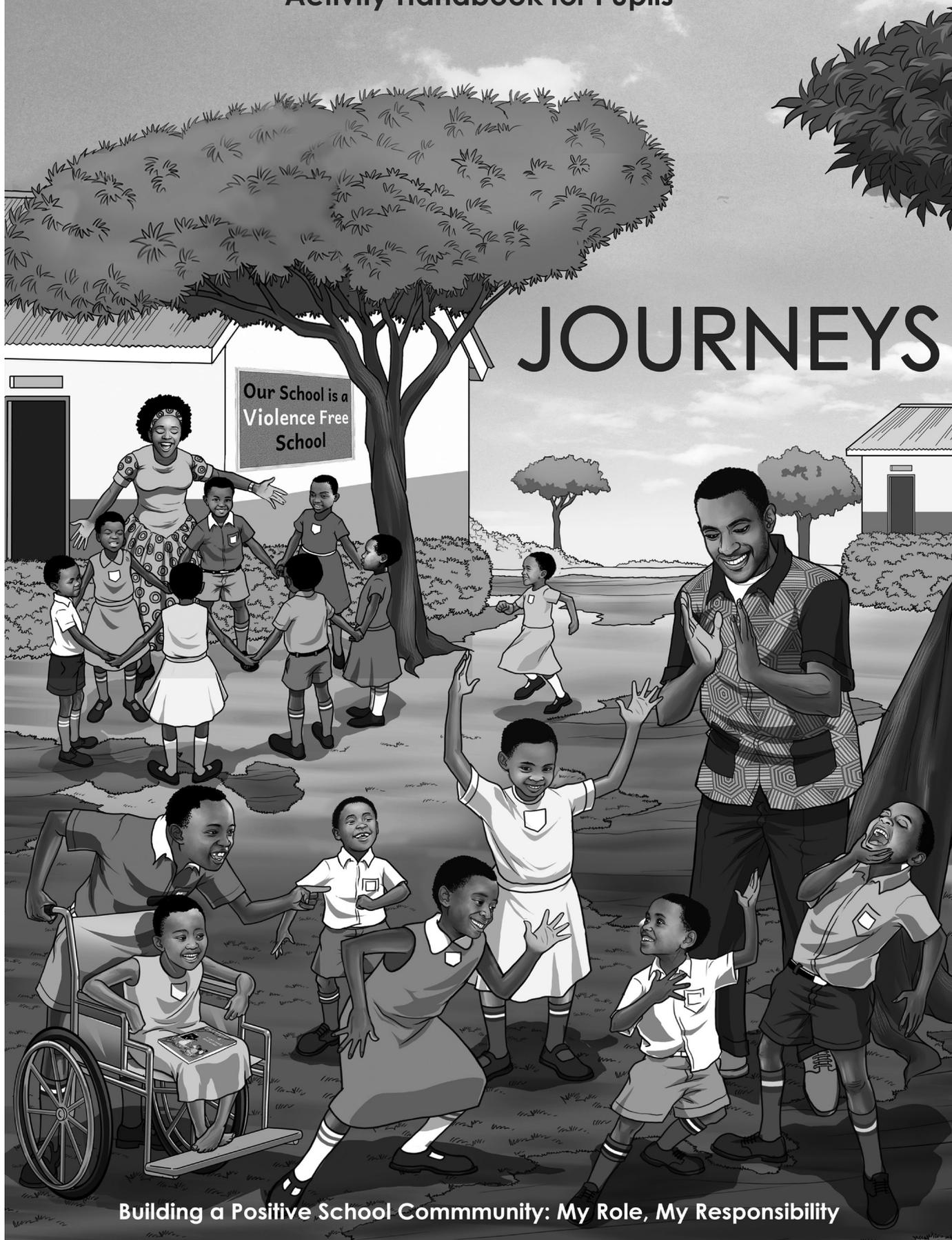


Activity Handbook for Pupils

JOURNEYS



Building a Positive School Community: My Role, My Responsibility

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JOURNEYS

ACTIVITY HANDBOOK FOR PUPILS

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FOREWORD



Access to quality, equitable and inclusive education is one of the fundamental human rights of children. The United Nations Convention on the Rights of the Child and the Sustainable Development Goals require us to ensure that children learn and complete the education cycle in a positive and supportive learning environment. This is reinforced by the Constitution of Uganda (1995), Articles 24 and 44, which protect the dignity and safety of every Ugandan, including the children. Further, the Education Act (2008) emphasises education as a right for all persons and underlines the Universal Primary Education Policy and the Universal Post Primary Education and Training Policy of the government.

Despite this commitment, available research by the Ministry of Education and Sports (MoES); Ministry of Gender, Labour and Social Development (MGLSD) and other partners shows that children are exposed to different forms of violence and may also learn new forms of violence in school.

The MoES, in collaboration with the MGLSD and the support of the United Nations Children’s Fund, developed the Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in Schools and the National Strategic Plan on the elimination of Violence Against Children in Schools (NSP VACiS) 2015–2020.

Further, the MoES, with support from the United States Agency for International Development under the Literacy Achievement and Retention Activity, which is implemented by RTI International, is helping to operationalise the Children’s Act (Amendment) 2016, the NSP VACiS and the RTRR Guidelines on VACiS. The Journeys series supports MoES’ efforts to eliminate VACiS.

The *Journeys Activity Handbook for Pupils* encourages pupils to form clubs and carry out activities that build the five-essential social and emotional learning competencies related to the life skills in the thematic curriculum, namely self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

I call upon all stakeholders engaged in supporting education services in the country, to make use of the Journeys Handbook to support interventions on the elimination of violence against children in school.

A handwritten signature in blue ink, appearing to read 'Alex Kakooza', with a large checkmark at the end.

Alex Kakooza
PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

ACKNOWLEDGEMENT



The development of Journeys has been a long process. It involved a great deal of research, document review and consultations with various stakeholders; efforts and commitment. Journeys is aimed at actualising the efforts of the Ministry of Education and Sports and other stakeholders in eliminating all forms of violence against children in schools.

The Ministry of Education and Sports is grateful to the United States Agency for International Development/Literacy Achievement and Retention Activity, implemented by RTI International, for supporting the development of the Journeys Handbooks.

Special thanks go to the Members of the Inter-Sectoral Committee on Elimination of Violence Against Children in Schools for their technical support in developing the Journeys Handbooks.

ALL FORMS OF VIOLENCE AGAINST CHILDREN ARE UNACCEPTABLE AND CREATING SAFE SCHOOLS IS A SHARED RESPONSIBILITY.

A handwritten signature in black ink, which appears to read 'JK Museveni'.

**Honourable Janet Kataaha Museveni
FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

LIST OF ACRONYMS

MoES	Ministry of Education and Sports
MGLSD	Ministry of Gender, Labour, and Social Development
P	Primary
RTRR	Reporting, Tracking, Referral, and Response
SEL	Social and Emotional Learning
SRGBV	School-Related Gender-Based Violence
UNICEF	United Nations Children’s Fund
UKU	Uganda Kids Unite
USAID	United States Agency for International Development
VACiS	Violence Against Children in Schools

GUIDELINES ON USING JOURNEYS ACTIVITY HANDBOOK FOR PUPILS

1. Introduction

The Ministry of Education and Sports (MoES) is implementing the National Strategic Plan on Violence against Children in Schools (VACiS) 2015–2020 and the 2014 Reporting, Tracking, Referral, and Response (RTRR) Guidelines. Everyone can participate in the journey towards building a positive and supportive school community. The purpose of Journeys is to support the MoES' implementation of the National Strategy and Action Plan on Violence against Children in Schools.

The Journeys program includes a series of three activity handbooks:

- Journeys Activity Handbook for Teachers and School Staff
- Journeys Activity Handbook for Community Members
- Journeys Activity Handbook for Pupils

The Journeys Handbook for Pupils supports primary school teams for pupils called the Uganda Kids Unite or 'UKU' program. All P3 to P7 pupils are assigned to one of many UKU Teams in the primary school. The UKU teams take place within a forty-minute extracurricular program that is on the primary school timetable. Each team has from 20 -25 pupils and a teacher is assigned to support the pupils in the teams and activities in the Journeys Handbook. The teachers supporting these teams are called teacher patrons.

2. Uganda Kids Unite Teams

The UKU Teams provide a safe and caring space for pupils to engage in a variety of activities that support their social and emotional development. The Journeys activities provide opportunities for pupils to discuss with each other the personal and learning challenges they face every day, to support each other, and to discuss different ways to solve everyday problems. Among the challenges discussed in the UKU Teams are the many forms of violence that pupils witness or personally experience when they are at school or traveling to and from school.

2.1 Support Social and Emotional Development

In these safe and caring spaces pupils learn about themselves and others, build positive relations, learn to manage their own emotions and behaviour, and learn to make responsible decisions. Thus, pupils develop the social and emotional skills they need to manage their own behaviour in the classroom and on the school compound. They concentrate on their schoolwork and have the confidence to contribute actively in the classroom.

With these strengthened social and emotional skills, pupils seek assistance when faced with personal and learning challenges and make responsible decisions in their everyday life. With strengthened social awareness and self-confidence, pupils are in a better position to avoid violence in and around school, report violence they witness or experience personally, and reach out to a trusted and caring adult when they need help. (See Annex 8 for a more information on social and emotional learning (SEL) and SEL competencies). Building SEL competencies contributes to building life skills.

2.2 The Role of the Teacher Patron

A teacher patron is a teacher who leads and facilitates a UKU team. The teacher patron plays several critical roles in the UKU Team, including:

- Creating a caring and supportive atmosphere for the UKU team meetings
- Planning and implementing the Journeys Activity Handbook for Pupils
- Igniting pupil group projects that contribute to building a positive school
- Providing emotional support to pupils
- Initiating appropriate response, reporting and tracking of incidents of SRGBV disclosed
- Following Journeys Facilitation Guiding Principles

2.2.1 Creating a caring and supportive atmosphere for the UKU team meetings

The teacher patron's most important role in UKU is to create a warm and nurturing environment where children feel they can talk openly about themselves and discuss sensitive topics without the fear of being judged or humiliated. As the teacher patron shows kindness, understanding, and empathy, the pupils themselves will realize the values of these behaviors and will demonstrate the same measures of love and kindness toward each other. As the teacher patron models good listening and respect for pupils' opinions, the pupils will learn to listen and respond positively to their peers and authorities, including teachers at the school.

2.2.2 Planning and implementing the Journeys Activity Handbook for Pupils

The Journeys Activity Handbook for Pupils seeks to inspire all teachers and pupils to work together to contribute to building a positive and supportive school climate that is free from violence. The teacher patron also plays an important role in supporting pupils to work together to develop and implement targeted activities that contribute to the goals of building positive schools and eliminating violence. The teacher patron will learn about and introduce a simple five-step tool that can be followed to guide pupils in coming together and working to implement simple low-cost activities to make the school a more positive place to learn. (See Annex 1 for a description of the Journeys Five-Step Process for Inspiring Change.)

2.2.3 Igniting pupil group projects that contribute to building a positive school

Shared responsibility is an important aspect of the Journeys approach. The UKU Teams provide an opportunity for pupils to come together to think of simple actions that they can do together to help build a positive school that is free from violence. Pupils might work toward

this goal within their particular UKU Team or join with pupils in other UKU Teams in the school.

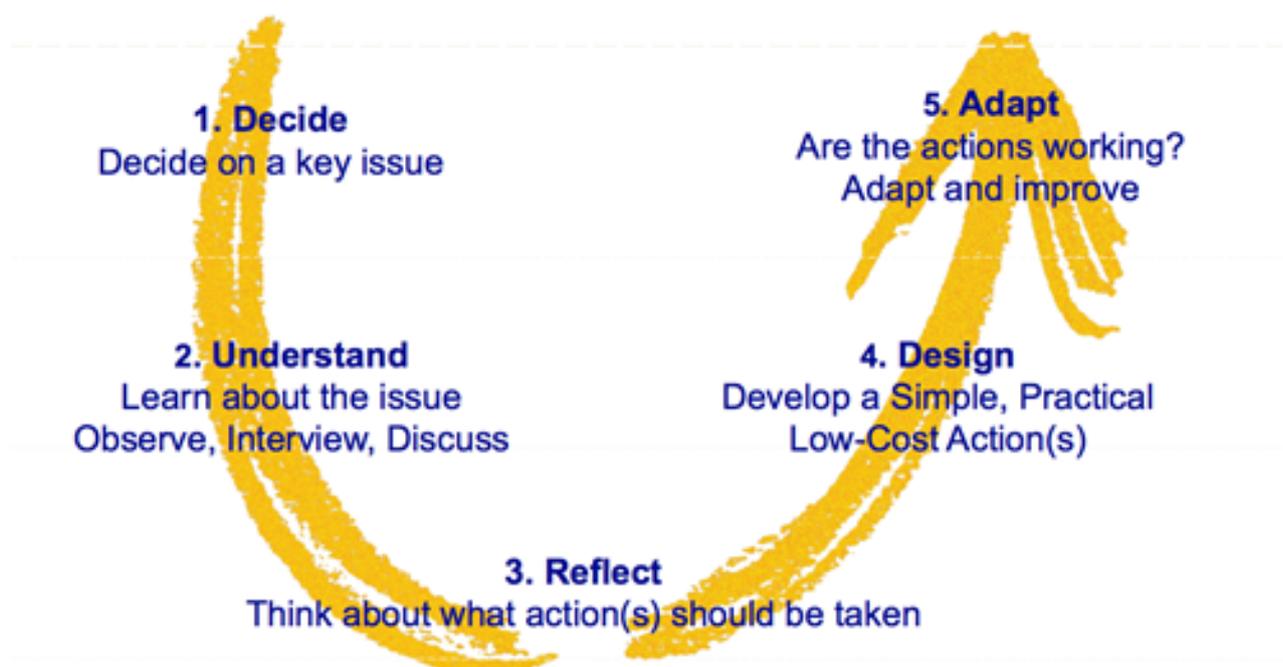
We believe that when pupils decide together what they would like to do in their 'positive school project', they will commit to follow through with their idea. As a result, pupils will be inspired by the process of working together to build a positive school and empowered, as individuals and a group, by their successes.

The following are some examples of simple, low-cost projects that pupils can work together on to contribute to building a positive school that is free from violence:

- Developing a 'No Tolerance for Bullying' school policy;
- Developing a 'Talking Compound' that provides different messages reminding pupils and all school staff to be kind to and help each other;
- Developing a 'Clean-up Campaign' so that pupils can come together to clean up the school grounds and keep them clean; and
- Developing and maintaining a 'Message Box' so that all pupils can submit ideas about how to make the school a positive place that is free from violence.

The Journeys 'Five-step Process for Inspiring Change' is a tool that can be used to guide the pupils as they discuss their project, decide on what they want to do, and carry out the actions. This tool can be used by teachers, non-teaching staff, and community members to guide the pupils in designing and implementing simple no-cost actions that will help build a positive school and prevent violence against children in school. We have simplified this tool further for use by pupils in their UKU Teams. The figure below introduces the five steps of the process. A more detailed discussion of the tool is provided in Annex 1.

Five-step Process for Inspiring Change



Source: Presencing Institute, www.presencing.com

2.2.4 Providing emotional support to pupils

This section provides guidance to teacher patrons so that they will be keenly aware of the emotional state of pupils during the activity, identify pupils who seem to be disturbed by the activity, and respond appropriately and with love and kindness when needs arise.

Identifying pupils who experience emotional distress

It is possible that pupils have experienced some form of violence, either as a witness or by experiencing violence themselves, including: bullying; harsh punishment or public humiliation as punishment; and sexual harassment and abuse. These forms of violence against children in schools have been referred to as school-related gender-based violence (SRGBV). Annex 2 provides a description of SRGBV.

Pupils in schools in Uganda have experienced all forms of violence. When these topics come up in the UKU Team, pupils may recall some of these experiences and become upset. The following are some signs that a pupil may be in distress:

- Limited or no participation in the activity;
- Avoidance of the activity through disruptive behaviour, inappropriate laughter, going through their school bag;
- Holding a head down;
- Showing signs of nervousness such as holding their head down, crying or shaking;
- Abruptly leaving; and
- Crying.

Opting out of an activity with sensitive content

For activities that involve sensitive content, especially activities about gender-based violence, pupils need to be informed that their participation is optional. If a pupil opts out of an activity the teacher patron is encouraged to follow up with the pupil to learn why and to give the pupil a chance to discuss what it is about the activity that makes them uncomfortable. This follow-up with children who opt out should take place no later than following school day.

Response by the teacher patron

Some of the important elements of a caring response to children who have shown signs of emotional distress in the UKU team include:

- Being immediately available to the pupil;
- Providing a private place to talk;
- Listening carefully to what they have to say;
- Showing empathy and offering comfort and follow-up assistance.

There is no situation where a negative response is appropriate. Never should a pupil be blamed, humiliated, or ignored when they show signs of distress and should not be blamed or humiliated for anything they say.

It is unacceptable for a teacher patron to assign another pupil to look after a child who is upset while the teacher patron continues an activity. However, a pupil who is a good reader and writer could be asked to complete a Journeys activity when a teacher patron needs to attend to a pupil in distress.

The following provides a variety of actions that the teacher patron can engage in as a way of providing comfort to a pupil who has become upset by the content of an activity.

Teacher Patron Immediate Actions that Comfort

- 1. Be available immediately** to provide the pupil with assistance and support.
- Bring the pupil to a **safe place**, away from his or her peers. Make sure the place is safe and is not seen as a threat to the pupil.
- Focus on the pupil. Ask the pupil **what he/she would like** to do at that moment (e.g., go home, not participate in the session but remain or sit in another location, talk to a counselor or supportive person immediately or the next day, etc.). **Help the pupil follow through with whatever he or she decides.**
- Be flexible and meet the pupil's needs. Be prepared to call in a backup facilitator, call for an extra-long break or call on a co-facilitator should a pupil need immediate emotional support.
- Listen to what the pupil is saying.** Provide the pupil with understanding, support and assistance. Do not attempt to tell the pupil how he or she feels. **Assure the pupil that it is normal to feel upset.**
- Be nonjudgmental. **Provide support and information** to the pupil regardless of personal feelings, beliefs or attitudes.
- Do not overwhelm the pupil with information**, questions or advice. Do not assume the pupil is ready for all the resources or help.

Actions that do not comfort and should be avoided:

- Do not interrupt, ridicule or shame the pupil.
- Do not blame the pupil.
- Do not criticize the pupil.
- Do not interrogate the pupil.
- Do not judge the pupil.
- Do not ignore the pupil.
- Do not minimize or ignore the pupil's feelings.
- Do not put the pupil in a threatening setting.
- Do not try to distract or divert the pupil's attention from his or her feelings.

- Do not tell the pupil how to feel.
- Do not discuss the pupil’s situation with others.

2.2.5 Initiating appropriate response, reporting and tracking of incidents of SRGBV disclosed

Some pupils will disclose incidents of violence they have experienced to the teacher patron. Suggestions for immediate responses for the teacher patron are provided above. However, it is also important for the teacher to follow up with the pupil directly. Always keep in mind that follow-up responses of any kind should be in the best interest of the child.

- Always follow up with the pupil. Following up shows the pupil that you care and are dedicated to his or her wellbeing.
- If available, always have a counselor or qualified person available to help pupils talk privately about their feelings.
- Discuss with the pupil the options for their recovery and make sure that they make choices from an informed position.
- Discuss with the pupil the options for reporting. Every pupil’s experience is unique and must be discussed with him or her and elevated depending on that child’s experience.
- Discuss with the pupil who they can trust to talk to immediately and who they would like to accompany him or her when reporting to an authority is required.
- Report any illegal acts of violence. This is a legal obligation of all teachers under the Children’s Act (see Annex 7). When reporting specific incidents of violence disclosed by a pupil, the pupil’s safety must come first.

Perpetrators who are not held accountable for their actions will continue to commit acts of violence against children. More children may be harmed and suffer life long consequences. Reporting and responding to reports of violence is the first step to reducing violence against children.

Steps to be taken when reporting and following up on an incident. Document the incident using an incident record sheet; an example is provided below.

Description of the incident	Date of the incident	Date reported and to whom	Immediate response	Follow up Response
Explanation				
Describe the allegation	Date	Date reported By: [name]	The teacher patron should write down what he or she did upon hearing the disclosed incident to support the pupil	The teacher patron should write down what was done to follow up, namely, who did he or she discuss this with (for example, the head teacher, senior male or female teacher, or Violence Against Children Prevention Coordinator (VAC Coordinator)).

Scenario 1:

Mrs. Abalo is a P2 teacher and a committed teacher patron of an UKU Team. During an activity, she noticed that Jacob, a normally active P4 pupil, became withdrawn during the activity and began to cry. She asked Amina, a P6 pupil, to continue the activity while she quietly took Jacob aside. She told Jacob it was normal to feel sad when thinking about sad things. She then asked what he would like to do right then and if he wanted to stay in the team activity or leave it. Jacob wanted to stay in the team and participate. He appeared to recover and participated in the UKU Team.

The next day, Mrs. Abalo met with Jacob to tell him that she had been thinking about him since the UKU Team meeting and that she wanted him to know that she cares about him and wondered how he was feeling. She also asked whether he wanted to talk about why he was sad. Jacob described how, because of the chores he had to perform at home before school and the distance he must walk to school, he is often late. Upon arriving at school, he is beaten harshly with a tree branch by the prefect for being late. He was beaten today and several times last week. He feels humiliated that he cannot get to school on time, becomes afraid when he gets close to school, and is hurt by the blows from the prefect. Mrs. Abalo asked Jacob whether she could talk to the head teacher about how the prefects could better uphold the school's violence-free policy and exercise their leadership positions more responsibly. Jacob agreed, as long as Mrs. Abalo kept his name confidential. Mrs. Abalo discussed the issue with the head teacher, and together, they agreed on a strategy to achieve a violence-free school.

Example from Scenario 1

Pupil reports being beaten with a stick by the prefect upon arriving at school. The name of the perpetrator perfect is known to the pupil.	[27/04/17] and other times in the past week.	[27/04/17] Reported to C. Abalo.	Pupil agreed to report incident to the head teacher but not to be identified by name.	A P7 teacher who observed the incident confirmed that the pupil was caned by the prefect. Met with the head teacher [28/04/17] and with the VAC Coordinator and senior male teacher [28/04/17]. VAC Coordinator addressed the school assembly [04/05/17]. Checked back with pupil [10/05/17].
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2.2.6 Following Journeys Facilitation Guiding Principles

Change agents should interact positively and equally with all pupils and school staff, regardless of their position in the school or their particular background. Their facilitation should reflect and model the following core facilitation values:

- Listening to the voices of pupils rather than talking;
- Understanding the views and practices of pupils rather than judging;
- Allowing pupils to make meaning from the activities and discussions rather than telling them what they should know;
- Taking responsibility for preventing violence against children in schools rather than blaming others; and
- Following the facilitator guidelines provided in the Journeys Handbook for Pupils rather than 'doing your own thing'.

3. Getting Started

Depending on school enrollment, several UKU Teams can co-exist. The head teacher, with the support of the change agents implementing the Journeys program at the school, will be responsible for organizing the UKU Teams, establishing the number of teams, assigning pupils, and identifying and assigning teacher patrons to the teams. All pupils will be assigned to a team, and each team will be assigned to one teacher patron.

Prior to launching the program, teachers will receive training on how to support their UKU Teams, establish and maintain a safe and nurturing environment in the team, facilitate the Journeys activities, and provide immediate response and protection to pupils who disclose incidents of violence.

Step 1: Change agents train all teachers on using the Journeys for Pupil Activity Handbook, inspire teachers to volunteer to become model teacher patrons, and create times and schedules for the term that will be followed by each UKU Team.

- ✓ Prepare the UKU Work Plan (on page 13) by filling in the topic and proposed activity for each week of the term; complete this form at the beginning of each term.

Step 2: Assign pupils and teachers to UKU Teams. Each team should include a mixture of pupils from P3 to P7 and both boys and girls. Each team should have a maximum of 25 children and one teacher patron.

- ✓ Fill out the UKU Registration Form with the selected pupils.

Step 3: Teacher patrons prepare UKU activities and, where possible, encourage different pupils to co-facilitate or lead activities.

- ✓ Prepare for each weekly activity by studying the activity, gathering materials, and practicing the presentation of the activity with peers or fellow teacher patrons.
- ✓ Discuss any questions with the school change agent or VACiS coordinator.
- ✓ As required, translate and practice reading or telling the activities in this book in the local language, including short stories, discussion questions, and definitions of SRGBV terms (see Annex 2 for the terms).
- ✓ Consider involving volunteer parents who would like to learn about the program and assist in implementing the activities.

Step 4: Teacher patrons host the UKU activities by undertaking the following tasks:

- ✓ Greet all the members of the UKU Team.
- ✓ Create a welcoming environment.
- ✓ Record pupil attendance each week by ticking (✓) the names of pupils in attendance.

- ✓ Register pupils on the Membership Registration Form when you set up your UKU team.
- ✓ Provide the instructions to the activity.
- ✓ Let the pupils have fun and enjoy the activity.
- ✓ Liberally involve pupils as pupil assistants to help with activities; for example, pupil assistants can be called on to write things on the blackboard and take notes on small group responses. Additionally, upper primary class pupils can be asked to help lead activities.

Step 5: After each UKU team meeting, the teacher patron reflects and documents observations as follows:

- ✓ Document observations from the activity on the UKU Work Plan and Review Form (page 13). Reflect on the positive aspects of the activity and the challenges and note these briefly on the form.
- ✓ Enter the numbers of girls and boys who attended in the UKU Work Plan and Review Form (page 13).
- ✓ Return the Register to the head teacher's office after each weekly session.
- ✓ At the end of each term, ask the pupils about their experience with UKU as outlined in the End of Term Report (page 17) and document their collective responses.
- ✓ Discuss the End of Term Report with the head teacher and school change agents.

Finding Another Way

Teacher patrons are responsible to implement all of the activities in the Journeys Handbook for Pupils. There may be some activities where the suggested materials are not readily available; for example, there may not be flip chart paper or markers. The change agents are expected to find another way. Some examples of 'Another Way' using local materials are given in boxes for the following activities: My Life at School and Mapping the Danger Zones.

UKU TEAM

MEMBERSHIP REGISTRATION FORM

	Name	Class	Sex	Age
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

UKU ACTIVITY PLANNING FORM

DATE _____

Term: _____

Activity Number and Name: _____

SEL Competence: _____

Activity Objective: _____

Team: _____

Number of team members: Boys _____ Girls: _____

Location: _____

Date and Time of the day the activity will take place: _____

Preparation Reminders: _____

Materials needed for the Activity: _____

Student Assistants: _____

Teacher Patron Signature

UKU Team Work Plan and Review Term _____

	Topic	Competencies	Observations (What did you as the teacher patron observe from the different sessions conducted with the pupils)	Number of children who attended in the week	
				G	B
Week 1 Date:					
Week 2 Date:					
Week 3 Date:					
Week 4 Date:					
Week 5 Date:					
Week 6 Date:					

Week 7 Date:						
Week 8 Date:						
Week 9 Date:						
Week 10 Date:						
Week 11 Date:						
Week 12 Date:						
Week 13 Date:						

End of Term Report. Term _____

Number of pupils in the UKU team by the end of the term

Class	Male	Female	Total
P3			
P4			
P5			
P6			
P7			

UKU team members' remarks: What did the children like about the sessions?

.....

.....

.....

.....

What initiatives did the children undertake to create a violence free school climate?

.....

.....

.....

.....

What were the challenges faced by children and you as the teacher patron during the implementation of session activities?

.....

.....

.....

.....

UKU Teams Work Plan and Review Term _____

	Topic	Competencies	Observations (What did you as the teacher patron observe from the different sessions conducted with the pupils)	Number of children who attended in the week	
				G	B
Week 1 Date:					
Week 2 Date:					
Week 3 Date:					
Week 4 Date:					
Week 5 Date:					

	Topic	Competencies	Observations (What did you as the teacher patron observe from the different sessions conducted with the pupils)	Number of children who attended in the week	
				G	B
Week 6 Date:					
Week 7 Date:					
Week 8 Date:					
Week 9 Date:					

Week 10 Date:					
Week 11 Date:					
Week 12 Date:					
Week 13 Date:					

End of Term Report. Term _____

Number of pupils in the UKU team by the end of the term

Class	Male	Female	Total
P3			
P4			
P5			
P6			
P7			

UKU team members' remarks: What did the children like about the sessions?

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What initiatives did the children undertake to create a violence free school climate?

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What were the challenges faced by children and you as the teacher patron during the implementation of session activities?

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.....

.....

UKU Teams Work Plan and Review Term _____

	Topic	Competencies	Observations (What did you as the teacher patron observe from the different sessions conducted with the pupils)	Number of children who attended in the week	
				G	B
Week 1 Date:					
Week 2 Date:					
Week 3 Date:					
Week 4 Date:					
Week 5 Date:					

	Topic	Competencies	Observations (What did you as the teacher patron learn from the different sessions conducted with the learners)	Number of Children who attended in the week	
				G	B
Week 6 Date:					
Week 7 Date:					
Week 8 Date:					
Week 9 Date:					

Week 10 Date:					
Week 11 Date:					
Week 12 Date:					
Week 13 Date:					

Attendance Register Term

S/N	Name of Pupil	Class	Sex	Age	Weeks when UKU Teams hold their meetings (Indicate in the boxes below the week and dates when group sessions are conducted and tick the children's names next to the date when they attend)																			
					Week 1 Date:	Week 2 Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:	Week 6 Date:	Week 7 Date:	Week 8 Date:	Week 9 Date:	Week 10 Date:	Week 11 Date:	Week 12 Date:	Week 13 Date:							
1																								
2																								
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5																								
6																								
7																								
8																								
9																								
10																								

End of Term Report. Term _____

Number of pupils in the UKU team by the end of the term

Class	Male	Female	Total
P3			
P4			
P5			
P6			
P7			

UKU team members' remarks: What did the children like about the sessions?

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What initiatives did the children undertake to create a violence free school climate?

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What were the challenges faced by children and you as the teacher patron during the implementation of session activities?

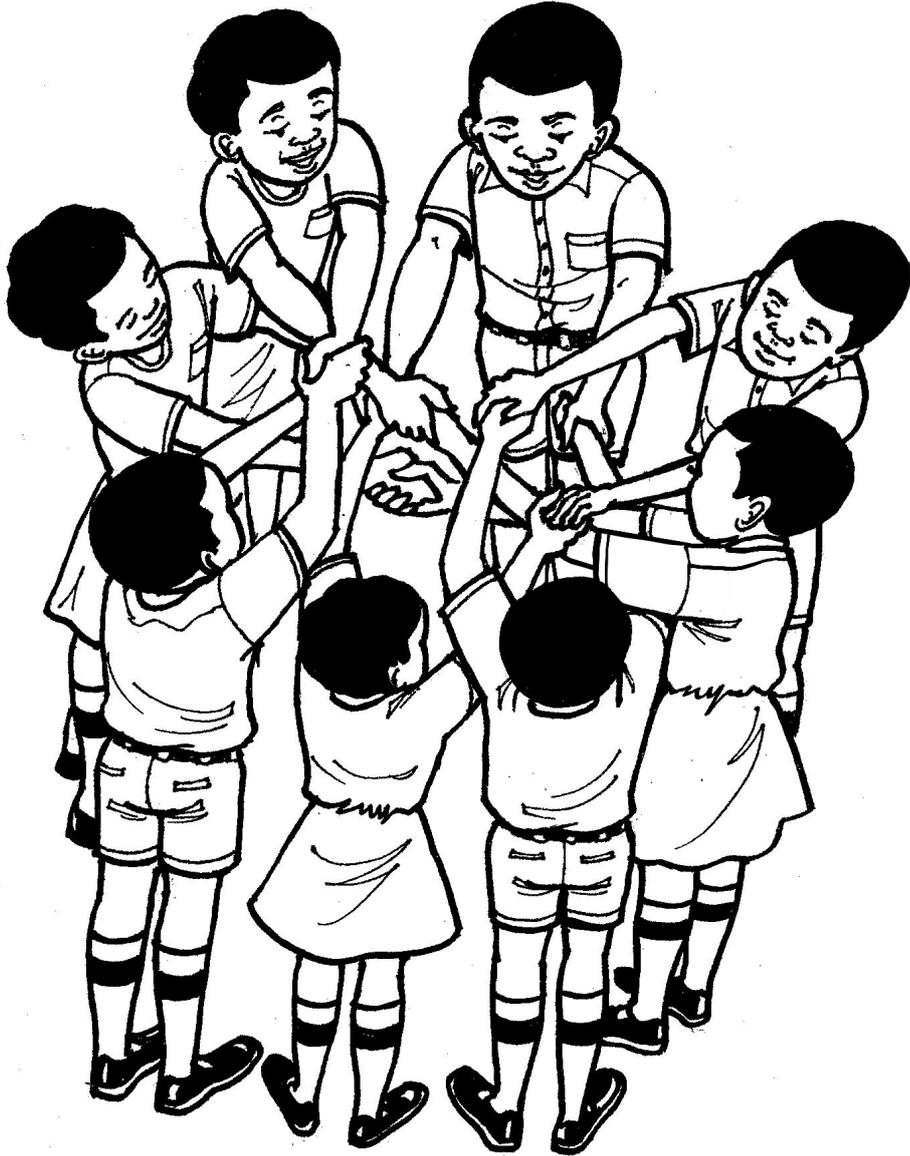
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ACTIVITIES



Activity 1

MAKING A NEW FRIEND

Main Message

An important part of a school life is to make new friends. One way of making friends is to learn something about what your new friend likes to do or what they dream about and to tell them something about yourself.

SEL Competencies

Primary: Self-awareness

Additional: Relationship skills, social awareness

Activity Objective:

After this activity, pupils will know all the other pupils in the UKU team and will learn about how to make a new friend and to introduce their friend to others.

Preparation

- When pupils come into the UKU meeting, have them put their name and class on a nametag and tape it on their shirt or blouse.
- Write the interview questions on the blackboard.

Interview Questions

1. What do you do for fun?
2. What is one special thing about yourself?
3. What is your hope or dream for the future?

Materials needed: Paper for name tags, markers, tape

Explain (3 minutes)

The purpose of this activity is for the pupils to get to know each other and to practice making a new friend.

Each pupil will interview another pupil and then, when all have finished, they will introduce each other to the group. Mention that it is important to listen carefully and be respectful to your partner.

Begin (25 minutes)

1. Divide the pupils into pairs, joining older pupils with younger ones.
2. Read the three interview questions two times and then ask the pupils in each pair to:
 - Interview their partner.
 - Invite each pair to come to the front and introduce their partner to the group.

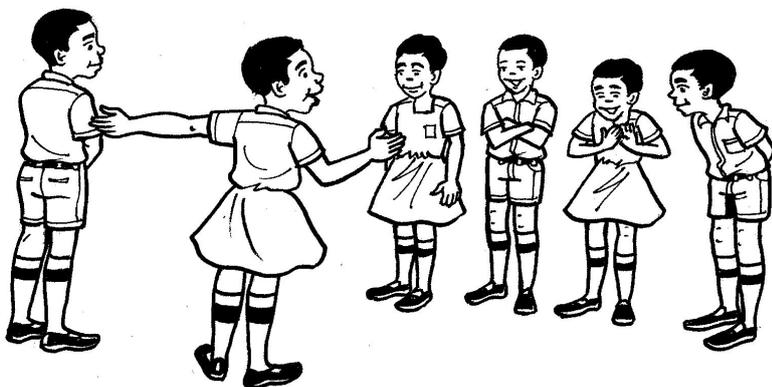
Note to the Facilitator

As the pupils are introducing each other, take notes on the responses to each question. You will use this in the discussion



Discuss (5 minutes)

1. Take each question, one at a time and:
 - Mention some of the common answers pupils gave to each question.
 - Ask pupils to stand up if they had a similar answer.
2. Comment about the similarities and differences in the room and that the pupils will make a good team in making the school a safe and caring place.



Summarise (3 minutes)

Listening to and learning about the new school mates you meet and telling them about yourself is a way to make new friends. This way you learn to find out the ways that you are the same as and different from the new classmates you meet. Despite our similarities or differences, we still can become friends. Friendships are an important part of a positive school experience.

Activity 2

WHY I WANT TO BE A COW

Main Message

People are similar and different in many ways and make different choices. Relationships between pupils are more positive when you understand and appreciate the different opinions and choices that your friends make.

SEL Competencies

Primary: Social awareness
Additional: Relationship skills; self-awareness

Activity Objective

After this activity pupils will learn about and appreciate the similarities and differences between pupils and the different choices that pupils make.

Preparation

- Select 4 animals such as a cow, a goat, a lion and a monkey
- Create 4 charts on the blackboard, one for each animal. Under each animal name create two columns, one titled 'Reasons for Choosing', and the other, 'Reasons for Not Choosing'. (See examples below)

Note to facilitator:

It is acceptable to do this activity with only two – three animals, if this is more manageable.

Cow, Reasons for:

<u>Choosing</u>	<u>Not Choosing</u>
_____	_____
_____	_____
_____	_____
_____	_____

Goat, Reasons for:

<u>Choosing</u>	<u>Not Choosing</u>
_____	_____
_____	_____
_____	_____
_____	_____

Materials needed: Paper and pencils or pens for each group

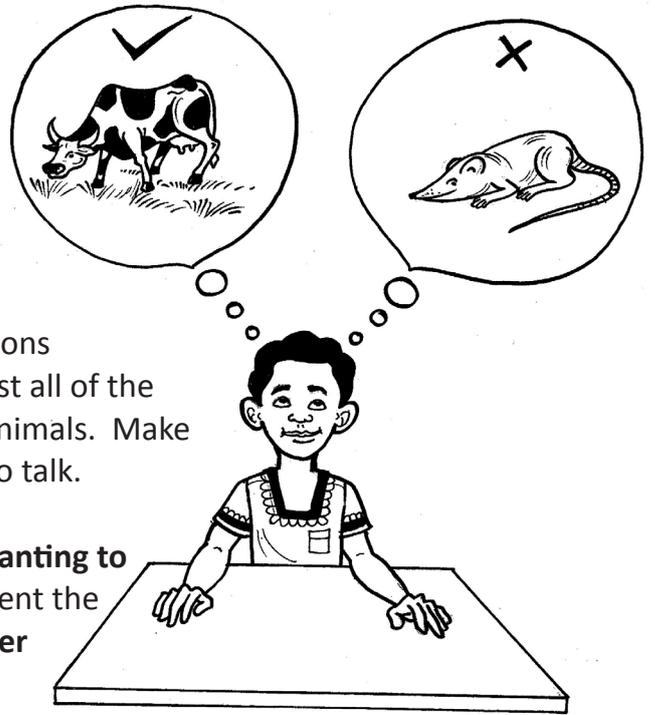
Explain (1 minute)

The purpose of this activity is to learn to appreciate each other's differences and the different choices that your fellow pupils make.

Inform the pupils that you are going to play a fun game called, 'Why I Want to be a Cow.'

Begin (20 minutes)

1. Select four animals, such as a cow, a goat, a lion and a monkey. Ask the pupils which one they want to be. Create four groups, one for each animal.
2. Give the groups 5 minutes to list all the reasons why they wanted to be that animal and to list all of the reasons they did not want to be the other animals. Make sure all pupils in the groups have a chance to talk.
3. Have each team present their reasons for **wanting to be this animal**. Then, ask each team to present the reasons for **not wanting want to be the other animals**.
4. The teacher patron or an assistant completes the charts on the blackboard as the groups are presenting. Make sure to engage the younger learners' attention so they hear what you say, though they may not read the words.



Discuss (15 minutes)

1. Lead a discussion about appreciating differences. For example, ask pupils:
 - What were the reasons why pupils selected a different animal than you did?
 - What is one thing they have learned in the activity? (Guide pupils to acknowledge that pupils like different things and make different choices).
 - Does it make someone a good or bad person because they have different ideas and choices from you?
2. Lead a discussion to guide pupils to think more broadly about different choices. For example:
 - Ask pupils to think about a situation in which their friends have different opinions and make different choices. Invite volunteers to discuss this.
 - Ask pupils to think and volunteer to discuss ways in which being different is a good thing.

Summarise (4 minutes)

Wrap up by saying that different people like many different things and make different choices than you. Mention that your relationships with others are more positive when you understand and appreciate the different opinions and choices of the people around you.

Activity 3

TALENTS, INTERESTS AND PERSONAL QUALITIES

Main Message

There are many things that define who we are. These could be special talents, things you love to do or other interests, or personal qualities. One way to make new friends, pupils or adults, is to share with them some of these defining qualities about you.

SEL Competencies

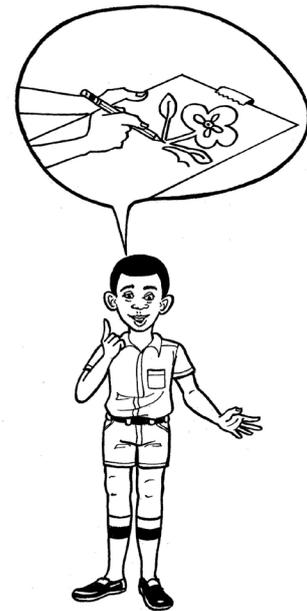
Primary: Social awareness
Additional: Relationship skills, self-awareness

Activity Objective

After this activity, pupils will develop confidence in representing themselves in front of others.

Preparation

- An outside area is desirable, if possible



Explain (1 minute)

Explain that the purpose of this activity is to get to know each other and to practice telling something about you to your friends in the group.

Begin (20 minutes)

1. Give the pupils about 2 – 3 minutes to think of something about themselves that defines who they are. Provide some examples, as seen in the examples box (to the right).
2. Ask everyone to stand in a circle. Model what the pupils are to do:
 - Stand in the middle
 - Say your name
 - Act out something you love such as playing football, dancing, praying.

Examples:

- Playing the drums or standing on their hands;
- Something they love to do like play football or dancing; or
- A quality about themselves such as being shy or talking a lot.

3. The other pupils try to guess what it is the teacher patron is acting out and after they guess, everyone in the circle, together:

- Repeats the action
- Says the persons name

4. Go around the circle and give every pupil a chance. Remember each time the other pupils say the name of the pupil in the circle, and then 'act out' or 'say' the pupils special talent or quality.

Note to facilitator:

If 'acting out' the special quality they are thinking of is difficult, let the pupil know that they can tell the group what the special talent or quality is.

Discuss (15 minutes)

1. Lead the pupils in a discussion about the activity that highlights the unique qualities that every pupil in the group has.
2. Ask the pupils if they noticed that they had similar talents, interests, or qualities as the others and to share that with the group.

Summarise (3 minutes)

Wrap up by saying that one way to make new friends, both fellow pupils or adults, is to share with them some of these defining qualities about yourself.

Activity 4

THE BLINDFOLD WALK

Main Message

Communication and trust are key qualities of a good friend.

SEL Competencies

- Primary:** Relationship skills
Additional: Responsible decision-making

Activity Objective

After this activity, pupils will develop better communication skills and will understand the importance of honest communication and trust in friendships. Doing things that help build trust in friendships is an important and responsible choice for pupils to make.

Preparation

- Set up the room or an outside area as an 'obstacle course'.
- Place benches, chairs, boxes or other things in an open area to make it difficult for pupils to get around in blindfolded unless they are guided by a friend.
- Pupils will work in pairs.
- Ask pupils to bring a piece of cloth to use as a blindfold.

Materials needed: Cloth for blindfolds

Explain (3 minutes)

The purpose of this activity is to help pupils learn and practice good communication and to understand the importance of communication and trust in a friendship.

Show the pupils the obstacle course and say that in this activity we are going to help each other get through the obstacle course blindfolded. The activity is called the 'Blindfold Walk'.



Begin (15 minutes)

1. Pair up pupils and have them stand on one side of the obstacle course.
2. Give each pair a blindfold cloth and ask each pair to decide who is going to be blindfolded first. The partner who is not blindfolded is the 'trusted guide'.
The 'trusted guide':
 - Puts the blindfold on their partner.
 - Spins their blindfolded partner.
 - Moves with their partner and verbally guides them across the room, making sure they do not hit any obstacles.
 - Uses words, not actions, to guide their partner.
 - The trusted guide may hold their partner's hand if the blindfolded pupil would prefer this.
3. After the blindfolded partner reaches the other side of the room, the partners switch so that the pupil giving the directions is now the one with the blindfold.

Discuss (15 minutes)

1. When finished, give the pupils about 1 -2 minutes to get settled and to think about what they learned from the activity and ask for volunteers to:
 - Tell what they have learned from the activity.
 - Tell about their experience as the blindfolded partner.
 - Tell about their experience as the 'trusted guide.'
2. Ask anyone to comment on how this experience changed their friendship with the partner, highlighting comments about the partners becoming closer friends.

Facilitator Tips

Guide pupils to consider what they learned about:

- Good communication.
- Trusting your partner.
- Challenges faced in being the trusted guide.
- How trust can improve friendships.

Summarise (3 minutes)

Wrap up by mentioning that honest communication and trust are two factors that make friendships strong and long lasting. Doing things that help building trust in friendships is an important and responsible choice for pupils to make.

Activity 5

MY LIFE AT SCHOOL

Main Message

Pupils have many different feelings about school, some are positive and some are negative. It is important to learn about your own feelings and those of others and to practice talking about your feelings with a friend.

SEL Competencies

Primary: Self-awareness
Additional: Social awareness; relationship skills

Activity Objective

After this activity pupils will become more aware of the feelings they and other pupils have about different experiences in school, and practice talking about their feelings.

Preparation

- Familiarise yourself with the guided reflection titled, 'My Life at School.'
- Co-facilitator who is talented in drawing.
- Talking Points.

Materials Needed: None

Explain (2 minutes)

The purpose of this activity is to help pupils become more aware of the feelings they have about different school experiences and to have a chance to talk about these with a friend.

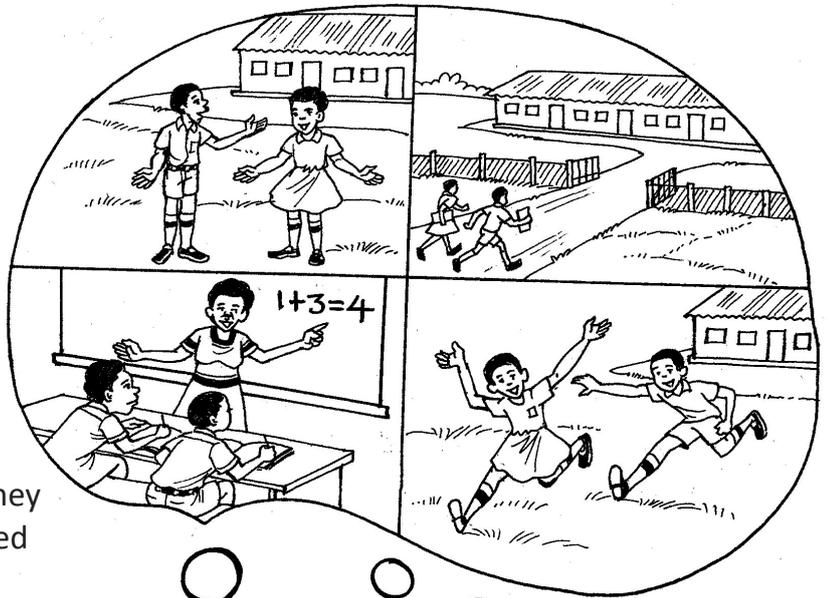
Inform the group that they will be closing their eyes while you read some sentences to guide them as they think about different aspects of school life.

Note to facilitator: The pupils may think it is funny to close their eyes or may feel uncomfortable. This is okay. Allow the pupils to giggle and get used to the idea. Say, 'I understand that you may feel a little uncomfortable to close your eyes during this activity, but it is best to keep them closed while I read the sentences.'

Begin (15 minutes)

1. To prepare for the reflection, ask pupils to:

- Position their chairs so that they sit with some space around them, slightly apart from other chairs.
- Close their eyes and sit quietly, focusing on their breathing as they relax and get ready for the guided reflection.



2. Read the guided reflection slowly, clearly and in a calm, even voice, pausing after each statement.

Note to Facilitator

Remind pupils that in this part of the activity they are just thinking about the questions with their eyes closed, but not talking.



Guided Reflection: 'My Life at School'

- a. Imagine that you are walking to school early in the morning. Who are you with? What do you see on the way to school? Do you feel safe walking to school?
- b. Now think about yourself as you are getting close to school. How do you feel? Think of some words to describe what you are feeling as you get nearer to school.
- c. You have arrived at your classroom. What does it look like in the classroom? How do you feel in your classroom?
- d. Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? Do you raise your hand when you are asked questions? Does the teacher call on you?
- e. What does the teacher do when you have the correct answer? What happens when you do not know an answer? What does the teacher do when you or other pupils misbehave?
- f. Now it is time for break. Picture the school grounds and the pupils. Who are you with during break? What are you doing? Is break a happy time for you?
- g. Are there latrines at your school? Are they a safe place for you to go?
- h. Now the school day is over. How do you feel when you are traveling back home? What will you do when you return home?

Discuss (15 minutes)

1. Ask pupils to share with each other something they remember in the reflection activity. After 5–7 minutes, get the pupils attention for the group discussion.

Note: Remind pupils that they do not have to talk about what they remember if it makes them feel uncomfortable. They can also share it with a trusted friend or adult later on if they feel comfortable.

2. Ask for as many volunteers as possible to share with the group how they felt during the different parts of the school day:

- Walking to school
- Arriving at school
- In the classroom
- On the school grounds at break
- Traveling back home from school



3. As pupils share the emotions they felt, draw a picture (add a single word) to depict the emotion on blackboard or flipchart paper. For example, 'Fun,' 'Happy,' 'Afraid,' 'Scared,' or 'Run Away'.

Note: Be careful not to ask direct questions such as, 'Why did you feel this way?' or 'Who or what were you afraid of?' Simply thank the pupil for sharing.

Another Way:

Try using local materials such as sticks to draw the emotion on the ground.

4. Point to the pictures (with words) and state their names. Ask if anyone has any other feelings that came up during the reflection that they would want to add.

Summarise

Bring the pupils' attention to all the different feelings they have mentioned about their school experience. Wrap up by saying that this is normal and that the walk to school, the experience in the classroom and on the school grounds can be positive, but sometimes these experiences are not positive. Say that it is important to talk to a friend about your feelings and that this is what is special about making friends. Say that in the UKU program you will be doing more activities to help you become comfortable talking about your feelings.

Activity 6

KNOWING MY SCHOOL: PUPIL-PUPIL RELATIONS

Main Message

A school is more positive when pupils are kind to each other.
When pupils are not kind to each other, the school is not a positive place to learn.

SEL Competencies

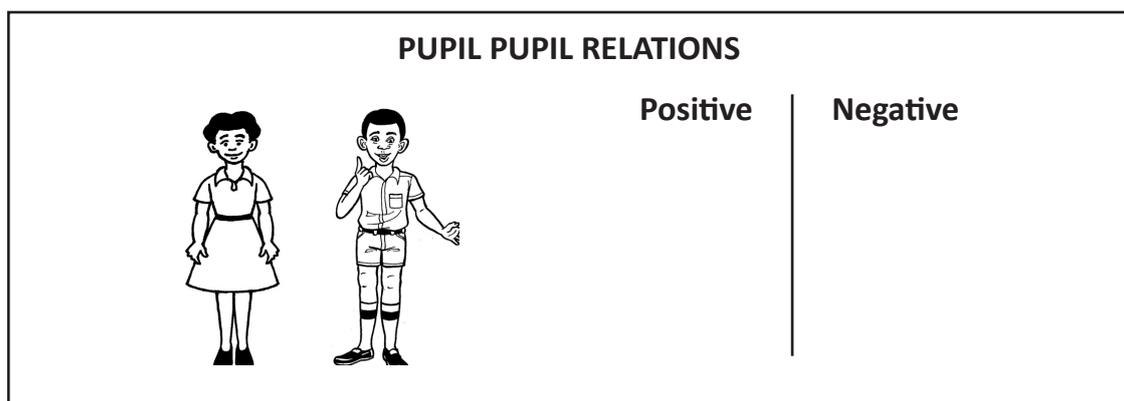
Primary: Relationship skills
Additional: Social awareness; Responsible decision-making

Activity Objective

After this activity, pupils will understand that when pupils are kind to each other this helps make the school be a positive and supportive place to learn.

Preparation

- Identify one-two pupils who are good readers to assist.
- Organise pupils into pairs.
- Prepare 20-24 pieces of paper (10 cm X 7 cm), two for each pair.
- Post the following sign on the blackboard, with both a picture of two pupils and the label 'Pupil-Pupil Relations', and positive and negative columns.



Materials needed: 20-24 pieces of paper, two per pair; markers for each pair; tape

Explain (2 minutes)

Explain that the purpose of this activity is for pupils to understand that the school is a more safe and positive place to learn when they treat each other with kindness.

Point to the picture and printed topic 'Pupil-Pupil Relations' and ask for volunteers to discuss what this means with examples.

Begin (20 minutes)

1. Model the activity:

- Draw a picture of an example of positive pupil relations and an example of negative pupil relations. (See illustration).
- Tape the pictures in the correct column on the wall.

2. Organise pupils into pairs and distribute 2 small pieces of paper and a marker or pencil to each pair. Give the pairs about 5 minutes to discuss and draw on the separate papers:

- One example of positive pupil relations;
- One example of negative pupil relations.

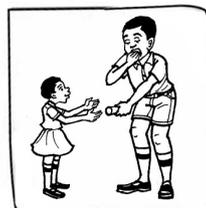
3. Give each pair 1 minute to:

- Show and explain their pictures of the positive and negative examples;
- Tape the examples on the blackboard, in the negative or positive columns – with pupil assistant to help. (See illustration above).

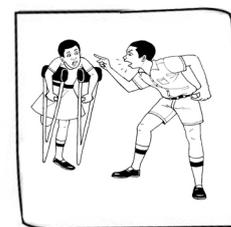
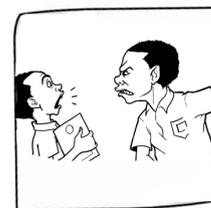
4. Give the pupils five minutes to go for a gallery walk and then return to their seats.

PUPIL-PUPIL RELATIONS

Positive



Negative



Discuss (15 minutes)

1. Lead a discussion to guide the group in thinking about things they could do to help all pupils treat each other with kindness and respect and to eliminate negative pupil-pupil relations. Ask pupils:

- What were some of the negative examples of pupil relations?
- What are some things pupils can do to make these negative pupil relations more positive?
 - o As an individual.
 - o As a group of pupils.

2. Ask for volunteers to:

- Name what they think is the most important thing they should do to improve pupil relations? Encourage a variety of responses and write them on the blackboard.
- Read the list or ask a pupil assistant to read them.

Note to Facilitator:

- Encourage all pupils to participate in this discussion.
- When reading the list of important actions, speak slowly and clearly.
- Make sure all pupils pay attention and understand what you are saying, even if they are not readers.
- This way, the pupils' votes will all be informed correctly.

- Then read each one again and have pupils vote – by a show of hands – for the one that is the most important to them.
3. From the votes, identify the things the pupils thought were most important and ask pupils to raise their hand if they are going to take action to improve pupil relations!

Do More

Form a pupil action group to develop a Zero Tolerance for Bullying Policy in the school. (See section 2.2.3 of the guidelines at the beginning of the handbook, Journeys Five-Step Process for Inspiring Change, Pupils Working Together to Build a Positive School and Eliminate Violence, for more information on pupil actions.)

Summarise (3 minutes)

Wrap up by saying that a school is a more positive and supportive place to learn when pupils are kind to each other.

Activity 7

KNOWING MY SCHOOL: TEACHER-PUPIL RELATIONS

Main Message

A school is a more positive and supportive place to learn when teachers and pupils are respectful and kind to each other.

SEL Competencies

Primary: Relationship skills

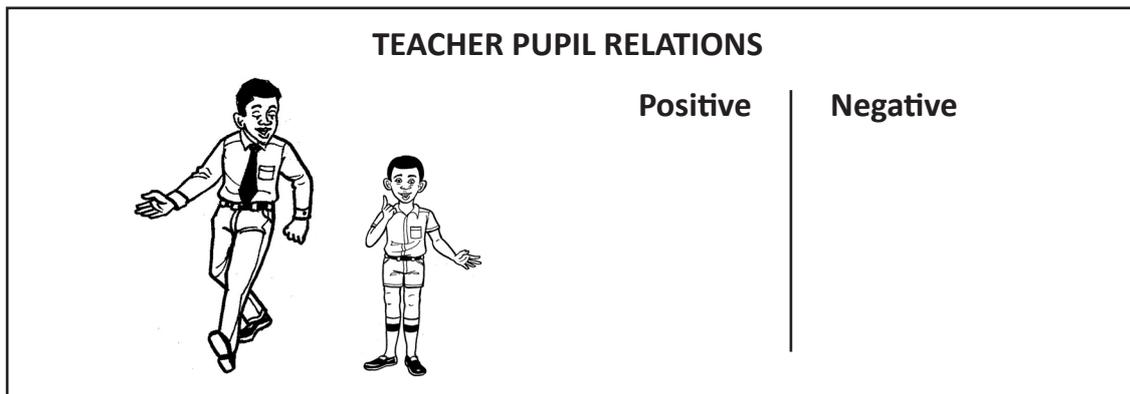
Additional: Social awareness; Responsible decision-making

Activity Objective

After this activity, pupils will understand that a school is a more positive place to learn when teachers and pupils are respectful and kind to each other.

Preparation

- Identify one-two pupils who are good at writing and drawing to assist.
- Organise pupils into pairs
- Prepare 20 – 24 pieces of paper (10 cm X 7 cm), two for each pair.
- Post the following sign on the blackboard, with both a picture of a pupil and a teacher and the label 'Teacher-Pupil Relations', and positive and negative columns. (See Below)



Materials needed: 20-24 pieces of paper, two per pair; markers for each pair; tape

Explain (2 minutes)

The purpose of this activity is for pupils to understand that positive relations between teachers and pupils can make the school a more positive and supportive place to learn.

Point to the picture and printed topic 'Teacher-Pupil Relations' and ask for volunteers to discuss what this means with examples.

Begin (20 minutes)

1. Model the activity:

- Draw a picture of an example of a positive teacher and pupil relation and an example of a negative teacher and pupil relation. (See right and previous activity for example illustration).
- Tape the picture in the correct column on the wall.

2. Organise pupils into pairs and distribute two small pieces of paper and a marker to each pair. Give the pairs about five minutes to discuss and draw on the separate papers:

- One example of positive relations between teachers and pupils.
- One example of negative relations between teachers and pupils.

3. Give each pair one minute to:

- Show and explain their pictures of the positive and negative examples;
- Tape the examples on the blackboard, in the negative or positive columns – with a pupil assistant to help (See illustration on previous activity).

4. Give the pupils 5 minutes to go for a gallery walk and then return to their seats.

Discuss (15 minutes)

1. Lead a discussion to guide the group in thinking about things they could do to make the negative aspects of teacher and pupil relations more positive. Ask pupils:

- What were some of the negative examples of teacher and pupil relations?
- What are some things pupils can do to develop more positive relations with teachers?
 - As an individual
 - As a group of pupils

Example
PUPIL-PUPIL RELATIONS

Positive	Negative
 <p>A teacher is standing and helping a pupil with a book. Other pupils are sitting at desks in the background.</p>	<p>(Picture) Teacher is shouting at a pupil in the classroom.</p>
 <p>Simon pushed me over. Shall we talk with Simon together?</p> <p>A teacher is sitting on the floor talking to a pupil with a disability who is also sitting on the floor. Other pupils are sitting at desks in the background.</p>	<p>(Picture) Teacher is not answering a child with a disability who raises their hand.</p>

Note to Facilitator:

- Encourage all pupils to participate in this discussion.
- When reading the list of important actions, speak slowly and clearly.
- Make sure all pupils pay attention and understand what you are saying, even if they are not readers.
- This way the pupils' votes will all be informed correctly.

2. Ask for volunteers to:
 - Name what they think is the most important thing they should do to build positive teacher and pupil relations. Encourage a variety of responses and write them on the blackboard.
 - Read the list or ask a pupil assistant to read it.
 - Then read each one again and have pupils vote – by a show of hands – for the one that is the most important to them.
3. From the votes, identify the things the pupils thought were most important and ask pupils to raise their hand if they are going to take action to improve teacher - pupil relations!

Summarise (3 minutes)

Wrap up by saying that a school is a more positive place to learn when the relationships between teachers and pupils are positive. Congratulate pupils on their ideas for improving the relationships between teachers and pupils at their school.

Activity 8

KNOWING MY SCHOOL: THE CLASSROOM

Main Message

A school is more positive place when the classroom is a colourful, friendly place and pupils are encouraged and supported to do their best.

SEL Competencies

Primary: Relationship skills

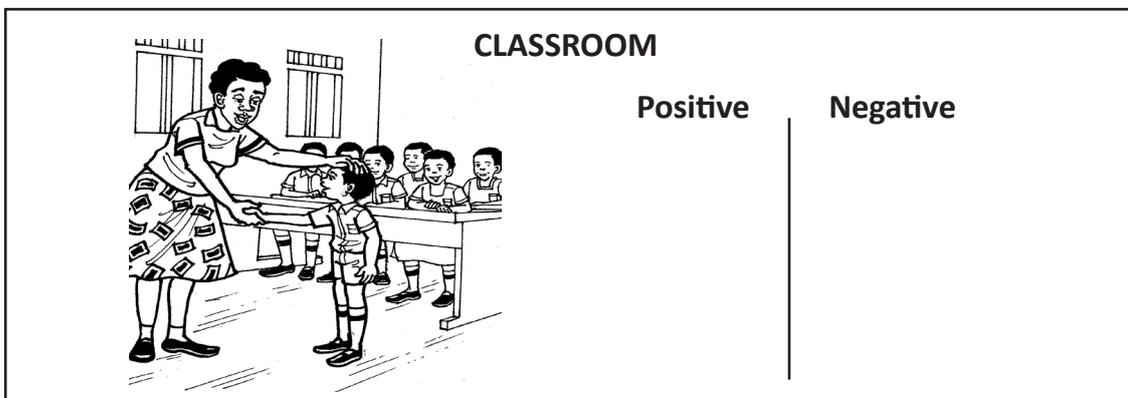
Additional: Social awareness; Responsible decision-making

Activity Objective

After this activity, pupils will understand that the school is a more positive and supportive place to learn when the classroom is a friendly place, where pupils are encouraged and supported to do their best in their schoolwork.

Preparation

- Identify one-two pupils who are good at writing and drawing to assist.
- Organise pupils into pairs
- Prepare 20 – 24 pieces of paper (10 cm X 7 cm), two for each pair.
- Post the following sign on the blackboard, with both a picture of a friendly classroom and the label 'Classroom' and positive and negative columns.



Materials needed: 20-24 pieces of paper, two per pair; markers for each pair; tape

Explain (2 minutes)

The purpose of this activity is to help pupils to understand that a school is a more positive place to learn when the classroom is a friendly place, and when pupils are encouraged and assisted in their schoolwork.

Point to the picture and printed topic 'Classroom.' Mention that you are going to be thinking about what makes a classroom a positive place to learn and what takes away from a positive place.

Begin (20 minutes)

1. Model the activity:

- Draw a picture of an example of a positive, friendly classroom and an example of classroom that is not positive. (See examples right and illustration on previous Knowing my School: Pupil-Pupil Relations activity).
- Tape the pictures in the correct column on the wall.

2. Organise pupils into pairs and distribute two small pieces of paper and a marker to each pair. Give the pairs about five minutes to discuss and draw on separate papers:

- One example of a positive, child-friendly classroom.
- One example of negative classroom that is not child-friendly.

3. Give each pair one minute to:

- Show and explain their pictures of the positive and negative examples.
- Tape the examples on the blackboard, in the negative or positive columns – with a pupil assistant to help. (See example illustration in the previous Knowing my School: Pupil-Pupil relations activity).

4. Give the pupils five minutes to go for a gallery walk and then return to their seats.

Discuss (15 minutes)

1. Lead a discussion to guide the group in thinking about things they could do to make the negative aspects of the classroom more positive. Ask pupils:

- What were some of the examples of a classroom that were not positive, and not pupil-friendly?
- What are some things pupils can do to help make the classroom more positive?
 - o As an individual
 - o As a group of pupils

Example CLASSROOM	
Positive	Negative
(Picture) Pictures on the wall, books in the hands of pupils	(Picture) Empty walls, few pupils have books.
(Picture) Teacher assisting a pupil with their reading.	(Picture) Pupil being harshly punished, by caning or shouting.

2. Ask for volunteers to:

- Name what they think is the most important thing they should do to help make the classroom more positive? Encourage a variety of responses and write them on the blackboard.
- Read the list or ask a pupil assistant to read them.
- Then read each one again and have pupils vote – by a show of hands – for the one that is the most important to them.

3. From the votes, identify the things the pupils thought were most important and ask pupils to raise their hand if they are going to take action to help make the classroom a more positive place!

Note to Facilitator:

- Encourage all pupils to participate in this discussion.
- When reading the list of important actions, speak slowly and clearly.
- Make sure all pupils pay attention and understand what you are saying, even if they are not readers.
- This way the pupils' votes will all be informed correctly.

Do More

Form a pupil action group to work together and with their teachers to make the classrooms a pupil-friendly and colourful place. (See section 2.2.3 of the guidelines at the beginning of the handbook, Journeys Five-Step Process for Inspiring Change, Pupils Working Together to Build a Positive School and Eliminate Violence, for more information on pupil actions.)

Summarise (3 minutes)

Wrap up by saying that a school is a more positive and supportive place to learn when the classroom is a pleasant place and when it is friendly towards pupils.

KNOWING MY SCHOOL: THE SCHOOL GROUNDS AND TRAVELING TO SCHOOL

Main Message

It is important for pupils to feel safe when they are on the school grounds and when they are traveling to and from school. A school is a more positive place to learn when pupils feel safe at all times.

SEL Competencies

Primary: Relationship skills

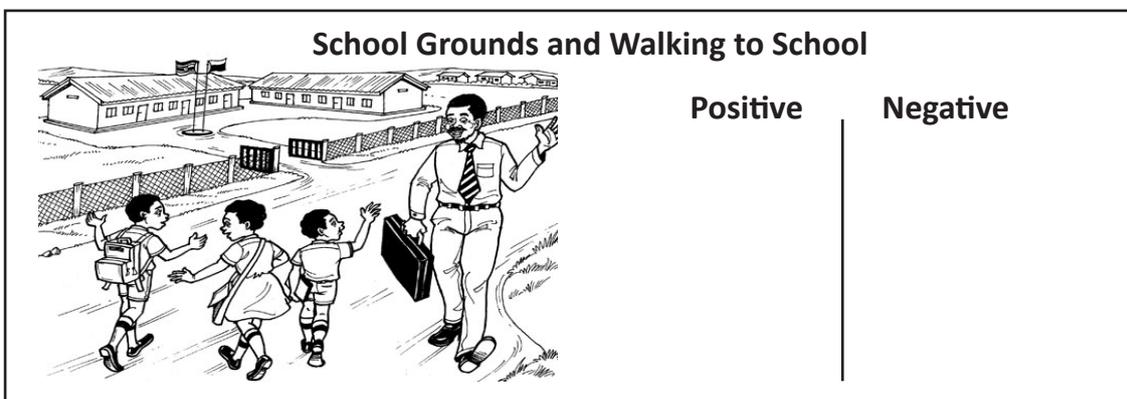
Additional: Social awareness; Responsible decision-making

Activity Objective

After this activity, pupils will understand how important it is to feel safe at all times, when they are in the classroom, on the school grounds or walking to and from school.

Preparation

- Identify one-two pupils who are good at writing and drawing to assist.
- Organise pupils into pairs.
- Prepare 20 – 24 pieces of paper (10 cm X 7 cm), two for each pair.
- Post the following sign on the blackboard, with both a picture of pupils playing on school grounds or pupils walking to school with the label 'School Grounds and Walking to School' and positive and negative columns.



Materials needed: 20-24 pieces of paper, two per pair; markers for each pair; tape.

Explain (2 minutes)

The purpose of this activity is to help pupils to understand the importance of feeling safe at all times, in the classroom, on the school grounds, and walking to and from school.

Point to the picture and printed topic 'School Grounds and Traveling to and from School.' Mention that you are going to be thinking about what makes the school grounds and the journey to and from school safe and friendly toward pupils.

Begin (20 minutes)

1. Model the activity:

- Draw a picture of an example of the school grounds or travel to school being safe and positive and an example of the school grounds or travel to and from school being unsafe. (See examples right and Illustration on previous activity - Knowing my School: Pupil-Pupil Relations).
- Tape the pictures in the correct column on the wall.

2. Organise pupils into pairs and distribute two small pieces of paper and a marker to each pair. Give the pairs about five minutes to discuss and draw on separate papers:

- One example of a clean, safe school grounds or safe positive travel to school.
- One example of the school grounds that is not safe and travel to and from school that is not safe.

3. Give each pair one minute to:

- Show and explain their pictures of the positive and negative examples.
- Tape the examples on the blackboard, in the negative or positive columns – with a pupil assistant to help. (See example Illustration on previous activity - Knowing my School: Pupil-Pupil Relations).

4. Give the pupils five minutes to go for a gallery walk and then return to their seats.

Discuss (15 minutes)

1. Lead a discussion to guide the group in thinking about things they could do to make the negative aspects of the school grounds or trip to and from school more positive.

Ask pupils:

- What were some of the examples of school grounds and journeys to school that were not positive, not pupil-friendly?

Example SCHOOL GROUNDS AND WALKING TO SCHOOL	
Positive	Negative
(Picture) Clean school grounds with children having fun.	(Picture) School grounds with trash all around.
(Picture) Pupils happily walking together to school.	(Picture) Pupil walking alone to school, passing a bar.

- What are some things pupils can do to help make the school grounds and travel to school more positive?
 - o As an individual
 - o As a group of pupils
2. Ask for volunteers to:
- Name what they think is the most important thing they should do to help make the school grounds or trip to and from school more positive? Encourage a variety of responses and write them on the blackboard.
 - Read the list or ask a pupil assistant to read them.
 - Then read each one again and have pupils vote – by a show of hands – for the one that is the most important to them.
3. From the votes, identify the things the pupils thought were most important and ask pupils to raise their hand if they are going to take action to help make the classroom a more positive place!

Do More

Form a pupil action group to work together and with their teachers to make the school grounds and/or trip to and from school more safe and friendly. (See section 2.2.3 of the guidelines at the beginning of the handbook, Journeys Five-Step Process for Inspiring Change, Pupils Working Together to Build a Positive School and Eliminate Violence, for more information on pupil actions.)

Summarise (3 minutes)

Wrap up by saying that a school is a more positive and supportive place to learn when the classroom is a pleasant place and when it is friendly towards pupils.

Activity 10

UNWANTED ATTENTION

Main Message

Unwanted attention is a form of violence and pupils have a right to say 'no' to violence, but safety comes first. If they feel safe pupils can tell the person to stop or scream for help. It is always acceptable to run away from a situation and tell an adult you know and trust.

SEL Competencies

Primary: Self management
Additional: Self-awareness; responsible decision-making

Activity Objective

After this activity, pupils will know the difference between positive attention and negative attention and will develop an understanding about different ways to stop unwanted attention.

Preparation

- Prepare two columns on the blackboard (See below).
- Ask a student assistant to help list or draw a picture for the responses during the activity.
- Ask students not to mention specific names in this activity.

Positive Attention	Negative Attention
_____	_____
_____	_____
_____	_____
_____	_____

Materials needed:
Blackboard

Explain (2 minutes)

Tell pupils that the purpose of this activity is to learn the difference between positive attention and negative or 'unwanted' attention.

Note to Facilitator:

It is very important that children know they should not mention specific names in this activity.

They are going to be asking about examples of positive and unwanted attention, but are not going to mention any names in the group.

They are welcome to discuss a specific situation with the teacher patron after the activity, in private.

Inform the pupils that sometimes the attention you get from other pupils or adults makes you feel good. This is **positive attention**.

Other times attention makes you feel uncomfortable or frightened. This is negative or **unwanted attention**.

Begin (20 minutes)

1. Give examples of positive and negative attention (see examples box).
2. Ask the pupils:
 - What are examples of positive attention, such as things that happen between two people that make you feel good like a handshake or receiving a compliment.
 - What are examples of negative or unwanted attention; attention that makes you feel bad or even frightened.

Note: The assistant draws a picture to represent the examples given above.

3. Now ask the pupils to find a partner and work in pairs. Say each talking point, one by one, and give 2-5 minutes for each partner to share with each other, not mentioning specific names.

Examples

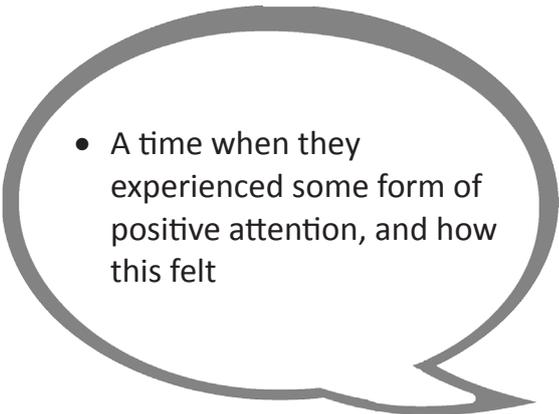
Mention examples of positive attention not mentioned and add to list, such as:

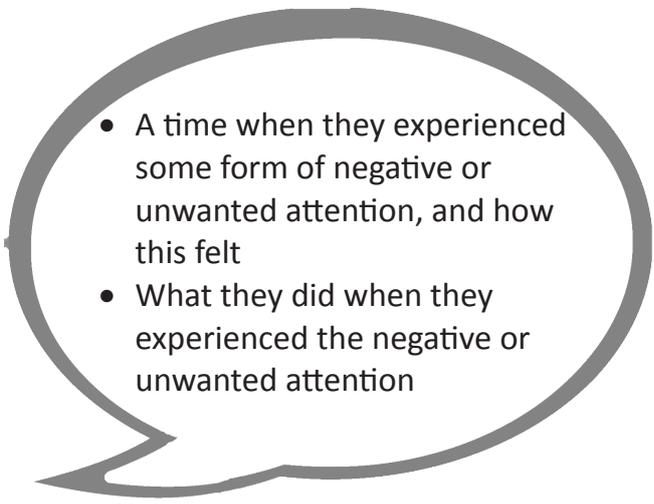
- Rewarding good work in class or remembering to bring exercise books;
- Someone telling them thank you.

Mention examples of negative attention not mentioned and add to list, such as:

- Being pushed;
- Bad touches;
- Someone making unkind remarks.

Talking Points

- 
- A time when they experienced some form of positive attention, and how this felt

- 
- A time when they experienced some form of negative or unwanted attention, and how this felt
 - What they did when they experienced the negative or unwanted attention

Discuss (5 minutes)

1. Invite as many volunteers as possible to:
 - Share their story about receiving positive attention – without mentioning names - and to tell how this made them feel.
 - Share their story about receiving negative attention – without mentioning names - and to tell the group how this made them feel.

2. Start a new column on the board, headed "What I Can Do" (see box to the right):

- Ask pupils to mention some of the things they did when they received negative or unwanted attention. The assistant should try to depict pupil comments in pictures but may use words. Make sure to repeat in simple terms after comments are made so that younger pupils stay engaged.

What I Can Do

- Suggest the below actions, if not already mentioned. Ask pupils if they agree that this would be something they could do.
 - Tell the person to stop immediately.
 - Call for help.
 - Run away and tell an adult you trust about it.
 - Tell a friend and go together to tell an adult you trust.
 - Tell another adult if the first adult does not assist.

Summarise (3 minutes)

Wrap up by saying that unwanted attention is a form of violence and pupils have a right to say 'no' to violence, but safety comes first. If they feel safe pupils can tell the person to stop or scream for help. It is always acceptable to run away from a situation and tell an adult that you trust. Mention that it is always a good idea to tell an adult that you know and trust.



Activity 11

WATCH OUT

Main Message

Pupils need to be aware of situations that could bring them harm, to avoid danger when possible and to tell an adult who they can trust.

SEL Competencies

Primary: Self management

Additional: Social awareness; self-awareness; responsible decision-making

Activity Objective

After this activity, pupils will develop an appreciation of the importance of being aware that there may be situations in their day-to-day life that could bring them harm and that they need to make responsible choices to avoid danger.

Preparation

- Decide on a large outdoor area for the game.
- On one side of the area place a line of chairs, benches, or mats.

Explain (2 minutes)

Briefly explain that pupils encounter people walking to school or even at school who they do not feel safe to be around. These could be someone from the community, fellow pupils or even teachers.

Explain that the purpose of this activity is to help pupils realize that it is important to be aware that there are people who are not safe to be around.

Begin (20 minutes)

1. Bring the pupils to the large outdoor area prepared for the game and ask them to line up on the side opposite the row of benches.
2. Select two or three pupils to pose as unsafe people. These will be called the 'danger players'. The danger players:
 - Stand in the large open area.
 - Try to touch as many pupils as possible as the pupils try to reach the other side.
 - Must only walk as they move around to touch the other pupils.

3. When the teacher patron signals them, all of the other pupils:
 - Try to move to the other side and sit on a chair or mat without being touched by a danger player;
 - Stop or 'freeze' on the spot if the danger players touch them;
 - Must only walk as they try to avoid being touched as they move to the other side and sit down.
4. When finished, bring the pupils together for a discussion.

Facilitator Tips

Make sure that the 'danger players' know how to:

- Touch pupils gently on the shoulder, do not slap or hit.
- Walk, not run. They can walk fast or take big steps, but should not run.

Give an example:

- Be the 'danger player'.
- Demonstrate what a gentle touch is and how to walk, not run.

Discuss (15 minutes)

1. Ask for volunteers to say what things they did to avoid being touched and remind the pupils that they moved this way or that way to avoid being touched by the danger player.
2. Mention that with their actions the pupils were making choices to avoid the danger players and could do this because of the following reasons:
 - The pupils were aware of who the 'danger players' were in the game;
 - Pupils' actions were strategic choices they made to avoid the danger player.

Facilitator Tips

If pupils have trouble explaining this, ask pupils if they:

- Changed directions to avoid being touched;
- Walked a little faster;
- Hid behind another pupils.

Note to Facilitator

Remind pupils that to avoid and prevent violence, all of the following are important:

- Be aware of dangerous persons or places;
- Make choices and take actions to avoid danger and protect yourself;
- Talk to trusted persons about any unsafe situation.

Summarise (3 minutes)

To wrap the session up, inform the group that pupils need to be conscientious and aware of people or situations that could bring them harm and to avoid danger when possible. Underscore the importance of pupils to report any situations in which they do not feel safe and to tell an adult they you know and trust.

Activity 12

MAPPING DANGER ZONES

Main Message

Pupils need to be aware of locations on the way to school or at school that are unsafe and to work together with friends and teachers to make these unsafe areas safe.

SEL Competencies

Primary: Social awareness

Additional: Relationship skills, responsible decision making

Activity Objective

After this activity, pupils will develop an appreciation of the locations at or around the school that are not safe and will work together to find solutions for making these unsafe areas safe again.

Preparation

- Pupils will be organised into small groups of about 5 pupils.
- In advance, develop an example map of the school and community to show or for pupils to use as a model.
- Distribute flip chart paper and markers to each group.

Materials needed: Flip chart paper and markers for each group

Explain (3 minutes)

Explain that the purpose of this activity is for pupils to develop an appreciation of the locations at or around the school that are not safe and to work together to find solutions for making these unsafe areas safe again.

Inform pupils that they will be working with their friends to develop a map that identifies the unsafe locations for pupils, on the way to school and at school.

Begin (20 minutes)

1. Divide the pupils into four equal size groups and distribute flip chart paper and markers or crayons to each group.

Another Way:

Rather than drawing the maps, groups may develop a map on the ground using local materials such as sticks, rocks or drawing in dirt.

2. Show the example map prepared in advance and ask each group to:
 - Draw or copy the example map and add other surroundings on their map as they want.
 - Discuss the places on their map that are not safe or are 'danger zones.'
 - Draw the danger zones on their maps and put a red X on or beside it.
3. After 10 minutes get the pupils' attention and ask **one group only** to share their map to the whole group. Ask for volunteers from the group to:
 - Point to one of the danger zones on this map;
 - Tell how this location could be avoided;
 - Tell how this danger zone could be made safe.
4. Give the pupils 10 minutes to return to their group work and discuss:
 - What they can do to avoid the danger at each 'danger zone.'
 - How they can work with the school to make the danger zones safe.
 - Draw how the 'danger zones' can become safe (or write about how it can become safe).

Facilitator Tips

Mention some of the places for the map:

- Walking paths
- Places along the way to school
- Taxi or boda-boda stations
- Classrooms
- School grounds
- Latrines

Discuss (20 minutes)

1. Ask as many groups as possible to present their map to the larger group. Each group:
 - Identifies the danger zones;
 - Tells how these can be avoided;
 - Tells how they can work with the school to make the location safe;
 - Tape their map to the wall when group is finished.
2. When all have presented, ask the pupils to do a gallery walk to view the posters.

Summarise (2 minutes)

Wrap up by saying that pupils need to be aware of locations on the way to school or at school that are unsafe and to work together with friends and teachers to make these unsafe areas safe for pupils.

Note to Facilitator

Remind pupils that to avoid and prevent violence, all of the following are important:

- Be aware of dangerous persons or places;
- Make choices and take actions to avoid danger and protect yourself;
- Talk to trusted persons about any unsafe situation.

Activity 13

SPIDERGRAM

Main Message

Every pupil has a network of people that they can call on for advice and assistance in solving problems and making decisions.

SEL Competencies

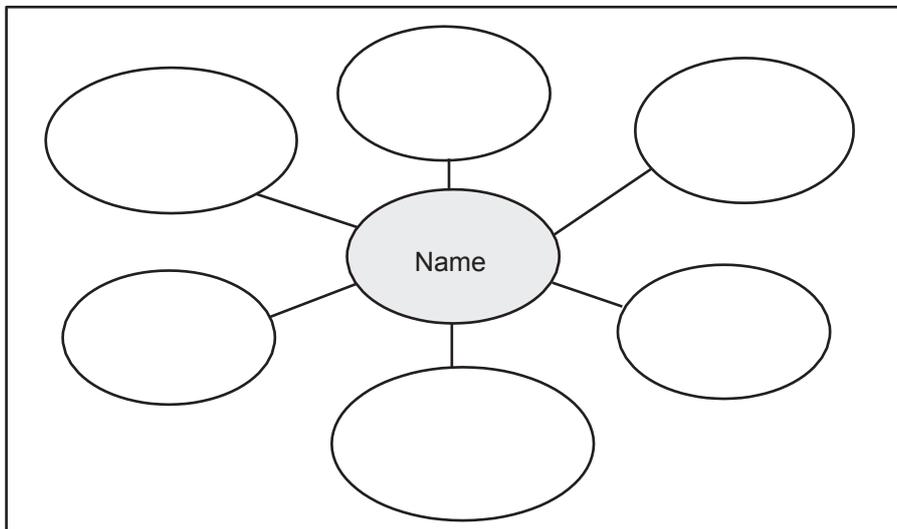
Primary: Relationship skills
Additional: Social awareness; self-awareness

Activity Objective

After this activity pupils will become aware of his or her network of friends and adults that they trust and can turn to for advice and assistance.

Preparation

- Pair pupils up so that there is at least one person who can write in each pair.
- Draw the spidergram image below on the blackboard.
- Distribute paper and pencil or pen to every pupil.



Materials needed: Spidergram example on board, paper and pencils to each pupil

Explain (3 minutes)

Explain that the purpose of this activity is to help pupils become aware of the people that they can turn to for advice and assistance.

Inform the pupils that in this activity they are going to develop a Spidergram. Introduce the parts of the spider on the board by asking different pupils to come up to the board and point to different parts of the spider: body, legs, feet.

Begin (20 minutes)

1. Organise pupils in pairs, making sure that at least one person in the pair can write.
2. Provide a personal example (see 'an example' box).
3. Working in pairs, pupils:
 - Copy the Spidergram on their paper;
 - Write their name in the spider's body;
 - Write the names or draw a picture of people who they can talk to in each foot of the spider. (More feet can be added to the spider if needed);
 - Tell your partner who each person is and what you can talk to this person about.

Facilitator Tips

Mention that the people they can ask for advice or talk to could be:

- Friends
- Family members
- Teachers
- Community members
- Someone at their church

An Example

Point to the Spidergram on the board and put the word 'Father' in one of the feet. Tell the pupils that you can ask your father for assistance with your homework. Write 'Help with homework' next to the name.

Discuss (20 minutes)

1. Ask for as many pupils as possible to share their Spidergram and do the following:
 - Name one of the friends or adults they identified that they can talk to;
 - Tell the group what they would talk to this person about;
 - Comment on the qualities of the person that they named. What is it that allows them to feel good about talking with them or asking for advice?
2. Write the qualities that pupils mention on the blackboard (using single words if possible).

Facilitator Tips

As pupils comment on the qualities of the persons they trust and can seek advice and assistance from, write these qualities on the blackboard. Highlight and mention (if not mentioned by the pupils) qualities such as:

- Love
- Kindness
- Trust
- Can talk about anything with
- Understands
- Does not blame
- Listens carefully

If possible, give a symbol for the qualities mentioned by the pupils (or those you add), like the following:

- Heart for 'love'
- Helping a person disabled for 'kindness'
- Ear for 'listens'

Summarise

Wrap up by telling the pupils that every pupil has a network of people that they can call on for advice and assistance in solving problems and making decisions. Encourage them to use their network to seek advice and assistance when they need it. Tell the pupils that they should take home their Spidergrams and add to more people with these special qualities.

Activity 14

HELPING HANDS

Main Message

We all have things we would like to accomplish such as making a good mark on an examination, being on time to school everyday, or making a new friend. Identifying your goals is an important thing to do. Talking about your goals with a friend and helping each other accomplish them improves your success and makes working toward a goal a fun thing to do.

SEL Competencies

Primary: Relationship skills

Additional: Self-awareness; self-management; responsible decision-making

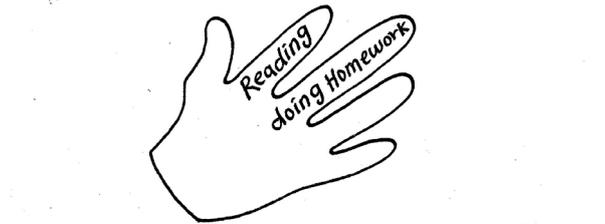
Activity Objective

After this activity, pupils will better understand how to set short-term goals and will learn the importance of having someone help them to achieve their goals.

Preparation

- This activity should be conducted in the first or second week of the term.
- Pupils will work in pairs; one person in each pair should be able to write
- Distribute paper and pencils to all the pupils.

Materials needed: paper, pens, tape



Explain (2 minutes)

Explain that the purpose of this activity is to learn about setting goals and the importance of working with others to achieve your goals.

Begin (15 minutes)

1. Divide the group into pairs; making sure that one pupil is able to write, and distribute a piece of paper and a pencil to each pupil.

Example:

Mention that we all have accomplishments we want to achieve such as making a good mark on an examination, being on time to school everyday, or making a new friend.

2. Each pupil in the pair:
 - Shares with their partner a goal they want to achieve this school term;
 - Writes the names of both pupils in the pair on the top of their paper;
 - Draws an outline of their hand on the paper;
 - Writes the name of the goal in the palm of the hand.
3. The two pupils work together to:
 - Think of 5 things they can do to achieve each of their goals. Give an example (see example box below);
 - Write these down in the fingers of each persons hand.

Example

You want to get a high mark in math. With a friend, you think of five things you can do to help achieve this: 1) work on math every night for 30 minutes; 2) ask the teacher for extra homework; 3) work with a friend who is good at math; 4) show a family member the homework you are working on; 5) ask for assistance from the teacher if you cannot solve a problem. Each idea is written on a finger of the hand.

4. When all have finished, tell the pupils to bring their papers to the UKU team for the rest of the term to talk about your progress with your partners.

Discuss (15 minutes)

1. Ask as many pairs as possible to share their goals and the steps they decided on – as partners - for achieving them.
2. Ask for volunteers to comment on how it was helpful working with a partner on this activity.
3. Ask the group to raise their hand if they:
 - Are going to talk to their partner each UKU session about their progress.
 - Feel they can achieve their goal.

Summarise (3 minutes)

Wrap up the activity by mentioning again that everyone has things they want to accomplish such as making a good mark on an examination, being on time to school everyday, or making a new friend. Talking about your goals with a friend and helping each other accomplish them improves your success and makes working toward a goal a fun thing to do.

Activity 15

LET'S DECIDE

Main Message

Making decisions is difficult for adults and children alike.
Brainstorming with a friend about the positive and negative consequences
of decisions helps you to make good decisions.

SEL Competencies

Primary: Responsible decision-making
Additional: Social awareness; relationship skills

Activity Objective

After this activity pupils will understand a good strategy for making decisions, weighing the positive and negative consequences.

Preparation

- Identify pupils who are good writers to assist each group with writing.
- Pupils are organised into groups of 4 – 5, with one writer in each.
- Distribute paper and pencils or pens to all groups.
- Prepare an example of a decision for the pupils to discuss or use the following:

Musa was invited to a football match, but he has a very important math test the next morning and has to study. Should Musa go to the game?

- Practice telling the decision story in the local language.
- Prepare 2 columns on the blackboard (see below). Assign a student assistant to help list the responses during the activity. It is best to quickly draw a picture to depict the pupils' responses. If possible ask an older student who is a good artist to assist. This will keep younger pupils actively involved in the discussion.

Positive things
that could happen

Negative things
that could happen

Materials needed: Decision story, paper and pencils for each group

Explain (1 minute)

Explain that the purpose of this activity is to give pupils a strategy to help them make decisions.

Begin (15 minutes)

- Working in groups, give 15 minutes for the pupils to:
 - Listen to the story as the teacher patron tells 'Musa's Decision' twice in the local language (see 'Musa's Decision' box);
 - Discuss the positive things that might happen if Musa goes to the football game;
 - Discuss the negative things that might happen if Musa goes to the football game.
- When finished, get the attention of the pupils and;
 - Invite each group to share what they discussed for the positive and negative things that could happen if Musa goes to the match;
 - Draw a picture and/or a couple of words to represent the groups' positive and negative responses on the blackboard. If the same response is given put a tick (✓) next to the item rather than writing it down again.
- Review both the 'Positive' and 'Negative' responses and lead the group in making a unified decision as to whether or not Musa should go to the football match.

Musa's Decision

Musa was invited to a football match, but he has a very important math test the next morning and he has to study. Should Musa go to the game?

Do More

If time permits, lead a second brainstorming activity about a decision that a girl pupil might have to make.

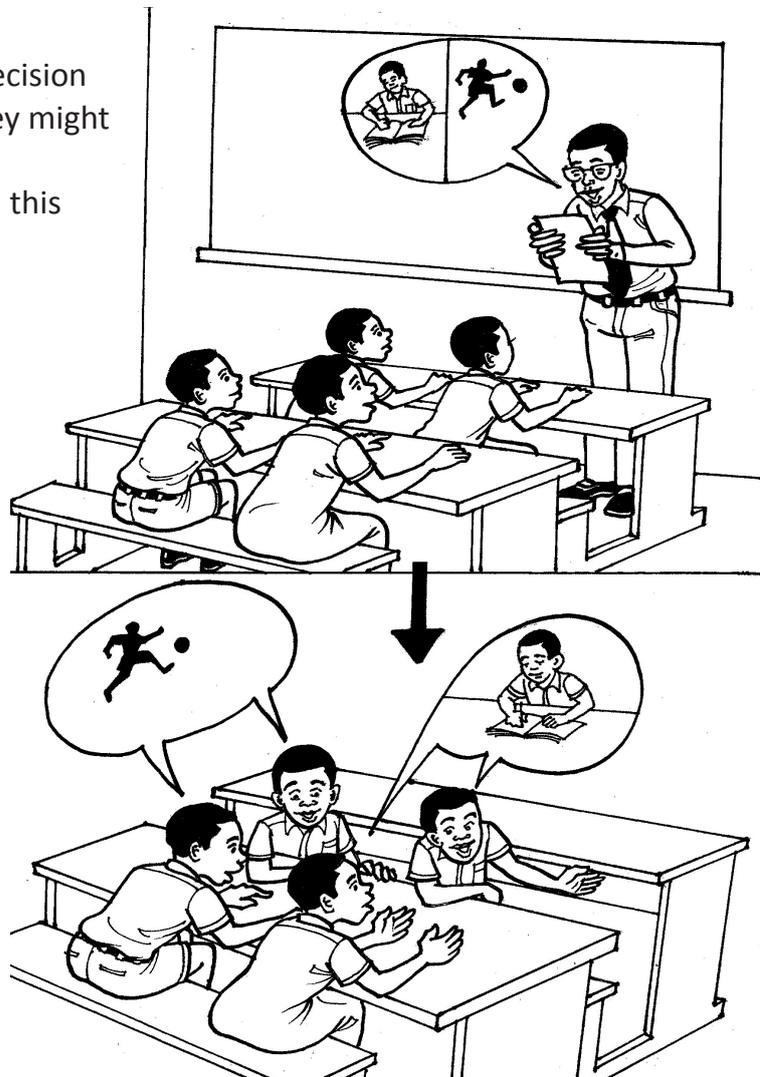
Discuss (10 minutes)

- Ask for volunteers to share a decision that they must make where they might try this method out.
- Ask pupils what they learned in this activity.

Summarise

(3 minutes)

Making decisions are difficult for adults and children alike. Brainstorming with a friend about the positive and negative consequences of decisions helps you to make good decisions. This helps pupils be more pro-active when it comes to making decisions rather than avoiding decision-making.



SOLVING PROBLEMS

Main Message

Everyday challenges of boys and girls can be more easily resolved when you talk with friends and adults about the challenges you are facing. This could include a time when a pupil wants to make a new friend or seek assistance studying for an exam, but is not sure how to go about it. Challenges can also include disturbing situations, which make you sad or puts you in harms way.

SEL Competencies

Primary: Responsible decision-making
Additional: Relationship skills, social awareness, self-awareness

Activity Objective

After this activity, pupils will have experience talking to their peers about common challenges faced by children at school or walking to and from school.

Preparation

- Identify pupils who are good writers as assistants who can assist each small group.
- Pupils will work in same-sex groups of three - four pupils; with a pupil assistant assigned to each.
- Write challenges pupils face on pieces of paper. See examples in box below:

Examples of Challenges Boys and Girls Face

Boys

- You want to make a good mark on your math exam, but you do not do well in math. What should you do?
- You see your sister cleaning the dishes. You know she has a lot of homework and needs your help. Your friends have come over to play outside. What do you do?
- Some fellow pupils at break call you 'sissy' because you cried when the teacher caned you. You want to go home that day instead of going back to class after break. What should you do?
- Your friends say that if you were a man, you should find a girl to kiss, but you know this isn't proper. What should you do?
- You see a friend grab a pupil's book bag and run off with it. You know this is wrong and should tell someone but you don't want to lose your friend. What do you do?

Girls

- You are new at school and want to make friends but you are very shy. What should you do?
- Your teacher says if you help him do chores at his house he will give you good marks. You are not doing well in class. What should you do?
- On the way to school a man at the boda-boda stage ran up and grabbed your breast. You run to school crying. What do you do?
- When you reach secondary school, you want to study science, but your teacher says that girls are not good at science and you should study French instead. You know you will be good at science and could even become a doctor when you grow up. What do you do?
- Teachers assign cleaning chores to girls during breaks while the boys play outside. You and your friends know this is not fair. What do you do?

Explain (2 minutes)

The purpose of this activity is to get experience talking to your friends about common challenges faced by boys and girls in primary schools.

Begin (15 minutes)

1. Organise pupils into same sex groups (boy groups and girls groups) of three to four. Make sure at least one pupil in each group can read.
2. Distribute a girl challenge to the girl groups and a boy challenge to the boy groups (see examples).
3. Give about 5 minutes for the groups to:
 - Listen to the challenge; the pupil assistant will read the challenge and help tell the group the challenge in local language;
 - Discuss with each other what they would do in the situation;
 - Decide together what the pupil should do.
4. After all groups have finished, bring the pupils together for a discussion.

Note to facilitators:

Highlight responses that suggest the pupil should:

- Talk to someone he or she trusts, a friend and /or an adult.
- Report to authorities (head teacher or parent) situations that could bring harm to the pupil or others.
- Not be ashamed for crying, feeling scared, or wanting to run away.
- Do what he or she thinks is right in spite of what his friends want him to do.

Discuss (20 minutes)

1. Give 5 minutes for each group to:
 - Tell the challenge in the local language;
 - Tell what the group decided was best to do.
2. Invite other pupils to offer different solutions.
3. Ask if any of the challenges brought up problems that were related to different expectations that society has for boys and girls, such as:
 - Boys don't cry
 - Boys are expected to be assertive with girls.
 - Men have a right to bother girls
 - Girls do poor in math and science
 - Only girls can do cleaning jobs at home or school

Note to Facilitator

Remind pupils that to avoid and prevent violence, all of the following are important:

- Be aware of dangerous persons or places.
- Make choices and take actions to avoid danger and protect yourself.
- Talk to trusted persons about any unsafe situation.

Summarise (2 minutes)

Wrap up by saying that everyday challenges of boys and girls can be more easily resolved when you talk with friends and adults about the challenges you are facing. This includes any disturbing situation, which makes you sad or puts you in harms way.

SOLVING PROBLEMS ROLE PLAY

Main Message

Everyday challenges of boys and girls can be more easily resolved when you talk with friends and adults about the challenges you are facing. This could include a time when a pupil wants to make a new friend or seek assistance studying for an exam, but is not sure how to go about it. Challenges can also include disturbing situations, which make you sad or put you in harms way.

SEL Competencies

Primary: Responsible decision-making

Additional: Relationship skills, social awareness, self-awareness, self-management

Activity Objective

After this activity, pupils will have more experience working with their peers to solve common challenges faced by children at school or walking to and from school.

Preparation

- Identify pupils who are good readers and writers as assistants who can assist each small group.
- Pupils will be organized into 4 groups, with a pupil assistant assigned to each.
- Distribute paper and pencils to each group.

Explain (3 minutes)

Explain that the purpose of this activity is for pupils to have experience working with their fellow classmates to solve common challenges pupils face.

Inform the pupils that they will be working together to develop and present some small skits about a problem that pupils face at school and how it is resolved.

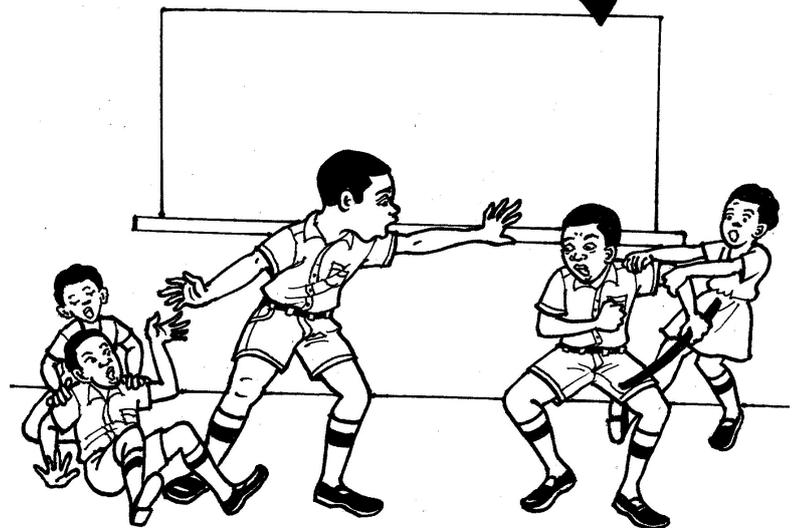
Note to Facilitator:

The facilitator may provide an example of a problem if the pupils need assistance. Some examples include:

- Older pupils always steal the younger pupils' food.
- A friend dropped out of school for fear of being caned.
- Pupils see a fellow classmate going to a teacher's house everyday.
- Pupils are excluding a child with a disability from their games.
- Someone in the bush robs a pupil walking home alone from school.

Begin (20 minutes)

1. Organise the pupils into four groups and distribute paper and a pencil to each.
2. Ask each group to:
 - Think of a real challenge that have encountered at school.
 - Write this problem down on the paper.
3. Give the groups 15 minutes to create two skits:
 - Skit 1: Presents the problem exactly as it is.
 - Skit 2: Shows how the students resolved the problem.



Discuss (20 minutes)

1. When groups are ready, organise pupils into a semi-circle.
2. Give each group five minutes to:
 - Tell the audience the problem they wrote down.
 - Present Skit 1 that shows the problem.
 - Present Skit 2 that shows the solution.
3. After each group performance, ask the audience to:
 - Say what the solution was in the second skit.
 - Offer ideas for alternative solutions.

Note to Facilitator

Remind pupils that to avoid and prevent violence, all of the following are important:

- Be aware of dangerous persons or places.
- Make choices and take actions to avoid danger and protect yourself and others.
- Talk to trusted persons about any unsafe situation.

Summarise (3 minutes)

Wrap up by saying that everyday challenges of boys and girls can be more easily resolved when you talk with friends and adults about the challenges you are facing. This could include a time when a pupil wants to make a new friend or seek assistance studying for an exam, but is not sure how to go about it. Challenges can also include disturbing situations, which make you sad or put you in harms way.

VOTE WITH YOUR FEET

Main Message

When we understand why people have certain opinions, even if they are different from ours, we learn to appreciate the differences between people, especially our friends.

SEL Competencies

Primary: Social awareness
Additional: Self-awareness; responsible decision-making

Activity Objective

After this activity, pupils will become more aware of their own opinions about certain topics. Pupils will understand that people have different beliefs and opinions and will learn to appreciate these differences.

Preparation

1. Make three signs: 'Agree', 'Disagree' and 'Not Sure,' and post them in different areas of the room or in an outside area.
2. Have available the list of controversial statements (see below) and adapt this if desired.

Materials needed: paper, tape, and markers

Facilitator Tips:

You may ask pupils ahead of time to tell you some things that pupils sometimes disagree on. Write these down and consider them for some of the statements in the activity.

Explain (2 minutes)

The purpose of this activity is to become more aware of their own beliefs and opinions about certain controversial topics, and to understand and appreciate the different beliefs and opinions of others.

Begin (25 minutes)

1. Tell pupils that in this activity you will read some statements. Ask them to think about each one and decide whether you "agree," or "disagree" with the statement, or if you are "not sure".
2. Point out the three different signposts: 'Agree', 'Disagree' and 'Not Sure,' and tell the pupils they will 'vote with their feet' by walking to the signpost that best describes their opinion.

Note to Facilitator:

Inform pupils that it is OK for them to change their minds at any time. This is normal. Tell the pupils to move to the new sign if they change their mind.

- Check with pupils to make sure they understand "agree", "disagree" and "not sure".

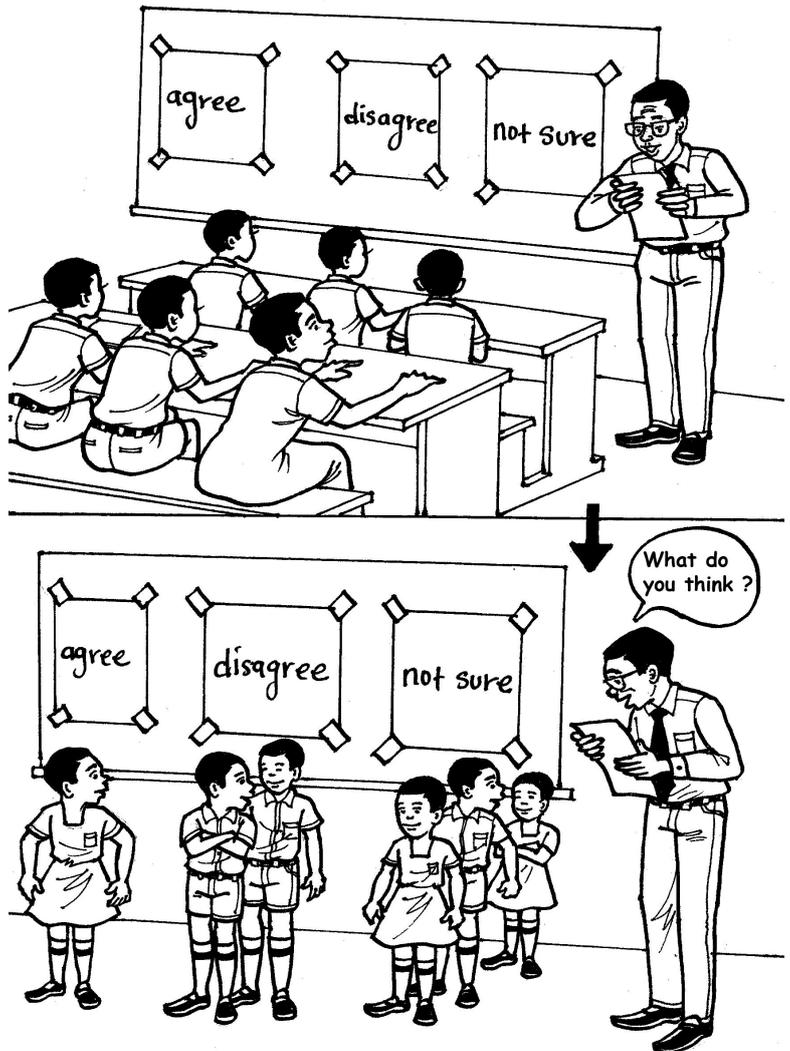
3. Give two examples as a warm up. Read the statement and say, 'Do you agree?' 'Do you disagree?' or 'Are you not sure?'
 - 1st practice: *My favourite colour is blue.*
 - After pupils 'vote with their feet' ask someone to say why they gave that answer (note, this will demonstrate that students will be asked about the reasons for their answers after they 'vote with their feet')
 - 2nd practice: *I like to eat sim sim balls.* Follow this by asking them the reason for their answer as above.

4. Read each statement (below) one by one.
 - Pupils have 'voted with their feet';
 - Tell pupils it is OK for them to change their mind and move to a new sign;
 - After all have 'voted,' ask volunteers to give the reason they agreed, disagreed or were not sure.

5. After completing all the statements, ask pupils to return to their seats for discussion.

Controversial Statements

- Boys are stronger than girls.
- Boys should not do cooking; it is work for girls.
- Girls are smarter than boys.
- If all of my friends are doing something, I must do it also, even if I do not want to.
- If I am late to school, I should get caned.
- I should try to protect children that are younger than me.
- Children with disabilities can be very smart.
- It is ok for older pupils to beat a younger pupil for discipline.
- Caning helps me to learn better.
- If I see a pupil kicking another pupil, I should tell an adult.



Discuss (10 minutes)

Ask the pupils:

1. How did they feel when other children had a different opinion than theirs?
2. Did anyone change their mind and want to go to a different sign? If so, why?
3. What did you learn from this exercise?

Summarise (3 minutes)

Wrap up by telling the pupils that everyone has a right to their opinions and a right to express them. Remind pupils that people have different opinions and these differences should be respected and not judged. When you respect others differences it is easier to have conversations with each other about ideas.

Activity 19

GENDER BOX

Main Message

When boys and girls understand that they should be treated equally and have equal opportunities to realize their dreams, they feel more self-confident in their interactions with each other.

SEL Competencies

Primary: Social awareness
Additional: Relationship skills

Note to Facilitator:

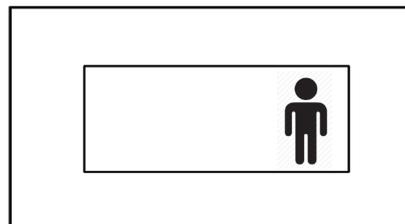
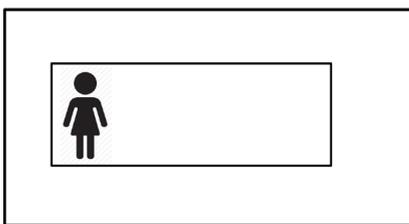
Encourage a pupil to be an assistant, who can draw if possible.

Activity Objective

After this activity, pupils will be more aware about the different expectations that people have for boys and girls. They will develop an understanding that these expectations, called 'norms', are learned early in life and are often not true.

Preparation

- Pupils are organised in a circle;
- Identify two assistants to write in the boy and girl gender boxes (below);
- Make a symbol of a boy and a girl on two small pieces of paper;
- Prepare a girl and boy gender box on the blackboard or on two separate pieces of flipchart paper (see below). Note that there is space for writing inside *and* outside of the gender box.



Materials needed: Flipchart paper (optional), marker or chalk, symbol of boy and girl, boy and girl gender box, tape

Explain (3 minutes)

The purpose of this activity is to become more aware about the different expectations that people have for boys and girls.

Tell the pupils that we will be playing a game called "Gender Box" and they will learn the 'Slap, Clap, Snap' rhythm.

Begin (15 minutes)

1. Organise the pupils in a circle, demonstrate and practice the 'slap, clap, snap' rhythm.
2. Stand in the middle of the circle and explain that at any point during the slap, clap, snap rhythm, you will point to a pupil and say either 'boy' or 'girl'.
3. The pupil that you point to says the first word they think of about a girl or a boy, whichever one is named. Tell the pupils that they might give a physical characteristic, a personality trait, a home job they have or a future occupation. Give some examples (See Some Examples box).
4. The rhythm is stopped when someone is selected. Pupils should speak quickly and loudly so what they say about a boy or girl can be heard.
5. The assistants illustrate with a picture quickly or write the word in the boy box or girl box and the rhythm and game is started again. Continue for about 10 minutes, making sure all pupils have a turn.

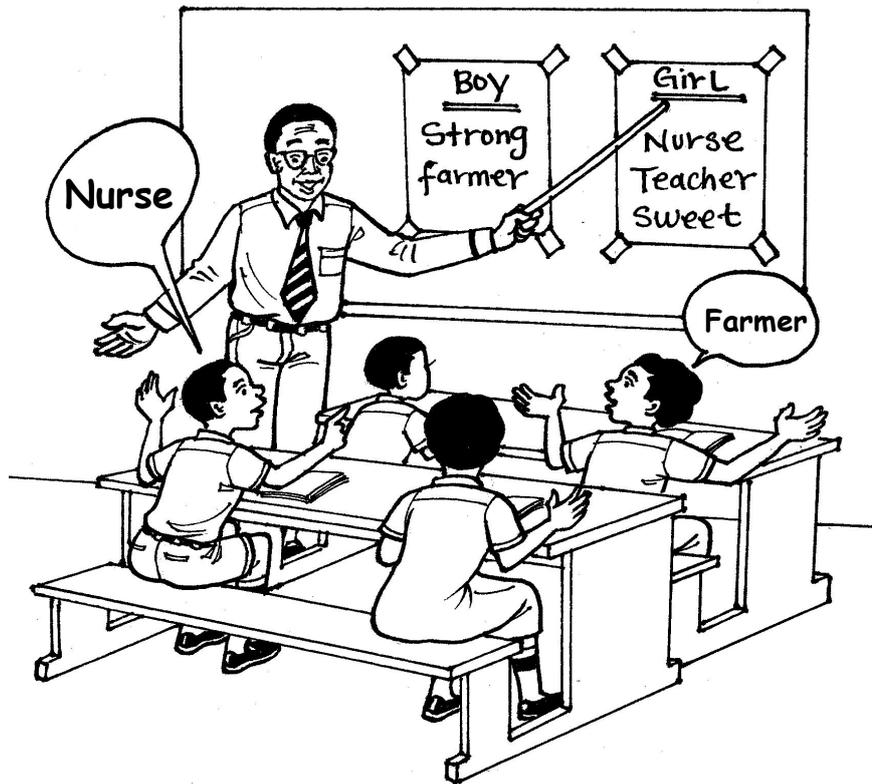
Some Examples

- If I say 'boy', you might say 'strong'
- If I say 'girl', you might say 'shy.'
- If I say 'boy', you might say 'herd cattle'
- If I say 'girl', you might say 'nurse'

Note to Facilitator: Guide pupils to make sure that the different types of characteristics are included: biological traits such as 'having breasts' or 'a beard'; personal qualities such as 'shy' 'smart' or 'good at sports'; type of work at home; or future occupations.

Discuss (20 minutes)

1. Take the prepared symbol of a boy and tape it on top of the girl symbol in the girl box.
Ask:
 - Could a boy have any of the qualities shown in the girl box?
 - Are there any qualities a boy could not have? Why?
 - What do you think the difference is?
2. Take the prepared symbol of a girl and tape it on top of the boy symbol in the boy box.
Ask:
 - Could a girl have any of the qualities shown in the boy box?
 - Are there any qualities a girl could not have? Why?
 - What do you think the difference is?
3. Reinforce comments that point out that the qualities that only boys and girls can hold are qualities that they are born with and that those that they can share are qualities that are learned and are called 'gender norms.'



4. Ask the group if they know of any girls or women in their community, in Uganda or the world that have some of the qualities that are usually given for boys and men? Mention things such as being an athlete, working in construction, or an occupation such as a doctor (not a nurse) or an engineer.
5. Ask if the group knows any boys or men in the community, in Uganda or the world that have some of the qualities given for girls and women, such as being shy, sharing in the care of children, or being a professional cook at a restaurant

Summarise (3 minutes)

To wrap up, say that when boys and girls understand that they should be treated equally and have equal opportunities to realize their dreams, they feel more self-confident in their interactions with each other. Boys and girls should feel free to be themselves, even if it is something that people think is only for a girl or only for a boy.

Activity 20

EQUAL JOB OPPORTUNITIES

Main Message

Both men and women can be and are equally successful at the same jobs, even though pupils may have learned that some occupations are only for women and some occupations are only for men.

SEL Competencies

Primary: Social awareness
Additional: Relationship skills

Activity Objective

After this activity, pupils will understand that both men and women can be equally successful at the same jobs and that they should feel free to aspire to any occupation.

Preparation

- On pieces of paper, draw pictures or write to depict several different occupations, including jobs that society normally holds for men or women only. Words may be added beside the pictures. Some examples:

Farmer	Nurse	Kindergarten assistant
Professor	Brick maker	Politician
Tailor	Policeman	Bicycle repairer
Fisherman	Shop owner	Construction worker
Vegetable seller	Auto mechanic	Teacher
Cook	Hair dresser	Gardener
Doctor	Care for children	Banker
- Put these pieces of paper in a container for pupils to draw the job picture from.
- Prepare 4 columns on the board (see below) and select an assistant pupil to help with writing during the activity.

Do More:

In advance, try to identify men and women in the community or even the country that are successful in occupations that are not aligned with traditional gender norms.

If possible, invite these persons to your meeting to meet the pupils.

The following are two examples:

- A woman who owns her own business, a doctor, MP, or a mechanic.
- A man who is a cook at a restaurant or who is proudly raising his children alone because his wife passed away.

<u>Picture of Job</u>	<u>Woman</u>	<u>Man</u>	<u>Both Man and Woman</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Explain (2 minutes)

Explain that the purpose of this activity is to become aware that both men and women are successful at the same jobs, even if they are normally thought to be jobs for just men or jobs for just women.

Begin (20 minutes)

1. Ask for volunteers to select a job from the container and say the job (assist if needed). The assistant puts the picture of the job on the board under 'Job'.
2. Ask the pupil who selects the job:
 - Can a woman do this job?
 - Can a man do this job?
3. Ask the group what they think about this job and take a vote, as follows:
 - Raise their hand if they think this is a job mainly for a woman. Count the hands and write this number under the word 'woman'.
 - Do the same for "man".
 - Raise their hands if they think that this job is for both a man and a woman. Count the hands and write this number under the word 'both'.
4. Continue this activity for as many of the occupations as possible and as long as time allows.

Discuss (15 minutes)

1. Guide pupils to understand that men and woman can have the same jobs.
2. Point to jobs that most pupils felt were more for a woman. Ask pupils:
 - Why they think these jobs are mainly for a woman.
 - To give examples of:
 - When this job is acceptable for a man.
 - Men they know who do these jobs.
3. Repeat the discussion in number 2 above for jobs that are mainly for a man.
4. Ask the pupils;
 - If feel they have equal opportunity to pursue any occupation they want.
 - If not, what would get in the way of them pursuing any occupation.
 - Ask pupils to give ideas about how they could change this so that they actively seek to obtain any job they want.

Do More:

Invite pupils to do the following homework assignment, if they would like to. Draw a picture of a man doing a job that society usually thinks is for a woman or a picture of a woman doing a job that society usually thinks is for a man. Ask them to bring their picture to hang in a gallery for the following UKU team meeting.

Summarise (3 minutes)

Wrap up by explaining that even though pupils may have learned that some occupations are only for women and some occupations are only for men, both men and women can be and are equally successful at the same jobs.

Activity 21

STATUS GAME

Main Message

In society some people have more power than others. Being a boy or man, being the older of two people, and having authority, wealth, or physical might (like having a gun) all give a person power over the other. These differences in power can lead to violence but people can also use the power given to them by society to help others and build a positive school.

SEL Competencies

Primary: Social awareness
Additional: Responsible decision-making; self-management

Activity Objective

After this activity pupils will become aware that the differences in the status or 'power' of two people can lead to violence, especially violence against children in schools. Pupils will also understand that people (and even pupils, such as older pupils) with more power can use these differences in power to help others.

Preparation

- Have a space, where pupils can walk around and talk to each other.
- Prepare the role tags, with pictures for each role and not words. Each pupil is given a role tag. Different pupils may have the same role tag. Pupils should have a role tag that is different from who they are; For example a P7 girl should not have a role tag for a P7 girl.

Example Role Tags

P2 Boy, P7 Boy, P2 Girl, P7 Girl, Head Teacher, Male Teacher, Female Teacher, Village Chief, Shop Owner, Policeman

Materials needed: Role Tags, Tape

Explain (3 minutes)

Explain that the purpose of this activity is to introduce the idea that differences in the power between two people can lead to violence, especially violence against children in schools. The activity will also teach pupils that people who have more power can use this to help others.

Begin (20 minutes)

1. Give a role tag and a piece of tape to the pupils and ask them to tape the tag to the front of their shirt or dress.

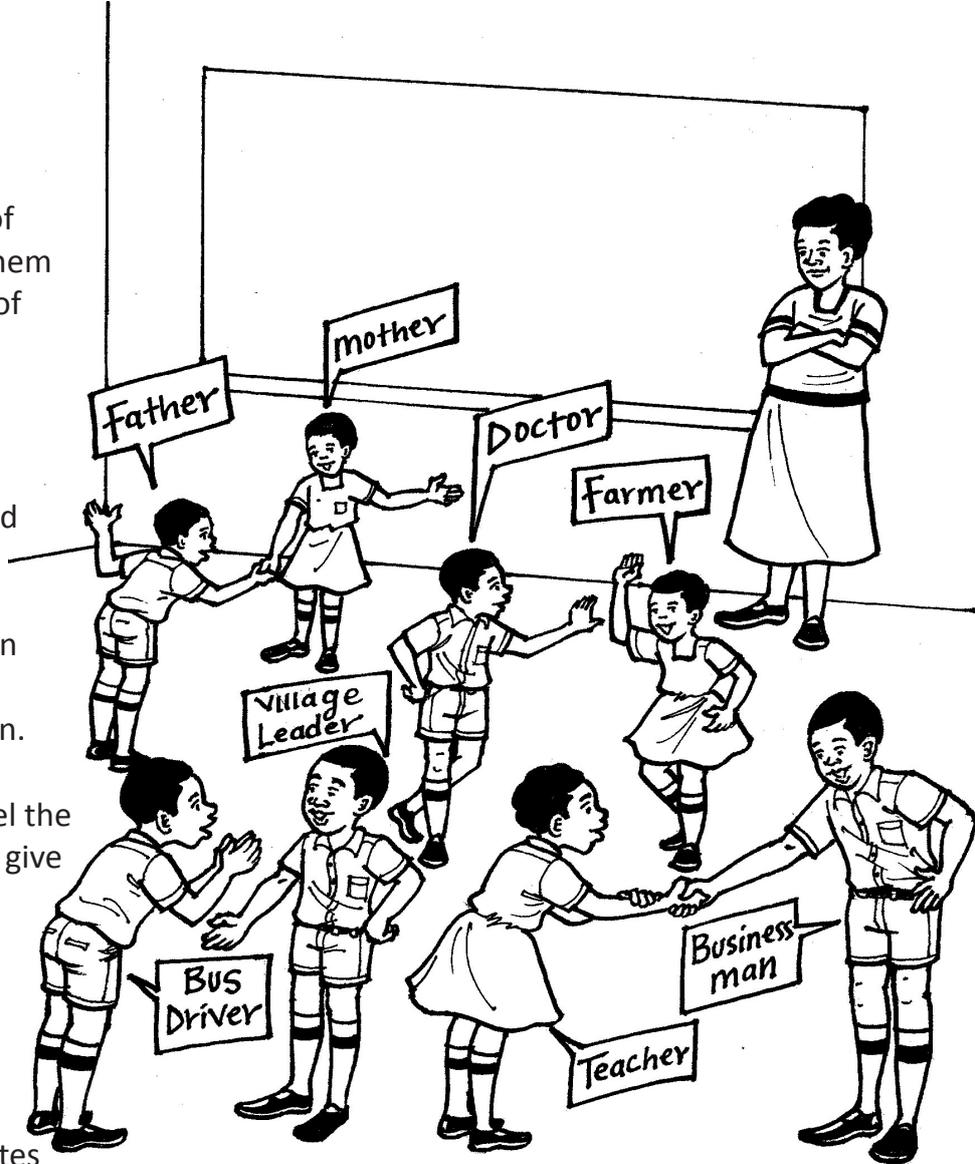
Tell the pupils:

- They are going to pretend they are the person on the role tag.
- To think about the person on their tag and imagine themselves as this person.

2. Model that game (see 'Model the game' box below) and then give pupils 15 minutes to move around the room, greet each other and talk to each other **briefly**, pretending to be the person on their tag.

3. Give about one - three minutes for each verbal exchange between pupils. You may need to nudge pairs to move on if they are taking too much time.

4. After about 15 minutes, give an audio signal (i.e. clap hands) to stop the game and ask participants to return to their chairs, but keep their role tags taped to their chest.



Model the Game:

Take a role tag, tape it to your shirt or dress and provide a few upper primary pupils with other role tags. Model the activity with these upper primary pupils, demonstrating how to 'take the role' of another person as you have a brief (no more than one minute) conversation with them.

Discuss (15 minutes)

1. Give the pupils about one – two minutes to think about how they felt and what they learned in the game. Then ask:
 - How did you feel during this activity?
 - What did you learn?

Facilitator Tips

Guide pupils to think about different sources of power:

- Authority
- Being a male
- Age
- Having wealth
- Military or physical might.

2. Bring two pupils to the front, one pair at a time, with their role tags taped on their shirt/dress (See example below). For each pair ask the group:
 - Who has the power in these two roles?
 - Why does this person have more power than the other one?

Example of pairs of roles and sources of power	
Pair of Roles	Sources of Power
Male teacher and P7 girl pupil	Authority, being a man and older
Male teacher and female teacher	Males have more status than females
Shop owner and P7 girl pupil	Having money and owning a shop in town
Village Chief and female teacher	Village chief has power of authority
P7 boy and P2 boy	P7 pupil has more power as he is older
Police officer and male teacher	Police officer has power because he has authority and may have a gun

3. Facilitate a discussion to guide pupils in thinking about how persons with power could harm someone because they have more power. Ask pupils to:
 - Think about how a pupil could be harmed by someone who has more power than him or her.
 - Share the situation they thought about.
4. Facilitate a discussion about how persons of power can also help pupils. Ask pupils to:
 - Think about how someone with more power (e.g., an authority, is older) could assist or help a pupil.
 - Share the situation they thought about.

Summarise (3 minutes)

Wrap up the session by mentioning the importance of being aware of the power that one person has over another. Remind pupils that the power of a person can either put a child in danger, or a person with power, if trusted, can be someone to ask for assistance and protection.

PICTURES OF VIOLENCE

Main Message

There are many types of violence that pupils face everyday. Violence is not only behaviour that hurts someone physically but it is also violence when someone teases, lies about someone, leaves someone out, or bullies verbally. This is emotional violence and it is harmful to children and adults. Engagement in any kind of violence is harmful to relationships.

SEL Competencies

Primary: Social awareness
Additional: Self-awareness; relationship skills

Activity Objective

After this activity pupils will be more aware of the different types of violence that happens at school and when they are walking to and from school.

Preparation

- Organise pupils into groups of 4 pupils
- Make a sign that says 'Violence' and place it on a wall in the room

Materials needed: Flip chart paper, coloured markers or crayon, paper and pencils, tape

Explain (3 minutes)

Explain that the purpose of this activity is for pupils to become more aware of the different types of violence that happens at school and when they are walking to and from school.

Inform the pupils that they will work in groups to develop a 'Pictures of Violence' poster.

Begin (20 minutes)

1. Divide the pupils into groups of four and distribute flipchart paper and markers or crayons to each group. Alternatively, pieces of paper and pens and pencils will work. Ask the pupils to write the word 'Violence' across the top of the paper.

Another Way

- Distribute a paper and a pencil or markers to all pupils.
- Working in pairs, each pupil draws pictures of violence on their papers.
- Discuss the violence pictures with each other.
- Tape their pictures to the violence wall.

2. Working in their groups, give pupils 20 minutes to:
 - Sit quietly and think about violence that takes place at or around school for one to two minutes.
 - Draw pictures of violence on their poster. All pupils in the groups should be actively engaged in drawing pictures of violence.
 - Tape their poster on the wall.
3. When all have taped their posters, give pupils 10 minutes to take a gallery walk to view the posters, noting similarities and differences, or unusual pictures.

Discuss (20 minutes)

1. Invite as many volunteers as possible to share the feelings that came up for them when viewing the violence posters.
2. Explore what the pupils noticed about the:
 - Different acts of violence;
 - Most common acts of violence;
 - Characteristics of the person usually responsible for the violence, the perpetrator (e.g., male, female, teacher, other adult, pupil);
 - Characteristics of the person who was usually harmed, the victim (e.g., male, female, teacher, pupil, young old);
 - Types of violence perpetrated against a girl;
 - Types of violence perpetrated against a boy.
3. Lead a discussion to guide pupils into thinking about forms of violence that were not mentioned in their posters. The following are examples:
 - Bullying by teasing and calling pupils names;
 - Harsh punishment by a teacher;
 - Bad touching.

Summarise (3 minutes)

There are many types of violence that pupils face everyday. Violence is not only behaviour that hurts someone physically but it is also violence when a pupil is teased and bullied verbally. This is emotional violence and it is harmful to children and to adults. Engagement in any kind of violence is harmful to relationships and can also lead a pupil to drop out of school or even perform poorly in class.

Activity 23

BULLYING

Main Message

Bullying is an act of violence and brings harm to pupils. Bullying can be physical or verbal and is harmful to pupils. Bullying of any kind is harmful to relationships. Pupils who are bullied may become depressed, have difficulty concentrating in class and may drop out of school.

SEL Competencies

Primary: Social awareness
Additional: Responsible decision-making

What is SRGBV?

SRGBV stands for school-related gender-based violence, and consists of corporal punishment, bullying, sexual harassment, and violence. In the next few activities, you will learn about the different types of SRGBV and how to prevent it.

Activity Objective

After this activity pupils will better understand the different acts of bullying and how bullying can bring harm to their fellow school mates.

Preparation

- Review the Information Brief on: 'SRGBV Definitions' and study the definition for bullying
- Identify five upper primary pupil assistants who can read and write.
- Pupils are organised into five groups, with one pupil assistant assigned to each.
- Cut 20 pieces of paper (10 cm x 8 cm) and distribute four pieces of paper and one marker to each group.
- Prepare a bullying gallery on the blackboard or empty wall as follows:

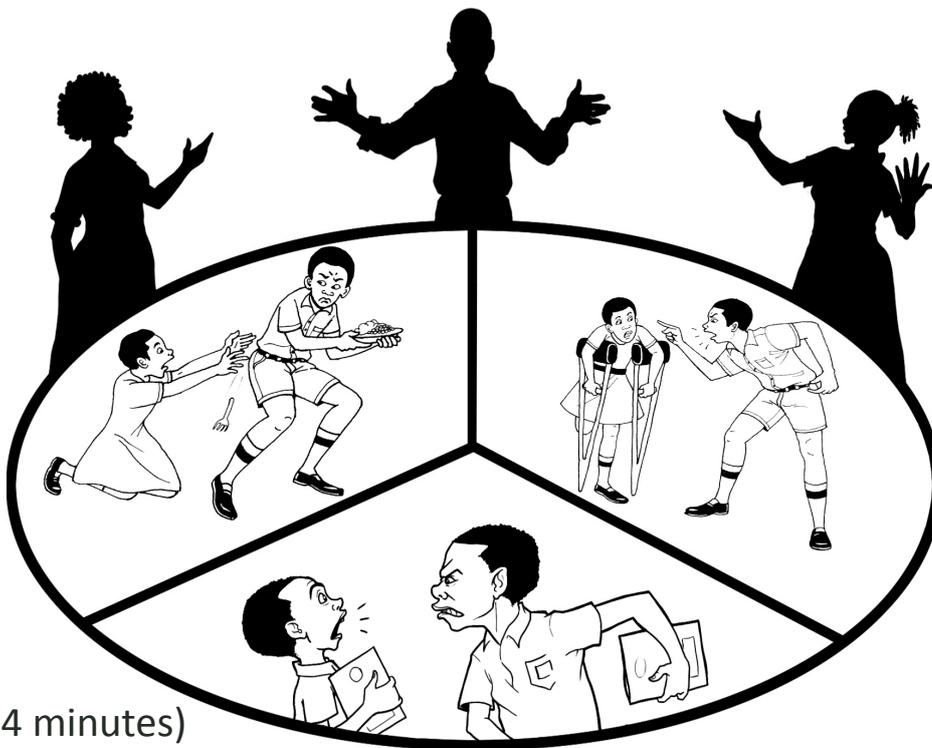
BULLYING

- Read and practice telling the bullying story (below) in the local language.

Materials needed: Bullying Scenario, 20 papers (10 cm X 8 cm), markers, tape

Bullying Story

John plays football with his classmates after school every day. One day, his classmate, Peter, kicked the football to him, and John missed it. Peter shouted, "You play like a girl, John!" That same day, John caught the pass and tried to make a goal, but missed. The other team got the ball. Once again, Peter shouted at him, this time shouting something very mean, "Your mom could play better than you!" The next day, when John came to join the team, everyone ignored him. Although John was on the field, no one ever passed a ball to him. His friends were doing this on purpose to leave him out of the game. After two days, John did not come back to play football after school. He felt very sad and could not concentrate in class. He wanted to quit school.



Explain (4 minutes)

Explain that the purpose of this activity is for pupils to develop a better understanding of the different acts of bullying and how bullying can bring harm to their fellow classmates.

Read the bullying scenario (previous page) to the group and follow with a few discussion questions, such as:

- What are the different things the pupils did that were unkind to John?
- Is this physical or non-physical bullying?
- Would you call this violence? Why or why not?
- How was this harmful to John?

Note to Facilitators:

- Point out that bullying can be physical such as pushing or kicking, but also non-physical such as in John's story.
- Note that when pupils 'leave their fellow pupils out', this is also bullying.
- Mention that both physical and non-physical forms of bullying are acts of violence against children in school.

Read or tell in local language the definition of bullying given in the information briefs on page 140.

Begin (15 minutes)

1. Organise pupils into five groups and distribute four papers and a marker to each group; a pupil assistant is assigned to each group.
2. Give 10 – 15 minutes for groups to:
 - Discuss different acts of bullying.
 - Decide on four acts of bullying.
 - Draw a picture or write a word representing each of their four acts of bullying, one on each piece of paper.
 - Take their pictures and move their chairs around the 'bullying wall', to join the others.

Note to Facilitators:

Mention that in this activity we are not including acts of bullying that are sexual such as sexual harassment. Tell the pupils that we will be discussing sexual harassment and other forms of sexual violence during a separate Journeys activity.

3. Ask all to gather around the bullying wall, select one group and invite a spokesperson for this group to:
 - Name the act of bullying on each paper, one by one
 - Give it to the co-facilitator, who tapes it on the wall *in a single row*
 - Continue for all four acts of bullying

4. Go to each of the 4 remaining groups, one by one, and ask if they have any acts of bullying that are *different* from the ones previously mentioned. If so, ask a spokesperson for the group to:
 - Name the *new* act of bullying, which was not mentioned before
 - Give it to the co-facilitator, who tapes it on the wall in the same row

5. When all of the *different* acts of bullying have been taped to the wall, point to and name each of the different acts of bullying posted in the row.
 - Ask the groups to come up and tape their remaining pictures (or words) directly under the pictures (or words) that they match in the row
 - Alternatively, ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match.

BULLYING



Discuss (15 minutes)

1. Give the pupils five minutes to take a 'gallery walk' to view the pictures of bullying.
2. Lead a discussion about the nature of bullying, asking questions such as the following:
 - What are some of the most common acts of bullying you see?
 - Which are physical and which are non-physical?
 - What other acts of bullying can you think of?
3. Ask pupils to share ideas they have about what they can do to stop bullying in their schools.

Note to Facilitators:

The following are acts of bullying that are frequently missed:

- Being left out of a group of friends
- Stealing things like a book bag or food
- Threatening a classmate or their family

Summarise (3 minutes)

Wrap up by saying that bullying is an act of violence and brings physical or emotional harm to pupils. Bullying can be physical or verbal and is harmful to pupils. Bullying of any kind is harmful to relationships. Pupils who are bullied may become depressed, have difficulty concentrating in class and may drop out of school.

CORPORAL PUNISHMENT

Main Message

Harsh punishment of any kind, either physical or verbal is an act of violence and is against the law in Uganda. Corporal punishment is a physical or verbal act of violence that is a reaction to a perceived misbehaviour. If a pupil experiences corporal punishment in school they may not want to come to school and may eventually drop out. Pupils need to find an adult that they know and can trust to talk to if they experience harsh forms of punishment.

SEL Competencies

- Primary:** Social awareness
Additional: Responsible decision-making

Activity Objective

After this activity, pupils will better understand the different acts of corporal punishment and how harsh forms of punishment can affect their attendance and learning.

Preparation

- Review the Information Brief on: SRGBV Definition's and study the definition for corporal punishment.
- Identify five upper primary pupil assistants who can read and write.
- Pupils are organised into five groups, with one pupil assistant assigned to each
- Cut 20 pieces of paper (10 cm x 8 cm) and distribute four pieces of paper and one marker to each group.
- Prepare a corporal punishment gallery on the blackboard or empty wall as follows:

CORPORAL PUNISHMENT

- Have available the corporal punishment story (next page).

Corporal Punishment Story

Sarah is not a good reader. She will not raise her hand to read in class because she is afraid that she will make a mistake. One day, Sarah's teacher called on her to read one page from their language book in front of the class. She struggled to pronounce all of the words correctly. The teacher shouted at Sarah and told her to sit down. The teacher told Sarah that she must practice reading more often and that she would call on her again. Sarah practiced every day after school. When the teacher asked Sarah to read again, she could read the story, but Sarah was still nervous because the teacher was holding a cane. Sarah started reading very well, but she struggled with some of the words at the end of the story. This time, the teacher made Sarah kneel in front of the class because she could not read the difficult words. After school, some of her classmates pointed at her and called her "stupid." Sarah does not want to go to school any more.

- Read and practice telling the corporal punishment story (above) in the local language.

Materials needed: Corporal Punishment Scenario, 20 papers (10 cm X 8 cm), markers, tape



Explain (5 minutes)

Explain that the purpose of this activity is for pupils to develop a better understanding of the different acts corporal punishment and how harsh forms of punishment can affect their attendance and learning.

Read the corporal punishment scenario (above) to the group and follow with a few discussion questions such as:

- How did the teacher in this story punish Sarah?
- Would you call this violence? Why or Why not?
- What are the possible negative outcomes of this story?

Read or tell in local language the definition of corporal punishment given in the information briefs on page 140.

Note to Facilitators:

Point out that corporal punishment is not only physical violence such as caning and twisting an ear, but public humiliation caused by is also shouting at a pupil or calling a pupil names.

Any form of harsh punishment, physical or non-physical is corporal punishment and is against the law.

Begin (15 minutes)

1. Before beginning, organise pupils into five groups and distribute 4 papers and a marker to each group; a pupil assistant is assigned to each group.
2. Give 10 – 15 minutes for the groups to:
 - Discuss different types of harsh punishment or ‘corporal punishment’.
 - Decide on four acts of corporal punishment.
 - Draw a picture or write a word representing each of the four acts of corporal punishment, one on each piece of paper.
 - Take their pictures and move their chairs around the ‘corporal punishment wall’, to join the others.
3. While gathered around the corporal punishment wall, select one group and invite a spokesperson for this group to:
 - Name the act of harsh punishment on each paper, one by one;
 - Give it to the co-facilitator, who tapes it on the wall **in a single row**;
 - Continue for all four acts of corporal punishment.
4. Go to each of the four remaining groups, one by one, and ask if they have any acts of corporal punishment that are **different** from the ones previously mentioned. If so, ask a spokesperson for the group to:
 - Name the **new** act of corporal punishment, which was not mentioned before;
 - Give it to the co-facilitator, who tapes it on the wall in the same row.
5. When all of the **different** acts of corporal punishment have been posted, point to and name each different act posted in a single row on the wall.
 - Ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match;
 - Get the attention of the group and point out the columns where there were many matches.

Discuss (15 minutes)

1. Give the pupils five minutes to study the pictures on the wall.
2. Lead a discussion about the nature of corporal punishment, asking questions such as the following:
 - What were some of the most common acts of corporal punishment you see on the wall?
 - Which are physical and which are non-physical?
 - What other acts of corporal punishment can you think of?
3. Ask the pupils whom they feel they can talk to about harsh punishment in the classroom.

Note to Facilitators:

Search for the following answers and highlight these as important responses to corporal violence in the school:

- Speaking to an adult they know and trust;
- Joining with a group of friends to go and discuss with the head teacher;
- Meeting with the teacher and talking together about alternative types of discipline.

Summarise (5 minutes)

Wrap up by saying that harsh punishment of any kind, either physical or verbal is an act of violence and is against the law in Uganda. As a result pupils may not want to come to school, may have difficulty concentrating in class, and may even drop out of school. Pupils need to find an adult that they know and can trust to talk to if they have come face to face with corporal punishment, and who will accompany them to discuss the situation with the teacher or the head teacher.

Activity 25

SEXUAL HARASSMENT

Main Message

Sexual harassment and abuse are both acts of violence and harmful to pupils.
Sexual violence can be verbal or physical.

SEL Competencies

Primary: Social awareness
Additional: Responsible decision-making

Activity Objective

After this activity, pupils will better understand the different acts of sexual violence and to understand that boys and girls and men and women, even teachers, can be the persons who perform these acts of violence and can be the persons who this form of violence is targeted against.

Preparation

- Review the Information Brief on School-Related Gender-Based Violence (SRGBV) Definitions and study the definition for sexual violence (on page 141).
- Identify six pupils who are good readers as assistants, three girls and three boys.
- Pupils are organised into six same-sex groups, three groups of girls and three groups of boys, with one (same sex) pupil assistant assigned to each (see the 'Do More' box on the next page).
- Cut 24 pieces of paper (10 cm x 8 cm) and distribute four pieces of paper and one marker to each group.
- Prepare two spaces on different wall areas of the room, labelled, '**SEXUAL VIOLENCE**'. One wall space will be for the girls group and one for boys.
- Have available Helen's story (on the following page). Helen's Story is for **all groups**.
- Anna's story can be used as a second story for P6 and P7 pupils only.

SEXUAL VIOLENCE: GIRLS GROUPS

SEXUAL VIOLENCE: BOYS GROUPS

Do More:

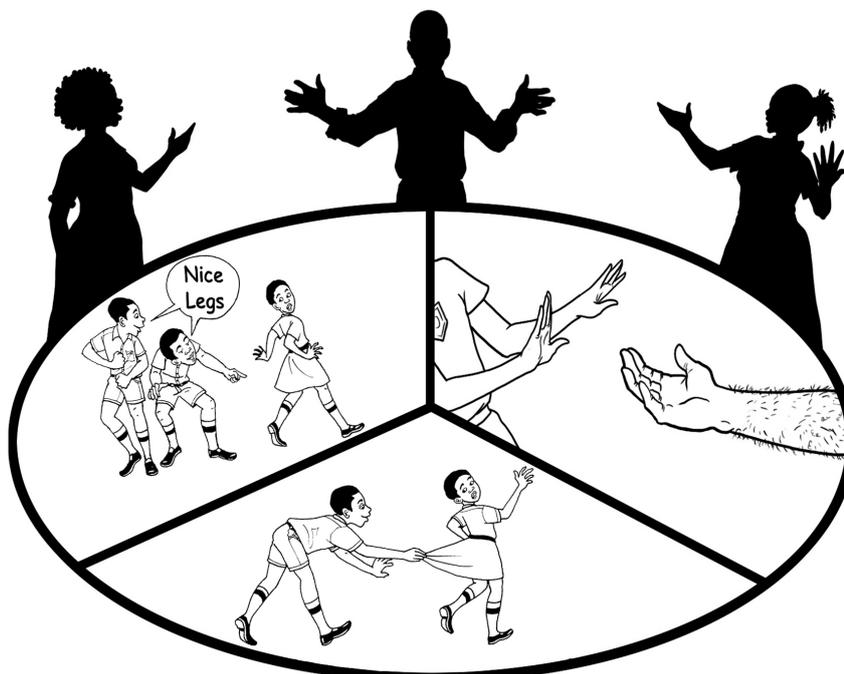
If the teacher patron feels comfortable with the upper primary pupil assistants working with the lower primary girls and boys groups, then the teacher patron should facilitate two same sex groups of upper primary class pupils (one combined P6 & P7 boy group, one combined P6 & P7 girl group).

An additional story will be used for the upper class same sex group, Anna's Story. **Anna's Story** is attached to the end of this Activity for teacher patrons who want to provide a special session with the upper primary class pupils that allows pupils to discuss the issue of defilement.

Helen's Story

Helen walks to school every day with other girls in the village. Boys also walk to school, but not with the girls. Sometimes the boys yell things at the girls such as, "Hey beautiful, will you marry me?" All of the boys laugh, and sometimes the girls laugh too. One day, one of the boys named John came up to Helen in the group and grabbed her blouse, pinched her bottom, and ran back to the group of boys who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often yelled things at her, calling her "sexy girl" or saying, "Marry me Helen," or "Come home with me Helen" in front of the other boys who always got a good laugh. One day, John went too far and pulled Helen's blouse down, exposing her breasts. Helen's friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys told him that she was going to tell the teacher about him if he did not stop bothering Helen.

Materials needed: Helen's Story, Anna's Story (only for P6 & P7), 24 papers (10 cm X 8 cm), markers, tape



Explain (5 minutes)

Explain that the purpose of this activity is for pupils to develop a better understanding of the different acts of sexual violence.

Inform the pupils that the discussion about sexual violence is going to take place in boy groups and girl groups after the initial story is read and discussed.

Read Helen's Story (left) to the entire group and follow this with a few discussion questions, such as:

- What are the different things that happened in this story that were unkind and directed to Helen?
- Is this something that might happen in your school?
- Are the things that happened to Helen physical or non-physical?
- Would you call this violence? Why or why not?
- How could this violence hurt Helen's life?

If the teacher patron is facilitating special upper primary groups then read Anna's Story and ask the same questions as above. This story is only for P6 and P7 pupils, in same sex groups.

Before beginning, organise pupils into six same-sex groups (three boy groups and three girl groups) and distribute four papers and a marker to each; a pupil assistant is assigned to each group.

Note to Facilitators

Say that none of the pupils are required to participate. If they choose not to join this UKU session, this would be fine. They can have a special session alone with the teacher patron at another time if they choose not to join the activity in a group session.

Note to Facilitators:

Point out that sexual violence involves any physical act that feels unwanted and makes a pupil feel uncomfortable such as:

- Any 'bad touches,' touching a leg, buttock, breast or private parts;
- Forced kissing or other sexual act.

Sexual violence also involves non-physical acts such as:

- Making verbal comments about a pupils' body such as 'you have big boobs' or 'you look like a girl' or 'marry me';
- Exposing body parts to a pupil;
- Showing sexual pictures or videos.

Mention that both physical and non-physical forms of sexual harassment are violent and that boys, girls, men and women can be the ones who perform these acts or can be the ones who are targeted.

Begin (15 minutes)

1. Give 10 – 15 minutes for groups to:
 - Discuss different acts of sexual harassment and violence;
 - Decide on four acts of sexual harassment or sexual violence;
 - Either draw a picture or write a word representing each of their four acts of sexual harassment or violence, one on each piece of paper;
 - Take their pictures and move their chairs around the ‘sexual violence for girls groups wall’ for girls or ‘sexual violence for boys groups wall’ for boys.
2. While gathered around the girls group or boys group walls, the co-facilitator for the boys or girls groups selects a spokesman for one of the boy groups and one of the girl groups to:
 - Name the acts of sexual violence on each paper, one by one;
 - Give it to the co-facilitator, who tapes it on the wall **in a single row**;
 - Continue for all four acts of sexual harassment and abuse.
3. The girl and boy co-facilitator goes to each of the two remaining girl or boy groups and asks if they have any acts of sexual violence that are **different** from the ones previously mentioned. The spokesperson for the girl or boy groups:
 - Names any **new** act of sexual violence, which was not mentioned before;
 - Gives it to the co-facilitator, who tapes it on the wall in the same row.
4. When all of the **different** acts of sexual violence have been taped to the wall, point to and name each of the different acts of sexual violence posted on the wall:
 - Ask the groups to come up and tape their remaining pictures (or words) directly under the pictures (or words) that they match on the wall;
 - Alternatively, ask someone from each group to name their remaining ones and the co-facilitator tapes them under the ones they match.

Discuss (20 minutes)

1. Give the pupils 10 minutes to study the pictures on the wall, both the girls groups wall and the boys groups wall.
2. Still keeping in the same sex groups, lead a discussion about the nature of sexual violence, asking questions such as the following:
 - What were some of the most common acts of sexual harassment and violence on the wall?

Note to Facilitators:

The following are acts of sexual violence that are often missed.

- When pupils are talked into doing something they do not want to do (coerced) by a person of authority like a teacher.
- When someone shows sexual pictures (e.g., naked man or woman) to a pupil (when it is uncomfortable for them to see.)
- When a taxi or boda-boda driver offers a ride to a pupil in exchange for doing something sexual.

- Which are physical and which are non-physical?
 - What questions do you have about any of the things you saw posted on the walls?
3. How do you think pupils could be harmed by sexual harassment and violence?
 4. What should pupils who experience sexual violence directly or as a witness do about it?

Note to Facilitators:

- It is always important to tell an adult that they know and trust about sexual harassment and violence that pupils directly experience or witness.
- It is against the law for any teacher to make sexual comments, give bad touches or sexually abuse pupils.
- Teachers may talk a pupil into a sexual act but this is coercion and the pupil does not give voluntary consent. There is not such thing as voluntary consent when a teacher violates a pupil.

Anna's Story

My name is Anna. My favourite subject is maths. My maths teacher has taken an interest in me because I am so smart. Last Tuesday, my teacher offered me extra tutoring if I agreed to carry his briefcase home for him. I did not think this was a good idea, but I did not want to anger him, so I agreed.

The first day he thanked me but brushed his hand against my breast when I was leaving. This made me feel very uncomfortable, and I hoped that I would not have to carry his briefcase to his house again. The next day, the teacher asked me to carry his briefcase home again. I agreed even though I was still worried about what might happen. This time, he pressured me to enter his home for a cold drink. When I said no, he started calling me rude and ungrateful. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me.

I tried to fight, but he told me that I was a stupid girl and threatened to fail me if I screamed or told anyone. After that, I ran all the way home, feeling sick and bruised. I feel so stupid and feel like what happened was my fault. I wish I had gone with a friend. The next day at school, all my friends made fun of me and called me the teacher's girlfriend. I am thinking about quitting school now and going to live with my aunt in another village, where there is no school nearby.

Summarise (3 minutes)

Wrap up by saying sexual harassment and abuse is harmful to pupils. Both verbal harassment and sexual assault are serious forms of violence.

TELEPHONE GAME 1

Main Message

When things people say are passed from one person to another, the words and their meanings are often changed and these changes can be hurtful, especially when there are lies being circulated among pupils. Making sure you hear the truth and tell the truth helps to build better friendships.

SEL Competencies

Primary: Relationship skills
Additional: Social awareness; responsible decision-making; self-management

Activity Objective

After this activity, pupils will understand that what they say can be misunderstood or changed by the people you tell, even if they do not mean to change it. Pupils will also understand that when stories are changed they can be hurtful to others.

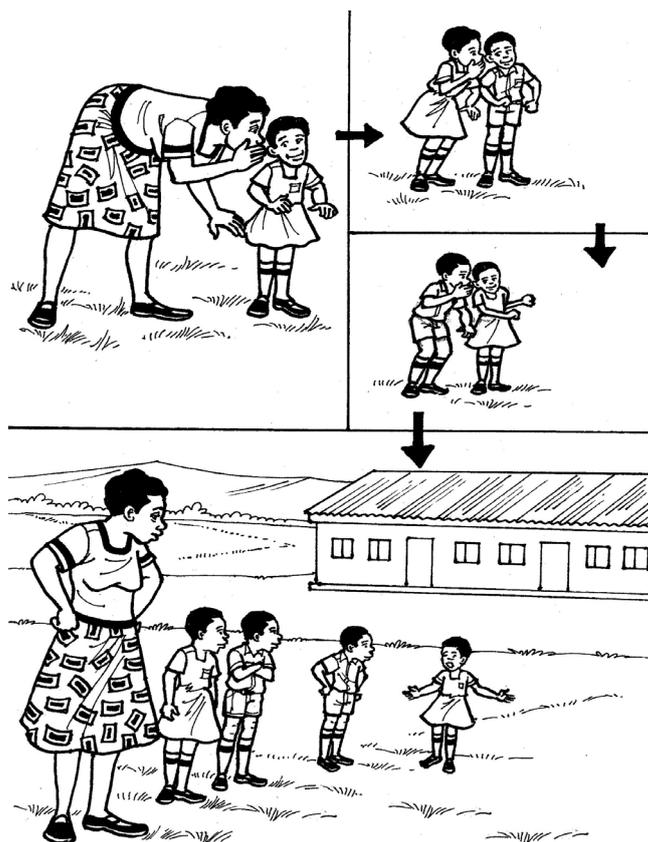
Preparation

- Decide on a short sentence or story for the activity and practice telling it in the local language.
- Make up your own or use the examples.
- A sentence is usually enough, but you could try both if time permits

Materials Needed: None

Explain (2 minutes)

The purpose of this activity is to learn that what we say can be misunderstood or changed and this can be hurtful to other children, especially when the message tells untruths about other children.



Examples for the Telephone Game

Sentence

Robert's father asked him to gather some onions, spinach and yam from the garden for dinner.

Story

Carol's mother asked her to go to the market to buy some bread and gave her 500 shillings. On the way to the market, a young boy asked her for money. She felt bad for the boy and gave him some money. She could not buy the bread and came home empty handed. Carol's mother was very unhappy with her.

Tell the pupils that they are going to play a game called 'Telephone.'

Begin (15 minutes)

1. Briefly demonstrate the game with just one word such as 'sweets.'
2. Organise the pupils in one horizontal line. Whisper the story into the ear of the first student in line, making sure the pupil can hear you very well.
3. Ask pupils to listen carefully to the story and then to whisper the story to the next pupil in the line, making sure the pupil can hear it.
4. Continue until the story reaches the last pupil in the line and the last pupil then tells the story exactly as he or she heard it.
5. The Teacher patron then reads the original story to the group.

Discuss (10 minutes)

1. Lead a discussion about how the original story changed from the first person in the line to the last person, asking for pupils to comment on the aspects that:
 - Stayed in the story.
 - Were omitted.
 - Changed with new and inaccurate information.
2. Invite volunteers from the group to share a personal experience about:
 - A time when a story they told to someone was changed as it was passed from one friend to another.
 - When wrong information was spread about them or a friend and how this made them feel, even if the person didn't tell wrong information on purpose.
 - How, as pupils and friends, they might try to make sure stories that are told are truthful and not used to hurt anyone.

Summarise (3 minutes)

Wrap up by mentioning how information changes when it travels from one person to the next. Say that information that is not true can be harmful to pupils and it is important to try to always tell the truth and to check to make sure what you hear is the truth. Remind pupils that making sure they hear the truth and tell the truth is helpful in building strong friendships.

Activity 27

POSITIVE BYSTANDER RESPONSE TO VIOLENCE

Main Message

Pupils often witness acts of violence against other children at school or traveling to and from school. When pupils witness violence, it is important to do something that can help the pupil and prevent the violence from happening again. Safety is the first thing to consider. If pupils do not feel safe intervening they must leave the situation and tell an adult that they know and trust.

SEL Competencies

Primary: Self-management
Additional: Responsible decision-making; relationship skills; social awareness; self-awareness

Activity Objective

After this activity, pupils will understand the meaning and importance of responding in a positive way as a 'positive bystander' when they see or hear about a fellow pupil being hurt or harmed.

Preparation

- Organise pupils in small groups of three – four pupils.
- Assign an assistant to help write responses on the board during the discussion.
- Label two columns on the blackboard (See box right):

Materials needed: paper, pencils

When you See or Hear About Violence

<u>Positive Bystander Response</u>	<u>Negative Bystander Response</u>
_____	_____
_____	_____

Explain (4 minutes)

Explain that the purpose of this activity is for pupils to develop an understanding of the meaning of being a positive bystander by doing the right thing when they see or hear about a fellow pupil being hurt or mistreated.

Give some examples of what it is to provide a positive and negative bystander response when they see or hear about someone who is a target of violence.

Positive and Negative Bystander Responses:

Remind the pupils that a positive bystander response is when the person who sees the pupil being harmed:

- Tries to stop the violence, only after making sure it is safe to intervene;
- Tells an adult that they know;
- Comforts the pupil who has been harmed.

A negative bystander response is when the person who sees the pupil who is being harmed:

- Does nothing about what they saw or heard about;
- Encourages the person who is harming the pupil;
- Joins in by further harming or humiliating the pupil.

Inform the pupils that they will be working in small groups and will have a chance to tell a story about a time when they saw someone hurt or say unkind things to a fellow pupil.

Begin (15 minutes)

1. Ask the pupils to sit quietly for a minute and think about a time when they saw or heard about a pupil, teacher, or other adult hurting or mistreating another pupil.
2. Working in groups of 3-4 pupils, give 10-15 minutes for pupils to:
 - Share with each other their story;
 - Talk about how they felt when they saw this happen;
 - Ask questions or comment on each others' stories.

Note to Facilitator:

Remind the pupils that it is OK if they do not have a story to tell and that they are not required to tell their story at any time. Invite the pupil to tell you the story in private after the UKU meeting if they would like to.

Remind pupils that they should never give the names of the persons in the stories they tell.

Discuss (20 minutes)

1. Ask as many volunteers as possible to share their story and what they or others did or did not do about it. For each story shared, ask:
 - What did the people who saw this happen do that was positive:
 - o Helped the pupil or prevented it from happening again.
 - What did the people who saw this happen, do that was negative?:
 - o Did not help the pupil or would cause this violence to happen again.
 - An assistant draws pictures or writes on the blackboard what pupils say for only positive responses in the Positive Bystander Response column and the negative responses in the Negative Bystander Response columns.
2. Continue with this activity with as many volunteers as possible.

3. When all volunteers are finished, have the group look at the board and ask if they can add any more positive or negative responses. Write these on the board.

Summarise (3 minutes)

Wrap up by highlighting the importance of giving a positive bystander response when you observe any type of violence against your fellow pupils. This helps the pupils and deters future violence.

If time permits, the teacher may want to review the definitions of a positive bystander response and a negative bystander response, which were given in the introduction to this activity.

BYSTANDER RESPONSE SKITS

Main Message

When pupils see another pupil being hurt or made fun of they may want to intervene, but they must first be sure that it is safe. Telling an adult about the situation and talking with the pupil who was hurt or made fun of are 'positive bystander responses'.

Doing nothing about something you see, encouraging the hurtful behaviour, or joining in are all 'negative bystander responses'.

SEL Competencies

Primary: Self-management

Additional: Responsible decision-making; relationship skills; social awareness.

Activity Objective

After this activity, pupils will be more aware of the different ways that people respond when they see a fellow pupil being harmed, and to practice applying a 'positive bystander response' when they are a witness to violence against a fellow school mate.

Preparation

- Identify four pupils who are good readers to assist.
- Pupils will be organized into four groups; a pupil assistant assigned to each.
- In advance of the UKU meeting, write the bystander response scenarios on pieces of paper and distribute to the pupil assistants to practice presenting the scenario in the local language.
- Check with the four pupil assistants to ensure that the scenario is told properly in the local language.

Materials needed: Negative bystander scenarios, four prepared pupil assistants

Explain (3 minutes)

Explain that the purpose of this activity is to help pupils learn about the different ways that people respond when they see a fellow pupil being harmed, and to practice applying a positive bystander response in a role-play activity.

Inform the pupils that in this activity they will be developing and presenting skits that demonstrate both negative and positive bystander responses. Give the key elements of a positive response and a negative response (See note to facilitator box on next page).

Note to Facilitator:

Remind the pupils that a positive bystander response is when the person who sees the pupil being harmed:

- Tries to stop the violence, only after making sure it is safe to intervene;
- Tells an adult that they know;
- Comforts the pupil who has been harmed.

A negative bystander response is when the person who sees the pupil being harmed:

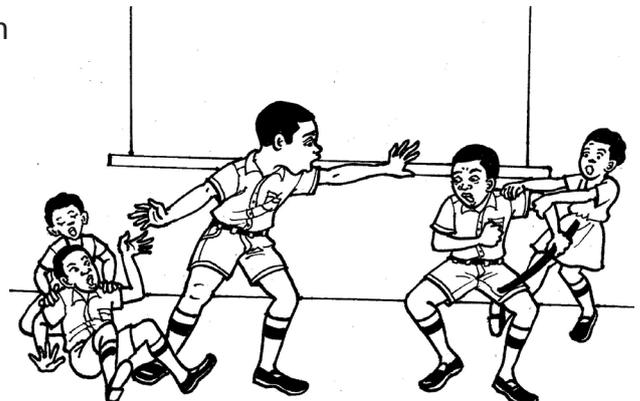
- Does nothing about what they saw or heard about;
- Encourages the person who is harming the pupil;
- Joins in by further harming or humiliating the pupil.

Begin (15 minutes)

1. Divide the pupils into four groups, each with an assigned pupil assistant.
2. Working in groups, give 15 minutes for:
 - The assistant to tell the negative response scenario in the local language and check to make sure the group understands it;
 - Discuss the scenario;
 - Develop a skit that depicts the negative scenario, exactly as it was told;
 - Develop a new skit that changes the story to portray a positive response.
3. When finished, have the pupils bring their chairs together to form a semi-circle.

Discuss (20 minutes)

1. Give each group five - seven minutes to present their skits, doing the following:
 - a. Present the skit of the original, negative response;
 - b. Invite someone from the audience to tell what happened in the skit;
 - c. Present the second skit, showing the positive bystander response;
 - d. Invite someone from the audience to say how the original skit was changed.
2. After all groups have presented, ask:
 - What is a good thing to do when you see someone or hear about someone in harms way?
 - What is not a good thing to do when you see or hear about someone being in harms way?



Note to Teacher Patron:

Highlight discussions about pupils' feelings of concern about the consequences of trying to stop the violence they are witnessing or of telling someone. Students may feel that they will become a target of violence by retaliation or risk losing friends.

- Pupils must first consider their safety and never intervene if they feel they could get hurt.
- Talk to an adult that they know and trust; someone that they can speak in confidence with.
- Reporting violence against children is a way that future violence can be prevented. If violence goes unchecked it will continue.
- Highlight that telling an adult they know and trust about violence they see or hear about is one of the best and safest positive bystander responses.

Bystander Response Scenarios

1. The lead character is a teacher. The teacher witnesses a P6 girl carrying a large bag full of mangos to a teacher's house. The girl is walking with her teacher and therefore she does not feel it is her place to ask any questions, even though she knows the pupils are not allowed to go to teachers' houses.
2. The lead character is a P7 boy. The boy sees a group of his friends harassing a fellow boy student about playing football like a girl. He wants to impress his friends, so he joins his friends in teasing the student.
3. The lead character is a head teacher. The head teacher sees a teacher belittling a P4 boy, calling him lazy and threatening to beat him next time he is late to class. The head teacher waits until after the school day to speak to the teacher privately to discuss this behaviour.
4. The lead character is a parent who is on the way to the market. The parent sees two P4 girls walking to school together early in the morning. A boda-boda man offers to give them a ride to school and the girls take the ride. The parent continues walking to the market without saying anything.

Summarise (2 minutes)

Wrap up by saying that when pupils see someone harm or make fun of a fellow pupil they may want to intervene, but must be sure that it is safe. Telling an adult about the situation and talking with the pupil who was hurt or made fun of are all positive things to do. Doing nothing about something you see, encouraging the hurtful behaviour, or joining in are all negative things to do.

Activity 29

FEELINGS CHARADES

Main Message

People often express their feelings in body language.
When we notice a friend expressing some emotion, even if they are not talking about it, you can reach out and try to help.

SEL Competencies

Primary: Self-awareness

Additional: Social awareness; relationship skills; responsible decision-making

Activity Objective

After this activity, pupils will understand different types of emotions and will be able to recognise these emotions in others through body language.

Preparation

- Organise pupils in a semi-circle, weather permitting, in an outside venue.

Materials Needed: blackboard and chalk or large paper and marker

Explain (2 minutes)

The purpose of this activity, is to learn more about emotions and to recognise the different emotions of other people through body language.

Ask the pupils if they can think of some feeling words or 'emotions.' Draw pictures to depict these feelings if possible or write these on the board. Briefly mention some of the 'feelings words' and ask for pupils to say some examples of what it is that makes them 'feel this way'.

Begin (20 minutes)

1. Inform the pupils that you are going to play an 'acting' game and demonstrate the game (see 'Demonstrate the feelings pretend game' box).
2. After demonstrating, ask for a volunteer to come to the front and:
 - Whisper one of the emotions on the list, making sure the pupil understands.

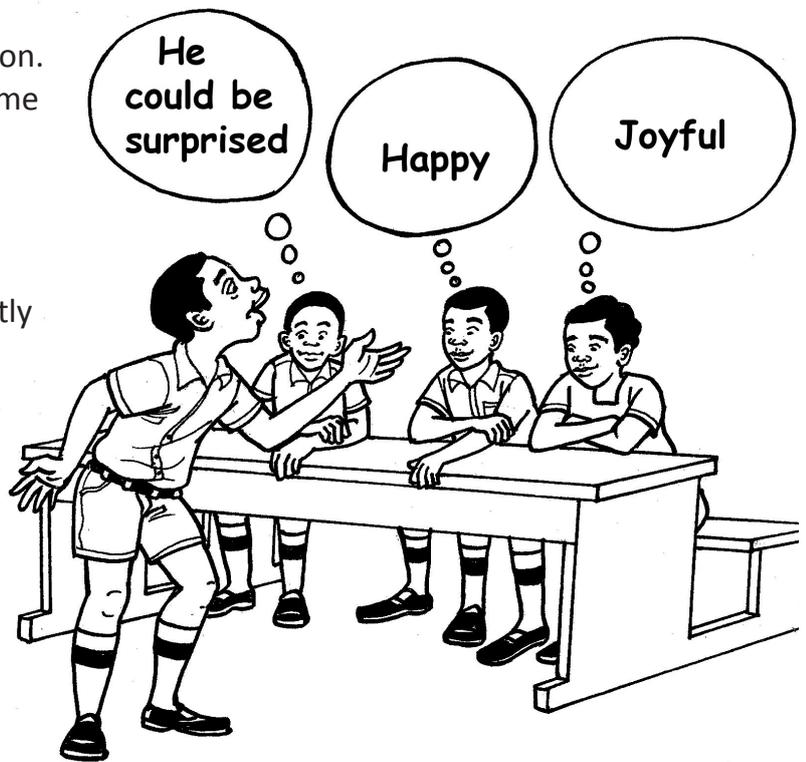
Demonstrate the 'feelings acting game:'

- Act out an emotion;
- Ask pupils to guess what the emotion was;
- Have all the pupils act out this same emotion (This should get a lot of good laughs!)

- Ask the pupil to 'act out' the emotion.
- Remind the pupil not to say the name of the emotion, just to pretend by 'acting out the emotion.'

3. Call on pupils who can guess what the emotion is until a pupil guesses correctly and then:

- Say the emotions so all can hear.
- Tell all pupils to pretend they are feeling the same emotion and act it out on their own, all together!
- Demonstrate and act out the emotion along with the others to help pupils feel comfortable with the game.



4. Clap for everyone and then ask the pupil who guessed correctly to come to the front and start the pretend game again with a new emotion. Continue to cover as many emotions as possible in about 20 minutes.

Discuss (15 minutes)

1. Ask if anyone in the group can think of a time when they could tell that a friend or family member was feeling sad. Ask the pupils:
 - What gave them a clue that their friend or family member was feeling sad?
 - How did they feel when they noticed that their friend or family member was sad?
 - What did they do or want to do to help?
2. Ask if anyone in the group can think of a time when they could tell a friend or family member was feeling angry. Ask the pupil to tell the group:
 - What gave them a clue that friend or family member was feeling angry.
 - How they felt when they noticed their friend or family member being angry.
 - What they did or what they wanted to do to help.
3. Continue the same discussion for the emotions 'afraid' and 'worried.'

Summarise (3 minutes)

When we notice a friend expressing some emotion, even if they are not talking about it, you can reach out and try to help. Simply listening when your friend tells you about something that has made them sad, angry, or frightened is helping them. It is also good to be aware of how your behaviour affects other people's feelings. Mention some of the examples given by pupils in the discussion.

Activity 30

VIOLENCE STORIES 1

Main Message

Pupils experience many types of violence, including bullying, harsh punishment, and sexual harassment and abuse. Talking with friends, parents and other adults about the violence that pupils experience helps pupils develop mechanisms for avoiding and coping with violence they may experience.

SEL Competencies

Primary: Responsible decision-making
Additional: Relationship skills; social awareness, self-management

Activity Objective

After this activity pupils will be more aware of the different acts of violence that pupils experience everyday. They will have a chance to talk about these different forms of violence with their peers.

Preparation

- Identify three pupils who are good readers to assist.
- Pupils are organized into three groups; a pupil assistant assigned to each.
- In advance of the UKU meeting, write down the three stories at the end of this activity and distribute one to each of the three pupil assistants.
- The pupil assistants should practice presenting the story in the local language. The teacher patron checks with the assistants to ensure they can tell the stories correctly.
- Write the Talking Points (next page) on the blackboard or flipchart.

Materials needed: Violence scenarios, three prepared pupil assistants

Note to Teacher Patron:

- This activity takes additional preparation.
- Teacher patrons at the school should work together in preparing for this activity.
- It would be helpful to translate the stories in the local language before the meeting and work with the pupil assistants as they practice telling the story and the Talking Points in the local language.
- The pupil assistants will feel more confident leading the groups with this assistance and practice.

Talking Points

- What happened to bring harm to the pupil in the story?
- Who was responsible for this?
- How did this violence affect the pupil in the story?
- What advice do you have for the pupil who was harmed?
- What advice do you have for the person that was responsible?

Explain (1 minute)

Explain that the purpose of this activity, is to help pupils become more aware of the different acts of violence that pupils face everyday and have a chance to talk about these different types of violence with their friends.

Begin (8 minutes)

1. Working in three groups with their assigned assistant, give pupils seven – ten minutes to:

- Listen to the assistant tell the story two times in the local language;
- Discuss the story together;
- Discuss the Talking Points;

2. After about seven - ten minutes ask the pupils to come back together for the discussion.

Discuss (30 minutes)

1. Each group takes about five - seven minutes to;

- Tell the story they were assigned
- Discuss how the group answered each talking point (pupil assistant assists in prompting each talking point)

2. Ask if there are any questions before summarising.

Summarise

Highlight the three types of violence represented in the stories: physical bullying, verbal bullying, and harsh punishment.

Wrap up by saying that talking with friends, parents and other adults about the violence that pupils experience helps us to better understand and to avoid and prevent violence in schools.

Violence Stories and Talking Points

Story 1

Mary and Lydia are good friends. Lydia is one year younger than Mary and just started P4. At first, Lydia liked her new class and told her friend Mary how happy she was to be in P4. Now, Lydia does not like school very much. Every day after school when the two friends walk home together, Lydia tells Mary how mean the girls in her class are. Pupils in Lydia's class sometimes call her unkind names, such as 'stupid' and 'ugly'. Sometimes the older pupils on the school grounds grab her book pack. Today, Lydia told Mary that the other girls would not let her play with them at break. She said to Mary, 'If I try to play with them, they just ignore me'. Lydia cried when she told her friend Mary this.

Story 2

Emmanuel has arrived at school with a bad scrape on his knee. He tells his friends that while he was on his way to the market, he was accidentally hit by a man on a bicycle. The next day Emmanuel is limping, his nose is bleeding, and he has dirt all over him. His teacher is concerned and asks him how this happened. Emmanuel tells the truth and admits that two older boys bother him every day on the way to school. He reported to his teacher that on this day one of the boys punched him in the face so hard that Emmanuel fell to the ground. Emmanuel is very scared to walk to and from school. He is more scared now because he told the teacher, he is thinking, 'If the older boys are punished, then they may decide to hurt me worse or even kill me.'

Story 3

Robert just finished Primary 6. Robert loves school and he makes high marks. Robert knew that he would please his new teacher in P7 because of his high marks. One day in his new class, Robert's classmate, John, raised his hand to answer a question. John's answer was incorrect, and Mr Miller walked over to John and hit him on the head with his hand. This made Robert afraid of his teacher. The next day John and Robert were working on a group project and Mr Miller heard them talking. Mr Miller shouted at both of them for playing and told them to stand in the corner. Robert and John had to stand in the corner the remainder of the day and were not allowed to go for a break. Robert was embarrassed and humiliated in front of his new classmates in P7. The next day, Robert gave the wrong answer to a question. As a punishment, he was required to carry heavy buckets of water from the school to Mr Miller's house every day for two weeks. Robert is no longer excited to go to school and has started getting low marks. He wants to dropout.

VIOLENCE STORIES 2

Main Message

Pupils experience many types of violence, including bullying, harsh punishment, and sexual harassment and abuse. Talking with friends, parents and other adults about the violence that pupils experience helps pupils develop mechanisms for avoiding and coping with violence they may experience.

SEL Competencies

Primary: Responsible decision-making

Additional: Relationship skills; social awareness, self-management

Activity Objective

After this activity pupils will be more aware of the different acts of violence that pupils experience everyday. They will have a chance to talk about these different forms of violence with their peers.

Preparation

- Identify three pupils who are good readers to assist.
- Pupils are organized into three groups; a pupil assistant assigned to each.
- In advance of the UKU meeting, write down the three stories and distribute one to each of the three pupil assistants.
- The pupil assistants should practice presenting the story in the local language. The teacher patron checks with the assistants to ensure they can tell the stories correctly.
- Write the Talking Points (on the following page) on the blackboard or flipchart.

Materials needed: Violence scenarios, three prepared pupil assistants

Note to teacher patron:

- This activity takes additional preparation.
- Teacher patrons at the school should work together in preparing for this activity.
- It would be helpful to translate the stories in the local language before the meeting and work with the pupil assistants as they practice telling the story and the Talking Points in the local language.
- Pupil assistants will feel more confident leading the groups with this assistance and practice.

Talking Points

- What happened to bring harm to the pupil in the story?
- Who was responsible for this?
- How did this violence affect the pupil in the story?
- What advice do you have for the pupil who was harmed?
- What advice do you have for the person that was responsible?

Explain (1 minute)

Explain that the purpose of this activity, is to help pupils become more aware of the different acts of violence that pupils face everyday and have a chance to talk about these different types of violence with their friends.

Begin (8 minutes)

1. Working in three groups with their assigned assistant, give pupils seven - ten minutes to:

- Listen to the assistant tell the story two times in the local language;
- Discuss the story together;
- Discuss the Talking Points.

2. After about seven - ten minutes ask the pupils to come back together for the discussion.

Discuss (30 minutes)

1. Each group takes about five - seven minutes to;

- Tell the story they were assigned;
- Discuss how the group answered each talking point (pupil assistant assists in prompting each talking point).

2. Ask if there are any questions before summarising.

Summarise

Highlight the three types of violence represented in the stories: physical bullying, verbal bullying, and harsh punishment.

Wrap up by saying that talking with friends, parents and other adults about the violence that pupils experience helps us to better understand and to avoid and prevent violence in schools.

Violence Stories

Story 1

Betty is sitting with her friends and talking about their school marks. Betty is not happy about her marks in mathematics. The marks are too low, especially because she has tried very hard this term. She decides to go see the head teacher. The head teacher asks Betty to report to the office after school so they can talk about it. When Betty goes to the office, the head teacher closes the door and says, 'I can make your marks higher if you do something for me'. Betty is immediately worried, but the head teacher says, 'Do not worry. I will only ask you to let me hold your hand'. When Betty does that, the head teacher tries to kiss her on the lips. Betty runs out. Now Betty is afraid to come to school because she might be punished for running out of the office.

Story 2

My name is Sam and I really like school. I am often alone because I don't have any friends among the boys in my class. I know many of the girls in school because I have six sisters. I usually study alone or talk to my sisters' friends. I avoid the boys because they like to fight, even for fun, but I don't like to fight. When the other boys try to fight with me in play, I tell them to go away and that I do not like to fight. When this happens, the boys call me names like 'sissy' and 'coward'. I like my studies, but when I am at school, I can't help but cry when the older and bigger boys pick on me. One day, I was crying and my teacher asked me why. When I told the teacher why I was crying, she said, 'Well, you should quit acting like a girl and quit playing with girls'. This made me feel embarrassed and alone because the only real friends I have are my sisters' friends. I don't feel that anyone understands me now, and no one likes me, not even my teachers. It is hard to concentrate at school because I feel that I might get beat up by the boys and I know that the teacher won't listen if I say anything.

Story 3

Helen walks to school every day with other girls in the village. Boys also walk to school, but not with the girls. Sometimes the boys yell things at the girls such as, 'Hey beautiful! Will you marry me?' All of the boys laugh and sometimes the girls laugh too. One day, one of the boys, John, came up to Helen and grabbed her blouse, pinched her bottom and ran back to the group of boys who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often yelled things at her, calling her 'sexy girl', saying, 'marry me, Helen' or 'come home with me Helen' in front of the other boys who always got a good laugh. One day, John went too far and pulled Helen's blouse down, exposing her breasts. Helen's friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys told him that she was going to tell the teacher about him if he did not stop bothering Helen.

Activity 32

SEEKING ASSISTANCE

Main Message

Pupils face many challenges in school or on their way to school. These problems can be solved when pupils seek advice and assistance from one or more persons that they know and can trust.

SEL Competencies

Primary: Responsible decision-making
Additional: Social awareness, self-management

Activity Objective

After this activity, pupils will be more aware of the different challenges that pupils face in getting their education. Pupils will have a chance to work with their classmates to consider how pupils can seek advice and obtain assistance in solving their problems so they can stay in school and succeed.

Preparation

- Identify two pupils who are good readers to assist, one boy and one girl.
- Pupils are organized in two same-sex groups (boy group and girl group).
- Write down the Peter Challenge story and Carol Challenge story (on page 118) and distribute to the boy and girl assistants, respectively.
- The pupil assistants practice presenting the story and the talking points in the local language. The teacher patron checks with the assistants to ensure they can tell the stories correctly.
- Write the Talking Points (on the following page) on the blackboard or flipchart

Materials needed: Peter and Carol Challenge Stories, flip chart paper (Anna's Story, only for P6 & P7)

Note to Facilitator:

- This activity takes additional preparation.
- Teacher patrons at the school should work together in preparing for this activity.
- It would be helpful to translate the stories in the local language before the meeting and work with the pupil assistants as they practice telling the story and the Talking Points in the local language.
- The pupil assistants will feel more confident leading the groups with this assistance and practice.

Talking Points

- What were the acts of violence that harmed or humiliated the pupil in the story?
- Who was responsible for this violence?
- How did this violence affect the pupil in the story?
- What advice do you have for the pupil who was harmed?
- What advice do you have for the person that was responsible?

Explain (2 minutes)

Explain that the purpose of this activity, is to help pupils work together to think about how different challenges pupils face in school can be solved and how to identify and consult with one or more persons for advice and assistance.

In this activity, pupils will work in groups to think about solutions to difficult problems pupils face in schools today. Remind pupils that under no circumstances are they to be blamed for being in situations where they are harmed.

Begin (10 minutes)

1. With all pupils together, model the activity:

- Tell the 'Molly's Challenge' in local language;
- Ask for volunteers to briefly address the talking points (two – five minutes altogether)

2. After about seven - ten minutes ask the pupils to come back together for the discussion.

Molly's Challenge

My name is Molly and I am 11 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because in the fields there are sometimes bandits. I am afraid to walk through the fields alone, especially when the crops are high. To avoid the fields I walk past a boda-boda stage and bar to get to school. Each day an older man approaches me offering to buy me a drink. He says he will buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of the bandits, because I am also scared of the man who has been bothering me.

Talking Points

- What is the problem Molly is facing in this story?
- Why did Molly decide to go through the fields?
- What is another solution?

- Explain that you have come up with a story about how 'Molly's Challenge' was resolved.
- Mention that you developed this solution to as an example of what the groups are going to do with two stories, 'Peter's Challenge' and 'Carol's Challenge'.
- Present 'Molly's Solution' in the local language, illustrating key parts of the story on a flip chart paper or blackboard, if possible.

Molly's Solution

As I was turning to walk through the fields, I saw one of our village elders. He asked me why I was walking through the fields when all the pupils had been told to stay on the main road because the fields were unsafe. I was afraid to tell him the reason, but I decided it was better to tell him the truth. It was difficult for me to speak to this respected elder about my problem, but I told him that a man had approached me while I was walking through the bus depot. I told the village elder I was scared and wanted to avoid the man, and that is why I was walking through the fields. The village elder asked me if I had taken any gifts from the man. I admitted that I had. He told me that I should not take gifts from strangers, because sometimes people use gifts to get favours or to trick young girls. He also told me that in the morning he would send his older grandson to accompany me to school. Although I was scared, I was glad that I had told one of the village elders about my problem because he listened to me and offered me help. I feel so relieved now that the situation has been resolved and I can walk to school safely.

3. Working in the two same-sex groups (a boy group and a girl group), with their assigned assistant, give pupils 10 minutes to:

- Listen to the assistant tell the story two times in the local language;
- Discuss the story together;
- Develop a new story that shows a solution to the pupil's challenge;
- Assistant should illustrate different parts of the story on a flip chart paper or blackboard to help pupils remember their story for discussion.

4. After about 10 minutes ask the pupils to come back together for the discussion.

- Give 10 minutes for the groups to develop their story that depicts a solution. The assistant writes this story down on behalf of the group.

Discuss (25 minutes)

1. Each group takes about 10 minutes to present the original story and their solution, using the illustrations to guide their presentation.

2. After **each group** has presented, lead a discussion about the following questions:

- Who were the persons that provided advice and assistance in the solution?

- How did their assistance help to solve the challenge?
- In what way might the solution prevent this type of violence in the future?

3. Ask if there are any comments or questions.

Summarise (1 minute)

Highlight the three types of violence represented in the stories: physical bullying, verbal bullying, and harsh punishment.

Wrap up by saying that talking with friends, parents and other adults about the violence that pupils experience helps us to better understand and to avoid and prevent violence in schools.

Peter's Challenge

My name is Peter. I come from a very large family. Last year, my mother passed away and my father is now the only adult at home. My father is often gone because he sells goods at the market. I am the oldest boy and have to help my father take care of my family. I get up very early in the morning to work in the fields and to make sure that all my brothers and sisters are properly fed. After I am sure that everyone is taken care of, I get ready for school. My school is located very far from my house and it takes me almost an hour to walk to school. Sometimes, when I arrive at school, I am already very tired because I have been working since before the sun came up. My teacher tells me I am a very strong boy and he often makes me go do work in his garden, which causes me to miss some of the lessons. I often fall behind in my work because I miss so many of my classes. My teacher says that I must work in his garden as punishment for being late, but he still makes me work even when I am on time. I do not want to go to school to do more work. I want to go to school to learn.

Carol's Challenge

My name is Carol. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every day because I have to help my mother and sisters with the chores around the house. Sometimes I get to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me in front of my classmates. One day he said to me in front of my classmates, 'You are stupid! Why do you even come to school? You should go and try to find a husband!' Another day, when I accidentally fell asleep in class, he said, 'Maybe your head is falling because your breasts are so large'. It made me very mad when he said this. Everyone laughed, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass this class so I can move to the next level. I decided to tell another teacher, a female teacher, about what the male teacher had said about her breasts. The female teacher said, 'You shouldn't worry. He is only joking with you'. This made me feel even worse because I expected the female teacher would understand how humiliating the experience was.

WHAT IS IMPORTANT TO ME

Main Message

Being aware of what is important to you in your life and what your values are allows you to become the person you want to be and to do the things that are most important to you.

SEL Competencies

Primary: Self-awareness
Additional: Social awareness

Activity Objective

After this activity, pupils will develop an awareness of what matters the most to them.

Preparation

- Identify all the pupils in the group who can read and write.
- Organize pupils into pairs so that a pupil who can write is paired with a lower or middle class pupil who needs assistance.
- Distribute paper and pencils for each pupil
- Develop a list of ten 'values' and draw a picture, with the printed word for these values on the blackboard. The following are some suggestions:

Friends	Church or Mosque
Good marks	Sports
Being healthy	Family
Helping others	Making money
Dancing	Singing

Materials needed: List of values, paper and pencils – enough for each pupil

Explain (2 minutes)

Explain that the purpose of this activity is for pupils to become aware of what matters the most to them.

Read the values written on the board and ask pupils to think about which of them are most important to them.

Begin (10 minutes)

1. Divide pupils into pairs, making sure one person in each pair can read and write and distribute a piece of paper and pencil to each pupil.

2. The teacher patron (or assistant who has prepared in advance) models the activity for the pupils, following the steps for pupils given in number 3 below.
3. Working in pairs, each pupil, with assistance from their partner if needed, gives 20 minutes for each pupil to do the following:
 - Names each of the values illustrated and printed on the blackboard.
 - Selects and draws a picture or writes down the word for six of the values that are the most important to them.
 - Selects four from the six that matter the most and cross out the others.
 - Selects two from the four that are left, which are the very most important and crosses out the others.
4. Each pupil has two values that 'matter the most.'

Discuss (15 minutes)

1. Ask for as many volunteers as possible to tell the group what they chose and why.
2. Before closing ask the group what they learned.

Summarise (3 minutes)

Wrap up by explaining the importance of taking the time to think about your values; what matters the most. Becoming aware of what is important to you in your life and what your values are allows you to become the person you want to be and to do the things that are most important to you.

Activity 34

RUMOURS/TELEPHONE GAME 2

Main Message

When things people say are passed from one person to another, the words and the meanings are often changed and these changes can be hurtful, especially when there are lies being circulated among pupils. Making sure you hear the truth and tell the truth helps to build better friendships.

SEL Competencies

Primary: Relationship skills

Additional: Social awareness; responsible decision-making; self-management

Activity Objective

After this activity pupils will understand that what they say can be misunderstood or changed by the people they tell, even if they do not mean to change it. Pupils will also understand that when stories are changed they can be hurtful to others.

Preparation

Have available the following story for the game or come up with one of your own.

Betty and Teacher Edwin

Betty was late one day because her father had asked her to fetch water before she came to school. Teacher Edwin caught her hiding in the bushes waiting for a chance to go past the teacher without being seen. She pleaded with him, but he said he would only let her go if she did what he had asked last week. Betty talked to the senior teacher about teacher Edwin's demands. The senior teacher talked to him and he promised not to disturb Betty again. Teacher Edwin never disturbed Betty again but Betty's school mates started a hurtful rumour about her and teacher Edwin.

Explain (2 minutes)

The purpose of this activity is to learn that what we say can be misunderstood or changed and this can be hurtful to other children, especially when the message tells untruths about other children.

Ask pupils if they remember the telephone game from the earlier activity and tell the pupils that they are going to play another game involving communication called 'Rumours.'

Another Way

The teacher patron may choose to substitute the Telephone Game for this activity. If so: Use the story given in this activity.

Begin (20 minutes)

1. Ask for eight volunteers to come to the front of the room. Ask seven of these pupil volunteers to step out of the room.
 - a. Tell the story to the one pupil remaining so that all of the group (except the seven who stepped out) can hear.
 - b. Ask one of the seven volunteers outside the room to come in and sit together in the front of the room.
 - c. The first pupil tells the story to the second pupil using his or her own words. Encourage the pupil to speak loud enough for the pupils in the room to hear.
 - d. Invite the third volunteer pupil to come in and sit next to the second volunteer.
 - e. The second volunteer pupil tells the story to the third in their own words.
 - f. Continue this pattern until you bring back the eighth volunteer.
2. The eighth volunteer tells the audience the story as he or she heard it.

Discuss (15 minutes)

1. Invite the pupils from the audience to tell the group how the story changed from the first to the eighth volunteer.
2. Ask if anyone said something about Teacher Edwin that may not have been true? Did any of the storytellers suggest that Teacher Edwin had suspicious or negative ideas in what he made Betty agree to do?
3. What could be the result of telling something untrue about Teacher Edwin's intentions?
4. Did anyone consider the possibility that Teacher Edwin was trying to be helpful? For example, perhaps Teacher Edwin had suggested that she take a note he had written to Betty's father about her tardiness due to the additional work he was giving her.

Summarise (3 minutes)

To wrap up the session, mention that when people tell things that are not true it can be hurtful, even if this is because the person misunderstood the story. Remind pupils that making sure they hear the truth and tell the truth is helpful in building strong friendships.

Activity 35

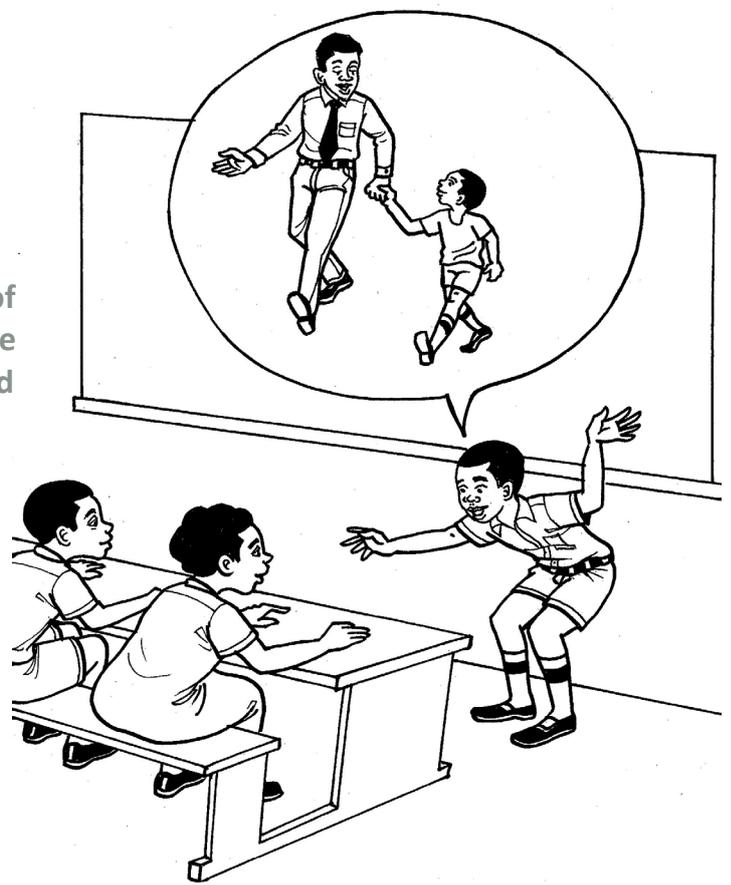
MY HERO

Main Message

Pupils hold many of the positive qualities of the role models in pupils' lives. Just like the role models in their lives, they can help and positively influence the lives of others.

SEL Competencies

Primary: Social awareness
Additional: Self-awareness;
responsible decision-making



Activity Objective

After this activity pupils will become aware of the many positive qualities of the role models in their lives. The pupils will recognise their own special qualities and understand that they also can help and positively influence the lives of others.

Preparation

Pupils will work in pairs or small groups of three - four; one person in each group should assist with reading and writing

Materials needed: Paper and pencils or pens for each person

Explain (3 minutes)

The purpose of this activity is for pupils to understand the qualities of people in your life that you look up to, people who are your 'role models'.

A *role model* is someone you look up to in your family, community, home, or in the world; someone you admire and might try to be like. Give an example (see the Facilitator Tips box).

Facilitator Tips

The teacher patron should choose what is easiest for them; to organise pupils into pairs or small groups of three – four pupils.

Ask for a volunteer to tell the group what a role model is and to give an example. Ask other pupils to give examples. Ask the pupils to mention some of the special qualities of this person. Look for answers like, 'helpful,' 'kind,' and 'giving'.

Example

I am thinking of a person in my community who brought some food to a sick neighbour every day until the neighbour was able to cook for the family again.

Begin (25 minutes)

1. Organise pupils into pairs or small groups of three to four and distribute paper and pencils to each pupil.
2. With their partner or group, each pupil thinks of someone they admire in their life, a 'role model', and, with assistance from each other if needed:
 - Draws a picture of the role model and/or writes the names on the paper.
 - Illustrates with a picture or write two qualities about the person in the picture; assist each other if help is needed in drawing or writing.
 - Tells their partner or pupils in the small groups about their role model.
 - Tapes their pictures on the wall.
3. When all pairs or groups are finished, ask the pupils to go for a 'gallery walk' with their partner or group to look at the role models. The group reader or pupil assistant assigned to the group to help, reads the different qualities posted.
5. After about 10 minutes, ask the pupils to return to their seats.

Facilitator Tips

If pupils are not familiar with 'gallery walk'¹ demonstrate by showing pupils how you are going to view all the postings on the wall.

The teacher patron may also want to assign one or two pupil assistants to stand at the 'gallery wall' to read the qualities to the pupils as they visit.

Discuss (10 minutes)

1. Lead a discussion about the role models posted in the 'gallery.' Ask pupils to tell about:
 - How the pupils' role models have helped others.
 - What are the qualities they observed in the gallery walk?
2. Ask as many volunteers as possible to share which of the 'role model qualities' that they also have and how they have used these to help others.
3. Ask pupils to think about someone that they are a role model for in their life and how they have helped this person. Invite volunteers to share with the group.

Summarise (2 minutes)

Wrap up the session by recognising and mentioning the qualities of role models that the pupils in the group have. Mention that with these qualities, the pupils in the group can also help others and become a role model.

¹A gallery walk is where images are displayed on the wall which allows people to walk, view and discuss the subject matter while moving around the classroom or space.

WHY IS BEING HONEST IMPORTANT?

Main Message

There are reasons why certain positive behaviours such as 'honesty,' 'studying hard' or 'being kind to others' are good for all of us, whether children or adults. By stopping to think about the reasons why certain positive behaviours are important to ourselves, and others, we try harder to make sure we lead a positive life.

SEL Competencies

Primary: Self-management
Additional: Social awareness; responsible decision-making

Activity Objective

After this activity, pupils will develop an awareness of why certain positive behaviours are important to themselves and others.

Preparation

- This activity could be conducted outside.
- Write the model 'fun question' and the 3 positive behaviour questions with a marker on slips of paper, one on each slip of paper. Suggested questions are:

Example fun question to model the game:

- Why is it good to eat?

Example positive behaviour questions:

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

- Make a ball out of crumpled paper
- Assign someone to make music, such as a drummer or singer

Materials needed: questions, slips of paper, marker, source of music, ball of crumpled paper

Note to teacher patron

This activity may be conducted in more than one session to target different positive behaviours. It is good to have only three target behaviours in one session, not more.

Begin (25 minutes)

1. Line the pupils up into two rows, facing each other
2. Provide a model of the game (see 'Note to Facilitator' box) and then select one of the 'positive behaviour questions' (see left) written on the slips of paper:

- Show the group the question;
- Say the question two times in the local language, so all can hear;
- Check in with the pupils to ensure all pupils know the question;
- Put the slip of paper with the question printed on it in the ball of crumbled paper.

3. Tell the pupils:

- When the music starts throw the ball across to the pupil you are facing and continue until the music stops;
- When the music stops the person with the ball answers the question;
- After answering the question, the pupil sits down;
- Continue until all pupils have answered and are sitting down.

4. Immediately after each 'throw the ball' question, ask the pupils, 'What would happen if a pupil:

- Was **not** honest?
- Was not on time? (After the 'throw the ball' game for this question).
- Doesn't do their schoolwork? (After the 'throw the ball' game for this question).

5. Repeat the game with the other questions, as time allows.

Note to Facilitator

Model the game with an easy question like 'Why is it good to eat?' or 'Why is it good to play?' Make sure the pupils understand the game before moving to the 'positive behaviour questions.'

Summarise (3 minutes)

Wrap up by saying that it is important to think about why certain behaviours are important abide by – such as honestly, studying hard and being on time – we try harder to make sure we do these things.

Activity 37

ALL TANGLED

Main Message

Good communication is the most important part of solving problems together as a team. Problem solving together helps build relationship skills to make responsible decisions.

SEL Competencies

Primary: Relationship skills
Additional: Responsible decision-making; self-management

Activity Objective

After this activity, pupils will better understand the importance of good communication and teamwork for solving problems.

Preparation

- Practice this activity with friends or family members.
- Identify a large space for children to move around in; an outside venue is ideal.
- Pupils are organised into groups of six – eight



Explain

The purpose of this activity, is for pupils to have a chance to work as a team, use good communication to solve a problem together. This is called teamwork! Today we will be playing a fun game called 'All Tangled.'

Inform the pupils that 'good communication' involves many things, some of the most important being:

- Letting all people in a group have a chance to talk;
- Listen carefully when someone is speaking;
- Be clear in what you say.

Begin (25 minutes)

1. Model an “All Tangled” activity with the assistant pupils, making sure the pupils hear and see the instructions (below) clearly.
2. Organise the pupils into groups of six - eight and ask each group to form a circle.
3. Ask pupils to do the following, one step at a time:
 - Raise their left hand, and with their raised hand, reach across the circle to grab the left hand of another pupil. Mention that pupils may grab the left hand of anyone in the circle **except** for the pupils beside them in the circle;
 - Raise their right hand, and with their raised hand, reach across the circle and grab the right hand of another pupil. Again, pupils may grab the right hand of anyone in the circle **except** for the pupil on their left side and the pupil on their right side;
 - Everyone’s arms in each circle are now criss-crossed.
4. When everyone’s arms are crisscrossed, tell each group to:
 - Come up with ideas about how to get untangled without letting go;
 - Communicate with each other about what to do, one step at a time;
 - Use good communication, listen to all the pupils’ suggestions, and cooperate with each other;
 - Remember not to let go of one another.
5. When pupils become untangled, they should be back in a circle with their arms uncrossed. When all groups are finished, ask pupils to return to their chairs.

Facilitator Tips:

If not mentioned, discuss the importance of the following factors in ‘good communication’:

- Being kind to others
- Not interrupting
- Listening carefully to others
- Letting everyone have a chance to talk
- Speaking clearly

Discuss (15 minutes)

1. Lead a discussion about how the pupils worked together to get untangled.
 - What seemed to help the most?
 - What they did personally to help untangle their group?
 - How the team worked together to solve the problem.
2. Ask the pupils:
 - What did you learn about good communication?
 - What made it difficult for them to communicate with each other?

Summarise (3 minutes)

Wrap up by reminding the pupils about the importance of good communication. Mention that being able to communicate well is a quality you need in order to work with others on a team to solve problems or to work on projects. Good communication is an important quality of a good friend.

Activity 38

LISTEN, DON'T LISTEN

Main Message

Good listening skills are an important quality of a good friend.

SEL Competencies

Primary: Relationship skills

Additional: Self management; responsible decision-making

Activity Objective

After this activity, pupils will develop an understanding about how important it is to be an interested listener when your friend is trying to tell you something.

Preparation

- Pupils are organised into two groups.
- Identify an assistant to write things on the board.

Materials needed: large paper or black board, marker

Explain (2 minutes)

Explain that the purpose of this activity, is to help pupils understand how important it is to be an interested listener when your friend is trying to tell you something.

Begin (20 minutes)

1. Assign each pupil either the number 'one' or the number 'two.' Tell the 'ones' to go to one side of the room and the 'twos' to go to the other.
2. Walk over to the group of 'twos' and without letting the 'ones' hear, tell them:
 - They are the storytellers and their job is to go to one of the pupils on the other side of the room and tell them a personal story about something important.
 - They will do this two times when you signal them to.
3. Walk to the other side of the room and tell these pupils:
 - They are the listeners and they will be listening to a pupil tell them a story two times.
 - The first time, their job is to **not listen** to the pupil telling them a story.
 - The second time, their job is **to listen with interest** to the pupil telling them a story.
 - Briefly model what it 'looks like' to **not listen** and to **listen with interest**.

4. Provide two rounds of storytelling, with listeners practicing good listening and bad listening, as follows:
 - Give the storytellers five minutes to find a listener and tell their story the first time.
 - Signal a bell or drum after five minutes for the pupils to return to the side of the room where they began.
 - Give the storytellers a second five minutes to select a **new** pupil to tell their story to.
 - When finished, bring pupils together for discussion.

Facilitator Tips

- To **not listen**, the pupils can do anything they want to avoid listening, such as crossing their arms, turning the other way, looking bored or interrupting
- To **be a good listener**, the pupils should give eye contact, ask questions, and be very interested in the story.

Discuss (15 minutes)

1. Lead a discussion to have the pupils reflect on their feelings in this activity. An assistant will quickly illustrate, if possible, or write a few words to represent the feelings the pupils gave.
 - Prepare two columns on the board, one for the Story Tellers and one for the Listeners. See Example Below:

Story Tellers Feelings	
<u>Not Listened To</u>	<u>Listened To</u>
_____	_____
_____	_____
_____	_____
_____	_____

Listeners Feelings	
<u>Did not Listen</u>	<u>Listened</u>
_____	_____
_____	_____
_____	_____
_____	_____

2. Ask the story tellers to share with the group how it felt when their friends:
 - Did not listen to them
 - Listened to them
3. Ask the listeners to share with the group how it felt when:
 - They did not listen to the storyteller
 - They listened with interest to the storyteller
4. Ask pupils what they learned from this activity.

Summarise (3 minutes)

Wrap up by mentioning some of the things that the pupils said they learned from the activity, highlighting the importance of being a good listener. Tell the pupils that we will need good listeners to be a successful UKU team.

TALKING CIRCLES: QUALITIES OF A GOOD FRIEND

Main Message

Having friends, making new friends, and being a good friend are a very important part of life, whether you are a child or an adult. There are many qualities of a good friend. Taking the time to think about what these are and to talk to others about what they think the qualities of a good friend are helps us to make friends and keep them.

SEL Competencies

Primary: Relationship skills
Additional: Social awareness, self-awareness

Activity Objective

After this activity, pupils will understand what are some of the qualities of a good friend.

Preparation

- Read the Talking Circles rules (see Talking Circles activity box at the end of the activity).
- Identify five pupils to sit at each 'Talking Table' to assist.
- Prepare these five pupils to help you model the Talking Circles activity.
- Pupils will be divided into five groups, sitting in a small circle of chairs, facing each other at a table, a cluster of chairs, or mats in an outside area.
- Have available a timer (watch or phone) and some audible signal (bell, drum).
- Write the Talking Circles question on the black board. Draw a picture of two friends, to illustrate for the non-readers that this activity is about friendship.

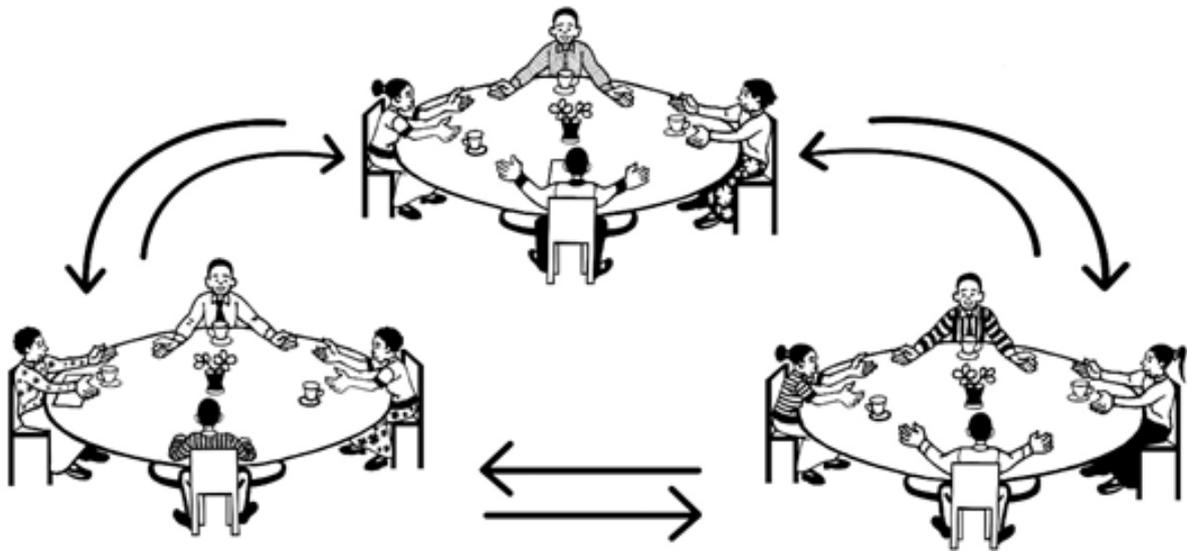
“What makes a good friend?”

Materials needed: Copies of the talking circles question, Timer (watch or phone), noisemaker such as a bell or a drum

Explain (3 minutes)

Explain to the pupils that the purpose of this activity is to learn about 'what makes a good friend' by talking with your fellow classmates.

Inform the pupils that after you demonstrate how to play the 'Talking Circles Game' they will be talking about 'what makes a good friend' with many different pupils, by moving from one group to another.



Begin (20 minutes)

1. Divide the pupils into five groups, sitting at a table or circle.
2. Explain and demonstrate briefly by going through each step in a 'mock' Talking Circles activity with a fun question such as, 'Why is it good to play?' (See text box to the right for a model)
3. Now begin the game with the 'Talking Circle question', **'What makes a good friend?'**
4. Assign one of the pupil assistants to each table (or cluster of chairs or mats outside). The pupil assistant stays at the table and does not move each time.
 - Pupils will have about seven – ten minutes to discuss the question in the first group (Round 1)
 - After the time is up, you will ring a bell or sound a drum
 - Pupils will move to a new table (or cluster of chairs) and join pupils that were not in their previous group. Encourage pupils to join different pupils each time, not to move together.
 - After seven – ten minutes sound the bell or drum again.
 - One last time the pupils will move to a new table (or cluster of chairs) and join pupils that were not in either of their previous groups. Encourage pupils to join different pupils each time, not to move together.
5. After the pupils discuss the question in this last or third group, ask them to come together for group discussion.

Note to Facilitator

Model the game with an easy question such as 'Why is it good to play?'

- Tell the group the model 'fun question'
- Sit with the 5 assistants and talk the 'model question' briefly (no more than one minute)
- Then ring the bell or beat the drum and the teacher patron and the assistants each move to a different one of the five groups, where the pupils are sitting. Talk about the question with that group briefly (not more than one minute)
- Then ring the bell or beat the drum and the teacher patron and the five assistants go to a different table again and talk with that group about the model question to demonstrate how you move to different tables each time the bell or drum plays.

Discuss (15 minutes)

1. Ask for volunteers to mention the qualities of a good friend they talked about and quickly illustrate and/or write one or two words for each on the black board or flipchart.
2. Encourage all pupils to add to the list until you feel all have been mentioned.
3. Go through the list and point to each one, asking pupils to name each quality for the group.
4. Ask as many volunteers as possible to answer the following questions: 'What are some qualities that you do not want in a friend?'

Summarise (2 minutes)

Wrap up by saying making new friends, and being a good friend are a very important part of life, whether you are a child or an adult. Mention some of the qualities that the pupils came up with and congratulate them on all being a good friend!

The Talking Circles Activity:

- Participants should join one of many Talking Circles tables or cluster of chairs, forming groups of about four–five.
- Groups should discuss the Talking Circles Question for about seven - ten minutes and take notes if they wish.
- After about seven - ten minutes, a bell or drum should signal the participants to move to a new table.
- In their new groups, the participants should join persons who were not in their previous group and discuss the same Talking Circles question.
- After seven - ten minutes, the bell or drum should signal the participants to move to a third table, again joining persons who were not in their previous groups.

ANNEX

1. THE JOURNEYS FIVE-STEP PROCESS FOR INSPIRING CHANGE

One of the important roles of the teacher patron is to inspire their pupils to think about what they could do as a UKU Team to contribute to building a safe and caring school that is free from violence. The Journeys 'Five-step Process for Inspiring Change' is a simple tool that can be used to guide pupils in planning and implementing a project that will help build a positive school and prevent violence.

It is best to introduce the project work either at the end of the Term 1 or the beginning of Term 2. At this stage, pupils will have learned about the different aspects of a positive school from the Activities 6-9 (Week 6 – Week 9) in the Handbook. Some of the time in the UKU team meetings can be dedicated to organising the pupils' 'positive school projects', especially when the weekly activity takes very little time such as the activity 'Watch Out' on Week 11. Pupils may also want to join with pupils in another UKU Team on the project and may need to work on the project outside of the regular UKU meeting time.

This process should be 'pupil-owned'. The teacher patron is encouraged to identify and work with one or two upper class pupils to introduce the Five-step process. The selected upper primary class pupils will work with the teacher patron to organize the pupils in the UKU team and get started on the project. The pupils in the UKU team who want to participate should be willing to commit to working together with their peers through all five steps in the tool. The selected upper class pupils will provide the pupil leadership that is needed to keep the pupils assigned to the project 'on track'.

The teacher patron should encourage the pupils to select small, simple actions for their project, especially in the beginning. By keeping the initial projects very simple, the pupils will have success. This builds self-confidence in the pupils' ability to take part in making their school a more positive place to learn. These initial successes, reinforce the pupils' feelings of responsibility to a positive school – as a responsible pupil and as a responsible UKU Team.

The Journeys Five-step Process for Inspiring Change is illustrated in a simple U-shaped model, presented on the following page. Each of the five steps are then described, with an example of a team 'positive school project'.



Source: Presencing Institute, www.presencing.com

STEP 1.

In Step 1, the teacher patron first selects two upper primary class pupils who want to work as 'team leaders' to support the organisation, design and implementation of the UKU Teams' 'positive school project'. The Journeys Five-step Process for Inspiring Change will be used to guide the pupils in designing and implementing their project.

In Step 1, the teacher patron, working with the selected upper primary class pupils, facilitates the pupils' decision-making on what areas of a 'positive school' they want to work on. In Step 1 the pupils may decide to invite other adults or pupils outside of the UKU team to join them on the project, but this is not necessary. For example, the UKU team may like to invite the Head Teacher or a Senior Male or Senior Female Teacher to work with them on the project.

The pupils are also free to join together with a different UKU Team on the project. To start, the pupils decide what they would like to improve at their school. The pupils are encouraged to think about an idea that they are all committed to work on together and that is practical and doable in a relatively short time frame.

An Example for Step 1

The Journeys UKU Team decided that they wanted to work together with the school to help make the school a more safe and caring place. They decided to ask the head teacher, the School Management Committee Chair and the Village Chief to join the project. The community members, supported by the change agents, introduced Journeys and discussed the reason for the meeting. To inspire commitment from the group, the change agents led a Reflection Activity: When I was in School. Then, the community members facilitated a discussion to solicit ideas about the most pressing issues at the school. Although many issues were discussed, the group felt that pupils are just not nice to each other and that teachers are often unkind to their pupils. As a starter, the group felt it would be helpful to come up with an action that would help improve the quality of relations among pupils and between teachers and their pupils.

STEP 2.

The purpose of Step 2 is to learn about the key issue identified in Step 1. In Step 1, the UKU Team identifies a problem they want to work on and in Step 2 the pupils come together to learn about the problem as it is in their school. In Step 2 the pupils and others working on the project collect information about the problem they are going to work on.

In Step 2, the 'project group', with the guidance of the teacher patron and assigned upper class pupils, think about what they want to learn about the problem and how to collect information about this. The following are some examples about how to collect more information:

- The pupils develop some questions about the problem they are working on and interview other pupils and teachers, asking these questions.
- The pupils invite teachers, pupils and perhaps some parents to discuss the questions in small groups.

- Pupils may take a walk with other pupils from the community to the school to discuss the problem and identify places where pupils encounter unkind people or places that are unsafe walking to and from school.
- Pupils may observe pupils on the school compound and write down ways that pupils treat other kindly and make a list of these behaviours.

During Step 2, the pupils working on the project meet frequently to discuss what they have learned.

An Example for Step 2

Although the pupils in the UKU Team felt that the pupils at their school sometimes treated each other unkindly, they needed to learn more about the ways that pupils treated each other. During the UKU meeting, the pupils decided on three questions that would guide their further learning. These were: What things did pupils do that were unkind to other pupils? What class were the pupils that were usually unkind to other pupils? Who were the pupils that were usually mistreated? In what ways did pupils show that they were kind to each other?

The pupils divided into three groups. The first group interviewed pupils, teachers and parents to collect answers to their questions. The second group observed the pupils on the school compound and drew pictures that depicted the kind and unkind behaviors they observed. The third group brought together small groups of pupils and teachers to discuss the questions in a group discussion. The pupils took one week to collect this information. After this week they came together and taped the answers to the questions and pictures on the wall of their meeting room. They learned a lot about how pupils are unkind to each other at their school. They found out that pupils often bully each other. They found that older pupils frequently steal food from younger pupils and pupils often exclude children with disabilities from group activities.

STEP 3.

In Step 3, after most of the necessary information has been collected, it is important for pupils working on a project to take some time to think on their own about what they learned during the information gathering process in Step 2. In this step, pupils think on their own about what was learned and come up with an action that would best address the issues.

An Example for Step 3

The pupils learned a lot by collecting information about how pupils treat each other in the school. They all had a chance to talk about what they found out in Step 2. For Step 3, the pupils decided to allow individuals one week to think about what they learned and to think about an action that would best address the problem. During this time, one pupil took a walk with a friend to talk about what was learned. Another pupil wrote ideas about the project in a notebook every night before he went to bed.

Another pupil talked to a parent and shared some ideas about the best action for the project. Another pupil drew a picture of a school where all the pupils had fun and helped each other. All pupils dedicated some time during the week to think about what to do as a project.

STEP 4:

In Step 4, the pupils working on the project come together to make a final decision about what action they want to take, to make a plan and begin putting the action into place. In Step 4 the pupils share with each other what they thought about during their reflection in Step 3. Consensus among the pupils is reached regarding the best action to take. This action should be practical and possible for the pupils to do themselves, with assistance from the teacher patron. Pupils from the other UKU Teams, school staff and parents can all be invited to help support the action.

In Step 4 the pupils involved in the project work together to develop an action plan. The action plan should include the following:

- The action and how it will be implemented;
- Expected improvements in pupils' safety and wellbeing;
- The persons who will carry out the action;
- The action time line and schedule of meetings with the group;
- The persons who will provide oversight and ensure that the actions take place; and
- An evaluation plan (i.e., how the group will know that the actions are improving the situation).

An Example for Step 4

When the pupils came back together after the reflection in Step 3, there were many ideas for the best actions. One pupil was very concerned about how pupils with disabilities and orphans were being treated. This pupil felt that students should be disciplined for mistreating such students. Another pupil suggested that their project should focus on actions to stop the stealing of food from younger pupils. A parent who had been invited to participate in the project felt that all parents in the community should be told to encourage their children not to bully. Finally, the pupils all agreed that there were many things that needed to be addressed at the same time. One pupil shared her idea develop a 'talking compound' in which many messages posted on signs, posters and a school mural—all addressing ways for pupils to be kind to each other and teachers to be kind to their students—would be displayed. The need to include disabled and marginalised children would be a focus of many of the messages because the group had learned this was a special problem in the school. The team unanimously agreed with this idea, developed an action plan to create this campus and started developing the messages!

STEP 5:

In Step 5, the pupils working on the project meet regularly to discuss 'how things are going' with the activities they are implementing. The group should plan how they will collect the information necessary to answer the following questions:

- Are the activities taking place as planned?
- Should the action be improved upon or modified?
- What has changed for the better as a result of the action?

An Example for Step 5

In Step 4, the pupils working on the project decided to develop and display messages around the school grounds that encourage pupils to be kind to each other and to develop a mural about a friendly school. In Step 5, a pupil in the group checked each week to make sure that the messages were developed, posted in the compound where they were supposed to be, and are still there over time. Other pupils collected information to find out if the pupils in their school were being more kind to each other because of the messages. These pupils observed the school grounds to see if pupils were kinder and friendlier to each other since they first observations in Step 2. They observed the compound during breaks every week for one month. The pupils who were observing counted the numbers of unkind and kind behaviors exchanged between pupils. The observers took special care to observe how pupils treated their classmates with disabilities. Each week, the group met to determine whether the number of kind behaviors between pupils had increased. The results made them very proud! Indeed, the numbers of kind behaviors had increased since they developed the 'talking compound'. The group created a poster to show all the school staff, pupils and community that they helped to make the school become more positive place for pupils by encouraging pupils to be kind to each other through their 'talking compound.'

2. DEFINITIONS OF SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

SRGBV

School Related Gender Based Violence (SRGBV) is defined as acts or threats of physical, sexual or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex, sexuality or gender identity. SRGBV reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and other forms of non-sexual intimidation or abuse, such as verbal harassment or exploitative labour in schools. Unequal power relations between adults and children and between males and females contribute to this violence, which can take place in formal and non-formal schools, on school compound, while going to and from school, in school dormitories, in cyberspace or through cell phone technology. SRGBV may be perpetrated by teachers, students or community members. Both girls and boys can be victims and perpetrators.

Definition and Types of Bullying

Bullying is defined as any non-sexual form of intimidation that is perpetrated with an intention to harm, either physically or psychologically. The act of bullying is grounded in the power differential that exists between the perpetrator and the victim. Excluding corporal punishment, acts of physical bullying range from severe acts of physical violence, such as beatings, to less harsh acts of violence, such as pulling at someone's clothes or hair or grabbing a student's belongings. Acts of psychological bullying include name-calling, public humiliation and other forms of teasing, excluding sexual harassment. The intentional exclusion of a peer from social circles (sometimes referred to as 'relational bullying') and theft are also forms of bullying, as is intimidating students via text messaging or on social media sites, which is referred to as cyber bullying. Bullying and other non-sexual forms of intimidation can be perpetrated by peers, teachers, other school staff and persons encountered on the way to and from school.²

Corporal Punishment

Corporal punishment is rooted in the power given to authority. It is perpetrated differently against boys and girls and is, thereby, a gendered practice. It is committed by teachers or other school officials against students and is a form of physical or psychological violence that involves the deliberate infliction of physical pain or humiliation to discipline or reform a student or to deter attitudes or behaviours deemed unacceptable or inappropriate. This type of punishment may involve physical violence, such as striking a student with an object (e.g., a cane, stick, or slung book or piece of chalk), striking a student directly, boxing/pulling a student's ears or forcing a student to adopt uncomfortable positions or humiliating postures for long periods of time. Public humiliation and exploitative labour, such as lifting heavy packages, cooking or cleaning perpetrated as a form of discipline, are also considered corporal punishment³.

² This definition of bullying was sourced from Olweus (1993) and Ringrose and Renold (2010)

or behaviours deemed unacceptable or inappropriate. This type of punishment may involve physical violence, such as striking a student with an object (e.g., a cane, stick, or slung book or piece of chalk), striking a student directly, boxing/pulling a student's ears or forcing a student to adopt uncomfortable positions or humiliating postures for long

Sexual Harassment and Violence

Sexual harassment and violence involve physical or psychological acts of violence or abuse perpetrated by an adult or another child involving any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power and/or intimidation is used to coerce a sexual act. Transactional sex (i.e., sex that is given in exchange for something, such as transportation, air time for a cell phone or a better mark in a class) is an example of sexual violence and abuse in which consent may be given, but the power differential given by age, authority, gender and/or intimidation is used to coerce the sexual act⁴. Sexual violence and abuse include unwanted touching of any kind and rape, including the use of children in commercial sexual exploitation or in audio and visual materials. Regardless of the legal age of consent, sexual activity between teachers or other school personnel and students is considered to be sexual violence and abuse. Sexual violence can be perpetrated verbally; through any repetitive, unwanted sexual attention, such as requests for sexual favours, teasing or taunting about dress or personal appearance; or by forcing students to watch pornography or listen to sexually explicit language⁵.

³This definition was sourced from UNICEF (2001) and Humphreys (2008).

⁴In some cases, female students are reported as being instigators of transactional sex in exchange for (or in the promise of exchange for) better marks, a scholarship, gifts or money, among others (Luke and Kurz, 2002). According to some testimonies, the concerned teachers consider themselves as victims of the girls' alleged 'provocations.' The power differential between a teacher and a minor student gives the teacher professional authority over her; therefore, it is impossible to consider the student's behaviour consensual (Save the Children, 2013). Transactional sex between a teacher and a student is, therefore, always considered to be sexual violence.

⁵This definition of 'sexual violence' is sourced from MSI (2008), UNICEF (2014) and Meyer (2008).

3. POSITIVE DISCIPLINE RESPONSES: ALTERNATIVES TO CORPORAL PUNISHMENT

Reflection

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

Verbal warning. Giving a verbal warning includes talking to the student and telling them what they did wrong. The student should also be told that if they repeat the misconduct, further disciplinary steps may be taken.

Imposing a timeout. This involves asking a child to either leave the class for a number of minutes or sit in a quiet place and think about their behaviour. Give as many minutes as a child is old - one minute per year. Two minutes for a two year old and six minutes for a six year old. To be able to return to class, the learner must be able to say what they did wrong and how they will avoid repeating the mistake. After the minutes have passed, the teacher should invite the child back into the room and ask him or her to explain what they did wrong. This should be done firmly but without humiliating the child. It is important to remember that imposing a timeout is more than just sending a child out of the class. Instead, the child should be sent to a specific spot where they must sit and think, such as a chair outside the head teacher's office, a chair in the staff room or a bench just outside the classroom. Timeouts are not punitive but, rather, a chance for a child to reflect upon their mistake.

Letter writing. In this technique, the student writes a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate, an apology should be included.

Oral apology. This involves apologising to the wronged person and asking for forgiveness. The wronged person should acknowledge and accept the apology.

Infraction slip. This involves writing the child's offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper should be given to the Peer Discipline Committee (see page 145) for further disciplinary measures.

Discipline box. First, a discipline box must be established in the classroom. Then, the name of a child who misbehaves is written on a piece of paper that is placed in the box, which is checked on a weekly basis. You can set a limit such that if the child's name appears in the box more than a given number of times, a certain penalty will be imposed.

Penalty

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

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

Withdrawal of privileges. This involves taking away an activity that the student enjoys. For example, students may not be allowed to go out during play time, play during a school football match or participate in a planned activity. However, students should not receive a penalty that will be detrimental to their health or safety, such as being forbidden to eat lunch, drink water, use the toilet or perform other necessary activities. The duration that the privilege is withdrawn must also be proportional to the offence. For example, lighter offences may mean withdrawal for only one day, whereas more serious offences may mean that the privilege is withdrawn for a longer period of time.

Detention. The student must remain for extra time after school to reflect on what they did wrong. The student may be directed to complete an assignment during that time (e.g., to write an essay or a letter) or to simply sit and reflect.

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

Disciplinary talk with the learner. A time should be set to meet with the student to discuss their behaviour and to establish a course for correcting it.

Demerit. This involves marking the students file or a disciplinary book to record the child's misbehaviour in an official manner.

Community service. In this technique, the student performs light work that benefits the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time or volunteering at an institution that needs assistance. Any community service work must be accompanied by counselling to explain its purpose.

Reparation

For offences that cause damage to a third party, the student must undertake public reparation, acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include the following:

Public apology. The student must apologise for his or her misbehaviour to the entire school in an assembly or to the group of people he or she offended.

Replace or repair. If the offence was accidental, the student must contribute to replacing or repairing the damage he or she caused, such as by erecting a new fence, chopping wood or repainting a wall.

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

Official reprimand. The student must accept a written notice in their disciplinary record and sign a letter committing to reform. This letter should spell out the repercussions for failing to reform.

Involvement of parents. The school should involve parents in contributing towards replacing, repairing or apologising for the damage caused by the student.

Last Resort

For persistent and serious offences, severe action may have to be taken as a last resort. The types of discipline measures in this category include the following:

Parent meeting. In this technique, the parents are summoned for a discussion of the possible next steps as a warning to the child and his or her parents.

Referral. This involves referring the student to a professional who can assist him or her, such as a counsellor, nongovernmental organisation personnel, community member, probation officer, social worker or religious leader.

Suspension. In this technique, the student is subjected to a time-limited suspension (e.g., one week) with a written warning and a referral to a counsellor or probation officer.

Expulsion. As a very last resort, the student can be expelled from school with the involvement of a probation officer and a recommended action plan for next steps to help the child.

Order of Discipline

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

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

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

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

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

Outside Referral. Finally, if the student's misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.

4. DISCIPLINE VERSUS PUNISHMENT⁶

Discipline is:	Punishment is:
Giving children positive alternatives	Telling children only what not to do
Acknowledging or rewarding effort and good behaviour	Reacting rather than responding to misbehaviour
When children follow rules because the rules are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling and shaming
Positive and respectful	Negative and disrespectful
Non-violent	Violent
Consequences that are directly related to the misbehaviour	Consequences that are unrelated to the misbehaviour
When children realise their behaviour affects others and know how it does so	When children are punished for hurting others but are not aware of how their behaviour affects others
'Time-outs' that are open ended and governed by a child's readiness to gain self-control	'Time-outs' that banish a child for a set amount of time governed by the adult
Understanding individual abilities, needs, circumstances and developmental stages	Not taking into consideration individual abilities, needs and circumstances
Teaching children to maintain self-control	Teaching children to be controlled by a source outside of themselves
Redirecting and selectively 'ignoring' minor misbehaviour	Constantly reprimanding children for minor infractions, causing them to ignore you
Reflection and effective communication	Forcing children to comply with illogical rules 'just because I say so'
Using mistakes as learning opportunities	Teaching children to behave only to avoid punishment
Teaching empathy and healthy remorse by showing it	Being sarcastic or demeaning
Directed at the child's behaviour, never the child	Directed at the child, rather than the child's behaviour

⁶ Adapted from L. Couture, Discipline vs. Punishment; see Bibliography for full citation.

⁷ Time-outs are a corrective measure or punishment for children in which they are separated from others for a brief period of time.

5. TEN KEYS TO SAFER SCHOOLS: STRATEGIES FOR IMPROVING SCHOOL CLIMATE

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The following Ten Keys provide a framework for planning and implementing a school safety plan that involves and empowers children and adults in creating positive and supportive school climates. Several of the keys provide opportunities for increasing learner involvement and empowerment. The information below informs school leaders on how to create a safe and positive school climate and achieve critical educational outcomes.

Key 1: Establish A School-Community Partnership	Key 2: Start a School Climate Team
Key 3: Set Clear Behavioural Standards, Policies and Procedures	Key 4: Improve the Physical Environment
Key 5: Empower Learners as Agents of Social Change	Key 6: Implement Diversity Activities
Key 7: Create More Opportunities for the Least-Engaged Youth	Key 8: Support Social-Emotional Skills Curricula and Instruction
Key 9: Conduct Professional Development Training	Key 10: Encourage Parent Involvement

Key 1: Establish A School-Community Partnership Coalition

Reducing incidents of bullying and violence requires a broad, community-wide effort that is best coordinated by a school-community partnership. This group generally includes representatives from faith groups, businesses, the government and community-based and youth-serving organisations, along with learners, teachers, administrators and parents.

Key 2: Start a School Climate Team

A School Climate Team generally comprises learners, teachers, administrators, school resource officers, other staff and parents. This diverse group meets regularly to address school climate issues. It provides a forum in which all stakeholders can voice their concerns and work together to recommend and implement specific actions that promote safety and prevent bullying and harassment in the school. Learners play a critical role in determining the success of the solutions that are developed and, thus, must hold a prominent position on this team.

Key 3: Set Clear Behavioural Standards, Policies and Procedures

Every school community needs to review their discipline policies and practices and have clear standards of behaviour that are known and supported by all members. These standards must also have clear consequences for those who step outside the boundaries of acceptability, and these consequences need to be consistently applied. The use of positive discipline should be encouraged.

Key 4: Improve the Physical Environment

The overall quality of the physical environment significantly affects how learners feel at school and, as a result, on how they behave. Classrooms should be light filled and child friendly, containing student work and other educational wall hangings. The compound should be kept clean and free of litter.

Key 5: Empower Learners as Agents of Social Change

Learners play an important part in addressing school safety and school climate. Schools benefit from an organised team of students who are committed to identifying areas of negative school climate and have practised how to respond. Learners have the observation skills to notice the exclusion, put-downs, teasing, relational aggression, bullying, harassment and other forms of mistreatment that sometimes goes unnoticed by adults. Learners who have practiced non-violent communication and intervention skills can interact with their peers to prevent and stop bullying and harassment when and where it happens.

Key 6: Implement Diversity Activities

Develop a year-long calendar that provides the entire school with ongoing activities that promote tolerance, deepen understanding and increase respect for differences. These activities will have greater impact if they are not stand-alone and are, instead, consistent with themes woven into the curricula. The Journeys Handbooks provides a series of possible activities.

Key 7: Create Opportunities for the Least-Engaged Youth

Many learners feel disengaged and left out. Research shows that learners who lack a sense of belonging are at greater risk for acting out or dropping out. Creating new and diverse opportunities for these least-engaged youth to reconnect with their school and community through increased dialogue and involvement in Journeys activities is, therefore, important.

Key 8: Support Social Skills Curricula and Instruction

Especially in primary school, learners benefit from active teaching of the social-emotional skills that equip them to communicate effectively, establish solid friendships and resolve their differences non-violently. This can be accomplished directly through lessons that teach these skills and more indirectly through class meetings and other strategies (e.g., cooperative learning) that teachers use in their classrooms. A school must encourage and support consistent instruction and use of the curricula.

Key 9: Conduct Professional Development Training

All adults at the school, from the first-year teacher to the head teacher, have a role to play in building and maintaining a positive, healthy and safe school climate. Unfortunately, professional development opportunities are limited, and many adults have not received the necessary training to fully understand bullying or sexual harassment or to intervene effectively when they do observe pervasive forms of bullying. Journeys for Schools provides activities to help teachers and other school staff recognise and better understand their roles as safe resources and confidantes for learners.

Key 10: Encourage Increased Parent Involvement

Because parents exert strong influences over learners' opinions, values and interaction skills, parents' understanding and support are essential for any school safety and climate plan to be successful. Holding neighbourhood meetings and educating more parents about the positive effects of a fully inclusive and supportive school climate can help lead to a successful school.

6. GOVERNMENT OF UGANDA TEACHER'S CODE OF CONDUCT¹ (EXCERPT)

A teacher's chief responsibility is towards the child/learner under the teacher's care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality. The teacher shall therefore:

- a. Respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner's welfare;
- b. Recognise that a privileged relationship exists between the teacher and the child/learner and shall refrain from exploiting this relationship by misconduct prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
- c. Refrain from using a child/learner's labour for private or personal gain.

Summary for Teachers

Live up to the highest professional standards according to Ugandan Law.

Be fair and kind to all children and staff.

Attend school every day and arrive on time.

Treat all pupils equally and fairly, regardless of their race, religion, tribe, place or sex.

Not harm children physically, emotionally or sexually.

Professional Conduct

A teacher shall

- a. live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute.
- b. teach conscientiously with diligence, honesty and regularity.
- c. teach objectively in all the matters including politics, religion, race, tribe and sex.
- d. not take advantage of his or her influence to indoctrinate the child/learner towards the teacher's tenet, dogma or doctrine.
- e. prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
- f. set an adequate amount of written and practice exercises promptly for effective teaching and learning.
- g. mark and evaluate all written and practical exercises promptly and carefully.
- h. undertake such remedial teaching as effective learning might require.
- i. observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.
- j. seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.

- k. not to teach while under the influence of alcohol or drugs or come to school while drunk.
- l. not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.
- m. conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.
- n. follow the programme discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that programme.
- o. make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.
- p. allow the head of department or the head teacher to be present while the teacher is teaching.
- q. at all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.
- r. use proper channels of communication and flow of information.
- s. in view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teaches; and
- t. maintain and keep in a safe manner records of learners' performance in examinations to enable him or her report factually and objectively on each learner's progress.

A teacher shall

- a. devote such time to his or her duties as is necessary by the nature of his or her post.
- b. not engage in private or personal activities when he or she is expected to teach or supervise learning and other curricular activities.
- c. not trade or transact business when he or she is expected to be on duty.
- d. not to bring any pet or baby or any other child not being registered in the school to class since this will interfere with the discharge of school duties.
- e. not be an accomplice to any activity likely or intended to cause disturbance or riot within the school.
- f. not to be absent without authority from his or her class lessons and teach without discrimination or bias against any pupil in his or her class regardless of the child's/learner's race, religion, tribe, place of origin or sex.
- g. conduct all his or her lessons and teach without discrimination or bias against any pupil in his or her class regardless, of the child's/learner's race, religion, tribe, place or sex.
- h. maintain and keep in a safe manner all records of school property under his or her care and account for such property when asked to do so by the head of the department or head teacher.

The Teacher's Personal Conduct

A teacher shall

- a. dress appropriately and shall be in mode of dress decent and smart.
- b. attend to his or her personal appearance ensuring a neat and pleasant outlook while on duty and in public places and shall avoid unkempt hair and beard.
- c. observe the laws of Uganda particularly in matters of sex, marriages and parenthood and shall at all times set a good example to the children.
- d. not write, circulate or cause to be written or circulate any anonymous letter or any document with malicious intent and
- e. show respect for school rules set by the governing body of the school and shall assist in their implementation.

The Head teacher

1. As a teacher and leader in the teaching profession, a head teacher is bound by this code of professional conduct and shall set a good example in the strict observance of all provisions of the code.
2. In addition a head teacher shall enforce the observation of the code of professional conduct on all teachers under him or her in accordance with the law, regulations and other provisions of the education service and shall promptly deal appropriately with all breaches of the code.
3. In particular and without derogation to the generality to sub-paragraphs 1 and 2 of this paragraph the head teacher shall:
 - a. be the custodian of good educational standards in his or her school and shall aim high in educational standards.
 - b. enroll children into the school without bias or discrimination and within the regulations and provisions of the laws in force in Uganda.
 - c. collect all school fees and receive all other school monies such as gifts, donations and endowments according to policies issued from time to time by the competent authorities.
 - d. pay all salaries and wages to the rightful owners as soon as such salaries and wages are received and due;
 - e. account for all the money as collected and received on behalf of the school;
 - f. keep all school records in his or her custody in safe condition and ensure that such records contain correct information.
 - g. not connive with members of staff or any other person so as to bring the profession and the service into disrepute.
 - h. not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside the school.
 - i. not receive a bribe in relation to the discharge of his or her duties and ensure that his or her staff does not do so.
 - j. ensure that all teachers and students observe punctuality alike.

- k. report factually and objectively on members of his or her staff on matters required in Annual confidential reports or when assessing a teacher's capability as to a post of responsibility applied for when reporting any breach of the law to the competent authorities.
- l. report factually and objectively on all matters concerning school children without fear, favour, bias or discrimination.
- m. not carry out or transact any private business within or outside the school premises when she or he is expected to be on official duty within or outside his or her school.
- n. not take it upon himself or herself to physically punish a teacher involved in the breach of this Code or any other regulations in force but will use all avenues open to him or to her to report such breaches to the appropriate authorities for action.
- o. be present in the school as much as possible and whenever he or she is out of the school, he or she shall leave correct information of his or her whereabouts with his or her deputy or any other person authorised to act and shall always ask his or her deputy to act on his or her behalf when he or she is on duty outside the school.

¹ The Education Service Act (Act No.13 of 2002) Teachers' Professional Code of Conduct, Legal Notice Supplement No.8: 24 August 2012

7. GOVERNMENT OF UGANDA

CHILDREN'S ACT (EXCERPT)

In April 2016, the government passed the Children's Act¹, which provides the legal framework for the protection of children and provisions for their well-being and has been assented by the President. The Children Act brings the following into law:

- **Duty to report violence against children** with a provision on the protection of children from all forms of violence. It states, every child has a right to be protected against all forms of violence including sexual abuse and exploitation, child sacrifice, child labour, child marriage, child trafficking, institutional abuse, female genital mutilation, and any other form of physical and emotional abuse. Anyone who reasonably believes that a child is being abused, is neglected, or is under imminent danger of being abused or injured may report the matter to the designated authority. Reporting is mandatory for medical practitioners, social workers, and teachers with regard to children under their care.
- **Corporal Punishment outlawed in schools.** The Children's Act states that a "person of authority in institutions of learning shall not subject a child to any form of corporal punishment," including "any punishment in which physical force is intentionally used to cause pain or injury to a child, and includes punishment which is intended to belittle, humiliate or ridicule a child." In addition, the Global Initiative to End All Corporal Punishment of Children was updated and revised in March 2016.
- **Right to protective services for every child.** The ministry responsible for child affairs has the responsibility to "ensure that designated child protection services are available and accessible to children." This clause places the responsibility on the government to ensure RTRR systems are available to children.

Violation of Corporal Punishment (Section 106A, Children's Amendment Act, 2016) is punishable by fines and prison terms.

¹ Government of Uganda. (2015). The Children's Amendment No 2 Bill.

8. SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The Collaboration of Academic, Social, and Emotional Learning (CASEL, www.casel.org) defines five core competencies of social and emotional learning. The illustration below demonstrates that these competencies can be taught in many ways across many settings. SEL is integrated across all of the activities in the Journeys Activity Handbook for pupils. These five competencies are described in the illustration below and is followed by a brief description of each of these competencies. The graphic and descriptions are provided by CASEL, 2017, <http://www.casel.org/what-is-sel/>.



Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations, including effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible Decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions and consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Exhibiting ethical responsibility

Pupils will develop the five social and emotional learning competencies through their participation in the UKU Team each week. Simultaneously, pupils will learn about different forms of violence against children in schools and what to do when they witness violence or come face-to-face with violence targeting themselves. With strengthened social and emotional learning competencies, we anticipate that pupils will develop a strengthened sense of agency to avoid, challenge, and prevent violence. The complementary Journeys Activity Handbooks for Teachers and Community Members will help to establish the responsive environments required to ensure that pupils are welcomed and assisted when they reach out for help.

10. MATRIX OF SOCIAL EMOTIONAL LEARNING COMPETENCIES

Activity Number	UKU Activities	Social and Emotional Learning Competencies				
		Self Awareness	Social Awareness	Self Management	Relationship Skills	Responsible Decision Making
1	Making a new friend	✓				
2	Why I want to be a Cow	✓	✓		✓	
3	Talents, Interests and Personal Qualities	✓	✓		✓	
4	Blindfold Walk				✓	✓
5	My Life at School	✓	✓		✓	
6	Knowing My School: Pupil-pupil relations		✓		✓	✓
7	Knowing My School: Teacher-pupil relations		✓		✓	✓
8	Knowing My School: Classroom		✓		✓	✓
9	Knowing My School: School Grounds		✓		✓	✓
10	Unwanted Attention	✓		✓		✓
11	Watch Out	✓	✓	✓		✓
12	Mapping Danger Zones		✓		✓	✓
13	Spidergram	✓	✓		✓	
14	Helping Hands	✓		✓	✓	✓
15	Let's Decide		✓		✓	✓
16	Solving Problems	✓	✓		✓	✓
17	Solving Problems Role Play	✓	✓		✓	✓
18	Vote with Your Feet	✓	✓			✓
19	Gender Box		✓		✓	
20	Equal Job Opportunities		✓		✓	
21	Status Game		✓	✓		✓
22	Pictures of Violence		✓		✓	✓
23	Bullying		✓			✓
24	Corporal Punishment		✓			✓
25	Sexual Harassment and Abuse		✓			✓
26	Positive Bystander Response to Violence	✓	✓	✓	✓	✓
27	Bystander Response Skits		✓	✓	✓	✓
28	Feelings Charades	✓	✓		✓	✓
29	Violence Stories 1		✓	✓	✓	✓
30	Violence Stories 2		✓	✓	✓	✓
31	Seeking Assistance		✓	✓		✓
32	What is Important to Me	✓	✓			
33	Telephone Game		✓		✓	✓
34	Rumors		✓		✓	✓
35	My Hero	✓	✓			✓
36	Why is Being Honest Important?		✓	✓		✓
37	All Tangled			✓	✓	✓
38	Listen, Don't Listen			✓	✓	✓
39	Talking Circles: Qualities of a Good Friend	✓	✓		✓	
	TOTAL ADDRESSED IN EACH CATEGORY	16	33	12	27	29
	%AGE OF TOTAL NUMBER OF ACTIVITIES	16%	34%	12%	28%	30%
	TOTAL ADDRESSED AS PRIMARY COMPETENCIES	4	11	4	13	5
	PERCENT PRIMARY FROM COMPETENCY	25%	33%	33%	48%	17%
	TOTAL PRIMARY FROM TOTAL	10%	28%	10%	33%	13%

11. MATRIX OF JOURNEYS GOALS

Activity Number	UKU Activities	Cross Journeys Goals				
		Understanding Qualities of a Positive School	Understanding Gender Norms	Understanding Violence against Children in Schools	Avoiding, Challenging, Preventing VACIS	Working Together to Build a Safe and Caring School
1	Making a new friend					✓
2	Why I want to be a Cow					✓
3	Talents, Interests and Personal Qualities					✓
4	Blindfold Walk					✓
5	My Life at School	✓				
6	Knowing My School: Pupil-pupil relations	✓				
7	Knowing My School: Teacher-pupil relations					
8	Knowing My School: Classroom					
9	Knowing My School: School Grounds					
10	Unwanted Attention		✓	✓	✓	
11	Watch Out			✓	✓	
12	Mapping Danger Zones			✓	✓	
13	Spidergram				✓	✓
14	Helping Hands					✓
15	Let's Decide					✓
16	Solving Problems		✓	✓	✓	✓
17	Solving Problems Role Play		✓	✓	✓	✓
18	Vote with your Feet		✓			
19	Gender Box		✓			
20	Equal Job Opportunities		✓			
21	Status Game		✓			
22	Pictures of Violence		✓	✓		
23	Bullying	✓		✓		
24	Corporal Punishment	✓		✓		
25	Sexual Harassment and Abuse	✓		✓		
26	Positive Bystander Response to Violence				✓	✓
27	Bystander Response Skits			✓	✓	✓
28	Feelings Charades					✓
29	Violence Stories 1			✓	✓	✓
30	Violence Stories 2			✓	✓	✓
31	Seeking Assistance			✓	✓	✓
32	What is Important to Me					✓
33	Telephone Game					✓
34	Rumors					✓
35	My Hero					✓
36	Why is being Honest Important?	✓				
37	All Tangled					✓
38	Listen, Don't Listen					✓
39	Talking Circles: Qualities of a Good Friend					✓
TOTAL ADDRESSED IN EACH CATEGORY		6	8	13	11	23

11. MATRIX OF THEMATIC LIFE SKILLS AND VALUES

UKU Activities	Primary Social Emotional Learning (SEL) Competency	Thematic Curriculum Life Skills & Values			
		P1	P2	P3	P4
Making a new friend	Self-awareness	Effective communication, Decision-making, Friendliness and appreciation. Friendship formation.	Effective communication, friendship formation & interpersonal relationship. Sharing, togetherness & appreciation.	Decision-making, Friendship Formation.	Effective communication, friendship formation & interpersonal relationship, Sharing and appreciation.
Why I want to be a Cow	Social-awareness	Identity.	Critical thinking, mobility & orientation, creative thinking, Values-Empathy, Responsibility.	Assertiveness.	Inquiry, Drawing Values Appreciation, Tolerance.
Talents, Interests and Personal Qualities	Social-awareness	Self esteem.	Interpersonal relationship, Friendship formation, self-awareness, Effective Communication, Appreciation, Leadership and Co-operation.	self-awareness, peer resistance.	Interpretation, Classifying, Interpersonal relationship, Friendship formation, self-awareness, Effective Communication, Appreciation, Leadership and Co-operation.
Blindfold Walk	Relationship Skills	Effective communication.	Life skills, Critical thinking, Problem solving, Creative thinking, Assertiveness, Values - Self-reliance, Tolerance, Endurance, Empathy.	Empathy.	Critical thinking, Problem solving, Creative thinking, Assertiveness, Self-reliance, Tolerance, Endurance, Empathy.
My Life at School	Self-awareness	Decision-making, Cooperation, Identity, Respect.	Effective communication, decision making critical thinking & interpersonal relationship. Sharing, Respect, cooperation & appreciation.	self-awareness.	Observation, Interpretation, friendship formation & interpersonal relationship, Sharing, Cooperation and appreciation.
Knowing my school: Pupil-pupil relations	Relationship Skills	self-awareness, Responsibility.	Life skills, Self-awareness, Friendship formation, Mobility & Orientation Values-Appreciation, Care, Identity, Respect.	self-awareness.	Self-awareness, Friendship formation, Mobility & Orientation, Appreciation, Care, Identity, Respect.
Knowing my school: Teacher-pupil relations	Relationship Skills	self-awareness, Responsibility.	Life skills, Self-awareness, Friendship formation, Mobility & Orientation Values-Appreciation, Care, Identity, Respect.	self-awareness.	Self-awareness, Friendship formation, Mobility & Orientation, Appreciation, Care, Identity, Respect.
Knowing my school: Classroom	Relationship Skills	self-awareness, Responsibility.	Life skills, Self-awareness, Friendship formation, Mobility & Orientation Values-Appreciation, Care, Identity, Respect.	self-awareness.	Self-awareness, Friendship formation, Mobility & Orientation, Appreciation, Care, Identity, Respect.
Knowing my school: School Grounds	Relationship Skills	self-awareness, Responsibility.	Life skills, Self-awareness, Friendship formation, Mobility & Orientation Values-Appreciation, Care, Identity, Respect.	self-awareness.	Self-awareness, Friendship formation, Mobility & Orientation, Appreciation, Care, Identity, Respect.
Unwanted Attention	Self Management	Assertiveness.	Life skills, Assertiveness, Self-awareness, E effective communication. Values-Respect, Appreciation, Empathy.	Assertiveness.	Assertiveness, Self-awareness, Effective communication, Respect, Appreciation, Empathy.
Watch Out	Self Management	Creative and Critical thinking.	Assertiveness, Self-awareness, Protection, Responsibility Respect and Appreciation.	creative thinking.	Assertiveness, Self-awareness, Protection, Responsibility Respect and Appreciation.
Mapping Danger Zones	Social-awareness	Decision-making, Responsibility.	self-awareness, Decision-making, Critical thinking, Protection, Mobility & Orientation, Care & Concern and Sharing.	self-awareness, Decision-making.	Critical thinking, Decision-making, Protection, Care & concern and Sharing.
Spidergram	Relationship Skills	Endurance.	Life skills, Creative thinking, Problem solving. Values-Cooperation, Responsibility, Sharing.	Problem solving, critical thinking, non-violent conflict resolution.	Life skills- Creative thinking, Problem solving. Values-Cooperation, Responsibility, Sharing.
Helping Hands	Relationship Skills	Cooperation, Interpersonal relationships, Unity and Sharing.	Togetherness, Friendship formation, Creative thinking. Sharing, Co-operation, Care & concern.	interpersonal relationships, friendship formation, problem solving.	Displaying, Togetherness, Friendship formation, Creative thinking, Sharing, Co-operation, Care & concern.
Let's Decide	Responsible Decision-making	Decision-making, Cooperation, Identity, Respect.	Critical thinking, Problem solving Decision-making & self-awareness, Self-reliance, Tolerance, Endurance, Empathy.	Decision-making.	Decision-making, Critical thinking,, self-awareness, Problem solving, Respect, Self -reliance, Endurance
Solving Problems 1	Responsible Decision-making	Problem solving, Critical thinking, Non-violent conflict resolution.	Life skills, Problem solving, critical thinking, interpersonal relationship, Values-Empathy, Respect, Responsibility, Appreciation.	Problem solving, critical thinking, non-violent conflict resolution.	Life skills-Problem solving, critical thinking, Interpersonal relationship, Values-Empathy, Respect, Responsibility, Appreciation.
Solving Problems Role Play	Responsible Decision-making	Problem solving, Critical thinking, Non-violent conflict resolution.	Interpersonal relationship, Friendship formation, Effective Communication, Appreciation, Decision-making, Leadership and Co-operation.	Problem solving, critical thinking, non-violent conflict resolution.	Interpersonal relationship, Friendship formation, Effective Communication, Appreciation, Decision-making, Leadership and Co-operation.
Vote with your Feet	Social-awareness	Creative thinking.	Decision-making, critical thinking & effective communication, Appreciation, Care & Concern, Protection.	Negotiation.	Decision-making, critical thinking & effective communication, Appreciation, Care & Concern, Protection.
Gender Box	Social-awareness	Identity, Appreciation.	Life skills, self-awareness, Assertiveness, interpersonal relationship. Values - Friendship formation, Interpersonal relationships, Decision-making, Responsibility.	Self esteem, Assertiveness.	Describing, Inquiry, Interpersonal relationship. Values -Friendship formation, Interpersonal relationships, Decision-making, Responsibility.
Equal Job Opportunities	Social-awareness	Cooperation, Sharing.	Life skills, Decision-making, critical thinking & effective communication. Values - Appreciation, Responsibility.	Negotiation.	Decision-making, critical thinking & effective communication, Appreciation, Responsibility.
Status Game	Social-awareness	Self esteem.	Self-awareness, Mobility & Orientation, Assertiveness. Responsibility, Leadership, Respect and Tolerance.	Self esteem, Assertiveness.	self-awareness, Assertiveness, Responsibility and Leadership, Respect.

Pictures of Violence	Social-awareness	Appreciation.	Creative thinking, Critical thinking, Creativity, Sharing Care & Concern.	self-awareness, non-violent conflict resolution.	Inquiry, Interpretation, Imagination, Care and Concern, Sharing.
Bullying	Social-awareness	self-awareness, Responsibility.	Assertiveness, Self-esteem, Problem solving, Effective Communication, Togetherness, Empathy, Care & Concern Sharing.	Assertiveness, self esteem, coping with emotion, interpersonal relationships.	Assertiveness, Self-esteem, Observation, Describing, Inquiry, Problem solving, Effective Communication, Togetherness, Empathy, Care & Concern Sharing.
Corporal Punishment	Social-awareness	self-awareness, Responsibility.	Assertiveness, Self-awareness, Effective communication, Protection, Empathy, Care & Concern, Co-operation.	self-awareness, non-violent conflict resolution.	Assertiveness, Self-awareness, Observation, Describing, Inquiry Effective communication, Protection, Empathy, Care & Concern, Co-operation.
Sexual Harassment and Abuse	Social-awareness	self-awareness, Responsibility.	Effective communication, Assertiveness, self awareness, Problem solving, Sharing, Respect & Tolerance, Care & Concern, Co-operation.	Assertiveness, self esteem, coping with emotion, interpersonal relationships.	Effective communication, Inquiry, Observation, Describing, Assertiveness, self-awareness, Problem solving, Sharing, Respect & Tolerance, Care & Concern, Co-operation.
Positive Bystander Response to Violence	Self Management	Problem solving, Critical thinking, Non-violent conflict resolution.	Self-awareness, Problem solving, Decision-making, Effective communication, Assertiveness, Care & Concern, leadership, Co-operation.	Problem solving, critical thinking, non-violent conflict resolution.	self-awareness, Problem solving, Inquiry, Decision-making, Effective communication, Assertiveness, Care & Concern, leadership, Co-operation.
Bystander Response Skits	Self Management	Critical thinking, Decision-making, problem solving.	Life skills -Creative thinking, Effective Communication, Problem solving, Assertiveness Mobility & Orientation, Values - Care & Concern, Co-operation, Sharing.	Problem solving, critical thinking, non-violent conflict resolution.	Creative thinking, Displaying, Effective Communication, Problem solving, Assertiveness Mobility & Orientation, Care & Concern, Co-operation, Sharing,
Feelings Charades	Self-awareness		Decision-making, creative thinking, interpersonal relationship & friendship formation. Self-esteem, Cooperation, Leadership.	Interpersonal relationships empathy.	Creative thinking, Interpretation, Effective Communication, Cooperation, Appreciation and Sharing.
Violence Stories 1	Responsible Decision-making	self-awareness, Responsibility.	Self-awareness, critical thinking, Problem solving, Responsibility, Togetherness, Respect, Co-operation, Care.	self-awareness, peer resistance, problem solving, non violent conflict resolution.	Self-awareness, Drawing, critical thinking, Classifying, Problem solving, Responsibility, Togetherness, Respect, Co-operation, Care.
Violence Stories 2	Responsible Decision-making	self-awareness, Responsibility.	Self-awareness, critical thinking, Problem solving, Responsibility, Togetherness, Respect, Co-operation, Care.	self-awareness, peer resistance, problem solving, non violent conflict resolution.	Self-awareness, critical thinking, Drawing, Classifying, Problem solving, Responsibility, Togetherness, Respect, Co-operation, Care.
Seeking Assistance	Responsible Decision-making	Appreciation, Cooperation, Interpersonal relationships and acceptance.	Effective communication, Assertiveness, Self-awareness, friendship formation, Identity, Respect.	self-awareness, peer resistance, problem solving, non violent conflict resolution	Effective communication, Assertiveness, Inquiry, Self-awareness, Drawing, friendship formation, Identity, Respect.
What is Important to Me	Self-awareness	Negotiation and self-awareness.	self-awareness, Decision-making, Critical thinking Mobility & Orientation, Protection,, Care & Concern and Sharing.	Critical thinking, self-awareness.	self-awareness, Decision-making, Critical thinking Mobility & Orientation, Protection, Care & Concern and Sharing.
Telephone Game	Relationship Skills	Effective communication.	Effective communication, Self-awareness, friendship formation. Identity, Respect, Tolerance.	Effective communication, Negotiation.	Inquiry Effective Communication, self-awareness, Appreciation, Co-operation
Rumors	Relationship Skills	Interpersonal relationships.	Life skills -Effective communication, Self-awareness, critical thinking. Values-Respect, Care, Responsibility.	interpersonal relationships.	Effective communication, Self-awareness, critical thinking, Respect, Care, Responsibility
My Hero	Social-awareness	Appreciation.	Life skills-Decision-making, Respect & tolerance, Values-Assertiveness, self-esteem, cooperation, leadership.	self-awareness.	Recording, Interpretation, Effective Communication, Cooperation, Appreciation and Sharing.
Why is being Honest Important?	Self Management	Respect and Appreciation.	Life skills-Friendship formation, Assertiveness, Effective Communication. Values-Acceptance, Respect, Appreciation, Love.	Friendship formation.	Life skills-Friendship formation, Assertiveness, Observation, Effective Communication, Acceptance, Respect, Appreciation, Love.
All Tangled	Relationship Skills	Problem solving, Critical thinking, Non-violent conflict resolution.	Problem solving, critical thinking, Interpersonal relationship, Empathy, Respect, Responsibility, Appreciation.	Problem solving, critical thinking, non-violent conflict resolution.	Creativity, Critical thinking, Describing, Inquiry & Effective Communication. Values -Caring, Sharing, Co-operation and Appreciation.
Listen, Don't Listen	Relationship Skills	Critical thinking.	Decision-making, critical thinking & effective communication. Appreciation, Protection.	Effective communication.	Decision-making, critical thinking & effective communication, Appreciation, Protection.
Talking Circles: Qualities of a Good Friend	Relationship Skills	Friendship formation, Interpersonal relationships.	Self control, Interpersonal relationship, Empathy, Effective Communication, Love, Respect, Care & Concern, Appreciation.	Friendship formation.	Self control, Observation, Interpersonal relationship, Empathy, Effective Communication, love, Respect, Care & Concern, Appreciation.

12. GLOSSARY

Active listening - A skill that involves allowing others to speak without judgement and attentively focusing on what the other is saying in order to respond appropriately to the other's social and emotional needs. Active listening is a skill that can be learned and improved through practice.

Agent of change or change agent - Somebody or something that brings about or helps to bring about transformation.

Attitude - An opinion or general feeling about something. It can be a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitudes are ways in which people think and feel that are often reflected in how they behave.

Behaviour - The way someone acts or responds to a certain situation.

Bullying - Hurtful harassment or tormenting of others, usually by an abuser who has more physical and/or social power than the victim. Bullying can take many forms, including the following:

Physical bullying - Hitting, kicking, pushing, choking or punching.

Verbal bullying - Threatening, taunting, teasing, starting rumours or hate speech. Verbal bullying also includes exclusion from activities, which is the deliberate exclusion of a specific individual.

Bystander - A person who is at the scene of an unsafe interpersonal (i.e., between two or more people) situation who is neither the aggressor nor the victim.

Community - A group of people living in the same place and a feeling of fellowship with others as a result of sharing common attitudes, interests and goals.

Gender - Refers to a set of qualities and behaviours expected from males or females by society.

Gender-based violence - Any act that results in or is likely to result in physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender role expectations and stereotypes.

Gender equality - Equal rights, freedoms, conditions and opportunities for males and females to realise their full potential and to contribute to and benefit from economic, social, cultural and political development.

Gender norms - Standard patterns of behaviour for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls, resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decisions

and choices because of how society expects them to behave.

Gender roles/assigned gender roles - Socially determined roles that can be affected by various factors, such as education or economics. They may vary widely within and between cultures and often evolve over time.

Gender stereotypes - Broad generalisations based on assumptions about how a person should act because of his or her sex and what society considers to be masculine and feminine roles, attributes and characteristics.

Harassment - Bothering or attacking somebody. This term refers to a wide spectrum of offensive behaviour. When it is used in a legal sense, 'harassment' refers to behaviours that are found to be threatening or disturbing and beyond those sanctioned by society (see Sexual harassment).

Human rights - The basic rights and freedoms to which all humans are entitled, regardless of citizenship, nationality, race, ethnicity, language, sex, sexuality or ability.

Perpetrator - A person who commits or is responsible for something, usually something criminal or morally wrong.

Positive discipline - Using alternative, non-violent methods of discipline to modify behaviour. For example, removing a privilege or assigning a community service task in proportion to the misbehaviour.

Positive reinforcement - Alternative to corporal punishment. Focuses on rewarding successes instead of punishing failures. Encourages effort and not only success.

Power - The ability to do what one wants to get one's way. It is also the capacity to influence the behaviour or emotions of others or the course of events. 'Powerless' or 'disempowered' refers to the absence of power.

Punishment - An action that is imposed on a person for breaking a rule or displaying improper conduct. Punishment aims to control behaviour through negative means.

Resiliency - The ability to thrive, mature and be competent in the face of adverse circumstances.

Respectful - Listening to others and being mindful, careful or sensitive to their feelings, beliefs, needs and opinions in a non-judgmental manner.

Responsibility - Accountability or obligation.

School climate - Refers to the quality and character at and around schools. A positive school climate supports people feeling socially, emotionally and physically safe at their school.

School-related gender-based violence (SRGBV) - Any form of violence or abuse that is based on gender roles and relationships. It can be physical, sexual or psychological or any combination of the three. It can take place in the school, on the school compound, while going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims and perpetrators. Both educational and reproductive health outcomes are negatively affected by gender-based violence.

Self-efficacy - The belief that one can perform or learn to perform a certain behaviour or action.

Sex - The biological differences between males and females. Sex differences relate to males' and females' physiology and generally remain constant across cultures and over time.

Sexual assault - Forcing another person to have any type of intimate contact. This type of violence can involve physical or psychological force. When assault involves penetration, it is defined as rape.

Sexual harassment - Any repetitive, unwanted and uninvited sexual attention, such as teasing, touching or taunting.

Sexuality - The quality or state of being sexual.

Social-emotional learning/development - The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Teasing - Making fun of or belittling a person. Teasing is not always harmful, but it can be damaging when it is unwanted, harassing or prolonged.

Threaten - To intimidate people by telling them that they will experience negative or dangerous consequences to an act.

Uganda Children Act Amendment - This amendment was approved in March 2016 by the President of Uganda and provides legislation around the protection of the rights of children in Uganda and prohibits corporal punishment.

“U” Model of Inspiring Change - A theory of creating change in communities that consists of five steps: (1) Establish a core group, ignite commitment and decide on a key issue; (2) learn together about the issue through observation, interviews and discussions; (3) reflect individually; (4) design the action; and (5) review, modify and institutionalise the change.

Victim - Someone harmed by an act or circumstance.

13. SOURCES OF ACTIVITIES

Activity	Adapted From
Making a New Friend	The Good Schools Toolkit
Why I Want to Be a Cow	The Good Schools Toolkit
Talents, Interests and Personal Qualities	The Good Schools Toolkit
Blindfold Walk	The Good Schools Toolkit
Reflection on My Life at School	Doorways
Knowing My School: Pupil—Pupil Relations	RTI International
Knowing My School: Teacher—Pupil Relations	RTI International
Knowing My School: The Classroom	RTI International
Knowing My School: School Grounds and Traveling to School	RTI International
Unwanted Attention	The Good Schools Toolkit
Watch Out	The Good Schools Toolkit
Mapping Danger Zones	RTI International
Spidergram	Doorways
Helping Hands	The Good Schools Toolkit
Let's Decide	The Good Schools Toolkit
Solving Problems	Doorways
Solving Problems Role Play	Doorways
Vote With Your Feet	The Good Schools Toolkit
Gender Box	Doorways
Equal Job Opportunities	Doorways
Status Game	The Good Schools Toolkit
Pictures of Violence	Doorways
Bullying	RTI International
Corporal Punishment	RTI International
Sexual Harassment and Abuse	RTI International
Telephone Game 1	The Good Schools Toolkit
Positive Bystander Response to Violence	RTI International
Bystander Response Skits	Doorways
Feelings Charades	Doorways
Violence Stories 1	Doorways
Violence Stories 2	Doorways
Seeking Assistance	Doorways
What is Important to Me	The Good Schools Toolkit
Rumors/Telephone Game 2	The Good Schools Toolkit
My Hero/Role Model	The Good Schools Toolkit
Why is Being Honest Important	The Good Schools Toolkit
All Tangled	Playworks.org
Listen, Don't Listen	The Good Schools Toolkit
Talking Circles: Qualities of a Good Friend	The World Café Foundation
Five-Step Process for Inspiring Change	The Presencing Institute