



Accelerated Education Introductory Teacher Training Pack

Social Inclusion

Social Inclusion

This is Session 16 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

16: Social Inclusion

TRAINER OVERVIEW	
Session time	3 hours 12 min
AE teacher competency	7: Creates safe, supportive AEP learning environment
Learning Outcomes	<p>At the end of the session participants will be able to:</p> <ol style="list-style-type: none">1. Develop an understanding of discrimination and the groups that are discriminated against.2. Challenge traditional beliefs3. Identify discrimination in the classroom and strategies to reduce it.
Materials	<ul style="list-style-type: none">» Trainer Resource 16.1: Diagrams for inclusion» Trainer Resource 16.2: Pictures (1 copy per group, each picture cut along black line)» Trainer Resource 16.3: Discrimination scenarios (1 copy to cut up)» Handout 16.1: Speech bubbles (1 copy per pair)» Handout 16.2: Dialogue and acts of kindness (1 copy per participant)» Coloured stickers/paper/chalk to mark participants foreheads» Pieces of paper, rope or chalk, signs for low, high» Flip chart paper, markers

OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	2	Session Outcomes
1: Prejudice and discrimination	Game Brainstorm Ranking activity Discussion	45	Coloured stickers/ paper/chalk to mark participants foreheads Pieces of paper, rope or chalk, signs for low, high
2. Inclusion	Think-pair-share	10	Trainer Resource 16.1: Diagrams for inclusion
BREAK			
3. Challenging traditional viewpoints	Group work Using pictures	55	Handout 16.1: Speech bubbles Trainer Resource 16.2: Pictures Flip chart paper, markers
4: Tackling discrimination	Group work Role play	60	Trainer Resource 16.3: Discrimination scenarios Handout 16.2: Dialogue and acts of kindness
Reflection		10	Session Outcomes



STEPS

1. Introduction

1. Write the title of the training session on the board: *16: Social Inclusion*.
2. Say:
 - Welcome to session 16: Social Inclusion.
3. Say:
 - This session focuses on one of the barriers for many potential learners for AEP, discrimination. First we will understand what it feels like and how it is caused. Then we will look at how we can reduce discrimination in the classroom.
4. Put up the outcomes on the board/wall.
5. Say
 - By the end of the session you will be able to:
 1. develop an understanding of discrimination and the groups that are discriminated against.
 2. challenge traditional beliefs
 3. identify discrimination in the classroom and strategies to reduce it.



1: Prejudice and discrimination

INTRODUCTION: PREJUDICE (15 MIN)

1. Say:
 - Our society is not a homogeneous society and cultural and linguistic differences exist that are relevant to our life outcomes. AEP learners come from a range of different backgrounds such as IDPs, urban poor, rural children, and children with disabilities. They have often been denied equal access to education and inequality impacts every aspect of their life opportunities. In the next activity we will look at what inequality feels like.
2. Explain task:
 - In this game¹ we will greet everyone differently according to the colour on their forehead.
 - I will put one of three colours on your foreheads. You don't know which colour you have. You must not tell each other what colour they have or it will spoil the game.



Trainer tip:

Change the colours if you don't have red, black and green.

- You will greet each other in the following ways:

Red	Greet this person as if they are very important to you and you haven't seen them for a long time. You are VERY happy to see them and greet them warmly.
Black	Greet this person as if they are someone you pass every day. You greet them but it is not a big greeting.
Green	This is someone who you do not want to see or greet. You do not like them. Try to avoid them but if you must greet then, do so coldly and try to get away quickly.

3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Put the colours on the participants' foreheads.
5. Say:
 - Stand up and move around the room for 5 minutes and greet everyone.
6. After 5 minutes say:
 - Stop the greetings and look at the colour on your forehead.
 - Form a group with the same colour red, black, and green.
 - In your group, discuss what happened in the activity and what it felt like.
7. Ask:
 - What did it feel like to have a red mark? Black mark? Green mark?
 - Are there any people or groups of people that communities do not like or exclude? Which people are they?

Possible answers

- Red felt very happy, black felt good, green felt left out/ angry

Excluded groups include:

- disabled people
- sick people
- women
- people of a different religion
- different ethnic groups

Definition:

Prejudice: An attitude or prejudging, usually in a negative way.

Ask:

- How do you think those people feel when they are left out?

Say:

- Often we do not include people because we are prejudiced against them. This means that we have an unreasonable dislike for these people. Where has this dislike come from? Sometimes it is from experience e.g. a policeman beats your neighbour so now you are prejudiced against all policemen. But is this fair? Perhaps your neighbour beats his daughter, does that mean you are prejudiced against all your neighbours? Many times we have prejudices because we have been influenced by someone we respect e.g. our parents, our teachers, our elders, or our religious leaders.
- They do not always know best. Because we respect these people, we do not find out for ourselves if their actions and opinions are justifiable or true. For example, if a child is slow to develop and learn at school, the teacher may call this child lazy instead of offering help. The other children will copy the teacher in their prejudice and will tease and taunt the child.
- All of us have prejudices. Many people have prejudices because they are ignorant and do not have the knowledge or experience to learn the truth. It is often ignorance that creates prejudice.
- The characteristics of one person will not represent the group. There are many prejudices in the world, city versus countryside, rich against poor, tribe versus tribe, man versus woman, one country against another, one religion against another, able bodied versus disabled.



INPUT: DIFFERENCE AND DISCRIMINATION² (30 MIN)

Definition:

Discrimination is unfair treatment of one particular person or group of people. Usually the unfair treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, social position or other personal traits.

1. Say:

- Persons or groups with less power in society are more vulnerable to discrimination.

2. Write discrimination on the board.

3. Ask:

- What does this word mean?

4. Say:

- We will do a brainstorm.
- Tell me which persons, from your experience, suffer discrimination in our communities.

5. Write the ideas on separate pieces of paper.

Possible groups people who are

- disabled
- girls
- poor people
- IDPs
- live in rural areas
- unemployed
- from ethnic minorities
- have different occupations
- from a different language group
- HIV status
- epileptic
- experiencing mental health issues
- from a different religious group
- orphans
- street children
- old
- youth
- from a different geographic area

6. Draw a line on the floor in chalk to make a line on the floor or stretch a rope between 2 chairs. Raise one end of the rope higher than the other. Add the labels: low and high.

7. Say:

- This end marked 'low' represents low levels of discrimination. This end marked 'high' represents high levels of discrimination.

8. Explain task:

- Each participant in turn will take a piece of paper, read it and place it somewhere on the line.
- They will explain why they are choosing to put it at that place along the line.
- They may also change the location of other pieces of paper, so long as they explain why they are making the move.
- There is no 'right answer'. We are just thinking about the impact of different forms of discrimination.

9. When all the pieces of paper have been placed on the line say:
 - Which groups have children in school?
10. Say:

Where would you put a person who was

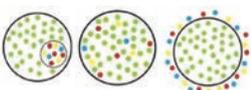
 - Living in a refugee camp and was also a young woman?
 - With a physical disability and was also living in poverty?
 - From a disadvantaged ethnic minority and was also unemployed?
11. Ask:
 - What do you notice about the types of people on this line?
12. Say:
 - Some people experience multiple forms of disadvantage and discrimination. As AEP teachers, we need to advocate for their right to attend education.
 - This activity has helped us to learn that:
 - Some people are treated badly because of their gender, religion, ethnicity (culture), race, social position, or other personal traits.
 - This negative treatment is called discrimination.
 - Discrimination causes harm because it stops people from having equal opportunities and from living in safety.
 - Many forms of discrimination, including gender-based discrimination, occur when people or groups with more power make negative use of that power, and either participate in or allow negative treatment of particular groups.



2: Inclusion³ (10 mins)

1. Say
 - Now that we recognise that certain groups are discriminated against, we need to make sure we include them equally in our AEP classes.
2. Put up the diagrams and the list of words in Trainer Resource 16.1.
3. Make groups of 2 for think-pair-share.
4. Explain task
 - Discuss with your partner what you see in the pictures.
 - What do the different colour dots represent?
 - Match the word to the picture.

Trainer Resource 16.1



5. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
6. Check the answers

Example answers:

- Exclusion 3b Integration 1c inclusion 2a
- The big black circle is the education system/school.
- The red, blue and yellow dots are children who face discrimination.
- The green dots are “ordinary” children.
- In Exclusion, children who face discrimination are outside the education system.
- In Integration, children who face discrimination are inside the ordinary school, but they don’t mix with the other learners.
- In Inclusion, all children are mixed within the same school/class.

7. Say:

- Inclusive education recognises that all children can learn. Schools, teachers and the school system must adapt and respond to the diversity of all children, rather than forcing children to adapt to a system which does not understand or address their needs.



Reflection: (2 mins)

1. 1. Say:

- Inclusive education acknowledges and respects differences in children: age, gender, ethnicity, language, disability and health status (for example HIV), children’s ability (gifted/talented, slow learners), socio-economic status, orphans, street children, bullying, distance (Home to School), etc
- It aims to create a more inclusive society.
- Negative attitudes can be the biggest barrier to including children. Teachers must be in a position to speak out and act against discrimination that may be the result of traditional social, cultural and religious beliefs. Discrimination may also arise from beliefs about what certain children can and cannot, or should and should not, do.

3: Challenging traditional view points

INTRODUCTION: STEREOTYPES⁴ (10 MIN)

1. Say:

- In this activity we will look at how our traditions and community has shaped our way of seeing and understanding the world.

2. Explain task:

- For this activity I will put you in groups.
- In your group, read Handout 16.1.
- Decide who is speaking for each speech bubble.
- You have 5-8 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Make groups of 3 sitting next to each other.

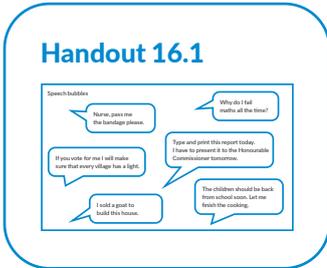
5. Distribute **Handout 16.1**.

6. After 5-8 minutes ask:

- Who is speaking in in each speech bubble?
- Which gender did you choose? (Male or female?)
- Why?
- Could the opposite gender say these words and be in these positions?

7. Say

- In this activity many of the suggestions for the people who were speaking conformed to a fixed, generalised impression. This is called a stereotype. Stereotypes are based on generalisation and also prejudice. We learn the prejudice from older people in our family and community. Even if we do our best not to discriminate against our learners, we may still have an unconscious bias for one group or another. This is something we need to work on as AEP teachers.



Definition:
Stereotype: A generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.

INPUT: CHALLENGING STEREOTYPES⁵ (20 MIN)

1. Say:

- Let's examine some stereotypes.

2. Explain task:

- For this activity I will put you in groups of 4.
- In your group, you will have half a picture.
- Place this picture in the middle of the chart paper.
- Decide in your group what is in the unseen part of the picture.
- Draw what you think the other half of the picture shows.
- Write any thoughts, feelings or questions around the edge of the chart paper.
- Select on person to collect the materials you need.
- You have 10 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Make groups using the counting off method.

5. Indicate where each group will sit for the task and distribute the top half of the pictures in Trainer Resource 16.2.

6. After 10 minutes ask groups to stop.

7. Explain task:

- I will distribute the second half of the picture.
- Join the pictures together.
- Write down your thoughts and feelings on the chart paper when you see the complete picture
- You have 5 minutes for this task

8. Distribute the bottom half of the picture in Trainer Resource 16.2

9. After 5 minutes, ask:

- What did you think when you joined the picture together?
- Were you surprised? Why?
- What assumptions did you make when you only saw one half of the picture?

Trainer Resource 16.2



Trainer Resource 16.2



10. Say:

- We often make assumptions about ABE learners based on how they look or the group they are from. It is important to have those assumptions challenged.
- Disabled people have the potential to excel in different aspects of life just as every student from whatever background has the potential to excel if we include them and treat them equally.

INPUT: CHALLENGING COMMUNITY BELIEFS (25 MIN)

1. Say:

- We have just looked at some of our own assumptions and beliefs.
- As AEP teachers we will be teaching many learners from the groups that face discrimination.
- Let's look at common beliefs and expectations held by our communities.

2. Explain task:

- For the next activity I will put you in groups.
- In your groups discuss some of the common beliefs about the different groups in your community.
- List the common beliefs and expectations of these groups on a chart paper.
- The activity is not to judge you as teachers on the beliefs but to find out what they are so we can challenge them.
- An example of a belief may be:
 - Children with disabilities do not need to learn.
 - Young men do better at math than young women.
- One person in the group will collect the flip chart paper and markers.
- You have 10 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Make groups of 4-5 participants.

5. Indicate where each group will sit for the task and where the materials are.

6. After 10 minutes ask groups to stop.



Trainer tip:

No judgements should be made on what the participants say. We need to know what the community beliefs are so that we can challenge them.

7. Say:

- We may not notice or question these beliefs as they seem normal for our community. But there are times when we do need to question them, particularly when these beliefs can cause harm or lead to inequality or other forms of injustice. They can also cause harm when they close down options for people such as denying disabled children the right to education or when they are used to judge and categorise people or to make them feel there is something wrong with them.

Other examples of beliefs

- Children in school uniforms are cleverer than IDP children without uniforms.
- Why send girls to school, they will only get married.
- No-one beyond this family has gone beyond primary.
- Those who finish university have no jobs, so why bother learning
- It doesn't matter what you know but who you know.

8. Explain task:

- In your group, discuss which beliefs might lead to harm or inequality.
- Circle those myths on their chart that they think might cause harm.
- An example of a harmful belief could be when men are expected to be tough and this influences the chance that they might engage in violence. Another example is the expectations that women will marry early and therefore must leave school.
- You have 5 minutes for this task.

9. After 5 minutes ask each group in turn to tell one belief that they think might lead to inequality and to harm. Comment if necessary.

10. Ask:

- Have any of these beliefs changed at all since the time of your grandparents?
- Are any of the beliefs different in other communities in their area or in other countries in the world?

REFLECTION (2 MIN)

1. Say:

- Commonly held community beliefs influence how people live their lives.
- Some beliefs are harmful and can stop people doing what they believe is right for them.
- Community beliefs have a strong influence on how people experience life. Sometimes this is positive, other times this is negative and causes harm. It is important that we are aware of this discrimination by our families and communities and work to change them when they are causing harm or inequality. Remember to accept people for who they are, not who we think they should be.



4: Tackling discrimination

INPUT: TACKLING DISCRIMINATION IN AEP CENTRES (30 MIN)

1. Say:

- As an AEP teacher we can challenge beliefs and advocate for change in the community. We can also tackle discrimination in our AEP classrooms.

2. Explain task⁶:

- In the next activity I want you to stay in the same groups.
- In your group, copy the following table onto paper.
- Discuss the problems that arise from discrimination in schools and classrooms.
- Then discuss possible solutions.
- Complete the table.
- One person in the group will collect a flip chart paper and marker and the group will write their ideas on the flip chart.
- Group will have 20 minutes to do this. Then we will put the flip charts on the wall.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Monitor the groups and help them recognise discrimination in the classroom.

Table

	Problem	Solution
Classroom		
Playground		

5. After 20 minutes, ask the group leader to put their flip chart on the wall.
6. Explain task:
 - We want to see the possible solutions you found to issues of discrimination.
 - You are going to complete a gallery walk.
 - This means you will stand up and walk around the room to look at all the flip charts.
 - You will have 5 minutes for this task.
7. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
8. Instruct participants to do the gallery walk.
9. Walk around the room with the participants and take note of the ideas on the flip charts. Give participants a 1-minute warning as the 5 minutes are coming to a close.
10. Summarise the realistic ideas that can be used to reduce discrimination in schools and classrooms. See example below.

	PROBLEM	SOLUTION
Classroom	<p>Poor children are always asked to sit at the back of the class</p> <p>Boys are given the lead in maths and science</p> <p>No one wants to work with the disabled student with polio.</p> <p>Fast learners always given opportunities</p> <p>Mistake once and you are labelled.</p> <p>Ethnic child late so gets punished.</p>	<p>Rotate the seating position each week</p> <p>Give both girls and boys equal opportunity at all subjects and activities</p> <p>Move learners to sit next to the student and as the teacher work with this pair or group</p>
Playground	<p>Older learners tease and bully younger children</p>	<p>Teacher should discuss the problem with the class and punish boys who continue bullying younger children</p>

11. Say:
 - As the AEP teacher we are someone in authority.
 - We need to stop discrimination whenever we see it in our AEP centres.

INPUT: DEALING WITH DISCRIMINATION BETWEEN LEARNERS ⁷ (30 MIN)

Trainer Resource 16.3

Trainer Resource: Discrimination scenarios

- A. What did the AEP teacher do when:
A male teacher started calling out comments about female learners' bodies as they walked past the office window.
- B. What did the AEP teacher do when:
They found that other learners were refusing to work with a boy that they thought was too dirty?
- C. What did the AEP teacher do when:
They heard older learners bullying a classmate about wearing glasses.
- D. What did the AEP teacher do when:
They found out that one of the girls in their class was being harassed by older boys on her way to school on most days of the week?
- E. What did the AEP teacher do when:
They heard a group of female learners laughing at the clothes of a girl from the IDP camp.
- F. What did the AEP teacher do when:
When they heard the boys playing football and shouting abuse at a younger boy for missing the goal.
- G. What did the AEP teacher do when:
They heard a group of boys saying that girls should not be included in the top maths class?

Handout 16.2

Handout 16.2: Dialogue and acts of kindness

Words are powerful and talk is action – so what do you want to say?

1. That is not funny. That is hurtful.
2. That is a form of bullying. I don't like it. Can you stop.
3. I understand you are trying to be funny, and I know people are laughing, but what you are saying is pretty hurtful to X, so let's stop now.
4. People are going to look up to you more if you treat everyone in the group/class/team with equal respect. You are the group/teacher/coach/leader and we need to look up to you, with a bit of a friendly grumble/sarcasm.
5. It's nice to hear that we have all different types of people at our school. The world would be so boring if we were all the same. I like it that X has a different way of doing things. We should appreciate that in X.
6. Maybe you haven't thought about this, but when you youth people around other learners don't want to be friends with you.

Oh – you're not sure what to say – what could you say?

Acts of kindness

Ask how they are	Smile but when others are mean to them	Help them together	Go with them to get help or to report an offence	Put them in a group that they can't support the bullying behaviour
Play a game	Help them with a school work task	Talk to them	Ask them to help you	Give a compliment
Put someone on the bench	Offer to help them	Give a write up / fine	Shake hands	Sing or dance together
Speak how you are feeling with them	Encourage them to join in	Show funny content with them	Notice what's happening to them	Walk home together
Share some tasks	Ask them to help you with your task	Encourage others to include them	Send them with them after school	Go with them
Ask how they are feeling	Refuse to laugh at or mock in words	Ask their advice	Apologise for what has happened	Show a joke
Do homework together	Thank them	Wave when you see them	Say hello	Listen to them

1. Say:

- As the AEP teacher you are a leader and role model in the AEP class.
- A 'positive role model' is a person to admire because they have the courage to act in accordance with their values of respect for others. They have the wisdom to know how to take actions that make a contribution towards reducing stigma and discrimination in the everyday life of the school.
- They are also 'local leaders' when their community chooses to follow their actions and reject acts of discrimination and prejudice.
- The way an AEP teacher deals with a situation between peers or learners involving discrimination is important as it sets the standards for the class of learners and AEP centre.

2. Explain task:

- For the next activity I will put you in new groups of 4.
- Each group will perform a role play involving discrimination.
- Each group will have Trainer resource 16.3 and Handout 16.2.
- Handout 16.2 has some appropriate dialogue that can be used and some acts of kindness.
- Select 3-4 acts of kindness that an ABE teacher might choose to use in the scenario.
- Then prepare a 1-minute role play/script to show what the AEP teacher would do in the discrimination scenario. You can use the dialogue from the handout or use your own.
- You will perform the roleplay to the class.
- Groups have 15 minutes to complete the task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Make groups of 4 sitting next to each other.

5. Distribute Trainer Resource 16.3 and Handout 16.2

6. After 15 minutes, ask each group in turn to perform their role play. Comment on the positive role modelling and choice of acts of kindness.

7. Say:

- Teachers can show leadership as positive role models for their learners by being the one to choose and use positive acts of kindness and by speaking out against discrimination.



Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
5. Ask some groups to share their answers.

----- **END OF SESSION** -----

End Notes

^{1,4} Adapted from Save the Children. (2011). Tanisha Peer Education Programme Life Skills Manual.

^{2,7} Adapted from UNESCO. (2016). Preventing gender-based violence in schools, Classroom Programme for Learners in Early Secondary School (ages 11-14)

³ Adapted from Finn Church Aid. (2018). INCLUDE: INnovative and inCLUusive accelerated eDucation programme AEP Teacher Training Modules Module 2: Inclusive Education.

⁵ Adapted from NRC Jordan. (2018). Summer School Teacher Training Manual: Education in host communities Education in host communities.

⁶ Adapted from Ministry of Education, Science, and Technology Southern Sudan Accelerated Learning Program Teacher Training Manual Initial Teacher Training for Alp Teachers.

Ideas for coaching

- AEP head teachers or trainers can bring teachers together on a regular basis, to share their experiences, challenges, and achievements of including everyone in learning. Agree a plan for this with head teachers or trainers. During these meetings, teachers should be encouraged to share how they have helped learners with problems, and to suggest what they will do differently in future.
- If teachers are experiencing challenges with a particular student or group of learners, the head teacher or trainer can observe the class and provide feedback. Alternatively, they could step in as a co-teacher to experience the problem and help address it.

Ideas for collaborative learning/self-study

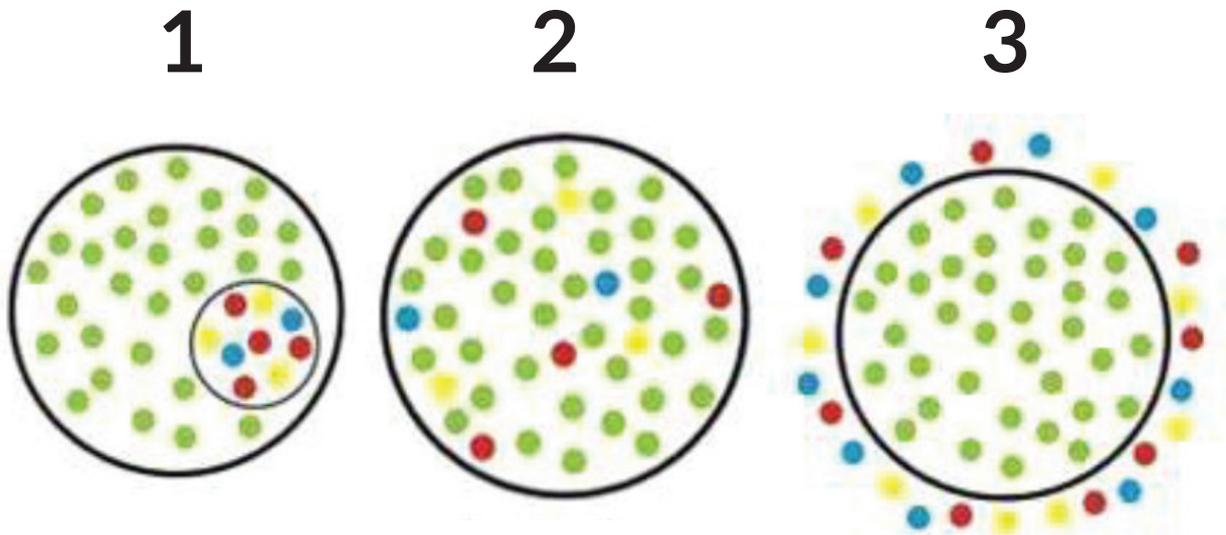
- Teachers should regularly meet together, or communicate through texts (SMS) and phone calls, to discuss and share experiences, achievements and challenges. They can also learn about strategies that others have found successful.
- Teachers can observe each other's lessons, to better understand and resolve challenges.
- Teachers can meet with Community Education Committees to ask the community to help with supporting the participation and learning of particular learners who are having problems.

Session Outcomes

By the end of the session you will be able to:

- 1.** develop an understanding of discrimination and the groups that are discriminated against
- 2.** challenge traditional beliefs
- 3.** identify discrimination in the classroom and strategies to reduce it

Trainer Resource 16.1: Diagrams for inclusion



- a) Inclusion
- b) Exclusion
- c) Integration

Trainer Resource 16.2: Pictures





Trainer Resource 16.3: Discrimination scenarios

.....✂

A. What did the AEP teacher do when:
A male teacher started calling out comments about female learners' bodies as they walked past the office window.

.....✂

B. What did the AEP teacher do when:
They found that other learners were refusing to work with a boy that they thought was too dirty?

.....✂

C. What did the AEP teacher do when:
They heard older learners bullying a classmate about wearing glasses.

.....✂

D. What did the AEP teacher do when:
They found out that one of the girls in their class was being harassed by older boys on her way to school on most days of the week?

.....✂

E. What did the AEP teacher do when:
They heard a group of female learners laughing at the clothes of a girl from the IDP camp.

.....✂

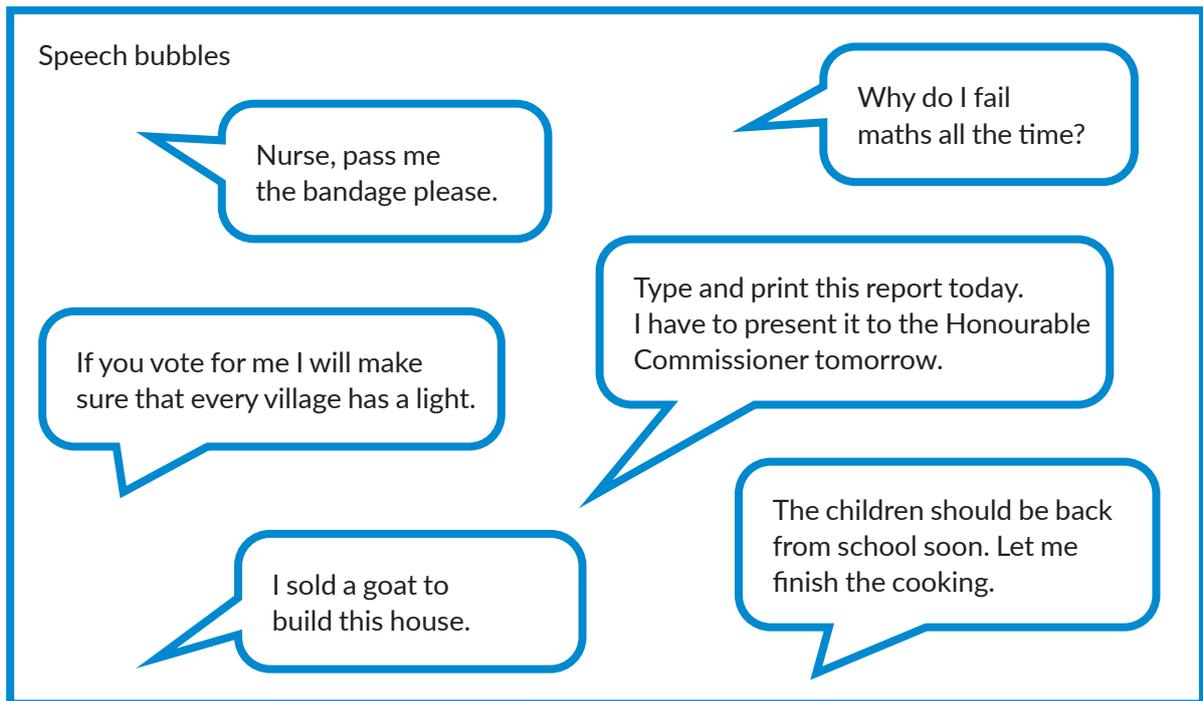
F. What did the AEP teacher do when:
When they heard the boys playing football and shouting abuse at a younger boy for missing the goal.

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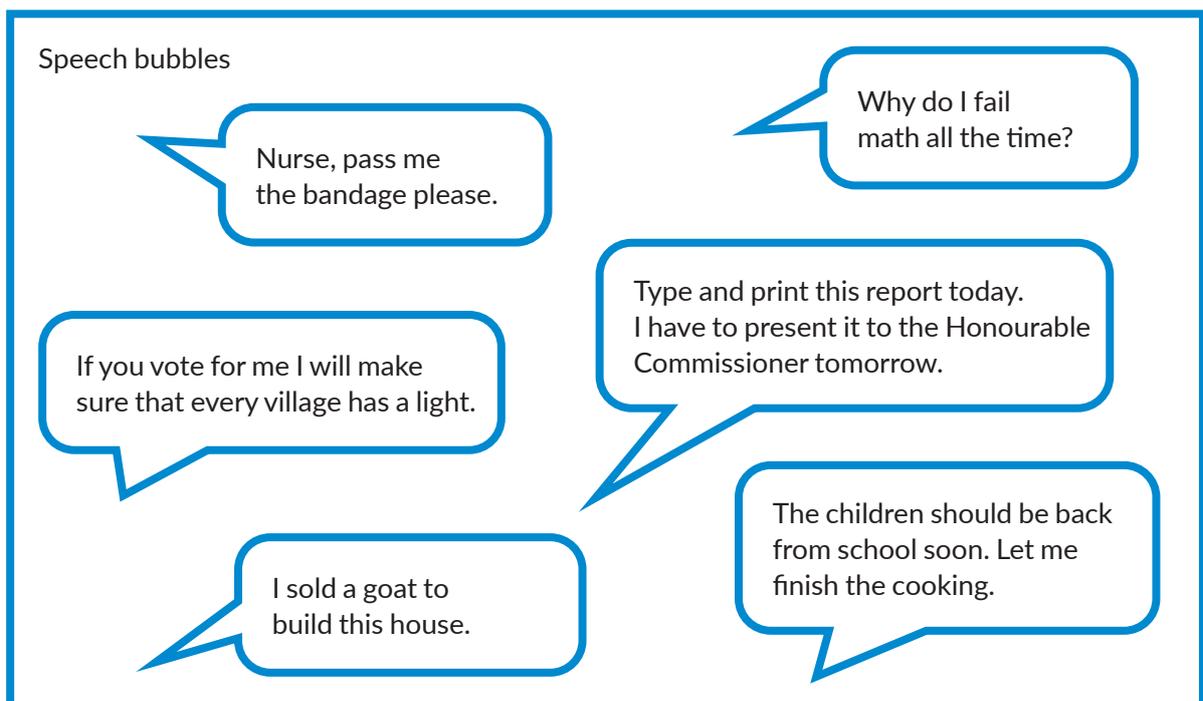
G. What did the AEP teacher do when:
They heard a group of boys saying that girls should not be included in the top maths class?

.....✂

Handout 16.1: Speech bubbles



Handout 16.1: Speech bubbles



Handout 16.2: Dialogue and acts of kindness

Words are powerful and talk is action – so what do you want to say?

- a) That is not funny. That is hurtful.
- b) That is a form of bullying. I don't like it. Can you stop.
- c) Maybe you are just trying to be funny, and I know people are laughing, but what you are saying is pretty hurtful to X, so let's stop now.
- d) People are going to look up to you more if you treat everyone in the group/class/team with equal respect. You are the group leader/class monitor/captain and we want to look up to you, and be part of a friendly group/class/team.
- e) I think it is good that we have all different types of people at our school. The world would be so boring if we were all the same. I like it that X has a different way of doing things. We should appreciate that in him/her.
- f) Maybe you haven't thought about this, but when you push people around other learners don't want to be friends with you.

Or – say it your own way – what could you say?

Acts of kindness

Ask how they are	Speak out when others are mean to them	Tell jokes together	Go with them to get help or to report an offence	Tell them you don't support the bullying treatment
Play a game	Help them with a school work task	Talk it over	Ask them to help you	Give a compliment
Pat someone on the back	Offer to help them	Give a smile or a hug	Shake hands	Sing or dance together
Share how you are feeling with them	Encourage them to join in	Share funny stories with Them	Notice what is happening to them	Walk home together
Share some snacks	Ask them to help you with your task	Encourage others to include them	Spend time with them after school	Sit with them
Ask how they are feeling	Refuse to laugh at or to join in with mean talk	Ask their advice	Apologise for what has happened	Share a joke
Do homework together	Thank them	Wave when you see them	Say hello	Listen to them