Good Learning Environment

The Good School Toolkit

Step five

Activities

Strengthening Capacity

Resources
The Good School Toolkit Objectives

1. To equip teachers for increasing student confidence and success
2. To create a learning environment that is safe and respectful
3. To support the administration in becoming more transparent and accountable

Step 5...

Step 5 focuses on Objective 2. However, the outcomes will also contribute to Objectives 1 and 3.
Step 1  Your Team & Network

This project requires the vision and dedication of many. In this step you will create your Good School Committee and join the Good School Network. The goal is to connect yourself with key people who share your commitment to creating a better school, and who will help you along the way.

In this step, you will find:
*What is a Good School?* by Dipak Naker

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Step 2  Preparing for Change

Change is challenging, no matter how positive. In this step you will conduct preliminary activities that will spark people’s interest and document their starting perspectives. The goal is to launch the project with an inclusive culture and with the tools to measure and celebrate change.

In this step, you will find:
Four Good School Toolkit posters

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Step 3  Good Teachers & Teaching

Good teaching requires many skills that reach far beyond traditional academic instruction. In this step you will provide teachers with a renewed sense of their role, greater professional support, and approaches for interacting positively and creatively with students. The goal is to create motivated teachers who excel as educators and take pride in their work.

In Step 3, you will find:
The cartoon booklet, *What is a Good teacher?*
Step 4 Positive Discipline

The strongest type of discipline comes from within. In this step you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who believe in themselves and are thus motivated from within to be their best.

In this step, you will find:

• *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices
• *Positive Discipline Responses* poster
• The cartoon booklets, *What is Wrong With Corporal Punishment?* and *What is Positive Discipline?*

Step 5 Good Learning Environment

When students feel protected and respected, they can cease to focus on self-protection and open themselves to personal growth. In this step you will create a psychological sense of safety and inclusion, as well as enhance the school’s physical compound. The goal is to give students a sense of security, dignity, value and voice.

In this step you will find:

The cartoon booklet, *What is a Good Learning Environment?*

Step 6 Good Administration & The Future

Remaining a Good School requires valued and trusted administrative leadership. Every step so far has helped you build just that. In this step you will measure and celebrate the successes of your Good School project and transfer ongoing Good School leadership to the administration. The goal is to inspire everyone with what you have accomplished and with a vision for the future.
What you’ll do:

Improve your school’s learning environment—by creating a psychological sense of safety and inclusion, as well as enhancing the school’s physical compound.

With what goal:

To give students a sense of security, dignity, value and voice.

For what reasons:

• When students feel protected and respected, they can cease to focus on self-protection and open themselves to personal growth.
• Students’ learning increases when they can explore their own voices and experiment with their own ideas.
• A healthy learning environment teaches students to care for themselves and others.
Activities

5.1 Hold a planning meeting for Step 5.  page 11
   Why? It will be easier to manage each step if you plan and delegate tasks in advance.

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Strengthening Capacity

Learning Process, Section 5: Developing Student Capacity  page xx

Here you will find step-by-step instructions for facilitating the Learning Process in Activity 5.2.
(See Step 1 for the Participatory Learning and Facilitation Guide.)

Resources

Step 5 Monitoring Checklist  page27

Here you will find a checklist for monitoring your progress during Step 5.

Improving Student Safety (Activity 5.5)
  o Sample Bullying Policy  page 71
  o Sample Sexual Violence Policy  page 78
  o Children’s Referral Directory  page 80

Caring for the Physical Compound (Activity 5.6)
  o Physical Survey Form  page 81
  o School Pride Day Sample Invitation  page 83
  o School Pride Day Sample Request Letter  page 84
activities
5.1 Hold a planning meeting for Step5.

Why? It will be easier to manage each step if you plan and delegate tasks in advance.

Each step requires a “map” to lead the way. Gather your Good School Committee at the beginning of each step to plan out the various activities. This planning meeting will take about two hours, and will create a complete picture of the work ahead. It will also allow everyone to know their role from the start, so they can get to work right away. The simplest way to plan is to write down the Who, How, What and When for each activity. After this first planning meeting, committee members can arrange their own smaller meetings as needed about specific tasks and details.
A process for a simple and effective planning meeting:

- Collect the monitoring checklist for Step 4.
- Collect activity reporting forms from the community subcommittee. Invite the community chairperson to summarise the supplementary community activities conducted during Step 4.
- For each activity in Step 5, read the Toolkit instructions aloud, then as a group write down the answers to the following questions (you may choose to create a customised worksheet that includes these categories and questions):
  
  **WHO**
  Who will oversee this activity? (Choose a teacher, a student and a community member.)
  Who will help organise this activity? (Choose an appropriate number of people for the activity.)

  **HOW**
  How will implementation be the same/different to the Toolkit instructions?

  **WHAT**
  What materials and resources will we need?
  What tasks need to be completed by the organisers?

  **WHEN**
  When will the activity itself take place?
  When will each task need to be completed so that the activity stays on schedule? (You may choose to answer this last question when first listing the tasks under WHAT.)

- Ensure that the three people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved to decide who will take on which tasks.
- **Note:** If the planning for a particular activity begins to slow the meeting down, ask the people listed under WHO to finish planning that activity at a later time.
- **Remember:** This is only an example. You can choose to hold the planning meeting in other ways that you are familiar with.
5.2 Engage the Good School Committee in learning about student life-skills.

Why? Before integrating life-skills activities into the school day, committee members must experience these activities for themselves.

Later in Step 5 you will engage students in activities that build life-skills. The Learning Process in this step allows committee members to experience these activities first hand, to best understand the concepts students will learn. Why are these activities so important? Similar to teachers and administrators, students’ behaviours influence a school’s psychological environment. These activities will enable students to understand how their actions affect others, and themselves. If possible, implement this section of the Learning Process as a one or two-day workshop. Alternatively, complete the modules gradually over the course of a month.

Learning Process, Section 5: Developing Student Capacity

See page 23 in Step 1 for the complete facilitator’s guide.

- Team Building and Cooperation page 28
- Respect and Responsibility page 36
- Self-Esteem and Values page 44
- Friendship and Relationships page 53
- Gender and Self-Image page 61

To support this section of the Learning Process, share the cartoon booklet What is a Good Learning Environment?
5.3 Integrate life-skills activities into the school day.

Why? Building life-skills prepares students for the opportunities that come with greater confidence and voice.

The psychological environment at school is influenced by how everyone relates to everyone else. In a Good School project, students are invited to act and interact in ways they haven’t before. It therefore becomes our responsibility to provide them with life-skills for proceeding with confidence and self-awareness. The Learning Process in this step includes activities for students about Team-Building and Cooperation, Respect and Responsibility, Self-Esteem and Values, Friendship and Relationships, and Gender and Self-Image. They are designed to be short and fun, while guiding students in becoming responsible members of the school community.
Introducing life-skills activities:

- Identify a weekly time slot for engaging students in life-skills activities. The activities will likely be coordinated by teachers in the classroom, but small schools may consider alternative formats.

- Each week, choose activities that seem most appropriate given the issues arising for students. Alternatively, begin with the first module and proceed in order.

- During the week, make connections for students between the life-skills they have explored and other events happening at school.

- As students become more confident with the format, invite them to lead life-skills activities (either new activities or favourites from those already introduced).

- After a few weeks, put the life-skills activities on the class agenda, and at the next class meeting ask students for feedback on the experience.

- Over time, monitor the impact of these activities on students’ behaviours and contributions in class. Share these observations with other teachers.
5.4 Initiate activities that draw out student voices.

Why? When students are given the opportunity to express themselves, they gain self-esteem and skills for future success.

Students’ voices are a unique expression of how they see, feel and understand the world. If students’ voices are not valued, students withdraw and learn to become passive. Establishing a healthy psychological environment at your school means creating opportunities for students to discover and use their voice. These opportunities include meaningfully engaging students in how the school is run, and in turn developing their skills as decision makers, leaders and democratic citizens. Here are some ideas.

Students often have incidents to report or ideas for improvements. However, they also often lack access to the administration and want anonymity.

- Place a box in an easy to reach location and label it “Suggestion Box.”
- At assembly, explain to students that they can use the box to submit anonymous comments, either about incidents of concern or how to improve the school.
- Appoint a staff member to check the box regularly.
- Take students’ suggestions seriously, and present them when possible at staff meetings.
- When you take action based on a suggestion, be sure to let the entire school know. Announce at assembly or to each class that the new action is being taken because of a student’s suggestion. This helps students feel empowered and lets them know that their opinions are valued.
Art and Music:

In addition to students sharing their concerns and ideas, it is also important to create opportunities for creative self-expression. Art and music are natural ways to do this.

- Create spaces and opportunities on the school compound for students to make crafts, to create poems and songs, to dance and drum, or to draw and write.
- Invite students to perform art and music at the beginning of assemblies, school meetings and events.

Contests, Debates and Dramas:

In Step 2 (Activity 2.4) initiatives were suggested for school-wide reflection about a Good School—including contests, debates and dramas. You can continue using these activities to encourage student voices on new topics.

- Ask for students’ feedback about the activities conducted in Step 2.
- Engage students in choosing one topic per term for similar school-wide reflection.

Student Magazine or Newsletter:

If your school has the resources, encourage students to start their own magazine/newsletter in which they report what’s going on at school and in the community, as well as publish poems, stories and opinion pieces.

- Initiate the project as part of an assignment for English class or as an ongoing student-led activity.
- Print a limited number of copies and post them on the notice board, or if resources are available, make copies for school-wide circulation.
Student Council:

Elect a student council to represent students’ concerns to the administration (e.g. concerns about a proposed parents’ day, teacher absenteeism or the state of sanitary facilities).

- Provide training for the student council using the learning modules in the Good School Toolkit.
- Assign a teacher supervisor to guide council members in how to advocate for students’ concerns.
5.5 Create policies and tools that improve student safety.

Why? Students can reach their full potential if they feel safe and protected by the school community.

Sexual violence and bullying are very common in schools. Some students are coerced or forced into sex by teachers in exchange for school fees or better marks. Some students face sexual harassment and teasing about their physical development, while others are physically intimidated by their peers. Some students may be misbehaving because of abuses at home or from community members. A Good School has policies to protect students, and is connected to people who can provide specialised help. These measures send a clear message to students that the school will not tolerate the abuse of its members.
Writing sexual violence and bullying policies:

- Review the Learning Process in Step 2, specifically the modules related to sexual violence and bullying. Re-conduct these modules for those who will be drafting your policies, so that everyone has a clear understanding of the issues.

- Draft a policy for sexual violence and a separate policy for bullying (one to two pages each, see samples starting on page 77). In each policy, include the following items:
  - a definition of the issue being addressed (e.g. Bullying is...)
  - the school’s stance on the issue
  - appropriate measures for reporting incidents
  - appropriate responses by teachers and the administration
  - disciplinary action/consequences to be taken against perpetrators
  - confidentiality protection for the person making a complaint

- Circulate the draft policies to other stakeholders, including select students. Gather stakeholders’ feedback, and revise the policies as needed.

- Once finalised and adopted, announce the policies during assembly.

- In each classroom, have teachers read and explain the policies to students and encourage questions. Consider modifying the learning modules on sexual violence and bullying for the classroom, to deepen student understanding.

- Send copies of the policies home to parents. If unable to copy, or in addition, read the policies aloud at a parents’ day and encourage questions and discussion.

- **Note:** If you choose an alternative approach for writing these policies, be sure to get input from students, as they are most affected by these abuses.
Creating a children’s referral directory:

- A referral directory is a list of the people, institutions and services in your community that can provide specialised support when a student is in need—including their contact information, addresses and details of services offered.

- With the Good School Committee, brainstorm a list of community support options for children. Consider existing professional services and informal support systems. For example: social workers, probation officers, child protection units within the police department, children’s NGOs, rape crisis centres, health workers, VCT counsellors or HIV/AIDS experts, religious leaders, local council leaders, and community members with special training or sensitivity to children’s issues.

- Choose committee members who will visit each person/service indentified.

- At each visit, locate the appropriate person to speak with. Explain your involvement in the Good School project and that you are interested in establishing community relationships to help students experiencing problems.

- If the person/institution is interested in collaborating and offers quality support for children, ask to include them on the children’s referral directory for your school. Write their information on the form provided on page xx. Before leaving, ask them to recommend other services and people in the community.

- After visiting everyone on the list, post the completed directory in your staff room and provide copies to people who will use it (e.g. school counsellor, head teacher, student court).

- Use the directory carefully and as a last resort—when the school cannot handle the issue. Make sure you update the directory periodically to keep the information as accurate as possible.

- Treat those on your referral directory as part of your school community, by keeping in touch and inviting them to events. Gather everyone on the directory for an annual meeting to discuss coordination issues and/or to participate in special training.
5.6 Engage the community in caring for the physical compound.

Why? The physical condition of a school has a significant impact on how students feel and learn.

The physical condition of a school expresses the value the school places on the dignity of its members. Improving the physical environment is often one of stakeholders’ highest priorities, yet lack of resources can feel overwhelming. There are lots of things that any school can do to improve its environment regardless of the resources available. With commitment and creativity, you can make many improvements—reclaiming dignity and building pride among school members. Everyone wants to feel proud of how their school looks, and everyone wants to feel safe and comfortable while they are at school. The following activities will help make this happen.
Surveying the physical compound:

- Visit each area of the physical compound and complete the form on page 81 as follows:
  - **Positive Features:** List qualities of that area (e.g. classrooms have well-maintained blackboards).
  - **Improvements Needed:** List problems in that area, even if you don’t have the resources to fix them (e.g. walls need to be plastered, the room looks plain and could use colour or posters).
  - **Potential Resources:** List what you would need to make improvements (e.g. paint, plaster).
  - **Skills and Qualities:** List unique people and talents that could help (e.g. a community artist willing to donate time to paint a mural, a board member good at bargaining for materials). Don’t forget to consider students’ talents and all the people who can donate their labour.
- With your Good School Committee and other interested volunteers, go through your completed survey form. Identify items that can be addressed and brainstorm creative solutions for items that seem out of reach. You may not be able to address all items, but many small or partial improvements can add up to a large impact.
- Create a full list of activities that can be accomplished.
- Review the list of things you can do without money, and add new ideas if appropriate to your list.
Holding your first School Pride Day:

- Announce at assembly that the school will hold its first School Pride Day, which means inviting the entire community to help clean up the compound, organise the classrooms, decorate the school and celebrate school pride.

- Hang posters in the community and send invitations to key community members (see sample page 83), involving as many community members as you can.

- Send a special request letter (see sample page 84) to businesses and organizations who may be able to donate resources (e.g. a hardware store or garden project).

- With the donations received, add more items if appropriate to your list of clean-up activities.

- Engage students in organising dramas, dances, music and displays of school work for a celebration that will follow the clean-up.

- Invite interested volunteers and community members to donate food or their cooking skills on the day of the event.

- On School Pride Day, arrange for members of the Good School Committee to oversee the various clean-up activities. Have a central coordination space where people can go to choose an activity where they can help.

- At a predetermined time, stop the clean-up activities and begin the celebrations and food. Make a few short speeches to thank everyone and inspire them to stay involved.
strengthening capacity
Section 5
Developing Student Capacity
Module 5.1

Team-Building and Cooperation

5.1a Knowing Each Other

Goals

• To help students get to know each other better
• To develop confidence in representing themselves in front of others

Activity

Ask everyone to stand in a circle. Ask each student to think about something that defines who they are. It could be they love football or eating or they are shy or good at school. Ask one student to come in the middle and act out the quality that defines them. The other students have to try to guess what it is. After they guess, everyone in the circle has to repeat the action and the student’s name. Go around the circle until every student has had a turn. If there are many students, split them into smaller groups or repeat the activity during several sessions.
Blindfold Walk

Goals

• To help students get to know each other better
• To develop confidence in representing themselves in front of others

Activity

Begin by arranging the room as an obstacle course. Place desks, chairs, boxes or other items in various parts of the room. Ask for a volunteer. Explain to the volunteer that you are going to blindfold them and that they have to cross to the other side of the room. After blindfolding, spin the volunteer around in circles so they feel disoriented. Have the volunteer try to make it to the other side of the room. No one is allowed to say anything or do anything to help the volunteer. After a few minutes, stop the exercise.

Now, ask for another volunteer. Blindfold them and spin them around. Tell the students they are allowed to help the volunteer only with words. They can tell the volunteer to turn in a certain direction or to go backwards, etc. After a few minutes, stop the exercise.

Now ask for the last volunteer. Blindfold them and spin them around. Tell the students that they are allowed to help the volunteer any way they want. They can use words and actions. They can touch the volunteer and guide them in the right direction.
After the exercise, have a discussion with the class. Ask them what they learned. Possible responses include:

- It is difficult to do things alone.
- When you have support from your friends it is easier to accomplish a task.

**Scavenger Hunt**

**Goals**

- To help students work together as a team
- To develop their imaginations

**Activity**

Split the students into small groups of 5-10 students. Tell them they are going to go on a scavenger hunt in teams. This means they must find the following items in the school yard or campus. As they find the items, they must write down in their notebooks exactly what it is and where they found it. They can divide responsibility any way they want. For example they can each look for certain items; they can have one person write the items down while the others look—whatever they think will work fastest. The first team to return to the classroom with all the items found is the winner. You can change the list of items to relate to certain subjects or just for fun. Be creative!
Sample List of Items

- A square
- A circle
- A triangle
- Something that can be divided by two
- Something that moves sideways
- Something that is orange
- Something that can be seen in the dark
- Something that jumps
- Something that makes a loud noise
- Something that needs to be switched on to work
- Something that is broken
- Something that is purple
- Something that is taller than it is wide

Ask participants what they learned from the hunt. Ask if they could have come up with all the ideas themselves or if it helped to have the imaginations and help of other students.
5.1d Magic Carpet

Goals

- To help students work together as a team
- To learn planning skills and cooperation

Activity

Divide the class into teams of about 15 students each. The teams must have the same number of students. Give each team three pieces of paper. Explain that the entire team must move from one side of the room to the other, but they can only do so while stepping on the piece of paper. They can never touch the floor. If they touch the floor, they must go back to the beginning. You may choose to assign several students to serve as judges rather than be on a team. Give the teams five minutes to talk about the game and to think of a strategy. After the five minutes is up, have the teams begin.

After the game is over, discuss what happened with the class. Did anyone prepare a strategy? What made the winning team successful? Did each team have a leader? Did people respect and listen to the leader? What made the other teams fall behind?
Trust Circle

Goal

- To develop trust between students

Activity

Divide students into groups so that there are no more than eight people per group. Have everyone stand in a circle, very close together, so that their shoulders are touching. Ask one person to stand in the middle of the circle. Ask that person to close their eyes and cross their hands over their chest. The person should also stay very stiff and should not bend their knees. All of the members of the circle should hold their hands up, palms facing outwards. Check to be sure everyone is ready. When everyone is ready, the person in the middle will allow themselves to fall backwards. Participants in the circle will gently catch the person and very gently pass the person around the circle. Change places and allow each person in the group to experience being the person in the middle.

After everyone has had a turn, lead a discussion. How did it feel to be the person in the middle? Did you trust that the circle would catch you and keep you safe? How did it feel to be in the circle? How did it feel to support the person in the middle? Ask students what they learned from the exercise.
Giving Compliments

Goals

• To help students feel appreciated by their peers
• To practice giving and receiving compliments

Activity

Divide students into groups so that there are no more than eight people per group and ask them to form a circle. Ask one student to stand in the centre. Go around the circle and ask each person to say something nice about the person in the middle or thank them for something they have done. Repeat with each student in the middle. Be sure to supervise the activity and to remind students to say only positive things.

After the exercise, have a discussion about how it felt to be in the middle of the circle and how it felt to say nice things about others.
Secret Friends

Goals

• To help students appreciate each other
• To enhance students’ feelings of self-worth

Activity

Write down the name of every student on a small piece of paper. Put all the papers in a bag. Ask each student to draw a name out of the bag. If they get their own name, they have to put it back and pull another one.

Explain that this person will be their secret friend for the next week or month (you can choose how long you want the activity to go on). Their goal is to do or say something nice to their secret friend at least once a day during the time period you choose.

Alternately, you can have a ‘Secret Friends’ board and the secret friend must write something nice about the person they chose on a piece of paper and post it on the board at least once a day during the period you choose. Students may try to discover who their secret friend is or even tell each other after a while.

Make sure you come back together as a group at the end of the chosen time period. Ask students if their positive feelings about their secret friend grew and if receiving compliments every day made a difference in the quality of their day. Ask for volunteers to share what they learned from the exercise.
Activity

Go around the group and assign each student the number ‘one’ or ‘two’. Ask all the students with number ‘one’ to go to one side of the room and the ‘twos’ to go to the other.

Tell the ‘ones’ that their task is to find one partner from the number twos and tell them a personal story about something that is important to them.

Tell the ‘twos’ (without the ‘ones’ hearing) that one member from the other group will approach them to tell them something. Once they have paired up, the aim is to not listen to the other person’s story. They can do anything they like to avoid listening carefully. For example they can cross their arms, look bored, turn the other way, interrupt or tell them something about themselves.

Module 5.2

Respect and Responsibility

5.2a Listening Skills

Goal

• To learn what it means to be a good listener
After five minutes, finish the activity. Ask students how they felt not being listened to. Write their feelings on the blackboard. Remind students that the poor listeners were only acting and that they were not trying to hurt them.

Repeat the exercise. This time have the students exhibit good listening behaviours, such as leaning forward, nodding their heads, encouraging them to talk. After a few minutes, discuss how this felt different than the first round.

Discuss what it means to be a good listener. Ask students if they can think of any situations in which they would like to be better listeners. Why? Have volunteers list the reasons why being a good listener is important.

The Listening Line

Goals

• To learn that what people hear and what we say are sometimes different
• To understand the need to be very clear in what we are saying

Activity

Divide the students into two teams and have them stand in two lines on different sides of the room.

Explain that you are going to whisper a sentence to the first person in each line. That person has to listen carefully and then repeat the sentence to the next person in a whisper without letting the other side hear it. Continue until you get to the end of the line. Whoever gets closest to the original statement wins.

Have a discussion about how people hear things differently. What does this
mean? How can we be sure people understand what we are trying to say? How can we help prevent misunderstandings? Possible answers include:

- Not repeating information that we are not sure is true or that was passed along by multiple sources.
- Keeping our comments and discussions about others positive.

5.2c Appreciating Differences

Goals

- To help students understand that differences are nothing to fear
- To understand that there are always similarities among groups of people

Activity

Divide into groups of five people. Ask each group to make a list of everything they have in common. In order to go on the list, everyone must have the trait. If four people are wearing black shoes and one person is wearing white shoes, it can’t be listed as something in common. Then have them make a list of all the differences. Allow students 15 minutes to make their lists.

Have a discussion. How many things did you have in common? How many differences? Which was easier to come up with? How do you feel about being different from others? Ask students to share what they learned from the exercise.

Why I Want to be a Cow
Goals

- To help students appreciate their differences
- To create tolerance for other people’s choices

Activity

Select four animals, such as a cow, a goat, a lion and a monkey. Ask the students which one they want to be. Create four groups: the cows, lions, goats, and monkeys.

Ask each group to quickly list (five minutes) all the reasons why they wanted to be their animal and the reasons why they didn’t want to be the other animals.

Ask each team to present. Create a chart on the blackboard for each animal with two columns, one titled ‘reasons for choosing’ and the other ‘reasons for not choosing’.

After each group has given their reasons, have a discussion about appreciating differences. Note that everyone has reasons for wanting to be their animal and reasons for not wanting to be another animal. Does that make them good or bad people? Everyone is different and has different feelings and priorities.

Helping Hands
5.2e Goals

• To help students in short-term goal-setting
• To show the importance of having someone help you achieve your goals

Activity

Divide the group into pairs. Ask each person to share with their partner a goal they want to achieve this school term. It might be getting a B in science, learning to play football, or coming to school on time. Ask everyone to draw an outline of their hand in their notebooks and to write their goal on the palm of the hand. Then, have them work with their partner to think of five things they can do to achieve that goal. For example, if they want to get a B in science, what are five things they can do to help them achieve this? Perhaps study science for 30 minutes every day; ask the teacher for extra help; work with a student who is very smart in science; read extra books in the library; ask their parents to encourage them. Write one strategy in each of the fingers of the hand.

Now, switch and have the other partner in the pair do the same. After both partners have drawn their hands and filled in the fingers, have them talk about the ways in which they can help their partner to reach their goals. Have them switch hands and write on their partner’s paper three things they will do to help them keep on track to achieve their goal. Explain that the partners will provide a helping hand to each other to help them realise their goals.

Throughout the term, check in on ‘helping hand partners’ to see how they are progressing. You may choose to have a second and even a third session to remind students of the importance of following through with their
strategies in order to reach their goals.

At the end of the term, ask students if setting specific goals for themselves helped them to follow through with them. Did the support of their partner help? For students who succeeded in meeting their goal, what helped the most?

**My Decision Chart**

**Goal**

- To develop decision-making skills

**Activity**

When you have to make a decision, how do you decide what is best to do? Create an example of a decision that your students will discuss or use the following:

Musa was invited to a football match. But he has a very important math test in the morning and he has to study. Should Musa go to the game or not?

Write two columns on the board entitled ‘positive’ and ‘negative’. Using the above example, ask students to brainstorm all of the positive things that might happen if Musa goes to the football game. Then brainstorm all of the negative things that might happen if Musa goes to the football game. Review all the answers and have the class come to a collective decision.

Then ask if Musa has all the information he needs to make an informed decision. If not, what can he do? Perhaps ask a teacher or trusted adult? Seek out more information from another source?
Explain that whenever students are faced with a decision, they should take the time to go through the process of brainstorming the positive and negative results of their actions. What other steps can they take?

If time permits choose another example and ask a volunteer to help the class make a decision about it in the same way the class helped Musa.

**Step-By-Step Decisions**

**Goal**
- To develop decision-making skills

**Activity**
Start a discussion by asking students the following questions: Do you always get to make your own decisions? Do other people sometimes make decisions for you? Do you sometimes make decisions you wish you could change?

Ask students to brainstorm a list of decisions that other people make for them. For example teachers decide what they study and parents decide what they are allowed to do. Then ask them to make a list of decisions they make for themselves.

Discuss the responsibility involved in making decisions. Choose one example and ask students to think about it. Brainstorm a list together of some steps for making a good decision. The steps might include:

- Think about it
• Talk it over with a friend
• Ask for advice from a parent or teacher
• Make a list of positive and negative consequences
• Think about possible alternatives
• Think about how the decision will affect other people
• Think about how it will affect your future
• Make the decision
• Take responsibility for your decision

Draw a diagram on the board of a series of steps. Fill in each step with the steps you have discussed. Discuss how once you make a decision and act on it, it is important to take responsibility for your actions.

Ask students to think about a decision they have made in the past that they wish they could have made differently. Ask them to write down in their notebook the decision they made. Now, ask them to think about the steps you have just discussed. Could they have made a different choice? Ask them to draw the steps in their notebook and to refer back to it whenever they need to make a decision.
Module 5.3

Self-Esteem and Values

5.3a Who Am I?

Goal
• To help students reflect on what is most important to them

Activity
Before this lesson, write the following ‘values’ and priorities on the blackboard. You may change or add values, based on your situation.

• Making friends
• Being popular
• Studying hard
• Making my family proud
• Having fun
• Getting good marks
• Being smart
• Having good discipline
• Being good at sports
• Being good at music and drama
• Being good at reading
• Being honest
• Being responsible
• Being a good friend
• Helping others
• Making money
• Taking care of my family
• Being healthy
• Being kind
• Being creative
• Having a boyfriend/girlfriend
• Being respected
• Feeling loved
• Learning about my country
• Travel
• Culture
• Religion
• Sleeping and resting
• Learning new things
- Making my country a better place
- Caring for my siblings

Ask students to read them all and to choose the 15 that they feel are the most important to them. Have them write those 15 in their notebooks.

Then, ask them to read those 15 and narrow it down to 10. Have them cross out the five they eliminated.

Then, ask them to read those ten and narrow it down to seven. Have them cross out the three they eliminated.

After they have chosen seven, tell them they must now narrow it down to five, crossing out the two they eliminated.

After they have chosen five, tell them they must now narrow it down to three. Cross out the two they eliminated.

Ask them to think about this exercise. Was it difficult to narrow down the choices? Are they surprised about the three they ended up with? Is it a true reflection of who they are?

Ask for volunteers to come up to the front of the room and talk about their three choices and explain why they chose them. Ask students what they learned from the exercise.
Show and Tell

**Goal**

- To remember what inspires us or makes us happy

**Activity**

The day before the activity, ask students to bring in something from home that is their most favoured possession or something that is meaningful to them. It could be a book, photograph, toy, something their parents gave them, a letter—anything at all that they love. For older students, you can ask them to bring in something that inspires them.

If students don’t have things, they can talk about memories or experiences that have influenced them most.

Go around the room and ask each student to briefly share their special object or experience with the class. After everyone has shared, ask students what they learned from this activity. If students have difficulty answering, share the goal of the exercise with them and ask why it is important to remember what inspires us and makes us happy.
Public Speaking

Goals

• To develop students’ confidence
• To develop public speaking skills

Activity

Put many ordinary objects into a bag. Items can include pencils, notebooks, flowers, an apple, a shoe, a hairbrush—anything at all you can find.

Ask a student to come to the front of the class and remove an item from the bag. The student must stand up in front of the room and talk for 30 seconds about the item. They can say anything at all as long as the item is the subject. For example, “This is a pencil. It is yellow. I use it to write with. Sometimes the point breaks and I have to sharpen it with a razor.”

As they are speaking, they must follow five basic rules:

1. Look at the class; do not look at the ground
2. Keep your hands away from your mouth
3. Keep your hands still. You can put them in your pockets or behind your back to keep from fidgeting
4. Speak loud enough for everyone to hear you
5. You must talk for the entire 30 seconds

You can assign a monitor to be sure the student follows all the rules. If they are having a hard time, ask them to sit down and let them try again at the end, after seeing other students speak.

After everyone has had a turn, ask students what they learned from the exercise.
My Name

Goals

• To experience peer recognition
• To practice saying nice things about others

Activity

Ask students to write their name on a piece of paper, going the long way.

P
A
T
I
E
N
C
E

Then ask students to mingle about the room and hand their paper to other students. That student should then write an adjective that describes the person that starts with one of the letters of her name. For example, P = Patient, A = Always smiling, T = Tall, I = Intelligent, E = Excellent, N = Nice, C = Cute, E = Extra special.

After writing one adjective next to one letter, the student should pass the paper to someone else who will fill in another letter. After they have collected all the adjectives, have them take a few minutes to read them. Ask if any one wants to share how they feel.
If the students are shy, instead of mingling, you could ask everyone to hand their papers to the person next to them, who will fill it in and then pass it to the person next to them and keep passing until all the letters are filled in.

**Be sure to caution students that they can only write positive things about each other.**

When everyone’s papers are filled in, be sure to give a few minutes of quiet time for students to read what others wrote about them. Ask if anyone would like to share their expanded names. Ask what students learned from the exercise.

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**5.3e My Hero**

**Goals**

- To appreciate the people in our lives who make us feel good
- To think about how we can be role models for other people

**Activity**

Talk about role models. What is a role model? Ask students to think about someone in their life who they consider to be their role model or their hero. Ask them to draw a picture of that person and to write down two words that describe that person.

When everyone is finished, ask for people to share their role models. Ask them to say who it is and to name two qualities their role model has that they admire. As participants name the qualities, keep a list on the blackboard. After they have finished, ask them to hang their drawing up in the room. After everyone who wants to has shared, review the list of qualities. Ask people to think about these qualities and to look around the room at all of the heroes on the walls.
Lead a discussion. Ask students to think about themselves. Are they heroes to someone? Do they want to be? How do heroes affect our lives? How do our actions and qualities affect people, even if we don’t think of ourselves as a hero?

**1 Am**

**Goals**
- To think about the qualities that make us who we are
- To make a choice to improve something about ourselves

**Activity**

Ask students to write ten sentences beginning with the statement “I am...” in their notebooks. These statements can be both positive and negative. The idea is to think about what makes you who you are.

Ask students if there are any “I am...” statements that they would like to change. What can they do to change them? Go around the room and ask students who are comfortable to share two of their statements. When students are finished sharing, ask for volunteers to talk about what they learned from the exercise.
Let’s Have A Ball

Goal

• To help students think about why some behaviours are positive

Activity

Before the session, write three questions on different parts of the board. You can vary the questions, depending on what you want the students to brainstorm about. Some suggestions:

• Why is being honest important?
• Why is being on time important?
• Why is doing school work important?

Ask students to stand in two lines facing each other. Crumple up a piece of paper with a chosen question written inside and ask the students to toss it back and forth while you play music, sing, or drum on the desk. When the music stops, whoever is holding the paper must tell the group their thoughts about the question. Once they have answered, they have to sit down. Keep going until only one student remains standing or until you have a variety of answers.

Have a discussion about the question. Can students think of other answers? What are some of the consequences of not being honest? Of not being punctual or not respecting time?

Repeat the game with another question if you wish and time allows.
Good Friends

Goal
• Identify qualities that make a good friend

Activity

What is a good friend? Ask everyone to think about it and write down five qualities of a good friend in their notebooks. Ask students to share some of their qualities. Make a list on the board under the title ‘Qualities I want in a friend’.

Ask students to think about five qualities that someone would have who is not a good friend. Ask students to share these. Make a list on the board under the title ‘Qualities I don’t want in a friend’.

Discuss the two lists. Do our friends have all of these good qualities? Is it okay if they are missing some? Are we good friends to other people? Do we have these qualities? What about the qualities we don’t want? Would you choose to have a friend who had some of these qualities? If a friend of yours had some of these qualities, what would you do?

Ask for students to brainstorm ideas on the best ways to change qualities that we don’t like in ourselves. How can our friends help us?
5.4b Rumours

Goal

- To help students see that what they say can be misunderstood and can have hurtful consequences

Activity

Ask for eight volunteers for an activity that will be performed in front of the rest of the group. Ask seven of the volunteers to go out of the room.

Tell the following story to the first student:

Betty was late one day because her father had asked her to fetch water before she came to school. Teacher Edwin caught her hiding in the bushes waiting for a chance to go past the teacher without being seen. She pleaded with him but he said he would only let her go if she did what he had asked last week. She agreed and from that day Betty was never punished by Teacher Edwin.

Ask a second volunteer to come in from outside and have the two students sit together in the front of the room. Volunteer one has to tell the story using her/his own words to volunteer two.

Then have a third volunteer come in the room and ask volunteer two to explain the story to volunteer three. Continue until you reach the eighth volunteer. The only condition is that each new teller has to use their own words. They can add detail that they think was left out by the previous person if it is important.

The eighth volunteer has to tell the audience what the story was.
Discuss how the story changed from the first to the eighth volunteer. Did any one misrepresent Teacher Edwin’s intention? Did anyone consider the possibility that Teacher Edwin was trying to be helpful and had suggested that she take the note he had written to her father about Betty’s lateness due to this additional work he was giving her?

What does this mean as far as how we talk about people? Explain that gossiping and rumour mongering can be hurtful. Sometimes people misunderstand the story. How would you feel if people were talking about you in this way? Ask students to share what they learned from the exercise.

Islands

Goal

- To examine our beliefs and question common assumptions

Activity

Post three signs around the room—one that says ‘agree’, one that says ‘disagree’ and one that says ‘not sure’. Explain that you will read a statement. Students have to decide if they agree with it, disagree with it or are not sure. After you read the statement, participants must race to stand under the sign that describes how they feel. They must decide fast since the last one to reach each sign will have to defend their reason.

Read the statement. After everyone races to the sign, ask the last person under ‘agree’ to say why they agree and the last person under ‘disagree’ to say why they disagree. After they each state their reasons, those who are under the ‘not sure’ sign may chose to go under a new sign. The ‘disagrees’ and ‘agrees’ may try to convince the ‘not sures’ to come to their side.
Repeat the exercise with other statements. You can create a list of statements to reflect the lessons you are focusing on. They may be about peer pressure, love, relationships, discipline, gender, or any other topic. Some examples include:

- Boys are stronger than girls
- Friends always give you correct advice
- When a girl says no, she really means yes
- Boys should not have to do cooking and cleaning; it is girls’ work
- Girls are just as clever as boys
- If all my friends are doing something, I must do it also
- It is my teacher’s job to discipline me; I am not responsible for my own discipline
- If I am late to school, I should get caned
- Caning does not help me to learn better
- If I do poorly on an exam, it is always my fault
- If a younger student is doing something wrong, it is okay for me to hit them
- If I see a student abusing another student, I should tell someone
- It is the teacher’s job to teach me. My job is to sit and listen

Ask students where we get our assumptions and beliefs. Is everyone open to changing their beliefs if they receive new information (think about how many people moved from the ‘agree’ island to the ‘disagree’ island or vice versa)? If not, why? How can we become more open? Are there ways we can help others to become more open?
Unwanted Attention

Goals

• To help students understand that not all attention is good attention

• To develop strategies for stopping unwanted attention

Activity

Explain to students that you are going to talk about a sensitive issue and that everyone should be kind and respectful to each other. Start by talking about positive attention. What are some things that happen between two people that are ‘feel good’ behaviours? Examples might include hugs, handshakes, a pat on the back, holding hands, getting a compliment.

Explain that sometimes children experience unwanted attention from adults and from other students. What are some kinds of attention that ‘feel bad?’ Examples might include men shouting things at girls in the streets, someone saying rude things to you, someone touching your private parts, someone forcing you to do things you don’t want to do.

Ask students to get in pairs and talk about how someone knows if the behaviours represent positive attention or negative attention. Emphasise that if the attention makes them feel bad, then it is unwanted attention.

Ask who some of the people who give us positive attention are. Make a list on the board. Who are some of the people who give us unwanted or negative attention? Make a list on the board. Sometimes the same people give both positive and negative attention. Talk about what this means—that sometimes the people you are supposed to be able to trust can do things that hurt you. Explain to students that they should believe in themselves and know that unwanted attention is not good, no matter who is giving it to them.
Wrap up the session by emphasising that when someone is giving them unwanted attention, it is important to tell that person to stop. If it continues, it is important to find someone you trust and tell them what is happening. If you do not get help from the person you have told, find someone else to help you until it stops.

What is Conflict?

Goals

• To help students understand that conflicts are normal
• To help students identify constructive ways of handling conflict

Activity

Start with a discussion. Ask the group what a conflict is. Ask a few students to share a recent conflict or argument they have seen or been a part of. Next, ask them to think of some possible ways to end such conflicts.

Encourage students to answer with whatever ways they can think of, even things which may not be practical or respectful. They may include calling each other names, running away, fighting, yelling, talking about it, asking someone to help you, ignoring the problem, etc. Write them all on the board. Go through the list one by one and ask for examples of how students may have used each way to help them. What worked and what didn’t work when they tried to use a particular technique?

After some discussion, explain how sometimes trying to fix the problem or ‘get your way’ is not effective in the moment because both people are angry or hurt. What are the options? Some examples:

• Count to 10 and cool off before doing anything
• Stop and think about what you are arguing about
• Agree to speak one at a time and to listen to the other person’s side
• Apologise
• Walk away
• Tell the other person to stop doing what is bothering you
• Shake hands and agree to stop arguing
• Ask a teacher for help
• Ask another student for help
• Agree to talk about it later

Ask students what they learned from the exercise and if anyone wants to share a conflict in their lives that they plan to apply a new strategy to.

Arguing Objects

Goal
• To develop creative ways of talking about a problem

Activity

Choose any two objects in the room—perhaps a desk and a book or a plant and a blackboard. Explain that these two objects are going to have an imaginary conversation. What will they talk about? Create a story with the class. You can go around the room and have each student add one line at a time to the story so that the entire class is involved in creating the story.
Now explain that the two objects are going to have a disagreement. What will they disagree about? What advice would you give to each object to help them resolve the argument? Relate the discussion back to handling problems amongst ourselves.

5.4g I’ve Got Your Back!

Goal

- To learn that sharing power is an effective way to accomplish a task

Activity

Divide participants into pairs and have them decide who is person A and who is person B. Ask each pair to sit down on the ground back-to-back (so they are leaning against each other's backs). Have them try to stand up without using their hands, always maintaining contact between their backs. Is everyone able to stand up? (It should be somewhat easy.)

Now, have the pairs try again. This time, instruct person A to stop using pressure at any time without warning. What happens? For the last try, have person A put too much pressure. What happens?

Compare this exercise to our daily lives. What happens when we put too much pressure on a situation? What happens when we don’t use any pressure? When two people share power and create balance, it is easier to get things accomplished.
The Voice in Your Head

Goal
• To help students develop positive self-images

Activity
All of us have a voice inside that tells us things about ourselves. Sometimes that voice tells us that we are not good enough or pretty enough or smart enough, or that our parents don’t believe in us or our friends don’t accept us.

That voice can be our greatest friend or our greatest enemy. Ask students how many have this voice inside them. They don’t need to answer aloud, but they should think about it. Explain to students that you can all make this voice your friend through recognising it and thinking positively.

For example, if your voice is telling you I am not clever, change the statement around and add an affirmation. I am not stupid. I am good at xxx.

Ask students to close their eyes and think of a negative thought they often have about themselves (e.g. I am stupid, I am ugly, I am slow, I am not liked by my classmates, etc.)
After they open their eyes, have students write down the negative thought on a piece of paper. Have everyone stand up in a circle with their piece of paper and destroy it, rip it up into a bunch of pieces, crumple it in a ball, stomp on it—do whatever they want to get rid of it.

Ask students to think of a positive thought that they will remember if the negative one returns. Remind them that next time they catch themselves having negative thoughts, they can do the same thing.

**Throw Away Bad Feelings**

**Goal**

- To help students let go of difficult feelings

**Activity**

Draw a circle with chalk in the middle of the room and tell the participants to imagine that it is a campfire. Ask students to stand or sit in a circle around the ‘fire’ and take a piece of paper out of their notebooks.

Ask students to think about a time in their life when they felt they weren’t special or felt lonely because they felt they didn’t belong to the group. Ask them to write down any negative reactions (thoughts or actions) they had when they were feeling like this. Then ask them to crumple the paper and toss it into a container labelled ‘didn’t belong.’
Explain that they have thrown away this feeling. Have them think about how they can respond differently the next time they feel like that. Ask for volunteers who want to share what they burned and how they will respond differently next time. If participants do not want to share, choose another feeling such as anger, anxiety or fear and repeat the exercise.

Have a discussion and explain how sometimes we all have these feelings. It is normal to feel angry or sad sometimes. It is important to understand that sometimes we think or do things because we are feeling bad. What other things could we do when we have these feelings? Make a list of some positive actions we can take when having such feelings (talk to a friend, sing a song, sit quietly, ask somebody for help, etc.) Remind students that they can ‘throw away’ the negative reactions to their feelings and try to use these new positive reactions.

Feelings Relay

Goals
• To help students understand that feelings are normal
• To develop strategies to manage their feelings

Activity
Ask students to think about different feelings they had during the last week. For example, did they feel happy, sad, anxious, fearful, ashamed, satisfied, proud, smart, lonely, friendly, etc. Make a list on the board.
Divide the group into two teams. Explain that each team has to identify 10 players who will be at the opposite end of the room from the blackboard. When you give the signal, one person from the team will start hopping on one leg till they reach the board. When they reach the blackboard, they have to circle one of the feelings that they felt in the past week. Give each team a different colour chalk or ask one team to circle and the other team to underline their chosen feeling.

They must hop back to their team, give the chalk to the next team member who then hops back to the board. Whichever team marks 10 emotions first wins.

After the game, discuss these feelings. Go through them one by one and ask students some of the things they do when they feel these emotions. Discuss feelings that may be more difficult to handle than others, such as anger, passion, jealousy, and sadness.

Gender Lifelines

Note: This game may be more appropriate with older children.

Goal

- To help students understand how boys and girls are raised differently

Activity

Divide students in two groups—one of boys and one of girls. Ask both groups to think about how boys and girls are treated and how they are expected to behave. For example, during childhood, a girl may be made to wear dresses and a boy wears trousers. The girl may have to take care of younger siblings, and the boy may be able to play football. Perhaps the girl
does household chores or is forced to stay home from school while her brother goes. Perhaps she sleeps on the floor or gets less food. At what age do boys and girls start school? At what age do they each stop schooling? Do girls leave earlier than boys? Why? Are their opinions valued more or less than boys?

Assign each group an area of the blackboard. Have them make two columns. Title one column ‘age’ and the second column either ‘boy’ or ‘girl’. Under the ‘age’ column, the first entry will read 0-5 years. In the second column, there should be a description of a girl’s or boy’s life during these years. Record the boy’s or girl’s lifeline in 5-year increments, up to age 20.

Ask each group to present their lifelines to the class. Lead a discussion about why there is a difference in the way boys and girls are brought up. Emphasise the point that we teach girls to behave in different ways than boys.

Explain the difference between sex and gender. Explain that sex is determined biologically—it is how we are born. But gender is determined by the social roles that the culture and community impose on individuals. Sex is what we are born with and cannot be changed. Gender is what society teaches us about how we should behave based on our sex, and it can be changed.

Ask if everyone understands the difference. Why is it important? The culture in which girls and boys grow up determines their quality of life by the difference in opportunities it offers them.

Ask students how they feel about the differences between the two lists. Ask students for suggestions on how the school could work to change limiting cultural roles for girls and boys. (Note down suggestions that the majority of the class approve and put them in the suggestion box or give them to the Teachers’ or Students’ Committee.)
5.5e Slap, Clap, Snap!

Goal

- To understand that we each have our own stereotypes of what we believe about boys and girls

Activity

Explain that we are going to play a quick game to help understand the gender-based roles that boys and girls are expected to live by. The game is called ‘Slap, Clap, Snap!’ Everyone will perform these three actions in a row. First, slap your lap, then clap your hands, then snap your fingers. Practice a few times to develop a rhythm.

Stand in the middle of the room and explain that at any point in the slap-clap-snap rhythm, you will point to a person and either say ‘boy’ or ‘girl’. The person you point to must name a career the boy/girl may grow up to be, a characteristic that is acceptable for a boy/girl in your school and community, or work that is assigned in your school for a boy/girl. Participants must be quick and say the first thing that comes to their mind, before you get back to ‘slap’. For example:

- If you say ‘boy’, the participant might say ‘aggressive’
- If you say ‘girl’, the participant might say ‘quiet’
- If you say ‘boy’, the participant might say ‘doctor’
- If you say ‘girl’, the participant might say ‘nurse’

Ask a volunteer to take notes on the blackboard under two headings—‘boy’ and ‘girl’. At the end of the exercise, you should have a list of careers, chores and characteristics the group considers acceptable for boys and for girls.
Once everyone has had a turn, compare the two lists. Ask the group what this means for opportunities open to girls. Erase the titles and reverse them, writing ‘girl’ on top of the ‘boy’ list, and ‘boy’ on top of the ‘girl’ list. Could girls do and be these things that you have said boys can do or be? Could boys do or be the things that you said girls can do or be?

Ask the group how opportunities for girls and boys can be made more equal. What are some specific things that teachers and students can do to create a fair learning environment?

Possible suggestions include:

- Have an equal number of girl and boy class leaders or prefects.
- Give girls counselling if their parents are pressuring them to drop out or go to school late because of chores they have to do.

Boys and Girls

Goal

- To appreciate the advantages of being of a particular sex

Activity

Divide into same-sex groups. Have the boys make a list of all the good things they can think of about being a girl. Have the girls make the same list about being a boy.

Ask them to present their ideas to the class. The class can add anything the group may have forgotten, provided there is a general agreement that the suggestion is a good one.
Have a discussion about the advantages of being a girl or a boy. Is it always fair? Does one sex have to be better than the other? Is different the same as better? Can we respect the differences between boys and girls and give them equal opportunities? What would this look like?

When a Girl Does . . .

Note: this activity is best suited for secondary school students.

Goal

- To examine the stereotypes we hold about how women and girls behave

Activity

Write the following statement on the blackboard:

When a girl __X__, she is saying __Y__.

You can substitute X for any number of things, such as, walks down the street alone at night, accepts a soda, drinks alcohol, wears trousers, agrees to come to a boy’s house. Have at least five such statements in mind, though you will only write one statement on the board at a time. Leave the second part blank.

Have every person in the room write down an answer on a piece of paper. Collect the boys’ papers in one envelope, the girls’ in another. Read all of the answers from the boys and write them on the board. Then read all of the answers from the girls and write them on the board. Alternately you can ask for people to volunteer their thoughts and discuss them one by one.

Encourage discussion about how boys and girls interpret actions differently
and why that might be. Ask if some responses are based on incorrect or limiting assumptions about girls. How can we change those assumptions? Repeat the exercise with each statement until you run out of time.
resources
STEP 5 MONITORING CHECKLIST

☐ Activity 5.1 Hold a planning meeting for Step 5.

Date Completed: __________________________

What You Did: ______________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Challenges: ________________________________________________
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_________________________________________________________
_________________________________________________________
_________________________________________________________

Successes: _________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
Activity 5.2  Engage the Good School Committee in learning about student life-skills.

Date Completed: __________________________

What You Did: ______________________________________________
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_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Challenges: ________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Successes: _________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
☐ Activity 5.3  Integrate life-skills activities into the school day.

Date Completed: __________________________

What You Did: ______________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Challenges: ________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Successes: _________________________________________________
________________________________________________________________
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________________________________________________________________
________________________________________________________________
☐ Activity 5.4  Initiate activities that draw out student voices.

Date Completed: __________________________

What You Did: ______________________________________________
_________________________________________________________
_________________________________________________________
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_________________________________________________________

Challenges: ________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
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Successes: _________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
☐ Activity 5.5  Create policies and tools that improve student safety.

Date Completed: __________________________

What You Did: ______________________________________________
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Challenges: ________________________________________________
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Successes: _________________________________________________
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_________________________________________________________
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☐ Activity 5.6  Engage the community in caring for the physical compound.

Date Completed: __________________________

What You Did: ______________________________________________
_________________________________________________________
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_________________________________________________________
_________________________________________________________

Challenges: ________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Successes: _________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
Sample Bullying Policy

Bullying occurs when a student is repeatedly targeted for negative treatment by other students or a teacher and when those actions are done specifically to harm or intimidate the student. Actions may include physical harm, such as beating or forcing students to do painful things against their will. They may include emotional harm, such as threatening, intimidating, teasing, or excluding students from a group. They may also include economic harm, such as stealing money, possessions or school work; or psychological harm, such as forcing students to do acts that they don’t want to do, such as cheating, lying or stealing. The bullying is often persistent and often gets worse over time.

a. Our school does not tolerate bullying.

b. Any person who has experienced such acts while on school property or has witnessed such acts being performed on others should report such misconduct to the head teacher directly or to another teacher who will report it to the head teacher.

c. The head teacher will take all reports seriously and will investigate promptly and to the fullest extent possible.

d. Any person who wishes to report an incident of bullying is promised confidentiality.

e. If the incident requires that others be informed about it, that decision will be made with the reporter’s knowledge.

f. Students who are found guilty of bullying will face strict disciplinary measures as per the school Code of Conduct.
Sample Sexual Violence Policy

Sexual violence towards children is any act or interaction in which a person exploits the child’s sexuality for his or her own gratification. It may involve force or coercion but can also involve manipulation. The violence may involve unwanted sexual comments or advances or an attempt to obtain a sexual favour. Such acts include, but are not limited to, teasing, touching or kissing without consent, rape, attempted rape, unwanted sexual advances, including demanding sex in return for favours.

Our school is committed to providing a safe and healthy place for students to learn and teachers to work. As such, sexual violence, harassment and other sexual misconduct is prohibited by students, teachers, staff members, board members and any other person visiting the school. As a result:

a. Any form of sexual relationship between a teacher and a student is forbidden.

b. Teachers are forbidden from asking students for personal favours that are not related to their duties as a teacher.

c. Teachers are forbidden from promising or accepting any favours in return for better marks.

d. All stakeholders, including students, have a duty to report sexual violence to a teacher or the head teacher.

e. Adults have the additional responsibility to be vigilant in protecting children from sexual violence.

Any person who has experienced such acts while on school property is encouraged to report such misconduct to the head teacher, who will take all reports seriously and in confidence and will investigate promptly and to the fullest extent possible.

Teachers or students who are alleged to commit any act of sexual violence will receive notice of the allegations against them and will have a fair hearing in front of the disciplinary committee. Prompt and appropriate
disciplinary action, including due process protections for the persons alleged to have perpetrated the offence, will be followed.

Our school has a zero-tolerance policy for sexual violence. Any person who is found guilty of sexual violence will be dismissed from the school. Legal and criminal action shall be taken if deemed necessary and offending teachers shall be reported to the Ministry of Education and Sports without exception.

If it is within your power, you may also want to include the following provision in your policy:

Individuals who have previously been convicted of sexual assault or rape are not permitted to teach at our school. Before the employment of any teacher, we will review a teacher’s records for incidents of sexual abuse, including inquiring with prior employers.

Every effort will be made to protect the privacy of any student who has reported any act of sexual violence. In addition, while the investigation is ongoing, the student shall be placed in a classroom separate from the accused. Appropriate measures shall also be taken to ensure that any victim/survivor of sexual violence is given medical and psychological care as needed.
## Children’s Referral Directory

<table>
<thead>
<tr>
<th>Organisation:</th>
<th>Contact Person:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location/Address:</td>
<td>Phone No:</td>
</tr>
<tr>
<td>Services Offered:</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

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<td>Comments:</td>
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# Physical Survey Form

<table>
<thead>
<tr>
<th>Area</th>
<th>Positive Features</th>
<th>Improvement Needed</th>
<th>Potential Resources</th>
<th>Skills and Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms (inside)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms (outside)</td>
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<tr>
<td>School Building (roof, gutters, etc)</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>Security</td>
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<tr>
<td>Compound (in general)</td>
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<tr>
<td>Compound (pitch)</td>
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<tr>
<td>Decoration</td>
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<tr>
<td>Offices</td>
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<tr>
<td>Teachers’ Quarters</td>
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<tr>
<td>Staff Room</td>
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<tr>
<td>Eating Areas</td>
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<tr>
<td>Sick Bay</td>
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<td>Rubbish</td>
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<td>General Cleanliness</td>
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<tr>
<td>Other</td>
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School Pride Day Sample Invitation

School Pride Day
Invitation

__________________________________________School

invites you to our

SCHOOL PRIDE DAY

on

Please join us for a day of work, fun and celebration! The entire school community will join together to help clean and decorate our school. In addition, there will be entertainment by the students and exhibits of their school work!

Join us! After all, it’s your school, too!
School Pride Day Sample Request Letter

Dear: ____________________________________________

Greetings from ____________________________________________ School!
We hope this letter finds you well.

We are writing today to tell you about an exciting event. As you know, our school is working very hard to create a better learning environment for children and to be a place the entire community can be proud of.

As such, on ___________________________ we are holding a School Pride Day. This is a day where everyone in the school community is coming together to help clean up our school, decorate it and celebrate how smart it is.

We are asking if anyone in the community has any resources that they can donate to help us improve our compound. We are looking for any materials, such as paint, nails, iron sheets, sand, cement, flowers, grass, trees—anything at all that might be used to help make our school more beautiful. Even small contributions would be most appreciated.

Additionally, if you don’t have any resources, perhaps you have a special skill or talent that you can donate for the day. Please let us know if you can donate a day of labour to paint or construct or make bricks. Perhaps you are an artist or a crafts person who can help decorate the school. Please inform us of your special talents!

Please contact ____________________________________________ at the school to arrange for your donation. The number is _______________________.

We thank you so much for helping to make ____________________________ School a Good School! After all, it’s your school, too!

Very sincerely yours,

Head Teacher