actions, and reactions, listen to what they say, imagine themselves into their situation and ask themselves how they feel or what they would think.)

2. Explain that it is important for people to be able to imagine how life might be experienced by others. Sometimes we can 'read' people and guess what they are thinking or feeling by observing their body language, listening to the tone of their voice and observing their actions. Other times this is not enough. They may try to hide what they feel or to pretend that they are okay. We need to both, imagine ourselves into their situation and to ask them how they are feeling. The ability to understand how others feel is called 'empathy'.

Empathy is the ability to imagine what someone else might be thinking or feeling.

3. Introduce the concept of hidden emotions to the class. Draw an example 'Emotions Boat' for the group. Explain that these metaphors are used as a way to explain the way in which some emotions can be seen close to the surface, whilst others may be buried or hidden (under the waterline), but still be affecting us. The emotions that are deeper below the surface may be the most important ones. They may even be causing the emotions that are closer to the surface. For example fear or hurt or shame are often causes of anger or jealousy or self-blame or embarrassment, though it might be just the anger or embarrassment that shows.



4. Arrange participants into pairs or small groups. They should first write a short scenario involving a form of gender-based violence. They then draw the boat as their metaphor. With their scenario in mind, they should map the emotions that may be deep and hidden, and those that might be shown. Complete one example with the class to equip them to follow with their own.

Some deeper emotions might include being:

Sad Angry Worried Embarrassed Scared Brave

Ashamed Afraid Humiliated Anxious Lonely Despairing

5. Once they have mapped the emotions, they should discuss which of the deeper emotions the character would have been most likely to try and hide from others. Are there different pressures on males and females to hide certain emotions?
6. Arrange for groups to read their scenario, and identify what different emotions each of the key characters might be experiencing and whether they think that there may be gendered pressures at play.
7. Explain that often, if someone has experienced violence, they might not feel comfortable to report it to anyone. They may come to believe that somehow it is their own fault and that they have done something to attract the violence. They may lose track of the fact that someone else has actually chosen to abuse their power. They may feel a sense of shame. To cope with these emotions they may even pretend that the violence has not happened or that it has not affected them.

❖ *Teacher coaching point:*

Alternatively, do this as a whole class activity. Ask for student volunteers to come to the front of the class and demonstrate the emotion through their facial expression and body language. The other students can guess/name the emotion being acted out or presented.

8. **Summary points:** This activity has helped us to learn that:
 - Empathy is the ability to imagine what someone else might be thinking or feeling.
 - People can feel some emotions more deeply than others. They may wish to hide some of these deeper emotions because they may not be comfortable to share.
 - We can develop the ability to empathise through learning and practising the skills of watching, listening, imagining, asking and showing care.
 - These skills are important because often people experiencing violence will not tell others and the skills give us ways to provide them with understanding and support.

- If we can empathise with the feelings of those who experience violence we are much less likely to carry out such acts or stand by when we see or hear people acting violently towards others.

❖ *Teacher coaching point:*

Watch out for any students who show signs of distress. Discussing violence may be upsetting for students who have experienced violence or abuse. They may be considering whether to help seek or not. They may need a trusted adult to initiate the conversation by asking them if they are ok.

Activity 4: Making an apology

 20 minutes

Learning objectives

In this activity students will:

- *Practice using empathy to devise and give an apology*

Key words: empathy, apology

Steps to follow

1. Explain that everyone makes mistakes. If we find that we have done something wrong, the best thing is to make an apology and to try to set things back on a right course. Sometimes when we think empathetically about a situation, we realise afterwards that our own actions have caused shame, nuisance, fear, or hurt to someone else. In this situation we should take the courage to apologise.
2. There are some things that make up important ingredients of an apology. Write the following method on the board:
 - Acknowledge what you did (name the action or behaviour)
 - Describe the hurt, harm, offence or effect of that action on the other person(s)
 - Say what was intended by the action
 - State what the future intention is (offer to fix /pay for damage, and to promise not to do it again)
 - Say sorry
 - Accept whatever reaction the other person has and give them space and time to consider your apology. The other person may not wish to forgive you or may not forgive until later. An apology does not depend on the other person's forgiveness.
3. Ask students to choose one of the scenarios previously used (or to think of their own situation in which an apology is needed). They should then write an apology script using the above method.
4. Ask some volunteers to read their apology script to the class.
5. **Discuss:**
What kind of strength does it take to 'own up' or to apologise? What difference does it make to you if someone apologises to you after having wronged you? What does it mean to promise not to repeat the offence?
6. **Summary points:** This activity has helped us to learn that:
 - Sometimes there are things we do that cause hurt, offence, shame or upset to others.

- If we can empathise with people we can recognise when someone is hurt and upset and understand their feelings; this is an important step in resisting taking future harmful action.
- Making an apology can help to repair hurt and shame.
- Making an apology takes courage.
- Practising the apology out loud a few times can help when it comes to offering the actual apology.

Optional game: Greetings game

1. Remind the class that it is important that we are friendly and welcoming of everyone at school. Explain that this game is about friendship and belonging.
2. Ask group to walk around the classroom. When teacher says 'stop' they take a nearby person as their partner (then check to see that everyone has found a partner. If there are odd numbers, make a trio). This person is Partner Number 1. Each pair has about one minute to make up and practice a special greeting in the form of a handshake, or special movement or sign. The greeting should be the sign that they belong to the same special group. It should include a sound as well as a form of physical contact.
3. Ask the pairs to practice their greeting a few times.
4. Then ask them to walk around in the space. When the teacher says 'stop' they are to find their partner as quickly as they can and do their special greeting.
5. Once this is done, ask the group to walk on again. Say 'stop'.
6. Now the students must find a new partner. This is Partner Number 2. Together they must design a completely new greeting. Give them one minute to practice it three times.
7. Ask them to move on. When the teacher says 'stop' again they are to find the partner Number 2 and do that greeting. Then they must find their Partner Number 1 and do that greeting.
8. Repeat with another round, but in final round have them form a group of four and do the greeting for the four people to do together.
9. Ask students to identify some of key messages in this game? In this game we have a special welcome from our group. What helps us to feel welcome when we come to school?

10. Explain to the group that it is good when people receive a friendly greeting as everyone likes to know that they are welcome at school. Encourage them to give a friendly greeting to everyone they see at school – whether they are younger or older or similar or different from ourselves!

Assignment: Letter to the principal

Ask students to write a letter to their principal. They are an 'expert student advisor'. They will give a student's perspective about the kinds of violence that students face at or around the school. The letter will also make suggestions about things that would help to reduce the violence. Students can look at their maps (made in Activity 1) and the rules (developed in Activity 2) to help them write the letter. They may want to include a copy of a map in the letter to show the areas and types of violence that they have identified as occurring in and around the school. Invite the principal to visit the class to hear the students read their letters and/or show their maps.

❖ *Teacher coaching point:*

Note that it is very useful for teachers to ask students for their perspectives on issues facing them. Often bullying and violence are experienced in places that are hidden from adult view. Asking students to share this information gives teachers an insider's perspective. It also gives students a sense that their views are important and makes them feel valued and respected.

Whole-school action

Respectful Relationships school campaign Invite students to design a campaign that spreads the message to promote a safe and friendly school. For example, they could make a poster promoting friendly behaviour to put up in the school entrance, and/or design a friendly school slogan or song.

Topic 5: Communication skills for respect-based relationships

◆ *Understanding the approach*

Encouraging positive gender relationships is part of a strategy to prevent gender-based violence. Students benefit from learning to use effective and respectful communication.

Activity 1: What good friends do

 20 minutes

Learning objectives

In this activity students will:

- *Identify positive and negative attributes, actions and attitudes in peer friendships*

Key words: friendship, peer support

Steps to follow

1. Point out that friendships become very important as we grow into adolescence, but that friendship can also be difficult. It is normal to experience loneliness and some fears about being liked by our friends. We may worry about pleasing our friends and sometimes this can mean we forget about what is right for ourselves.
2. Organise participants into groups of about five or six people.
3. Give each group a brainstorm sheet and felt pen or pencil. Explain that when they brainstorm, their job is to write down all the ideas suggested without worrying if everyone agrees or not. In a brainstorm we get as many ideas as possible.
4. Ask them to divide their page. On one side they write: *It is good when your friend....* On the other side they write *It is not good when your friend ...*
5. Ask them to brainstorm under these two headings.

❖ *Teacher coaching point:*

Note that in many of these activities, there is no right or wrong answer. The activities are designed to make students think critically. It is expected that different students will have different ideas and that is why it is important to give time for different people to share their thoughts/ideas.

Some examples might be:

It is good when your friend... ☺

It is not good when your friend... ☹

<i>Is trustworthy</i> <i>Cheers you up</i> <i>Helps you with your homework</i> <i>Shares with you</i> <i>Laughs at your jokes</i> <i>Treats you respectfully</i>	<i>Is dishonest</i> <i>Spreads rumours</i> <i>Is bossy</i> <i>Gets jealous</i> <i>Laughs at you</i> <i>Leaves you out of the game</i>
---	--

6. Ask one group to read their 'Good' list. Ask another group to read their 'Not Good' list. Ask other groups to add any additional ideas they had.
7. As groups are presenting their ideas, ask a volunteer to make a compilation of ideas on the board.
8. Refer students to the 50 acts of kindness chart. Ask them to identify which would be most helpful to someone who has been the target of gender-based violence. Invite them to explain their choices. Encourage the students to take these ideas to help make their school a friendly place for everyone.
9. **Summary points:** This activity has helped us to learn that:
 - Friendships are important because they give us a sense of happiness and belonging.
 - It is normal to sometimes worry about being liked.
 - It is important to make choices that are right for you rather than trying to act in ways that please others.
 - We can name the behaviours that are respectful.
 - We can challenge disrespectful actions in friendships.

❖ **Teacher coaching point:**

Ask one or two students to place everyone's ideas for *It is good when your friend...* on a poster or flipchart and display this on the wall.

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to copy the list from the board into their notebooks or on a flipchart.

Activity 2: Respectful relationships between males and females

 40 minutes

Learning objectives

In this activity students will:

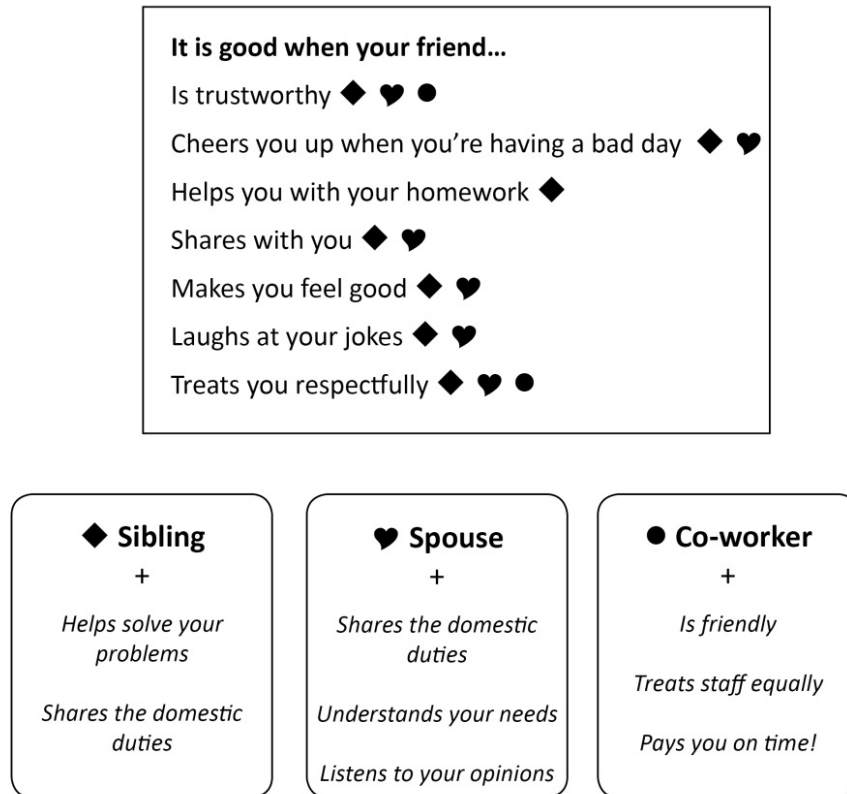
- *Identify the way that positive attributes, actions and attitudes can strengthen male-female relationships between siblings, friends, spouses, fellow students and co-workers*

Key words: friendship, strengths

Steps to follow

1. In the last activity, students thought about positive and negative qualities in friendships. Friendships can be with persons of the same gender or a different gender. But sometimes in relationships with the opposite gender, there are important qualities that we should strive to have. In this activity, we will think about which of these positive qualities in friendships are also valuable in relationships between girls and boys, men and women.
2. Ask students to refer back to their *It is good when your friend...* list from the previous activity.
3. Explain that often the good qualities that we look for in a friend are also important in a relationship.
4. Ask students to put a square symbol next to the qualities that they think are also important in relationships between **siblings**. Are there any additional qualities that are important for a brother or sister to have to ensure equal and happy relationships?
5. Ask students to put a cross next to the qualities that they think are also important for a **spouse (husband or wife)** to have in a marriage. Are there any additional qualities that are important for a spouse to have to ensure equal and happy relationships?
6. Ask students to put a circle next to the qualities that they think are also important for a **co-worker (of the opposite gender)** to have. Are: *Are there any additional qualities that are important for a co-worker ensure equal and happy relationships?*
7. To reflect, ask students to report back on what they noticed when they compared the desired qualities for each of these different cross-gender relationships.
8. Note that many of the qualities that ensure equality are also those that make people happy in their relationships.

Example:



9. **Summary points:** This activity has helped us to learn that:

- There are certain good qualities that we look for in a friend.
- The good qualities that we look for in a friend are also important in a relationship.
- Many of the qualities that ensure equality are also those that make people happy in their relationships.

Activity 3: Introducing assertiveness

 40 minutes

Learning objectives

In this activity students will:

- *Learn the difference between assertive, aggression and submissive behaviour*
- *Practice assertive communication strategies to address or prevent gender-based violence*

Key words: communication, assertiveness, gender-based violence

Steps to follow

1. Explain that we all need skills to be able to communicate our needs and rights in our relationships with friends, family, workers or bosses without being violent or aggressive. But, we also need to make sure our rights are respected regardless of our gender or age. We should not feel guilty about saying no to something when we know it is not good for us or is disrespectful or dangerous.
2. Explain there are three different styles that people might use when communicating their feelings, wants, opinions or needs:
 - **Aggressive:** A person expresses their feelings and opinions in a punishing, threatening, demanding, or violent manner. The person pushes for their own rights, but the other person's rights do not matter. It sounds like: *'This is what I want. What you want is not important!'* Aggression is a way to exert power over others in a negative way.
 - **Assertive (Clear and Polite and Respectful):** A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. People who are assertive can say yes or no to requests politely and respectfully, but without sacrificing their own wellbeing and without feeling guilty. It sounds like: *'I respect myself and I respect you too.'*
 - **Submissive:** A person fails to express their feelings, needs, opinions or preferences or they may be expressed in a manner that is so indirect that the other person cannot understand the message. People who are passive might feel guilty for saying no even if doing something is bad or dangerous for them. It sounds like: *'What you want is important; but I am not, so don't worry about me.'*
3. Act out some short examples to demonstrate the difference between these three ways of communicating. (Alternatively use the two following stories as examples.)

4. **First Scenario:** A 13 year old girl asks the boys if she can join in their ball game. One of the boys yell out “Don’t be silly! Girls are useless! Ball games are for boys!”

- **Aggressive response:** The girl yells at the boy saying “You run like a girl anyway!!! If you can run like a girl and play football then I can play too!!!”
- **Assertive response:** The girl says “I am very good at ball games. I feel sad that you won’t let me join in. If I play on your team, I can help you win. Girls can be good at football too!”
- **Submissive response:** The girl says nothing. She walks away and starts crying.

❖ *Teacher coaching point:*

Not all languages have words that work as good translations for the terms ‘aggressive’, ‘assertive’ or ‘submissive’. You may need a phrase to explain the terms to the class or you may choose to demonstrate the meaning through examples. Invite students to share phrases or words in their mother tongue that can be used to explain these concepts.

5. Point out that in situations in which we need to solve conflict or in situations in which we feel pressured to do something that we feel uncomfortable with, assertiveness is a very useful skill. When we are assertive, we are still being polite, but are making sure that we do not participate in something that is dangerous or not in our best interest.
6. Invite students to choose one of the following options as the task through which they will demonstrate the difference between a submissive, an assertive and an aggressive response. They could choose their own scenario, or use the one below.

Scenario: One student calls another student a rude name

Option A: Cartoons. Ask students to draw three simple cartoons illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.

Option B: Freeze-frames. Ask students to work with a partner to create three freeze-frames (or still images), illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way. Ask a couple of pairs to show their freeze-frames to the group. The audience should guess which communication style each freeze-frame is illustrating.

Option C: Role-play. Ask students to work with a partner or in a group of three to make three short role-plays illustrating how either the target or a witness responds in a) an aggressive way;

b) an assertive way; and c) a submissive way. Ask a couple of groups to show their role-plays to the group. The audience should guess which communication style each role-play demonstrates.

Option D: Scripts. Ask students to write three short scripts illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.

❖ *Teacher coaching point:*

Freeze-frames are still pictures, with no movement or sound. They are like a photograph. Students can create the scene/freeze frame by using their body language and facial expression.

10. **Summary points:** This activity has helped us to learn that:

- Learning to be assertive helps us to stand up for our rights or for the rights of others.
- It is possible to be assertive in a polite way.
- Assertiveness skills can be used in the family, in relationships, at school and at work to help build respectful relationships.

❖ *Teacher coaching point:*

Non-verbal communication is an important part of communication. Gestures, expressions and body language all help to communicate meaning however, there may be cultural differences in how non-verbal communication is used. For example, in some cultures making eye contact with adults may be considered disrespectful. Ask the class to provide some examples of body language that can support assertive verbal communication.

Activity 4: Using 'I' statements to share emotions and assert needs

 40 minutes

Learning objectives

In this activity students will:

- *Learn about and practice 'I' statements as an assertive communication strategy*
- *Practice use of 'I' statements in the context of preventing or reporting gender-based violence*
- *Practice expressing personal needs in a positive way, without blaming others*

Key words: communication, assertiveness, 'I' statement

Steps to follow

1. In the last activity, we looked at the use of assertive communication when there is a conflict or relationship problem to be solved. This is also useful when you want to let others know about your feelings, preferences, needs, wants or concerns. When we are dealing with distress or with relationship challenges, it is helpful to be able to tell people how we feel whilst still controlling the way we express our emotions. This can be done in a respectful and assertive way through an 'I' statement. 'I' statements allow us to express our feelings politely and clearly instead of placing blame on others.
2. In an 'I' statement the person explains how an action or behaviour makes them feel. For example:
 - **When** you leave me out of the game, **I feel** lonely
 - **When** you laugh at me because I got a bad mark, **I feel** sad
 - **When** you tell me I can't play football because I'm a girl, **I feel** left out
 - **When** you tease me for being different, **I feel** hurt
3. An 'I' statement can also be used to politely suggest a solution to the problem or to make a request for help.

For example:

- **I feel** anxious **when** you borrow my pens without asking and they are not there when I need them, **so** please ask me first before you use my things
 - **When** you call that baby name, **I feel** like you think I am still a child, even though you say you are only teasing, **so** can you please call me by my proper name
4. Ask students to use the following template to make their own examples. They should then join with a partner or a group to choose some to practice and perform for the class.

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide them with a copy of the handout or ask them to copy the statements from the board in their notebooks or on a flipchart.

'I' statement

I feel (*say how you feel*)

When (*state the action or happening*)

so (*make your request here*)

5. **Summary points:** This activity has helped us to learn that:

- When dealing with worries or with relationship challenges, it is helpful to be able to tell people how we feel in a calm and respectful way.
- An 'I' statement is a respectful way to tell people how you feel. It is also a polite and assertive way to make requests of others.
- 'I' statements allow us to express our feelings without placing blame on others.

❖ **Teacher coaching point:**

In some languages it is difficult or unusual to make an 'I' statement. Work together with students to decide the best way to express an 'I' statement in their language.

Optional game: 'Anyone Who...'

1. Ask the class to stand in a large circle.
2. Explain that you will make a sound and a movement and the rest of the group will echo this in unison (for example you might put your hands in the air and say 'BING!' or jump up and say 'BEEP!').
3. Repeat with a new sound and movement (be creative).
4. After a couple of rounds, pass the leadership to a student. Explain that sometimes people's actions and words are harmful and if this is the case, we must be careful not to copy their behaviour.

5. After several students have had a turn at being the leader, ask:
 - When is it good to copy the actions or words of other people like we do in this game? (Answers might include when people are behaving in a respectful way)
 - When is it not good to copy the actions or words of others? (Answers might include when people are behaving in a disrespectful or hurtful way)
 - What can we do if we see people behaving in a hurtful or harmful way?
6. Explain that sometimes people's actions and words are harmful and if this is the case, we must be careful not to copy their behaviour.

Assignment

Choose a book or story you are reading in literature class. Ask students to choose a scene from the book that involves a character feeling sad, upset, angry, or uncomfortable. Their task is to identify the emotion that the character is feeling, and then write assertive 'I' statements that the protagonist could use to express their feelings and to make any relevant requests.

Whole-school action

Student-led activities to build the friendly school: Students contribute ideas and actions for the friendly school campaign, for example leading positive playground activities, engaging in cross-age interactions, displaying images of positive role-models.

Optional Handouts

Activity 1: What good friends do

Make a card	Send a text message	Give a smile or hug	Pat someone on the back	Share a snack
Invite them to join in	Sit with them	Talk it over	Play a game	Do homework together
Walk home together	Send a friendly photo	Tell jokes together	Let them borrow your belongings	Invite them to your birthday
Sing or dance together	Shake hands	Say hello	Ask how they are	Share a joke
Give a compliment	Ask them to help you	Offer to help them	Apologise for what has happened	Listen to them
Post a friendly message on social media	Take a photo of the two of you together	Help them with a school work task	Ride your bicycles together	Invite them to join in your sports club
Tell them you don't support the bullying treatment	Go with them to get help or to report an offence	Sit with them on the bus	Ask them to help you with your task	Ask their advice
Spend time with them after school	Encourage others to include them	Speak out when others are mean to them	Report bullying against them to a trusted adult	Refuse to laugh at or to join in with mean talk
Write a letter	Send an email	Share some sweets	Wave when you see them	Ask how they are feeling
Notice what is happening to them	Share funny stories with them	Share how you are feeling with them	Thank them	Encourage them to join in

Optional Handouts

Activity 4: Using 'I' statements to share emotions and assert needs

Making your 'I' statement

I feel *(say how you feel)*

When *(state the action or happening)*

so *(make your request here)*

Here is an example: I feel anxious when you borrow my pens without asking and they are not there when I need them, so please ask me first before you use my things.

Topic 6: Skills for people who witness violence

◆ *Understanding the approach*

Research into bullying prevention shows that strengthening the responses of people who witness violence can be a more effective way to reduce peer-violence than simply focussing on the victims or the perpetrators.

Activity 1: Effects on the witness

 30 minutes

Learning objectives

In this activity students will:

- *Explore the effects of violence on someone who witnesses or hears about violence*

Key words: witness, empathy

Steps to follow

1. Remind students that a *witness* is someone who sees or hears about the violence that is happening to someone else.
2. In their next activity ask them to think about how violence affects those who observe or hear about the violence. Their task will be to think up what witnesses might be thinking when they see an act of violence, and put these thoughts down as text into a 'thought-bubble' within a cartoon or sketch their character and the incident.
3. Provide an example for the class to help them get started.
4. Invite students to use one of the scenarios provided (next page), or to create one of their own. Ask students how the characters may be thinking or feeling.

✂ **Optional handout:** There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to copy the statements from the board in their notebooks or on a flipchart.

Some ideas of what the characters may be thinking or feeling include:

I'm scared

I don't know what to do

I might make it worse

Should I tell someone?

Should I ask for help?

I better not say anything

I might get in trouble if I say something

Should I run away?

Should I intervene?

What if they pick on me?

This school is a scary place to be

5. Ask some of the students to report back on what they have created. During the reflection ask them to consider:

- *Would the effects on the witness be different if we changed the gender of either the witness or the target?*
- *Would it make a difference if you changed the age or size of the witness or target?*

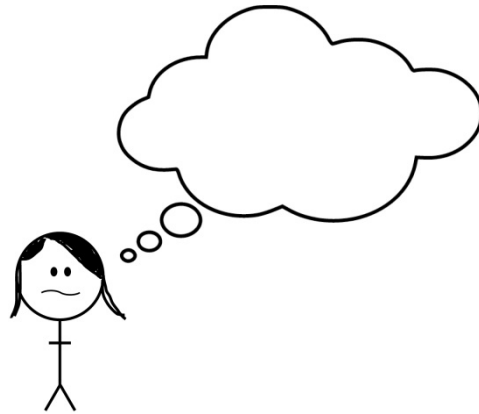
6. **Summary points:** This activity has helped us to learn that:

- It is not only the person directly experiencing the violence who is harmed. Those who witness or hear about violence can also experience harm.
- Being present to violent acts can cause a witness to develop feelings of worry and fear, or to develop the idea that it is acceptable to treat others in this way.
- Being a witness to violence can have long-term effects because it can lead to people not being able to act in the manner they choose for fear of becoming a target of violence.

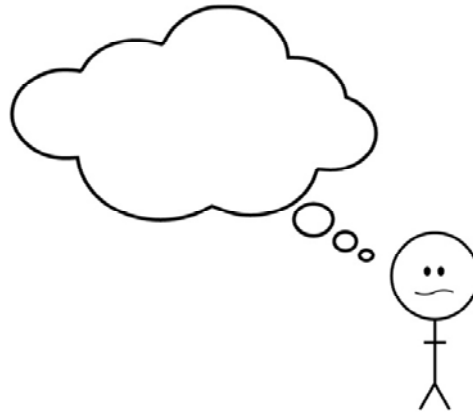
❖ **Teacher coaching point:**

Choose relevant scenarios. When making changes to the scenarios, ensure the type and level of violence remains the same. For example, if students do not use social media or email at school, you may choose to change the scenario to an example where gender-based-violence is enacted through comments, gestures or notes passed between students.

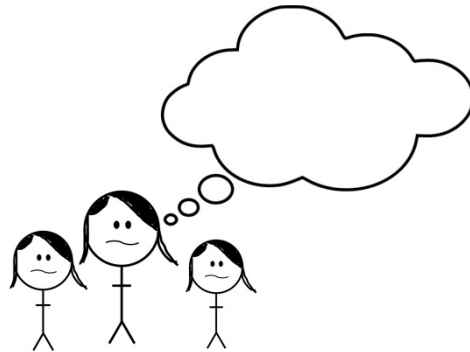
Agnes is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.



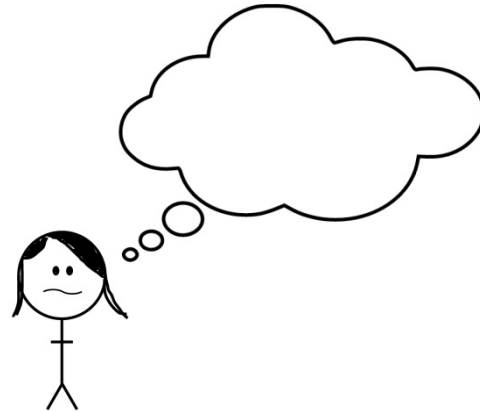
Peter is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school students in the corridor. There are no teachers around. The bigger boys are telling the victim that he looks like a girl.



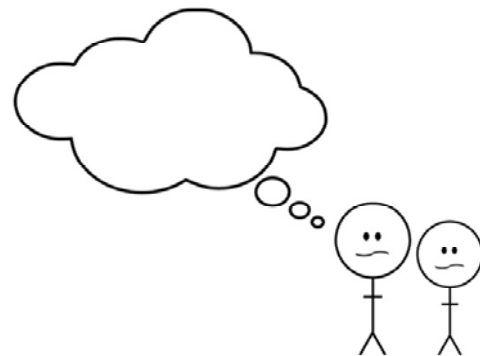
Tafara always sits next to Ryan in class. Ryan keeps asking Tafara for help with the maths problems because he is too scared to ask the new teacher to explain. The teacher, is angry that the boys are talking during the lesson. He calls Ryan 'stupid' in front of the whole class.



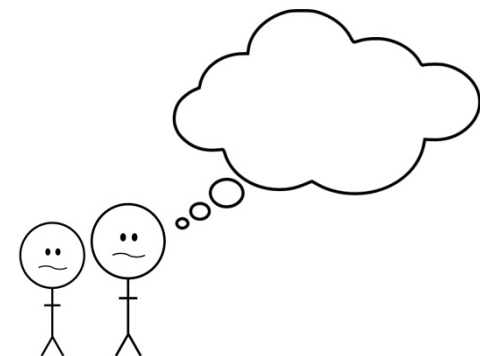
On the way home Lydia sees a group of boys picking on a quiet and shy boy from her class. They steal his bag, throwing it to one another each time he tries to grab it. There are no adults around to help.



Chipo and his friend are walking past the canteen queue. They see an older student take lunch money off a younger student and push him out of the line. It seems like this might have happened before.



Three classmates laugh at the mean message and photograph that is being sent around by email. This email says mean and untrue things about another student in their class.



Activity 2: Building support strategies

 30 minutes

Learning objectives

In this activity students will:

- *Explore how the response of the witnesses can either encourage or prevent gender-based violence*
- *Learn about positive strategies that witnesses can use to prevent or reduce the effects of gender-based violence*
- *Practice appropriate, safe and responsible witness responses to gender-based violence*

Key words: witness, peer-support

Steps to follow

1. Remind students that a *witness* is someone who sees or knows about violence that is happening to someone else.
2. Depending on how they react, witnesses can become an important part of the solution. However, they can also end up contributing to the acceptability or persistence of the violence by becoming a supporting audience or by joining in and becoming accomplices. To remain passive and take no action can also be read as a sign that the violence has been accepted.
3. Present the question: *What are the possible actions that a witness might take in response to observing an act of violence?* Collect ideas from the students, including both positive and negative responses, and write them on the board.

These responses might include:

- Ask the perpetrator to stop
- Walk away, but report the incident to a trusted adult
- If the witness feels comfortable, seek out the person who experienced violence later to provide support (e.g. ask if they are ok, tell them you are sorry that this has happened to them).
- Seek help from a teacher
- Tell a friend
- Tell others to watch the violence
- Laugh
- Join in
- Watch to be entertained

- Walk away, but do nothing
4. Ask students to identify which items on the list are negative uses of the power of the witness. Put a line through these actions to signify that they are crossed out. Students will be left with a list of positive strategies.

For example:

- *Ask the perpetrator to stop*
- *Walk away but report the incident to a trusted adult*
- *Seek out the victim later to provide support (e.g. ask if they are ok)*
- *Seek help from a teacher*
- *Tell a friend*

5. Explain that often when people see or hear about violence, it can be difficult to know what to do. We can worry that if we get involved we might get hurt or make the situation worse for the person experiencing the violence. That is why it is useful to consider both positive strategies and personal safety. In this activity, we will think up some good advice for people who see or hear about violence. We will refer back to our list of positive strategies on the board to help with this. We will consider how they can respond in a way that is both safe and supportive.
6. Assign groups or pairs to work on one or more of the scenarios provided (see next page). They should discuss which strategies they think the witness should use in the short-term (in the immediate situation) and those that could be used in the aftermath or for follow-up a little after the incident. Point out that they must consider both the relative power of the persons involved and the issue of safety, as well as methods to support the target of the violence.

At break time, a boy from my class always teases one of the younger girls. I think they want her attention because she is pretty. The other boys sometimes laugh. I can see she is frightened and upset by this.	On my way home from school, I see a boy from Grade 9 grab a younger boy's schoolbag and throw it into the bushes, then laugh and run off with his friends. The younger boy looks upset.
When I went to the toilets during class, I saw two of the boys threatening a smaller boy. They were blocking him from getting out of the toilets. He looked very frightened. They were keeping him there when he was trying to get back to class.	Last week, a group of girls started to spread a rumour about one of the other girls in their class. It is hurtful and I know that it is not true.
On the way to school one of the boys crouched behind my friend and then lifted	There is a new girl at school and she is from a different region. Her skin is darker

her skirt when she wasn't looking. She was shocked and embarrassed.	than most of the other students. At break time, one of the boys called her 'ugly face'. A group of girls and boys who heard laughed and repeated the name-calling.
This morning between lessons a group of boys were laughing and mimicking one of the boys in their class. They said he is too 'feminine' and he doesn't belong at this school.	My older sister told me that one of the male teachers was always asking her to stay back after class and trying to get friendly with her and touch her. She told me not to tell our parents in case they took her out of school, or punished her for attracting attention.
When we were playing soccer at school during the break, two boys from our class asked to join in. The team captain said they weren't allowed to play because they had not been initiated and were not real men.	Last week some of the boys in the class were teasing girls and asking personal questions about menstruation and trying to guess who was menstruating at that time.

7. Ask one pair to report back for each scenario. Which option(s) did they choose for the short term? Which option(s) did they choose for the follow-up?

❖ *Teacher coaching point:*

Choose scenarios that are relevant to students at your school. Modify if needed to suit your context. Make sure you choose examples that are common and less serious rather than the worst-case scenarios. If you have time, have the schema and scenarios ready on the board before the class gets started.

8. **Summary points:** This activity has helped us to learn that:
- The witness to violence must make a choice about how to act.
 - When a witness gives positive attention to the perpetrator it can contribute to the continuation of the violence.
 - Taking action can support the target of the violence and help put a stop to further acts of violence.
 - Taking action requires strength and courage.
 - Taking action can be risky, so witnesses should choose which actions to take in the short-term to protect their safety, and which strategies can be used for follow-up to get others involved in helping to reduce or respond to the violence.

❖ *Teacher coaching point:*

Encourage general ideas rather than the telling of personal stories. Remind students that it is important not to use names if talking about a particular situation.

Activity 3: I want to do something to help!

 20 minutes

Learning objectives

In this activity students will:

- *Develop scripts that witnesses can use to report gender-based violence or to provide support to people experiencing violence*

Key words: peer-support

Steps to follow

1. Explain that students will build on the work they did with the short- and longer-term actions in the previous activity.
2. They will prepare three different options to use in relation to the scenario. One will be a strategy for peer support; one will be a strategy for peer referral; and one will be a strategy for protection or safety.
 - *Safety: Ask: Does the witness need to do anything to protect their own immediate safety, or that of the target? If so what can they do?*
 - *Peer support: What could the witness/s do to provide support? (i.e. things they can do without the help of other adults)?*
 - *Peer referral: Who could the witness ask for advice, help or support? What could they say to get some help? This can include help from adults.*
3. When reporting back, the group should read their scenario aloud and present each of their three strategies.
4. Once the groups have presented, ask each student to choose one of the scenarios and to write a short script which either a) shows how the witness could provide social support to the target of the violence, or b) how the witness could report the incident to a trusted adult such as a teacher or a parent. They are to put an 'I' statement into this script.
5. Once students have developed their scripts, ask them to work in pairs to rehearse and then perform the script.
6. **Summary points:** This activity has helped us to learn that:
 - There are strategies witnesses can use to support the target/s of violence.
 - Practising support strategies can help us to know how to act when faced with a real situation.
 - It is important to consider safety when choosing appropriate actions.
 - It is important to know when to seek the help of peers and/or trusted adults.

❖ *Teacher coaching point:*

This is a good time to remind students where they can find help within the school. If there is a student councillor at your school, invite them to come in and speak to the class about their role and how they help if anyone is affected by gender-based violence. This will help students to identify that there are a number of people in the school who can provide help and feel more familiar with the process of help-seeking.

Activity 4. Active listening for peer support

 20 minutes

Learning objectives

In this activity students will:

- *Learn the technique of active listening as a strategy for improving their capacity to provide peer support*

Key words: peer-support, active listening

Steps to follow

1. Explain that one of the challenges that can occur when friends try to support each other is that the person with the problem does not get listened to well enough to feel understood.
2. Write the term *active listening* on the board. Explain that it is a technique for listening supportively to someone.

Active listening is designed to make sure your attention stays on the speaker and does not swing around to all the points you want to make. It is a technique designed to make the listener feel respected and understood.

It involves the listener in feeding back what they hear to the speaker; putting what they have heard in a summary in their own words. This allows the speaker to correct them if they have misunderstood or shows the speaker that they were understood. It can also help the speaker to clarify what it is that they are thinking or trying to communicate.

Active listening can also involve picking up on the person's body language and level of emotionality and feeding back on that. Active listening is not a way of saying you agree with the speaker. Rather it is a way of showing that you *understand* what the speaker is saying or feeling.

3. Ask the group to work in pairs to try out the active listening technique. Person A will be the speaker, and Person B the active listener. Person A should think of something they want to complain about. Person B should ask them how they are, then Person A begins their complaint, and Person B tries out the active listening technique.
4. After some time, ask pairs to role-swap, and try the exercise again.
5. Ask for feedback on how it felt for the speaker and for the active listener.
6. Explain that this technique can be used when talking with someone who is distressed following a negative experience.

❖ *Teacher coaching point:*

People can demonstrate empathy by using active listening. Refer back to the activity in which students learnt about empathy and hidden emotions.

- Encourage students to choose a group leader (for group activities)

7. **Summary points:** This activity has helped us to learn that:

- Listening is an important skill for showing our empathy and support.
- Listening is more effective when we concentrate on letting the speaker know what we understand. We can do this by *active listening* or by summing up what they have said or how they seem to feel. If we get it wrong, they can then correct us.

❖ **Teacher coaching point:**

When asking the students for feedback on the activity, try using a feedback prop such as a ball or a soft toy. The prop is held by the speaker whose turn it is to talk, while all others in the room listen. When the speaker has finished talking they can gently throw the toy to someone else who has their hand raised. It is then their turn to talk.

Optional game: Linked together game

(You will need chopsticks or pens with lids to play this game – one per pair, plus some extras)

1. If possible make some space so the class has room to move.
2. Explain that this game will test their skills of partnership. They will work in pairs to balance a chopstick (or a pen with a lid) in between their fingers as they move around the room.
3. Place the students in pairs and provide them with the equipment.
4. Ask for a volunteer to demonstrate the activity with you. Place the chopstick between your finger and your partner's finger. Lead your partner in moving up and down and then around the room.
5. Arrange for pairs to practice.
6. Using music, have students move around the room balancing their chopstick/pen. Once partners have had a chance to practice and begin to master this challenge, add in other chopsticks/pens to link pairs together with other pairs, until you have the whole group in a single line moving around the room.
7. After the game discuss:
 - How did you help each other to succeed in this game? (e.g. watched each other, communicated to ask to go slower or faster)
 - What did you do to improve your skills during the game?
 - When do you use these same skills at school? In the Playground? The Classroom?

8. Conclude by noting that the skills of listening, noticing, cooperating, communication, and practising something over and over are skills that are needed both in the classroom and the playground. These teamwork skills help people to learn and to have fun. They help to make the classroom a happy and safe place for everyone.

Assignment: Making a difference through an act of kindness

Ask students to create a story about someone who makes a difference through a simple act of kindness. They may present their idea in the form of a story, a cartoon, or a play-script, or a children's picture book.

❖ *Teacher coaching point:*

A cartoon is a series of simple drawings that show a sequence of events. The characters are often drawn in a funny/exaggerated way and it often uses thought bubbles or speech bubbles to indicate what the characters are thinking/saying.

Whole-school action

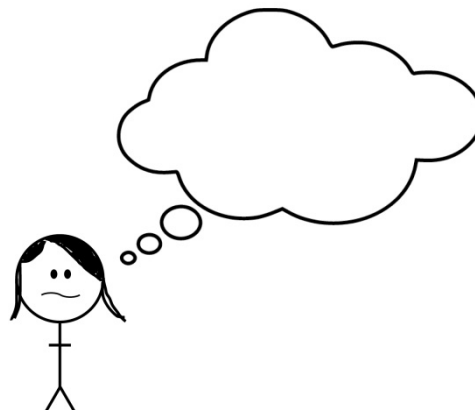
Ask some students to read their stories or act out variations of their cartoons, role-plays or scripts at a school assembly. They may enjoy making a small festival of performance pieces about acts of kindness.

Optional Handout

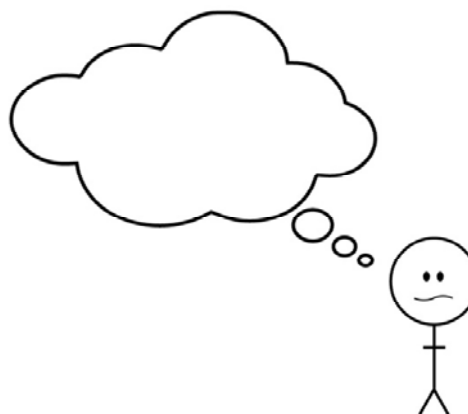
Activity 1: Effects on the witness

Effects on the witness

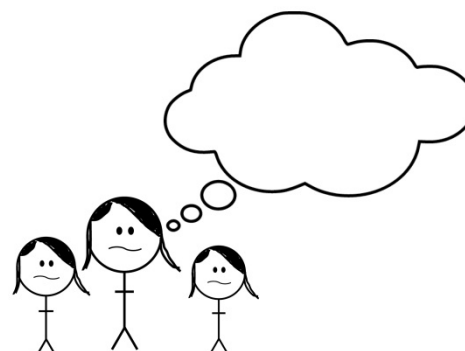
Agnes is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.



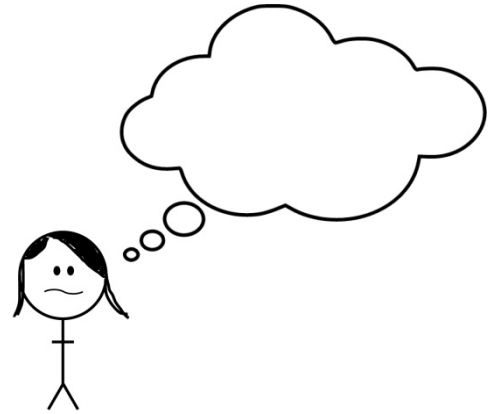
Peter is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school students in the corridor. There are no teachers around. The bigger boys are telling the victim that he looks like a girl.



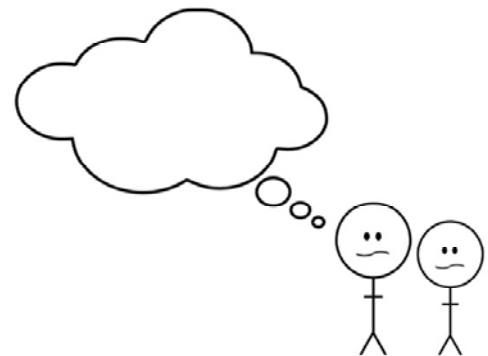
Tafara always sits next to Ryan in class. Ryan keeps asking Tafara for help with the maths problems because he is too scared to ask the new teacher to explain. The teacher, angry that the boys are talking during the lesson, shouts at Ryan calling him 'stupid' in front of the whole class.



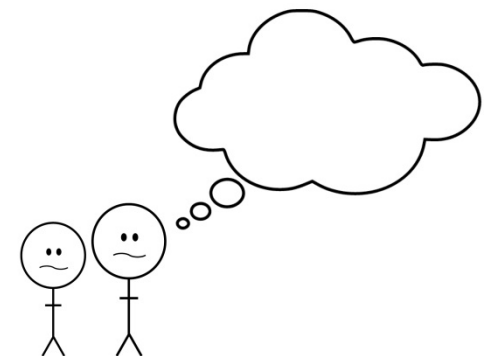
On the way home on the school bus Lydia sees a group of boys picking on a quiet and shy boy from her class. They steal his bag, throwing it to one another each time he tries to grab it. There are no adults around to help.



Chipu and his friend are walking past the canteen queue. They see an older student take lunch money off a younger student and push him out of the line. It seems like this might have happened before.



Three classmates laugh at the mean message and photograph that is being sent around by email. This emails says mean and untrue things about another student in their class.



Topic 7: Help-seeking and peer support skills

◆ *Understanding the approach*

It is important that students are aware of a range of situations when they should seek help from another person. Students should also be able to identify a range of help-seeking sources (including peers and teachers). Students can learn and practice a range of help-seeking strategies so that they feel confident to positively respond in situations in which they experience or witness gender-based violence in the future. Peer support skills are useful so that students can support others in times of need.

Activity 1: When and if to seek help

 60 minutes

Learning objectives

In this activity students will:

- *Consider when reporting or help-seeking is warranted in response to school-related gender-based violence*

Key words: help-seeking

Steps to follow

1. Explain that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is *if, when* and *from whom* one should seek help, and additionally *if, when* and *how* one should refer a peer for help. The next activity will open discussion on this by asking you to rate which of the various scenarios indicate that help-seeking from an adult is needed, and which can be managed with informal peer support or individual effort.
2. Divide students into groups of four to six. Either give copies of the scenarios to the groups, or read them aloud as you assign each group a particular scenario. Explain that they will need to address the following questions and prepare to report back to the class:
 - *Is this a serious situation? Should the character deal with this on their own or ask someone for help? Who should they ask? What might happen if they do not involve anyone else?*
3. As students report back, compare the advice from different groups. *Which scenarios did groups suggest needed referral to an adult for help? Which did they think could be managed within the peer group?*

4. Remind students that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is a way to build and make positive use of *power with*. This type of power is particularly needed when others are abusing their *power over* others. Support from a bigger group might be needed to protect people's rights. It is important to develop help-seeking skills so that in the future, we can ask for help for ourselves or for others. Seeking help when problems arise provides the opportunity for early intervention which can lessen the likelihood that things will keep getting worse.
5. Provide some information about sources of help available in the school and the community.
6. **Summary points:** This activity has helped us to learn that:
 - There will be times in life when we need help and support.
 - It is an important to know when to seek help for ourselves or for others.
 - Holding onto a problem that is too big for one person to solve can lead to the problem getting worse.
 - If we think ahead about how and who to ask for help, we may be better able to respond when under the pressure of a difficult situation.

❖ **Teacher coaching point:**

During group work activities, give students a turn at being the captain who helps to manage the group and ensure that each person has had a chance to contribute and be heard, and a the note-taker who records the answers or reports back. You could even award a class reward such as an outdoor game when you see all groups working well.

Scenarios:

During lunch Lizwe was playing football with a group of boys in his grade. He tried to stop a goal but missed and the other team scored. After the game, bigger boys on the team pushed Lizwe down. When he tried to get up, one boy punched him saying, "You should play with the girls! You are so weak you make us lose the match." Then the other boys joined in calling him a "girl."

Is this serious? Should Lizwe tell to someone about this? Should his friends tell someone about this? Who? What might happen if nobody takes action?

Nomusa doesn't like staying at her auntie's house. Her auntie's son Tinashe is always trying to be alone with her. He tells her how mature she has become and a couple of times, has tried to touch her breasts. When she asked him to stop, Tinashe tells her that if she tell anyone her auntie will be very angry and won't let her stay anymore. She will be out on the streets with nowhere to go.

Is this serious? Should Ma Nomusa talk to someone else about this? Who? What might happen if nobody takes action?

Thandiwe has just started secondary school. On her way to school, a group of older schoolboys follow her, tease her and try to touch her. Everyday she has to walk past this same group of older boys. She is scared to tell anyone in case they think it is her fault.

Is this serious? Should Thandiwe talk to someone else about this? Who? What might happen if nobody takes action?

Farai is a senior student who wants to be an engineer when she grows up. Her uncle who is an engineer offered to help her study for her exams. When she meets him to study, he starts to sit very close to her. He is sitting closer and closer as they begin to review problems. She tells him that she doesn't feel very comfortable. He ignores her comment. When her mother comes to collect her, she arranges for them to meet at the same time next week. Farai doesn't know what to do. She doesn't want to go back next week, but doesn't want to bring shame to the family.

Is this serious? Should she talk to someone else about this? Who? What might happen if nobody takes action?

Sipho has not come to school for a week. The teacher thinks she is being lazy, and gives her a punishment. But her friend Thando knows that the real problem is that Sipho has gotten taller recently and her uniform is now too short. Her family does not have money for a new uniform right now. Thando is worried that Sipho may not come back to school.

Is this serious? Should Thando talk to someone else about this? Who? What might happen if nobody takes action?

Natsai and Nothando have been friends for a long time. Often, Nothando does not attend school because she is helping her mother and caring for her younger brothers and sisters. When Nothando has not been at school for two weeks Natsai is worried about her. Natsai remembers Nothando saying that her parents wanted to marry her off to a much older man. Nothando was very upset by this and made Natsai promise not to tell anyone. Natsai does not want to get Nothando or her family in trouble but is very worried about Nothando.

Is this serious? Should Nothando talk to someone else about this? Who? What might happen if nobody takes action?

Activity 2: Where to go for help

 20 minutes

Learning objectives

In this activity students will:

- *Identify a range of people from whom students can seek support if experiencing or observing gender-based violence*
- *Identify a range of people who students can support in their everyday lives so as to contribute to the reduction of gender-based violence*

Key words: help-seeking, peer-support, peer-referral

Steps to follow

1. Explain that this activity will help us come up with a number of people in our lives who we could go to for help, support or advice. It is useful to think about this now so that in the future when we face a challenge, we have some people in mind to go to.
2. Ask each person in the group to draw around each of their hands. On each finger of one hand, they identify the name or make a sign or symbol for one person who they could approach for some kind of help if faced with a challenge or if they are feeling down. Encourage people to choose at least one person from their family and one from another setting (e.g. work, school, club). On each finger of the other hand they write the name or make a symbol to stand for a person that they can or would like to give help or support to.
3. Explain that there are five steps that we can follow to build our capacity or our *power within* to give an empathetic response – one step for each finger on the helping hand.

Step 1 - **Watch and listen:** *What is the other person saying, or expressing with their body?*

Step 2 - **Remember:** *When is a time when you have been in a similar situation? How did you feel then?*

Step 3 - **Imagine:** *How would you feel in this situation?*

Step 4 - **Ask:** Find out *how the person is feeling by asking them.*

Step 5 - **Show you care:** *Say or do something to show that you understand how they feel.*

4. Encourage the group to remember the five helpers they have identified so they can be called on in the future when needed. Encourage them to look out for the people they put on their other list and provide help, advice or support when needed. Remind them that it is also unpredictable who they may be called on to help. Peer support is a great opportunity to help build a strong violence-free community.

5. **Summary points:** This activity has helped us to learn that:

- It is important to seek help when faced with difficult situations.
- It is important to refer peers to help-providers if they feel unable to seek help by themselves.
- People can be both help-seekers and help-providers.

Activity 3: Overcoming resistance to help-seeking

 60 minutes

Learning objectives

In this activity students will:

- *Explore barriers to reporting and help-seeking in situations involving gender-based violence*

Key words: help-seeking, assertiveness, shame, rejection

Steps to follow

1. Tell students that often shame, a fear of rejection, blame or disapproval can be a barrier to help-seeking. In the presence of this fear, it takes courage to ask for help. In this case help-seeking is an act of courage. Sometimes we need to call on additional strengths like loyalty, compassion or wisdom to help us activate the courage to seek help.
2. Explain that when we are help-seeking for ourselves or on behalf of others, it is important to be *assertive*. Refer back to the activity on Assertive 'I' statements (see Topic 4: Activity 4). We can use assertive 'I' statements when help-seeking.
3. Explain that each pair or group will prepare a script to show how help-seeking or peer-supported help-seeking can be done. The help-seeking can either be done by the character who has experienced the violence, or by their friends. They will use one of the scenarios provided or write their own. To prepare for their script-writing they must first decide:
 - Who = *Who is in the scene?* (e.g. two friends and their teacher)
 - Where = *Where will the scene take place?* (e.g. outside the teacher's office)
 - When = *When will the scene take place?* (e.g. after school)
 - What = *What will the scene be about?* (e.g. telling the teacher that they are worried about their friend who has been the victim of gender-based violence)
 - How = *How will the characters play the scene?* (e.g. how the students will tell the teacher)
4. Once they have planned the who, when, where, what and how, then the students should either write and then perform a script, or prepare a role-play to act out.
5. Following presentation of the scripts or role-plays, reflect on what the experience is like for the help-seeker. Ask:
 - *What thoughts or feelings might the help-seeker have about asking for help? What fears, concerns and hopes might they have?*

- *Given these concerns, what strengths might someone need to call on in order to initiate a help-seeking conversation?*
6. For further work on the scenarios, ask students to talk in pairs to think up some advice to give to the help-seeking character. Collect the advice. Ask some volunteers to show what this advice would look like in action in the scene.
 7. **Summary points:** This activity has helped us to learn that:
 - Sometimes seeking help can be hard because of the fear of being judged, rejected or blamed, or the fear that you will not be believed.
 - In the face of these fears it takes courage to seek help.
 - We can use assertiveness skills and ‘I’ statements as part of a help-seeking conversation.

Anesu cannot sleep well at night because she worries about how some boys tease and follow her when she is walking to and from school. She is scared to tell her mother in case she is blamed for attracting the attention of the boys.

Gift has stopped coming to school every day. His parents are fighting a lot, and sometimes they hit him. When he has bruises on his face he does not like to come to school in case people ask about it.

Tadiwa is 15 and has mainly female friends at school. This has not bothered him in the past but people have started to tease him for being feminine.

Loreen has been getting teased by girls in her school. They have told her that she has no honour. Loreen is sad and confused about why they are saying this to her.

Nyasha may have to drop out of school because her family wants her to stay at home and help take care of her young brother. She is very sad as she has very good grades, and teachers think that she would be able to get a scholarship to study at university next year. Her father says that even though she won’t be 18 yet, he wants her to be married the next year, as soon as her little brother is old enough to start school.

A group of young girls are feeling unhappy to be in class because some boys in the class have been passing around a phone that has pornography on it. They are scared to tell the teachers. Other boys have been laughing and asking the girls if they look like this underneath all their clothes.

Praise’s older sister Tanatswa has a secret boyfriend that their parents don’t know about. He is older than her. He is always buying her gifts, and sometimes gives her sweets. One day, Praise find her sister crying. She asks her what is wrong and Tanatswa replies that her boyfriend has broken up with her. When Praise gives Tanatswa a hug to comfort her, Tanatswa whispers in her ear that she is worried she might be pregnant.

Activity 4: Messages of support

 20 minutes

Learning objectives

In this activity students will:

- Practice simple peer-support strategies

Key words: peer-support, help-seeking

Steps to follow

1. Explain that when a person is feeling upset, simply having a friend show that they care, or ask 'How are you?' can be comforting. Friends can also help each other to get the right support. The next activity provides a chance to practice simple ways to offer peer support in a small number of words.

2. **Option 1: Read the following scenario aloud to the class:**

You know that a friend has been experiencing some bad treatment from other students. You decide to write a note of support to him/her.

Ask students to write a short note to the person; their note could include:

- Words of support
- A suggested coping strategy
- Advice about where their friend could seek help or advice

Ask students to share their notes with the person next to them. An example might be: *It must feel horrible to be treated like that. Let's play a game together at break time. If you need or want to talk about it, I'm happy to listen.*

3. **Option 2: Read the following scenario aloud to the class:**

❖ *Teachers coaching point:*

This option is appropriate in contexts where the majority of students have access to cell phones or social media (like Facebook, Twitter, etc.). Only complete this activity if it is relevant in your context.

Your friend has been looking stressed recently. He/she has just written you a text message saying: Had the most terrible day at school 😞

Ask students to write a text message response to the person, their message should include:

- Words of support

- A coping strategy
- Advice about where their friend could seek help or advice

Ask students to share their text messages with the person next to them. An example might be: *What's wrong? I'm sure things will get better. If you need to talk about it, I'm happy to listen.*

Ask students to work with a partner to improvise a follow up phone call. After a few minutes, ask pairs to swap roles. This time, they must think of two new pieces of advice. Ask some pairs to volunteer to show their role-play phone conversation to the class.

8. **Summary points:** This activity has helped us to learn that:

- It is important to be supportive of friends.
- We can be supportive to friends by using short messages to explain that we recognise their hurt feelings, we are there to support them or offer to meet up and talk about the problem.

Optional game: The 'I like to...' game

1. Arrange students in groups of six or seven standing in circles around desks.
2. Demonstrate the activity with one group. One person starts. They say 'I like to cheer myself up by...' and then mime the actions of the thing they like to do (e.g. mime playing the guitar/dancing/singing etc.) but without saying the words.
3. The other people in the group must guess what is being mimed. Once someone guesses correctly, it is the next person's turn.
4. Give students time to go around the group.
5. If you have time, invite students to play a second round, this time saying 'I like to calm myself down by...'.
6. Once groups have finished the second round, ask them to identify some of the key messages in the game.
7. Explain that there are lots of different things that we can do to cheer ourselves up if we are feeling sad or calm ourselves down if we are feeling angry. It is good to have lots of strategies and to share these strategies with our friends.
8. Explain that in this game we have to guess what our friends are going. Sometimes though, if peers are having a difficult time, it is hard to guess what they are thinking. If we are worried about a peer at school, it is important to do our best to help them. This might mean asking if they are ok, or reporting to a teacher.

Assignment

For this last assignment students will design a story about being a good friend in a time of need. Tell students that the story must include the following five elements, and include some examples of dialogue which shows what was said in either, the peer support or the help-seeking scene:

The four essential elements are:

1. A main character (protagonist), who is the friend of the person experiencing gender-based violence.
2. The person who is experiencing a form of gender-based violence in or around school. For example this may be:
 - A boy is teased for not being “manly” enough
 - A girl who is harassed by older boys on her way to school
 - A transgender person who is excluded by other peers
 - A girl who found mean pictures posted about her when she refused to go out with a particular boy
3. A conversation in which the good friend talks to the victim about what they should do.
4. A point in the story at which the friend provides some form of peer support for the person who is experiencing gender-based violence.
5. An example of a help-seeking or peer referral to obtain help from an appropriate adult.

Spreading the message: Whole school activity

Invite a community service or organisation to talk to the class

Do some research to find out which services in your community work in the area of violence prevention or child protection. For example, there may be a service that provides counselling to families who are affected by violence. Invite someone to come in and provide some child-friendly information to your class or to provide posters or information for display in the school.

Statistics for Topic activity

Regional statistics

In Africa, what are the top five most common causes of death for young people aged 10 to 19?

Males aged 10-19	Females aged 10-19
2. HIV/AIDS (44%)	3. HIV/AIDS (49%)
4. Road injuries (21%)	4. Diarrhoeal disease (18%)
5. Meningitis (18%)	5. Lower respiratory infections (18%)
6. Lower respiratory infections (17%)	6. Meningitis
7. Diarrhoeal disease (17%)	6. Maternal conditions (16%)

Source: United Nations, 2015

**Look for the data from your country here:*

<http://apps.who.int/gho/data/node.wrapper.HEALTHADO?lang=en>

Source: United Nations, *The World's Women 2015*, D.o.E.a.S.A. (DESA), Editor. 2015, United Nations Publications: New York.

What percentage of young people aged 15 to 19 in East and Southern Africa are married or in union?

19% of females

3% of males

**Look for the data from your country here:*

http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the World's Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

What proportion of young people aged 15 to 19 in East and Southern Africa think that it is acceptable for a husband to hit his wife?

55% of females

46% of males

**Look for the data from your country here:*

http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the World's Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

National statistics*

***Example statistics have been provided. Follow the links provided to look for statistics from your country**

In Tanzania, are males or females more likely to attend secondary school?

26% of males attend secondary school
24% of females attend secondary school

**Look for statistics for your country here:*

http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

In Malawi, what percentage of young people aged 15-19 are married or in union?

2% of males.
23% of females (that's nearly one quarter)

**Look for statistics for your country here:*

https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Zambia, what proportion of young people aged 15 to 19 think that it is acceptable for a husband to hit his wife under some conditions?

55% of adolescent males
61% of adolescent females

**Look for statistics for your country here:*

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

What proportion of males aged 15 to 49 in Tanzania think that it is acceptable for a husband to hit his wife under some conditions?

38% of adult males (that's nearly 4 in 10)
54% of adult females (that's over half)

**Look for statistics for your country here:*

https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Uganda, what proportion of adults aged 15 to 49 think that it is acceptable for a husband to hit his wife under some conditions?

58% of adult women
44% of adult males

**Look for statistics for your country here:*

https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the World's Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

True or false – In Zimbabwe, the constitution guarantees equal treatment for women and men under the law.

True. The equal treatment of women and men is included in section 56 of the Constitution of Zimbabwe.

True or false – In Swaziland, the constitution prohibits the use of corporal punishment on children.

True. The 2005 Constitution, Child Protection and Welfare Act prohibits the use of corporal punishment.

In Kenya, how many young people (under 18 years) report physical violence?

73% of males
66% of females

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, & Kenya National Bureau of Statistics. (2012). *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*. Nairobi, Kenya: United Nations Children's Fund Kenya Country Office.

In Namibia, what percentage of young people aged 13-15 drink alcohol?

21% of females (that's over 2 in 10)
26% of males (that's nearly one quarter)

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Namibia*. 2013.

In Zambia, what percentage of young people aged 13-15 drink alcohol?

39% of males

45% of females

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia*. 2004.

In Zimbabwe, what percentage of young people 13-15 report having drunk so much alcohol they were really drunk on one or more times during their life?

19% of males

14% of females

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zimbabwe (Harare)*. 2003.

In Swaziland, what percentage young people aged 13-15 report being in a physical fight one or more times during the past 12 months?

27% of males

14% of females

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Swaziland*. 2013.

In Uganda, what percentage of young people aged 13-15 report being seriously injured one or more times during the past 12 months?

67% of males

60% of females

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Uganda*. 2003.

In Zambia, what percentage of young people aged 13-15 years have experienced bullying during the past month?

63% of males (that's over 6 in 10)

67% of females (that's nearly 7 in 10)

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia*. 2004.

In Kenya, what percentage of young people aged 13-15 report having had a hang-over, feeling sick, getting into trouble with family or friends, missing school, or getting into fights from drinking alcohol?

29% of males

27% of females

**Look for statistics for your country here:*

<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centre for Disease Control and Prevention (CDC) and World Health Organisation (WHO), *Global School-based Student Health Survey: Kenya*. 2003.

In Tanzania, how many young people reported that their first experience of sexual intercourse was unwilling

18% of males

29% of females

[17] **Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.

In Kenya, what percentage of males believe that a woman should tolerate spousal violence in order to keep her family together?

50% of males

40% of females

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.

In Malawi, how many males aged 18-24 reported the experience of emotional violence prior to 18 years?

One in three males

One in five females

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

In Kenya, what percentage of young people (under 18 years) have experienced corporal punishment?

73% of males

66% of females

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.

In Tanzania, how many young people experience sexual violence before turning 18 years old?

13% of males
30% of females

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.

In Malawi, where are young people (under 18 years) most likely to experience sexual abuse?

Males	Females
1. Perpetrator's home (28%)	1. Victim's home (23%)
2. Victim's home (22%)	2. Perpetrator's home (22%)
3. School (20%)	3. On a road (18%)
4. On a road (17%)	4. At school (14%)
5. By a field or body of water (8%)	5. Someone else's home (12%)

Source: Ministry of Gender et al., 2013

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

In Zimbabwe, what was the most common reason for not seeking services following and incident of sexual abuse prior to 18 years?

Males	Females
1. Did not think it was a problem (72%)	1. Did not think it was a problem (31%)
2. Embarrassed for self or family (20%)	2. Afraid of getting into trouble (25%)
3. Other (9.5%)	3. Did not want to get the abuser into trouble (24%)
4. Did not need/want services (9.3%)	4. Other (11%)
5. Afraid of getting into trouble (9%)	5. Did not need/want services (9%)

Source: ZIMSTAT et al., 2013

**Look for statistics for your country here:*

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Zimbabwe National Statistics Agency, United Nations Children's Fund, and Collaborating Centre for Operational Research and Evaluation, *National Baseline Survey on Life Experiences of Adolescents, 2011*, in VACS Series. 2013, ZIMSTAT: Harare.

References

1. UNODC, *Training curriculum on effective police responses to violence against women*. 2010, New York: United Nations Office on Drugs and Crime (UNODC).
2. Kane, E., *Gender, Culture and Learning*. 1996, Academy for Educational Development: Washington, D.C.
3. Seligman, M. and M. Csikszentmihalyi, *Positive psychology: An introduction*. American Psychologist, 2000. **55**(1): p. 5-14.
4. Seligman, M., et al., *Positive education: positive psychology and classroom interventions*. Oxford Review of Education, 2009. **35**(3): p. 293-311.
5. Maulana, R., et al., *Teacher–student interpersonal relationships in Indonesia: profiles and importance to student motivation*. Asia Pacific Journal of Education, 2011. **31**(01): p. 33-49.
6. World Health Organisation, *Global Health Estimates*. 2012, WHO.
7. UNESCO, *Education Counts: Towards the Millennium Development Goals*. 2011, United Nations Educational, Scientific and Cultural Organization (UNESCO): Paris.
8. UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

9. UNICEF, *The State of the World's Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.
10. United Nations, *The World's Women 2015*, D.o.E.a.S.A. (DESA), Editor. 2015, United Nations Publications: New York.
11. Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Namibia*. 2013.
12. Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia*. 2004.
13. Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zimbabwe (Harare)*. 2003.
14. Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Swaziland*. 2013.
15. Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Uganda*. 2003.
16. Centre for Disease Control and Prevention (CDC) and World Health Organisation (WHO), *Global School-based Student Health Survey: Kenya*. 2003.
17. Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.
18. United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.
19. Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.
20. Ameli, V., et al., *Associations between adolescent experiences of violence in Malawi and gender-based attitudes, internalizing, and externalizing behaviors*. Child Abuse & Neglect, 2017. **67**: p. 305-314.
21. Zimbabwe National Statistics Agency, United Nations Children's Fund, and Collaborating Centre for Operational Research and Evaluation, *National Baseline Survey on Life Experiences of Adolescents, 2011*, in VACS Series. 2013, ZIMSTAT: Harare.