



CHILD PROTECTION, WELL-BEING AND INCLUSION

PARTICIPANT HANDBOOK



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Training For Primary School Teachers In Crisis Contexts

PARTICIPANT HANDBOOK

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Handout 2.0 - Skills and Strategies Worksheet

MODULE 2: Child Protection, Well-being and Inclusion

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do not have this skill. Need to learn or develop.



I use this skill a little. Need to develop more.





Have an average amount of this skill.



I use this skill in the best way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will incorporate play into my classroom to promote child well being			<ul style="list-style-type: none"> I will think of a game that can be used as a warm-up or in a lesson Play that game in class at least 2 times this week 	
1.				
2.				
3.				
4.				

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

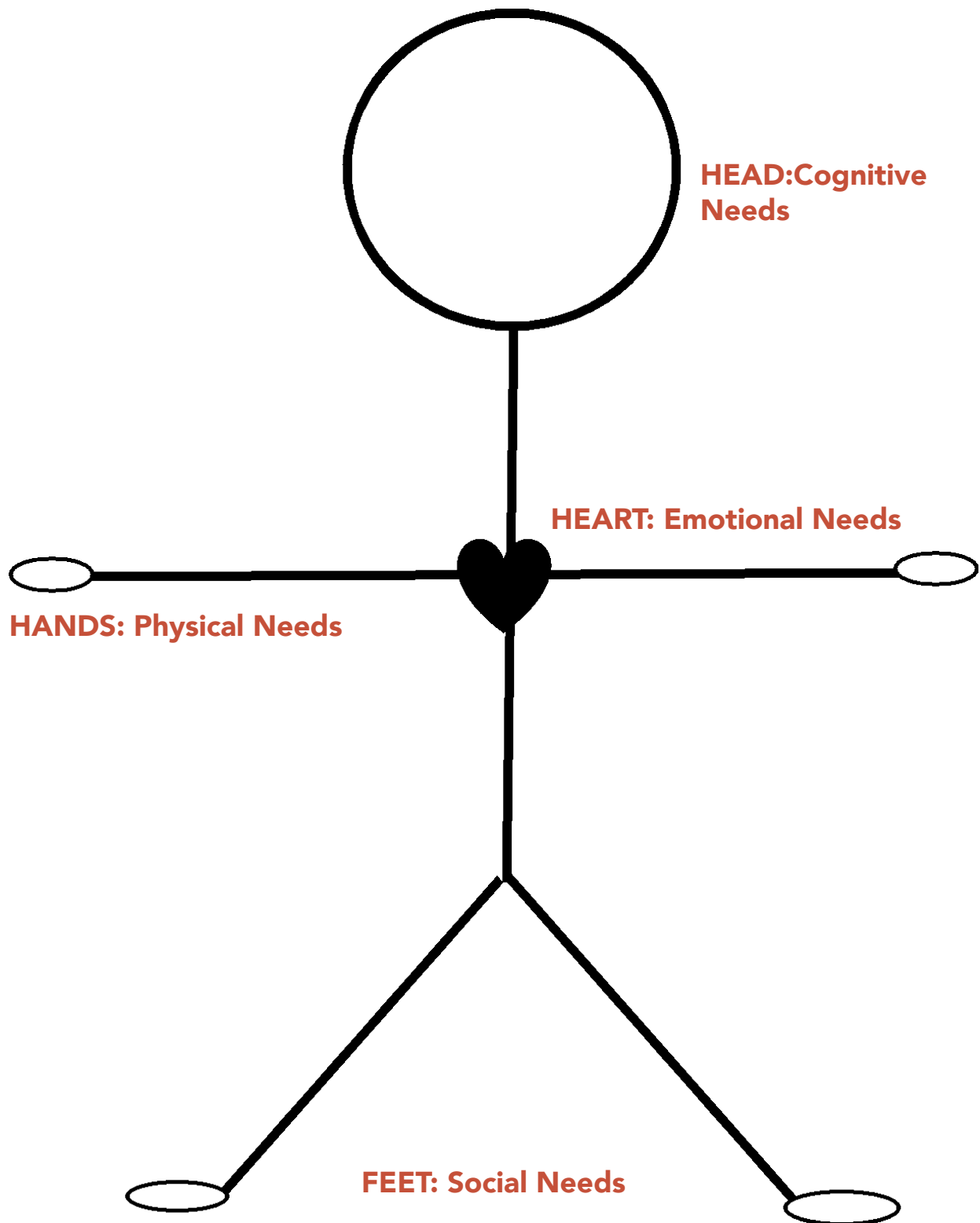
Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 2.1A - Child Needs Drawing

Weekly Schedule



Handout 2.1B - Child Rights Statements

<p>Article 2 All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 12 Children have the right to get information that is important to well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information they need.</p>	<p>Article 30 Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.</p>
<p>Article 16 Children have the right to privacy.</p>	<p>Article 12 Children have the right to give their opinion, and for adults to listen and take it seriously.</p>	<p>Article 14 Children have the right to choose their own religion and beliefs.</p>
<p>Article 34 Children have the right to be free from sexual abuse.</p>	<p>Article 37 No one is allowed to punish children in a cruel or harmful way.</p>	<p>Article 31 Children have the right to play and rest.</p>
<p>Article 39 Children have the right to help if they've been hurt, neglected or badly treated.</p>	<p>Article 36 Children have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 19 Children have the right to be protected from being hurt and mistreated, in body or mind.</p>
<p>Article 9 Children have the right to live with parent(s). They have the right to live with a family who cares for them.</p>	<p>Article 27 Children have the right to food, clothing, a safe place to live and to have their basic needs met.</p>	<p>Article 32 Children have the right to protection from work that harms them, and is bad for their health and education.</p>
<p>Article 23 Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 16 Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.</p>	<p>Article 24 Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.</p>

<p>Article 29 A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.</p>		
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Handout 2.1C - Child Rights Scenarios

Story 1: The County Administrator is coming to visit the town. It is decided that a group of children should perform a song and dance for him. The children that are chosen are all very good looking and have nice clothes. The poorer children who do not look as nice are not allowed to take part – even though they are very good at singing and dancing.

Story 2: The School Management Committee decides to build a new sports field for the children in the village. Children come to the committee to tell them their ideas about what they want for the sports field. The Committee tells them that they are just children and they don't know anything – adults should make all the important decisions, and they don't listen to the children and send them away.

Story 3: An eight-year-old boy in the community has a disability. He would like to be in a regular classroom with his peers, but the school officials feel that he may be better off staying at home. Both the boy and his parents want him to be in school.

Handout 2.1D - Story of Protective and Risk Factors

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself; she does not feel safe. When she arrives home her mother is very appreciative, and thanks Zara for the water. Zara puts away the mattresses and blankets and sweeps the area around their home. She has not had time to do her homework but she has to finish her housework before she leaves for school. Zara and her sisters then wash and comb their hair. This is a ritual they have and it is one of the few times during the day when they get to sit together and talk. For Zara, this is one of the best times of her day. Her brother, Daniel is just waking up. He has had nightmares about the fighting he witnessed and has not been sleeping well. Zara gives Daniel, his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great pride in; it was a gift from an uncle that believes it's very important for boys to go to school. The uncle doesn't see the value in school for girls and there isn't enough money for Zara and her sisters to have uniforms this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and it gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and he is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Handout 2.1E - Identifying Signs of Distress Chart

Indicator	Status: What do you see? What is happening?	Potential Cause: Why do you think this is happening?	Follow-up Step: What should I do?
Attendance			
Performance/ Achievement			
Physical Condition			
Emotional Condition			
Social Activity, Relationships, Interactions			

Handout 2.2A – Uganda Government’s position on Corporal Punishment

10 June 1997:

The first circular was issued by the Commissioner for Education copied to all District Education Officers, Inspectors of Schools, Head Teachers and Principals to communicate a temporary ban on the use of corporal punishment in schools and colleges.

9 September 1998:

The Guidelines on Policy, Roles and Responsibilities of Stakeholders was issued for implementing Universal Primary Education, and in Clause 3.4 (iii) it explicitly forbids use of corporal punishment in schools.

10 September 2001:

The second circular was issued by the Permanent Secretary and copied to Head Teachers of government-aided secondary schools to communicate guidelines for handling of discipline in secondary schools.

7 August 2006:

The third circular was issued by the Director of Education and copied to primary schools, post-primary institutions, tertiary institutions, colleges and polytechnics to expressly forbid corporal punishment in any school in Uganda. This circular requires each School’s Management Committee or Board of Governors to approve a school disciplinary policy. It further requires that any incident of punishment must be recorded in a specific punishment book maintained by the school. The circular clearly states that anyone ignoring these guidelines would be committing an offence and would be held responsible in the Courts of Law.

Legal Protection for Children against Corporal Punishment: (The Constitution of Uganda, Article 24)

Article 24 of the 1995 Constitution protects every person, including children, from torturous, cruel, inhuman or degrading treatment or punishment. Article 44 under section (a) makes the provisions under Article 24 non-derogable, meaning there can be no justification for contravening these rights. These provisions ensure that our children have a constitutional right to be educated without humiliating and degrading treatment.

Children’s Act Cap. 59 Cap 59:

Section 5 explicitly states that anyone entrusted with the care of a child has a duty to maintain that child and to provide for her or his basic rights. Under Section 5 (2) the Act emphasises the responsibility of the same duty-bearers to protect children from discrimination, violence, abuse or neglect. This means that parents, community members and teachers have a responsibility to ensure that when children are in their care, their safety is protected. In schools this means teachers have a responsibility to prevent violence against children, such as in the form of corporal punishment or bullying.

The Penal Code Act Cap 106:

Section 221 explicitly states that any person who causes harm to another by an act of omission or commission is guilty of misdemeanour and liable to imprisonment for up to six months. Under section 81 and 228, the Act states that any person who threatens or assaults another person causing actual bodily harm is guilty of misdemeanour and is liable to imprisonment for up to five years.

Education Act 1970:

Under Government Standing Orders, chapter 127, the Act explains that the Director of Education shall, on advice from the Education Service Commission or on her/his own motion, remove from the teachers register the name of any teacher who is convicted of a criminal offence involving amoral behaviour or who has been found guilty of misconduct, which in the opinion of the Education Service Commission or Director of Education renders the individual an unsuitable person for employment as a teacher.

Regional Policy on Corporal Punishment in Schools

African Charter on the Rights and Welfare of the Child:

Article 11 of this document requires taking “all appropriate measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter” (see also Articles 16, 17 and 20).

African Charter of Human and People’s Rights:

Declares that every individual, including children, is inviolable (Article 3), is entitled to respect for life and the integrity of person (Article 4) and has a right to be protected from degrading punishment (Article 5).

International agreements with Uganda’s legal commitment: The Universal Declaration of Human Rights and The International Covenant on Civil and Political Rights both declare the right to human dignity and physical integrity including that of children.

The United Nations Convention on the Rights of the Child (UNCRC): Article 19 explicitly requires the Government to ensure that children are protected from all forms of violence. Article 28 specifically says that the discipline administered in school must be consistent with human dignity. Article 37 requires the state to ensure that children are not subjected to cruel or inhuman treatment. As a result of these provisions, the Committee on the Rights of the Child, the body mandated to provide official interpretation of the Convention, has consistently interpreted the UNCRC to require a complete prohibition of corporal punishment.

The Teacher’s Professional Code of Conduct:

These are guidelines for governing behaviour regarding the teacher-learner relationship, which includes:

- Teachers must ensure that a learner develops as an integral whole (body, mind, soul, character and personality).
- Teachers must refrain from any kind of misconduct that will harm the physical, mental and moral welfare of a learner.
- Teachers should not have any sexual relationship with a learner. Teachers should never use a learner’s labour for private and personal gain.

Handout 2.2B - Positive Discipline

When a child is misbehaving ask yourself the following questions before you take action:

- A.** Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience? If there is no real problem, release your stress away from the student and class. If there is a problem, go to the next question.
- B.** Think for a moment. Is your student really capable of doing what you expect here? If you are not being fair, re-evaluate your expectations. If your expectations are fair, go to the next question.
- C.** Did your student know at the time that he or she was doing something wrong?
- If your student did not realize she (or he) was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
 - If your student knew what she was doing was wrong, and she deliberately disregarded a reasonable expectation, your student misbehaved.
 - If the behavior was an accident, it was not misbehavior.
 - If the behavior was not an accident, ask your student to tell you the reasons she has for doing what she did. Listen carefully and assess before you respond.

Point out the positive. Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Deng, I was impressed with the way you solved your homework problem."

Interact respectfully with students. Treat them as you would like to be treated. Help them to do better.

Be a guide, not a boss. Be the type of teacher you remember fondly from your school days.

Communicate your expectations to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation.

Use humor or distraction. Not every misbehavior that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humor during your lesson to keep everyone interested, not bored.

Allow for natural consequences, but safe ones. If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him/her that if his/her tardiness continues, then you will have to send a note home to his parents. If s/he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behavior and its consequences.

Don't take a student's disobedience personally. Children need to express disobedience, and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control.

Recognize effort, not correctness. If a student is giving you his or her best, you should be happy. Trying is the first step in learning even if the child does not get it right immediately. Let them know that you have faith in their ability.

Adapted from Save the Children, Child Protection Training Manual - Facilitators' Guide for Teacher Training, South Sudan Found at <file:///C:/Users/SLP/Downloads/child%20protection%20training%20manual.pdf>

Handout 2.2C - Classroom Activities and Routines

Part I - Social-Emotional Well-being Activities and Routines

How can I make my classroom a safe and protective environment?

It is important to make the classroom a friendly environment where children feel safe and protected. Having a daily routine, setting class rules and empowering children can help teachers in this task. This section presents a set of different strategies teachers can use and adapt to their classroom on a daily basis.

Strategies:

Affirmation Adjectives:

Stand in a circle. Each person in turn will say his or her name with an adjective that starts with the same letter. The word must refer to good qualities. "I'm daring Daniel," "I'm amazing Alice," "I'm optimistic Okello".

Affirmation Pages:

For this activity you need a piece of paper and a pen or pencil to give to each student. They each put their name and a small picture of their face at the top. Then the pages are passed to the left. Everyone must write a few nice words about the person whose name is on the paper. Then they pass it to the left again and write on each page as they receive it, till the pages have been all around the circle and have come back to the students they belong to.

Child's Name in a Box:

Make a chart at the back of the room with each child's name in a boxed section. Allow children to write nice words for other children. Children can also write positive things about themselves.

Classroom rules and routines:

- Start the day with something interesting such as a song, a joke or an interactive activity.
- Create a mailbox where your students can send you anonymous correspondence. Encourage them to share their feelings, their worries and concerns with you.
- At the end of the day, hold an empowering session. Each day, select a different student and depending on the students' "age-range", do one of the following (see following page):

Students Age	Activity
0 – 7 years	Ask a student what makes him/her happy. Ask the rest of the class to make a drawing representing the selected student in a happy scenario. When they have finished, ask them to show their drawings to the rest of the class.
8 – 13 years	Ask a student what makes him/her happy or what they dream about. Organize the class into small groups and to create a puppet show based on the selected student's dream to present at the end.
14 or older	Ask a student what is his/her dream, what makes him/her happy and what he/she wants to accomplish. Make the class form a circle. Create a storytelling activity where one child begins a story about the selected student, and every other students adds something good to the story. The story should end by the student achieving his/her dream.

Introducing Each Other:

Let students sit in pairs. Give them five minutes to tell one another about themselves (what they like, what they are good at doing, what they dislike, some of their achievements and dreams). After five minutes, come back into the large circle. Go around the circle with each person introducing his or her neighbor. Eg. "This is Nelson Okot. He lives at home with two brothers and one sister. He likes playing football and he scored a goal in the last match. He lives at home with two brothers and one sister. He likes pineapple and he doesn't like cassava."

Invisible Clay:

Sit in a circle in silence. You pretend you have a piece of clay in your hands. Without speaking, you pretend to slowly shape it into some object the students will recognize (eg. if you make a hat, finish by pretending to put it on your head). Don't work too quickly! When you have finished, people can guess what you made. Then pass the imaginary clay to the next person to do the same. Continue around the circle. (This is an interesting exercise, because each person in turn will feel the group watching him or her with close attention and interest.)

Drama, Song, and Dance:

Traditional songs and dances can be performed. Explaining their meaning can be a good reminder of belonging and inheritance. New songs, dances, and drama can also be created by children to express their many thoughts and feelings.

Part 2 - Cognitive Well-being Activities and Routines:

Writing Assignments:

Have your students write about a theme that is relevant to their lives. You can use this exercise to promote expression as well as to help improve their writing skills. Possible subjects:

- The most important event of my life
- The best thing that has ever happened to me
- I am most happy when...
- A dream
- How I would describe myself
- Last week I felt ...because...
- My best friend
- The person I trust the most and why

Weekly Class Discussions:

1. Begin by setting aside a time during the week for classroom discussion.
2. Start your first meeting by explaining the rules of the discussion
 - It is a place for students to share their ideas and opinions.
 - All who want to share must be allowed to share.
 - No one may criticize or make fun of anyone else.
3. Introduce a topic. Example: "Today I think it is important for us to talk about playing at break time. I have noticed that there is a lot of arguing and fighting. Would anyone like to share about this?" Use a topic that is relevant to your class.
4. Allow students to share their feelings and thoughts and then, when appropriate, ask for possible solutions.
5. Do not tell them what to do. Try to help them come up with their own solutions. This enables them to grow in independence, responsibility, and creativity.
6. When you feel comfortable with the discussions, try allowing the students to come up with the agenda for the meetings. Leave a space on the blackboard or a piece of paper in the classroom. Throughout the week if they have a topic they need to discuss, they can write it on the agenda. Students will begin to discuss topics knowing that their "community" of peers and teacher will help them come up with a solution.
7. You may also start regular discussions with a small number of students for a particular reason. You may use the same steps with this type of group. A possible time for these discussions may be your break time, lunch, recreation, or after school, depending on the schedule and the school regulations.

The Two Best Things:

At the end of every day before the children go home, ask them to think of the two best things that happened during the day. This helps you and the students to leave school on a positive note. It is not to ignore the negative, but rather to remember the positive parts that are often forgotten.

Handout 2.3A: Gender Responsive Pedagogies

Gender Responsive Pedagogies	Characteristics of Gender Responsiveness
Language Use	
Lesson Planning	
Teaching and Learning Materials	
Classroom set-up and Management	

Handout 2.3B: Individual Review on Gender Bias

Name:.....Date.....

	Often	Sometimes	Never
I praise, encourage and help boys more than girls.			
I am usually more critical of girls than boys.			
I am surprised when girls give the right answer.			
I usually assign boys to be leaders in group work.			
I tell girl students to not act like a boy when she is being assertive.			
I tell boy students to stop acting like a girl when he shows emotion.			
I call on male students more than female students.			
I don't expect girls will do well in math and science.			
I don't expect boys will do well in reading.			
I don't expect girls to do as well in school as boys.			
I think that boys should do heavier chores or physical work around the school, such as moving desks and chairs.			
I think that girls should do the "domestic" chores, such as sweeping the classroom, cleaning the latrine or making tea.			
TOTAL:			

Handout 2.3C – Stereotypes that influence Gender

The following table illustrates some of the proverbs/social constructions and their impact on Gender.

Proverb	Reinforces male superiority	Encourages female autonomy	Promotes gender equality	Suggested rewrite
You must judge a man by the work of his hands.	x			You must judge a person by the work of their hands.
The fool speaks, the wise man listens.	x			The fool speaks, the wise person listens.
To talk is womanly and to work is manly.	x			Both men and women should walk their talk.

In a group of 3-5 members, fill the following table as guided by the facilitator.

Stereotypes that reinforce gender bias	Reinforces Male Superiority	Encourages Female Autonomy	Promotes Gender Equality	Suggested Rewrite

Handout 2.3D – Ally and Bystander Situation Sheets.

This activity can be done multiple times using different prompts to increase your student's ability to be an ally. You can do 3 – 4 scenarios in a 45-minute session. Choose topics that are most relevant to your student's needs. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently. The situations are sorted by identity and/or topic.

note: It is important to caution students not to use people's names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidents, in order to avoid unwanted attention or discomfort for that student.

AGE / SIZE

- A classmate or friend constantly makes fun of another student because they are small or too big for their age.
- A classmate makes fun of another student who is older in age for that particular class.
- An older student makes fun of a younger student because they are small for their age.
- At recess, you hear two other students calling your friend "fatty."
- At recess, you hear two other students calling your friend names to mean she is skinny.
- A friend of yours teases another student because their pants are too small.

GENDER

- When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
- A friend of yours keeps saying to other boys, "Hey, stop acting like a girl."
- A boy in your school that you don't know very well keeps saying to other boys, "Hey, stop acting like a girl."
- A friend in your class teases a younger boy for having a doll.
- A student in your class teases a boy for wearing a pink t-shirt or pink coloured stationery.
- A girl in your class teases another girl for always dressing and walking like a boy.

RACE / ETHNICITY / CULTURAL IDENTITY

- A new kid at school calls your friend a bad name because of their skin colour, hair texture or colour or ethnicity.
- A friend of yours calls a new kid at school a bad name because of their skin colour, hair texture or colour or ethnicity.

- A kid you don't know calls another kid you don't know a bad name because of their skin colour, hair texture or colour or ethnicity.
- You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing and ornaments from their culture.
- You see two students making fun of another child's school lunch because it has food that is different from what their family eats.

DISABILITY

- A friend of yours teases another student for not being in the same math group.
- You see two kids making fun of another student because they are reading "baby books."
- You notice that a student in a wheelchair or crutches is not included in basketball during recess.
- You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly.

SOCIOECONOMIC LEVEL

- You see two kids making fun of another child because of their old clothes, books or shoes.
- A classmate makes a negative comment about the poor condition of their family home.

MULTILINGUALISM / HOME LANGUAGE

- You see two kids making fun of/copying another student's accent/way of talking.
- A friend of yours angrily tells another student that they should go back where they came from.

RELIGION

- Someone in your class says something mean to another student in your school because of their religion.
- A kid you don't know is asking another student why they don't celebrate a certain holiday.
- You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, head wrap, long skirts or dresses, yarmulke)

note: Include any others that might apply to your school or community.

Handout 2.3E – Gender responsive lesson planning

Tips for making a lesson gender-responsive

Methodology	Action
Question & Answer Method	<ul style="list-style-type: none"> • give equal chances to both girls and boys to answer questions. • extend positive reinforcement to both girls and boys. • allow sufficient time for students to answer questions, especially girls who may be shy or afraid to speak out. • assign exercises that encourage students, especially girls, to speak out. • distribute questions to all the class and ensure that each student participates. • phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.
Group Discussion	<ul style="list-style-type: none"> • ensure that groups are mixed (both boys and girls). • ensure that everyone has the opportunity to talk and to lead the discussion. • ensure that group leaders are both boys and girls. • encourage both girls and boys to present the results. • ensure that both girls and boys record the proceedings. • ensure that groups consist of girls and boys of different academic ability. • ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.
Demonstrations, e.g., Dissection in a Biology Practical Lesson	<ul style="list-style-type: none"> • make sure that the groups are mixed (boys and girls). • use different techniques to assure the student that it is all right to touch the specimens and deal with any fear that may be expressed or apparent. • encourage all learners to touch the specimens, without making them feel foolish or belittled. • make sure that each student has an opportunity to work with the specimen. • make sure that the boys do not dominate the execution of the experiment. • ensure that girls are not relegated to simply recording how the dissection is done, but actually participate. • make an effort to connect what is happening in the class to what happens in everyday life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.

Sample Learner-Centred GRP lesson Plan with explanation

Lesson Framework	Description	Notes
Class/Topic:	What topic are you covering?	
Instructional Objectives and Learner Competencies	At the end of the lesson, what information and skills do you want all learners to demonstrate or exhibit?	
Activities/ Methodology	What activities will students participate in to meet the objective or gain the competencies? What methodologies will you deploy?	
Gender Lens	What specific steps will you take to ensure the needs of all students, boys and girls, are met?	
Evaluation/ Assessment:	How will you know if every student mastered the competencies? How will you know which students achieved the competencies and which did not? (See Formative/Summative Assessment below)	
Life Skill Application:	How will the skill taught or knowledge gained apply to students' lives outside of class?	

Handout 2.4A: Sexual Maturation and Reproductive Health Rights

1. United Nations Foundation, (2015).

Couched in international human rights law (Unit 2) and some national laws, SRHR consists of “the right of all persons to seek, receive, and impart information related to sexuality; receive sexuality education; have respect for bodily integrity; choose their partner; decide to be sexually active or not; have consensual sexual relations; have consensual marriage; decide whether or not, and when, to have children without being stigmatized; and pursue a satisfying, safe, and pleasurable sexual life”

2. United Nations International Conference on Population and Development:

International law recognizes adolescents’ “evolving capacities” to make decisions on matters affecting their lives.

3. Center for Reproductive Health (2006):

“Adolescents who are sexually active and seek information and services to protect themselves from unwanted pregnancy and STIs, including HIV, are acting maturely to protect themselves and others from serious health risks. They, therefore, have the requisite capacity to enjoy their right to reproductive self-determination, per international protections of their rights to physical integrity and privacy, as well as their right to decide freely and responsibly the number and spacing of their children. These principles also support adolescents’ right to confidentiality in accessing reproductive health services.”

The Center for Reproductive Rights (2006), also indicates that adolescents have the right to information and education on reproductive health and services; the right to factual, unbiased, and comprehensive information about pregnancy and HIV prevention; and the right to education and attend school, including those who are pregnant or who have children.

Handout 2.4B: Healthy Relationships and factors that affect boys and girls

HEALTHY (Power-	BOTH	UNHEALTHY (Power-
<ul style="list-style-type: none"> • Fun • Respect • Responsibility • Compromise • Honesty • Communication • Friendship • Trust • Commitment • Support • Vulnerability • Recognizing differences • Compromise • Sharing • Safe Sex • Pleasure • Closeness • Celebrates your successes 	<ul style="list-style-type: none"> • Jealousy • Silence • Protection • Anger • Love • Complaining 	<ul style="list-style-type: none"> • Possessiveness • Jealousy • Threats • Telling you to wear • Dependency • Fear • Insulting friends & family • Minimizing • Blame & accusations • Manipulation • Giving up your interests • Being selfish • Expecting you to do all the housework or childcare • Cruelty • Abuse

ISSUES THAT AFFECT GIRLS

Pressure and Shame of Having Sex

While puberty can be an exciting time for adolescents, for girls it can also be the beginning of conflicting messages about sexuality, virginity, fertility and womanhood (UNESCO, 2018). On the one hand, girls may be discouraged from seeking out sexual and reproductive health services and information because cultural norms tell them that girls should not be sexually active. On the other hand, they may receive pressure from all directions

– boys in their class, people they pass on the street, advertisements, or popular media – that they should be engaging in sex.

Menstruation

Menstruation is another time of mixed messages and challenges for girls. While menstruation marks the beginning of womanhood, it can also be portrayed as dirty and something to be ashamed of. Menstruation is frequently not discussed at home or school, so girls in many countries have knowledge gaps and misconceptions about menstruation, which in turn, causes fear and anxiety and leaves them unprepared for menstruation (Chandra-Mouli & Vipul Patel, 2017).

In many countries, schools do not have adequate and appropriate infrastructure such as separate sanitary facilities, washrooms for girls, water, sanitary bins, emergency sanitary wear, or painkillers. Due to the lack of adequate and appropriate infrastructure to support girls during this period, there is a high rate of absenteeism among girls, as many as three days each month, which amounts to about 30 lessons of one subject per year. The girls are still expected to sit for the same ex-

ams as their classmates (FAWE, 2005). Those girls who do attend school during their period may come inadequately equipped with sanitary towels or not be given frequent enough washroom breaks and will be distracted by fear of staining their uniforms. Ideally, national resources and schools should invest in appropriate infrastructure and supplies to reduce absenteeism and drop-out rates due to menstruation.

Based on the recommendations from field interviews, a gender-sensitive teacher (male or female) should take remedial measures to assist such girls who miss classes due to menstruation or partner them with other classmates, so they can be caught up with the classroom material.

Pregnancy

Girls typically bear the impact of pregnancy, regardless of the circumstance in which they became pregnant. Some national policies exacerbate the effects of unwanted pregnancy when they deny girls who become pregnant the right to attend school or are unclear or do not enforce their policies. Such practices discriminate against the girl child, making them solely responsible for becoming pregnant, although they may not have had adequate sexual and reproductive health information and services available to them. 26 African Union countries have laws, policies or strategies in place to guarantee girls' right to go back to school after pregnancy; 3 (Tanzania, Sierra Leone, and Equatorial Guinea) expel pregnant girls from school; and 18 do not have clear policies (Human Rights Watch. 2018). Teachers and administrators should ensure that girls are aware of their right to education and help them plan for return to school if they do become pregnant. See the text box below in 9.5 for more information.

Child, Early, and Forced Marriage

In many countries, the harmful practice of child, early, and forced marriage is also associated with those girls not attending school once they have been booked for marriage or married.

Female Genital Mutilation (FGM)

FGM is a harmful practice, a violation of human rights, and while illegal in many countries, it is still commonly practiced. FGM can result in infections, pain, birthing complications, and bleeding to death. There are no health benefits.

ISSUES THAT AFFECT BOYS

Like girls, boys' bodies go through specific changes that are often not discussed. SRH education allows boys to understand and be prepared for changes, as well as empowers them to make informed decisions, behave responsibly and learn to communicate effectively with those they interact within school and in their communities (NZZPPD, 2015).

Physical Changes

Puberty for boys is accompanied by many physical changes, of which boys can become self-conscious. Their voices break as their vocal cords get longer and thicker; their faces break out as their hormones change; they may grow facial or body hair, or not; they experience wet dreams and unexpected erections. They may "outgrow themselves" – becoming so suddenly tall and muscular they are embarrassingly awkward (FAWE, 2005). Or they may not grow as quickly as their peers and be ridiculed for being small.

Pressure to Have Sex

Boys are also frequently pressured by peers and society to be aggressive, assertive, and pursue sex (FAWE, 2005). The pressure to have sex may also result in boys having sex before they are ready. Additionally, while girls are typically the victims of gender-based violence, boys can also be victims (FAWE, 2005). Societal norms that suggest that boys should want to have sex, likely complicate how boys address being victims of abuse.

Social Norms Around Masculinity

Across the world, rigid gender norms and harmful perceptions of what it means to be a man have far-reaching consequences on the health and well-being of both boys and men (NZPPD, 2015). Discussion about masculinity is often missing from many sexuality education programs because masculinity is generally not perceived as problematic (UNESCO, 2014). However, lack of discussion about healthy masculinity results in limited alternative narratives of masculinity. Including a discussion about masculinity within adolescent SRHR education helps can help shape perceptions of manhood and the role of boys and men in society and promote gender equality (NZPPD, 2015).

Handout 2.4C: The Role of Schools & Teachers

TIPS FOR TEACHERS

Create a safe way for girls and boys to ask questions about sexual and reproductive health. Put an anonymous box in a private but central location in the classroom and invite students to write any question that they may have about puberty and sexual maturation anonymously on a small piece of paper and put it into the box. Sort through the papers outside of class to design activities and lessons to address the questions they students have.

SUPPORTING ADOLESCENT MOTHERS

While there are a range of laws and policies in across Africa regarding school attendance of pregnant students and re-entry back to school of adolescent mothers, students typically have very little knowledge regarding their rights.

Here are steps schools and teachers can take to support adolescent mothers.

- Ensure that girls and their parents know their rights and the school's re-entry policy.
- Provide school-based counselling services or connect her with youth friendly services.
- Girls and their parents/guardians should work with the school to develop a school-re-entry plan.
- Provide the opportunities to attend school in the morning or evening, as is done in Zambia.
- If possible, allow adolescent mothers to select if they attend school in the morning or evening.
- Ensure that students have access to sexual and reproductive health services and information.

Please see the Resource Page for more information.

Source: Adapted from Human Rights Watch. (2018). Leave No Girls Behind in Africa: Discrimination in Education Against Pregnant Girls and Adolescent Mothers.; Ministry of Education, FAWEZA, and UNICEF. (2004). Guidelines for the Re-Entry Policy. Zambia.

Handout 2.4D: Dimensions of Gender Based Violence in a School

Type of Act	Description/Examples
BULLYING	<p>Bullying is aggressive behaviour that is intentional and that involves an imbalance of power or strength. Bullying occurs when a person is subjected to negative behaviour, repeated over a period of time, by another person or group.</p> <p>Bullying can take many forms:</p> <ul style="list-style-type: none"> • Direct Bullying: teasing, verbal attacks, shoving, assaults, extortion, destruction of property. • Indirect Bullying: shunning, spreading rumours, malicious practical jokes, and similar verbal and social behaviour. • Cyber-Bullying: use of Internet technology, including social websites, text messaging and emails
CHILD MARRIAGE	<p>Formal marriage or informal union before age 18, is a reality for both boys and girls, although girls are disproportionately the most affected. Child marriage is widespread and can lead to a lifetime of disadvantage and deprivation. Child marriage often results in girls leaving school.</p>
CHILD TRAFFICKING	<p>Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. It is a violation of their rights, their well-being and denies them the opportunity to reach their full potential.</p>
EMOTIONAL ABUSE OR HUMILIATION	<p>Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival; teasing; bullying.</p>
FEMALE GENITAL MUTILATION	<p>Procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The procedure has no health benefits for girls and women but can cause severe health problems.</p>
FORCED PROSTITUTION	<p>Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children (also referred to as sexual exploitation).</p>
HUMAN TRAFFICKING	<p>Sexual exploitation is one of the purposes of human trafficking which entails forced undressing, sexual performance and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution and other forms of sexual extortion for the granting of goods, services, assistance benefits, and/or sexual slavery.</p>

PHYSICAL VIOLENCE/ASSAULT	Beating, punching, kicking, biting, burning, maiming, or killing, with or without weapons; often used in combination with other forms of sexual and gender-based violence.
RAPE	The invasion of any part of the body of the victim with any object or other part of the body by force, threat of force, coercion, taking advantage of a coercive environment or a person incapable of giving genuine consent.
SEXUAL ABUSE	Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.
SEXUAL EXPLOITATION	Any abuse of a position of vulnerability, differential power or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.
SEXUAL HARASSMENT	Any unwelcome, usually repeated and unreciprocated: sexual advance; unsolicited sexual attention; demand for sexual access or favours; sexual innuendo or other verbal or physical conduct of a sexual nature; display of pornographic material.

Handout 2.4E: Factors that contribute to SGBV in Schools

CULTURAL

- Gender-specific socialization and cultural definitions of appropriate sex roles that normalizes males' power over females
- Expectations of roles within relationships that suggest women and girls are subject to the wishes of men and boys
- Belief in the inherent superiority of males
- Values that give men proprietary rights over women and girls
- Notion of the family as the private sphere and under male control
- Customs of marriage (early marriage/ bride price/ dowry)
- Acceptability of violence as a means to resolve conflict

ECONOMIC

- Women's economic dependence on men
- Women's limited access to cash and credit
- Discriminatory laws e.g. inheritance, property rights, use of communal lands
- Limited access to employment in formal and informal sector for girls and women
- Limited access to education and training for girls and women

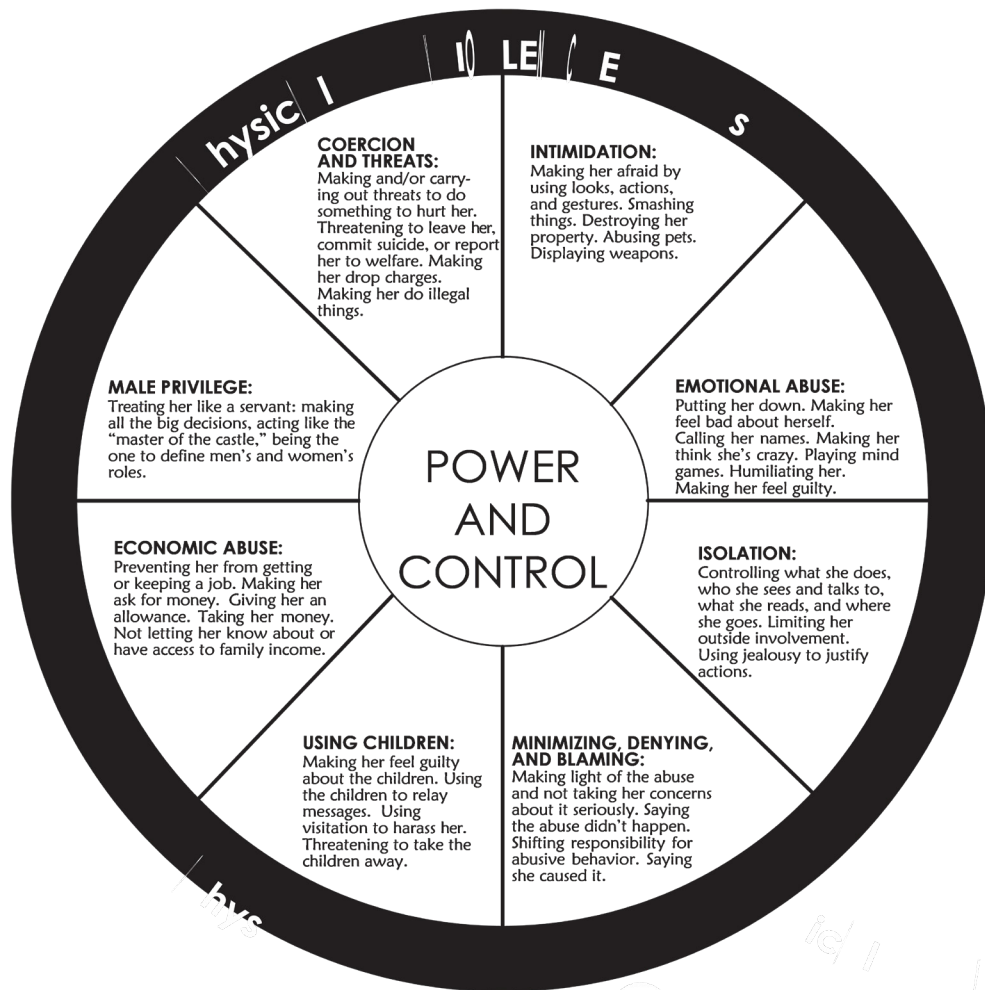
LEGAL

- Lesser legal status of women either by written law and/or by practice
- Laws regarding divorce, child custody, maintenance and inheritance
- Legal definitions of rape and domestic abuse
- Low levels of legal literacy among women
- Insensitive treatment of women and girls by police and judiciary

POLITICAL

- Under-representation of women in politics/media/ legal & medical professions
- Domestic violence not taken seriously
- Notions of family being private and beyond control of the state
- Risk of challenge to status quo/religious laws
- Limited organization of women as a political force
- Limited participation of women in organized political systems

Handout 2.4F: Power and Control Wheel



Handout 2.4G: Ally or Bystander Situation Sheet

This activity can be done multiple times using different prompts to increase your student's ability to be an ally. You can do 3 – 4 scenarios in a 45-minute session. Choose topics that are most relevant to your student's needs. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently. The situations are sorted by identity and/or topic.

note: It is important to caution students not to use people's names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidents, in order to avoid unwanted attention or discomfort for that student.

GENDER

- When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
- A friend of yours keeps saying to other boys, "Hey, stop acting like a girl."
- A boy in your school that you don't know very well keeps saying to other boys, "Hey, stop acting like a girl."
- A friend in your class teases a younger boy for having a doll.
- A student in your class teases a boy for wearing a pink t-shirt or pink coloured stationery.
- A girl in your class teases another girl for always dressing and walking like a boy.

AGE / SIZE

- A classmate or friend constantly makes fun of another student because they are small or too big for their age.
- A classmate makes fun of another student who is older in age for that particular class.
- An older student makes fun of a younger student because they are small for their age.
- At recess, you hear two other students calling your friend "fatty."
- At recess, you hear two other students calling your friend names to mean she is skinny.
- A friend of yours teases another student because their pants are too small.

RACE / ETHNICITY / CULTURAL IDENTITY

- A new kid at school calls your friend a bad name because of their skin colour, hair texture or colour or ethnicity.
- A friend of yours calls a new kid at school a bad name because of their skin colour, hair texture or colour or ethnicity.
- A kid you don't know calls another kid you don't know a bad name because of their skin colour, hair texture or colour or ethnicity.
- You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing and ornaments from their culture.
- You see two students making fun of another child's school lunch because it has food that is different from what their family eats.

DISABILITY

- A friend of yours teases another student for not being in the same math group.
- You see two kids making fun of another student because they are reading “baby books.”
- You notice that a student in a wheelchair or crutches is not included in basketball during recess.
- You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly.

SOCIOECONOMIC LEVEL

- You see two kids making fun of another child because of their old clothes, books or shoes.
- A classmate makes a negative comment about the poor condition of their family home.

MULTILINGUALISM / HOME LANGUAGE

- You see two kids making fun of/copying another student’s accent/way of talking.
- A friend of yours angrily tells another student that they should go back where they came from.

RELIGION

- Someone in your class says something mean to another student in your school because of their religion.
- A kid you don’t know is asking another student why they don’t celebrate a certain holiday.
- You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, head wrap, long skirts or dresses, yarmulke)

note: Include any others that might apply to your school or community.

Handout 2.4H: Testing Teachers knowledge about SRHR education

Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

1. Sexual and reproductive health rights:

- A. Are human rights.
- B. Include the right to make decision about reproductive health, free from discrimination, coercion and violence.
- C. Include sexual health, includes prevention of STIs as well as enjoyment of personal relationships.
- D. Are only for adults.
- E. Has a profound impact on youth.

2. Some specific SRHR issues that affect girls and girls' education are:

- A. Pressure to have sex, but also being stigmatized for having sex.
- B. Shame and/or inadequate resources and facilities during menstruation.
- C. Inability to complete school work during menstruation.
- D. Laws that prevent girls from attending school while pregnant or after they have given birth.
- E. Child, early, and forced marriage, which results in girls not being enrolled in school or not completing school.
- F. Female Genital Mutilation, which can result in health issues or even death.

3. Some specific SRHR issues that affect boys and boys' education are:

- A Pressure to have sex.
- B Social pressure to be aggressive and assertive and lack of opportunities to discuss other models of masculinity.
- C Voice changes.
- D Erections and wet dreams.
- E Laws that prevent them from attending school if they have children.

4. Gender responsive schools and teachers can be a source of information and source for students by:

- A Talking about their personal experiences with sex.
- B Providing access to accurate SRHR information at school or through referral to professionals.
- C Teaching students how to have respectful relationships.
- D Creating safe spaces for honest conversations.

5. There are many legal and cultural barriers to youth accessing SRHR information and services. When this is the case teachers:

- A Can't provide SRHR information or support to students.
- B Equip youth to advocate for their rights and be peer educators.
- C Identify and engage community allies.

6. Gender-based violence:

- A Is any act the result in or is likely to result in the physical, sexual, or psychological harm or suffering of someone based on their gender.
- B Only happens to girls and women.

7. Types of gender-based violence include:

- A Rape
- B Sexual abuse
- C Sexual exploitation
- D Human trafficking
- E Sexual harassment
- F Assault
- G Humiliation

8. Teachers and school should respond to cases of gender based violence in the school setting by:

- A Respecting the student, listening and accepting the issue is real.
- B Question if what the student said happened, actually did.
- C Force the student to tell you all the details.
- D Comfort the student by hugging him or her or hold hands.
- E Tell another teacher.
- F Refer students to a trained a reliable source of support, counselling, medical treatment and/or law enforcement.

9. Schools can play a role during times of conflict by:

- A Promoting peace, social justice, respect for human rights and gender equality.
- B Being a safe-haven that offers structure in a chaotic situation.
- C Teaching non-violent communication and conflict resolution skills.
- D Being aware of trauma and build resilience, agency, emotional intelligence.

Handout 2.5A - Scenario #1 - Preventing Illness

You've noticed over the past 2 weeks there is a terrible cough that is spreading to many of the students in your classroom. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.5B - Scenario #2 - SGBV

You overhear a group of girls talking about which route to walk home after school to avoid the “bad men” that sit under the tree. You find out that one of the girls was sexually assaulted on their walk home from school last week. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modelling? What behavior could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.5C - Scenario #3 - Tolerance

You just created a new seating chart for your classroom and one of your students comes to you after class and says he cannot stay in that seat because the person he is next to is a different religion and from a different tribe. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?
Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.5D - Scenario #4 - HIV Prevention

Your students are playing football at recess and you see one of them slide for the ball and cut his leg on a sharp rock. Another student helps by holding a cloth on it with his bare hand. HIV is common in your community. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.5E - Understanding Social-Emotional Learning

Social-Emotional Learning: The processes through which children and adults gain and 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.

1. Executive Function - skills that help us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short and long term future.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Executive Function?
- d. What are some activities you can do with students to practice this skill?

2. Emotional Regulation - skills that allow us to understand our own emotions and positively manage our feelings.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Emotional Regulation?
- d. What are some activities you can do with students to practice this skill?

3. Positive Social Skills - skills which allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Positive Social Skills?
- d. What are some activities you can do with students to practice this skill?

4. Conflict Resolution Skills - skills that help us address any problems and conflicts in a positive manner as they arise.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Conflict Resolution Skills?
- d. What are some activities you can do with students to practice this skill?

5. Perseverance - skills that allow us to push through challenges and continue to work towards a realistic goal.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Perseverance?
- d. What are some activities you can do with students to practice this skill?

Handout 2.6A- Experiencing Exclusion

Answer these questions:

- 1) Qual é o seu nome? _____
- 2) What is today's date? _____
- 3) ¿Con quién vives? _____
- 4) 잘 지냈어요? _____
- 5) Vad är din favorit färg? _____
- 6) Est-ce que le football est un sport important dans votre pays? _____
- 7) Anong kulay ang langit? _____
- 8) Futbol ülkende popüler midir? _____
- 9) nǐ shì nǎ guó rén? _____

Handout 2.6B- Inclusion Scenarios- Obstacles and Solutions

Instructions: Fill in the charts below with potential obstacles and solutions for each student. 1. A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Potential Obstacles	Potential Solutions

2. A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class.

Potential Obstacles	Potential Solutions

3. A new student has just joined your class. She does not speak the language of instruction well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do.

Potential Obstacles	Potential Solutions

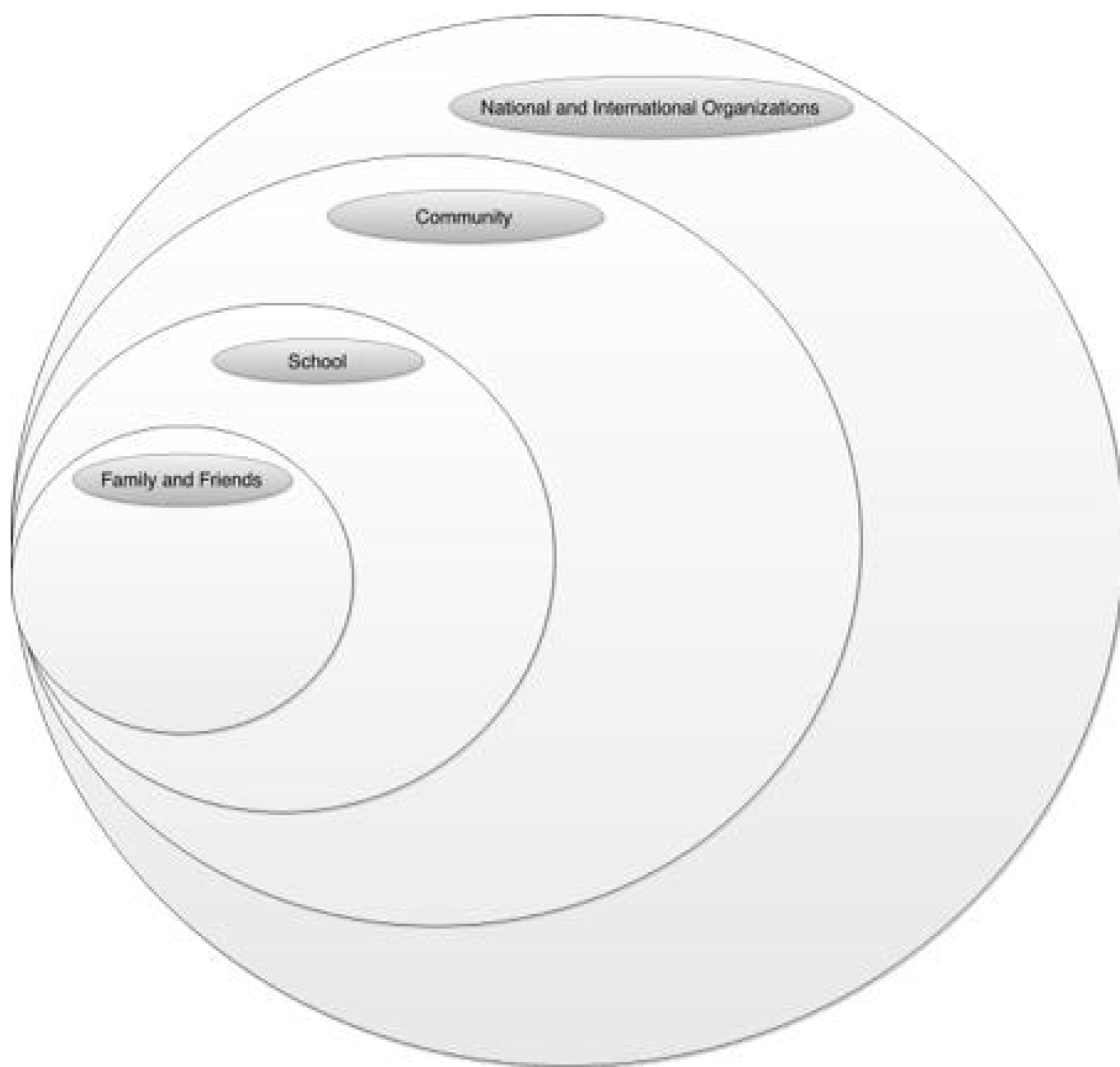
4. A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school everyday. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities.

Potential Obstacles	Potential Solutions

5. A 15-year old boy joined the school 6 months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. The student does not seem interested in learning and argues when you try to make him participate. He does not finish his work most days because he gets frustrated when he doesn't know what to do.

Potential Obstacles	Potential Solutions

Handout 2.7A - Community Map Visual



Handout 2.7B - Community Map Directions and Questions

CIRCLE 1

DIRECTIONS: Write the members of students' families and the friends who can help and support them. Write how these family members and friends can help students. Use the questions below to help you:

QUESTIONS:

- a. Who from students' family and friends can help and support them?
- b. How can students' family and friends help them?
- c. When might friends and family not be the appropriate form of support?

CIRCLE 2

DIRECTIONS: Write the people and services at school that can help and support students. Write how these people and services can help students. Use the questions below to help you:

QUESTIONS:

- a. At your school, who do you think can help students with an emotional issue? A physical issue? A mental/psychological issue? An academic issue? How?
- b. What other people can help students at school?
- c. When might school not be the appropriate place to seek support?

CIRCLE 3

DIRECTIONS: Write the people and activities in the community that can help and support students. Write how these people and activities can help students. Use the questions below to help you:

QUESTIONS:

- a. What community organizations and activities allow students to come together and make friends, or reflect on their lives? How?
- b. Who in the community can help a student with an emotional issue? A physical issue? A mental issue? An academic issue? How?
- c. When might school not be the appropriate place to seek support?

CIRCLE 4

DIRECTIONS: Write the people and services that can help and support students from national organizations and international organizations. Write how these people and services can help students. Use the questions below to help you:

QUESTIONS:

- a. What national organizations are in your community and what services do you think they could provide to your students?
- b. What international organizations are in your community and what services do you think they could provide to your students?
- c. How can you (or your students) contact these organizations?

Handout 2.7C - Responding to Abuse

Described below are three different situations you are likely to encounter as a teacher at a school or even as a community member. What should you do in these cases?

You see or suspect abuse, exploitation or neglect.

A parent or another adult tells you that they think a child is being abused, exploited or neglected.

A child tells you they have been abused, exploited or neglected, or the student tells someone you know.

Where serious concerns exist and the safety of the child is at risk, act immediately.

1. The first step is to ensure that the child is safe from harm and is in a protected environment. Be calm, caring, and supportive.
 - a. Remember the child is never to blame in situations of abuse and should be told they have done nothing wrong.
 - b. Listen carefully and let the child tell you the information in his or her own way.
 - c. Record what the child tells you and write all the details. This will be important when you are reporting the situation.
 - d. All records must be kept securely and confidentially in a place where other people cannot access it.
2. Use established reporting mechanisms and engage child protection referral system to ensure child is safe/receiving necessary care.

Record the reporting mechanisms and referral systems here

How to talk to a child who's reporting an abuse or if a child tells you or wants to talk to you about an abuse:

- Stay calm and be reassuring.
- Find a quiet place to talk.
- Believe in what you are being told.
- Listen, but do not press the child for information.
- Say that you are glad that the child told you.
- Say that you will do your best to protect and support the child.
- If necessary/appropriate, seek medical help and contact the police as soon as possible.
- Acknowledge that you will probably need help dealing with your own feelings.
- If the child has told another adult, such as another teacher, contact them. Their advice may make it easier to help the child.
- Determine if this incident may affect how the child acts at school. It may be advisable to liaise with the teachers or head teacher depending on the issue.
- Acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault.
- Seek counseling for yourself and the child where possible.

Do	Do Not
Believe the child.	Do not ask accusing questions.
Create a rapport with the child.	Do not be overly formal.
Show a measure of trust.	Do not be impersonal.
Show a measure of accessibility and reliability.	Do not miss appointments keep promises. Do not read, talk on the phone, etc. when the child is talking to you.
Assure the child of confidentiality which is reasonable.	Do not give information about the child unless professionally required.
Be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Ensure privacy is obtained to enable the child to talk in confidence.	Do not interview in open space where there is likely to be interruptions and eavesdroppers.
Be patient: let the child go on at her/his own pace. Changing behavior is difficult and calls for a lot of patience. You should listen carefully, patiently and with understanding.	Do not pressure the child to speak. Do not rush the client.
Accept the child the way s/he is.	Do not be judgmental.
Relaxed atmosphere: The room should also be comfortable where possible and the atmosphere relaxing.	Do not go to a place where the child feels the need to leave as soon as possible.
Commitment: You must show a high degree of commitment.	When you agree to offers to assist, you have to be committed. If you are not able to be committed then it is not useful for you to offer any assistance.

Adapted from Save the Children, Child Protection Training Manual - Facilitators Guide for Teacher Training, South Sudan <file:///C:/Users/SLP/Downloads/child%20protection%20training%20manual.pdf>

Handout 2.7D - Story of Abuse

You are the Class 6 teacher. You are considered very approachable, friendly, and social and many children like sharing their problems with you. You have just returned from a training by Save the Children where you have been taught about child protection risks for children including sexual abuse of girls in schools. Young Abuk, a class 5 girl, who is usually quiet comes up to you and amidst tears shares her problem. What emerges is that the headteacher has been sexually abusing Abuk and she is feeling unwell. She is vomiting and feels sick in the morning. Be realistic and practical in addressing the questions provided.

- a. What can you do about this case? Remember, the person accused is the headteacher?
- b. Who must know about it and what should be done?
- c. What are the likely consequences of your actions?
- d. What can you do to deal with them? (Please be as practical as possible).

The challenges to responding to abuse suggested by participants might include:

- Isolation by other teachers who may prefer that the matter be dealt with in-house;
- You may be victimized. In some cases, teachers who have reported cases of child abuse have ended up being transferred, interdicted or have been faced with other disciplinary action;
- There may be attack on your person or property. This is however not frequent;
- There may be no support by other teachers or students themselves. For instance, the headmaster might instruct everyone including the abused girls not to talk to Save the Children and the teacher who was collaborating was transferred;
- There may be attempts to compromise you by offering you bribes or other incentives both from the parents of the child, the school administration or the abusive teacher.

It is important for the participants to take away from this exercise that despite these hurdles there is need to take action to protect and defend the child's rights. There are varied options depending on the support structures around you.

- First of all you need to assist the girl as indicated in this session;
- If you are able to, offer all the necessary assistance directly by reporting the matter to the police and taking all necessary action;
- If you fear being victimized, you may report the matter to the next senior officer at the local education office. This also depends on how independent and supportive the office is;
- You may also advise the student on steps to follow to file criminal charges.

Adapted from: Save The Children, Child Protection Training Manual

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - CLASSROOM ACTIVITIES AND ROUTINES

Directions: Each person takes a turn choosing one activity from the Classroom Activities and Routines Handout. Each person takes 10 min to practice their activity.

1. When you practice the activity, pretend you are in your classroom with your students.
2. When you finish, please say:
 - What went well
 - What was difficult
3. The other people in your group should say
 - What you did well
 - How you can improve

If you are not able to meet with other teachers, you can practice on your own using the Classroom Activities and Routine Handout. Pick an activity to use in your classroom.

Remember these are activities that help to create a social, emotional, and cognitive safe space in school.

Reflection & Collaboration Activity #2 - TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff). At the end, total up your score to determine your overall assessment score for your school.

RATING SCALE: 1 - no/never 2 - rarely 3 - often 4 - yes/always

- ____ 1. My school is a place where students are safe and secure. (Art. 3 & 5)
- ____ 2. All students receive equal information and encouragement about academic and career opportunities. (Art. 2)
- ____ 3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)
- ____ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)

- ____ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)

- ____ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)

- ____ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)

- ____ 8. When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)

- ____ 9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)

- ____ 10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)

- ____ 11. No one in our school is subjected to degrading treatment or punishment. (Art. 5)

- ____ 12. Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11)

- ____ 13. My personal space and possessions are respected. (Art. 12 & 17)

- ____ 14. My school community welcomes students, teachers, administrators, and staff

from diverse backgrounds and cultures, including people not born in the USA.
(Art. 2, 6, 13, 14 & 15)

____ 15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination. (Art. 19)

____ 16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)

____ 17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)

RATING SCALE: 1 - no/never 2 - rarely 3 - often 4 - yes/always

____ 18. I have the opportunity to express my culture through music, art, and literary form.
(Art. 19, 27 & 28)

____ 19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)

____ 20. Members of my school have the right to form associations within the school to advocate for their rights and or the rights of others. (Art. 19, 20, & 23)

____ 21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26 & 29)

____ 22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20 & 29)

____ 23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions. (Art. 23 & 24)

____ 24. Employees in my school are paid enough to have a standard of living adequate for

the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22 & 25)

____ 25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1 & 29)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES

YOUR SCHOOL'S TEMPERATURE _____

Once you (and your collaborative group) have completed and determined your school's temperature. Look at statements that received a low score. Pick 3 statements that have the lowest scores on your list.

1.

2.

3.

Think back on the skills and strategies you learned on how to promote protective, create safe space and teaching life skills. What can you and your colleagues do to raise the "Human Rights Temperature" at your school by addressing each of these statements?

Resource: <http://www.hrusa.org/hrmaterials/temperature/temperature.shtm#Procedures>

Reflection & Collaboration Activity #3 - IDENTIFY SAFE AND DANGEROUS PLACES IN YOUR SCHOOL

In your TLC visit the school grounds together and draw a map of your school and the surrounding areas (e.g. garden, sources of drinking water, roads, toilets).

Then work together to identify dangerous and safe places on the map. If you have colored pens/pencils color in the map in the following way: red - the highest risk of abuse/danger, yellow - mild risk, green - safe.

Once you have completed the map discuss the following questions:

- 1) What types of danger or violence have you identified on the map?
- 2) Are some areas dangerous for girls, for boys or for both?
- 3) What can you as teachers do to reduce these risk factors? Make a plan for how you will make the school a safer place - think about how you could involve your headteacher, students, parents and the community.

