



the
good
school
toolkit for
secondary schools



step
two



preparing for change

School Activities

Leadership Workshop

Tools & Materials

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The Good School Toolkit Objectives

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



Step 2

prepares the entire school population and surrounding community for the collaborative effort required for all three objectives.



A Guide to Using the Good School Toolkit

The Good School Toolkit is implemented through six sequential steps. Each step in the Toolkit has its own objectives which are complementary to the objectives in the other steps. Here are some guidelines that can help your school make the most of the information in the Toolkit:

Package 1: Introductory package. This contains a set of materials that aim to explain the Toolkit and arouse interest in implementation. It includes the Good School Toolkit Overview, A Companion for Teachers and Students, four Cartoon Booklets and five posters.

Package 2: Contains handbooks for steps 1-3. You will also find a handbook on a Good School for additional reading and a cartoon booklet on Good Teachers.

Package 3: Contains handbooks for Steps 4-6, a handbook on positive discipline and alternatives to corporal punishment, cartoon booklets on positive discipline and conducive learning environment, and a poster on positive discipline responses.

Each step has a title which helps to summarize the underlying objective of the step as illustrated in the table below.

No.	Toolkit steps	Title	Summary of each step
1	Step 1	Your Team and Network	This step aims to create and build the capacity of the Good School sub-committees who provide leadership for the implementation of the Toolkit. This step will also help you to connect with others with whom you share a commitment to creating better schools.
2	Step 2	Preparing for Change	In this step, schools conduct preliminary activities that will spark school-wide interest in creating a good school. Schools document their starting point and launch the project.
3	Step 3	Good Teachers and Teaching	This step seeks to give teachers a renewed sense of their role, greater professional pride, and approaches for interacting positively with students. The goal of this step is to create motivated teachers who excel in their work.
4	Step 4	Positive Discipline	In this step, your school will establish a culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who are confident and motivated.
5	Step 5	Good Learning Environment	This step will help your school to create an environment that is psychologically and physically conducive for learning. The goal is to give students a sense of security, dignity and voice.
6	Step 6	Good Administration and the Future	This step provides insight on how to measure and celebrate the success your school has achieved while implementing the Toolkit. It will provide guidance on how to transition the leadership of the committees and sustain Toolkit ideas.

How to use each step in the Toolkit

Each step is divided into three sections: school activities, leadership workshops, and tools and materials. Each of these three parts has a different color theme for easy identification.

About the School Activities

These activities are the heart of the Toolkit. Each is specially designed to engage the entire school community in creating a Good School. For each activity, there is a brief overview of the activity's purpose and easy-to-follow suggestions for implementation. Reference pages are also provided under each respective school activity in case there is need for additional information. Schools are encouraged to conduct as many activities as possible within each step so that they can attain meaningful change. Schools are expected to develop action plans based on the activities for each of the steps that they will be implementing.

About the Leadership Workshops

Unlike step 6, each of steps 1-5 have a leadership workshop. Each leadership workshop is organized in the form of a module for strengthening the capacity of the committees to implement the Toolkit ideas effectively. The modules in each step correspond with the objective of the step. For example, the module in Step 1 is about understanding the concept of a Good School, while the module in Step 2 is about understanding violence against children.

Each module contains series of related sessions. For example, the first module on understanding the Good School concept is broken down into five workshop sessions: What is a Good School? What is a Good Teacher? What is a Conducive Learning Environment? Creating Positive Discipline at your School, and Creating Accountable and Transparent Governance at your School.

You will find clear instructions for each session for example the session objectives, the preparations required, the materials required to facilitate the session, duration for the sessions, and a step-by-step guide on how to conduct the sessions.

The modules can be implemented as a single workshop or introduced individually over several weeks.

About the Tools and Materials

Each step contains useful tools and materials at the back of each handbook. These are designed to make your work easier. They include ready-to-use handouts, worksheets and references that support specific school activities. You can use them as they are or use them as an inspiration for customizing something unique for your school.

Recommended Reading for Implementation

- National Strategic Plan on Violence Against Children in Schools (from the Ministry of Education and Sports) <http://bit.ly/3qfIOAe>
- The National VAC Study 2018 (from the Ministry of Gender, Labour and Social Development) <https://uni.cf/3eyOz2G>
- The Uganda National Child Policy, 2020 <http://uni.cf/3tiyvz>
- Reporting, tracking, referral and response (RTRR) guidelines on VAC in schools. <https://bit.ly/38xDs3X>




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The rest of the school needs an opportunity to reflect and feel the same sense of opportunity.

2.6 Prepare for and implement the Good School Morning for Step 2. page 27

Why? The Good School Morning is an opportunity for the entire school to learn and discuss key ideas and skills simultaneously, feeling their collective power when engaged together in change.

2.7 Organise a two-week campaign on how to use your power. page 30

Why? A campaign will allow everyone to deepen their understanding of power and how to use their power in positive ways.

2.8 Launch the project with a community celebration. page 35

Why? A bold and celebratory beginning will give everyone the positive energy they need to go forward.

Leadership Workshop

Leadership Workshop 2: Understanding Power and Violence in Schools page 41

Here you will find step-by-step instructions for facilitating the workshop in Activity 2.4. (See Step 1 for the Participatory Learning and Facilitation Guide.)

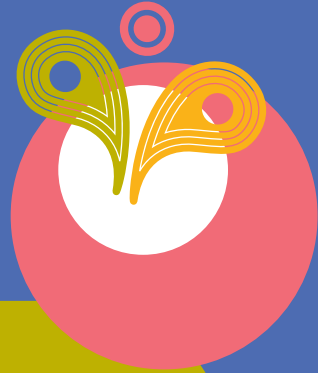
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Advance Reading

From the Introductory Package:

- o *How Are You Promoting Gender Fairness in Your School?* cartoon booklet
- o *How Do You Use Your Power?* cartoon booklet
- o *Are you taking care of your mental health?*



Activities





2.1 Plan your activities for Step 2, and introduce Step 2 to the school community.

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

Each step requires a “map” to lead the way. Gather your Good School Committee at the beginning of each step to review the various activities and decide which subcommittee will oversee each. The subcommittees can then have their own meetings to determine the details and everyone’s role. Once a vision for Step 2 is clear in everyone’s mind, it is time to get the school community equally excited and engaged. A great way to do this is to have the student subcommittee perform a short play at assembly that introduces the key ideas related to Step 2.



A process for a simple and effective planning meeting

Review all together

- Review each activity in Step 2, reading through the instructions aloud if needed.
- Choose which activities you will implement and which subcommittee will lead the implementation of each.

SHORT PLAYS

are a great way for students to be the voice of Good School ideas at the start of each step.



Plan in subcommittees and report back

- Have everyone meet with their subcommittee to create detailed plans for each activity that they are responsible for leading. This includes writing down the answers to the following questions (see Sample Action Plan in Tools & Materials):

WHO

Who on the subcommittee will oversee this activity?

Who will help them implement it? (Choose an appropriate number of people for the activity.)

HOW

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

WHAT

What materials and resources will we need?

What tasks need to be completed by the organisers?

WHEN/WHERE

When and where will the activity itself take place?

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

- Ensure that the people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved to decide who will take on which tasks.
- Have subcommittees share their plans for each activity with the full Good School Committee.
- Remember: This is only an example. You can choose to hold the planning meeting in other ways that feel more familiar.

A short play at assembly

Engage the students on the Good School Committee in preparing a short play to introduce this step at assembly. They will find ideas in *What Is a Good School? A Companion for Teachers and Students* (which came with the Introductory Package).



2.2 Conduct a survey to establish your starting point and to help measure change at the end.

Why? You can best measure change at the end, if you first measure the same criteria at the beginning.

Before progressing further with the Good School Toolkit, it is important to understand how school members are currently working and thinking. Conducting a baseline survey is a simple and effective way to get a picture of the knowledge, attitudes and practices within your school community. The Toolkit includes three separate surveys: one for students, one for teachers and one for administrators. The Good School surveys include 15 written questions to be answered anonymously by 10 percent of your student population and by all teachers and administrators. They are designed to be used now and then again in Step 6 to evaluate the effectiveness of your work. The results from this first round of surveys may also help convince parents and teachers about the importance of the Good School project.

Selecting students for the survey

- Determine how many students equal 10 percent of your student population (e.g. if you have 360 students, you will survey 36 students).
- Divide this number equally between the number of standards at your school (e.g. if you have six standards: $36 \text{ students} / 6 = 6 \text{ students per standard}$).
- Divide this new number by two to get an equal quantity of girls and boys from each standard (e.g. $6 \text{ students per standard} / 2 = 3 \text{ girls and 3 boys per standard}$).
- Have teachers select the students randomly (not just the strongest students). An easy way to do this is to write a secret number between 1 and 100 on a piece of paper. Ask all students in a standard to guess the number on the paper. After each student has submitted a guess, choose the girls and boys with the closest guesses to participate in the survey.



Conducting the survey

- Determine the number of rooms needed to administer the student survey, and appoint a teacher to each room.
- Ask all the selected students to go to the designated rooms.
- Explain the survey (see following notes).
- Provide each student with a copy of the student survey (found in Tools & Materials).
- Read the first statement on the survey. Repeat it several times, and ask students if they have any questions. Ask them to think about the statement and decide how they feel about it. Explain exactly what a "yes" answer means and what a "no" answer means. Then ask them to tick "yes" or "no" on their surveys.
- After all 15 statements, ask students if they have any questions or if they would like any statements repeated. Thank them for their time, and collect their papers. Remember, no names!
- Repeat the process for all the teachers (using the teacher survey in Tools & Materials). Ensure the teacher administering the survey has an opportunity to complete one as well.
- Repeat the process for all administrators (using the administrator survey in Tools & Materials).

IMPORTANT NOTE

If you are not able to photocopy the survey, you can do one of the following:

Option 1: Ask students/teachers/administrators to take a sheet from an exercise book and to write the numbers 1 to 15 down the left margin. When you read each question, identify the number of that question, and ask them to write down "yes" or "no" next to the same number on their page. Remind them NOT to write their name at the top of their sheet. Collect all sheets at the end.

Option 2: Ask students/teachers/administrators to close their eyes and put their heads down on the desks. After you read each question, ask them to raise their hands for "yes" or "no" without looking up. Count the hands, and write on your own sheet of paper the total number of yeses and nos for each question.



Explaining the survey

When administering the survey, emphasise the following:

- The purpose of the survey is to get a true picture of what people are really feeling and thinking at school.
- The survey has 15 questions and should take approximately 30 minutes.
- There are no right or wrong answers.
- All answers will be confidential and anonymous (nobody will know who said what). No one should write their name on their paper.
- Answer questions as honestly as possible about how things really are, not how you think they should be or wish they were.

Tallying the surveys

- After the selected students and all teachers and administrators have completed a survey, tally the results using blank survey forms.
- Start with the students' surveys. Count all the "yes" answers for the first question, and write the number in the "yes" column. Then count all the "no" answers for the same question, and write the number in the "no" column. Continue for all 15 questions.
- Repeat for the teachers' surveys, and then lastly for the administrators' surveys.
- At the end of the process, you can calculate percentages of "yes" and "no" replies for each question if desired.
- File the results of this survey in a secure place, and send a copy to Raising Voices.

Using the survey results immediately

The survey results also show where the Good School Toolkit will be especially helpful. Look for the questions that received the most "nos" and see the associated description below.

Which questions had the most nos?	What's ahead?
Questions 1 to 3 School Connection and Pride	Your school will particularly enjoy the Good School Mornings found in most steps, as these create a sense of collective power and momentum. You may also consider inviting additional stakeholders to Leadership Workshop 1 (Step 1, Activity 1.8), connecting anyone interested from the start.
Question 4 Physical Compound	Take extra time in Step 5 for Activity 5.8, which gets everyone involved in cleaning the school compound.
Question 5 Fear/Happiness at School	Emphasise the importance of Step 4, which introduces alternatives to using violence in the classroom. Also, take extra time to emphasise key messages in Step 1 and 2 about the commitment everyone is making to create change.
Question 6 Student Voices	Throughout all steps, create opportunities for students to take responsibility and lead. Take extra time in Step 4, Activity 4.6 (student court), and in Step 5, Activity 5.3 (student leadership structures), to make student voices an ongoing part of your school.
Question 7 Peer Violence	You will appreciate the Good School Morning in Step 4, which gets the entire school thinking about peer violence and how to stop it.
Questions 8 and 9 Gender Fairness	You will appreciate the Good School Morning and Gender Fairness Campaign in Step 3, which get everyone thinking about gender and making changes for gender fairness. Also, in any activity where adult or student leadership positions are being chosen/elected, ensure females and males are equally encouraged and represented.
Questions 10 to 13 Teachers and the Classroom	Take extra time in Steps 3 and 4, which include activities for improving teachers' skills and student-teacher relationships.
Questions 14 and 15 Governance	At many points in the process, there are opportunities for all stakeholders to contribute ideas about the school mission, policies, etc. Getting everyone involved creates policies and guidelines that people will respect. Take extra time in Step 5, Activity 5.4, which puts all these ideas together in a new Code of Conduct. In Step 6, Activity 6.4, update everyone on the effectiveness of this new Code of Conduct to show students that this tool is valued and used.

2.3 Create a Good School bulletin board as a central place for posters and updates.

Why? A bulletin board helps to promote activities and ideas and reminds everyone that the work of creating a Good School is underway.

As your school implements the six steps of the Toolkit, you will have many announcements to make, activities to promote and new ideas to keep in people's minds. A central bulletin board or wall for hanging posters and messages is a great way to visually remind people about the commitment to create a Good School. The Introductory Package came with several **ready-to-use posters** that could go here. Also, some activities include **sample posters** to recreate on paper or chalkboards. These sample posters display easy phrases for remembering new ways of thinking and are a great way to create a shared language at your school. By hanging these posters after each related activity, the bulletin board will become increasingly full with each step, until it overflows with colour and ideas in Step 6. When you move on to sustaining and growing your work beyond Step 6, the bulletin board will be full of ideas to guide the way forward.

READY-TO-USE POSTERS	
Where?	Ready-to-Use Posters
Introductory Package	<i>What Is a Good School?</i>
	<i>What Is a Good Teacher?</i>
	<i>What Is a Good Learning Environment?</i>
	<i>What Is a Transparent and Accountable Administration?</i>
	<i>Are You a Leader?</i>
Step 4	<i>What are you doing to take care of your mental health?</i>
	<i>Positive Discipline: Alternatives to Corporal Punishment</i> (for the staff room)
SAMPLE POSTERS <i>found in Tools & Materials for recreation on paper or chalkboards</i>	
Where?	Sample Posters
Step 1	<i>4 Types of Leaders</i> (Activity 1.9)
Step 2	<i>5 Types of Power</i> (Activity 2.6)
Step 3	<i>4 Types of Gender Fairness</i> (Activity 3.7)
Step 4	<i>2 Ways to Stop Peer Violence</i> (Activity 4.8)
	<i>2 Cycles - You Choose!</i> (Activity 4.8)

2.4 Engage the Good School Committee in learning about power and violence in schools.

Why? With new knowledge and skills, the Good School Committee can inspire change through role-modelling and word of mouth.

Committee members will quickly become the voice of the project. Therefore, it is essential to give them the knowledge and skills for the role. The leadership workshop in Step 2 is about violence in schools and the different ways to express and use one's personal power to create positive change. This topic is the starting point for the ideas in the Good School Toolkit. To strengthen the project's foundation, it is helpful to implement this workshop as early as possible and as a two-day session. If this is not possible, implement the modules gradually over the course of a month. We recommend that the head teacher attend Modules 2.1, 2.2 and 2.3 so that they can play their role in advancing the ideas of the Good School Toolkit.

Leadership Workshop 2: Understanding Power and Violence in Schools

Also see Step 1 for the Participatory Learning and Facilitation Guide.

- Module 2.1: Our Shared Rights page 45
- Module 2.2: How Are You Using Your Power? page 53
- Module 2.3: Types of Violence page 62
- Module 2.4: Peer Violence page 66
- Module 2.5: Gender in Schools page 74
- Module 2.6: Gender Fairness at a Good School page 83
- Module 2.7 Sexual Violence and Harassment In Schools page 88
- Module 2.8: Mental Health Is for Everyone! page 98
- Module 2.9: Revisiting Participatory Facilitation page 106



2.5 Initiate school-wide activities for reflecting on what is a Good School.

Why? You have been thinking about these ideas for a long time. The rest of the school needs an opportunity to reflect and feel the same sense of opportunity.

By this time, students will be thinking and talking about the characteristics of a Good School. They may be confused about the ideas and curious about the project and its purpose. This is the moment to capture students' growing curiosity and to provide them with an opportunity to make a real connection with the project. Certain types of activities are ideal at this time: activities that allow students to explore their own ideas, express their own opinions, gain more awareness of the issues, put the issues into their own words and link the issues to their own experiences.

START with a **series of six short plays at six different assemblies (performed by students)**, as this will make sure that all students—girls and boys at various levels—get full exposure to all the Good School ideas right from the start.

CONTINUE by organising more activities from the other ideas suggested below (or any of your own) to get students talking and thinking about a Good School.



Short plays for assemblies

To get started, students from the Good School Committee can prepare a five-minute play from the storylines that follow, presenting the short play at an upcoming assembly along with the "key message" at the end. After the assembly presentation, they can invite students to sign-up to help with their short play for the next assembly. Over time, this initiative could turn into an ongoing drama club. Members could receive additional training in Good School ideas and perform at parents' days, school board meetings and other school events.

Possible storylines

Adapt the following storylines as needed for your school, focusing on the key message.

Violence creates fear

Sara studies hard. However, whenever the teacher calls on Sara for an answer, she gets nervous and has nothing to say. The teacher canes Sara as punishment. The more Sara gets caned, the more nervous she becomes, and the harder it is for her to learn. At the end of the short play, Sara faces the audience and says, "I know this will keep happening, but what can I do? Being caned makes it hard for me to learn; it makes me feel stupid."

Key message: Fear of violence makes it harder for students to learn, ask questions and think of solutions. A Good School is about becoming violence-free and removing this kind of fear from the classroom.

Peer violence

When Peter is arriving at school, an older student pushes him for no reason. Peter is very angry. Later in the compound, while playing football with other students, Peter starts pushing around a younger boy for no reason. After many pushes into the dirt, the young boy turns to the audience and says, "Why me? What did I do wrong?" Another student that many respect walks over and helps the younger boy get up. He says, "being cruel to each other doesn't help anyone." After the short play, lead a discussion about how students who are beaten often act violently toward other students.

Key message: Becoming a Good School includes becoming violence-free. When any of us uses violence, we teach others to use violence. When we see peers using violence against peers, we can speak up and help stop the violence.

Why school?

In the village, Robinah's mother is doing a lot of work and feels overwhelmed. The neighbour asks why she bothers to send Robinah to school. They talk about how the mother struggles to buy uniforms and pay fees. Then, Robinah comes running with a letter in her hand. She has been accepted to secondary school on a government scholarship. She is excited and talks fast, "I am going to learn so much. I am going to be somebody! I'm even going to go to university!" Her mother turns to the neighbour and says, "This is why I send her to school." She explains how the family is poor and that if Robinah does well, the family will be able to get out of poverty. After the short play, lead a discussion about the many reasons why we send children to school.

Key message: School is about helping children become adults who contribute to our families and communities in a positive way. Becoming a Good School is about everything that makes this possible—including how to help students learn better and grow in other ways too.

Student voices

The cook has not been giving students enough food at lunch. One student decides to write a note and leave it on the head teacher's desk. The student's friends are worried that they will all get in trouble. The head teacher sees the note and is immediately concerned about the problem. She notices that the complaint is true and talks to the cook the next day. At assembly, the head teacher tells students that she was happy someone made an effort to tell her what was wrong. She explains that she is going to create a suggestion box for future concerns. After the short play, lead a discussion on the importance of students having a way to express themselves.

Key message: Creating a Good School takes all of us. The administration wants to hear ideas from students and teachers.

Gender in schools

Two girls meet each other at the well where they both fetch water. They are happy to see each other. They talk about their schools. Sara tells Petwa that she is going to take up sciences in her upper secondary and that she is going to run for head girl. Petwa is surprised and tells Sara that at her school the teachers say sciences are too hard for girls—how will Sara manage? Sara says that at her school there are many girls taking sciences. The teacher helps the girls and boys equally, so they all perform equally well. This makes Petwa think, and she then asks Sara about the head girl position. In Petwa's school they have head prefect, and it must be a boy in that position. Sara laughs and says in her school the girls and boys are provided with equal opportunities. For example, they even encourage girls to take on leadership roles in the science clubs, and they bring in female scientists to talk to students.

Key message: Becoming a Good School means recognising that girls and boys have equal potential in academics and as leaders among their peers, and giving them equal support and opportunities.

Difficult Feelings

Rose, George and Peter are getting together at break time to play ball. Rose calls their friend Miriam, who is sitting by herself: "Miriam, come join us!" But Miriam says no, she isn't feeling like it. Peter is surprised. Miriam always loved to play ball. Now, she never wants to join anymore. George says, "Just leave her. She never wants to play and always just sits there by herself! Maybe she no longer likes us!"

But Rose has a different view: "You know, I am worried about Miriam. She often looks sad these days, and her confidence is so low." George responds, "So what? She just needs to make an effort. In the meantime, let's play without her. Come on, break is almost over!"

Peter disagrees with George. He explains that if someone seems to always be sad for a long time and does not enjoy the things they liked before, it can be a sign that they are experiencing mental health problems. George looks at Peter as if Peter is mad!

Rose quickly adds, "You are right, Peter... George, mental health is just like physical health. Sometimes you feel fine, and other times you feel bad. Sometimes you need support from someone else to get better. If we exclude her, she will only feel worse. Let's find out what's going on. Maybe we can help!" The whole group walks over to Miriam.

After the short play, lead a discussion about positive mental health, normal ups and downs, mental health problems and how we can all be supportive.



School-wide ideas contest

- Choose a topic for the contest, such as one of the following:
 - o Five reasons why I go to school
 - o Five things that would improve our school
 - o Five ways to discipline without violence
 - o Five characteristics of a good teacher
 - o Five things that make a school safe
 - o Five ways for our school to promote positive mental health
 - o Five things that make students feel good at school
- Make posters and announcements to tell students about the contest. Explain that to enter the contest students must submit their ideas on the topic either in writing (up to two pages) or an alternative format (e.g. drawing, dance, song, storytelling). Specify the deadline and how to submit entries.
- Choose two winners, one girl and one boy, based on pre-defined criteria (e.g. creativity, originality, research).
- Announce the winners at assembly, and invite them to present their entries to the school. If possible, provide small prizes or recognition, such as extra time to complete an assignment, a special field trip or the chance to choose an activity for the afternoon.
- If appropriate, integrate some of the students' ideas into your process of creating a Good School.



Classroom debates

Small schools could adapt this format for a school-wide debate at assembly.

- Choose a statement related to Good School issues, such as one of the following:
 - o Students should be involved in making school rules.
 - o A stick is the best tool for helping students learn.
 - o Girls and boys have equal potential in academics and leadership.
 - o Students should speak up when they see violence between peers.
 - o Mental health is like physical health.
 - o Mental health problems are caused by witchcraft.
 - o People can recover from a mental health problem.
- Explain to students that a debate is like a competition: It begins with a statement. One team tries to convince everyone to *agree* with the statement. The other team tries to convince everyone to *disagree* with the statement.
- Choose five students to be judges, and divide the remaining students into two teams. Assign each team the position they will debate (for or against).
- Give each team 30 minutes to prepare a list of reasons that they will use to convince others of their position (using whatever knowledge they have). Judges can use this time to discuss the qualities of a strong argument.
- Ask each team to elect a leader who will present their ideas.
- Give each team equal time to present their ideas. Give each team equal time to challenge what the opposing team presented. Finally, give each team equal time to make a closing statement.
- Ask the judges to recognise the strengths of each team and declare a winner.



Cartoon booklet discussions

- Review the nine cartoon booklets that came with the Introductory Package. Each focuses on a different aspect of what makes a Good School. The stories are told from the perspectives of students, teachers and parents, and they illustrate many of the beliefs and attitudes that we hold about discipline and the quality of our schools.
- Organise to share the booklets between the classrooms, each teacher taking a turn with each booklet and reviewing it with their students.
- Ensure all classes first read the larger booklet *What Is a Good School? A Companion for Teachers and Students* before proceeding to the smaller booklets.
- Use the booklets in an open and interactive manner. For example:
 - Have students read a booklet aloud, each taking a turn to read one page.
 - Allow students to be the audience, as the teacher holds up a booklet and presents it dramatically using different voices and actions.
 - Divide students into small groups, and allow each group the opportunity to read a booklet together.
- During or after the reading of each booklet, engage students in a group discussion that encourages the sharing of opinions and experiences (e.g. Do you think this story is realistic? Why do you think this happens? What do you think we can do about it?).

Poster talks

- Review the seven posters that came with the Introductory Package. These posters have been designed to stimulate personal reflection among students about how to make their school better for everyone.
- Before decorating the school with the posters or putting them on the Good School bulletin board, organise to share the posters between the classrooms.
- Use the posters in an open and interactive manner. For example:
 - Hold up a poster, and ask students what they see. Talk with them about the ideas in the poster (e.g. Do the ideas make sense? What do you think about them? How could we make them real at our school? Whose responsibility is it to do so?).
 - After discussing a poster, ask students to draw their own posters using notebook paper or by together creating a chalkboard mural. Using fun, artistic activities helps students learn in new ways and challenges a different part of their brain.



Poster campaign

- Using paper, pencils and scissors (or other resources available), have students design posters that carry a message.
- Ask students to choose a positive message about the school to write on their posters, something that will make people feel good about the school and the project. For example:
 - _____ *school is a Good School!*
 - *Teachers at* _____ *school use positive discipline.*
 - _____ *school has good teachers.*
 - _____ *school is student-friendly.*
 - *Creating a Good School is everyone's responsibility!*
- Encourage students to have fun and get creative decorating their posters.
- Hang the posters around the school, and/or ask owners of kiosks, saloons, garages, etc. to display students' posters for at least one week.

Guest speakers

- Invite interesting guests from outside the school community to share a personal story and message with students. Choose speakers whose stories bring to life the ideas of the Good School Toolkit.
- Treat the upcoming arrival of a guest speaker as a special and important event. A strong guest speaker can be a life-changing encounter for students. It provides a connection to a world beyond their everyday lives and can impact how they perceive their own choices, behaviours and futures.
- Ask speakers to talk about positive experiences and provide advice, or to discuss challenging experiences that expose the effects of poor decision-making.
- Organise for the guest to meet with a particular class or to address the entire school at assembly.
- After the speaker has left, conduct classroom discussions about what students heard and what it made them think about their own lives and experiences.



Introduce the concept of mental health in school

Talking points for head teachers when introducing the concept of mental health to teachers, parents, caregivers and community members

(Mental health is a relatively new topic in most school discussions. The purpose of these talking points is to provide the school administration/teachers with key ideas they could communicate to parents and caregivers when introducing the topic of mental health for the first time.)

Mental health involves how a person thinks, feels and acts. Everyone has mental health, just like everyone has physical health. At times, you can have poor mental health: for example, feeling sad, feeling anxious or failing to concentrate. Other times, your mental health can be positive, like feeling hopeful, feeling happy, or being able to focus and to cope with stress or difficult situations. Good mental health improves how children learn, play and understand others.

- Everyone has mental health, just like everyone has physical health. For most people, their mental health ebbs and flows—with “high/positive” and “low/negative” moments. Individuals with chronically “low” mental health that affects their ability to function may have a mental health problem or disorder.
- Mental health can range from positive mental health to poor mental health to serious mental health problems. For most of us, mental health goes up and down a little bit with the everyday struggles of life.
- Mental health problems are more common than we realize, in Uganda and around the world. For example, one in five children and one in four adults experience mental health problems.
- Although mental health problems are common among children, children often do not receive the care they need and deserve. This may be because of a lack of specialized treatment, because of stigma or because no one has identified that the child requires support.
- Mental health problems are treatable and can be reversible. Every adult/caregiver should strive to ensure that a child with mental health problems receives help as soon as possible. This help may range from encouraging them to engaging them in extracurricular activities to visiting a health professional when needed.
- A Good School strives to create an environment that promotes positive mental health for everyone through;
 - creating a safer school,
 - promoting voice among the students,
 - improving relationships between teachers and students,
 - encouraging all students to learn about mental health and talk openly about mental health problems,
 - putting in place policies that support children who may be having mental health difficulties



- Addressing mental health problems and promoting positive mental health is a collective responsibility for everyone.
- Some children have better skills to respond to mental health problems, while others need more support. Regardless, all children can be taught simple skills to improve their mental health.
- It is critical for adults, especially teachers, caregivers and parents, to pay attention to their own mental health. This will also strengthen their ability to support children.



2.6 Prepare for and implement the Good School Morning for Step 2.

Why? The Good School Morning is an opportunity for the entire school to learn and discuss key ideas and skills simultaneously, feeling their collective power when engaged together in change.

The Good School Morning activity in this step is **Module 2.3: Types of Violence**, from Leadership Workshop 2 (Activity 2.4). A key part of the Good School Toolkit is eliminating violence against children (VAC) from schools. While this focus is largely about ending the use of corporal punishment, it is also about protecting students from other types of violence and exploring the role that students themselves can play in stopping violence.

This Good School Morning will guide students through the following:

- Learning about the different types of violence
- Reflecting on the violence that occurs at school
- Exploring definitions of violence and learning about national and international support for protecting children from violence
- Exploring how everyone plays a part in eliminating violence from schools
- Discussing the school's commitment to become a violence-free space for students



How to implement a Good School Morning

At the start of term

- Schedule the day and time for your Good School Morning well in advance. While the morning is an optimal time, you may choose to conduct it later in the day.
- Plan how to organise students. The idea is for the Good School Morning to take place with students' class teachers. It is recommended that larger schools find the most convenient way to divide these classes so that each Good School Morning group has between 20-40 students. (Note: The Good School Morning activities are interactive sessions designed especially for groups of this size and will be challenging to implement otherwise.)

Two to three weeks before

- Hold a two-hour staff meeting for all teachers and administrators (divide the group if needed):
 - Engage **all staff** as participants in **Module 2.3: Types of Violence**.
 - Explain to **all staff** how the Good School Morning will unfold, and answer any questions.

One to two weeks before

- Hold a two-hour meeting in which **teacher protagonists** can train class teachers in how to use **Module 2.3** with students. During this meeting, **teacher protagonists** will do the following:
 - Engage **class teachers** as participants in **Module 2.8: Revisiting Participatory Facilitation**.
 - Guide **class teachers** through a discussion about the unique considerations for facilitating **Module 2.3: Types of Violence** with students. (Take some time to consider this yourselves in advance, so that you come to the meeting with ideas.)
 - Explain to **class teachers** that while they may get students to support activity set-up and clean-up, it is important that the activity is facilitated by them as part of strengthening their relationships with students.
 - Send every **class teacher** home with a photocopy of the instructions for **Module 2.3: Types of Violence**.



The day before

- Have the students on the Good School Committee prepare any supplies for the Good School Morning and distribute them to classrooms (including an additional copy of the activity instructions).

The day of the Good School Morning - before the activity

- Have the administration introduce the Good School Morning at morning assembly, building school enthusiasm and encouraging full participation and idea sharing.

Here is a possible script:

Today, we will be doing another Good School Morning. After assembly, you will return to your class teachers, and each class will participate in the same activity, learning the same new ideas about being a Good School.

Today, our Good School Morning is about violence. Becoming a Good School includes eliminating violence from our school. Over time, teachers will be learning alternatives to corporal punishment. However, we also want to protect students from other types of violence and explore the role students themselves can play in stopping violence. It all starts by having a shared understanding of what we are calling violence and how it exists in our school and lives.

Today's activity includes the following:

- *Learning about the different types of violence*
- *Reflecting on the violence that occurs at school*
- *Exploring definitions of violence and learning about national and international support for protecting children from violence*
- *Exploring how everyone plays a part in eliminating violence from schools*
- *Discussing the school's commitment to become a violence-free space for students*

Here are some important things I want you to remember:

- *This activity is meant to get you thinking in new ways and sharing new ideas.*
- *The more participation the better.*
- *There are no right or wrong answers.*
- *There are no good or bad contributions.*
- *This is about learning together and having fun as we create a Good School.*

The day of the Good School Morning - after the activity

- Ask the students on the Good School Committee to go back around to classes and pick up any supplies from the classrooms.



2.7 Organise a two-week campaign on how to use your power.

Why? A campaign will allow everyone to deepen their understanding of power and how to use their power in positive ways.

We all have power: the power to believe in ourselves, make choices, take action, help others, hurt others, etc. Power is not bad; it is how we choose to use our power that leads to positive or negative outcomes. Reframing our understanding of power is a key step in creating a Good School. It reaffirms how having *power as* teachers is different from using one's *power over* someone else (which is abusing power and disregarding people's rights). It reminds everyone that we all have *power with* each other and that creating a Good School will only happen with everyone's help. It motivates students and teachers alike to find the *power to* take action—starting with themselves. It creates a school culture that believes first and foremost that everyone has *power within*.

A campaign is a great way to give focused attention to this key issue. We recommend a **two-week campaign** that includes the following activities.

TIP: For more information, read the cartoon booklet *How Do You Use Your Power?* from the Introductory Package.



WEEK ONE

Week one is about learning new ideas about power.

Preparing teachers

- Hold a staff meeting to implement **Module 2.2: How Are You Using Your Power?** with all teachers and administrators.
- Give all teachers a copy of **Module 2.2: How Are You Using Your Power?**
- Put the cartoon booklet *How Do You Use Your Power?* in the staff room for easy reference.

Having daily classroom “power” talks

Every day for a week have class teachers take 15 minutes to facilitate one part of **Module 2.2**, introducing one type of power. Teachers can draw on the following scenarios to provide more examples for students:

- **Power Within:** A student is struggling to understand a subject. She wants to give up. She feels useless. The teacher tells her that she has lots of potential and believes in her. The student begins to feel more confident. She feels her **POWER WITHIN**.
- **Power With:** A young student is being bullied by an older student. Other students join together to speak up and tell the bully to stop. They stop the mistreatment by joining their **POWER WITH** each other.
- **Power To:** There is a problem with the toilets at school, causing them to become so dirty that no one can use them. A student has an idea for a solution. He finds the courage to write a letter to the head teacher sharing his idea. The head teacher likes the solution and uses it—congratulating the student for using his **POWER TO** take action.
- **Power Over:** There is a new teacher at school who has not yet received training on how to use alternatives to corporal punishment. During math class, she canes two students for talking and calls out insults to any students who are not writing steadily in their notebooks. She is abusing her power—using her **POWER OVER** others.
- **Power As:** A student vandalises the school compound. To discipline the student, the head teacher has him make a public apology at assembly, repair the damage and then volunteer for one week of compound clean-up and repairs. By the end of the week, the student has begun to feel proud of his work and has other ideas for improving the compound. By using her **POWER AS** head teacher, the head teacher taught a valuable lesson to the student.



WEEK TWO

Week two is about putting ideas into action.

Preparing student plays

To review and build upon the learning in Week One, have the students on the Good School Committee turn the *How Do You Use Your Power?* cartoon booklet into a series of short plays. Here are some tips:

- Have one student act as narrator, and the other students act as performers. The narrator can read the introductory content on each page, and the performers can briefly act out the scenes and dialogue shown in the cartoon images and speech bubbles.
- The series could include the following three plays, one for each section of the booklet:
 - About power and how you can use YOURS
 - The five types of power
 - Eight ways to protect your power
- Arrange for the performances to take place over three days at lunchtime. If lunchtime does not work, choose a break time when there is a natural audience.
- Ensure that there is time at the end of each performance for students in the audience to share their thoughts and questions.

Organising a walk-the-talk challenge

At the start of Week Two, have class teachers explain the following to their students:

- Talking about something is the first step in learning; acting on those ideas is the next. We have spent the first week of this campaign talking about power. Now we will spend the second week acting on what we have learned.
- The whole school is challenged to start using their power in positive ways, with the goal of reaching 1000 positive uses of power by the end of the week (alternatively, classrooms can set their own goals to reach by the end of the week).
- Upon arriving at school, each student will tell their class teacher about any ways they used their power positively the day before. Teachers can also share what they did and add their positive uses of power to the classroom tally for that day.



- Each day, a member of the Good School Committee will collect teachers' daily tallies and post the school's total in a central location to track progress.
- To guide and encourage students, class teachers will put the following list on their chalkboards for the entire week, reminding students of all the positive ways to use their power:

WAYS TO USE YOUR POWER

Do any of the following at school or home—with friends, parents, teachers, siblings or other students:

- o Say something nice to someone else, so they can feel their **power within**.
- o Thank someone for being kind and treating you well, so they can feel their **power within**.
- o Give encouragement to younger siblings or students so they can feel their **power within**.
- o Help someone who has a problem (big or small) as a way of joining your **power with** theirs.
- o Join your **power with** others who are leading an important change, and if you do not know how to support them, ask "how can I help?"
- o Use your **power to** speak up when you see violence or cruelty toward someone else.
- o Use your **power to** suggest ways to improve your school/home AND offer to help implement that suggestion.
- o Use your **power to** help in simple ways around the home, school or community without being asked.
- o Use your **power to** share information with someone else about the five types of power.
- o Use your power as the judge of the student's court to reprimand a student who litters the school compound.



Ending with a speech at assembly

To show the support of the administration and to summarise the power campaign, have the head teacher make a speech about the five types of power, using the following speaking notes as a guide:

As you have all learned over these past two weeks . . .

- WE ALL HAVE POWER.
- There are FIVE TYPES OF POWER.
- The first type of power is POWER WITHIN.
 - o This is the sense of **strength**, **self-worth** and **self-confidence** that allows us to be our best and try new things.
 - o In creating a Good School, we will build everyone's POWER WITHIN.
- The second type of power is POWER WITH.
 - o We can join our **power with** others by providing each other with **support**, **encouragement**, **resources** and **friendship**.
 - o To create a Good School, we will need to join our POWER WITH each other.
- The third type of power is POWER TO.
 - o This is that sense of **courage** and **conviction** that drives us to do something positive and bold.
 - o To create a Good School, we must all use our POWER TO make real changes starting with ourselves.
- The fourth type of power is POWER AS.
 - o This is about **positions of power**, such as having POWER AS a teacher or as an administrator to guide and discipline students—but not with violence, instead with ways that build students' POWER WITHIN.
 - o In creating a Good School, we will use our POWER AS teachers and administrators to help you all develop into confident and successful adults.
- The fifth type of power is POWER OVER.
 - o This is when we **abuse our power**. We use our **power over** someone, and make it hard for them to feel their POWER WITHIN. **Using violence is POWER OVER.**
 - o In creating a Good School, we will work to stop the use of POWER OVER, including teachers using power over students and students using power over each other.
- After the assembly, ask the students on the Good School Committee to make a *5 Types of Power* poster to hang in the school as a reminder of what was learned (see Tools & Materials for a sample of what could be created on paper or chalkboards).



2.8 Launch the project with a community celebration.

Why? A bold and celebratory beginning will give everyone the positive energy they need to go forward.

Anticipation will build about the months ahead. A celebratory launch will allow everyone to gather together to mark the beginning of the journey. Inviting the community will generate support from parents, local leaders, religious institutions, community members and other community stakeholders. Their involvement is critical for success. The aim is to tell everyone about the project and for everyone to feel part of the process. The event should be special, involve as many students and teachers as possible and inspire community members with ideas about how they can help the project succeed.

MAKE A POSTER! 5 TYPES OF POWER

See the sample in Tools & Materials,
and then make your own.



Organising a community celebration


- Choose an appropriate day, possibly an already established parents' day or a special day just for the event.
- Promote the event widely, by hanging posters and banners, sending messages home with students and delivering personalised invitations to local leaders and special guests.
- Ask a popular local leader to be the master of ceremonies.
- Arrange for a short presentation by the head teacher about the project, its objectives and the types of activities in each step.
- Engage interested students in creating three short plays, one for each quality of a Good School: (1) good students and teachers, (2) good learning environment and (3) good administration. For this occasion, create short plays with a positive end, showing the benefits of creating a Good School.
- Arrange for two additional short speeches, such as by the school management committee chair, board of governors, the LC leader, the local district education officer or former students who have gone on to be successful.
- Arrange for closing words from one of the presenters, emphasising the following:
 - o The importance of all working together
 - o Examples of how community members can support Good School ideas
 - o Where community members can sign-up to volunteer (to support the community subcommittee with special events)
 - o Appreciation and thanks for all who came
 - o A description of the final activity to mark the start of working together
- Choose a community activity to follow the formal presentations, such as holding a sports match or engaging everyone in decorating or signing a banner—something that is fun and gets everyone involved.





Leadership Workshop





Leadership Workshop 2 Understanding Violence Against Children

Leadership Workshop 2

Understanding Power and Violence and Mental Health in Schools

- Module 2.1: Our Shared Rights page 45
- Module 2.2: How Are You Using Your Power? page 53
- Module 2.3: Types of Violence page 62
- Module 2.4: Peer Violence page 66
- Module 2.5: Gender in Schools page 74
- Module 2.6: Gender Fairness at a Good School page 83
- Module 2.7 Sexual Violence and Harassment In Schools page 88
- Module 2.8: Mental Health Is for Everyone! page 98
- Module 2.9: Revisiting Participatory Facilitation page 106

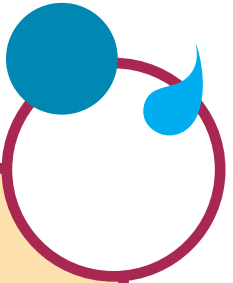




Module 2.1

Our Shared Rights

1 hour, 30 minutes




Preparations

- Read *What Is a Good School?* by Dipak Naker, pages 31-41.
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- Prepare the following supplies (or the facilitator can use regular paper to draw and cut out something similar):
 - o Photocopy and cut out the New Planet Rights and Life Cards provided at the end of these instructions, so that there is one of each Rights Card for each person, enough circle Life Cards for half the group and enough square Life Cards for the other half of the group.
 - o Photocopy and cut out the two Duty Bearer badges.
 - o Prepare multiple pieces of tape for sticking on the Life Cards and Duty Bearers badges.
- **Special Note:** The facilitator may ask a volunteer from the group to assist during the exercise, for example to hand out the cards to the group when indicated.

Competences

The participant;

- identifies the shared human rights
 - describes the role of duty bearers in protecting human rights
- 

Steps*

Part 1 - Human Rights (20 minutes)

1. Hold a discussion about human rights. Ask participants the following questions:
 - What do we mean by "rights"?
 - Where do we get rights?
 - Who gives them to us?
 - Can they be taken away?
 - 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 life. 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 - The New Planet Game (1 hour, 10 minutes)

1. Explain to participants: "In this exercise, we will all become citizens of a New Planet. On this planet, we do one thing all the time—greet each other! We also listen to and seriously follow the laws of the land."
2. Explain: "Participants will walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g. where you live, if you have children, etc.). For all greetings, you should use your real identities." Ask participants to stand and to begin moving around and greeting each other. While they are doing so, put out the four piles of Rights Cards.
3. After **two minutes** of participants introducing themselves, call "stop!" and get participants' undivided attention. Ensure participants remain standing. Explain: "On this New Planet there are special laws, and the people on this planet do whatever the laws say. I will now read the first of four laws on the New Planet."



Law Number One

Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you each have a right to four things:

First, you have a right to **physical safety**, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for “physical safety” to the group.)

Second, you have a right to **respect from others**, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others. (Show the card for “respect from others” to the group.)

Third, you have the right to **be listened to**, which means having your ideas and views taken into account and taken seriously. You will each get this card that represents your right to be listened to. (Show the card for “be listened to” to the group.)

Fourth, you have a right to **control over your body**, which protects you from people forcing you into marriage, sex, commercial sex work or any type of unwanted sexual activity. You will each get this card that represents your right to control over your body. (Show the card for “control over your body” to the group.)

Please collect your cards, and continue greeting each other.

4. While participants continue greeting each other, lay out the two piles of Life Cards next to the pieces of tape prepared. After **three minutes**, call “stop!” and get participants’ undivided attention. Explain that it is time to read the second law:

Law Number Two

To all noble citizens of our New Planet: The whole population of our planet will now be divided into two parts. Half of you will now become “squares”, and the other half will become “circles”. You will each pick a card representing one of these groups; it is called your Life Card. You must have a Life Card to survive on this New Planet. Please collect a card, and tape it on your chest. Then, continue greeting each other.



5. After **three minutes**, stop the participants and read the third law:

Law Number Three

To all noble citizens of our New Planet: Times have changed. We now officially declare that circles have more power than squares. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle can take one of the square's four rights. If the square has no more rights, the circle can take the square's Life Card. If a square loses their Life Card, they must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.

6. Periodically clap your hands (ring bell/blow whistle). Once half the participants are standing frozen, call "stop!" and explain that you will now read the fourth Law of the New Planet:

Law Number Four

To all noble citizens of our New Planet: We have decided to appoint two duty bearers on our planet—people responsible for protecting the rights of others (such as teachers, religious leaders and government officials). Now when a circle greets a duty bearer, they must give back the extra Rights and Life Cards they have collected, which the duty bearer can then immediately give to a frozen square to bring them back to life. When a square greets a duty bearer, the duty bearer will put a check mark on all their cards. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle cannot take any cards marked with a check mark, but can continue to take away cards with no check marks.

7. Identify the new duty bearers for the group (choose a female and male of different ages), and tape a duty bearers badge on each. Ask the group to continue greeting each other. After **three minutes**, call "stop!" and present the final "golden law" of the New Planet:

The Golden Law

To all noble citizens of our New Planet: We have created a new "golden law". This law requires that you treat others with the kindness and respect with which you would want to be treated. This means that circles will return to squares any of the Rights or Life Cards they took from them, so that everyone's rights are protected.



8. Wait for participants to redistribute all remaining Rights and Life Cards, and then ask them to return to their seats.
9. Conduct a discussion about living on the New Planet using the following questions:
 - How did you feel when you received your four rights?
 - Squares, how did you feel when you became at risk of having your rights taken away at any time? How did it affect your behaviour?
 - Circles, what did it feel like taking the Rights and Life Cards from the squares?
 - Squares, what did it feel like when there were duty bearers to help protect you?
 - Duty bearer, what did it feel like to be given the power to protect the rights of others?
 - How did it feel when the golden law, “treat others with the kindness and respect with which you would want to be treated”, was introduced? (Ask a square and a circle.) Do you think this golden law will protect the rights of everyone on our New Planet?
10. Explain the following:
 - Everyone at our school—students, teachers and administrators—has these same four rights: the right to physical safety, respect from others, to be listened to, and control over your body.
 - On the New Planet, the circles had **power over** squares and could take away their rights. As we work to create a Good School, we will remove ways in which we may be using our power over others and disregarding their rights.
 - On the New Planet, we also had duty bearers vested with the power to protect the rights of others. As we work together to create a Good School, we will create ways for staff to become duty bearers for students, using their **power as** adults to protect students from harm.
 - In a Good School, students also sometimes play the role of duty bearers. They are responsible for respecting the rights of their peers by not mistreating them and by supporting peers who may have had their rights disregarded.
 - Students have rights, but they also have a responsibility to use their rights well. What are some of the responsibilities that accompany each of the four rights discussed? Possible responses:



- o The right to **physical safety** brings the responsibility not to physically harm others.
 - o The right to **respect from others** brings the responsibility to treat others with respect.
 - o The right to **be listened to** brings the responsibility to speak respectfully to others when you give your opinions.
 - o The right to **control over your body** brings the responsibility not to pressure others to do sexual things.
 - A Good School will still hold students accountable without disregarding their rights.
 - All teachers have the **right to be respected as teachers**, so they can teach, inspire, guide and address student indiscipline using positive discipline.
 - Schools that recognise the shared rights of staff and students will still have discipline and high expectations of students. However, they will not tolerate violence, among other things.
11. Include this discussion in the workshops with teachers only:
- Are there times when teachers may feel that students are not deserving of their rights? Can you give me some examples?
 - Students sometimes misbehave or do not fulfil the responsibilities that accompany certain rights. However, when students misbehave or do not fulfil their responsibilities, they still maintain their basic rights. Positive discipline offers a way for duty bearers to correct and guide students' behaviour without disregarding students' rights to physical safety, to respect from others, to be listened to or to control over their bodies. Teachers have the responsibility to suspend students' privileges as a form of discipline without abusing their rights.
 - Understanding one's rights, how to protect them and how to act responsibly in return is all part of student learning. Duty bearers, including parents, teachers and community members, play an important role in helping students understand and realise their rights, according to the level of independence that fits their maturity. For example, although students are not ready to make some decisions independently, they have the right to express their ideas on decisions that affect them, and adults can help them learn how to use their voices in these moments. Although students younger than 18 years old cannot vote in a political election, adults can help them learn to analyse political positions and express their views on political matters to prepare for this opportunity.

* This session was adapted from "The SASAI Activist Kit for Preventing Violence against Women and HIV." 2008, Raising Voices, Kampala.

New Planet: Rights Cards

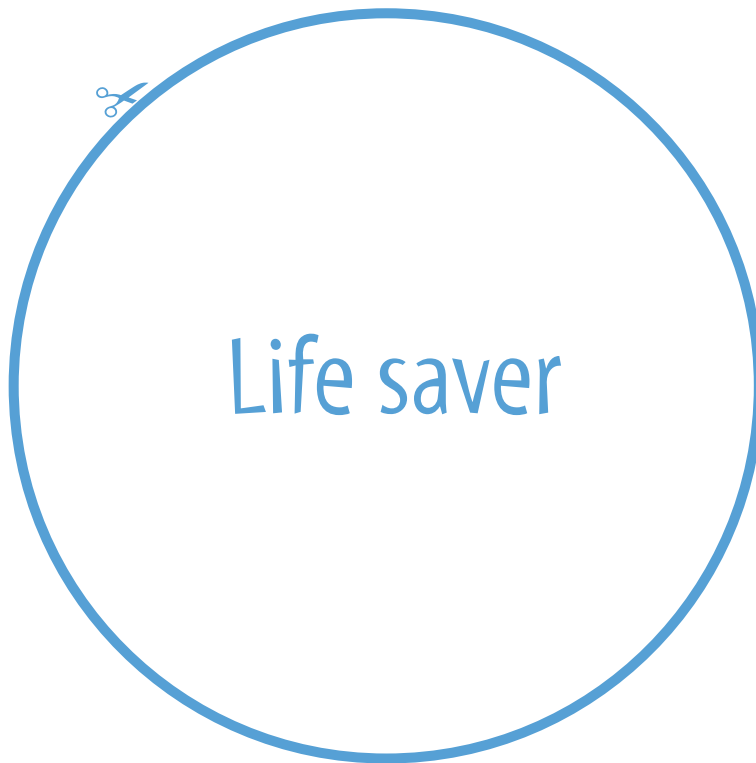
Respect
from others

control over
your body

Physical safety

be listened to

New Planet: Life Cards

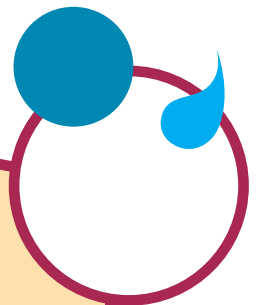




Module 2.2

How Are You Using Your Power?

1 hour, 30 minutes



Preparations

- Read the cartoon booklet How Do You Use Your Power?
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- Special Note: To balance power in the group during the workshop, the facilitator should take special care to have an equal number of junior and senior teachers, female and male teachers, and girls and boys contribute to group discussions.

Competences

The participant;

- explains the different types of power
- describes how to use their power in a positive way



step
two

Steps

Part 1 — What Is Power? (5 minutes)

1. Write the word **"power"** on the chalkboard, and explain that today's session is about personal power: the power we have as individuals and how we use it.
2. Ask the participants: "When we talk about people's 'power' or 'powerful people', what comes to mind?" Ask some participants to write their ideas on the chalkboard. Read what they write aloud, and invite comments and contributions until there is a mix of positive and negative ideas being shared. Ask the group to reflect on the positive and negative meanings we attach to the word "power".
3. Explain the following to participants:
 - We all have power. Power is the ability to believe in ourselves, make choices, take action, help others, hurt others, etc.
 - Power is not bad; it is how we choose to use our power that creates a positive or negative outcome.
 - Today, we will learn about five ways we can use our power.

Part 2 — Power Within (15 minutes)

1. Explain that in this session we will be learning through reflections and storytelling.
2. Explain the reflection experience as follows:
 - There will be five reflections.
 - These reflections are an opportunity to go deep into one's mind and recall memories of past experiences.
 - I will read a series of statements and questions to help you think of specific kinds of past experiences.
 - I will take pauses between each sentence, so that you have time to think.
 - It is important to stay relaxed and keep your eyes closed until I tell you the reflection is over.



3. Ask participants to close their eyes for the first reflection. Once everyone's eyes are closed, read the following slowly and calmly in a steady voice, with pauses between each sentence:

"Think back to anytime in your childhood or adolescents when an adult showed they cared and made you feel strong inside. Through their kindness and guidance, they made you feel like you were a good person, a capable person, with so many possibilities before you. Maybe it was a religious leader. Maybe it was a parent or an aunt or an uncle. [begin longer pauses] Who was that person? What was that moment? What did they do that made you feel so strong inside? What did they say? How else did that make you feel? Please take a deep breath, and open your eyes when ready."

4. Wait for all participants to open their eyes. For a few minutes, invite volunteers to share what they were remembering, ensuring everyone listens with respect and without judgment.
5. Explain that this reflection was about a type of power called "**power within**". We all have **power within** ourselves. **Power within** is the ability to **believe in ourselves and our potential**. It is that sense of strength, self-worth and self-confidence that allows us to be our best and try new things. Sometimes our **power within** is suppressed because of the negativity or violence around us, and we do not recognise it. Write "**power within**" and "**believing in ourselves and our potential**" on the chalkboard, leaving space underneath.
6. Ask for two female and two male volunteers to write on the chalkboard how they feel when they believe in themselves and their potential (e.g. I feel inspired. I feel hopeful. I feel like I could do anything.). Read what they write aloud, and invite comments from the group. If the participants cannot easily identify emotions, the facilitator can suggest some based on the stories and memories shared.
7. Provide the following examples of how "**power within**" may be experienced at school, and welcome comments from the group:
 - A teacher who recognises their **power within** may believe they have the potential to be a departmental head and begin working toward that position.
 - A student who recognises their **power within** may start believing in their own singing ability and consider auditioning for the school choir.



8. Ask participants: "Name some examples of what might cause students to feel their **"power within"** at school?" Provide the following examples if needed to prompt participants:
 - Getting a good grade
 - Feeling accepted by their peers
 - Receiving congratulations or encouragement from a teacher
 - Being trusted with special responsibilities in the classroom
 - Trying out something they initially thought they couldn't do and succeeding in their attempt

Part 3 — Power With (15 minutes)

1. Ask participants to close their eyes again for the second reflection. Once everyone's eyes are closed, read the following slowly and calmly in a steady voice, with pauses between each sentence:

"Think of a time when you and others came together to solve a problem and succeeded. Maybe there was a big job to do. Maybe a friend or community member needed help. Maybe someone had tried to solve a problem alone and failed and now needed more ideas and minds to find a solution. [begin longer pauses] What was that moment when you joined with others to help? Who were those people? How did you work together? How did that make you feel? Please take a deep breath, and open your eyes when ready."
2. Wait for all participants to open their eyes. For a few minutes, invite volunteers to share what they were remembering, ensuring everyone listens with respect and without judgment.
3. Explain that this reflection was about a type of power called **"power with"**. We can do great things when we join our **power with** others. **"Power with"** is **joining with others to be stronger together**. We have **power with** others when we provide each other with support, encouragement, resources and friendship. Write **"power with"** and **"joining with others to be stronger together"** on the chalkboard, leaving space underneath.
4. Ask for two female and two male participants to write on the chalkboard how they feel when they join their **power with** others (e.g. I feel supported. I feel part of a community. I feel valued.). Read what they write aloud, and invite comments from the group. If the participants cannot easily identify emotions, the facilitator can suggest some based on the stories and reflections shared.
5. Provide the following examples of how **"power with"** occurs in schools, and welcome comments from the group:



- A teacher can join their **power with** others by offering their skills to support a Good School initiative.
 - A student can join their **power with** others by creating a study group for sharing notes and helping peers, so that all study group members achieve better academic results.
6. Ask participants: "Name school activities that are more successful when people join their **power with** each other to solve the problem or get the job done?" Provide the following examples if needed to prompt participants:
- Cleaning the school compound
 - Helping draft a new school policy
 - Planning a school parents' day
 - Supporting a student who is home ill

Part 4 — Power To (15 min)

1. Ask participants to close their eyes again for the third reflection. Once everyone's eyes are closed, read the following slowly and calmly in a steady voice, with pauses between each sentence:

"Think of a time when you did something courageous—large or small—that led to a positive change for yourself and/or others. Maybe you spoke out against an injustice. Maybe you took the lead in organising something for your community. Maybe you decided to follow an idea or dream despite the challenges ahead. [begin longer pauses] What was that courageous act? How did it feel when you did it? Did you know you were capable of such a thing, or did you surprise yourself? Please take a deep breath, and open your eyes when ready."
2. Wait for all participants to open their eyes. For a few minutes, invite volunteers to share what they were remembering, ensuring everyone listens with respect and without judgment.
3. Explain that this reflection was about a type of power called "**power to**". "**Power to**" is the courage to take action for positive change. It is that sense of conviction that drives us to doing something important and bold. Write "**power to**" and "**the courage to take action for positive change**" on the chalkboard, leaving space underneath.



4. Ask for two female and two male participants to write on the chalkboard how they feel when they courageously use their **power to** take action (e.g. I feel strong. I feel important. I feel proud.). Read what they write aloud, and invite comments from the group. If the participants cannot easily identify emotions, the facilitator can suggest some based on the stories and reflections shared.
5. Provide the following examples of how “**power to**” occurs in schools, and welcome comments from the group:
 - A teacher may use their **power to** coordinate a fundraising and book collection drive to set up a student library at school.
 - A student may use their **power to** sign up for a poem writing competition and read their poem in front of the whole school.
6. Ask participants: “Name ways in which students and teachers can stop ignoring challenges at school and can instead use their **power to** take action!” Provide the following examples if needed to prompt participants:
 - Students can stand up to bullies.
 - Teachers can try new teaching and discipline techniques.
 - Everyone can pick up litter on the compound whenever they see it.

Part 5 – Power As (20 minutes)

1. Ask the group to close their eyes for the next reflection. Once everyone’s eyes are closed, read the following slowly and calmly in a steady voice, with pauses between each sentence:

“Think of a time in your childhood or adolescence when an adult taught you a difficult and important lesson without harming you physically or emotionally. Maybe you misbehaved, and instead of beating and shaming you, they found positive ways to teach you right from wrong. Maybe you made a dangerous mistake without knowing it, and they stepped in to protect and teach you without blaming or punishing you. Maybe you were feeling nervous and confused at a critical moment, and they gave you the skills and confidence to take action. [begin longer pauses] Who was that person? What was that moment? How did you feel in that moment? How did you feel about them? Please take a deep breath, and open your eyes when ready.”
2. Wait for all participants to open their eyes. For a few minutes, invite volunteers to share what they were remembering, ensuring everyone listens with respect and without judgment.



3. Explain that this reflection was about a type of power called **"power as"**, which is the power that comes with certain professional positions, roles and responsibilities in life. **"Power as"** is using one's position or role to take charge and strengthen others. This kind of power is nonviolent; it helps rather than hurts others. For example, since children and students are still growing their capacities and independence, adults have the **power as** teachers or **power as** parents to guide, teach or discipline students or make decisions on their behalf when necessary. Similarly, students have **power as** members of the school community to inform the head teacher of a problem at school. Write **"power as"** and **"the responsibility to do something"** on the chalkboard, leaving space underneath.
4. Ask for two female and two male participants to write on the chalkboard how they feel when they use their **power as** a person with particular responsibilities (e.g. I feel responsible. I feel accountable. I feel respected.). Read what they write aloud, and invite comments from the group. If the participants cannot easily identify emotions, the facilitator can suggest some based on the stories and reflections shared.
5. Explain the following characteristics of a Good School:
 - Teachers are entrusted with **power as** educators to help students achieve their highest potential and to teach them right from wrong using nonviolent forms of discipline.
 - Head teachers or departmental heads are entrusted with **power as** administrators to ensure good governance of their school, including the maintenance of student discipline and nonviolence.
 - Students learn to use their power in positive ways and have a greater voice and role within the school. They also learn to respect adults who use their **power as** teachers and administrators to discipline them and provide them with an education.
6. Ask participants: "Using one's **power as** a teacher, administrator or student leader is about guiding and supporting students in nonviolent ways. What would be some examples of how to do this?" Provide the following ideas if needed to prompt participants:
 - Being a role model for students
 - Listening to both sides of a conflict
 - Reaching out to students who seem distressed
 - Giving nonviolent consequences for indiscipline
 - Providing positive encouragement



Part 6 — Power Over (20 minutes)

1. Ask participants to close their eyes again for one final reflection. Once everyone's eyes are closed, read the following slowly and calmly in a steady voice, with pauses between each sentence:

"Think of a time when someone in your life tried to show you that they had more status and power by mistreating you. Maybe they mistreated you with physical force. Maybe they mistreated you emotionally with harsh words. Maybe they mistreated you sexually or economically—taking control of what is rightfully yours. [begin longer pauses] Who was that person? What was that moment? What did they say? What did they do? How did that make you feel? After this incident, were you angry? Were you weak or scared? Please take a deep breath, and open your eyes when ready."

2. Wait for all participants to open their eyes. For a few minutes, invite volunteers to share what they were remembering, ensuring everyone listens with respect and without judgment. If no one wants to share these more private memories, let them pass without judgment.
3. Explain that this reflection is about a type of power called **"power over"**. We have all had someone use their **power over** us in a hurtful way. **"Power over"** is when someone abuses their power to mistreat or control someone else. They may mistreat them physically or emotionally or in other ways as well. Write **"power over"** and **"abuse of power to mistreat or control"** on the chalkboard, leaving space underneath.
4. Ask for two female and two male participants to write on the chalkboard how they feel when someone uses their **power over** them (e.g. I feel scared. I feel humiliated. I feel angry. I feel useless.). Read what they write aloud, and invite comments from the group. If the participants cannot easily identify emotions, the facilitator can suggest some based on the stories and reflections shared.
5. Provide the following examples of how **power over** occurs in schools, and welcome comments from the group:
 - A teacher may use their **power over** students by giving a physically violent punishment.
 - A school bully may use their **power over** younger students by making fun of them.



6. Ask participants: "What are some other examples of how people use their **power over** others in schools?" Provide the following ideas if needed to prompt participants:
 - Sexual harassment
 - An older student stealing from a younger student
 - A prefect yelling abuses at other students
 - A teacher humiliating a student in front of the class
7. Explain to participants: "When people abuse their power and use their **power over** children, it is recognised as violence against children (VAC). In many ways, our society teaches people to abuse power in this way, making it difficult to know the alternative." Explain that the difference is this:
 - **Power over** is taking charge in a way that weakens the power within others.
 - **Power as** is taking charge in a way that strengthens the power within others.
 - Learning to change from **power over** to **power as** is not easy, but there is lots of support for this in the Good School Toolkit!
8. Review the session using the following points:
 - We all have power and can use it in positive or negative ways.
 - The Good School Toolkit will help increase positive experiences of power—**power within**, **power with**, **power to** and **power as**—for everyone in the school community.
 - The Good School Toolkit will help reduce incidents of people using their **power over** each other, for example, by engaging students in stopping peer violence, by creating a zero-tolerance policy for corporal punishment and by showing teachers how to use positive discipline instead of corporal punishment so that they can effectively discipline students while not abusing their power.



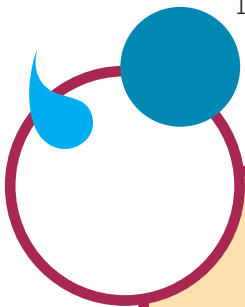


Module 2.3

(Also, the Good School Morning activity in Step 2)

Types of Violence

1 hour, 20 minutes



Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- **Special Note:** This module may make participants think about a relationship in which they are experiencing sexual or other forms of violence. When this module is used as a Good School Morning, the school administration should designate a female and male teacher to act as counsellors for students, should the need arise out of this session.

Competences

The participant;

- explains the forms of violence
- describes how different forms of violence manifest in schools.



Steps

Part 1 - Four Types of Violence (55 minutes)

1. Ask participants what we mean when we talk about violence against students.
Possible responses:
 - Anything that hurts a student
 - Both physical or mental pain caused to a student
 - Behaviour that humiliates a student
 - Being disrespectful to a student
2. Explain that in this next exercise the group will explore **four main types of violence**. Ask the group to try and guess what those four types of violence are, guiding them toward the following:
 - Physical
 - Emotional
 - Economic
 - Sexual
3. Divide participants into four groups. Assign each group one type of violence. Ask each group to define their assigned type of violence and to list in a notebook all the examples of that type of violence that they can think of. Give each group 10 minutes to create their list.
4. Ask the groups to come back and present their lists. Allow other participants to add to the lists if they feel something is missing. **Important Note:** For sexual violence, be sure that examples extend beyond rape and forced sexual activity and include teachers asking for sexual favours as well as examples of sexual harassment (e.g. sexual teasing, touching and threats).
5. After all the groups have presented, go back to each type of violence one at a time. For each type of violence, ask participants the following questions, and write their responses on the chalkboard:
 - Does this type of violence happen in schools?
 - How does it happen?
 - Who commits it?
 - Why?



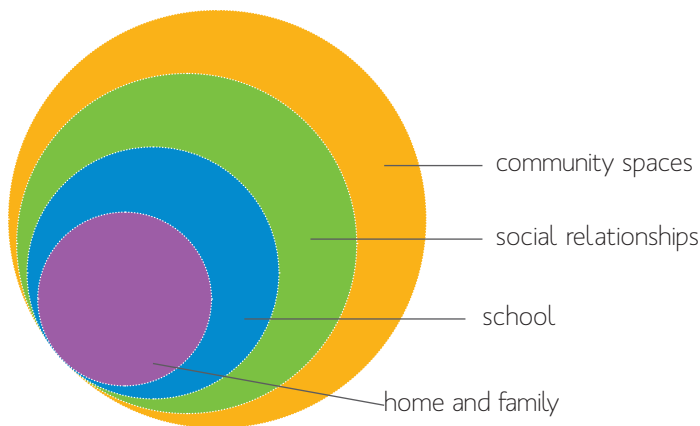
6. Ask participants the following and conduct a brief discussion:
 - Were you aware of the amount and nature of violence in schools, both against students and between students?
 - What do you think of this?
 - Whose responsibility is it to eliminate violence from schools?
7. Guide participants in seeing that everyone plays a role by stopping their own use of violence, supporting others experiencing violence, speaking out about violence and supporting Good School activities aimed at eliminating violence.

Part 2 - Defining Violence (25 minutes)

1. Guide the group in creating their own definition of violence in schools. Write it on the chalkboard, editing the statement as the group refines their ideas. Ensure the final definition includes all forms of violence and violence from adults as well as between peers.
2. Explain that violence is when one person uses their **power over** another—it is when people abuse their power so that it becomes hard for the other person to feel their **power within**. Explain that while many of these types of violence may be treated as acceptable by some people in our lives, there are many others who would say differently. Read the following to the group:
 - **The African Charter on the Rights and Welfare of the Child** says, “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.”
 - **In Uganda, the Children Amendment Act 2016, Section 106A**, prohibits corporal punishment in schools as below:
 - (1) “A person of authority in any institution of learning shall not subject a child to any form of corporal punishment.”
 - (2) “A person who subjects a child to corporal punishment commits an offence and is liable to imprisonment for a term not exceeding three years or to a fine not exceeding one hundred currency points or both.” (A currency point is equivalent to UGX 20,000.)
 - **The World Health Organisation describes violence against children** as “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. On the chalkboard, draw the following areas of a student's life as concentric circles:
- Home and family (inner circle)
 - School
 - Social relationships
 - Community spaces (outer circle)



4. Explain that students have different experiences and relationships in each area of life. Invite participants to share examples of violence that can occur for students in each area of life (summarise briefly for "school" since this has been discussed already).
5. Explain that while we cannot control violence in all areas of society, we can use our *power* to take action in other ways. Using the Good School Toolkit, we can do the following as a school community:
- We can allow the school to be a safe space where students know that rules and standards—for students and teachers alike—are in place to protect them from violence.
 - We can give students knowledge and skills that may help them reduce or avoid violence in other areas of life, and in some cases, stop using violence themselves.
 - Through the activities of community members on the Good School Committee, we can bring some of these ideas directly to students' parents, perhaps influencing a reduction of violence in students' homes.
 - We can all take what we learn from creating a Good School back to our relationships with our families, friends and neighbours by speaking out about violence, making nonviolent choices and becoming role models for others.
11. Ask participants what ideas from those shared are the most intriguing to them and why.
12. Thank everyone for their time and contributions. Emphasise the following for all participants: "While there is a lot of work ahead, what is most important at this early stage of the Good School Toolkit is that students know that **the school has committed to change and will support any students who have witnessed or experienced violence!**"



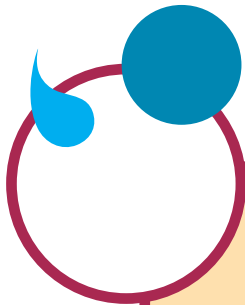


Module 2.4

(Also the Good School Morning activity in Step 4)

Peer Violence

1 hour, 20 minutes



Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- Bring a roll of string or an object you can throw (e.g. a soft ball).
- **Special Note:** This module may make participants think about a relationship in which they are experiencing sexual or other forms of violence. When this module is used as a Good School Morning, the school administration should designate a female and male teacher to act as counsellors for students, should the need arise out of this session.

Competences

The participant;

- describes different ways of responding to peer violence.



Steps

Part 1 – Cycle of Violence Discussion (20 minutes)

1. Introduce the idea of **peer violence**:
 - We all know students often do not interact in a supportive way with each other.
 - Often one student feels more powerful than another—better, bigger, smarter, more valued, etc.—and expresses that by mistreating the other student.
 - Sometimes a student mistreats another student to retaliate for being mistreated themselves.
 - In incidents of mistreatment, one person is using their **power over** another person so that it is hard for the other person to feel their power within. This is an abuse of power.
 - We call this kind of mistreatment between students “**peer violence**”.
2. Ask participants: “Who are we talking about when we use the word ‘peers’?” Gather ideas until participants name, at minimum, school mates, closer friends and classmates.
3. Now, explore the word “violence”. Remind participants that violence is not just physical. It can also be emotional, sexual or economic. Briefly gather examples from participants of what these four kinds of violence may look like between students. Write the four categories and examples on a chalkboard. (Prompt participants to include examples that occur within special friendships, if these are being missed.) Examples include the following:
 - Physical: *slapping, pushing, twisting your arm, hitting, kicking*
 - Emotional: *insults, threats, spreading rumours, teasing*
 - Sexual: *unwanted attention, sexual comments, sexual touching*
 - Economic: *stealing or breaking belongings, controlling someone’s money*
4. Ask the group: “Where did students learn to mistreat others in this way?” Prompt participants until the group arrives at the idea that others were violent toward them, or that they saw others mistreating those less powerful.



5. Explain the following to participants about the **cycle of violence**:
- There is a cycle of violence—parents over children, teachers over students, older siblings over younger siblings, older grades over younger grades—everyone learning it from each other.
 - For students, a moment of peer violence can feel justified, acceptable or even funny. However, students are also just continuing the cycle, making it acceptable for others and encouraging more violence through their actions, violence that will in time be used against them as well.
 - In becoming a Good School, we are working to break the cycle of violence within our school. Teachers will be learning how to use positive discipline instead of corporal punishment, and students will be supported in learning to stop the violence between them.
6. Draw the following diagram on the chalkboard and explain:

Cycle of Violence



7. Explain that a cycle of violence can be transformed into a **cycle of goodness**, with every kind and nonviolent act inspiring more of the same. Draw the following diagram on the chalkboard and explain. (Optional: You can do so by erasing/replacing key words in the first diagram to show how they are the same type of cycle.)



8. Ask participants to consider what kind of cycle they want to support. Allow a moment for silent reflection.
9. Explain that violence can be a hard habit to break, and sometimes you may not even notice you are doing it. To check yourself, you can use this simple rule: **"Treat others as you would want to be treated."** Write this statement on the backboard.

Part 2 — Taking Action against Peer Violence (50 minutes)

1. Ask the participants: "Who is responsible for taking action to stop mistreatment between peers?" They may mention the school administration, teachers and prefects. Facilitate the discussion toward the idea that it is everyone's responsibility, including the responsibility of students themselves.
2. Explain that just like the idea of "treating others as you would want to be treated", when you see someone being mistreated you can **"help others as you would want to be helped"**. Write this second sentence on the chalkboard, underneath the sentence "treat others as you would want to be treated."
3. Ask people to think of a moment of mistreatment between peers and to think of everyone that could be involved. Explain that there is the person being cruel, and you will call them the **"bully"**. Explain that there is the person they are targeting, and you will call them the **"target"**. Write both of these on the chalkboard. Prompt participants about who else may be present, until the following have been identified and written on the chalkboard:

- “Bully” or person being cruel
 - “Target” or person being mistreated
 - Friends of the bully
 - Friends of the target
 - Spectators
4. Explain that you will now play another game in which 10 volunteers will be given a **type of violence** and a **character**. Explain that they must put themselves in the shoes of the character, and identify something they could do to either (a) help stop the violence or (b) support the person being targeted.

Note: We recommend using 10 volunteers for large groups. However, if your group has 20 people or less, then everyone can participate.

5. Select the 10 volunteers, and give them their **type of violence** and **character** in the following way:
- Give each participant a number from 1 to 4.
 - Give each participant a letter from a to d.
 - Write the following on the chalkboard:
 - 1 = Physical Violence
 - 2 = Emotional Violence
 - 3 = Sexual Violence
 - 4 = Economic Violence
 - a = The Target
 - b = Friend of the Bully
 - c = Friend of the Target
 - d = Spectator
 - Give the 10 volunteers five minutes to do two things (write these on the chalkboard):
 - o Make up an incident that belongs to their type of violence.
 - o Decide on a way to stop the violence or support the target, based on the character assigned.

Note: If you have a large group, the 10 volunteers can each gather a small group of participants to help them.



6. Set up the game:

- Ask the 10 volunteers to stand in a circle. (If conducting this activity in a classroom, the circle does not need to be perfect and can weave between tables and chairs.)

Note: If you have a large group, ensure that the rest of the participants who will not be playing the game can easily observe, if possible by making an outer circle around the volunteers.

- Show the group the roll of string or an object that you will pretend is a roll of string. Hold onto the end of the string, and toss the rest of the roll of string to someone else in the circle (or explain that you are pretending to do so).
 - Explain that each person can throw the string or object to anyone else in the circle. Upon receiving the string/object, they must explain their character, the incident of violence they have chosen and what they would do to stop the violence or support the target. Ask the volunteers to keep their descriptions brief.
 - If using a string, make sure each person holds on to the string where it reaches them before throwing it to the next person, so that you create lines of string between people. If using a ball, ask people to imagine the same (you can have some fun here, by periodically telling people with urgency to not let go of their string, or by commenting on how complex the web of string is becoming).
7. Once all 10 volunteers have had a turn, ask the participants who did not volunteer what they would do to stop violence. Thank everyone for their ideas, and share any of the following that has not been mentioned:

The friends of bullies can . . .

- remind the bully how they would feel if someone ever did something like that to them.
- remind the bully that this is a violence-free school.
- refuse to join the bully in mistreating others.
- remind the bully to treat others as they would want to be treated.

The spectators or friends of the target can . . .

- respectfully ask the bully to stop what they are doing.
- remind the bully that this is a violence-free school.
- notify a teacher immediately.
- help the student being mistreated to escape or avoid the situation.



The student being mistreated can . . .

- respectfully ask the bully to stop what they are doing.
- remind the bully that this is a violence-free school.
- notify a teacher immediately.
- avoid the bully until the situation can be dealt with by teachers (never put yourself in danger of more violence).

8. While the 10 volunteers keep holding their (real or pretend) string, summarise with the following:
 - Look at the web of connections we have created with our string (real or pretend). This represents how students can join their **power with** each other to provide support in times of peer violence.
 - When students have the courage to speak out against peer violence, they are using their **power to** take action and make positive change.
 - Even if we are not the ones being targeted by peer violence, we are all connected to and influenced by the problem.
 - As a school community, we can surround anyone who is a target of violence with a web of support.
 - Of all the ideas shared, some ideas may be better or more effective in one situation than another. It will take some practice, and we will learn together.
 - We have decided to create a Good School, and a Good School is violence-free, free of violence from school staff and peers.

Part 3 — Turning Ideas into Policy (10 minutes)

1. Ask participants:
 - What makes it hard to use some of these ideas?
 - Is there anything that the school could do to help?
2. Explain that as part of becoming a Good School, the school will be creating a peer violence policy: a school document, approved by the administration, that describes what counts as peer violence and what disciplinary action would follow.

3. Get people involved in policy creation, as appropriate for the scenario:
 - **When using this module with the Good School Committee:** Ask for a volunteer from each subcommittee to take charge of this policy. Their work will include (a) researching sample policies, (b) gathering ideas from students and then other stakeholders once this activity is used as a Good School Morning in Step 4 and (c) finalising and presenting a draft policy in Step 5, Activity 5.4. Provide the volunteers with a copy of the Sample Peer Violence Policy from the Tools & Materials in Step 2.
 - **When using this module for the Good School Morning:** Ask participants to write on a piece of paper what they feel is most important to include in the policy. They do not need to write their names on their papers. Collect all the papers, and explain where students can leave more ideas for the Good School Committee.
4. Thank everyone for their participation.



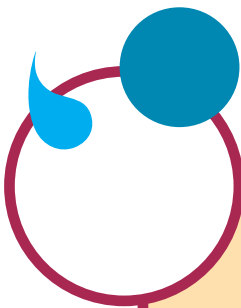


Module 2.5

(Also the Good School Morning activity in Step 3)

Gender in Schools

1 hour, 20 minutes



Preparations

- Read the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- Bring two pieces of paper and tape to hang a "yes" sign and a "no" sign.
- **Special Note:** Girls often participate less than boys in workshop sessions. The facilitator should take special care to have equal numbers of female and male students participating and answering discussion questions.
- **Special Note:** This module may make students think about a relationship in which they are experiencing sexual or other forms of violence. When this module is used as a Good School Morning, the school administration should designate a female and male teacher to act as counsellors for students, should the need arise out of this session.

Competences

The participant;

- differentiates between sex and gender
- identifies the gender roles in her/his society
- explain how gender roles can affect learning for both boys and girls.



Steps*

Part 1 – Walking in Robinah’s Shoes (50 minutes)

1. Explain that part of being a Good School is giving all students the same opportunities to succeed. In particular, it means rethinking how schools treat girls and boys differently and ensuring that we believe in them and support them equally. (For the Good School Committee, remind them about the New Planet activity and the discussions during that activity about how everyone has the same rights.)
2. Ask all participants to stand, and explain the following:
 - You are going to hear a story about a girl at school. At various points in the story, the girl will need to make a decision.
 - By imagining yourself in the girl’s shoes, you will each be able to decide what you would do in her situation by walking to the “yes” sign or the “no” sign posted in the room.
 - When implementing this activity as a Good School Morning, add the following:
Some male students may feel strange putting themselves in the position of Robinah, and any of you may find some of the dilemmas embarrassing. But there is a strict expectation that everyone will participate with respect, both within the activity and when students are discussing the activity afterward.
3. Begin the story by reading the following:

Your name is Robinah. You are 14 years old and in your second year of secondary school. You are taller than your friends and have a pretty smile. When you were young, your parents died, and you went to stay with your grandmother, who was very kind but also very poor.

When you completed your primary school studies, your aunt said you could live with her and her husband in the city. They agreed to pay your secondary school fees, on the condition that you do the housework when you come home from school. You really enjoy going to secondary school, but the housework makes you very tired, and you do not have enough time to study your school work.

You admire your aunt who makes her own money and contributes to the household expenses. You have many dreams for your future. You want to become an engineer, get married and have three children. But every day, you question whether this dream can come true given the many obstacles in your path.



4. Present the first dilemma as follows:

a. Read the dilemma:

Dilemma 1 (Fair Academic Support)

Your science teacher is now teaching very difficult topics. He only provides support to the boys, as he believes girls do not perform well in sciences. You are not performing well in his subject, as your house chores leave you with very little time to study. You ask your teacher for extra help, but he discourages you and tells you to consider switching to another subject. Later, you ask him for help again, and this time he tells you to come to his house for extra lessons. At his house, the teacher makes it clear that he will help you if you are willing to be "more than a friend to him". He starts to touch you and assures you that you will do well in the next test if you give in. You do not want to sleep with this teacher, but you do not know how else you can pass the test. Do you accept his offer?

b. Create a moment for reflection:

Invite females and males in each group to share a word that describes how they feel about Robinah's dilemma.

c. Ask participants to decide what they would do in this situation:

Ask them to go to the "yes" or "no" sign to represent their choice. If they are not sure, they can choose one option just out of curiosity.

d. Once everyone has moved to one of the signs, read the following outcomes:

For "yes": You accept the teacher's offer and pass your test. However, three weeks later you suspect you are pregnant. You slip away to the clinic to have a pregnancy test. Your aunt finds out that you left the house, and as you will not tell her where you were, it leads to a beating from your uncle. In the end, it turns out you are not pregnant.

For "no": You politely refuse the offer from the teacher, using your chores at home as an excuse. As a result, you fail the upcoming test. Your teacher, who seems upset about your refusal, sends a note home to your guardians about your poor test results, which causes your uncle to beat you.



5. Present the second dilemma as follows:

a. Read the dilemma:

Dilemma 2 (Fair Learning Conditions)

When your friends hear about what happened, they feel bad about your unfair treatment from the teacher and your uncle, and they help you prepare for the mid-year exams. You realise that you will be sitting for exams at the same time that you are menstruating. You do not have money to buy sanitary pads, and your school does not have sanitation facilities you can use to change. You are very worried that your uniform will be stained and that the other students will make fun of you. Do you go to school for the mid-year exam anyway?

b. Create a moment for reflection:

Invite females and males in each group to share a word that describes how they feel about Robinah's dilemma.

c. Ask participants to decide what they would do in this situation:

Ask them to go to the "yes" or "no" sign to represent their choice. If they are not sure, they can choose one option just out of curiosity.

d. Once everyone has moved to one of the signs, read the following outcomes:

For "yes": You go to school, doing your best to prevent a leak. You pad yourself using a cloth and wrap a sweater around your waist. However, the teacher asks you to remove the sweater before you enter the exam room. As you approach your seat, a boy shouts at you that your uniform is stained, and other students also notice the stain on your uniform. During the exam, you feel afraid and keep imagining how other students are going to shame you at break. Because of this fear and anxiety, you do not concentrate enough, and you do not score as highly as you should have.

For "no": You miss the mid-year exam and try to provide an explanation to the teacher. He says girls are not serious about their studies and gives you no opportunity to make up the exam.



6. Present the third dilemma as follows:

a. Read the dilemma:

Dilemma 3 (Flexible Social Roles)

Despite these challenges, with support from friends you were able to pass your second year of school, although your academic performance was not good. However, your academic performance improved during your third year of secondary school, making your dream of becoming an engineer seem possible. You are now in your fourth year of secondary school, and you find yourself more interested in boys, and boys more interested in you. Sam, one of the boys in his fifth year, has shown special interest in you. You write letters to each other, and he buys you a lot of luxuries. You develop strong feelings for him. However, he expects you to carry his books to class, get him food and miss extra classes to talk to him. Although you like him, it bothers you when he wants to control who you talk to and what you do together. This is creating stress and affecting your academic performance. You want to break up with him, but your friends say that he is smart and will be very successful. They say that the most important thing is to find a good husband, and that you are a woman and need to think about eventually being a "good wife" to Sam. Will you continue going out with him?

b. Create a moment for reflection:

Invite females and males in each group to share a word that describes how they feel about Robinah's dilemma.

c. Ask participants to decide what they would do in this situation:

Ask them to go to the "yes" or "no" sign to represent their choice. If they are not sure, they can choose one option just out of curiosity.

d. Once everyone has moved to one of the signs, read the following outcomes:

For "yes": You break up with him, and all his friends find out. They tease you about not knowing how to be a real girl. They steal all your textbooks, saying it is for your own good and to help you learn the right priorities. When no one is looking, they try to touch your buttocks or breasts and call you sexy, saying that you are wasting those sexy looks on science.

For "no": You stay with him, and his control over you increases. He does not like it when you get better grades than him and says that a man should always be above a woman, otherwise she will not respect him. You love him but find that his controlling behaviour prevents you from studying and seeing your friends. One day he pressures you to have sex with him. Afterward, you feel very upset and hurt. You ask him how he could do this. He says that you have been eating his money and when a girl says "no" she really means "yes".



7. Present the fourth and last dilemma as follows:

- a. Read the dilemma:

Dilemma 4 (Equal Opportunities to Lead and Participate)

You are now in your fifth year of secondary school. The senior female teacher has been very kind to you and let you talk to her about the challenges you faced due to the relationship with Sam. She holds all that you told her in confidence and encourages you to focus on your dream of being an engineer. Over time, you regain your self-confidence. Your friends have always looked to you as a role model and leader, and you find that leadership comes naturally. With overwhelming support from other students, you try for the position of head prefect. The director of studies tells you that the position has always been reserved for a boy. You continue campaigning with encouragement from friends. Attaining a top leadership position in school will improve your chances of getting a scholarship at university. The day of the vote comes, and you lose the election. You discover that the director of studies did not count the votes for you as head prefect, as he still thinks the position should be reserved for a boy. Do you expose him to the head teacher, knowing that you need the leadership experience for a scholarship? You could risk the director of studies taking action against you.

- b. Create a moment for reflection:

Invite females and males in each group to share a word that describes how they feel about Robinah's dilemma.

- c. Ask participants to decide what they would do in this situation:

Ask them to go to the "yes" or "no" sign to represent their choice. If they are not sure, they can choose one option just out of curiosity.

- d. Once everyone has moved to one of the signs, read the following outcomes:

For "yes": You expose the evidence, and the director of studies threatens you with physical violence and expulsion from school. However, the head teacher and school management change some of the school policies to allow students to try for any position based on merit and capacity. In the re-run of the elections, you win. You complete school and win a scholarship to university to pursue engineering.

For "no": You do not expose the evidence, and your scholarship application is refused on the basis of having no leadership experience. However, you do not give up on your dream and, with the support of your aunt, you study for a certificate in information and communications technology and later attend university part-time to obtain your degree in engineering.

- e. Conclude the story as follows:

You finally attain your dream of becoming an engineer and having a family. Due to your experiences, you are also able to counsel girls and boys to persevere despite the challenges they may face at school.



8. Ask everyone to sit down, and discuss the following points:
 - Walking in Robinah's shoes helped all of us experience the dilemmas girls face in school. Girls have similar dreams and abilities as boys but are often faced with additional challenges and limited opportunities compared to boys.
 - At a Good School, we recognise that **all students** have the same rights (when talking to the Good School Committee, you can refer to the New Planet activity in Module 2.1).
 - At a Good School, we recognise that **all students** have the same power and potential to succeed at school (you can relate this to the power campaign if already completed, or for the Good School Committee, you can refer to Module 2.2 on power).
 - For these reasons, a Good School aims to provide **all students** with equal opportunities and additional support when needed, regardless of whether they are a junior or senior student, from a specific tribe, or a girl or a boy.

Part 2 –Equal Treatment of Female Students at School (25min)

1. Remind the participants of the four dilemmas Robinah faced, including a lack of academic support, limited options at school for managing her menstrual cycle, unfair expectations from her boyfriend and limited opportunities to take up leadership positions at school.
2. Ask participants to write in their notebooks one idea for how your school could help girls in these types of situations. After a couple of minutes, invite a female and male participant to each share their idea, inviting comments from the group.
3. Thank participants for their ideas, and explain the following: "If a school follows the ways of society without questioning them, it can lead to unfair treatment of girls in schools. However, a Good School aims for fair treatment of all students, which means providing equal opportunities for all and sometimes additional support for students with specific needs."
4. Present the four categories of equal treatment for female students, writing the **bolded** words on the chalkboard and reading the rest aloud:
 - **Fair Academic Support:** At a Good School, we believe that girls have the same academic abilities as boys and deserve equal academic support. (Remind participants of dilemma 1.)
 - **Fair Learning Conditions:** At a Good School, we respect girls' unique circumstances and help them to overcome any situations that make it hard to participate at school. This includes providing the facilities needed by girls and boys and being supportive of student challenges. (Remind participants of dilemma 2.)



- **Flexible Social Roles:** “Social roles” are the expected behaviours and responsibilities of a specific sex. At a Good School, we ignore what society expects of girls and boys. Instead, we encourage girls and boys to take on the same cleaning chores, to practice any sport and to treat other students with kindness and respect regardless of whether those students are girls or boys. Girls also have the same right as boys to have “control over their bodies”, and so we do not tolerate any sexual teasing or pressuring girls into sex. (Remind participants of dilemma 3.)
 - **Equal Opportunities to Lead and Participate:** At a Good School, we believe there are many ways to lead and that girls and boys can be equally good leaders. To give the school the benefit of girl and boy leaders, we create similar leaderships positions for both girls and boys. (Remind participants of dilemma 4.)
5. Clarify for participants: “Ensuring equal treatment of female students does not mean we neglect the male students. All students have equal value and are equally important. We do not want boys to receive any less support or opportunities. It is important to maintain our educational support for boys, while recognising that there is need to address the barriers that prevent girls from accessing the same opportunities as boys.”
 6. Ask the participants to listen to the following statement made by a male secondary school student:

“Once we join hands as boys and girls, it will help us progress as a whole and will give us collective power to achieve more things in life. For example, if we decide to help each other in class irrespective of which subjects either boys or girls can do better, it can help all of us achieve better results than when we segregate ourselves based on our weaknesses.” (Male Student, Nampunge Secondary School)
 7. Ask the participants to discuss the following in pairs: “What do you think the benefits could be of girls and boys enjoying equal opportunities at school, such as to improve their academic performance and develop leadership and social skills?” After five minutes, invite female and male participants to share their ideas.

Part 3 — Turning Ideas into Policy (5minutes)

1. Explain that as part of becoming a Good School, the school will be creating a gender fairness policy: a school document, approved by the administration, that describes the school’s standards for supporting girls and boys equally, and what girls can do if these standards are not being met.



2. Get people involved in policy creation, as appropriate for the scenario:
 - **When using this module with the Good School Committee:** Ask for a volunteer from each subcommittee to take charge of this policy. Their work will include (a) researching sample policies, (b) gathering ideas from students and then other stakeholders once this activity is used as a Good School Morning in Step 3 and (c) finalising and presenting a draft policy in Step 5, Activity 5.4. Provide the volunteers with a copy of the Sample Gender Fairness Policy from the Tools & Materials in Step 2.
 - **When using this module for the Good School Morning:** Ask participants to write on a piece of paper what they feel is most important to include in the policy. They do not need to write their names on their papers. Collect all the papers, and explain where students can leave more ideas for the Good School Committee.
3. Thank everyone for their participation.

* This session was inspired by “In Her Shoes, Sub-Saharan Africa Version,” 2011 GBV Prevention Network/Raising Voices and Program for Appropriate Technology in Health (PATH).

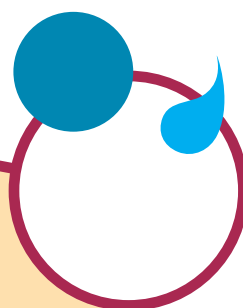




Module 2.6

Gender Fairness at a Good School

1 hour, 30 minutes



Preparations

- Read the cartoon booklet *How Are You Promoting Gender Fairness in Your School?*
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.
- **Remember:** Females may participate less than males in workshop sessions. The facilitator should take special care to equally involve female and male participants, making it easy for everyone to contribute equally to the discussions.

Competences

The participant;

- identifies practical action towards creating a fair school environment for both girls and boys.



Steps

Part 1 - 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 girls and boys are expected to live by. Explain the game as follows:
 - 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.)
 - You will stand in the middle of the room, and at any point in the slap-clap-snap rhythm, you will point to a person and either say "girl" or "boy".
 - The person you point to must name either (a) a career that a girl/boy may grow up to have, (b) a behaviour or personality trait that is acceptable for a girl/boy in your school and community or (c) work that is assigned in your school for a girl/boy. Participants must be quick and say the first thing that comes into their minds, before the group's rhythm gets back to "slap". For example:
 - o If you say "boy", the participant might say "aggressive".
 - o If you say "girl", the participant might say "quiet".
 - o If you say "boy", the participant might say "lawyer".
 - o If you say "girl", the participant might say "nurse".
2. Conduct the exercise. Ask a volunteer to write down what people say on the chalkboard under two headings: "girl" and "boy". At the end of the exercise, you should have a list of careers, chores and characteristics that the group considers acceptable for girls and for boys.
3. Once everyone has had a turn, compare the two lists. Ask the group what this means about the opportunities open to girls.
4. Erase the titles and reverse them, writing "girl" on top of the "boy" list, and "boy" on top of the "girl" list.
5. Ask the group the following questions:
 - Could girls do or be these things that you have said boys can do or be?
 - Could boys do or be the things that you have said girls can do or be?
 - Are there examples at your school? In the community?



6. Ask for volunteers to sum up the session. For example:
 - Society's expectations of what girls can do or be can limit how girls are seen and what opportunities are open to them.
 - In a Good School, girls and boys have equal value and opportunities.

Part 2 - What History Tells Us (30 minutes)

1. Write the words "biological sex" and "gender roles" on the chalkboard, and create the following table:

Biological Sex	Gender Roles
Determined by our biology	Determined by society
Whether we are born female or male	What we are told about how girls/women and boys/men should behave
Physical characteristics of girls/women and boys/men are the same across geographical regions.	Socially acceptable behaviors for girls/women and boys/men are different across geographical regions.
Physical characteristics of girls/women and boys/men are the same throughout history.	Socially acceptable behaviors for girls/women and boys/men change for each generation.

2. Explain to participants:
 - Our sex is determined biologically, which means it is how we are born.
 - The term "gender roles" refers to what society tells us about how girls/women and boys/men should behave based on their sex. For example, a boy may be expected to become a man who gets a job and provides for a family, while a girl may be expected to become a woman who stays at home and depends on a man.
 - At school, girls may be expected to choose subjects that limit their career choices, and some leadership positions may be assigned only to boys.
 - Some physical characteristics are common for women and men across geographical regions, while what is considered socially acceptable behaviour for women and men is different across geographical regions. Sex is biological and cannot be changed, but gender roles are determined by society and have changed over time.
3. Ask participants to turn to a partner and discuss ways that gender roles have changed over time, including things that women do now that was not encouraged in the past. For example, more women are earning their own money and contributing financially to their families.

4. After a few minutes, collect ideas and examples from the group.
5. Summarise with the following points:
 - Gender roles include society's different expectations for a girl's future compared to a boy's future. Sometimes gender roles include lower expectations for girls. Lower expectations for girls can cause schools to treat girls unequally by not providing them with the same support and leadership opportunities.
 - Gender roles change with each generation because of the benefits for all.
 - In the past, people thought that each sex only had the ability to perform the social roles expected of them. However, history shows that our understanding of people's abilities and of our own abilities can be influenced by what society tells us.
 - As gender roles for girls change over time, we will have greater expectations for what girls can do. This will lead to better opportunities and support for girls in schools.

Part 3 – Gender Fairness in School (30 minutes)

1. Explain the following points to the participants:
 - Creating gender fairness in school does not mean that we neglect the male students or provide less support and fewer opportunities for boys.
 - Female and male students have equal value; therefore, the aim is to promote gender equality and gender equity.
 - "Gender equality" means providing the same access, opportunities and treatment for female and male students.
 - "Gender equity" means providing additional support where needed to make up for societal imbalances. For example, girls may need additional support to compensate for the disadvantages they faced in the past and to help them access the same opportunities as boys. Through gender equity, we maintain educational support for boys while promoting fair treatment for girls.
2. Ask participants to consider the following question in silence: "What are the benefits of giving girls equal opportunities and support in school, such as the opportunity to stay in school, the opportunity to ask questions and get help in class and the opportunity to be leaders in school?" Write this question on the chalkboard.
3. Ask participants to divide into female and male groups, with about six or seven people in each group. Explain that each group will have 10 minutes to answer the question on the chalkboard by writing down as many benefits as they can think of.



4. After 10 minutes, ask each group to read their list. Congratulate the groups for their work, and share any of the following ideas if not already mentioned:
 - When girls can participate equally in school, they are motivated to stay in school and focus on their education, which prevents teenage pregnancy.
 - Research shows us that women with a good level of education raise healthier children that are less susceptible to diseases.
 - Women with equal educational opportunities in school stand a better chance at being employed or having a small business and contributing to the household income.
 - When a woman or man achieves great things, they bring recognition and respect to their family.
 - When wife and husband both work, they both understand the challenges of the world of work and can support each other in their careers.
 - The untapped potential of women means that society is not experiencing the full benefit of their contributions to science, health care, government and business.
6. Ask participants: "If you can do one thing over the next week to promote gender fairness at school, what would it be?" Collect a few answers from the group. Encourage the participants to decide on one thing they will do over the next week to promote gender fairness and to use their *power with* others, their *power to* take action or their *power as* leaders to create the change they want to see.

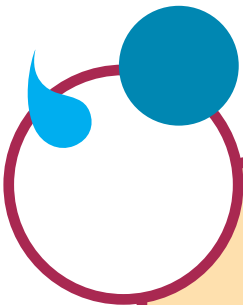




Module 2.7

Sexual Violence in Schools

1 hour, 50 minutes



Preparations

- Cut blank standard sheets of paper into quarters until you have two small pieces of paper for each participant.
- Choose a space with a chalkboard and chalk.
- Collect three pieces of paper before the session.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- explains sexual harassment as a form of sexual violence.
- identifies signs of a child experiencing sexual violence.
- describes consequences of sexual violence on children
- suggest ways of how schools can protect children from sexual violence.



Special Note: The facilitator should develop a referral directory with contacts of potential places where participants can receive additional support if they need it. Some of these may include local leaders, the police, health service providers and NGOs in your community working on VAC.

1. Remind participants about the New Planet game and how one of the rights that we all have is **control over our own bodies**. Remind them how, when we reviewed the different types of violence, we talked about **sexual violence**.
2. Explain that today's topic of discussion is **sexual violence**. Emphasise the following:
 - This is a topic that requires a lot of trust and respect from all.
 - It is our shared responsibility to make everyone feel safe and respected within the group.
 - No one will be forced to share an experience they or others have had.
 - Whatever you share in this space will not be shared outside except if it triggers mandatory referral.

Part 1. Exploring misconceptions on sexual violence at school (15 minutes)

5. Explain that it is often misconceptions about sexual violence that stop people from reporting it or getting the support they need.
6. Explain that you will now conduct an activity to explore misconceptions. You will read true and false statements related to sexual violence, and participants must express what they believe to be the answer:
 - If they think the statement is true, they should remain seated.
 - If they think the statement is false, they should stand up.
 - If they are not sure, they should cross their arms.
 - They will have the option to change positions after hearing from other participants.
7. Use the first statement for practice:
 - Read the first statement slowly and clearly: "Boys do not experience sexual abuse."
 - Ask everyone to choose their position.
 - Ask one participant who has remained seated to explain why they think the statement is true.
 - Ask one participant who stood up to explain why they think the statement is false.



- Once these participants have spoken, allow any participants to change their position.
 - Explain whether the statement is true or false.
8. Repeat the process for the rest of the statements:
- Boys do not experience sexual abuse. (false)
 - Girls who wear short skirts are not asking to be abused. (true)
 - Most students are lying when they report sexual abuse, they just want to get attention. (false)
 - If a girl doesn't say no to sexual advances, then it means she wants to have sex. (false)
 - If a student seduces a teacher, then sexual violence is the student's own fault. (false)
 - If a male person makes jokes about a female student's body, it is not sexual harassment. (false)

Part 2. Defining sexual violence. (20 minutes)

Remind participants about the session on the different types of violence and that sexual violence is one of them. Ask them if anyone can remember the definition of sexual violence.

- If they don't, work together with the participants to develop a definition. Some of the ideas can include:
 - Pressuring you to be sexual when you don't want to.
 - Touching you or commenting on your sexuality without your permission, teasing you or embarrassing you.
 - Using physical force or authority to make you be sexual without your consent or perform sexual acts that you do not want to.

Brainstorm with the group the type of actions that would be considered sexual violence against children in schools.

- Rude and inappropriate sexual comments
- Teasing
- Sexual harassment
- Fondling
- Touching private parts
- Kissing without consent
- Asking for sexual favors in exchange for marks or school fees
- Vaginal or anal intercourse, actual or attempted

- ix. Early marriage
- x. Female genital mutilation
- xi. Exposing children to pornography

WHO defines sexual violence as any sexual act or attempt to obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim.

Ask if anyone has a story they heard or watched on TV or witnessed in their school about sexual violence that they would like to share. It can be something that happened to them or to someone they know. Allow time for people to share if they want. (the facilitator should remind the participants that it doesn't necessarily have to be a personal story if they are not comfortable with sharing it. The participants should also take care not to expose so much details about the people in the story that they could be identified.)

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 chalkboard of the ways in which it can happen in schools and communities and of who commits sexual violence.

Exploring questions on sexual violence (20 minutes)

1. Prepare three pieces of paper before the session, each with one of the following questions written on it:
 - a. What are some of the physical, emotional and behavioral signs that a child might exhibit if they are experiencing sexual violence?
 - b. What are some of the effects of sexual violence on a child who has experienced it?
 - c. How can we respond when a child comes to us who has experienced sexual violence?
2. Divide the participants into three small groups. Give each group a question. Ask the group to brainstorm a list of responses to the question. Allow the groups **7 minutes**, then 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 move around the groups giving them 1 or 2 answers from the following examples as a guideline for discussion.
 - a. What are some of the physical, emotional and behavioral 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 behavior, withdrawal, irrational fears, depression
- Behavioral signs such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behavior 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)

b. What are some of the consequences for a child who has experienced 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

c. How can we respond when a child comes to us who has experienced sexual violence?

Examples:

- Pay attention to indirect hints from children
- Tell the child you believe them
- 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)
- 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
- If need be, refer the child for additional services from an identified and trusted service provider like the police or the local community leader



- Except for mandatory referrals, each action taken should be decided together with the child and only if the child agrees to it

Thank everyone for participating and sum up the session by emphasizing that sexual violence is a misuse of power over someone.

Part 3. Understanding sexual harassment at school (30 minutes)

1. Many students experience people making comments about sex. They can say something about your body or the size of your breasts.
 - a) When someone does that, how do you think it makes the person who is being teased like that feel?
 - b) Do you think that happens at our school?
 - c) Would you label that sexual harassment or not? And why?

Explain that sexual teasing, touching and threats are also forms of sexual violence. Explain that this kind of sexual violence is called "sexual harassment". Many people do not see it as sexual violence but it is also harmful to student's education.

Read the following explanation of sexual harassment to participants:

Sexual harassment is unwanted sexual behavior that is sufficiently severe, persistent or pervasive or appears "minor" but has severe consequences on a student. Some incidents that appear minor, such as sexual comments and jokes, may have a profound impact on the wellbeing of a student. The impact may not be sufficiently severe or pervasive for legal action, but it can certainly affect a student's educational experience. It is also an abuse of power when committed by someone in a position of authority and also when compliance is a condition for support.

Write "sexual harassment" on the chalkboard. Below create two columns with the headings "nonverbal/physical" and "verbal". Working with one column at a time, guide participants in brainstorming more examples of sexual harassment until most of the following have been named and written on the chalkboard:

Nonverbal /Physical

- Tickling with sexual intentions and without consent
- Fondling/touching private parts without consent
- Undressing someone based on sexual interests but giving fake reasons (e.g. in the guise of checking for illegal information or items, or medical checkup)
- Gestures (e.g. sexual staring and winking)



- Rubbing against someone's body against their will
- Displaying pornographic pictures
- Beating with open hand on buttocks

Verbal

- Telling sexual jokes/stories to provoke others
- Making unwanted sexual comments about a person
- Calling students sexually charged names (e.g. "sexy mama")
- Shaming girls (e.g. girls who have had babies or who are menstruating, or about their body parts like breasts and buttocks.)
- Shaming boys (eg. your penis is too small or too big)
- Referring to girls' bodies as sex objects
- Insulting or humiliating girls' bodies in a sexual way (e.g. because of the size of their breasts or hips)
- Sexual threats
- Spreading sexual rumors
- Harassment through emails, letters and social media platforms

13. Guide participants in a group discussion using the following questions (do not probe participants for more details than they choose to share, as they may be speaking about a personal or witnessed experience they wish to keep private):

- Do you think these behaviours happen at our school?
- Do you think most students and teachers at our school see these behaviours as a form of sexual violence?
- Do you think students would be supported if they reported such behaviours as sexual violence?

14. Explain that many people understand the potential consequences of sexual violence being pregnancy, STIs and HIV/AIDS. Ask participants: "What are some other consequences of sexual harassment?" Prompt participants until most of the following have been named:

- Increased feelings of not being safe at school
- Absenteeism
- Poor performance in school
- Dropping out of school
- Distrust of people
- Developing unhealthy relationships



- Drug or alcohol abuse
- Trauma
- Psychological tortures
- Lack of concentration

Part 2 - Why Sexual Harassment Happens (15 minutes)

1. Ask participants to think about any scenario they have heard or witnessed around sexual violence (remind them not to share personal stories that they are uncomfortable talking about or reveal much details about the person in the story). Whilst they share, ask them to talk about why they think sexual harassment happened in that scenario, or any other similar story that they have witnessed or heard about

Note Just in case participants fail to come up with a scenario or story, please share the scenario below with them, to facilitate the discussion.

Read out this scenario: Teacher John is a mathematics teacher at one of the high schools in the city. He believes in shaming, coercing and intimidating students as one way of getting them to pass his tests. While teaching he likes referring to some of his female students as 'dairy cooperation' because of the size of their breasts. His behaviour has gone on for a very long time, some of the female students feel uncomfortable about his actions, other teachers have heard him say these words, but no one has ever come out to challenge his behaviour. Some teachers simply think it's normal and he is just making fun, while others don't think it's a big deal anyway.

2. Give each participant two small pieces of paper and two pieces of tape.
3. Explain: "Keeping these scenarios in mind, think of two different reasons or situations that lead to sexual harassment mentioned. Write one idea on each piece of paper in large, clear letters."
4. Have participants tape their pieces of paper to a designated area on the wall. If you do not have tape or an appropriate wall, you can have participants spread their papers on a table or on the floor.
5. Ask participants to review all the papers in silence, moving similar ideas next to each other.
6. After a few minutes, end the silence and invite comments from the group. If there is little variety in the papers displayed, suggest some of the following reasons or situations:
 - Individuals want to exert their power over others.
 - Sexual harassment can be overlooked as something with little or no consequences, making it hard to reprimand perpetrators.
 - Some people think it is a fun way of flirting.



- Many perpetrators do not understand that their attention is unwanted by others.
- Individuals who have often experienced or witnessed sexual harassment normalize it in their minds, and then use it or tolerate it.
- Sometimes it is revenge when advances or requests for a relationship have been rejected.
- Sometimes perpetrators have low self-esteem and want to make others feel bad.
- Fearful victims and low reporting lead to more sexual harassment.
- Sometimes there are no clear policies at school to protect students from sexual harassment.
- Most societies assign a lesser value to women and girls and have therefore normalized sexual harassment against them.
- Girls and women are often viewed through the lenses of sexuality rather than their competences and abilities.

Special note to facilitator Explain: "Whatever the reason or situation, sexual harassment is wrong. According to the children's act and the penal code, sexual harassment is illegal and punishable in Uganda. Your ideas about the reasons and situations that lead to sexual harassment can inspire the solutions we need for our school. Solutions begin with a strong sexual violence policy, which we will discuss later in this session."

Part - Barriers to Support (10 minutes)

1. Explain that sometimes sexual violence, including sexual harassment, happens and the student targeted says nothing. Ask the group: "What may be some reasons for this?" Prompt the group until most of the following have been named:
 - Believing the behaviour is not violence and must be tolerated
 - Fear that others will accuse them of being overly sensitive
 - Fear that the abuser will hurt them or their family
 - Threats from the abuser
 - Shame
 - Guilt and the feeling that it was their fault
 - Fear of being blamed for provoking or misleading the abuser
 - Fear of getting in trouble at school
 - Fear of going to school



Emphasise the need to say no and report such cases.

Part 4 – Turning Ideas into Policy (20 minutes)

1. Divide participants into three groups, assign each group one of the following topics:
 - What can the administration do to stop sexual violence at our school?
 - What can teachers do to stop sexual violence at our school?
2. Give each group **5 minutes** to come up with three ideas and **5 minutes** to present
3. Ask each group to present their ideas, and ask one participant to take notes on a piece of paper. After all the presentations, ask participants:
 - Are there any ideas proposed that you are not sure would work? (Invite others to help resolve challenges.)
 - What are some of your preferred strategies from those you heard?
4. Practical things schools can do to prevent and address sexual violence
 - I. Explain that as part of becoming a Good School, the school will be creating a sexual violence policy. The policy should:
 - Involve different stakeholders to develop a policy on sexual violence, this should be approved by the school administration (Please refer to the step 5 handbook around how to develop policies)
 - Ensure that the teachers and non-teaching staff are committed to the policy
 - Make the policy accessible to students and create time to periodically orient new students on the policy
 - Create awareness on sexual violence in schools.

Other ideas;

- II. Develop a referral directory (refer to step 5 for more guidelines) and make sure the directory has contacts of the nearest law enforcing agents, health centre, local community leaders, legal service providers and community based organisations that offer child support services
 - III. Designate two trusted teachers (preferably one male and one female) who can periodically engage children in talking about/ addressing issues to do with sexual violence
5. Wind up the session by thanking the participants

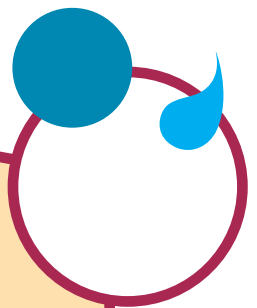




Module 2.8

Mental Health Is for Everyone!

1 hour, 15 minutes



Preparations

- You will need a chalkboard, some chalk and two small baskets. If you don't have baskets, pots, cups, etc., will also work.
- Before the workshop, write the seven true/false statements in Part 2 on separate small pieces of paper and fold them.

Competences

The participant;

- defines mental health
- describes the relationship between mental health and violence against children



Note:

If one is available, the facilitator should have a referral directory on hand with contacts of places where participants can receive additional support if they need it. These may include local leaders, health service providers, religious leaders and NGOs in your community.

Part 1 - What Is Mental Health? (15 minutes)

1. Write the words "Mental Health" on the chalkboard. Ask participants what they think of when they hear the term "mental health". Write down their responses, including examples of negative mental health (such as sadness, shame, aggression or low self-esteem) on the left side of the chalkboard, and if participants mention any, examples for positive mental health (such as happy, able to concentrate or gets along well with others) on the right. It is okay if there aren't many examples for positive mental health. Read the responses and allow participants to comment.
2. Explain that many people only know about mental health problems, but actually there is mental *health*, which is positive, and poor mental health, which is negative. Mental health involves how a person thinks, feels and acts. We all have feelings, thoughts and behaviours, so we all have mental health!
3. Ask participants for some examples of **feelings**, examples of **thoughts** and examples of **actions**? Explain that:
 - **Feelings** are the emotions that we have and affect our mood. Examples of feelings are sad, happy, lonely, scared and many more. For example, you may feel shame if you are embarrassed about something that happened to you.
 - **Thoughts** are the words that go through our minds. We have thoughts all the time. Sometimes they are helpful, and sometimes they are harmful. Examples of thoughts include: "I tried my best", "Nobody likes me", "I'll never get better at this", and "My friend will help me if I need them".
 - **Actions** are the things we do in life, which are often related to how we think or feel about things. For example, if someone makes you feel angry, you may choose to walk away or shout at them. If you have the thought, "My friends will help me if they do", you may ask a friend for help. Other actions may include giving up on a difficult assignment instead of completing it or not talking to a teacher who made you feel scared.
4. Explain that just like physical health, mental health changes from day to day, and it can be good, bad or anything in between! Everyone has a physical body and can feel well or unwell in their body. In the same way, everyone can feel well or unwell in their mind. Invite comments from participants.





5. Revisit the responses to the first question (what participants think of when they hear “mental health”). In case it is not yet represented on the chalkboard, ask participants:

- What do you think it is like to experience poor mental health?
- What do you think it is like to experience good mental health?
- What are the feelings and thoughts that are connected with positive and negative mental health?
- What are the behaviours that might be connected with positive and negative mental health?

Use some examples from point #3, if needed. Encourage participants to draw from their own experience or that of people they know (without naming those people). Expand the list on the board accordingly. Make sure to probe for examples of positive mental health and fill up the right side of the chalkboard.

6. Wrap up the discussion with a review:

- It is a sign of positive mental health when a person can handle the ups and downs of life. They are able to go to school or work and take care of their responsibilities. When they find a problem, they try to solve it. They ask for help when they need support. They also relate well to other people.
- It can be a sign of mental health problems if someone gets angry easily, is scared or anxious most of the time, or is often sad or loses interest in things they used to enjoy. They often have difficulty concentrating in class or at work.
- Mental health problems can also affect how a person feels in their body: for example, getting stomach pains or headaches. Everyone experiences ups and downs in life. But if these difficult feelings stay with someone for two weeks or more, or prevent them from doing what they need to do on a daily basis, it may be a sign that they need help.

Part 2 - Facts and Myths About Mental Health (25 minutes)

1. Explain that there are many myths about mental health. A myth is something that we often believe is true, but is actually false or incorrect. Explain that in this part, participants will play a game to learn myths and facts about mental health.
2. Put one basket (or a bin) in the front-left corner of the room and another in the front-right corner. Explain that the basket on the left is the “truth basket” and the other one is the “myth (or false) basket”.

3. In the front of the room, make a pile of all the folded pieces of paper with the statements (see Preparations). Ask participants to come to the front one by one, pick a paper, read it to themselves quietly and put it in the “truth” or “myth” basket depending on whether they think the statement is true or false. They do not need to tell or explain their answers to the group. If they’re not sure, ask them to just make their best guess. Continue until all the pieces of paper have been placed in one of the two baskets.
4. Read each statement in the truth basket aloud. If the statement is actually true, explain to participants why it is true. If the statement is false, move it over to the myth basket and explain why.
5. Repeat the same process for the myth basket, leaving the false statements there and moving the true statements over to the truth basket.
6. When all the statements have been read and explained, invite questions and comments from the participants.

List of Seven True/False Statements for the Exercise

1. People with mental health problems are violent and dangerous. (FALSE)

Fact

Most people with mental health problems are not violent. Most violence in the world is not caused by people with mental health problems. In fact, a person with poor mental health is more likely to be the one who gets hurt or bullied by someone else.

2. Having poor mental health means you’re weak and you can’t handle life. (FALSE)

Fact

Everyone has poor mental health at one time or another. If you have a mental health problem, it is not because of your personality, having a bad family, or being bewitched. Mental health problems aren’t just “in your head” or something that goes away if you try hard, so it has nothing to do with weakness. The right combination of what helps is different for each person. Once they find something that helps them, most people with mental health problems live healthy, full lives.

3. People with mental health problems can get better. (TRUE)

Fact

People diagnosed with mental health problems can (and usually will) get better. Every problem is different. Some people feel better when they talk to someone, like a friend or a doctor, or take medication. Most people need support from friends and family while they are experiencing difficulties. Not all people have to take medicine or see a counsellor for the rest of their lives.



4. People with mental health problems are bewitched. (FALSE)

Fact

Mental health problems can be caused by a combination of experiences you have and what happens in your body. Some people are more likely to develop mental health problems than others, but that does not mean they are bewitched. It is also not their fault. Everyone, even those who seem happy all the time, can experience mental health problems.

5. People with mental health problems always need to be treated in hospital. (FALSE)

Fact

There are things you can do to improve your own mental health, and you can sometimes address mental health problems by talking to people you trust, like friends or family. We will learn more about this in Step 3 of this Toolkit. When the problem is very serious or stays with you for a long time, you may need professional help—a trained counsellor or psychologist may recommend different forms of treatment depending on the problem, but most cases do not require hospitalisation.

6. People with mental health problems are not as intelligent as other people. (FALSE)

Fact

Mental health problems have nothing to do with how intelligent you are. Each mental health problem is a different journey with different challenges. It's still important to treat all people with respect because you don't know what life is like in their shoes.

7. People with mental health problems can function normally in their school, job or community. (TRUE)

Fact

All mental health problems are different, but being diagnosed with one will not keep you from being able to grow up, learn how to take care of yourself or be successful. People with poor mental health can get into schools, have a happy family or get a job. They can work, learn and do all the same things as everyone else.




Part 3 - What Causes Mental Health Problems? (20 minutes)

1. Read the following short story to participants:

Fred is a student. One morning, Teacher Odong tells the class there will be a difficult test the next day and there will be serious consequences for those who fail. Fred is afraid. He tells himself there is no way he can pass this test. When Fred comes home, his mother sees that he is in a low mood. Fred explains that he isn't feeling well, but she doesn't believe him and thinks he just wants to dodge doing the housework, so she shouts at him. The next day, Fred goes to school but is unhappy. When it is time for the test, Fred fears entering the class. Teacher Odong finds him outside and punishes him.

2. Ask participants why they think the student in the story developed mental health problems. Prompt until participants mention the following:
 - His teacher adds pressure by saying "there will be serious consequences" if he fails.
 - His mother doesn't believe him and shouts at him.
 - Fred believes he will fail.
3. Ask what Teacher Odong could have done differently. Prompt until participants mention the following:
 - He could have encouraged students instead of making them afraid.
 - He could have asked Fred why he left the classroom instead of simply punishing him.
4. Ask what Fred's mother could have done differently. Prompt until participants mention the following:
 - She could have believed Fred.
 - She could have encouraged him.
5. Ask what Fred himself could have done differently. Prompt until participants mention the following:
 - He could have stayed positive and tried his best to pass the test.
 - He could have talked to someone he trusts about his problems.
 - He could have asked someone for help studying for the test.
6. Ask participants why they think Fred didn't react more positively. Possible answers could be:
 - Maybe he already had other problems at home.
 - Maybe he didn't have anyone he could have asked for help.
 - Maybe he didn't know how to react more positively.



- 
7. Ask participants if they think by punishing Fred, Teacher Odong is using violence. What about the shouting by Fred's mother? Invite comments.
 8. Conclude this part by explaining that Fred was reacting to a difficult situation with negative thoughts and feelings. This is not his fault—it is hard to stay positive when life gets hard. The adults in his life could have supported him using their "Power As" a teacher and a parent. Children need both skills and a positive environment to do well in or out of class.
 9. Explain that there is a connection between violence, power and mental health. Ask and discuss the following questions:
 - Remember when we played the New Planet game? How did it feel when others were abusing their power over us?
 - Do you think the use of violence can bring on mental health problems in children? In adults?
 - Remember when we talked about the right to physical safety? Do you think we should also have a right to emotional safety? How does this relate to other rights we talked about?
 - How might children with mental health problems experience violence at school?
 - Do you think positive mental health is related to the idea of "Power Within"? How?
 - How is mental health related to the ideas of "Power With" and "Power As"? (Refer to the Power Booklet.)
 10. Explain that doctors think that a mental health problem is caused by a mix of what's going on in your body and what's happening around you. Explain that we can't always control what is happening in our bodies, but we can all contribute to creating an environment at school that promotes good mental health for children and teachers.

Part 4 - What Can You Do? (15 minutes)

1. Conclude this module with the following points:
 - Mental health can range from positive mental health to poor mental health to serious mental health problems. For most of us, mental health goes up and down a little bit with the everyday challenges of life.
 - Some times we can solve mental health problems on our own or with help from our family and friends. We will talk about strategies to manage some mental health problems in Steps 3 and 5.

- If we (or someone we know) experiences a mental health problem for more than two weeks, or if we experience a problem that makes it difficult to live our everyday life in school and community, then we may need more help. There may be organizations with trained professionals who know how to help.
 - Explain that you have a list of these organisations that you will share. Note that this list can be developed with the referral guide in Step 5 of the Toolkit.
 - It is important to remember that it is common to have mental health problems and that people with mental health problems are not different from anyone else. We all can do a few small things to avoid mental health problems developing or to help those who are experiencing difficulties. For example:
 - We can offer to listen to those who want to talk about what they are going through.
 - We can say things that encourage others and make them feel confident.
 - We can be respectful to everyone. Instead of shaming someone as "crazy", we can show compassion and kindness.
 - We can make the school a friendly place without violence to ensure children can experience safe environments where their mental health (and overall well-being) can grow.
 - We will talk about more things we can do later in the Toolkit.
2. Encourage participants to please come and see the facilitator afterwards if they want help with anything that may have come up during the workshop.

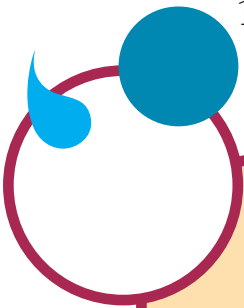




Module 2.9

Revisiting Participatory Facilitation

1 hour, 30 minutes



Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

Competences

The participant;

- explains the concept of a Good School
- presents a demonstration session on a Good School concept
- demonstrates participatory facilitation skills for the Good School morning



Steps

Part 1 – The Four Basics of Participatory Facilitation (30 minutes)

1. Write the following words on the chalkboard:
 - Safe
 - Heard
 - Energised
 - Supported
2. Remind participants how in Step 1 (Leadership Workshop 1, Module 1.7) they learned that the four basics of participatory facilitation are making participants feel **safe, heard, energised** and **supported**.
3. Ask participants to think back to the modules they have most recently participated in.
4. Ask participants: "What new things did you notice the facilitators doing to achieve these four feelings for you?" Gather answers from the group.
5. For participants who facilitated for the first time in the previous step, ask the following questions:
 - What did it feel like to be a facilitator?
 - Think about your efforts to make people feel **safe, heard, energised** and **supported**:
 - o What did you do that you would do again?
 - o What did not work?
 - o What do you want to try next time?

Part 2 – The Good School Morning Review (1 hour)

1. Congratulate the group on completing the Good School Morning in the previous step.
2. Review the Good School Morning experience from the previous step by asking the following questions (write challenges on the chalkboard and involve all participants in looking for solutions):



- What worked and what did not in the training for class teachers?
 - What worked and what did not when coordinating the activity on the scheduled day?
 - What did teachers like and dislike?
 - What did students like and dislike?
 - What did the administration like and dislike?
3. Introduce the Good School Morning for the next step. Give each participant a copy of the module instructions, and ask them to read through making note of the following:
 - Planning considerations for the Good School Morning
 - Facilitation tips for how teachers can make students feel *safe, heard, energised* and *supported*
 4. Gather participants' ideas (for planning considerations and facilitation tips), and get all participants involved in finding solutions to any challenges raised.







Tools & Materials

Step 2 Monitoring Checklist

- ☐ Activity 2.1: Plan your activities for Step 2, and introduce Step 2 to the school community.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.2: Conduct a survey to establish your starting point and to help measure change at the end.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.3: Create a Good School bulletin board as a central place for posters and updates.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.4: Engage the Good School Committee in learning about power and violence in schools.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.5: Initiate school-wide activities for reflecting on what is a Good School.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 2.6: Prepare for and implement the Good School Morning for Step 2.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.7: Organise a two-week campaign on how to use your power.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- ☐ Activity 2.8: Launch the project with a community celebration.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

Sample Action Plan

ACTIVITY	WHO will oversee the activity?	HOW will it be implemented?	WHAT resources will be needed?	WHEN/WHERE will the activity take place?	MONITORING NOTES

Good School Survey – Students

First, read the question. Then, think about it and decide how you feel about it. Please tick yes or no for each question. There are no right or wrong answers, and no one will know how you responded. Please try to answer as honestly as you can.

	QUESTION	YES	NO
1.	Has anyone ever explained to you what your school's mission is or standards are?		
2.	Do you have any ideas about what your school's mission or standards should be?		
3.	In your opinion, is your school a good school?		
4.	Do you believe that the physical environment of your school helps you learn well (think of the classrooms, compounds, toilets, etc.)?		
5.	Does your school have activities to promote students' mental health?		
6.	Do you enjoy being at your school (think of how you feel when you are at school. Do you feel good, confident or anxious and afraid?		
7.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?		
8.	At your school, when there is mistreatment between students, do other students usually try to stop it and help?		
9.	Are girls and boys treated the same at your school? For example: Do they get the same amount of help from teachers? Do they get the same encouragement to run for top leadership positions?		
10.	Does the school encourage girls to prepare for the career they want most, even if uncommon for females?		
11.	Do the teachers in your school teach students in a way that allows them to learn well?		
12.	Do MOST teachers at your school NEVER beat or insult students, and instead use other ways to teach and discipline?		
13.	Do you want to be like your teachers when you are an adult?		
14.	Do you have rules in your classrooms?		
15.	Does your school protect students (for example, students who are mistreated, bullied or sexually harassed)?		
16.	Does your school have written rules/policies that are enforced fairly for everyone?		

Good School Survey – Teachers

First, read the question. Then, think about it and decide how you feel about it. Please tick yes or no for each question. There are no right or wrong answers, and your answers will be kept confidential. Please try to answer as honestly as you can.

QUESTION		YES	NO
1.	Has anyone ever explained to you what your school's mission is or standards are?		
2.	Do you have any ideas for what your school's mission or standards should be?		
3.	In your opinion, is your school a good school?		
4.	Do you believe that the physical environment of your school helps students learn well (think of the classrooms, compounds, toilets, etc.)?		
5.	Does your school have activities to promote students' mental health?		
6.	Do you believe that if you are kind toward students and build their confidence that you can still teach them and earn their respect?		
7.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?		
8.	At your school, when there is mistreatment between students, do other students usually try to stop it and help?		
9.	Are girls and boys treated the same at your school? For example: Do they get the same amount of help from teachers? Do they get the same encouragement to run for top leadership positions?		
10.	Does the school encourage girls to prepare for the career they want most, even if uncommon for females?		
11.	Do the teachers in your school teach students in a way that allows them to learn well?		
12.	Do you believe in the elimination of corporal punishment and verbal abuses that shame students and make them fearful?		
13.	Do the teachers in your school act as role models to students?		
14.	Do you have rules in your classroom?		
15.	Does your school protect students (for example, students who are mistreated, bullied or sexually harassed)?		
16.	Does your school have written policies that are enforced fairly for everyone?		

Good School Survey – Administrators

First, read the question. Then, think about it and decide how you feel about it. Please tick yes or no for each question. There are no right or wrong answers, and your answers will be kept confidential. Please try to answer as honestly as you can.

	QUESTION	YES	NO
1.	Have you ever explained what your school's mission is or standards are to others?		
2.	Do you have any ideas for what your school's mission or standards should be?		
3.	In your opinion, is your school a good school?		
4.	Do you believe that the physical environment of your school helps students learn well (think of the class-rooms, compounds, toilets, etc.)?		
5.	Does your school have activities to promote students' mental health?		
6.	Do you believe that if you are kind toward students and build their confidence that you can still teach them and earn their respect?		
7.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?		
8.	At your school, when there is mistreatment between students, do other students usually try to stop it and help?		
9.	Are girls and boys treated the same at your school? For example: Do they get the same amount of help from teachers? Do they get the same encouragement to run for top leadership positions?		
10.	Does the school encourage girls and boys to prepare for the career they want most, even if uncommon for females or males?		
11.	Do the teachers in your school teach students in a way that allows them to learn well?		
12.	Do you believe in the elimination of corporal punishment and verbal abuses that shame students and make them fearful?		
13.	Do the teachers in your school act as role models to students?		
14.	Do teachers create rules for their classrooms?		
15.	Does your school protect students (for example, students who are mistreated, bullied or sexually harassed)?		
16.	Does your school have written policies that are enforced fairly for everyone?		

Sample Peer Violence Policy

Definition

At school, “peer violence” means any violence between students, including what is more commonly known as “bullying”. Actions may include physical harm, such as beating or forcing students to do painful things against their will. They may include emotional harm, such as threatening, intimidating, teasing or excluding students from a group. They may include economic harm, such as stealing money, possessions or school work. They may include psychological harm, such as forcing students into stressful situations, cheating, lying or stealing. “Bullying” specifically usually targets a particular student, is often persistent and gets worse over time.

School Commitment

Our school will not tolerate any form of violence from one student toward another.

Complaint Process

Any person who has experienced such acts while on school property or has witnessed such acts being performed on others should report this misconduct to the head teacher directly or to another teacher who will report on their behalf. The head teacher will take all reports seriously and in confidence and will investigate promptly and to the fullest extent possible. Any potential action taken on behalf of a student will be done in consultation with the student whenever possible.

To facilitate this complaint process, the school will do the following:

- Provide an option for anonymous reporting (e.g. a suggestion box).
- Ensure all members of the school community understand how to report incidents and feel encouraged to do so.

Consequences

Students who are found guilty of peer violence will face strict disciplinary measures as per the behaviour and discipline guidelines in the school’s Code of Conduct.

Preventative and Positive Actions

What can **students** do?

- Speak up rather than remain silent.
- Talk to the person being bullied or hurt about how they feel and what support they need.
- Find a teacher who can help.
- Start a school-wide awareness campaign to speak out against peer violence.

What will **the school** do?

- Our school will provide students with counselling and life-skills education so that they can help stop peer violence, whether as a target, perpetrator or spectator.

Sample Gender Fairness Policy

Definition

Our school understands “gender fairness” as the equal treatment of girls and boys. This includes all of the following:

- **Fair Academic Support**
e.g. being equally responsive to questions from girls and boys, supporting girls and boys equally in science and other subjects, providing equal academic teaching time for girls and boys, providing equal time to study after school, protecting girls from suggestions that they should not take on certain subjects
- **Fair Learning Conditions**
e.g. helping girls acquire sanitary supplies so they can continue their studies through menstruation, protecting girls from negative comments regarding menstruation
- **Flexible Gender Roles**
e.g. supporting girls who want careers typically held by men, protecting students from negative comments about being female or male, ensuring that girls are not expected to spend more time on school cleaning tasks than boys
- **Equal Opportunities to Lead and Participate**
e.g. ensuring student council and other key student leadership structures have dedicated female and male positions (such as female head prefect and male head prefect), ensuring that female and male student leaders have equal say in meetings and equal participation in school activities

School Commitment

Our school commits to ensuring and teaching gender fairness and will expect everyone in the school community to demonstrate gender fairness in their choices and actions.

Complaint Process

If a student feels they are being unfairly treated based on their gender, they can submit a complaint in writing to the head teacher. The head teacher will take all reports seriously and in confidence and will investigate promptly and to the fullest extent possible. Any potential action taken on behalf of a student will be done in consultation with the student whenever possible.

To facilitate this complaint process, the school will do the following:

- Provide an option for anonymous reporting (e.g. a suggestion box).
- Ensure all members of the school community understand how to report incidents and feel encouraged to do so.

Consequences

If a teacher is found guilty of unfairly treating a student based on their gender, they will be sensitised about the issue and reminded of the school's policy to treat all students fairly. Appropriate action will also be taken to reverse or make amends for harm or disadvantages experienced by the student.

Preventative and Positive Actions

What can **students** do?

- Show respect for all students regardless of whether they are girls or boys.
- Do not tease other students by describing their behaviour as abnormal for their gender.
- Speak up upon witnessing unfair treatment of another student based on their gender.

What will the **school** do?

- Our school will provide training for staff and teachers on gender fairness.
- Our school will raise students' understanding of their rights and of how to support their peers in overcoming gender stereotypes.

Sample Sexual Violence Policy

Definition

Sexual violence toward children is any act or interaction in which a person takes advantage of a child's sexuality for their own gratification. It may involve physical force, emotional pressure or psychological manipulation. It includes, but is not limited to, unwanted sexual comments or advances; teasing, touching or kissing without consent; rape or attempted rape; demanding sex in return for favours; and all forms of sexual harassment, such as calling students sexually charged names (e.g. "sexy mama"), referring to girls' bodies as sex objects and spreading sexual rumours.

School Commitment

Our school strictly prohibits sexual violence, including all forms of sexual harassment and misconduct, by students, teachers, staff members, board members and any other person visiting the school. The school emphasises that this policy extends far beyond rape and attempted rape and includes but is not limited to the following rules:

- Teachers are forbidden from asking students for any favours (sexual or otherwise) that are not related to their duties as a teacher.
- Teachers are forbidden from promising or accepting any favours (sexual or otherwise) in return for better marks.

Complaint Process

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

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

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

To facilitate the complaint process, the school will do the following:

- Provide an option for anonymous reporting (e.g. a suggestion box).
- Ensure all members of the school community understand how to report incidents and feel encouraged to do so.
- Provide a committee of trusted teachers to whom students can report sexual violence, including sexual harassment, as a first step toward informing the head teacher.
- Emphasise with staff that adults have the responsibility to vigilantly protect students from sexual violence.

Consequences

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

Preventative and Positive Actions

What can students do?

- Stop making unwanted sexual comments about any students or teachers.
- Speak up upon witnessing inappropriate sexual behaviour toward another member of the school community.
- Support others who may want to speak up about sexual violence, including all forms of sexual harassment.

What will the school do?

- Before employing any new teacher, the school will review their records for incidents of sexual violence, including inquiring with prior employers. Individuals who have previously been found guilty of sexual assault or rape will not be permitted to teach at the school.
- The school will create opportunities for designated teachers to hold either group or class discussions with students about sexual violence (e.g. inviting external stakeholders such as police or health workers to talk to students).
- The school will provide life-skills training for students about how sexual feelings and ideas are normal when expressed appropriately within a mutual and consenting relationship, yet become inappropriate when expressed in ways unwanted by and uncomfortable for others.
- The school will identify and train peer counsellors who other students can reach out to for support.
- The school will identify and remove risk factors at school (e.g. dark areas within the school compound).

Sample Mental Health Guidelines

The purpose of these guidelines is to support schools in their efforts to promote positive mental health.

Mental health involves how a person thinks, feels and acts. Everyone has mental health, just like everyone has physical health. At times, you can have poor mental health: for example, feeling sad, feeling anxious or failing to concentrate. Other times, your mental health can be positive, like feeling hopeful, feeling happy, or being able to focus and to cope with stress or difficult situations. Good mental health improves how children learn, play and understand others.

School Commitment

We recommend all schools commit to providing a safe and healthy place for students to learn and teachers to work. As such, we suggest that school administration, teachers and students work towards creating an environment that promotes positive mental health for everyone in the school. In addition, we suggest and encourage all schools to discourage any act that is deemed to promote negative mental health in the school.

Here are some ideas your school can use to create a supportive environment for positive mental health:

- Encourage all school members to talk openly about mental health and how you can commit to promoting positive mental health for students and teachers.
- Create positive and safe learning environments where children can learn without being shamed or afraid.
- Promote respect for all students, including students with mental health problems.
- Encourage all students, including students with mental health problems, to actively participate in the classroom and extracurricular activities.
- Designate at least two teachers with basic skills training to support children having mental health difficulties.
- Encourage teachers to teach all students basic skills for making good decisions and managing feelings (life skills).
- Identify places in the community where children with more serious mental health problems can get support.
- Commit to informing parents and children about mental health during meetings and school assemblies.
- Encourage any student(s) who experience discrimination, violence or unfair treatment of any kind as a result of mental health problems to report the case to the school head teacher.



Let's create a Good School!

5 TYPES OF POWER

1. **POWER WITHIN**
is believing in ourselves and our potential.
2. **POWER WITH**
is joining power with others to be stronger together.
3. **POWER TO**
is having the courage to take action for positive change.
4. **POWER AS**
is using one's position to take charge and strengthen others.
5. **POWER OVER**
is abusing power and weakening others.



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