learning

training sessions
training sessions
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Creating a Good School requires learning new skills and ideas. It will require you and your group to explore a new way of learning—shifting from conventional ways of learning to participatory learning. This component of the Toolkit will help you and your group to explore ideas, learn alternative ways of thinking and develop new skills through participatory learning.

Participatory learning may be different from what you are used to. It is not usually used in schools and other conventional learning environments. Instead of the customary teacher-student relationship, the participatory learning method uses a facilitator, who guides the group and encourages participants to take an active role in their own learning process. The learning process taps into the wealth of experience that participants have and uses it for collective problem-solving. Participatory learning has proven very useful for promoting change and working with participants who may not be used to being students.

Conventional learning and participatory learning are both useful methodologies. The best method to use depends on your objectives. The sessions described in this component of the Toolkit are based on a participatory method of learning. The following page summarises some of the differences between participatory learning and conventional learning.
## Participatory Learning Vs. Conventional Learning

<table>
<thead>
<tr>
<th>Participatory Learning</th>
<th>Conventional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Values personal experience</td>
<td>- Values objective facts and knowledge</td>
</tr>
<tr>
<td>- Participants and facilitator share power in the learning environment</td>
<td>- Teacher holds all the power in a classroom-style setting</td>
</tr>
<tr>
<td>- Everyone contributes to the learning process</td>
<td>- Teacher gives students information</td>
</tr>
<tr>
<td>- Is based on mutual respect and collective responsibility between participants</td>
<td>- Values obedience and ‘good behaviour’</td>
</tr>
<tr>
<td>- Aims to create safety during the learning experience</td>
<td>- Creates fear of authority figure or teacher</td>
</tr>
<tr>
<td>- Values diversity of experiences</td>
<td>- Focuses on correct answers and success</td>
</tr>
<tr>
<td>- Values emotions as well as logical thinking</td>
<td>- Values logical thinking and discounts emotion</td>
</tr>
<tr>
<td>- Values co-operation among participants</td>
<td>- Fosters competition between students</td>
</tr>
<tr>
<td>- Encourages creative and critical thinking</td>
<td>- Values memory-based learning</td>
</tr>
<tr>
<td>- Focuses on building skills that affect participants’ personal lives</td>
<td>- Usually focuses on imparting theoretical knowledge</td>
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</table>
What is Facilitation?

Participatory learning is facilitated, not taught. Facilitation involves using specific skills that enable participants to share, learn from, and use their experience to develop solutions and new ways of thinking.

Facilitation begins from the assumption that the participants are the experts on issues that affect their lives. It emphasizes that everyone has valuable experiences and knowledge that will help the group develop new ideas and solve existing problems. Thus, the role of the facilitator is to use their facilitation skills to help participants to learn from their experiences, deepen their understanding of issues of importance to them, and find ways of applying their learning to improve their school (or whatever issue they are focusing on).

As you read about these skills, think about how you could transfer some of these ideas to your classroom. Use these ideas to analyse what you are trying to do when you are teaching and how the same objective could be achieved through participatory learning.

Developing Facilitation Skills

There are several important skills that a facilitator can develop and use to create a safe and a dynamic learning environment. Some of these skills are listed below with tips for how to use them.

a. Develop a relationship of trust with the participants.
   - Be respectful, honest, open, and friendly before, during and after the process.
   - Whenever possible, conduct group work while sitting in a circle, the way people do in informal discussions. Sitting behind desks or tables may intimidate some participants and create a competitive setting for others.
   - Encourage and value all the participants’ contributions.
   - Use words and actions that encourage an informal and comfortable atmosphere.
   - Emphasise that you are learning and growing through the process as well; avoid presenting yourself as the expert.
b. Structure the learning process in an understandable and meaningful way.

- Think and plan ahead about how to facilitate each activity so that the participants can feel that you are a reliable and credible person.
- Keep time and negotiate any major schedule changes with the participants.
- Share the timetable. Explain the flow of the process and obtain agreement. Be willing to modify the schedule if the group suggests alternatives.

c. Enable the participants to share their experiences meaningfully.

- Develop ground rules with participants at the beginning of the process to share responsibility for the outcome of your work together.
- Create a safe way for participants to introduce themselves to the group at the beginning of the process and thus help them feel that they are members of the group. A fun activity often works well.
- Protect shy and vulnerable participants from being forced into silence or being pressured into revealing personal information.
- Delegate some of the ‘disciplinarian’ roles, such as time-keeping, monitoring whether the objectives are being met, etc., to nominated members of the group.
- Ask open-ended questions that help participants expand on what they are sharing and that help the group broaden their discussions.
- Emphasise in words and actions that all contributions are valid. Build on and make links between participants’ contributions instead of searching for ‘right answers’.
- Avoid pressuring participants or singling them out to share their views (i.e., calling on participants when they are not
ready, putting people on the spot, etc.). This may inhibit the participants and make them anxious about getting it wrong.

- Clarify what participants contribute using gentle probing questions and by repeating back what you think is being said.
- Invite elaboration without embarrassing participants by using neutral questions such as ‘Can you say more?’
- Extract meaning from a set of contributions by summarising them and linking them to form a collective understanding.

d. Intervene if you feel the group’s objectives are being compromised.

- Seek contributions from different participants if one or two members are dominating the group.
- Have a private word with a participant if s/he is promoting an agenda for personal instead of collective learning or one that undermines the group’s learning objectives.
- Focus the discussion if it is becoming diffuse and straying from your objectives.
- Boost the energy of the group by introducing a game or a physical activity, especially if energy is low during a demanding discussion or the heat of the afternoon.

e. Ensure that the work remains a learning process.

- Summarise frequently and always summarise at the end of each activity to highlight the collective learning that has occurred.
- End each session with an overview of the discussions and, if appropriate, questions for reflection until the next session.
- Begin each new session with an overview of the previous session’s work and with an opportunity for participants to contribute reflections.
- Conduct an oral evaluation of the process and a written evaluation if appropriate. This allows the participants to come to a collective understanding of the process.
- Ensure, whenever possible, that participants have had an opportunity to think about what they will do practically with what they have learned.
- Discuss, if appropriate, what support the participants will need, and from whom, to apply what they have learned.

Every time you facilitate a learning process, the participants are placing their trust in you. In return, your responsibility is to be as effective as you can be. Becoming an effective facilitator is primarily about having respect for the participants you are working with. If you begin with that, the rest will come with experience and practice. It is also important to believe in your ability to make a meaningful contribution to the development of the participants. Keep learning from each process you facilitate and, above all, make it fun!
This series of training modules, organised in five sections, will help you and your teachers, students, stakeholders and parents to begin to learn about what it means to create a Good School. The learning process will guide you through developing your vision of a Good School; understanding how the physical and psychological environment affects a child’s learning; thinking about what it means to be a good teacher; and becoming aware of how positive discipline can be developed in individuals, the classroom and the school administration.

The learning process can be structured to suit your needs and resources. It is designed to help you, the primary facilitator, to develop your group’s ability to create a Good School. It does not require special equipment or an expert to use this component. It was written for committed individuals like you. All you need to do is take the time to study the sessions and read the resources in this Toolkit.

**Suggestions for Using this Tool**

The learning process is linked with the six step process of creating a Good School, however it can also be used independently. Read through the contents page so you are familiar with what is available. You may pick and choose which sessions are useful to your group.

We suggest that you go through Section 1, the Introductory Workshop, before embarking on creating a Good School. Once you are ready to commit to the process, plan to have a two-day residential training to go through all the sessions at the beginning of the term, or even before the term starts, if possible. If not, you can do the sessions over two weekends or one day per week for a month.

Sections 2 through 4 are designed to supplement your learning as you implement each step of the Creating a Good School process. Thus:

Sessions 2.1 through 2.7 will be useful as you are implementing Step 2; Sessions 3.1 through 3.7 will be useful as you are implementing Step 3; Sessions 4.1 through 4.5 will be useful as you are implementing Step 4.
The training described in Sections 1 to 4 of this tool is not meant for the entire school population. You will need to choose representatives (a core group that will provide leadership for this project), probably no more than 20-30, who can go through these sessions and help share the ideas with the entire school. Be sure to include your committee members. If your teaching staff is not too large, it is a good idea to have all teachers go through the trainings too. You may also choose to include parents, board members or other stakeholders, particularly Community Committee members.

You will also find suggestions in Section 5 of this tool to help you introduce some of these ideas to your students and to build their capacity to engage with and participate in creating the changes at your school.
section 1

What makes a school good?

A good school is ever...

Good and motivated teachers.

You are VIP.

We are proud of our school.

A good school is ever...

A good school is ever...
Introductory Workshop

It is a school that has...

- A learning environment
- Transparent and accountable administration
- Parents must get involved
- Everyone's right!
This section will help you begin to develop your collective vision for what a Good School is. You will explore the key components of a Good School and develop a collective understanding of how they can be realised at your school. You will also obtain a commitment from key stakeholders to invest their time and energy in creating a Good School.

**Suggested Schedule**

**Day One**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30 - 09.00</td>
<td>Introduction and Registration</td>
</tr>
<tr>
<td>09.00 - 10.30</td>
<td>1.1 What is a Good School?</td>
</tr>
<tr>
<td>10.30 - 11.00</td>
<td>Break</td>
</tr>
<tr>
<td>11.00 - 13.00</td>
<td>1.2 Creating a Conducive Learning Environment</td>
</tr>
<tr>
<td>13.00 - 14.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14.00 - 15.30</td>
<td>1.3 What is a Good Teacher?</td>
</tr>
<tr>
<td>15.30 - 16.00</td>
<td>Break</td>
</tr>
<tr>
<td>16.00 - 17.00</td>
<td>Review of the day or an optional session</td>
</tr>
</tbody>
</table>
Day Two

08.30 - 09.00  Review and Reflection
09.00 - 10.30  1.4 Creating Positive Discipline at Your School
10.30 - 11.00  Break
11.00 - 13.00  1.5 Creating Accountable Governance at Your School
13.00 - 14.00  Lunch
14.00 - 16.00  1.6 Looking Forward and Closure
Session 1.1

What is a Good School?

1 hour, 30 minutes

Objectives

• To explore participants’ experiences of school.
• To broaden participants’ thinking about what makes a Good School.

Preparations

• Clear the blackboard so it is blank and divide it into three equal sections. Label those sections 1, 2 and 3, respectively.
• A flipchart and marker.
Steps

Part 1 - What was Your School Like? (50 minutes)

1. Explain to the participants that they are going to exercise their imaginations by going to the past. Remind them that for this exercise to work, they have to actively imagine, based on their own experiences, what you will guide them to do. Acknowledge that it may be difficult for some to keep their eyes closed during the exercise, but that the key is to invest energy in seeing in their minds what your words are prompting them to see.

2. Ask participants to close their eyes and relax. Ask them to take a few deep breaths in and out, and when they breathe out, to sink back further into their chairs. With each breath, ask the participants to relax and prepare themselves to go on a journey.

3. Read the following text slowly and clearly, in a calm, even voice:

Imagine yourself when you were young and at school.
Imagine that you are walking to school early in the morning.
What is going on around you? Notice the people around you.
Who are they and what are they doing? (pause for a few seconds)

Now turn your attention to yourself. Remember, you are a child. How are you feeling? Are you feeling good or bad? Explore whatever the feeling is. Think of words to describe what you are feeling as you get nearer to school. (pause for a few seconds)

You are now in the classroom sitting at a desk. What is the classroom like? What do the walls of your classroom look like? How do they make you feel? (pause for a few seconds)

Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? What happens when you don’t know an answer? What happens when you misbehave? (pause for a few seconds)

Walk outside of the classroom. Picture the school grounds. What do they look like? What is the toilet like? Do you have access to safe water? How does this make you feel? (pause for a few seconds)
How do you feel at school? Are you happy to be there? Do you have a way to voice your problems, or do you keep them to yourself? Do other children bully you? Do you feel safe at school? (pause for a few seconds)

4. When you feel participants have had enough time, ask them to return to the room by breathing deeply three times and then opening their eyes.

5. After people open their eyes, ask them to share their stories of how they felt at their school when they were children. Try to guide the responses in the same order that you asked the questions, starting with when they were walking to school, then being inside the classroom, the teacher walking in, and then the broader reflection on how they felt as they were walking around the school and noticing the environment at their school.

6. As people are sharing, record one or two words that summarise key feelings or experiences from their stories. For example people might say they felt hungry or anxious as they were walking to school. They felt fear when the teacher walked in and shame when they were beaten or humiliated. Record all these bad feelings or negative experiences under the area labelled ‘1’ or section one on the board.

7. Explore by asking open questions so that people connect with underlying feelings. Some may say they felt good or excited when going to school because they were looking forward to their lessons. When it is a good feeling, write it on the other side of the board under section three. For now, leave the middle, section two, blank.

8. After everyone has shared, you will have two sets of words on the blackboard. Section one will be filled with negative words, section three with positive words. Ask everyone to look at the sections and reflect on them for a few moments in silence.

9. Ask the participants to get in pairs and discuss the following questions:
   a. What kind of experience did most of us have at school?
   b. What did that mean for our learning experience?
Would participants be at different places in their lives if their experience of school had been characterised by section three instead of section one?

10. After 10 minutes, ask the participants to come back to the larger group and share their observations.

Part 2 – Building the Bridge to a Good School (20 minutes)

1. Ask participants if they would like to make any other observations of what a Good School would look like. Add them to the list under section three.

2. Explain to the participants that we all want to create schools that promote experiences described in section three on the blackboard. But how do we create the bridge from what our school may be right now to a Good School?

3. Brainstorm with the participants what would be needed to build such a bridge.

4. List their ideas under section two. For example they may say we need good teachers, a conducive learning environment, alternatives to corporal punishment, etc.

5. Summarise their ideas by pointing out that the creation of a Good School requires four main components:
   - An imaginative view of what a Good School is
   - Good teachers
   - A conducive physical and psychological environment
   - Accountable school governance

6. Discuss the ideas and components and explore how participants feel about them. Make sure you have read some of the accompanying materials, such as What is a Good School? to help you explain and elaborate on what these ideas mean in practice.
Part 3 – Whose Responsibility is it? (20 minutes)

1. Ask participants whose responsibility it is to ensure our school is a Good School. The list might include teachers, parents, administrators, the community, students. Write the list on the flipchart.

2. Explain that in the future you will explore the roles of many of these stakeholders. However in this session, you would like to explore what role they, the individuals in this room, will play in creating a Good School. Ask them to spend a few minutes thinking about this on their own and making a list of possibilities or ideas in their notebooks.

3. After a few minutes, ask each participant to share their ideas.

4. Encourage participants to keep reflecting on this issue and to keep adding to their ideas as they learn more.

5. Sum up the session with a review:
   - Explored what the participants’ experiences of school were
   - Discussed what a Good School would look like
   - Discussed what it would take to create a Good School
   - Discussed what role individual participants will play in creating a Good School
Session 1.2

Creating a Conducive Learning Environment

1 hour, 30 minutes

Objectives

- To explore how the learning environment affects learning
- To identify ways in which your school can improve its learning environment

Preparations

- Read the booklet, “What Is A Healthy Learning Environment?”
- Read pages 21 to 29 in What is a Good School?
Steps

Part 1 - How Efficiently Can You Learn? (20 minutes)

1. Explain to the participants that they are going to play a game called “I Went to the Market”.

2. Ask the participants to stand in a circle. Tell them the aim of the game is to go around the circle, listen to everyone, and remember what they say. Ask one participant to begin by saying, “When I went to the market, I bought a mango.” Then the participant next to them says, “I went to the market and bought a mango and a ______.” As you go around the circle, each participant adds their own purchase and repeats the purchases of the previous participants. It gets harder as they go around since there are more purchases to remember.

3. If a participant forgets any of the items purchased by previous participants or gets the order wrong, they have to sit down. Play the game all the way around the circle and see how many people had to sit down.

4. For the first time around, the aim is to be helpful, so give clues and help participants who may be struggling to remember some of the items (without giving the answer). Make it a cooperative activity.

Part 2 - Changing the Learning Environment (20 minutes)

1. Explain to the participants that they are going to play the same game again, but that there will be an added challenge. There are two dangers in the room. Ask for two volunteers who will help you during the game. One of the volunteers is a snake that can bite participants if they are not careful. The other is a stick that can ‘beat’ them.

2. The only way participants can protect themselves against the snake is by clapping their hands if the snake looks like it is coming to attack them. If the participant fails to clap before the snake touches them, they are eliminated from the game.

3. The only way they can protect themselves against the stick is if they do as they are told by the stick. For example the stick can come and whisper in their ear, “Start dancing” or “Sit on the floor” or “Start singing” or “Start shaking your head”. It can be anything. If the participant doesn’t do as they are told, they are eliminated.
4. Play the game and encourage the participants to be fast. This time, do not encourage cooperation but make it competitive. Do not offer help or clues.

5. Continue playing until you have been around the group or most participants are eliminated.

Part 3 - Small Group Discussion (50 minutes)

1. Divide the group into two smaller groups. Ask each group to discuss how the learning environment changed between the first time around the circle and the second. Then write the following three tasks on the blackboard and have each group complete them.

   a. Make a list of what changed.

      Possible responses:
      • became afraid of the snake or stick
      • became distracted by the danger in the environment
      • became confused by the disorganised circle
      • my fear made me forget the order of the list
      • my fear of the stick did not allow me to focus on the game

   b. Ask the group to discuss how this game resembles the learning environment at your school. Is it more like the first go around the circle or the second? If it is like the second, how do you think it affects children’s ability to learn?

      Possible responses:
      • the fear of the stick and snake are like the psychological environment of our school
      • students may not learn efficiently if they are afraid
      • students may be so focused on the dangers or problems in their physical environment that learning suffers

   c. What can be done to improve the psychological and physical environment of your school?
Possible responses:

- create order in the physical environment
- clean the school compound
- prohibit corporal punishment
- encourage students instead of instilling fear in them

6. After twenty minutes ask the groups to come back to the larger group. Ask each group to report back their discussions, based on the three tasks. Have each group identify the key steps that their school can take to improve its physical and psychological environment.

7. Wrap up the session with a review:

- The physical and psychological environment of a school affects children’s ability to learn
- School communities can take specific steps to improve the learning environment
Session 1.3

What is a Good Teacher?

1 hour, 30 minutes

Objectives

- To explore participants’ beliefs about good teachers
- To discuss how participants’ ideas about good teachers were influenced by their own teachers

Preparations

- Read the “What is a Good Teacher?” booklet
- Read pages 13 to 19 from What is a Good School?
Steps

Part 1 – What is a Good Teacher? (20 minutes)

1. Remind the participants that many of us have been lucky enough to have been able to go to school, so we have all had teachers in our lives. In this session we will explore what we believe is a good teacher.

2. Divide participants into three groups and ask each group to discuss what they believe is a good teacher.

3. Ask each group to report back their ideas.

Part 2 – Exploring What it Means to be a Teacher (50 minutes)

1. Create three areas in the room and label them ‘agree’, ‘disagree’ and ‘not sure’ with pieces of paper or flipchart so that everyone is clear what each area represents.

2. Tell the participants that you are going to read some statements. If they agree with the statement they should move to the area designated ‘agree’. If they disagree or are not sure, they should move to the ‘disagree’ or ‘not sure’ area, respectively.

3. The last person to arrive at each designated area has to tell the group why they chose that option. Encourage a discussion between groups. People who chose one area can try to persuade others to move to their area. People can change their minds, but if they do so, they have to explain to the group why they are moving.

4. You can use the following statements, make up your own, or ask participants to come up with some.
   - Teachers have a bigger responsibility toward children than simply teaching their designated subjects.
   - A teacher should be feared.
   - A teacher who is not feared will never be respected.
   - The best teachers always ensure that students are quiet and obedient in their class.
   - A good teacher encourages students to ask questions.
• The aim of a good teacher should be to help their students memorise information so they can pass exams.

• How teachers behave at school is their own business as long as they do not tell students to misbehave.

• Sometimes it is acceptable for a teacher to have a romantic relationship with their student as long as there is not too much age difference between the two.

• There should not be a disciplinary policy for teachers.

• Teachers always know what is best for their students.

• Teachers need support just as much as students.

• Teachers who are ‘soft’ (too friendly) toward students are not good teachers.

• A stick is a necessary tool for teachers.

5. Allow discussions to flow freely between participants. Only intervene if you feel that the objective of promoting a broader conception of the teaching profession is being subverted. Even then, respond with questions or gently suggest alternatives rather than give definitive statements.

Part 3 - Who Was Your Favourite Teacher (30 minutes)

1. Ask the participants to return to their original groups. Ask them to discuss who their favourite teacher was when they were students and why.

2. After about 20 minutes ask the groups to come back into the larger group. Ask for two or three volunteers to share who their favourite teacher was and why. Others can comment on what is shared.

3. Wrap up the session by summarising key ideas that the group came up with regarding what makes a good teacher. Add some of the ideas from the What is a Good Teacher? booklet accompanying the Toolkit if they are not mentioned. For example:

• A good teacher acts as a role model
• A good teacher never uses corporal punishment
• A good teacher cares about her students and listens to them
Session 1.4

Creating Positive Discipline at Your School

1 hour, 30 minutes

Objectives

• To develop a deeper understanding of positive discipline
• To analyse our current approach to discipline
• To identify ways to help young people become successful adults

Preparations

• Blackboard, chalk
• Slips of paper with the statements from Part 1, #5 and #11 written on them (keep in separate piles)
• Copies of the self-evaluation from page 45 of "Positive Discipline: Alternatives to Corporal Punishment"
Steps

Part 1 – Positive Discipline Race (30 minutes)

1. On one end of the room hang up a sign or write on the blackboard, "young student". On the other side write, "successful adult".

2. Ask for a volunteer. Tell the volunteer that their task is to make the journey from being a young student to a successful adult. The volunteer has to stand on one foot, hold their ears, and balance their notebook on top of their head.

3. Explain that they have to make it across the room from young student to successful adult in just five minutes. The volunteer must hop on one foot while keeping their hands on their ears and the book balanced on their head. Every time the book falls or they move their hands away from their ears or they stand on both feet, they must go back to the beginning and start again.

4. Every time the volunteer goes back to the beginning, the volunteer must be punished by having to bend down and touch their toes five times.

5. Handout the pieces of paper with the following statements on them to half the group members.
   a. “What’s wrong with you? You’re never going to make it.”
   b. “You better hurry up. You only have one minute remaining.”
   c. “If you don’t make it, you’re going to be in big trouble.”
   d. “You must be stupid if you can’t make it across.”
   e. “I’ve explained this to you 100 times! Don’t you understand the task?”
   f. Action: Pick up the book and pretend to hit the volunteer with it.
   g. Action: Push the volunteer from behind, telling them that maybe that will help them to hurry up.
   h. Action: Whenever a book falls, tell the volunteer they are clumsy.
   i. Action: Forcefully adjust the way the volunteer is holding the book. As you are doing this, knock the book off their head.
6. Ask participants with notes to stand around the room from one end to the other. The other half of the group will observe.

7. When you say “Go!” the volunteer should start hopping across the room, trying to make it to the other side.

8. As the volunteer passes by, the members of the group holding notes must do or say what is on their piece of paper.

9. After five minutes, stop the volunteer. Thank them and ask them to sit down.

10. Now, have a second volunteer try the same obstacle course.

11. Handout the pieces of paper with the following statements to the other half of the group members, who were observing in the first round.

   a. “Well done!”
   b. “You can do it!”
   c. “You are good at this!”
   d. “Keep trying, you’re almost there.”
   e. Tell the volunteer they can make a choice to make the task easier. Suggest tying a scarf around their head to hold the book in place.
   f. Help the volunteer. Every time a book starts to fall, steady it for them.
   g. If a book is about to fall, hold it on their head while they hop across.

12. Ask participants with the notes to stand around the room from one end to the other.

13. When you say “Go!” the volunteer should start hopping across the room, trying to make it to the other side.

14. As the volunteer moves across the room, the members of the group holding notes must do or say what is on their piece of paper.

15. After five minutes, stop the volunteer. Thank them and ask them to sit down.
Part 2 - Positive Discipline Race Debrief (45 minutes)

1. After both volunteers have completed the exercise, hold a discussion. Ask such questions as:
   a. How did the volunteers do in each case? What made it difficult to complete the race?
   b. How did it feel being the first volunteer? How did you feel when your group members discouraged you or refused to help you?
   c. Did their threats help you to do better or worse?
   d. What did you do? Did you get frustrated and not complete the task? Did you feel like giving up?
   e. What did you learn from this exercise?
   f. Ask the second volunteer how they felt.
   g. How did the actions of your group members help you?
   h. Did their positive words make a difference?
   i. How did group members feel giving encouragement or support?

2. What was more useful in completing the task? Helpful comments and assistance or punishment and negative comments? Ask how this exercise might compare to the classroom. Answers might include:
   a. The race can be compared to any classroom activity, such as doing homework or answering a question in class.
   b. The group’s comments can be compared to teachers’ reactions to students. Some teachers use negative criticism, punishment or threats to try and motivate students. Other teachers use positive encouragement, support and a helpful attitude to try and motivate students.

3. What were some of the things the group did for the second volunteer? Answers might include:
   a. Supported the volunteer
   b. Gave encouraging words
c. Gave them choices  
d. Made expectations more realistic  
e. Had a positive relationship with the volunteer  
f. Focused on the end result of getting to the “successful adult” side, rather than punishing the volunteer for mistakes along the way

4. Explain that these are all things we need to make the journey to “successful adulthood”. Explain that we call this “positive discipline”.

5. Explain that positive discipline is a combination of these two things—discipline and positive qualities—that it comes from the inside, and it expresses how we feel about ourselves. And that feeling is created by how we are treated by others.

6. Using the race as an example, brainstorm with the participants what positive discipline is and what it includes. The list should include the following:
   a. Creating relationships/mentoring students  
   b. Rejects violence as a way of controlling students  
   c. Fair and non-violent responses  
   d. Helps children learn from their mistakes  
   e. Respects, nurtures and supports students  
   f. Empathises with the child’s abilities and his or her situation in life  
   g. Focus is on long-term gains, not short-term results  
   h. Teachers’ expectations of children are realistic  
   i. Misbehaviour is a constructive learning event  
   j. Behaviour is based on choice; students choose what behaviour they want to adopt  
   k. Consistent rules, consistently applied  
   l. Consequences are logical and directly related to the offence
7. Emphasise that positive discipline doesn’t mean replacing the cane with other humiliating punishments. Positive discipline is about creating good relationships with children and helping them learn right from wrong. It takes time and patience. Children who have been caned for a long time may have trouble understanding new forms of discipline.

Part 3 - Positive Discipline Self-Evaluation (15 minutes)

1. Pass out copies of the "Positive Discipline Assessment Chart" from page 45 of "Alternatives to Corporal Punishment" (one of the booklets provided in this Toolkit) or write the chart out on the blackboard.

2. Explain that it is a tool to help teachers analyse their current approach to teaching. As the participants read through the table and compare the two columns, ask them how they would rate themselves. Ask them to be as honest as possible since this is entirely for their own learning. Use the guidelines and key provided on page 44 of the book to rate where individual teachers are in their development. If you have adults who are not teachers, ask them to fill out the chart based on what kind of teacher they would like to see in their school.

3. Ask teachers to keep this chart and to return to it in a few days or weeks, after reflecting on everything they have learned, and fill out the chart again, this time asking themselves, “What kind of teacher do I aspire to be?”

4. Wrap up the session with a review:
   a. Positive discipline is a combination of discipline and positive qualities, which teachers model to students
   b. Positive discipline encourages learning through respect and encouragement
   c. Positive Discipline rejects violence and fear-based teaching strategies
Session 1.5

Creating Accountable Governance at Your School

1 hour, 30 minutes

Objectives

- To develop a deeper understanding of the importance of good governance
- To identify practical ways of improving governance at your school

Preparations

- Blackboard, chalk
- Read pages 31 to 41 of What is a Good School?
Steps

Part 1 - What is Governance? (15 minutes)

1. Ask the participants what they understand by the word ‘governance’. Ask them to think about how they have come across it in different parts of their lives, from the government of the country to various institutions they deal with on a daily basis.

2. Write down the contributions from various participants, ensuring that you emerge with the following common understanding: governance is about decision-making structures, policies, values and standards and how they are put in practice by those who have a responsibility to exercise the power vested in them.

3. Discuss how these components of governance manifest in the governance of the country. Ask participants how they manifest in the governance of their school.

Part 2 - What is Good Governance? (30 minutes)

1. Explain that you are going to explore governance at your school and whether it is serving the needs of your school. How could it be improved? In Part 1 you talked about the following three components of governance. Write them on the blackboard with the following questions:
   
   a. Decision-making structures: Who makes decisions and how do they make them? How do they ensure the participation of all stakeholders?

   b. Values and standards: What values and standards does your school declare publicly? How are they promoted?

   c. Policies: What written guidelines are in place? How are they enforced?

2. Divide the group into three smaller groups and assign each group one component of governance. Ask them to discuss how it is currently practiced at their schools and to make specific recommendations on how it could be improved. Whenever possible, the group should give specific examples. For example, if a group says the school has to put better policies in place, have them outline which ones. If they say the school has to enforce policies better, have them describe how.
3. Ask each group to nominate a person or a couple of people to make a case to the larger group on how the school governance in their particular topic area can be improved. They could choose to do a short role-play or share time between two or three group members to present their ideas. The group has to give clear reasons why they are making their recommendations and describe how the school will benefit from them. Ask each group to practice making their case so that they are clear and they maximise the chances of their recommendations being accepted.

4. Allow each group a maximum of seven minutes to present their recommendations.

5. The audience can ask questions, seek elaborations or even add suggestions to the ones already recommended. Finally, have the participants vote on whether such measures should be recommended to the school governing body.

6. End the discussion by emphasising that good governance is the key to creating a Good School. If the governance structures are weak or policies and standards are not upheld, everyone will start losing faith in the school and other initiatives will collapse.
Session 1.6

Looking Forward

2 hours

Objectives

• To introduce the Good School Toolkit to the group
• To review the overall work of Section 1

Preparations

• Blackboard, chalk
Steps

Part 1 – Looking Forward: Creating a Good School (1 hour, 30 minutes)

1. Using the talking points on page 40 of Step One, present to the group some of the key reasons why your school has decided to take on the project of creating a Good School.

2. Give the participants an overview of the process involved in creating a Good School.

3. Show them some of the tools that can help your school learn about the ideas and put them into practice, such as posters, booklets, examples of policies, etc.

4. Create a discussion on how participants see this work unfolding at your school and their feelings about the project.

5. Brainstorm what needs to happen for your school to be able to implement these ideas. For example:
   - All the key stakeholders have to be convinced that this is in the school’s best interests.
   - There has to be a school-wide discussion on how this project could help the school.
   - Everyone has to commit to demonstrating leadership.
   - Everyone will have to learn new skills and new ways of analysing ideas.
   - There may be challenges and setbacks, so participants will have to be persistent and creative.

6. Share the broad overview, as suggested in the Toolkit, on how this could be implemented (student, teacher and community committees, baseline data collection, review mechanisms, etc.).

7. Discuss how you could support each other, including establishing a regular support and reflection forum.

8. If appropriate, make an action plan for the way forward. This could be a simple list that outlines all the things that need to happen and who will be primarily responsible for them. You could also use the tool in the Create It section, Step Two, Tools section, page 34 to help you draw up a detailed ‘Good School Action Plan’.
Part 2 – Closure and Final Reflection (30 minutes)

1. Briefly review the work everyone has done. Identify one or two important points from each session. For example:

   - In the first session we learned the importance of broadening our imaginations on what a Good School is and how we could build the bridge from where we are to a Good School.
   - In the second session we looked at the importance of creating a conducive physical and psychological environment and how each affects the learning process.
   - In the third session we discussed what a good teacher is and how we can foster them in our schools.
   - In the fourth session we looked at the importance of promoting positive discipline and rejecting corporal punishment as a way of relating with children.
   - In the last session we looked at the importance of a fair and transparent governance and how without it, all other efforts are likely to be undermined.

2. Ask the participants to take a few minutes to review their notes or think about the process. When they are ready, ask each participant to share any reflections they have about the process. Ask them to share one or two things they learned and how they will put them into practice.

3. Thank everyone for participating and remind them that the work is just beginning!
section 2

A good learning environment has a good learning atmosphere. An environment that is physically conducive for learning helps students feel proud of their school. We must play our part in improving our school. We could plant trees and increase the compound and latrine. A good learning environment respects children's rights and dignity.
Understanding Violence Against Children
Session 2.1

Do Children Have Rights?

1 hour, 30 minutes

Objectives

• To identify children’s rights
• To understand the law in reference to children’s rights

Preparations

• Blackboard, chalk
• Notebook paper and pencils for all participants
Steps

Part 1 - Human Rights (30 minutes)

1. Hold a discussion about human rights. Ask participants the following questions:
   a. What do we mean by ‘rights’?
   b. Where do we get rights?
   c. Who gives them to us?
   d. Can they be taken away?
   e. Does everyone have the same rights or do some people have more rights than others?

2. Ask each participant to draw an outline of their hand on a piece of paper. This is called their ‘handful of rights’. In each finger, ask them to fill in a right that is important to them, something they feel is essential in their lives. Examples include: education, shelter, healthcare, freedom, opinions, citizenship, etc.

3. Go around the room and ask participants to share their ‘handful of rights’ with the group.

4. Ask them how they would feel if someone tried to take their hand from them. Discuss how just as their hand belongs to them, so do certain rights—their human rights. Human rights are something we are born with, in the same way that we were born with our hand.

Part 2 - Children’s Rights (30 minutes)

1. Ask the group if they think that children have rights. If so, what are those rights? Or what should they be? Discuss whether the idea of children having rights is unusual. Do they think the idea of children’s rights is a foreign concept, that it is different in different cultures?

2. Ask everyone to look at the drawing of their hand. Ask if children should have these same rights? Ask participants to draw another hand and fill in the fingers with the rights children should have.
3. Go around the room and share the handful of rights that group members believe children should have.

4. After everyone has shared, lead a discussion. Do we have different rights for adults than for children? If so, why? Do we really believe that children have these rights or are we just saying so? How are children getting these rights in real life?

Part 3 – Children’s Rights and the Law (30 minutes)

1. Explain that there are many international, regional, and national laws and conventions that uphold children’s rights:

INTERNATIONAL

a. The United Nations Convention on the Rights of the Child (UNCRC) is the most comprehensive document on children’s rights ever made. It has been signed by almost every country in the world. It specifically states that school discipline shall be consistent with the child’s rights and dignity and guarantees that all children have:

   i. The right to express opinions and views, freedom of thought and religion and freedom to get information

   ii. The right to protection from abuse and neglect

   iii. The right to health and medical care

   iv. The right to an adequate standard of living

   v. The right to education which “shall aim at developing the child’s personality, talents, and mental and physical abilities to the fullest extent”

   vi. The right to play and participate in cultural activities

   vii. The right to be protected from work that threatens his or her health, education or development

b. In December 2005, the UN General Assembly adopted a resolution that called for the elimination of all forms of corporal punishment against children in schools and detention facilities.
REGIONAL

The African Charter on the Rights and Welfare of the Child requires states to:

“take all appropriate measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child.”

NATIONAL

a. In Uganda, a Circular issued by the Ministry of Education and Sports, on the 7th of August 2006, forbids corporal punishment in any school in Uganda:

“Corporal punishments for students in schools and colleges must stop forthwith…”

Further on in the same document:

“It is expected that educational institutions will develop and apply more professional and refined methods of guiding and counselling students, teachers and parents in the use of alternative forms of punishment that are geared towards positive training and attitude formation and character building of the youth.”

The Circular also states that any incident of punishment must be recorded in a specific punishment book to be maintained by the school. Anyone ignoring these guidelines would be committing an offence and would be held responsible in the courts of law (for full text of this Circular, see Positive Discipline: Alternatives to Corporal Punishment, Appendices pages 63-70).

b. The Teacher’s Code of Conduct, governing the teacher/learner relationship says that the teachers shall:

• ensure that the learner develops as an integral whole (body, mind, soul, character and personality)

• refrain from any kind of misconduct that will harm the physical, mental and moral welfare of the learner

• not have any sexual relationship with the learner

• not use a learner’s labor for private or personal gain
2. Discuss how the values in these and other laws come from people all over the world and from many different cultures (not just western).

3. Ask participants what they were taught in teacher’s college in reference to disciplining children? What happened if, during a practicum, they disciplined a child with force? Ask them to reflect on how they were trained compared to how they discipline children in their classrooms today.

4. Wrap up the discussion by asking participants to reflect on the drawings they made of their hands. Ask what they learned in this session about the importance of our rights? For example:

   - Everyone has rights, including children
   - There is widespread agreement from different cultures all over the world about children’s rights
   - There are national laws and polices that uphold these rights
Session 2.2

Types of Violence Against Children

1 hour, 30 minutes

Objectives

• To understand the various types of violence against children
• To reflect on violence that happens in schools
• To create a definition of violence against children

Preparations

• Flipchart and markers or blackboard and chalk
Steps

Part 1 - Four Categories of Violence (1 hour)

1. Ask participants what we mean when we talk about violence against children. Examples might include:
   - Anything that hurts a child
   - Both physical or mental pain caused to a child
   - Behaviour that humiliates a child
   - Being disrespectful to a child

2. Ask participants to think back to their childhood and recall one or two people who treated them well or did things that made them feel good. What did they do? How did they treat the participant? What was it that they did that made the participant feel good? (e.g. told them stories, were kind to them, protected them, etc.) Ask a few volunteers to share their stories.

3. Now, ask participants to think back to their childhood and remember one or two people who treated them badly or did things that made them feel bad. What did they do? How did they treat the participant? What was it that they did that made the participant feel bad? (e.g. abused them, made them work too much, beat them, etc.) Ask a few volunteers to share their stories.

4. Using the examples they shared in the last part, help participants come up with the four categories of violence against children:
   a. Physical
   b. Emotional
   c. Economic
   d. Sexual

5. Divide participants into 4 groups. Assign each group one type of violence. Give each group a piece of flipchart and a marker. Ask each group to define their assigned type of violence and to list all the examples of that type of violence that they can think of. Give each group 10 minutes to create their lists.
6. Ask the groups to come back and present their lists. Allow participants to add to the lists if they feel something is missing.

7. After all the groups have presented, go back to each form of violence. Start with physical. Hang a new piece of flipchart next to the physical violence chart that was already presented. Ask participants if this form of violence happens in schools? How does it happen? Who commits it? Write their ideas on the blank piece of flipchart. Go through each form of violence, asking the same questions.

8. Have a discussion about children’s experience of violence in schools. What do participants think of this? Were they aware of the amount and the nature of violence against children?

**Part 2 – Defining Violence (30 minutes)**

1. Ask the group to create their own definition of violence against children. Write it on the flipchart.

2. Read the World Health Organisation’s definition of Violence Against Children:

   "All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

3. Discuss the ideas and make sure everyone understands that it includes physical as well as psychological violence.

4. Ask for participants to sum up the session. What did they learn? Examples:
   - Violence against children is not only physical but occurs in many other forms, including emotional, sexual and economic.
   - Violence also happens in schools and it is our responsibility as adults to help keep children safe.
Session 2.3

Why Does Violence Against Children Happen?

1 hour, 30 minutes

Objective

• To understand why adults use violence against children

Preparations

• Small pieces of paper with a number written on each one (start with #1 and go up to however many participants you have)
• Flipchart and marker or a blackboard and chalk
• Tape
Steps

Part 1 - The Status Game (30 minutes)

1. Introduce the subject of violence against children. Remind participants that we have all seen it occur and that it probably happened to them as well. It is common in our communities. Ask participants why they think violence against children happens. Answers often include:
   - Adults transfer violence from marital quarrels to children
   - People think that it is normal to be violent to children
   - Economic conditions
   - Frustrations and stress
   - Alcohol
   - Some people find it easier to be violent to children because children are a soft target

2. Explain that you are going to play a short game to help people understand why violence happens.

3. Pass the pieces of numbered paper around the room randomly. Ask participants to tape the number to a visible part of their body.

4. Explain that the higher the number they have, the bigger, more important a person they are.

5. Ask participants to go around the room and greet other participants based on their numbers. If the number is larger than their own number, they must treat that person like they would treat a member of their community who is more important than them. If the number is smaller, they must treat that person the way they would treat people who are seen as less important in their community.

6. After about five minutes of greeting, stop the group.

Part 2 - Power Discussion (1 hour)

1. Lead a discussion about the exercise. Ask those with higher numbers how it felt. How were they treated? How did they treat others with lower numbers? Did everyone with higher
numbers treat those with lower numbers badly? Did they have a choice?

2. Ask those with lower numbers how it felt. How were they treated? How did they treat others with numbers lower than their own? How did they treat those with higher numbers?

3. How did it feel to be treated based on a random assignment of status?

4. How does this game reflect the society we live in?

5. Discuss how violence happens because one group of people has more power than another. For example, adults have more power than children. Men have more power as a group than women. All of us hold power over some people and others hold power over us. In our communities, people who have more power are assigned a higher status.

6. Look back at the reasons participants gave for why adults beat children. Explain that many factors, for example alcohol use or poverty, may contribute to violence, but they are not the root cause. Explain that rich people also abuse children, as do sober adults or non-drinkers. People often excuse their own behaviour because of these factors. The root cause of violence is abuse of power.

7. All of us are part of many relationships in life, some in which we have power, others in which people have power over us. Explain that there are many ways we use power in our daily lives, often without knowing we are doing so. Violence happens when we misuse that power.

8. Wrap up the session by summarising that violence usually occurs due to an abuse of power. Our society is organised in such a way that adults have power over children. In a Good School, our aim is to prevent abuse of power over children.
Bullying
1 hour, 30 minutes

Objectives
• To develop an understanding of bullying
• To take action to make schools safer from bullying

Preparations
• Blackboard, chalk
• Notebooks, pens or pencils
Steps

Part 1 - The Five W’s of Bullying (30 minutes)

Bullying is a targeted action or behaviour that a person uses towards another person to hurt, humiliate or intimidate them or make them do something against their will. It is a persistent behaviour and usually continues over time and often gets worse if it goes unchallenged.

1. Write the word ‘bullying’ in the centre of the blackboard. Ask participants what they think it means. Brainstorm various words and definitions for bullying.

2. What makes bullying different than hurtful behaviour? Ask the group if they think it is a problem in their school.


4. Brainstorm each column with the group using the following questions:
   a. WHO: Who bullies? Is it just older students to younger students? Is it just between boys, or are girls bullied too? Do teachers bully? Is it cultural? Religious? Tribal? Who gets bullied?
   b. WHAT: What are some of the behaviours that might be considered bullying?
   c. WHEN: When does bullying happen? Before school? Lunch time? On the way home?
   d. WHERE: Where does bullying happen? Think about your school environment. Are there unsafe places where bullying is likely to occur?
   e. WHY: Why do you think bullying happens?

5. After identifying the five W’s, continue discussing the issue if needed. Ask participants to share personal stories of being bullied or seeing others get bullied. Discuss possible long-term consequences.

6. After the discussion, create a group definition of bullying.
Example:

Bullying occurs when a student is repeatedly exposed to negative actions from one or more students with the specific intention to harm the student. The actions are often not stopped when asked and often get worse over time. Actions may include physical harm, such as beating or forcing another to do things against their will. They may include emotional harm, such as threatening, intimidating, teasing, sexually harassing, excluding the student from a group, or forcing the student to do acts that s/he doesn’t want to do, such as cheating, lying or stealing. They may also include economic harm, such as stealing money, possessions or school work.

Part 2 - How Does It Happen at Your School? (30 minutes)

1. Divide participants into two groups. Explain that each group is going to be given a task to complete that will help them take action against bullying in their school.

2. Group one’s task is to identify all the areas in their school that are potential spots for bullying to occur. They may, if they choose, go for a walk around the school and make notes before they draw a diagram of the school on the blackboard and mark the potential unsafe spots. Then group members can brainstorm ways to make those spots safer and list specific actions they can take to decrease bullying. Places might include:

   - playing fields
   - secluded bushy areas
   - toilet areas
   - classrooms
   - pathways
   - walking to and from school
   - behind buildings
   - any area unsupervised by adults
3. Group two’s task is to develop a tool to discover the extent of the bullying problem in their school. The tool could be a very simple questionnaire, of no more than five or six questions, to probe students about the issue. Such questions might include:
   a. Do you know what bullying is?
   b. Has another student ever hurt you?
   c. Has another student ever said or done anything to you that made you feel bad?
   d. Has another student ever forced you to do something you didn’t want to do?
   e. If so, what did you do about it?
   f. Do you think it is okay for someone to bully someone else?
   g. What do you think the school should do about bullies?

4. Give the groups 30 minutes to work on their tasks. If needed, consider adding additional time.

Part 3 - Taking Action Against Bullying (30 minutes)

1. Ask the groups to come back and present their ideas. Have a group discussion to decide whether the school should act on the ideas. Should they conduct the survey in the school? What else should they do? Should they take the suggested measures to make the school safer?

2. As a group, begin the preliminary work of developing a written policy by discussing and developing a consensus on the following:
   a. the definition of bullying
   b. the school’s stance on bullying
   c. appropriate methods for students or others to report bullying
   d. appropriate responses of teachers and the administration to bullying
e. disciplinary action to be taken against bullies

f. confidentiality protection for those making complaints

3. Ask for volunteers to take these ideas and draft a written policy (see sample policy included on page 34 of Step Five for some ideas). Ensure everyone is clear about what the volunteers’ duties are and the deadline by which they will share their work with the rest of the group. Set up a system for follow-up.

4. Wrap up the session by explaining that the Good School Project will address many of the issues related to bullying indirectly:

   a. When all children are given more power over decision-making, like holding elected offices, serving on committees, writing classroom rules, and having ways to express opinions, they are less likely to bully each other.

   b. Clear and consistent polices and understood consequences help deter negative behaviour.

   c. Life skills training for students helps build confidence, assertiveness, self-esteem and respect for others.

   d. Ongoing reflection and training for teachers and students keeps the issue in their awareness.
Session 2.5

Gender in School

1 hour, 30 minutes

Objectives

• Identify the different roles that society gives to boys and girls
• Understand the difference between ‘sex’ and ‘gender’
• Analyse how gender roles can impact learning
• Examine our own gender biases

Preparations

• Blackboard, chalk
Steps

Part 1 – Gender Lifelines (30 minutes)

1. Divide participants into two groups.

2. Group 1 will discuss the life of an average girl in their school, starting from birth to age 25. Group 2 will discuss the life of an average boy, also from birth to age 25.

3. Ask both groups to think about how boys and girls are treated, how they are expected to behave, and the importance or value placed on them. For example, during childhood, a girl may be made to wear dresses, while 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. Who gets a bigger share of the food? Perhaps the girl sleeps on the floor. At what age do boys and girls start school? At what age do they each stop schooling? When girls leave earlier than boys, what could be the reasons? Are their opinions valued more or less than boys? Why?

4. When groups are thinking about these questions, remind them to think of an average student in their school and what situations commonly happen.

5. Assign each group an area of the blackboard. Ask them to make three columns. Title the first column ‘age’ and the second column either ‘boy’ or ‘girl’. Title the third column ‘effects’.

6. Under the ‘age’ column, the first entry will read 0-5 years. In the second column, there should be a description of the girl’s or boy’s life during these years. Record the boy’s or girl’s lifeline in five-year increments.

7. After participants have completed the first two columns, ask them to go back to fill in the third column. Ask participants to look at what is happening in the boy’s or girl’s life during each time period and to think about whether it might affect how they perform in school, either positively or negatively. For example, if a young girl between 6-10 years of age is taking care of siblings and doing many chores, how will this affect her schooling? Perhaps she comes late, or is very tired, or has no time for homework. Maybe she is forced to drop out. Write down all possibilities.
Part 2 – Discussing Lifelines (30 minutes)

1. Ask each group to present their lifelines and effects to all participants.

2. Lead a discussion about why there is a difference in the way we socialise boys and girls. Emphasise the point that we teach girls to behave in different ways than boys.

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

4. Discuss the importance of this difference—that how we expect boys and girls to behave is socially developed and is not determined biologically. In this way, the culture in which girls and boys grow up determines their quality of life by the differences in opportunities it offers them.

5. Now discuss the ‘effects’ column in more detail. Examine how gender roles can positively or negatively impact a young person’s schooling. Is this fair?

6. Discuss how being a Good School means offering boys and girls the same opportunities. Being a Good School means creating awareness that these different expectations and roles are unfair and impose unjust restrictions on girls.

Part 3 – What Do You Believe? (30 minutes)

1. 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.

2. 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.
3. As the facilitator, you will stand in the middle of the room and explain that at any point in the slap-clap-snap rhythm, you are going to point to a person and either say ‘boy’ or ‘girl’.

4. 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 to a boy/girl in your school. Participants must be quick and say the first thing that comes to their mind, before you get back to ‘slap’. For example:

   a. If you say ‘boy’, the participant might say ‘aggressive’.

   b. If you say ‘girl’, the participant might say ‘quiet’.

   c. If you say ‘boy’, the participant might say ‘lawyer’.

   d. If you say ‘girl’, the participant might say ‘nurse’.

5. Have a volunteer 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.

6. 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 ‘girls’ on top of the ‘boys’ list, and ‘boys’ on top of the ‘girls’ 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? Is this true? Are there examples at your school? In the community?

7. Discuss how these imposed gender roles hinder a girl’s development in school. Ask for suggestions as to how your school can be sensitive to gender roles.

8. Ask for volunteers to sum up the session. For example:

   - Socially imposed gender roles limit how girls are seen and what opportunities are open to them.

   - In a Good School, boys and girls have equal opportunities.
Session 2.6

Sexual Violence in School
1 hour, 30 minutes

Objectives

• To build trust among participants to allow for safe sharing about sexual violence
• To remind ourselves what sexual violence is
• To recognise the signs and consequences of a child experiencing sexual violence

Preparations

• Blackboard, chalk
• Four pieces of paper with questions from Part 3, #1 a, b, c or d written on them
Steps

Part 1 - Trust Circle (20 minutes)

1. Split up into groups so that there are no more than eight people per group. Have each group stand in a circle, very close together, so that their shoulders are touching.

2. Have one person 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.

3. 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.

4. Change places and allow each person in the group to experience being the person in the middle.

5. 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?

6. Explain that trust is a very important value. Explain that in this session we are going to talk about sexual violence.

7. When talking about sexual violence, trust is important for many reasons:
   a. The group should be able to share without fear or shame. Group members should trust that others will treat them with respect and keep their stories confidential.
   b. It is vital that children trust their teachers and the administration so that they can come forward when they experience sexual violence.
Part 2 - Janet’s Story (40 minutes)

1. Remind participants of the earlier session on the different types of violence and that sexual violence is one of those types. Ask if someone can recall a definition of sexual violence.

2. Brainstorm with the group. What types of actions would be considered sexual violence against children in schools? Some examples:
   a. Rude and inappropriate comments
   b. Teasing
   c. Sexual harassment
   d. Fondling
   e. Touching private parts
   f. Kissing without consent
   g. Asking for sexual favours in exchange for marks or school fees
   h. Vaginal or anal intercourse, actual or attempted

3. Ask if anyone has a story they want to share about sexual violence. It can be something that happened to them or to someone they know. Allow time for people to share if they want. Remind participants of the trust circle and how important it is to have a feeling of safety and trust.

4. After listening to people’s stories, ask participants if sexual violence happens in school. In what ways? Who perpetrates sexual violence? Make a list on the blackboard of the ways in which it can happen in school and of who commits sexual violence.

5. Read the following story out loud to the group.

   Janet is in S2. She enjoys school a lot and has been doing very well. She has made some new friends and is generally happy and social.

   One day after class, her biology teacher, Mr. Samson, asks her to stay after class for some extra tutoring. Janet is excited to get this special help, and goes back to see Mr. Samson after
the other students have left. The teacher tells her he is in a hurry and asks if she would mind coming to his home.

Janet meets Mr. Samson at home and he starts to tutor her. Janet is happy with the extra help and starts improving in class. After a while, Mr. Samson tells Janet she has become very special to him. He is proud of her and how well she is doing. Janet is happy. Mr. Samson tells Janet that she needs to show her appreciation. He starts to touch her and Janet feels uncomfortable. Mr. Samson tells her to relax, that if she wants to get good grades, she will just enjoy his attention. Soon, Janet finds herself having sex with the teacher. She doesn’t like it and is very scared, but she doesn’t know what to do. Everyone knows she has been coming to him for extra help, and she is afraid what they will think. Mr. Samson told her to keep it a secret, that she might lose her marks if she tells anyone. Janet wants to keep her good grades.

Janet keeps seeing Mr. Samson. Her grades in her other classes, however, start to go down. She stops socialising with her friends. One time, her best friend, Shalifa, asks Janet what is bothering her. Janet tells her she is fine and that she is just very busy. Shalifa thinks this is strange because Janet always had time for friends before.

Janet’s mother notices that Janet is never playful with her siblings anymore and that she isn’t taking care of her uniform. She is often dirty, and whenever she tries to correct Janet, Janet gets upset and leaves the house.

One day, Janet stops going to school altogether. Her friends don’t know why.

Janet’s history teacher, Madame Susan, has always been very friendly to Janet. She has been trying to talk to Janet for months, but Janet has not responded. But Madame Susan refuses to give up. One day, Madame Susan goes to Janet’s house to find out what is wrong. Janet is feeling very lonely and scared and finally decides to tell Madame Susan what has been happening. She explains that she is pregnant and she doesn’t know what to do. She explains that she has been seeing the biology teacher, Mr. Samson.

6. Allow participants to think about the story for a few minutes. Ask participants questions about this story.
a. How do you think Janet is feeling?
b. What are some of the consequences Janet is facing?
c. Do you think Janet should have told someone? Why couldn’t she?
d. If you were Janet’s friend, what would you do?
e. If you were Janet’s teacher, what would you do?

Part 3 – Exploring Questions (30 minutes)

1. Prepare four pieces of paper before the session, each with one of the following questions written on it:
   a. Why would a child keep quiet about the sexual violence they are experiencing?
   b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence?
   c. What are some of the consequences for a child who is experiencing sexual violence?
   d. How can we respond when a child comes to us who has experienced sexual violence?

2. Divide the participants into four small groups. Give each group a question. Ask the group to think about the story they just heard—as well as other incidents of sexual violence—and to brainstorm a list of responses to the question. Allow the groups 15 minutes.

3. Come back together and ask each of the groups to present their responses. Some groups may have trouble coming up with answers, so you can use the following examples as a guideline for discussion.
   a. Sometimes, children will not be able to talk about experiencing sexual violence. Why would a child keep quiet? Examples:
      · fear that the abuser will hurt them or their family
      · threats from the abuser
      · anger
• shame
• guilt
• they may think it was their fault
• fear of having to leave school.

b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence? Examples:
• physical signs such as pain or itching in the genital area, STDs, pregnancy
• emotional signs such as changes in behaviour, withdrawal, irrational fears, depression
• Behavioural signs such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behaviour inappropriate to their age, nightmares, excessive anger or sadness, fear of touch and distrust of people, a change in hygiene (too much or too little bathing)

c. What are some of the consequences for a child who is experiencing sexual violence? Examples:
• drops out of school
• pregnancy
• HIV&AIDS
• STIs
• distrust of people
• poor performance in school
• develops unhealthy relationships
• drug or alcohol abuse

d. How can we respond when a child comes to us who has experienced sexual violence? Examples:
• pay attention to indirect hints from children
• talk to them in private
• keep it in confidence and do not tell other teachers who do not need to know (do not promise the child you won’t tell anyone as it is your responsibility to do something about it)

• tell the child you believe them

• reassure the child that it is okay to tell what happened

• reassure them that it is not their fault

• explore options, consult school policy or seek advice from other knowledgeable teachers

7. Thank everyone for participating and ask for volunteers to sum up the session. For example:

• It is important to be able to trust people when talking about sexual violence.

• Understanding the signs and consequences of sexual violence can help us better support children who experience it.
Session 2.7

Responding to Sexual Violence
1 hour, 30 minutes

Objectives
• To analyse popular myths about sexual violence
• To discuss implications of not responding to sexual violence
• To identify responsibilities of schools and individuals in preventing, handling and reporting sexual violence

Preparations
• Blackboard, chalk
• Read the example of sexual violence policy on page 35 of Step Five
Steps

Part 1 - Examining Myths (45 minutes)

1. Explain to the participants that in this session you are going to explore beliefs about sexual violence at school. Tell the participants that you are going to read a statement. If they agree with it, they should remain seated. If they disagree with it they should stand up ready to speak out against it. If they are not sure, they should get up from their chair and sit on the floor.

2. Read the first statement slowly and clearly. Sexual abuse always involves physical force. Ask one participant who has remained seated to explain why they agree. Ask one participant who stood up to explain why they disagree. Once the participants have spoken ask if any of the participants who are seated on the floor want to change their mind. If not, other participants can make additional points to help convince those on the floor.

3. When you feel there has been enough discussion, repeat the process for the rest of the statements:

- Children may not tell you if something bad happens to them.
- Boys do not experience sexual abuse.
- Sexual abusers do not have to be drunk or crazy.
- Teasing about sex or making sexual comments is sexual violence.
- Sexual abusers are usually strangers.
- Sexual violence only happens in other schools. We don’t have that problem here.
- Girls who wear short skirts are not asking to be abused.
- Children lie about sexual abuse to get attention.
- You cannot tell just by looking at a child that the child has been sexually abused.
- If a girl doesn’t say no, then it means she wants to have sex.
- Words alone can never be considered sexual violence.
Part 2 - What About Our School? (45 minutes)

1. Begin the discussion by asking if sexual violence is a problem your school should address. Does it happen at your school? Would teachers know about it if it was happening? The aim of the discussion is to help the participants realise that sexual violence is everywhere. Just because students may not be talking about it does not mean it does not occur. If need be, remind the participants that sexual violence includes teasing, unwanted sexual attention and harassment as well.

2. Divide the participants into three groups and have them address the following questions.

   - Group one: What is the school’s responsibility to prevent and respond to sexual violence? What specific actions should the school take?
   - Group two: What is the teacher’s responsibility to prevent and respond to sexual violence? What specific actions should teachers take?
   - Group three: What is the student’s responsibility to prevent and respond to sexual violence? What specific actions should students take?

3. After about 20 minutes, ask the small groups to come back into the main group. Ask one person from each group to present their ideas and allow others to make comments or suggest additional ideas.

4. Be alert to the possibility that some participants may say (especially in the third group or as a response to the third group) that sometimes children provoke violence by seducing teachers. Sexual violence against children is never justified regardless of what the circumstances may be.

5. Ask participants to think of everything they have discussed and to make a commitment to do something about sexual violence in their school. As a group, decide what will be done. Assign someone to follow through after the training. Remind them that there is an example of sexual violence response policy in the Toolkit (Create It section, Step Five, Tool 5.3a, page 31) that they can consult to help them think about developing their own school’s version of it.
6. Ask for volunteers to sum up the session. For example:

- Sexual violence can happen to any student, and it is often perpetrated by someone the student knows.

- If a school fails to take action on sexual violence, students may drop out and the behaviour can become normalised.

- There are some very specific things we can do as a school and as individuals to deal with sexual violence.
section 3

Our School is a Good School

More caring!

Throw away the stick!

No caning!
Developing Positive Discipline

What is wrong with Corporal Punishment?

Zero tolerance of corporal punishment.

A good school is everyone's right!
Session 3.1

What is Corporal Punishment?
1 hour, 30 minutes

Objectives
- To explore our beliefs about corporal punishment
- To develop a common understanding of corporal punishment
- To identify ways in which corporal punishment is harmful to children

Preparations
- Three signs labelled as follows: ‘agree’, ‘disagree’, and ‘not sure’
- Tape
- Five slips of paper, each with a consequence of corporal punishment written on it, from Part 3, #1
- Read the booklet, “What is Wrong with Corporal Punishment?”
- Blackboard, chalk
Steps

Part 1 - What Do You Think? (30 minutes)

1. Put up three signs around the room: ‘agree’, ‘disagree’ and ‘not sure’.

2. Explain that you will read a statement. Participants then decide if they agree with it, disagree with it or are not sure.

3. After you read the statement, participants must race to stand under the sign that describes how they feel. They must decide fast, as the last one to reach each sign will have to defend their reason.

4. Read the first 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 choose to go under a new sign if they wish. Those who disagree and agree may try to convince those who are not sure to come to their side.

5. Repeat the exercise with many statements. The statements can include:

   a. It is okay to use corporal punishment as a last resort
   b. Corporal punishment is a part of our culture
   c. If you beat children, it means you are trying to discipline them
   d. Corporal punishment is violence against children
   e. Spare the rod, spoil the child!
   f. Students should fear their teachers
   g. Talking and showing is a better way of teaching than beating
   h. If I cane a student, s/he will respect me
   i. It is okay to use corporal punishment a little bit
   j. I was beaten as a child and I learned how to behave better
   k. If you don’t cane a child when they do something wrong, they will never learn from their mistakes
Sometimes, shouting at or humiliating a child is a better way of disciplining them.

Corporal punishment does more harm than good.

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**Part 2 - Definition of Corporal Punishment (15 minutes)**

1. Ask the group what they understand by the words corporal punishment.
2. Write down all the ideas and thoughts that participants have on the blackboard. Use these to create a common understanding of corporal punishment.
3. Explain that the following definition of corporal punishment by the Committee on the Rights of the Child is the most widely agreed upon understanding of what we mean by corporal punishment:

   “...any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children with the hand or with an implement - whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”

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**Part 3 - Consequences of Corporal Punishment (45 minutes)**

1. Before the beginning of the session, write the following five consequences of corporal punishment on five separate slips of paper.
   a. Corporal punishment has physical consequences. Many children suffer physical injury as a result of corporal punishment. It can lead to broken bones, infections and physical illness.
b. Corporal punishment has emotional consequences. When children are beaten, they often feel anger, shame and humiliation. When they are teased, ridiculed, belittled or threatened, they can experience depression or have thoughts of suicide, revenge or aggression.

c. Corporal punishment has cognitive consequences. Children become fearful of trying new things and of answering questions. They often feel ashamed of themselves due to regular humiliation. They may become slower at learning social and academic skills. Their performance at school may get worse because they are afraid.

d. Corporal punishment has behavioural consequences. Many children end up bullying other children, or as adults, continue the cycle of domestic violence. This is because they learn that violence is an acceptable way of imposing their views on someone less powerful than themselves.

e. Corporal punishment has relational consequences. Many children have difficulty trusting adults who abuse them repeatedly. They have a hard time building relationships with teachers, other adults, even children.

2. Explain to the group that there are many consequences of using corporal punishment. Explain that you are going to do an exercise to help them understand a few of those consequences.

3. Divide the participants into five groups. Ask each group to pick a slip of paper with one of the consequences written on it. Ask the group to read the paper, then discuss what they think about it. Ask them to think of a real life situation that either happened to them when they were young or that they performed themselves that resulted in the consequence on their paper. After they agree on a scenario, they will create a short drama illustrating this point. Allow them 20 minutes for creating their drama. Each drama should be no more than three to five minutes.
4. Have the groups come back and present their dramas.

5. Lead a discussion after all the dramas have been completed. Was it difficult to think of a scenario that fit the consequence? Did it make you think about the situation differently? How did it feel for the person playing the child?

6. Sum up the exercise by explaining that even though we know that corporal punishment hurts a child, adults still give many reasons for using it. It is good to take the time to reflect on the reasons we give for using corporal punishment and to think more deeply about them.
Session 3.2

Corporal Punishment
On Trial

1 hour, 30 minutes

Objective

• To think more deeply about the reasons we use corporal punishment

Preparations

• Read the booklet "What is Wrong with Corporal Punishment?"
• Read the *Positive Discipline: Alternatives to Corporal Punishments* handbook
Steps

Prosecuting Mr. Corporal Punishment (1 hour, 30 minutes)

1. Explain that you are going to try Mr. Corporal Punishment in a mock court. He is accused of causing physical and emotional injury to students and damaging the reputation of your school.

2. Ask for two volunteers who will form a jury with you. Divide the remainder of the group into two teams. Team 1 will prosecute Mr. Corporal Punishment and mount a case against him. The other team has to defend him. Their job is to be as persuasive as possible. They must convince the jury of the strength of their argument, using real examples to back it up. They can call ‘witnesses’ to give testimony. They can cross-examine the witnesses and produce ‘evidence’. They have to come up with arguments that will persuade the jury (yourself and two volunteers).

3. Read the following scenario to the group:

One day two boys left boarding school to buy lunch at a local restaurant because the food at their school was terrible. The headmaster, Mr. Corporal Punishment, caught them at the restaurant and publicly beat and humiliated them. The next day in school, Mr. Corporal Punishment forced each of the school’s 20 teachers to cane the boys two strokes each during assembly. The kids were injured by the beatings.

4. Allow the teams 45 minutes to develop their cases. Ask the teams to identify one member of their team to be the main lawyer presenting their case.

5. After the arguments are presented, the jury confers and then makes a judgment, based on the arguments presented.

6. Hopefully, the prosecuting team will make strong enough arguments to convict Mr. Corporal Punishment. If not, debrief the discussion to see what the prosecution could have said that might have convinced you.
Session 3.3

Punishment vs. Discipline

1 hour, 30 minutes

Objectives

• To identify and understand the differences between punishment and discipline

Preparations

• Blackboard, chalk
• Read pages 44 to 45 of Positive Discipline: Alternatives to Corporal Punishment
Steps

Part 1 - Exploring the Difference (45 minutes)

1. Ask participants to share brief experiences of how they were punished or corrected at school, either physically or verbally. As they are sharing, write anything that is a violent response to the child’s behaviour (caning, slapping, pinching, carrying heavy loads, standing in the sun, being forced to do humiliating things, etc.) on one side of the board and write non-violent punishments or responses (extra work around the home or school, detention, losing privileges, etc.) on the other side.

2. If the list of non-violent responses is small, try to provoke participants to come up with examples in which they were not beaten or humiliated (see the booklet “Positive Discipline”).

3. Ask participants if they can identify the differences between the two lists. Point out that one is a list of punishments and the other includes attempts at developing discipline. How are punishment and discipline different from each other? Do we use these words interchangeably? In what ways?

4. Divide the participants into two groups. Group 1 will discuss punishment and list as many characteristics as they can think of that explain what punishment means. Group 2 will discuss discipline and list as many characteristics as they can think of that explain what discipline is.

5. After 15 minutes ask the groups to come back and present their discussions. After the groups present, ask if anyone wants to add anything. As a facilitator, try to draw out some of the following differences:

Punishment:

- is a short-term strategy that stops the behaviour right away, but doesn’t stop it from happening in the future
- involves associating pain with misbehaviour rather than an understanding of what is wrong with the behaviour
- presents no opportunity for learning from the mistake
- is associated with fear and shame
- reduces confidence
is about being told what not to do rather than what to do
• encourages children to follow rules because they are scared
• humiliates children
• is controlling, shaming, ridiculing
• has consequences that are illogical

Discipline:
• is a long-term process which aims to build children’s ability to make good judgments
• is focused on helping children to learn from their mistakes
• is gradual and cumulative and involves learning and changing over time
• does not create fear or shame
• builds confidence and skills
• recognises effort and good behaviour
• provides consistent rules
• is respectful of the child, not humiliating
• allows children to make choices about their behaviours
• has logical consequences
• is proportional to the offence
• involves listening to children
• focuses on correcting the behaviour, not judging the child

6. Lead a discussion on the two lists. Is there a clear difference? Which is more effective? Which form do you usually use at your school? Is it difficult to focus on discipline rather than punishment? Why?
Part 2 – What Did Discipline Mean for You? (45 minutes)

1. Ask the participants to get into groups of four and share with each other their own experience of how adults responded to them when they were children. Did they experience corporal punishment or the development of positive discipline?

2. How might their lives be different had they experienced positive discipline instead of corporal punishment? What qualities might they have developed in themselves if they had been encouraged to develop positive discipline?

3. After about 30 minutes ask the participants to come back to the larger group. Allow those participants who want to share their experience to do so briefly.

4. Ask participants to continue reflecting on these issues during their day at work and think about how they can use these ideas to become better teachers or parents.
Session 3.4

Why Voice Matters

1 hour, 30 minutes

Objectives

- To understand how it feels to be unable to express opinions, ideas and problems
- To identify the various ways students can have a voice at your school

Preparations

- Blackboard, chalk
- Small pieces of paper with statements from Part 1, #5 written on them (make enough for half the group)
- Masking tape or another way to mark participants
- Read pages 26-27 in What is a Good School?
Steps

Part 1 – “I Need Your Help” Game (30 minutes)

1. Divide the participants into two groups (A and B) and ask them to move to opposite ends of the room. Ask each participant to write down their group letter on a piece of masking tape and stick it on their shirt or somewhere where people can easily determine which group they belong to.

2. Meet first with one of the groups (Group A) and tell these participants that each one of them has a great idea that would solve a problem in their school. They must now find someone who will listen to their idea and help them implement it. Ask them to think of a real idea they have or to make one up.

3. Tell all the members of Group A that when the game starts they have to move around with their hands behind their backs. They must approach members of Group B and try to explain their idea to them. They must move around from person to person (using the masking tape label to identify members of Group B) until they find someone who will listen.

4. They must be aggressive and try as hard as they can to persuade a member from Group B to listen to them. Tell them not to give up, that someone will help them if they keep trying. They can talk to as many people as they want and can return to the same person, hoping for a different response. They can also stand in line behind others to try and talk to someone. If they find someone who will help solve their problem or help implement their idea, they should go up the front of the room. The first two people to get to the front win the game.

5. Now talk to Group B. Give each member of Group B one of the pieces of paper you prepared before the session. Two pieces of paper will have the following directions:
   - For the first four people that approach you, listen for a few minutes, then tell them you are busy and walk away. For the fifth person who approaches you, listen to their problem or idea and tell them you are willing to help them.

The remaining pieces of paper will have one of the following actions written on them. (You can have multiple papers with
the same statements to ensure that each participant in Group B gets one.

- Stop the person from talking right away and get angry with them for disturbing you.
- Listen for 10 seconds, then tell the person you are too busy and walk away.
- Tell the person that their opinions are not important to you.
- Listen for a few minutes, as if you are going to help them, then tell the person, “Sorry, there’s nothing I can do.”

6. Tell Group B members that they have to spread out in the room and wait with their hands folded in front of them for Group A members to approach them with something they want to say. For anyone that approaches them, they must do exactly what is written on their paper. No matter how persuasive or how often different people come up to them, they must keep doing the same thing that is written on their paper.

7. Now, begin the game by asking the two groups to start mingling. Group A members (hands behind their backs) have to find a Group B member (hands folded in front of them) who will listen and agree to help them. As soon as they do, they can go to the front of the room.

8. At the end of the game, only two people will have reached the front of the room. As a facilitator, keep watching the activity. Call an end to the game about five minutes after the two people have gotten to the front of the room.

Part 2 - Game Debrief (30 minutes)

1. Lead a discussion about the activity. Ask such questions as:
   
   a. Group A members, how did it feel when people wouldn’t listen to your ideas?

   b. How did it feel moving around from person to person without getting heard? Did anyone want to give up? Was anyone frustrated?
c. What did you want the Group B members to do for you?

d. Did it seem like it would be easy to find someone to listen to you?

e. Group B members, how did it feel to turn people away?

f. Group B members, did you want to try and help people? Were you confused or frustrated because you couldn’t?

g. For the people who found someone to listen to you, how did it feel?

2. Reflect on the Creating a Conducive Learning Environment session, where we talked about voice as one of the components of a Good School. How does this exercise compare to real life in school? Examples:

   a. When students or teachers do not have a voice at their school, they may stop trying to contribute their ideas or experiences.

   b. If children never experience their ideas being taken seriously, they do not learn how to participate.

   c. People who are not given the opportunity to develop their voice may become passive.

   d. Voice is an important part of our experience of our community. If we feel that it is not valued, we may not discover important parts of ourselves.

Part 3 - Why Voice Matters (30 minutes)

1. Write ‘VOICE’ on the blackboard in very big letters and draw a circle around it.

2. Ask participants to think about the word ‘voice’. What do we mean by it? Ask them to think of other words that describe voice. Write their answers on the blackboard around the circle. If they are stuck, you can prompt them with some of the following:

   • Expression
   • Speech
   • Vote
   • Say-so
3. Ask participants to reflect on the game and the discussion. Do you think that students have a voice in their school?

4. Do you think that a student’s voice matters? Why or why not? How does it feel in real life when you are denied the opportunity to discover or exercise your voice?

5. Explain that student voice can be thought of in three categories: self-expression, ideas and opinions, and participation in how a school is run. Write the categories on the blackboard.

6. Ask the group to brainstorm what activities could be promoted in their school to encourage each of the three categories. Some ideas include:

   **Self-expression**
   - Debates
   - Music
   - Dance
   - Drama
   - Sports
   - School magazine

   **Ideas and opinions**
   - Suggestion boxes
   - Idea boards
   - Essay competitions
   - School surveys
   - School newspaper

   **Participation in how school is run**
   - Help write classroom rules
   - Student courts
   - Peer committees
   - Student government
   - Prefect councils

7. Wrap up the discussion by reminding participants that equally important to having a voice is ensuring that the voice is heard and valued. As such, ideas should help contribute to change; self-expression should be rewarded and valued; and decisions by student committees and councils should be respected.
Session 3.5
Positive Discipline Responses
1 hour, 30 minutes

Objectives
- To identify goals in disciplining children
- To identify four categories of response

Preparations
- Read the booklet *What is Positive Discipline?*
- Read *Positive Discipline: Alternatives to Corporal Punishment*
- Copies of Positive Discipline Responses handout and poster
Steps

Part 1 - Discussion of Goals (20 minutes)

1. Have a general discussion asking participants what is the goal of disciplining a child. Write the goals on the blackboard. Some of the answers might include:
   a. to help children learn from their behaviour
   b. to help them make better choices
   c. to make them stop a certain behaviour
   d. to understand there are consequences for their behaviour

2. If any participants say “to make them pay for their mistake” “to punish them” or other such statements, be prepared to lead the group through a discussion on whether or not this is consistent with positive discipline ideas.

3. Talk about how when we are trying to stop using the cane, we often struggle with what else to do. Ask the group to brainstorm some of the challenges to using alternative methods of discipline. The list might include:
   a. The cane is easy. It is right there.
   b. We don’t know what else to do.
   c. Children are used to the cane, they don’t understand anything else.
   d. We are overwhelmed with too many students. We need immediate responses.

4. Ask participants to brainstorm any alternative methods of discipline they can think of. Write all of their answers on the blackboard.

Part 2 - The Four Categories (70 minutes)

1. Acknowledge all of the good work the group has done in trying to come up with alternatives. Recognise that it is difficult to think of other things to do when you are in the classroom and faced with misbehaviour. Emphasise that everything we
talked about helps us to put our goals for disciplining children into four categories, based on what we want the child to do.

2. Pass out copies of the “Positive Discipline Responses” handout. If you have a copy of the Positive Discipline poster put it up where everyone can see it.

3. Refer to the handout or the poster and ask a volunteer to read the categories and the different types of responses in each category. Discuss them and add any others that the participants may come up with.

4. Then discuss the layers of response as written on the handout. Note how teachers are the first line in responding to misbehaviour, but they are not alone. There are many other people to turn to for help.

5. Reinforce that every time we choose to discipline a child, we should think about the ultimate purpose of our actions. Use the following checklist to help in making appropriate decisions.

   • Have I tried to find out why the child is misbehaving?
   • Is discipline really necessary, or are there other actions I should be taking?
   • What is my goal in disciplining this child?
   • Is the child learning from their mistake with this form of discipline?
   • Do they know why what they did was wrong?
   • Is the discipline logical? Can the child understand it?
   • Is it humiliating to the child?
   • Is it proportional to the offence?
   • Am I acting as a role model?

6. Ask for one participant to sum up the session. What was the point? Example: To identify our goals when disciplining children and to learn about different responses other than corporal punishment.
Session 3.6

Positive Discipline Role-Play

1 hour, 30 minutes

Objectives

• To identify goals in disciplining children
• To gain practical experience with positive discipline alternatives

Preparations

• Copies of “Positive Discipline Responses” handout
• “Positive Discipline Responses” poster
• 21 pieces of paper with a different response from Part 1, #1 written on each one
• 10-20 pieces of paper with the statements from Part 2, #3 written on them
Steps

Part 1 - Role-Play (1 hour)

1. Before the session, write each of the responses on a separate piece of paper as follows:
   - Reflection: Verbal warning
   - Reflection: Timeout
   - Reflection: Letter writing
   - Reflection: Oral apology
   - Reflection: Infraction slip
   - Penalty: Light work
   - Penalty: Withdraw privileges
   - Penalty: Detention
   - Penalty: Behaviour Contract
   - Penalty: Disciplinary talk
   - Penalty: Demerit
   - Penalty: Community service
   - Reparation: Public apology
   - Reparation: Replace or repair
   - Reparation: Financial restitution
   - Reparation: Official reprimand
   - Reparation: Calling parents
   - Last Resort: Parent meeting
   - Last resort: Referral
   - Last resort: Suspension
   - Last resort: Expulsion

2. Hang up the "Positive Discipline Responses" poster and ensure that everyone has their "Positive Discipline Responses" handout from the last session.
3. Remind participants briefly about what was discussed in the last session.

4. Hand one piece of paper to each participant. If there are fewer than 21 participants, give some two pieces of paper.

5. Explain that you are going to do an exercise to help teachers get used to trying out alternative responses to discipline problems.

6. Ask for two volunteers to act out a short one-minute role-play in which a child is misbehaving. Allow the volunteers a few minutes to compose their role-play. Use the following ideas for role-plays or any other situations that are common in your school:

   a. During playtime, one boy bullies another boy. He is pushing him around and teasing him.

   b. During break time, all of the students have left the classroom for lunch. However, one student stays behind and starts going through her classmates’ desks. She steals a few pencils and some small coins.

   c. A student is sitting in the back of the classroom. He is using his pen to carve some words into the desk.

   d. A student at a boarding school has heard that an action movie is going to be shown at the local video hall down the road from the school. He sneaks out to go watch it and is caught by a teacher when he tries to re-enter the school grounds.

   e. A student is hungry. She hasn’t eaten all day. She sneaks behind to the school garden and takes a few tomatoes. As she is eating them, a teacher sees her.

   f. A student has failed his math exam for the third time this term. When the teacher asks him, he says he is studying, but the teacher is sure he must be lying. Otherwise, how can he keep failing?

7. After the role-play, ask the volunteers to remain in their positions. Ask the group what would be the intention of the teacher when disciplining this child? Is it to have them reflect on their behaviour, to experience a consequence, to make amends or is it a last resort?
8. Ask participants to look at their piece of paper. Ask who has a response that might be appropriate for this situation. Ask that person to come up and act out the response with the volunteers who have already done the role-play.

9. Discuss the outcome with the group. Sometimes, the person playing the student will act stubborn, and the response might not work. Ask if anyone else has a response that might work.

10. If so, have them come up and act out the response.

11. The idea is to encourage teachers to use these responses, not just say them. Ask them to act out the entire response. For example, if they are giving a student a timeout, they don’t just stand up and say, “I am giving you a timeout”. They might tell the student that he is receiving a timeout, and he must go to the bench in the staff room and sit there for five minutes. The teacher might then say, “After the five minutes, I will send for you to come back and you must tell me if you are ready to act properly in class”.

12. Continue with different role-plays until everyone gets the idea of using these responses.

Part 2 – All in a Row (30 minutes) (optional)

1. Explain to the group that discipline is fluid; there are many choices and many ways in which to tackle a problem. You are going to conduct a small game to help people understand that there are many options.

2. Read the following story to the group:

   Peter has been getting very loud in class lately. He is disrupting the lesson by talking, throwing papers and kicking at the desks. For the third time this week, Peter didn’t have his homework. You asked him to pull out his notebook and write the assignment in front of you, but he did not seem to know what to do.

3. Pass out the pieces of paper with the following responses written on them, one to each participant. If there are more people than papers, you can ask the extra people to help with getting the group in order.
Response options:

- Talk to student
- Find out what the problem is/why the student is misbehaving
- Stand closer to the student
- Give the student a special duty in class, such as writing on the board or being class monitor
- Refer to head teacher
- Shift the student’s seat
- Refer to Peer Discipline Committee
- Call parents
- Point out the class rules
- Ask student to pay attention
- Verbal warning
- Withdrawal of privileges
- Timeout
- Detention - student stays after class to do his assignment
- Offer extra help to the student

4. Ask everyone to look at their paper. Then ask them to talk to other people in the group and look at their papers. People should hold out their papers in front of them so everyone can see and read them.

5. Ask the participants as a group to think about the problem in the story and imagine that it keeps happening. Ask the group members to stand in the order that they think discipline could be handled. There is no correct answer, so encourage debate to decide when each step could happen. If they choose, they can throw out some of the papers that they think are not applicable, but they must have a reason.

6. After everyone is in order, have each person read their paper. Have a discussion about the exercise:
   a. What was most difficult about finding a good order?
b. Did you think there was a correct order?

c. Could you have done it in a different order?

d. Were there too many responses or not enough?

e. Do you think this is applicable to your classroom?

f. What does this teach you?

7. Ask for participants to sum up the session. Example: There are many alternatives to corporal punishment and practicing them is key to implementing them effectively in the classroom.
Session 3.7

Encouraging Good Behaviour

1 hour, 30 minutes

Objectives

• To identify ways of recognising student effort
• To become aware of how negative language affects students
• To practice giving compliments

Preparations

• Blackboard, chalk
• Papers with statements from Part 2, #2 written on them
• Notebook paper, pens or pencils
• Tape
Steps

Part 1 - Rewarding Daily Effort (45 minutes)

1. Begin with a group discussion on why we need to encourage students. Will it spoil them? Will it make them big headed or will it help them? How will it help them? Examples might include:
   a. To build confidence and self-esteem
   b. To acknowledge that they are following rules
   c. To recognise effort, not just success
   d. To keep students motivated
   e. To build relationships of trust and role model positive behaviour

Emphasise that it is not just giving rewards for the smartest students or for high exam scores. It is about daily recognition that students are trying their best and making small achievements along the way.

2. Divide the group into two teams. Ask each team to meet for 10 minutes and collectively brainstorm ways they could give positive encouragement. After 10 minutes, ask the teams to come back.

3. Explain that you are going to have a race. Line each team up on the far end of the room.

4. When you say ‘Go’, one team member from each team will race across to the other side of the room while hopping on one foot. (If the group members are not so fit, you can have them walk backwards or with their eyes closed). When they get to the other side, they must write on the blackboard one way in which to give positive encouragement to a student. As soon as they are finished writing, they must hop back on one foot and hand the piece of chalk to the next person on their team.

5. As soon as they are finished writing, they must hop back to the beginning of the line and hand the piece of chalk to the next person on their team. That person must then hop on one foot to the blackboard. When they get there, they must also write one way in which to give positive encouragement to a student. As soon as they are finished writing, they must hop back on one foot and hand the piece of chalk to the next person on their team.
6. Explain that for team one, members are allowed to cheer and encourage each other to get to the other side faster. They can do whatever they want to help that person get to the other side.

7. Team two is not allowed to do or say anything to help their team members.

8. Both teams continue until everyone has had a turn and one team finishes first.

9. Congratulate everyone for playing and hold a discussion after the game.

10. Ask team one how it felt to be encouraged in their efforts. In what ways did your teammates help you? How did it feel? Did they only encourage you when you succeeded at getting to the other side, or did they say positive things the whole time?

11. Ask team two how it felt to remain quiet. Was it difficult to hear the other group cheering each other on? Was it harder to keep going without anyone supporting you?

12. Discuss the actual items on the list. Was it difficult to come up with ways to encourage students? Are the items on this list things you already do or are they unusual?

13. Look at the items on the list. Ask if there are other things you might add to the list. As a facilitator, try to include as many things as possible, such as the following:

   - A pat on the shoulder
   - An “I’m proud of you!” statement
   - Selection as class leader for a day
   - Selection as ‘teacher assistant’ for a day
   - Selector of a group activity or project
   - Praising the student in front of other teachers or the school principal
   - Asking the student to assist others
   - Sending a note home for the parent when a child does something good
• An honor, such as being nominated for most-improved student
• Badges or buttons
• Certificates
• Extra time to complete an assignment
• Good grades
• Peer recognition
• Class honor roll
• Having names displayed on a classroom Wall of Fame
• A treat
• A thank you note from the teacher
• Encouraging compliments on written work
• Smiles
• Verbal praise
• Earning extra credit to improve a grade
• Tutoring other students
• Participating in a special project
• Displaying work for others to see
• Using library during free time

14. Ask everyone to look at the list and make a commitment to give positive encouragement to their students. Ask them to write down in their notebooks three things that they will use in their classroom. Then ask participants to consciously think about how often they encourage others. Ask them to keep track during any given day or week and to try to give at least three positive comments to every one negative comment they say. This can apply in daily life as well, not just in school.
Part 2 - How We Use Language (30 minutes)

1. Brainstorm about why positive reinforcement is important. Discuss how rewarding and encouraging students, as noted in the previous exercise, are excellent ways of relating to students. Also discuss how we reward children. We want to focus on several points:

   a. Reward the behaviour, not the task. Example: Instead of saying, “Thank you for not talking”, say, “Well done for respecting others by staying quiet”.

   b. Focus on what the student is doing correctly rather than what they are doing incorrectly. Example: Well done that you wore your uniform to school today! For tomorrow, please remember to wash it well.

   c. Try not to compare one student to another. It usually makes one of them feel bad.

   d. Encourage effort, not just success.

2. Before the session, write the following statements on slips of paper. (A possible answer is listed after each statement. Do not write them on the papers. They are to help facilitate during the exercise.)

   - A student in your class is dressed smartly. You want to praise him so you say, “You are dressed so smartly today. Your classmates could learn a good lesson from you because they are so untidy”. (Possible answer: “You are dressed so smartly today. Well done!”)

   - A student does well on a test and you want to recognise her good behaviour. You say, “Well done! You are so much smarter than your classmates!” (Possible answer: “Well done! I can tell that you really studied for this exam. Please keep up the excellent effort!”)

   - A child who never wears a uniform comes to school one day with it on. You say “Your uniform is dirty! What’s wrong with you?” (Possible answer: “Well done for wearing your uniform today. Tomorrow, please be sure it is clean.”)

   - A student is working very hard to write well in English but continues to make mistakes. You say, “I think you are
not good at English. If you don’t improve by next week, you will fail my class.” (Possible answer: “Very good effort! I can see you are trying very hard to do well in English class. Is there something we can help you with to do better, perhaps another student to tutor you?”)

- A student is being very disruptive in your class and is talking a lot. You are annoyed with the student and say: “Stop talking immediately! If you don’t shut up, you’re really going to get it!” (Possible answer: You could say, “Please try and be respectful to other students and keep quiet during the lesson so everyone can learn.” Or ask the student to reflect on the classroom rules. “What do the class rules say about talking during the lesson?”)

- A child is running around the school yard and you are afraid he is going to get hurt. And, he is breaking the rules. You say, “Stop running this minute or you will be punished!” (Possible answer: “Please walk. If you run, you might get injured and you are also breaking the school rules.”)

- A child is late to class for the third time in a week. You have ignored her lateness before, but now you feel you need to say something. You say, “This is the third time you are late this week! What’s the matter with you?” (Possible answer: “This is the third time you are late this week. You will stay after class when the others have gone to play to make up for the lost time, and we will talk about why this keeps happening.”)

- It’s really hot outside and a child is wasting water by letting the tap flow while sticking his head under it to cool down. You say: “What’s wrong with you? You are wasting water! You want to know what it is like to feel hot? Go stand in the sun until I say you can come inside!” (Possible answer: “I know it is really hot outside, and we are all suffering. But I think you understand what this water is for. All of the children need it to be able to wash themselves. What will happen if you use all the water?” Give them a choice to sit inside for five minutes to think about how important the water is or to apologise for misusing it.)
3. Ask participants to divide into small groups of three or four people. Give each group a piece of paper with one of the written statements on it.

4. Ask the group to read the statement and reflect a few minutes on what it says. Discuss how it can be turned from a negative statement to a positive and encouraging one.

5. Have them write the positive statement on the back.

6. After a few minutes, ask for one person from each group to come up to the front and read the statement as it is and then how they converted it to a positive statement. Ask the group if they have any comments or suggestions for improving it.

7. Continue until everyone has a turn.

Part 3 – Giving Compliments (15 minutes)

1. Ask everyone to tape a full piece of paper to their backs.

2. Give everyone a pen, pencil, or marker.

3. Ask the group to mingle and go around the room and write positive comments about people, using the pieces of paper stuck to their backs.

4. As you are writing, be sure that everyone’s papers are filling up. Take the time to write on as many papers as possible to be sure everyone has something on their paper.

5. Come back to the group and have everyone take off their papers and read them.

6. Lead a discussion:
   a. How does it feel to read nice things about yourself?
   b. How would it feel if you had negative words written about you?
   c. What does this mean about how we should treat our students?
REFLECTION

For minor day-to-day problems, students will be asked to reflect on their misbehaviour. Children learn from their mistakes when they understand why what they did was wrong, and when they are given an opportunity to think about the consequences of their behaviour. The types of discipline measures in this category include:

a. **Verbal warning.** This involves talking to the student and telling them what they did wrong. It also involves telling them that if they repeat the misconduct, further disciplinary steps may be taken.

b. **Imposing timeout:** This involves asking a child to either leave the class for 10 minutes, or sit in a quiet place and think about their behaviour. To be able to return to class, the student must be able to articulate what they did wrong and how they will avoid repeating the mistake. After 10 minutes, the teacher should invite the child back into the room and ask her to explain what they did wrong. This should be done firmly without humiliating the child. It is important to remember that this is more than just sending a child out of the class. The child should be sent to a specific spot where they must sit and think, such as a chair outside the head teacher’s office, a chair in the staff room, or a bench just outside your class. Timeouts are not punitive, but rather a chance for a child to reflect upon their mistake.

c. **Letter writing.** This could involve writing a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate it should include an apology.
d. **Oral apology.** This involves apologising to the wronged person and asking for forgiveness. The wronged person should also acknowledge the apology and accept it.

e. **Infraction slip.** This involves writing the child’s offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper shall be given to the peer committee to take further disciplinary measures.

f. **Discipline box.** This involves writing the name of a child on a piece of paper and placing it in a box that you have established in the classroom. The box is checked on a weekly basis. You can set a limit such that if the child’s name appears in the box more than a given number of times, a certain penalty will be imposed.

**PENALTY**

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that there are consequences to their actions. The types of discipline measures in this category include:

a. **Light work that improves the school environment.** This involves such things as slashing an appropriately-sized area of grass, cleaning a small part of the school compound in a designated area, cleaning the toilets, mopping the floors, etc. The work must be productive, not punitive. The work must be appropriate to the age, size and physical abilities of the child. Care must be taken that the penalty is appropriate and related to the offence and that it is not excessive or humiliating to the child. The aim is to create an opportunity for the child to think about their behaviour while they are performing the task and to learn a new response for the future.

b. **Withdrawal of privileges.** This involves taking away an activity that the student enjoys. Students will not be allowed to go out during play time, they can’t play during a school football match, or can’t participate in a planned activity. However, students should not receive a penalty that will be detrimental to their health or safety, such as not eating lunch, not providing drinking
water, toilet access or other such necessities. The withdrawal of the privilege must also be proportional. Lighter offences may mean the withdrawal is for only one day, more serious offences may mean the withdrawal is for a longer period of time.

c. Detention. The student must remain for extra time after school to reflect on what they did wrong. This may also involve an assignment during that time to write an essay or a letter, or it can be to just sit and reflect.

d. Signing of discipline or behaviour contract. This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it. It includes negative consequences if the misconduct is not stopped, and positive outcomes if it is corrected. The contract is set for a specified amount of time and is signed by the teacher and student. For more serious offences, the contract may also be signed by the parent.

e. Disciplinary talk with the learner. This involves setting a time to meet with the student to discuss their behaviour and to set a course for correcting it.

f. Demerit. This involves marking the students file or the disciplinary book, to record the child’s offence in an official manner.

g. Community service. This involves having the student do light work that benefits the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time, or volunteering at an institution that needs assistance. Any community service work requires counselling to explain the purpose of the work.

REPARATION

For offences that cause damage to a third party, the student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include:
a. Public apology. The student must apologise for his misbehaviour in the assembly to the entire school or to the group of people s/he offended.

b. Replace or repair. If the offence is accidental, the student must contribute toward replacing or repairing the damage s/he has caused, such as erecting a new fence, chopping wood, or repainting a wall.

c. Financial restitution. If the offence was intentional, the student must replace or repair the damage and must also pay for the materials needed to fix it. If financial restitution is impossible, the school may require the student to do meaningful labor within the school to compensate for the damage.

d. Official reprimand. The student must accept a written notice to their disciplinary record and must sign a letter committing to reform. The letter spells out repercussions for failing to reform.

e. Involving parents. The school will involve parents to contribute towards replacing, repairing or apologising for the damage caused by the student.

LAST RESORT

For persistent and serious offences, sometimes severe action must be taken as a last resort. The types of discipline measures in this category include:

a. Parent meeting. Summoning and discussing with parents the possible next steps as a warning to the child and the parents.

b. Referral. This involves referring the student to a professional who can assist her/him, such as a counsellor, personnel from an NGO, a community member, probation officer, social worker, religious leader or any other such person.

c. Suspension. A time-limited suspension (e.g. one week) with a written warning and a referral to a counsellor or probation officer.

d. Expulsion. As a very last resort, expulsion from school with the involvement of the probation officer and recommendation of an action plan for next steps to help the child.
LAYERS OF RESPONSE

Teacher

The first person to handle any disciplinary case is the teacher. However, if the students continue to misbehave, the case can be referred to the next layer.

Peer Discipline Committee

Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet on a regular basis and to handle all cases of indiscipline referred to them by the teacher. The peer committee shall hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counselling them as a peer group, or helping the student by coming up with solutions for her/his problem.

School Discipline Committee

If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case can be referred to the School Discipline Committee which may take actions deemed appropriate according to the Code of Conduct.

Head Teacher

If the offending student continues with her/his misbehaviour, the case can be referred to the head teacher who may take actions deemed appropriate according to the Code of Conduct.

Parents

If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision can be reached as to the appropriate disciplinary action to take.

Outside Referral

Further still, if the student’s misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.
section 4
Developing Helpful Relationships

What is a Good Teacher?

A good school is everyone's right!
Objectives

- To remember what it felt like to be a child
- To reflect on the kinds of relationships children and adults have together

Preparations

- Blackboard, chalk
Steps

Part 1 - Feel Good/Feel Bad Reflection (30 minutes)

1. Divide the blackboard into two areas. On one side write, ‘made me feel good’ and on the other side, ‘made me feel bad’.

2. Ask participants to think back to their childhood (even if you are doing this exercise with children, ask them to remember when they were younger). Ask them to remember an adult who made them feel good when they were a child. It could be a relative, a teacher, a neighbour or a stranger. Ask them to remember the person and what this person did that made them feel good.

3. Give participants a few minutes to think about this on their own.

4. When the participants are ready, ask them to share their stories. They should say who the person was (e.g. neighbour or teacher), what they did and how it made them feel good. Remind them to keep it brief, just a few minutes.

5. Record a few words about what they did to make the person feel good under the ‘made me feel good’ section on the blackboard. For example:
   - encouraged me in English
   - helped me when I was sick
   - told me nice stories
   - was kind to me
   - protected me
   - paid my school fees
   - spoke nicely to me

6. Keep sharing stories until you have a wide range of experiences, about six to eight stories, or until people seem finished.

7. Now ask participants to think back to their childhoods and to remember an adult who made them feel bad.

8. Ask participants to share their stories. Remind them to keep it brief, just a few minutes. They do not have to give the name of the person they are talking about if they don’t want to.
They could say who the person was (e.g. neighbour, aunt, grandmother), what they did and how it made them feel bad.

9. Record a few words about what they did to make the person feel bad under the ‘made me feel bad’ section on the blackboard. For example:
   - shouted at me
   - beat me
   - insulted me
   - took my things
   - treated me badly

10. Keep sharing stories until you have a wide range of experiences, about six to eight, or until people feel finished.

Part 2 - Feel Good/Feel Bad Discussion (1 hour)

1. Talk about the items on the ‘feel good’ side. Ask a participant to sum them up. Explain how we have all experienced things in life that have made us feel good or helped us feel safe and secure.

2. Talk about the items on the ‘feel bad’ side. Ask a participant to sum them up. Explain how we have all experienced things in life that made us feel bad. Explain how many of these things represent violence—caning, burning, denying food or school fees, shouting, and belittling.

3. Ask people what they think of this list? Are the experiences in the ‘feel bad’ list types of violence?

4. Do children today have similar experiences? Are their experiences different from the ones we had as children? Invite participants to share examples and stories.

5. If these things made us feel bad, why would we want our children to feel them? What can we do as adults to help children in our care have more experiences described on the ‘feel good’ side?

6. Talk about the people on the list: parents, teachers, neighbours, etc. The same person can sometimes do things that both make us feel good and make us feel bad. You don’t have to be perfect to be a good teacher or a good parent. The aim is to try to create a relationship with the child in
which there are more ‘feel good’ experiences than ‘feel bad’ experiences.

7. Explain that the goal of creating a Good School is to help children have more experiences that make them feel good and fewer experiences that make them feel bad. We can all be a positive influence on children. We can make children feel good, just as someone made us feel good when we were their age.

8. Ask for one participant to sum up the session. What are some of the things they learned? For example:

- To remember what it felt like to be a child, so we can help children today to feel good about themselves and to have positive experiences
- To remember how important it is to encourage and show love to children
Session 4.2

Professional Pride

1 hour, 30 minutes

Objectives

- To reflect on our role as teachers
- To recognise the impact we have as teachers on the lives of our students
- To instil a sense of pride in teachers

Preparations

- If possible, one candle for each participant
- Matches
Steps

Part 1 - Personal Reflection (1 hour, 15 minutes)

1. Give a short talk about teaching, including the following points:
   a. Teaching is one of the greatest professions of all. Teachers are responsible for shaping our children, for helping them to dream, to achieve, and to become the future leaders of our country—even our world.
   b. When children grow up and become successful, who do they look back upon and thank? It is most often a favourite teacher who influenced them.
   c. Teachers work under some of the most stressful conditions. They work in huge classrooms with limited resources and little support. They are often underpaid, paid late or not paid at all.
   d. Still, teachers generally remain willing and excited to embrace new programmes and to put in extra effort to make their schools better places and to make the lives of their students safer and more rewarding.

2. Ask participants to sit in a circle. If you have candles, give one to each participant.

3. Ask participants to think about their profession and to think about a time when they felt most proud about being a teacher. It could be some achievement they made, a student they influenced, a particularly difficult situation they helped to solve, or the teacher who influenced them by modelling positive behaviour.

4. Light one candle and place it in the centre of the circle.

5. As the facilitator, begin with your own story. If you are not a teacher draw on your role as facilitator to share.

6. After sharing your story, light your candle from the candle in the centre and then place it in front of you.

7. Invite other participants to share their stories. Encourage them to focus on something that happened in their teaching career that made them feel proud to be a teacher. After they finish their story, they can light their candle from the one in the centre or from their neighbour’s and place it in front of them. Continue until everyone has shared.
Part 2 - Closure (15 minutes)

1. After everyone has shared, close the activity by emphasising the following:
   
   a. There are many challenges to being a teacher, but there are also many rewards.
   
   b. Sometimes we focus on the challenges too much and we get discouraged. It is nice to remember how we can influence others.
   
   c. Being a teacher is one of the greatest professions. We are responsible for shaping children’s lives and helping them to become successful adults.

2. Ask if anyone would like to reflect on the session.

3. Thank everyone for sharing their stories and listening to each other. Congratulate them on their dedication and hard work and on being good teachers and role models.
Session 4.3

The Way We Learn
1 hour, 30 minutes

Objectives
• To become comfortable with being creative
• To analyse the different ways children retain information
• To practice new teaching methods

Preparations
• Blackboard, chalk
• A collection of common objects
• A bag
• Slips of paper with teaching assignments written on them (see Part 3, #2)
Steps

Part 1 – Creative Thinking* (20 minutes)

1. Prepare a bag with a few common objects in it—a paper clip, hair comb, ruler, tea cup, pencil, keys—anything you can find.

2. Divide the group into four teams. Ask each team to select an object from the bag.

3. Ask the teams to brainstorm for five minutes and to come up with as many uses for the object as possible. It doesn’t matter how silly or unlikely the idea is, the aim is to list as many as you can think of.

4. After five minutes, ask each group how many ideas they came up with.

5. Ask a member of each group to come to the front of the room with their object and to list the three craziest ideas they had.

6. Have a discussion about this exercise. What was the point? Explain that the point is that we have to think outside our normal ways of doing things. We only discover new solutions to old problems if we look at old problems in a new way.

7. Often, when students receive information about a topic—say a history lesson or a new concept in physics—they don’t have any idea how it relates to their lives and they become frustrated. Suggest to participants that just as they’ve tried to come up with many possible uses for their object, try to come up with as many possible uses for the information they are teaching to help students understand its significance to them.

8. Creativity is a skill which can be tapped with simple exercises like this. You can allow your mind to dream up new ideas in everything you do. You can apply this to the classroom by thinking of new ways to teach. The idea is not to be negative and to shoot down ideas, but to embrace all ideas and try to find new ways of doing things. For example brainstorming is a good way of encouraging creativity.

Part 2 – Using Our Senses (20 minutes)

1. Start a discussion by asking participants, “How do children learn?” Ask, “When you are trying to learn something new, how do you best learn it?”

* Adapted from Visualisation in Participatory Programmes, by UNICEF
2. Discuss the different ways in which our minds receive and process information, such as:
   - Reading
   - Hearing
   - Seeing
   - Doing
   - Various combinations of the above

3. Write each of these categories on the board. Go around the room and ask participants to provide examples of how they might learn something through one of these categories. Examples might include:
   - Reading a textbook
   - Hearing a lecture
   - Seeing an experiment performed
   - Doing a drama
   - Watching a film (seeing and hearing)

4. Based on this information, brainstorm some ideas that teachers might use in the classroom to help students learn and remember information better. For example:
   - Ask many questions
   - Vary teaching methods
   - Use activities
   - Music
   - Art
   - Drama
   - Exercises
   - Moving outside the classroom for live examples
   - Storytelling
   - Group work
   - Brainstorming
• Have stretches or short games to liven things up
• Community-based assignments

Part 3 - Creative Teaching in Practice (50 minutes)

1. Have three people serve as a panel of judges. Ask for volunteers or have the group elect them.

2. Divide the remaining participants into three teams. Write down a different topic on three pieces of paper. Ask each team to select a piece of paper. This is the topic they will create a lesson around, or they can come up with their own topic, which is relevant to the subject matter they teach. Possible topics include:
   a. You are a math teacher. Your lesson today is to teach students about multiplication and division.
   b. You are an English teacher. You are trying to help your students to understand past and present tense.
   c. You are a social studies teacher. You are trying to teach your students about how the world is divided into different countries and continents.
   d. You are a science teacher. You are developing a lesson about photosynthesis and how plants turn green.

3. Each team must come up with a way of teaching this topic using a combination of the senses and without relying heavily on lecturing. The lesson should not last more than 10 minutes. They can use any method they choose—drama, music, songs, games, materials, art, poems, brainstorming, moving around outside the classroom, storytelling or a combination of these methods. Ask them to be as creative as possible.

4. Explain that each team will present their lesson to all of the participants in any way they want. After all three teams have presented, the judges will confer and elect a winner, based on who was the most creative and how easily the lesson was understood.

5. Give each team 20 minutes to prepare their lesson, then invite the groups to come back. Limit the presentations to no more than 10 minutes, just enough to get their point across. After each group presents, give the judges a few minutes to take notes and confer if necessary.
6. Ask the judges to announce the winner and explain why the lesson was effective.

7. When wrapping up, ask volunteers to explain what they learned from the session.

Examples:

- Children learn in many different ways.
- As teachers we can develop creative teaching methods to help children learn better.
Session 4.4

Why do Children Misbehave?

1 hour, 30 minutes

Objectives

• To identify the various reasons why children misbehave
• To analyse why understanding misbehaviour is beneficial
• To understand that not all misbehaviour requires a disciplinary response
• To build skills for handling our own emotions

Preparations

• Blackboard, chalk
Steps

Part 1 - The Underlying Need (1 hour)

1. Ask the group to define the word ‘misbehaviour’. What do we mean when we say a student has misbehaved? Brainstorm a group definition. For example,

   Misbehaviour consists of undesirable behaviours that do not comply with our expectations or classroom rules, that interfere with positive social interactions and self-discipline or that place the child or others in danger.

2. Explain that most children misbehave for a reason. They may not know what the reason is, but there usually is one. Most of the time, the child misbehaves because s/he has an unmet need. It is important to find the child’s underlying need to understand why they are misbehaving.

3. Explain that the reason children misbehave can be broken down into three categories:

   a. **Physical**: Sometimes a child has an unmet physical need, and this will cause them to misbehave. This might include being hungry or feeling sick.

   b. **Cognitive**: This relates to how a child learns and processes information. Sometimes a child misbehaves because of frustrations in the classroom, such as being bored or not understanding how something is being taught.

   c. **Emotional**: Sometimes children misbehave because they have a hard time managing their feelings. For example, if they are angry or lonely, or they feel like they are being excluded from the group.

4. Divide the participants into three groups. Assign each group one of the categories: physical, cognitive, or emotional. Their task will be to:

   • Discuss the category they have been assigned. For example: Why does a student’s physical needs affect how they behave? Ask each group to come up with a brief explanation of their category.

   • Brainstorm as many things as they can about what a child might be experiencing in the category they have been assigned. For example, what might a child be feeling
physically when they are misbehaving? What kind of beliefs might they hold about themselves when they are misbehaving? What sort of emotional issues might a child be going through that will affect how they learn? What are some of the feelings and experiences you had as a child?

5. Allow the groups about 15 minutes to brainstorm their lists. Have the groups come back together and ask each group to present their list. After all groups have presented, ask if anyone wants to add to the lists. Use the following guidelines:

**Physical**

- I’m hungry
- I’m tired
- I’m sick
- I’m too hot or too cold
- I’m dirty
- I don’t have comfortable clothes/uniform

**Cognitive**

- I don’t understand
- The lesson is too easy or too difficult for me
- I don’t feel prepared
- I’m frustrated because I can’t do it
- I’m trying, but I don’t have the right skills
- The teacher’s methods don’t work for me
- I don’t know what the teacher’s expectations are
- I’m bored
- I know I’m going to fail anyway, so I just don’t try

**Emotional**

- I feel lonely
- I feel like I don’t belong to the group
I feel that I am not accepted
• I don’t feel safe
• I don’t feel respected
• I’m angry
• I’m hurt
• I want to seek revenge
• I need attention
• I want to be in control
• I’m scared of the teacher

6. Explain that a teacher’s first challenge is to discover why the child has misbehaved and then to decide if the behaviour actually deserves a disciplinary response. Explain that poor behaviour often results from factors outside a child’s control and, therefore, disciplining the child will not eliminate the behaviour. Instead, other interventions and support for the child may be required.

7. Provide examples. For instance, sometimes children come late to school because they have a lot of work to do at home. Or maybe a child refuses to tuck in their shirt, but they are refusing because the zipper on their pants is broken, or a girl may feel self-conscious of her body. In these situations, what should a teacher do? Is a disciplinary measure appropriate?

8. Explain that other times, children make poor choices based on flawed beliefs. For example, sometimes children make no effort to arrive on time for school because they do not believe that being on time is important. These types of beliefs should be corrected through a disciplinary response—they are correctable beliefs. In these cases, you can use the variety of discipline responses already discussed in previous sessions.

Part 2 – Handling Your Emotions (30 minutes)

1. Ask participants “How do you feel when a child misbehaves in your class?”

2. Write down all the feelings on the blackboard.

3. Discuss these feelings. Do these feelings lead to actions? What kind of actions does a teacher take when these feelings come up? Do teachers sometimes react in the moment?
because they are angry or annoyed? Have you ever wished you had reacted to a situation in a different way?

4. Ask the group to think of alternatives. What can teachers do in the moment when they are annoyed at a child? Examples:
   a. Choose to defer discipline until after class
   b. Shift the child’s seat
   c. Ask the child to leave the classroom and to wait for you in the staff room
   d. Close your eyes and count to 10
   e. Take a deep breath
   f. Remember not to take it personally
   g. Walk away
   h. Say a short prayer to yourself

5. Tell participants you are going to do an exercise to help them relax. Ask them to sit comfortably on their chair. Ask them to place their feet on the ground, hands and arms relaxed in their laps. Tell them to close their eyes. Read the following visualisation in a soft, even voice.

   Imagine you are at a beautiful place. Breath in deeply, hold your breath for a few seconds and exhale slowly. As you do, feel your body relax. (pause for a few seconds)

   The trees are green, the sun is shining and the breeze is cool. Imagine you are sitting under a tree, enjoying the fresh air. You are going to become aware of your whole body and help each part relax. (pause for a few seconds)

   Allow your head and neck to relax. Feel all the tension flowing out. Relax the muscles around your mouth and let your whole face loosen up. Now move down to your shoulders. Are they tense? As you inhale, lift your shoulders up to your ears, as you exhale, let them drop, letting go of the tension. Again, inhale and bring your shoulders to your ears. Exhale and let them drop. One more time, inhale and bring shoulders up, exhale and drop them down. (pause for a few seconds)

   Now bring your attention to your arms, your upper arms, then elbows, forearms, wrists, all the way to the tips of your fingers. As you feel each part, imagine everything softening.
Now move inside your chest, tune into your heart beating. As you move down to your stomach, can you allow it to loosen and settle down? Let your awareness spread to your hips and your bottom and allow them to sink comfortably into the chair. (pause for a few seconds)

Now let your attention travel down your legs, noticing your thighs, your knees, your calves and ankles. As you come to each part, let them relax. Now become aware of your feet. Imagine all the pressure being released from them. Let each toe feel free and relaxed. (pause for a few seconds)

Now breathe deeply and evenly. Stay in this relaxed place for a few moments. (pause for a while)

Now count slowly to five as you are inhaling. Then exhale, counting to five. Keep breathing slowly like this. When you are ready, open your eyes and come back to the room.

6. When the participants are ready, ask them how they feel. Explain that this is a very effective calming exercise. At any time of the day, when they are feeling stressed, they can go to the staff room or some private place and try it on their own. They can even do the exercise with their eyes open, or in the evening when they get home, they can take five minutes and let go of the day, helping themselves relax.

7. Ask participants what they have learned from this session and how they might apply it in their classrooms. Examples may include:

- Children misbehave for reasons that are not always apparent. Sometimes those reasons can be successfully addressed without disciplinary action.

- Remembering not to take children’s misbehaviour personally and taking the time to manage one’s own feelings will create a safer and more positive learning environment.
Session 4.5

Relationships of Quality
1 hour, 30 minutes

Objectives
- To reflect upon how positive role models affected our own lives
- To understand that how we treat children today will affect who they become as adults

Preparations
- Flipchart, marker
- One piece of note paper for each person
Steps

Part 1 - Who Defines Us? (30 minutes)

1. Ask participants to close their eyes. Ask them to think about a positive quality in themselves that they are proud of. Then ask the following questions: When did you first come to understand that this was a positive quality? How old were you? Did someone compliment you? Was it made clear to you by someone’s actions?

2. Ask participants to think about the effects of this positive quality on their lives. Ask what positive things have happened in their life because of possessing this quality?

3. Ask participants to take out a piece of paper from their notebooks and record their thoughts as follows:
   a. Positive quality:
   b. How I learned it:
   c. When I learned it:
   d. Effects:

4. Ask participants to turn to the person on their right. Have them share their positive qualities with each other. Allow 15 minutes for partners to share.

5. Go around the room and have each pair share their qualities.

6. After everyone has finished sharing, hold a discussion. Ask questions such as:
   a. How has what we experienced as a child influenced who we have become as adults?
   b. How does this affect how we treat children?
   c. When did we first learn these things about ourselves?
   d. How do the actions of adults make an impact on young people?

Part 2 - Your Role Model (30 minutes)

1. Ask the group to define what a role model is and write the responses on a flipchart. For example, participants might say:
   - someone you admire
• someone you respect
• someone you want to be like
• someone who embodies qualities and values you would like to have

2. Ask participants to think about someone in their life who they consider to be their role model or hero. Ask them to write down two of their qualities.

3. When everyone is finished, ask for people to share their role models and the two qualities they admire in them. Write a list on the flipchart.

4. After everyone has shared, review the list of qualities. Ask people to think about these qualities and where they all would be without them.

5. Lead a discussion including the following questions:
   a. Ask participants about their own children or students. Do they think they are also looking for role models? Ask them to share examples about how students may be looking for role models.
   b. Are you a role model to someone? Ask the group to share a few examples from their own experience.

Part 3 - Whose Role Model Will You Be? (30 minutes)

1. Ask participants to think about their children and students. Ask participants: What kind of people do you want them to become? What qualities do you want them to have? How can you help them develop these qualities? How can teachers or parents role-model these qualities to our children? Write responses on the flipchart or the blackboard.

2. Choose three qualities on the list. Examples: hard-working, honest, confident, successful, disciplined.

3. Divide the participants into three groups. Assign each group a quality. Ask the groups to prepare a flipchart with two columns. Label column one “things that encourage this quality” and column two “things that discourage this quality”.

4. Ask the participants to think about the quality and to imagine their classrooms. What are they doing that helps or hinders students from developing this quality? How are they role-
modelling these qualities? Allow the groups 15 minutes to come up with their lists.

5. Come back to the group and report. After everyone has reported, lead a short discussion on how all of us could be role-modelling positive behaviour to the children around us.

6. Ask for participants to sum up the session and report what they learned. Possible responses:

   • It is important to think about the kinds of relationships we have with children and how we impact them.

   • Everyone learns by example and by having values and behaviour modelled to us.
section 5
Developing Children’s Capacity

- Build motivation for learning
- Zero tolerance of corporal punishment
- Provide clear, firm and relevant consequences for misbehaviour
- Focus on long-term outcomes instead of short-term obedience
- Celebrate achievements
- Develop positive discipline in students
- A good teacher is more than a teacher!

Everyone’s right!
Developing Student Capacity

This section has suggestions for activities that will help you explore the ideas from the Toolkit with students. The sessions will help you begin a dialogue and prepare students to explore and participate in developing a Good School. The activities are organised into five key thematic areas.

5.1 Team-Building and Cooperation
   a. Knowing Each Other
   b. Blindfold Walk
   c. Scavenger Hunt
   d. Magic Carpet
   e. Trust Circle
   f. Giving Compliments
   g. Secret Friends

5.2 Respect and Responsibility
   a. Listening Skills
   b. The Listening Line
   c. Appreciating Differences
   d. Why I Want to be a Cow
   e. Helping Hands
   f. My Decision Chart
   g. Step-by-Step Decisions
5.3 Self-Esteem and Values
   a. Who am I?
   b. Show and Tell
   c. Public Speaking
   d. My Name
   e. My Hero
   f. I Am
   g. Let’s Have a Ball!

5.4 Friendship and Relationships
   a. Good Friends
   b. Rumours
   c. Islands
   d. Unwanted Attention
   e. What is Conflict?
   f. Arguing Objects
   g. I’ve Got Your Back

5.5 Gender and Self-Image
   a. The Voice in my Head
   b. Throw Away Bad Feelings
   c. Feelings Relay
   d. Gender Lifelines
   e. Slap, Clap, Snap!
   f. Boys and Girls
   g. When a Girl Does...
Session 5.1

Team-Building and Cooperation

5.1 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

Goal

• To understand the importance of supporting and helping one another

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.
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.
Listening Skills

Goal

- To learn what it means to be a good listener

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.

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 behaviors, 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.
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**

**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?

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**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.

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**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.
Who Am I?

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, hair brush—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.
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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**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?

I 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?
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.

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 others’ 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.
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.)

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.