

the
GOOD
SCHOOL
toolkit

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 . . .

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/3ey0i2G>
- The Uganda National Child Policy, 2020 <http://uni.cf/3tiyvnz>
- Reporting, tracking, referral and response (RTRR) guidelines on VAC in schools. <https://bit.ly/38xDs3X>



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Leadership Workshop

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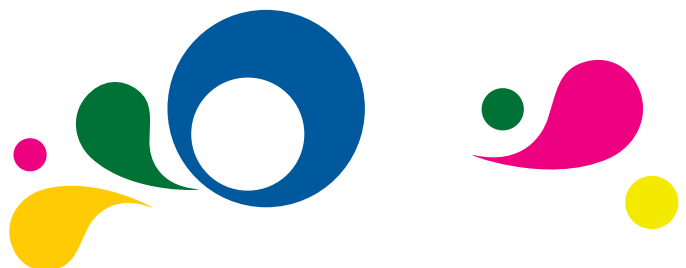
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school activities



Notes

Step 2

2.1 Hold a planning meeting for Step 2.

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

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



A process for a simple and effective planning meeting

Review

- Collect the monitoring checklist for Step 1.
- Invite the community chairperson to summarise the supplementary community activities conducted during Step 1. Collect activity reporting forms from the community subcommittee.

Plan for Step 2

- For each activity in the step, read the Toolkit instructions aloud if needed. Then choose the activities you would like to implement from those described in the step. Add any other ideas you may have as a group. Write down the answers to the following questions (see sample Action Plan on page 78):

WHO

Who will oversee this activity? (Choose a teacher, a student and a community member.)

Who will help organise this activity? (Choose an appropriate number of people for the activity.)

HOW

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

WHAT

What materials and resources will we need?

What tasks need to be completed by the organisers?

WHEN

When will the activity itself take place?

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

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

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 project, 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 a survey for students and a survey for teachers. The Good School surveys consist of 12 written questions to be answered anonymously by 10 percent of your student population and by all teachers. They are designed to be used now, and then again at the end of the project to evaluate the effectiveness of your work. The results from this first survey may also help convince parents and teachers about the importance of the Good School project.

Selecting students for the survey

- Determine how many students is 10 percent of your student population (e.g. if you have 420 students, you will survey 42 students).
- Divide this number equally between the number of standards at your school (e.g. 42 students / 7 standards = 6 students per standard).
- Divide this new number by two to get an equal quantity of girls and boys from each standard (e.g. 6 students per standard / 2 = 3 girls and 3 boys from each standard).
- Have teachers choose 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 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 (see page 76). If you are not able to photocopy, ask students to take a sheet from their exercise book and to write the numbers 1 to 12 down the left margin.
- 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 (or write "yes" or "no" next to the question number on their blank sheet).
- After all 12 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 on page 77). Ensure the teacher administering the survey has an opportunity to complete one as well.



Explaining the survey

When administering the survey to students or teachers, 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 12 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 have completed a survey, tally the results using blank survey forms.
- Start with the student surveys. Count all the “yes” answers for the first statement, 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 12 questions.
- Repeat for the teacher surveys.
- At the end of the process, you can calculate percentages of “yes” and “no” replies for each statement if desired.
- The surveys are designed to generate the following information:

Statements 1-3: The current knowledge regarding what kind of school you have.

Statements 4-6: The current psychological and physical environment at your school.

Statements 7-9: The beliefs and practices that influence how teachers teach at your school.

Statements 10-12: The policies that exist and how they are enforced to guide behaviour at your school.
- Compare the results to the objectives of the Good School Toolkit, and focus positively on the opportunity to work with everyone to improve the school.
- File the results of this survey in a secure place, and send a copy to Raising Voices.

2.3 Engage the Good School Committee in learning about violence against children.

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

Committee members will quickly become the voice of the project. Therefore, it becomes essential to give them the knowledge and skills for the role. The leadership workshop in Step 2 is about violence against children. 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 full-day session. If a full day is not possible, implement the modules gradually over the course of a month.

Leadership Workshop 2: Understanding Violence Against Children

Also see page 25 in Step 1 for the *Participatory Learning and Facilitation Guide*.

- Do Children Have Rights? [page 34](#)
- Types of Violence Against Children [page 39](#)
- Why Does Violence Against Children Happen? [page 43](#)
- Bullying [page 46](#)
- Gender in School [page 51](#)
- Sexual Violence in School [page 56](#)
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2.4 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 on the issues, put the issues into their own words, and link the issues to their own experiences. On the following pages are several examples of such activities, which you can implement or use as inspiration.



School-Wide Ideas Contest

- Choose a topic for the contest, such as one of the following:
Five reasons why I go to school
Five things that would improve our school
Five ways to discipline without violence
Five characteristics of a good teacher
Five things that make a school safe
- 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 “*Students should be involved in making school rules*” or “*A stick is the best tool for helping students learn.*”
- Explain to students that a debate is like a game: 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.

Good School Drama Series

- Invite interested students to join a drama program that will raise awareness about the Good School project.
- Provide these students with basic training on the characteristics of a Good School. (You could use some activities from the leadership workshop in Step 1 and/or you could share *What Is a Good School? A Companion for Teachers and Students* from the Introductory Package.)
- Guide these students in creating dramas that are no more than five minutes long, each focusing on only one small topic to have the most impact.
- When the students are ready, arrange for them to perform their dramas at assemblies, parents' days, school board meetings and other school events.
- Organise for a facilitator to ask questions to the audience after the performance and at key points during the performance (e.g. What do you see happening at this point in our story? Do you think this happens in many schools? What are some solutions to this problem?).

Possible Drama Storylines

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 drama, 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." After the drama, lead a discussion about how beatings create fear, which stops children from learning.

Violence Creates Violence

When Peter forgets to sweep the classroom floor, the teacher beats him before he has a chance to explain his reason. Peter is very angry at his teacher. Later in the compound, while playing football with other kids, Peter starts pushing around a young 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?" After the drama, lead a discussion about how children who are beaten often act violently towards other children.

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 to 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 drama, lead a discussion about the many reasons why we send children to school.

Possible Drama Storylines (continued)

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 drama, lead a discussion on the importance of students having a way to express themselves.



Cartoon Booklet Discussions

- Review the four 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 booklet *What Is a Good School? A Companion for Teachers and Students* (also from the Introductory Package) 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 reading 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 five posters that came with 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, organise to share the posters between the classrooms.
- Use the posters in an open and interactive manner. For example:
 - o 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?).
 - o 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.

Ribbon or Poster Campaign

- Using paper, pencil and scissors (or other resources available), have students design a fun ribbon or poster that can carry a message.
- Ask students to choose a positive message about the school to write on their ribbon or poster, 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 child-friendly.

Creating a Good School is everyone's responsibility!

- Encourage students to have fun and get creative decorating their ribbons or posters.
- Provide students with pins to wear their ribbons for at least one week. 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 project.
- 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 difficult and 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.



2.5 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 join 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.



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 master of ceremonies.
- Arrange for a short presentation by the head teacher about the project, its objectives and activities.
- Engage interested students in creating three short dramas, one for each quality of a Good School: (1) good teachers, (2) good learning environment, and (3) good administration. For this occasion, create dramas 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, 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 introducing 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

Notes



Leadership Workshop 2

Understanding Violence Against Children

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- 2.2 Types of Violence Against Children [page 39](#)
- 2.3 Why Does Violence Against Children Happen? [page 43](#)
- 2.4 Bullying [page 46](#)
- 2.5 Gender in School [page 51](#)
- 2.6 Sexual Violence in School [page 56](#)
- 2.7 Responding to Sexual Violence [page 63](#)



Module 2.1

Do Children Have Rights?

1 hour, 30 minutes

Preparations

- Chalkboard, chalk
- Notebook paper and pencils for all participants
- Prepare blank pieces of paper and pens or pencils to give to participants who may not have notebooks.

Competences

The participant:

- identifies children's rights
- names some of the existing national laws and policies that uphold children's rights.

Steps

Part 1 - Human Rights (30 minutes)

1. Hold a discussion about human rights. Ask participants the following questions:
 - a. What do we mean by 'rights?'
 - b. Where do we get rights?
 - c. Who gives them to us?
 - d. Can they be taken away?
 - e. Does everyone have the same rights or do some people have more rights than others?
2. Ask each participant to draw an outline of their hand on a piece of paper. This is called their 'handful of rights.' In each finger, ask them to fill in a right that is important to them, something they feel is essential in their lives. Examples include: education, shelter, healthcare, freedom, opinions, citizenship, etc.
3. Go around the room and ask participants to share their 'handful of rights' with the group.
4. Ask them how they would feel if someone tried to take their hand from them. Discuss how just as their hand belongs to them, so do certain rights—their human rights. Human rights are something we are born with, in the same way that we were born with our hand.

Part 2 - Children's Rights (30 minutes)

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

2. Ask everyone to look at the drawing of their hand. Ask if children should have these same rights? Ask participants to draw another hand and fill in the fingers with the rights children should have.
3. Go around the room and share the handful of rights that group members believe children should have.
4. After everyone has shared, lead a discussion. Do we have different rights for adults than for children? If so, why? Do we really believe that children have these rights or are we just saying so? How are children getting these rights in real life?

Part 3 - Children's Rights and the Law (30 minutes)

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

INTERNATIONAL

- a. The United Nations Convention on the Rights of the Child (UNCRC) is the most comprehensive document on children's rights ever made. It has been signed by almost every country in the world. It specifically states that school discipline shall be consistent with the child's rights and dignity and guarantees that all children have:
 - i. The right to express opinions and views, freedom of thought and religion and freedom to get information
 - ii. The right to protection from abuse and neglect
 - iii. The right to health and medical care
 - iv. The right to an adequate standard of living

- v. The right to education which “shall aim at developing the child’s personality, talents, and mental and physical abilities to the fullest extent”
 - vi. The right to play and participate in cultural activities
 - vii. The right to be protected from work that threatens his or her health, education or development
- b. In December 2005, the UN General Assembly adopted a resolution that called for the elimination of all forms of corporal punishment against children in schools and detention facilities.

REGIONAL

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

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

NATIONAL

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

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

Further on in the same document:

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

The Circular also states that any incident of punishment must be recorded in a specific punishment book to be maintained by the school. Anyone ignoring these guidelines would be committing an offence and would be held responsible in the courts of law (for full text of this Circular, see *Positive Discipline: Alternatives to Corporal Punishment*, by Raising Voices. Appendices pages 63-70, packaged with Step 4).

- b. The Teacher's Code of Conduct, governing the teacher/student relationship says that the teachers shall:

- *ensure that the student develops as an integral whole (body, mind, soul, character and personality)*
- *refrain from any kind of misconduct that will harm the physical, mental and moral welfare of the student*
- *not have any sexual relationship with the student*
- *not use a student's labor for private or personal gain*

2. Discuss how the values in these and other laws come from people all over the world and from many different cultures (not just western).
3. Ask participants what they were taught in teacher's college in reference to disciplining children? What happened if, during a practicum, they disciplined a child with force? Ask them to reflect on how they were trained compared to how they discipline children in their classrooms today.
4. Wrap up the discussion by asking participants to reflect on the drawings they made of their hands. Ask what they learned in this session about the importance of our rights? For example:
 - Everyone has rights, including children.
 - There is widespread agreement from different cultures all over the world about children's rights.
 - There are national laws and polices that uphold these rights.

Module 2.2

Types of Violence Against Children

1 hour, 30 minutes

Step 2

Preparations

- Prepare a clean chalk board and pieces of chalk or flip chart and markers.
- Prepare four pieces of flip chart and write a form of violence against children on each.
- Prepare masking tape to use in the session.

Competences

The participant;

- identifies all forms of violence against children.
- explains how the various forms of violence against children manifest in schools.

Steps

Part 1 - Four Categories of Violence (1 hour)

1. Ask participants what we mean when we talk about violence against children. Examples might include:
 - Anything that hurts a child
 - Both physical or mental pain caused to a child
 - Behaviour that humiliates a child
 - Being disrespectful to a child
2. Ask participants to think back to their childhood and recall one or two people who treated them well or did things that made them feel good. What did they do? How did they treat the participant? What was it that they did that made the participant feel good? (e.g. told them stories, were kind to them, protected them, etc.) Ask a few volunteers to share their stories.
3. Now, ask participants to think back to their childhood and remember one or two people who treated them badly or did things that made them feel bad. What did they do? How did they treat the participant? What was it that they did that made the participant feel bad? (e.g. abused them, made them work too much, beat them, etc.) Ask a few volunteers to share their stories.
4. Using the examples they shared in the last part, help participants come up with the four categories of violence against children:
 - a. Physical
 - b. Emotional
 - c. Economic
 - d. Sexual

5. Divide participants into 4 groups. Assign each group one type of violence. Give each group a piece of flipchart and a marker. Ask each group to define their assigned type of violence and to list all the examples of that type of violence that they can think of. Give each group 10 minutes to create their lists.
6. Ask the groups to come back and present their lists. Allow participants to add to the lists if they feel something is missing.
7. After all the groups have presented, go back to each form of violence. Start with physical. Hang a new piece of flipchart next to the physical violence chart that was already presented. Ask participants if this form of violence happens in schools? How does it happen? Who commits it? Write their ideas on the blank piece of flipchart. Go through each form of violence, asking the same questions.
8. Have a discussion about children's experience of violence in schools. What do participants think of this? Were they aware of the amount and the nature of violence against children?

Part 2 – Defining Violence (30 minutes)

1. Ask the group to create their own definition of violence against children. Write it on the flipchart.
2. Read the World Health Organisation's definition of Violence Against Children:

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



2.2

3. Discuss the ideas and make sure everyone understands that it includes physical as well as psychological violence.
4. Ask for participants to sum up the session. What did they learn?
Examples:

- Violence against children is not only physical but occurs in many other forms, including emotional, sexual and economic.
- Violence also happens in schools and it is our responsibility as adults to help keep children safe.





Module 2.3

Why Does Violence Against Children Happen?


1 hour, 30 minutes

Preparations

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

Competences

The participant;

- relates abuse of power by adults to violence against children.
 - explains how abuse of power is made manifest in their communities and schools.
- 

Steps

Part 1 - The Status Game (30 minutes)

1. Introduce the subject of violence against children. Remind participants that we have all seen it occur and that it probably happened to them as well. It is common in our communities. Ask participants why they think violence against children happens. Answers often include:
 - Adults transfer violence from marital quarrels to children
 - People think that it is normal to be violent to children
 - Economic conditions
 - Frustrations and stress
 - Alcohol
 - Some people find it easier to be violent to children because children are a soft target
2. Explain that you are going to play a short game to help people understand why violence happens.
3. Pass the pieces of numbered paper around the room randomly. Ask participants to tape the number to a visible part of their body.
4. Explain that the higher the number they have, the bigger, more important a person they are.
5. Ask participants to go around the room and greet other participants based on their numbers. If the number is larger than their own number, they must treat that person like they would treat a member of their community who is more important than them. If the number is smaller, they must treat that person the way they would treat people who are seen as less important in their community.
6. After about five minutes of greeting, stop the group.



Part 2 - Power Discussion (1 hour)

1. Lead a discussion about the exercise. Ask those with higher numbers how it felt. How were they treated? How did they treat others with lower numbers? Did everyone with higher numbers treat those with lower numbers badly? Did they have a choice?
2. Ask those with lower numbers how it felt. How were they treated? How did they treat others with numbers lower than their own? How did they treat those with higher numbers?
3. How did it feel to be treated based on a random assignment of status?
4. How does this game reflect the society we live in?
5. Discuss how violence happens because one group of people has more power than another. For example, adults have more power than children. Men have more power as a group than women. All of us hold power over some people and others hold power over us. In our communities, people who have more power are assigned a higher status.
6. Look back at the reasons participants gave for why adults beat children. Explain that many factors, for example alcohol use or poverty, may contribute to violence, but they are not the root cause. Explain that rich people also abuse children, as do sober adults or non-drinkers. People often excuse their own behaviour because of these factors. The root cause of violence is abuse of power.
7. All of us are part of many relationships in life, some in which we have power, others in which people have power over us. Explain that there are many ways we use power in our daily lives, often without knowing we are doing so. Violence happens when we misuse that power.
8. Wrap up the session by summarising that violence usually occurs due to an abuse of power. Our society is organised in such a way that adults have power over children. In a Good School, our aim is to prevent abuse of power over children.



Module 2.4

Bullying

1 hour, 30 minutes

Preparations

- Chalkboard, chalk
- Notebooks, pens or pencils

Competences

The participant;

- explains the concept of bullying.
- identifies manifestation of bullying in her/his schools
- suggests strategies of responding to bullying in his/her schools.

Steps

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

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

1. Write the word 'bullying' in the centre of the chalkboard. Ask participants what they think it means. Brainstorm various words and definitions for bullying.
2. What makes bullying different than hurtful behaviour? Ask the group if they think it is a problem in their school.
3. Draw five columns on the chalkboard and label them 'who', 'what', 'when', 'where' and 'why'.
4. Brainstorm each column with the group using the following questions:
 - a. WHO: Who bullies? Is it just older students to younger students? Is it just between boys, or are girls bullied too? Do teachers bully? Is it cultural? Religious? Tribal? Who gets bullied?
 - b. WHAT: What are some of the behaviours that might be considered bullying?
 - c. WHEN: When does bullying happen? Before school? Lunch time? On the way home?
 - d. WHERE: Where does bullying happen? Think about your school environment. Are there unsafe places where bullying is likely to occur?
 - e. WHY: Why do you think bullying happens?



5. After identifying the five W's, continue discussing the issue if needed. Ask participants to share personal stories of being bullied or seeing others get bullied. Discuss possible long-term consequences.
6. After the discussion, create a group definition of bullying. Example:

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

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

1. Divide participants into two groups. Explain that each group is going to be given a task to complete that will help them take action against bullying in their school.
2. Group one's task is to identify all the areas in their school that are potential spots for bullying to occur. They may, if they choose, go for a walk around the school and make notes before they draw a diagram of the school on the chalkboard and mark the potential unsafe spots. Then group members can brainstorm ways to make those spots safer and list specific actions they can take to decrease bullying. Places might include:
 - Playing fields
 - Secluded bushy areas
 - Toilet areas

- Classrooms
 - Pathways
 - Walking to and from school
 - Behind buildings
 - Any area unsupervised by adults
3. Group two's task is to develop a tool to discover the extent of the bullying problem in their school. The tool could be a very simple questionnaire, of no more than five or six questions, to probe students about the issue. Such questions might include:
- a. Do you know what bullying is?
 - b. Has another student ever hurt you?
 - c. Has another student ever said or done anything to you that made you feel bad?
 - d. Has another student ever forced you to do something you didn't want to do?
 - e. If so, what did you do about it?
 - f. Do you think it is okay for someone to bully someone else?
 - g. What do you think the school should do about bullies?
4. Give the groups 30 minutes to work on their tasks. If needed, consider adding additional time.

Part 3 - Taking Action Against Bullying (30 minutes)

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

2.4

2. As a group, begin the preliminary work of developing a written policy by discussing and developing a consensus on the following:
 - a. The definition of bullying
 - b. The school's stance on bullying
 - c. Appropriate methods for students or others to report bullying
 - d. Appropriate responses of teachers and the administration to bullying
 - e. Disciplinary action to be taken against bullies
 - f. Confidentiality protection for those making complaints
3. Ask for volunteers to take these ideas and draft a written policy (see sample policy included on page 83 of Step Five for some ideas). Ensure everyone is clear about what the volunteers' duties are and the deadline by which they will share their work with the rest of the group. Set up a system for follow-up.
4. Wrap up the session by explaining that the Good School Project will address many of the issues related to bullying indirectly:
 - a. When all children are given more power over decision-making, like holding elected offices, serving on committees, writing classroom rules, and having ways to express opinions, they are less likely to bully each other.
 - b. Clear and consistent policies and understood consequences help deter negative behaviour.
 - c. Life skills training for students helps build confidence, assertiveness, self-esteem and respect for others.
 - d. Ongoing reflection and training for teachers and students keeps the issue in their awareness.



Module 2.5

Gender in School

1 hour, 30 minutes

Step 2

Preparations

- Chalkboard, chalk
- Ask and remind participants to come with their notebooks and pens or pencils.
- Encourage participation of both females and males during this session in case you notice that females are contributing less.

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

Steps

Part 1 - Gender Lifelines (30 minutes)

1. Divide participants into two groups.
2. Group 1 will discuss the life of an average girl in their school, starting from birth to age 25. Group 2 will discuss the life of an average boy, also from birth to age 25.
3. Ask both groups to think about how boys and girls are treated, how they are expected to behave, and the importance or value placed on them. For example, during childhood, a girl may be made to wear dresses, while a boy wears trousers. The girl may have to take care of younger siblings, and the boy may be able to play football. Perhaps the girl does household chores or is forced to stay home from school while her brother goes. Who gets a bigger share of the food? Perhaps the girl sleeps on the floor. At what age do boys and girls start school? At what age do they each stop schooling? When girls leave earlier than boys, what could be the reasons? Are their opinions valued more or less than boys? Why?
4. When groups are thinking about these questions, remind them to think of an average student in their school and what situations commonly happen.
5. Assign each group an area of the chalkboard. Ask them to make three columns. Title the first column 'age' and the second column either 'boy' or 'girl.' Title the third column 'effects.'
6. Under the 'age' column, the first entry will read 0-5 years. In the second column, there should be a description of the girl's or boy's life during these years. Record the boy's or girl's lifeline in five-year increments.



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

Part 2 - Discussing Lifelines (30 minutes)

1. Ask each group to present their lifelines and effects to all participants.
2. Lead a discussion about why there is a difference in the way we socialise boys and girls. Emphasise the point that we teach girls to behave in different ways than boys.
3. Explain the difference between sex and gender. Explain that sex is determined biologically—it is how we are born. But gender refers to the social roles that the culture and community impose on individuals. Explain that sex is biological and therefore cannot be changed, but gender is social, and gender roles can be changed. Sex is what we are born with, gender is what society teaches us about how we should behave based on our sex.
4. Discuss the importance of this difference—that how we expect boys and girls to behave is socially developed and is not determined biologically. In this way, the culture in which girls and boys grow up determines their quality of life by the differences in opportunities it offers them.
5. Now discuss the 'effects' column in more detail. Examine how gender roles can positively or negatively impact a young person's schooling. Is this fair?



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

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

1. Explain that we are going to play a quick game to help understand the gender-based roles that boys and girls are expected to live by.
2. The game is called "Slap, Clap, Snap!" Everyone will perform these three actions in a row. First, slap your lap, then clap your hands, then snap your fingers. Practice a few times to develop a rhythm.
3. As the facilitator, you will stand in the middle of the room and explain that at any point in the slap-clap-snap rhythm, you are going to point to a person and either say 'boy' or 'girl'.
4. The person you point to must name a career the boy/girl may grow up to be, a characteristic that is acceptable for a boy/girl in your school and community, or work that is assigned to a boy/girl in your school. Participants must be quick and say the first thing that comes to their mind, before you get back to 'slap'. For example:
 - a. If you say 'boy', the participant might say 'aggressive'.
 - b. If you say 'girl', the participant might say 'quiet'.
 - c. If you say 'boy', the participant might say 'lawyer'.
 - d. If you say 'girl', the participant might say 'nurse'.
5. Have a volunteer take notes on the chalkboard under two headings: 'boy' and 'girl'. At the end of the exercise, you should have a list of careers, chores and characteristics the group considers acceptable for boys and for girls.

6. Once everyone has had a turn, compare the two lists. Ask the group what this means for opportunities open to girls. Erase the titles and reverse them, writing 'girls' on top of the 'boys' list, and 'boys' on top of the 'girls' list. Could girls do and be these things that you have said boys can do or be? Could boys do or be the things that you said girls can do or be? Is this true? Are there examples at your school? In the community?
7. Discuss how these imposed gender roles hinder a girl's development in school. Ask for suggestions as to how your school can be sensitive to gender roles.
8. Ask for volunteers to sum up the session. For example:
 - Socially imposed gender roles limit how girls are seen and what opportunities are open to them.
 - In a Good School, boys and girls have equal opportunities.



Module 2.6

Sexual Violence in School

1 hour, 30 minutes

Preparations

- Chalkboard, chalk
- Four pieces of paper with questions from Part 3, #1 a, b, c or d written on them
- Facilitator should have referral contact list to refer participants in case they need referral services.

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

Steps

Part 1 - Trust Circle (20 minutes)

1. Split up into groups so that there are no more than eight people per group. Have each group stand in a circle, very close together, so that their shoulders are touching.
2. Have one person stand in the middle of the circle. Ask that person to close their eyes and cross their hands over their chest. The person should also stay very stiff and should not bend their knees.
3. All of the members of the circle should hold their hands up, palms facing outwards. Check to be sure everyone is ready. When everyone is ready, the person in the middle will allow themselves to fall backwards. Participants in the circle will gently catch the person and very gently pass the person around the circle.
4. Change places and allow each person in the group to experience being the person in the middle.
5. After everyone has had a turn, lead a discussion. How did it feel to be the person in the middle? Did you trust that the circle would catch you and keep you safe? How did it feel to be in the circle? How did it feel to support the person in the middle?
6. Explain that trust is a very important value. Explain that in this session we are going to talk about sexual violence.
7. When talking about sexual violence, trust is important for many reasons:
 - a. The group should be able to share without fear or shame. Group members should trust that others will treat them with respect and keep their stories confidential.
 - b. It is vital that children trust their teachers and the administration so that they can come forward when they experience sexual violence.



Part 2 - Janet's Story (40 minutes)

1. Remind participants of the earlier session on the different types of violence and that sexual violence is one of those types. Ask if someone can recall a definition of sexual violence.
2. Brainstorm with the group. What types of actions would be considered sexual violence against children in schools? Some examples:
 - a. Rude and inappropriate comments
 - b. Teasing
 - c. Sexual harassment
 - d. Fondling
 - e. Touching private parts
 - f. Kissing without consent
 - g. Asking for sexual favours in exchange for marks or school fees
 - h. Vaginal or anal intercourse, actual or attempted
3. Ask if anyone has a story they want to share about sexual violence. It can be something that happened to them or to someone they know. Allow time for people to share if they want. Remind participants of the trust circle and how important it is to have a feeling of safety and trust.
4. After listening to people's stories, ask participants if sexual violence happens in school. In what ways? Who perpetrates sexual violence? Make a list on the chalkboard of the ways in which it can happen in school and of who commits sexual violence.
5. Read the following story out loud to the group.

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

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

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

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

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

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

Janet's history teacher, Madame Susan, has always been very friendly to Janet. She has been trying to talk to Janet for months, but Janet has not responded. But Madame Susan refuses to give up. One day, Madame Susan



goes to Janet's house to find out what is wrong. Janet is feeling very lonely and scared and finally decides to tell Madame Susan what has been happening. She explains that she is pregnant and she doesn't know what to do. She explains that she has been seeing the biology teacher, Mr. Samson.

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

Part 3 - Exploring Questions (30 minutes)

1. Prepare four pieces of paper before the session, each with one of the following questions written on it:
 - a. Why would a child keep quiet about the sexual violence they are experiencing?
 - b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence?
 - c. What are some of the consequences for a child who is experiencing sexual violence?
 - d. How can we respond when a child comes to us who has experienced sexual violence?
2. Divide the participants into four small groups. Give each group a question. Ask the group to think about the story they just heard—as well as other incidents of sexual violence—and to brainstorm a list of responses to the question. Allow the groups 15 minutes.

3. Come back together and ask each of the groups to present their responses. Some groups may have trouble coming up with answers, so you can use the following examples as a guideline for discussion.
- a. Sometimes, children will not be able to talk about experiencing sexual violence. Why would a child keep quiet? Examples:
 - Fear that the abuser will hurt them or their family
 - Threats from the abuser
 - Anger
 - Shame
 - Guilt
 - They may think it was their fault
 - Fear of having to leave school
 - b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence? Examples:
 - Physical signs such as pain or itching in the genital area, STDs, pregnancy
 - Emotional signs such as changes in behaviour, withdrawal, irrational fears, depression
 - Behavioural signs such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behaviour inappropriate to their age, nightmares, excessive anger or sadness, fear of touch and distrust of people, a change in hygiene (too much or too little bathing)
 - c. What are some of the consequences for a child who is experiencing sexual violence? Examples:
 - Drops out of school

- Pregnancy
- HIV&AIDS
- STIs
- Distrust of people
- Poor performance in school
- Develops unhealthy relationships
- Drug or alcohol abuse

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

- Pay attention to indirect hints from children
- Talk to them in private
- Keep it in confidence and do not tell other teachers who do not need to know (do not promise the child you won't tell anyone as it is your responsibility to do something about it)
- Tell the child you believe them
- Reassure the child that it is okay to tell what happened
- Reassure them that it is not their fault
- Explore options, consult school policy or seek advice from other knowledgeable teachers

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

- It is important to be able to trust people when talking about sexual violence.
- Understanding the signs and consequences of sexual violence can help us better support children who experience it.

Module 2.7

Responding to Sexual Violence

1 hour, 30 minutes

Step 2

Preparations

- Chalkboard, chalk
- Advanced reading: sexual violence policy on page 84 of Step Five
- Facilitator should have referral contact list to refer participants in case they need referral services.

Competences

The participant;

- analyses common myths about sexual violence
- discusses implications of not responding to sexual violence.
- Identifies responsibilities of schools and individuals in preventing, reporting, handling cases of sexual violence.
- demonstrate

Steps

Part 1 - Examining Myths (45 minutes)

1. Explain to the participants that in this session you are going to explore beliefs about sexual violence at school. Tell the participants that you are going to read a statement. If they agree with it, they should remain seated. If they disagree with it they should stand up ready to speak out against it. If they are not sure, they should get up from their chair and sit on the floor.
2. Read the first statement slowly and clearly: Sexual abuse always involves physical force. Ask one participant who has remained seated to explain why they agree. Ask one participant who stood up to explain why they disagree. Once the participants have spoken ask if any of the participants who are seated on the floor want to change their mind. If not, other participants can make additional points to help convince those on the floor.
3. When you feel there has been enough discussion, repeat the process for the rest of the statements:
 - Children may not tell you if something bad happens to them.
 - Boys do not experience sexual abuse.
 - Sexual abusers do not have to be drunk or crazy.
 - Teasing about sex or making sexual comments is sexual violence.
 - Sexual abusers are usually strangers.
 - Sexual violence only happens in other schools. We don't have that problem here.
 - Girls who wear short skirts are not asking to be abused.
 - Children lie about sexual abuse to get attention.



- You cannot tell just by looking at a child that the child has been sexually abused.
- If a girl doesn't say no, then it means she wants to have sex.
- Words alone can never be considered sexual violence.

Part 2 - What About Our School? (45 minutes)

1. Begin the discussion by asking if sexual violence is a problem your school should address. Does it happen at your school? Would teachers know about it if it was happening? The aim of the discussion is to help the participants realise that sexual violence is everywhere. Just because students may not be talking about it does not mean it does not occur. If need be, remind the participants that sexual violence includes teasing, unwanted sexual attention and harassment as well.
2. Divide the participants into three groups and have them address the following questions.
 - Group one: What is the *school's* responsibility to prevent and respond to sexual violence? What specific actions should the school take?
 - Group two: What is the *teacher's* responsibility to prevent and respond to sexual violence? What specific actions should teachers take?
 - Group three: What is the *student's* responsibility to prevent and respond to sexual violence? What specific actions should students take?
3. After about 20 minutes, ask the small groups to come back into the main group. Ask one person from each group to present their ideas and allow others to make comments or suggest additional ideas.

4. Be alert to the possibility that some participants may say (especially in the third group or as a response to the third group) that sometimes children provoke violence by seducing teachers. Sexual violence against children is never justified regardless of what the circumstances may be.
5. Ask participants to think of everything they have discussed and to make a commitment to do something about sexual violence in their school. As a group, decide what will be done. Assign someone to follow through after the training. Remind them that there is an example of sexual violence response policy in the Toolkit (Step Five, page 78) that they can consult to help them think about developing their own school's version of it.
6. Ask for volunteers to sum up the session. For example:
 - Sexual violence can happen to any student, and it is often perpetrated by someone the student knows.
 - If a school fails to take action on sexual violence, students may drop out and the behaviour can become normalised.
 - There are some very specific things we can do as a school and as individuals to deal with sexual violence.



Notes

step two





tools &
materials

Notes

Step 2 Monitoring Checklist

☐ Activity 2.1 Hold a planning meeting for Step 2.

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 Engage the Good School Committee in learning about violence against children.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 2.4 Initiate school-wide activities for reflecting on what is a Good School.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 2.5 Launch the project with a community celebration.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

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 objectives are?		
2.	Do you have any ideas about what your school's mission or objectives 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.	Do you enjoy being at your school (think of how you feel when you are at school—anxious, good, confident or afraid)?		
6.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?		
7.	Do the teachers in your school teach students in a way that allows them to learn well?		
8.	Do your teachers beat you or threaten you if you make a mistake?		
9.	Do you want to be like your teachers when you grow up?		
10.	Do you have rules in your classroom?		
11.	Does your school protect children (for example, children who are bullied or sexually harassed)?		
12.	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 objectives are?		
2.	Do you have any ideas for what your school's mission or objectives 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.	Do you believe that if students are not afraid of you as a teacher, they will never respect you?		
6.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?		
7.	Do the teachers in your school teach students in a way that allows them to learn well?		
8.	Do you believe that beating students is an important tool for creating discipline in them?		
9.	Do the teachers in your school act as role models to children?		
10.	Do you have rules in your classroom?		
11.	Does your school have policies that protect children (for example, children who are bullied or sexually harassed)?		
12.	Does your school have written policies that are enforced fairly for everyone?		

Sample Action Plan

Step: _____

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

Notes

step two



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