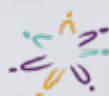


Prevention of Violence Against Children Tool kit for Educators



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Safe to Learn



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Abstract:

This toolkit provides educators in Non-Formal Education centers with tools to assess and prevent violence against children within the learning centers and in the surrounding environment. This toolkit is part of the “Ending Violence Against Children” project implemented by International Alert in Lebanon

Acknowledgment

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This toolkit has been written by International Alert. International Alert works with people directly affected by conflict to build lasting peace. Alert focuses on solving the root causes of conflict, bringing together people from across divides. www.international-alert.org

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This document may only be used upon approval by International Alert Lebanon.

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Acronyms

NFE Non Formal Education	VAC Violence Against Children	FGD Focus Group Discussion
TOR Terms of Reference	IA International Alert	

Module 1: Introduction



What is this toolkit?

The “Safe to Learn” Educators Toolkit is a toolkit for educators working in Non-Formal Education centers and is focused on creating a safe learning environment, reducing bullying and violence in and around the learning centers.

The toolkit is envisioned as a module-based manual to be used by educators. It includes assessment tools and a set of activities to be used by educators in the classroom, during recess, in meetings with parents and in activities involving students, parents and other members of the community.

30% of the activities are suitable for online use.

The assessment tools can be used by educators in learning centers and via online platforms with the aim of assessing the situation of bullying, violence prevention and social cohesion in the learning centers focusing on 5 main themes: Children’s rights, Leadership & culture, Policies, Procedures & Mechanisms, Attitudes & Behaviors, and Learning and Classroom Environment.

The toolkit also includes 47 activities to be conducted with children in NFE centers in addition to 5 activities to be conducted with parents in caregivers’ sessions and other 5 activities to engage parents, community members and students in preventing VAC. For the children activities, they are divided in learning activities and online activities for 3 different age groups (9-6 years, 13-10 year, 17-14 years).

The objective is turning learning centers into a more child-friendly learning environment, a center without bullying and violence and providing a parental and community support for preventing violence against children.

The toolkit also includes a module on Monitoring and Evaluation that supports educators in planning the delivery process of the different assessments and activities, evaluating the process, and collecting and analyzing main findings for further follow up or referrals.

The last part of the toolkit includes additional recommendations that NFE centers can use to enhance social cohesion and children safety inside and outside the centers.

Who is this toolkit for?

This toolkit was designed for the educators in the NFE centers who are part of the “Ending Violence Against Children” project implemented by International Alert. Within the framework of this project, IA works with Basmeh & Zeitooneh in Shatila camp, the Centre for Lebanese Studies, Damma Organization and Sawa for Development and Aid. This toolkit is also available for other NGOs and NFE centers offering education services for children.

Why this toolkit?

Since 1974, the Lebanese Ministry of Education prohibited corporal punishment in schools, and this was followed in 2001 by a circular banning corporal punishment and verbal abuse. However, no law enforcement mechanism has been put in place. In 2011, a survey done by Saint Joseph university found that 76 percent of 1,177 schoolchildren interviewed have been subjected to physical violence by teachers or administrators in schools, with the highest rates reported in public schools.

The figures related to bullying are not better. In 2018, Save the Children conducted a study with Lebanese, Syrian, and Palestinian children and caregivers. The study revealed that 1 in 2 children have been bullied at some point in their lives. The percentage of bullied children was almost the same between the three nationalities.

While NGOs are making a notable progress in mainstreaming child protection in their work, educational activities themselves are often delivered with a sole focus on learning outcomes, without any attention to how they might influence children's behaviors and attitudes, including behaviors that fall under bullying and violence.

This Toolkit was developed as part of the "Ending Violence Against Children" project aiming to increase the capacity of schools and learning centers to reduce violence against children and generate evidence of the effectiveness of various approaches. It is implemented primarily in the Bekaa and Tripoli where partner organizations operate centers that offer non-formal education and psycho-social support activities.

The purpose of this toolkit is to equip educators, social workers and other learning centers' staff with the tools (activities, assessment tools, etc.) to effectively prevent VAC through enhancing students' and parents/caregivers' awareness of and attitudes towards VAC and equipping them with the skills to prevent it.

What is VAC?

The World Health Organization on its website describes Violence against children as all forms of violence against people who are under 18 years old. According to their definition, violence includes child maltreatment (i.e. physical, sexual, and emotional abuse and neglect) at the hands of parents and other authority figures. Boys and girls are at equal risk of physical and emotional abuse and neglect, and girls are at greater risk of sexual abuse. As children reach adolescence, peer violence and intimate partner violence, in addition to child maltreatment, become highly prevalent.

Violence can be physical, sexual, or emotional and it can affect the children's physical and mental health as well as their educational outcome.

Violence against children includes all forms of violence against people under 18 years old, whether perpetrated by parents or other caregivers, peers, romantic partners, or strangers.

Forms of violence:

- Domestic violence:

Involves physical, sexual, and emotional violence by a family member. This type of violence occurs often towards children from previous marriages if their parents remarry, and very often in arranged child marriages.

- Sexual violence:

Includes non-consensual sexual contact whether physical or harassment in any form. Sexual violence also includes forced child marriages or any form of sexual exploitation where the victim has their choice of consent taken away from them.

- Emotional or psychological violence:

Includes restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection, and other non-physical forms of hostile treatment.

- Gender-based violence:

Often, abuse is directed against girls or boys because of their biological sex due to the system and its preferences. Many children also suffer from violent acts due to their gender identity if the child shows signs of homosexuality.

- Violent punishment:

Including any type of severe punishment inflicted by guardians at home or other authority figures in schools, orphanages, etc. This type of violence can be physical, psychological, and emotional.

What is bullying?





“Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems”.
(<https://www.stopbullying.gov/bullying/what-is-bullying>).

The act is considered bullying when:

- There is an imbalance of power meaning that the students who bully others have more power over them, which can be related to their physical strength, their access to embarrassing information, and their popularity. However, imbalance of power may change over time even for the same people.
- There is repetition and the bullying happens more than once.

Bullying can include making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of bullying:

<p>Physical</p> <ul style="list-style-type: none"> - hitting/ kicking / pinching - spitting - Tripping / pushing - Taking or breaking someone's things - Making mean or rude hand gestures 	<p>Social</p> <ul style="list-style-type: none"> - Leaving someone out on purpose - Telling other children not to be friends with someone - Spreading rumors about someone - Embrassing someone in public 
<p>Verbal</p> <ul style="list-style-type: none"> - Teasing - Name-calling - Inappropriate sexual comments - Taunting - Threatening to cause harm 	<p>Cyberbullying</p> <ul style="list-style-type: none"> - Posting and or sending hurtful texts, photos or videos - Threatening someone online - Using someone's online logins without permission - Using someone's online logins without permission - Excluding someone online - Spreading gossip and rumors online 

Role of education institutions in preventing and responding to VAC

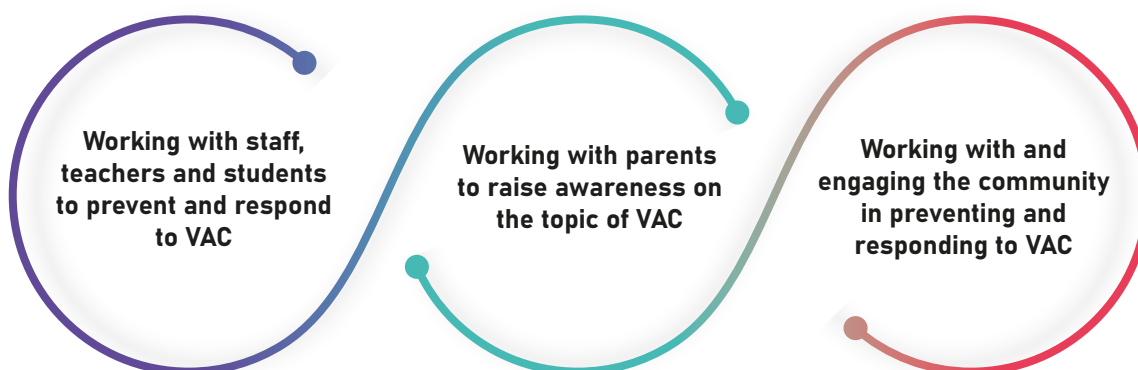
- **Working with staff, teachers, and students to prevent and respond to VAC**
 - Offering quality education can enhance the children's prospect of continuing their education and finding a good job, thus preventing their engagement in violent behaviors.
 - Developing the capacity of teachers and staff on the topic of VAC and how to respond to and prevent violence against students
 - Engaging the staff and teachers in delivering activities aimed at preventing violence and in acting as role models inside and outside the school

- **Working with parents to raise awareness on the topic of VAC**
 - Involving parents in awareness raising activities on the topic of VAC
 - Engaging parents in ensuring a safe environment for students outside the school and at home

- **Working with and engaging the community in preventing and responding to VAC**
 - Involving community members in awareness raising activities on the topic of VAC
 - Engaging community members in ensuring a safe environment for students outside the school

- **Developing a clear management structure, follow up process and monitoring and evaluation structure**
 - Creating a working group within education centers with a clear mandate
 - Assigning a Child Protection Focal Point with a clear mandate
 - Providing teachers with guidelines on how to deal with and respond to specific cases of VAC
 - Conducting frequent assessments inside the classrooms and outside
 - Conducting focus group discussion with students to assess the situation of VAC inside the school
 - Ensuring a data collection and analysis structure is in place
 - Organizing evaluation meetings throughout the year to present findings from the different data collected and changes over time and to agree on needed steps and actions

Developing a clear management structure, follow up process and monitoring and evaluation structure



This toolkit was designed to provide educational institutions with clear guidelines on how to develop a management and follow up structure for VAC prevention, and also includes tools for assessing VAC, and activities to be conducted inside or outside the classroom and online with students, in addition to activities to be conducted with parents and community members. A sample timetable is also designed to support educational institutions in planning the different evaluations, follow up, assessments and activities throughout the academic year.

In school environments, the types of violence children might face include physical violence, sexual violence, bullying, and corporal punishment. It can be from older students, teachers and staff or classmates. However, we cannot overrule the violence that children face outside the school like child maltreatment, dating and intimate-partner violence and elder abuse.

This toolkit focuses specifically on VAC in and around educational institutions.

Module 2: Assessing Violence against Children in the Education Centers



Introduction and Roles

This module introduces different assessment tools that NFE centers can use in order to continuously assess VAC and respond to it after analyzing the collected data. The information gathered will feed in the VAC data collection and analysis system in the education centers and will be analyzed and presented during the VAC working group meetings for further action.

The module includes:

- **'What to do' list for teachers:** the list includes tips that support teachers in identifying possible cases of violence against certain children and what to do in each case. It serves as a guiding document. Teachers will also be encouraged to report the observed cases to the VAC data collection and analysis mechanism for further action by the VAC working group or designated staff. (Refer to yearly action plan)
- **Assessment sheet for supervisors:** The sheet will be used by supervisors during agreed on class visits based on the yearly action plan. Supervisors will be able to assess the class environment and individual students based on children's rights, leadership & culture, policies, procedures & mechanisms, attitudes & behaviors, and learning and classroom environment. The information gathered will feed into the data collection and analysis mechanism for reporting and further action by the VAC working group or designated staff. (Refer to yearly action plan)
- **Focus group discussion with students:** frequent FGDs can be planned and implemented in class. It is advised that these FGDs be implemented by the school social worker, or psychologist or PSS officer. The information gathered will feed into the data collection and analysis mechanism for reporting and further action by the VAC working group or designated staff. (Refer to yearly action plan)

“What to do” list for teachers

- How to spot different types of violence?

General signs of distress in a child:

Signs and symptoms can vary depending on the type of abuse. However, certain signs are general and can be taken as a clear red flag that something is wrong with the child. Some of the most common signs are the following:

- Aggression, anger, hostility, or hyperactivity
 - Changes in school performance
 - Isolation and lack of social interaction
 - Depression, anxiety, or unusual fears
 - An apparent lack of supervision from guardians
 - Frequent absences from school
 - Reluctance to leave school activities, as if he or she doesn't want to go home
 - Attempts at running away
 - Rebellious or defiant behavior
 - Self-harm or suicide attempts
- Sudden change in self-confidence and attitude

Parental behavior: Sometimes a parent's demeanor or behavior sends red flags about child abuse. Warning signs include:

- Showing little concern for the child
- Lack of care to the child's physical and emotional comfort
- Constantly blaming the child for problems and mistakes
- Illogically limiting the child's contact with other people
- Consistently shaming the child and describing them negatively or calling them bad names
- Over attachment to the child as if always wanting to be the focus of their attention
- Using harsh physical punishments or handling
- Pushing the child obsessively towards high physical and scholastic achievements

Signs of physical abuse:

- Unexplained injuries
- Injuries that don't match the given explanation

Signs of sexual abuse:

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection or disease
- Blood in the child's underwear
- Inappropriate sexual contact with other children

Signs of emotional abuse:

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression and anxiety
- Avoidance of certain situations with clear signs of refusal and fear
- Excessive affection seeking
- A decrease in school performance or loss of interest in school

Signs of neglect:

- Poor social skills and manners
- Poor hygiene
- Lack of clothing or supplies
- Extreme weight, whether extremely under or over weight
- Hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical or psychological health

Does child abuse have a drastic or long-lasting effect on the individual?

Violence against children has lifelong impacts on the health and well-being of children, families, communities, and nations. It causes long lasting psychological damage to the child often following them into adulthood.

Did you know?

- Violence against children is every form of abuse to people under 18 by adults or peers
- Around 1 billion children between 17–2 years, have experienced physical, sexual, or emotional violence in 2020 worldwide
- Around 75% of children between 4–2 are treated violently by their caregivers
- More than 30% of children between 13–10 experience bullying
- Experiencing violence in childhood impacts lifelong health and well-being.

- What can you do if you suspect the occurrence of child violence?

- Encourage the child to tell you what happened:

Assure the child that it's safe to talk about the experience even if they had been threatened not to. Make sure you give the child space to express at their ease, without pushing them or interrogating them. Make sure the space where you are talking is safe and not seen by others. The Child Protection focal point office is the safest place.

- Remind the child that he or she isn't responsible for the abuse:

Explain and reassure the child that the responsibility lies on the abuser, not on them. Many children tend to blame themselves for the violence caused against them.

- Offer comfort:

Let the child know they can talk to you when needed. Give them a safe space to let go of their burden.

- Help the child remain safe:

Ensure the child's safety by separating them from the abuser if possible, considering their abuser is not their legal guardian. If so, refer the case for school management.

- Consider additional support:

You might help the child seek counseling or other mental health treatment or offer it as a suggestion. Make sure you are aware of available services at the education center and encourage the child to seek support through these services.

- If the abuse has occurred at school:

Make sure the principal of the school is aware of the situation so he/she can contact the parents or guardians of the abuser and the victim.

Assessment sheet for supervisors

This assessment sheet is a checklist form designed to help supervisors assess specific cases within the classroom and cases outside the classroom so as to spot the cases that show high probability of violence against children.

There are two assessment checklists

- Classroom checklist with two parts: General classroom checklist and Specific cases checklist
- Outside the classroom checklist

Classroom Checklist

Class Observed:

Teacher's name:

Supervisor (Observer's Name):

Date and Time of Class Observation:

General classroom checklist	Put a checkmark if applicable	Additional comments
The general class atmosphere is positive		
Students are encouraged to ask questions and to participate		
Off task and/or disruptive children behavior is managed by the teacher		
Teacher uses positive disciplinary measures		
Students entry into and leaving the classroom is organized		
Children seating is organized in a way that ensures all children are able to follow with the teacher (including students with special needs and learning difficulties)		
Teacher provides constructive feedback for children		

Specific cases checklist. Put a checkmark in case you observed a specific child who:	Put a checkmark if applicable	Additional comments
Is socially withdrawn and shows lack of interest		
Shows an excessive reaction on sudden sounds		
Seems depressed or anxious		
Has unusual fears		
Shows signs of violent behavior		
Has defiant behavior		
Is scared because he/she had "bad" grades		
Seeks attention excessively		
Shows signs of poor hygiene		

Outside the Classroom Checklist

Date of Observation:

Supervisor's Name:

Location of Observation:

General out of classroom checklist. Put a checkmark in case you observed the following:	Put a checkmark if applicable	
Specific spots that children are going to which are hidden		
Bullying		
Spots that look unsafe for children's physical movement		
Broken outdoor games in the playground		
Pushing others		
A child whose presence causes fear and discomfort to other children		
A child who tries to run away		
A child having inappropriate sexual contact with other children or adults		
Child that seems depressed, anxious or agitated		

Focus group discussions with students

- Introduction:

The FGDs are planned on a yearly basis and entered the VAC annual action plan. Management needs to ensure that each class is observed at least twice per year by the social worker, psychologist, or PSS officer.

The objective is to assess the situation of bullying and violence, and the awareness of the children about the subject.

The assessment will revolve around the main themes:

- Children's Rights
- Leadership and Culture
- Policies, Procedures and Mechanisms
- Attitudes & Behaviors
- Learning and Class Environment

Each of these themes will be approached through an activity, a discussion, an informative guidance by the facilitators or question-answer.

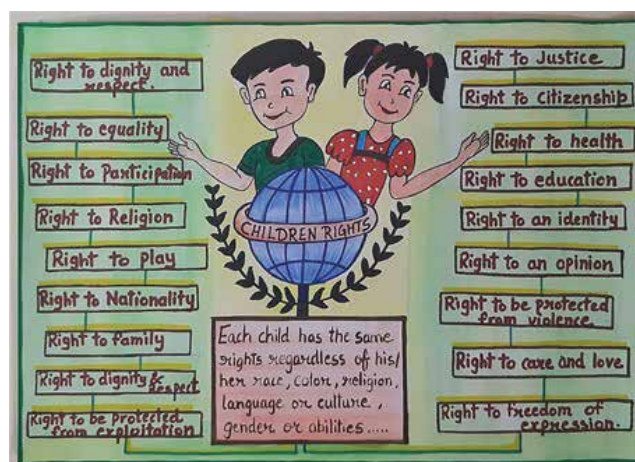
- FGD flow

<p>Introduction [5 minutes]</p>	<p>Facilitator introduces himself/herself and the objective of the session and the different sections. Then students are asked to briefly introduce themselves to the facilitator who at the end of the introduction informs the students that all information shared during the session will remain confidential and the sole objective is enhancing the safety of students.</p>
<p>Exercise one [15 minutes]</p>	<p>Facilitator shows the poster of children rights and asks the following questions: - Have you heard of the international declaration of the rights of the child? - Who knows the rights of children in this declaration? Then facilitator reads the information on the poster and asks the children if any of them is experiencing or have experienced an infraction on one or many of their rights. In such a case the facilitator must enquire further and understand the nature and the context of the situation. Make sure that the poster depends mainly on visuals without much text especially for children who are younger than 12 years old and/or who are in Basic Numeracy and Literacy Programs.</p>
<p>Exercise two [10 minutes]</p>	<p>The facilitator asks the children if: - They are aware of the child protection policy available at the education center - They are aware of the support services provided at the education center - If they have used or heard someone who used these services and how effective it was Note: For younger age groups, the question can be simplified: What is there in the school to help support you. Then the above questions can be used for probing.</p>
<p>Exercise three [15 minutes]</p>	<p>Facilitator prepares three boxes and numbers them 3/2/1 and distributes sheets of paper and pen for each student. Facilitator explains the process and gives time for students to respond: - The first box is for attitudes and behaviors of a positive individual that contributes to an environment of empathy and cooperation. This person can be a teacher, a staff member, or a student. Write the name of the person and how this person demonstrated positive attitude and empathy and drop the paper in the box anonymously. - The second box is related to bullying. If you have been bullied by someone or have witnessed someone being bullied, write the incident and information about it anonymously and drop it in the box anonymously. - The third box is related to the environment inside and around the school and your safety. If there are specific locations outside the class or on your way to school or back home where you feel unsafe or where you were subjected to violence and felt unsafe, write it on the paper and drop it in the box. - Note: If students are not able to write yet, they might WHISPER what they want to say to the facilitator or co-facilitator who would write them on their behalf without allowing other kids to hear what they are saying.</p>

<p>Exercise Four [10 minutes]</p>	<p>The facilitator prepares this questionnaire and shares it with the students who fill it using yes/no answers:</p> <ul style="list-style-type: none"> A. Have you ever bullied or been bullied or witnessed people around you being bullied by peers, teachers or adults in the classroom or any other place? B. Have you felt intimidated by a teacher, a peer, or any other adult? C. Do you feel that other children around you are intimidated by a certain teacher, peer, or adult? D. Do you think someone you know is being bullied or abused and why? E. Do you feel your teachers treat you rightly and create a positive learning environment? F. Do you feel you have a good communication with your teachers, caretakers, peers, or other adults? G. Do you feel you are being treated justly by teachers, or any other adults? H. Do you feel your classmates are being treated justly by teachers? I. Is there anything in your class environment that bothers you and would like to change? What is it? <p>The questionnaire can be done using papers or Google forms.</p> <p>For young children or for those who are in Basic Literacy and Numeracy Program, the statements need to be read out loud by the facilitator in simplified language and the kids need to put "Yes" or "No" signs. Emoticons can also be used as "Happy Face" or "Sad Face".</p>
<p>Closing [5 minutes]</p>	<p>The facilitator thanks the students for their input and reminds them that the objective of the session is to enhance a safe learning environment for them. He/she reassures them that all information will remain anonymous and confidential and will only be used for statistical purposes and to respond to the concerns of the children in a constructive way.</p>

Children Rights Poster – Check this poster.

It would be better to have a poster like this one that is more visual.



Module 3: Activities for Students



Introduction and Roles

The following module includes activities that can be done with students throughout the academic year by class. It is ideal if the same educator or group of educators work with the same class throughout the academic year and prepare and deliver these sessions in close coordination to keep the flow and the dynamics and to have a higher impact on the students.

The NFE center management can distribute the responsibility evenly between the teachers at the beginning of the academic year and enter the information on the yearly action plan for monitoring and follow up by the VAC working group.

The facilitator of these activities can be a teacher, a social worker, a PSS officer, a supervisor, or a group of all, but the most important thing is that the same educator or group of educators work with the same class/students throughout the academic year.





The themes covered by the sessions include “Teamwork”, “Collaboration”, “Trust”, “Intercultural Awareness”, “Conflict Resolution”, “Empathy”, “Self-Reflection”, and “Healthy Relationships in the Classroom”





The activities are presented as 15 activities for each of the 3 age groups: 9 – 6 year olds, 13 – 10 year olds and 17 – 14 year olds. The activities are numbered in chronological order meaning that the sessions need to be implemented in the same order as they appear in this module to keep the flow. It is important to note, though, that many of the activities can actually be done with the different age groups. In case the activity is used with a different age group, the level of the language can be adjusted to match the needs of the group.

Some activities need to be done face to face, while others can be done online or face-to-face. Where alterations are needed between online and face to face, an explanation is provided on how to amend.

The success of all these activities depends on the reflection part at the end of the activities. Educators need to hold a discussion following each activity about the value of the activity and what the children have learned from it.

Activities for children aged 6 to 9

	6 - 9
Activity number	1
Format	Face to Face or Online
Activity name	The Spider
Objective 	Creating a good and warm environment in a classroom by strengthening the quality of the relationship among the students.
Time Needed 	10-15 minutes depending on the number of the students
Materials - Logistics 	For Face-to-Face: Ball of yarn Open space or class large enough to have a circle with the pupils
Description	
<p>Face to Face:</p> <p>The group forms a circle, and someone introduces themselves by saying their name, combining it with a food or activity they prefer. The speaker holds one end of the ball of yarn in his/her hand and passes the ball to another student who continues the game. At the end you will have a web like a spider's web. Half of the group members hold the strings tight, while the other half of the group can run inside the web and play, then alternate in the role of internal group and external group.</p> <p>Online:</p> <p>This activity can be done online when all the students are together at the same time on the same platform. The educator explains that a game will be played and the person who will be asked to start will say his/her name, favorite food and favorite hobby then the student will choose someone from the group of students and say "I virtually throw the ball to". The student who receives the "virtual ball" will do the same until every student gets a turn. The educator should tell the students that they need to remember to whom the virtual ball was thrown to and make sure that everyone gets a turn. The teacher can also keep track of got called on to make sure that no one is left behind.</p> <p>Questions at the end of the activity: Who found a classmate with the same hobby? Who found a classmate with the same favorite food? Who enjoyed this activity and why?</p>	

 AGE	6 - 9
Activity number	2
Format	Face to Face or Online
Activity name	My Invented Shield Coat of Arms
Objective 	Deepening the connection between the students in a fun way.
Time Needed 	20-25 minutes depending on the number of the students
Materials - Logistics 	Sheets of paper - Pencils - Marker - Photo of the Shield coat of arms

Description

Educator shows the photo of the shield coat of arms to the students and explains that in the old days each family and city used to have a specific coat of arms to identify them from other families and cities.

Then the educator tells the students that now each will create his/her own shield coat of arms using the photo as a sample and in each square they will write/draw a characteristic about them (hobby, something they can do well, a sport they are good at, favorite color, food they like, food they do not like etc..) however 1 of these characteristics should be invented and not true.

Each student is given a sheet of paper and pencils to draw and fill their personal shield coat of arms. When everyone is ready, the students are divided into groups of four (maximum six depending on their total number).

Each one must introduce his/her coat of arms in a serious way while the remaining members of the group will try to guess which characteristic is the invented one.

The aim of the game is to guess which is the lie among the characteristics indicated in each shield coat of arms.

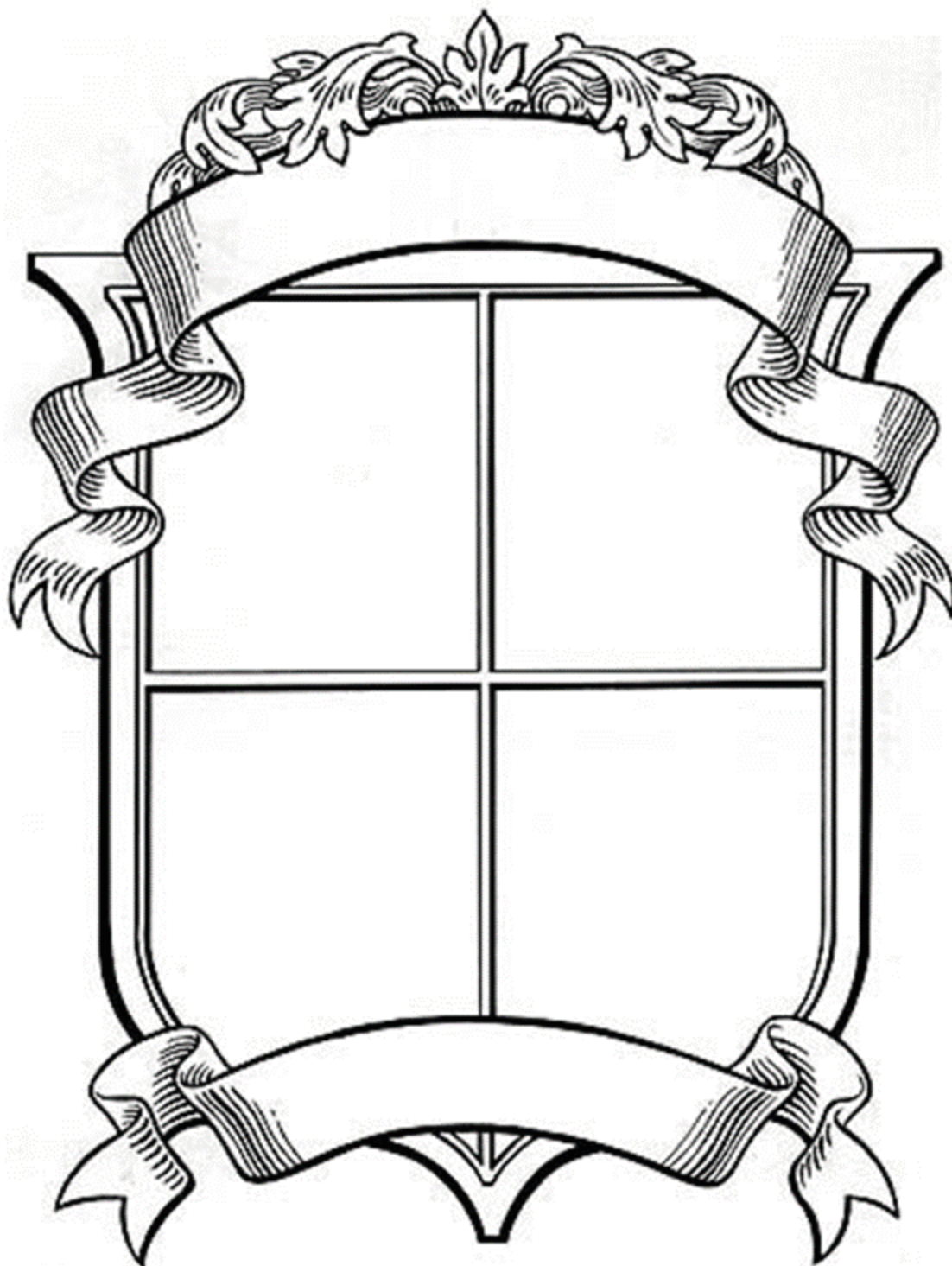
Alternation to online format: After the students finish their drawing, one by one they can send it on the online group (whatsapp/zoom etc..) and everyone will try to guess which is the lie.





At the end of the activity, teacher closes with the following questions:

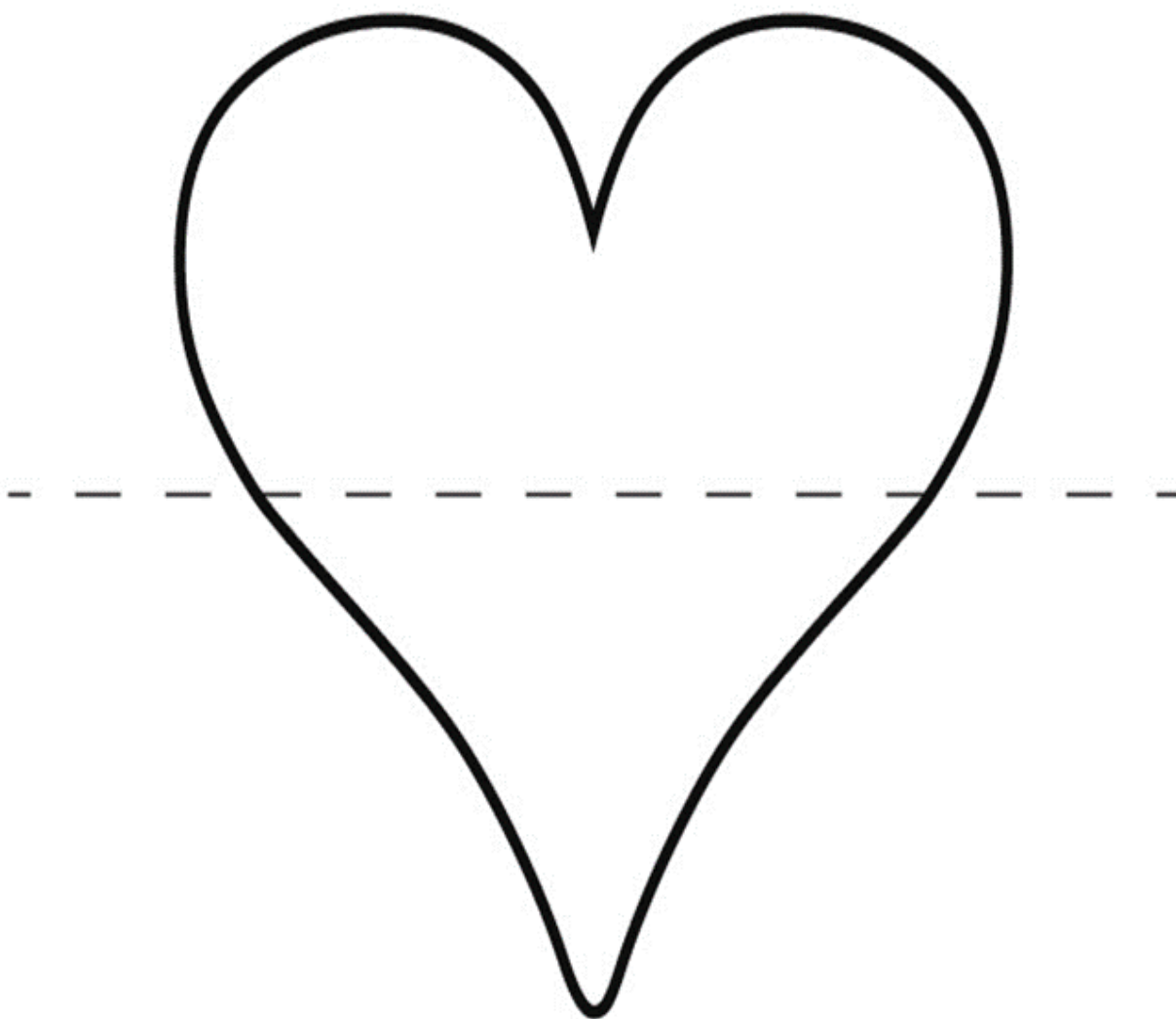
If you learned something new about someone, raise your hand (or press/send a thumbs up if on zoom or whatsapp). Take a few of their answers.





Raise your hand if you invented a lie characteristic that was hard to guess (or press/send a thumbs up if on zoom or whatsapp). Again, take a few of their answers and comment on them.





Clap your hands if you enjoyed this activity (or send an emoji of clapping hands if on zoom or whatsapp).











	6 - 9
Activity number	3
Format	Face to Face or Online
Activity name	Think about Feelings
Objective 	Building empathy among students and identifying positive behaviors.
Time Needed 	15 minutes
Materials - Logistics 	A paper with the image of the heart shown below for every student If online, teacher can show the picture and every student will draw his/her own image
Description	
<p>In very simply language, the educator starts by explaining that our words and actions can leave a lasting mark! The educator tells the children that Kids who are bullied often feel alone, so we need to let them know that someone cares!</p> <p>Then, he/she shows them the shape of the heart and asks them to draw something that makes the others feel good, such as words or images that spread kindness, support someone being bullied, and include others.</p> <p>Once done with the upper part, the teacher asks them to write or draw negative behaviors that may hurt on the bottom part of the heart. This can include bullying behaviors or things that might make bullying worse.</p> <p>The teacher gives the students 10 minutes to finish. After that, he/she explains that together you will all write a pledge to be kept in the classroom, the pledge will include sentences that start with:</p> <p>I will always</p> <p>The children state their statements orally, and the teacher/facilitator writes them on a flipchart sheet to be signed by all students and posted in class.</p> <p>If done online, the educator can ask the students to keep the drawings and bring them to class when possible to stick them around the pledge cardboard. You can give a title to the pledge like "Our Grade 1 Pledge" or "The KG2 promise" etc.</p>	








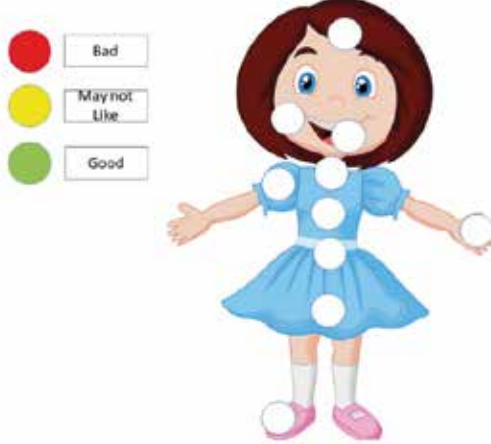


	6 - 9
Activity number	4
Format	Face to Face or Online
Activity name	The Hot and the Cold
Objective 	Strengthening the connections among students and fostering the sense of belonging to the class community.
Time Needed 	10 minutes
Materials - Logistics 	Blindfolds or scarfs for all the students Open space with no objects on the floor
Description	
<p>The students are divided into 2 equal groups. One is named “Hot” and the other is named “Cold”. All the students will be blindfolded after being assigned to the hot or cold groups.</p> <p>Once blindfolded, the teacher tells them that now they have to form a pair and each pair should include 1 student from the hot group and 1 student from the cold group. Once they form a pair, they try to move away from everyone and they can remove the blindfolds to discover with whom they are paired.</p> <p>This can be repeated several times. Every time the students are paired up, they try to find one thing in common between them like their favorite color, their favorite food, their favorite subject, etc. The teacher then switches roles, the hot becomes cold and the cold becomes hot and they play another round.</p> <p>Questions at the end of the activity: What did you do to find your partner? Did you like the activity? if yes why? if not why?</p>	





	6 - 9
Activity number	5
Format	Face to Face or Online
Activity name	Don't Go to the Swamp
Objective 	Developing cooperation among group members and taking responsibility for each other's tasks.
Time Needed 	30 minutes and if needed 10 minutes final feedback questions
Materials - Logistics 	Prepare a movement space of 50 meters square by creating a rectangular shape with boundaries using strings or colored tape. Distribute signs with the words "swamp" inside the movement space. Distribute soft objects inside the movement space, the more there are, the better.
Description	
<p>Pair students taking into consideration the need to form new relationships among them.. In each pair, a student is blindfolded (or has their eyes closed) and cannot speak (option). The other student can see and speak but cannot enter inside the movement space or touch the other student. The blindfolded student has the task of crossing the swamp from one side to the other, avoiding the "swamp" signs, and listening to the verbal instructions of his/her partner.</p> <p>Give the students some time (about 3 minutes) to decide which commands they can use to communicate, then let the activity begin. Be careful that blindfolded students do not bump into each other. The students giving instructions can float around the playing area to avoid collisions. To help students, suggest creating a unique way of communicating for each couple.</p> <p>After some time, switch roles of the students keeping the same pairs. Give them some time to agree on new instructions and the method of communication. The activity can include the involvement of one pair at a time or of several pairs simultaneously.</p> <p>If the movement space is not big enough, try to limit the number of the blindfolded students to 2 or 3 maximum. Be careful with blindfolded people - it causes a need for help and trust and someone may have a hard time. Minimize the risk and have preparatory exercises in knowledge and confidence done before you get to this activity.</p> <p>Questions at the end of the activity: Discuss with the students if it was hard to trust the one giving instructions and how the one giving instructions felt. Open the topic of trust and listen to what the students have to say.</p>	

	6 - 9
Activity number	6
Format	Face to Face or Online
Activity name	Feet and Hands on the Ground
Objective 	Enhancing cooperation and group problem solving skills
Time Needed 	10-15 minutes
Materials - Logistics 	Large open space
Description	
<p>Distribute the students into 3-2 groups of at least 4 people per group. It would be better to be able to form groups with the same number of students, but one more person does not create a problem. Give the following instructions: "You have to work as a team. Your task is to place the same number of hands (palms) and feet on the ground as I will tell you. The use of furniture such as chairs, tables, etc. is not permitted."</p> <p>Consider the size of the group and the skill of the target group when choosing the numbers to give. The more feet, fewer palms mode is simpler, the fewer feet, more palms mode is more complex. Propose several shifts appropriate to the level of satisfaction. For the closing you can propose the "0 feet, 0 palms", and the groups can decide to make it in their own way.</p> <p>Questions at the end of the exercise: How was the exercise? Easy or hard and why? Did you perceive something unpleasant during the exercise? What did you like most?</p>	

	6 - 9
Activity number	7
Format	Face to Face or Online
Activity name	Let's Move!
Objective 	Recognizing and interpreting emotions from facial expressions, gestures, and body language.
Time Needed 	10-15 minutes
Materials - Logistics 	Cardboard and scissors to make the different paper slips. They can be reused.
Description	
<p>Prepare slips with different types of emotions written on them: sadness, happiness, anger, fear, boredom, loneliness, etc. You can use emoticons instead of words.</p> <p>Divide the group into smaller groups of 4-3 students. Each group should pick a paper slip with an emotion without allowing other students to see it. Then the group members must walk around the room, acting the emotion out (through facial expressions, gestures and the way they walk). The other children must guess which emotion is being imitated</p> <p>Questions at the end of the activity: Did you like it? Why or why not? Was it easy to act? Was it easy to guess? What would you do if you see a classmate who looks sad, or bored, or lonely?</p>	

	6 - 9
Activity number	8
Format	Face to Face or Online
Activity name	This is My Body
Objective 	Protecting their body and saying no to any unacceptable physical contact
Time Needed 	15 minutes
Materials - Logistics 	3 pictures that represent each of the kinds of touches + Picture attached to this activity for every student, and 3 coloring pens for every student (green/red/yellow)
Description	
<p>Start the exercise by explaining to the students that their body is for them and they should learn how to protect it. Then explain that there are 3 kinds of touches. You can get a big toy, and show how the three types of touches really look using the toy.</p> <p>The three kinds of touches are: (source: https://www.cfchildren.org/)</p> <ul style="list-style-type: none"> - Safe touches. These are touches that keep children safe and are good for them, and that make children feel cared for and important. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you're doing so to keep them healthy, which makes it a safe touch - Unwanted touches. These are touches that might be safe but that a child doesn't want them from that person or at that moment. It's okay for a child to say no to an unwanted touch, even if it's from a familiar person. Help the children practice saying no in a strong, yet polite voice. This will help them learn to set personal boundaries. - Unsafe touches. These are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay. <p>After that distribute for each student a picture of a boy or a girl depending on their sex and 3 coloring pens (green/yellow/red). If you do not have enough coloring pens, you can divide them into groups, and they can share the same coloring pen. Explain the meaning of every color when it comes to someone touching their body and ask them to color the circles. (Red: unwanted touches, yellow: unsure and not preferred, and green: safe and okay)</p> <p>Once they all colored their images, show them the combined picture, and explain it.</p> <p>In case you are working online or in a WhatsApp group, you can use the uncolored combined picture for educators and ask them which color they would use for every circle and then show the colored one and explain.</p> <p>You can add some more info like maybe at their age maybe their mother is still showering them, so it is safe, or maybe they go to a doctor with their parents and doctors may examine different parts of their body.</p>	

<p>Picture for boys</p>	<p>Picture for girls</p>
	
<p>Combined picture for the educator</p>	<p>Uncolored combined picture for educators if exercise is done online</p>
	

	6 - 9
Activity number	9
Format	Face to Face or Online
Activity name	Match the Cards!
Objective 	Reflecting on strategies to respond to bullying
Time Needed 	45 minutes
Materials - Logistics 	Printing or preparing the group of cards shown at the end of this activity
Description	
<p>What would you do if you were bullied? And what would you do if someone else was bullied? Divide the students into groups of 4 to 5 students. Each group gets one situation from the below scenarios and the possible solutions. (cut them out) Once you divide the students and provide each group with one situation and possible solutions, ask them to decide which solution or solutions they would use to face the situation. Give them 10 minutes to work as a group and think about the consequences for every solution they choose. After the groups finish, ask them about the situations and the solutions and have a discussion around it. For students who have difficulty reading (BLN students), use pictures only. You can ask them to describe the situation first, and then ask them to choose the suitable solution for the situation they have.</p> <p>In case you are working online with the students and on the WhatsApp group: you can share the possible situations as images, one after the other and ask each student to describe the situation and suggest a solution. At the end you can provide your input about the solutions and how to deal with bullying situations as listed here below. You can also use images that represent the solutions.</p> <p>If you're being bullied or see someone being bullied, here are some things to do:</p> <ul style="list-style-type: none"> • Try to stay calm. • Don't let hurtful words beat you down. • Be a friend - listen, support, and speak up (especially if the situation is unsafe). • Tell them to stop. • Say nothing and walk away...if you need to, run away! • Remember - bullies might be in pain, too. • Get off the internet! Avoid checking the internet (even though you want to). • Delete accounts where you are bullied. Take a screen shot so that you can share it with your parents or others for evidence and support. • Don't respond to online bullies - getting into online conversations/chats can make you feel worse. • Brush it off with humor. • Tell someone you trust - friend, parent, teacher, and mentor. • Avoid "problematic areas" - areas around the neighborhood or school where bullying can happen. • Safety in numbers - keep yourself surrounded by people. • Spend more time with people who make you feel good about yourself • Don't become a bully yourself. • Ask adults to listen. Tell them, "It's important." • If you're feeling very sad or unsafe - always, always find help (best to find a trusted adult) 	

Group 1:
Situation:

My friend is being teased by a group of older children




Group 2:
Situation:

I know my mates are spreading bad rumors behind my back



Group 3:
Situation:

I always get insulted



OPPOSITES

Compliment

insult

Detailed description: This illustration shows two pairs of characters. On the left, a girl with red curly hair and a blue backpack looks sad, while another girl with brown hair and a red shirt points at her. On the right, a boy with brown hair and a purple shirt looks angry, while another boy with brown hair and a yellow jacket has his arms raised in a gesture of triumph or anger.

Group 4:
Situation:

I know my mates are spreading bad gossip behind my best friend's back



Detailed description: This illustration shows two girls on the left, one in a yellow dress and one in a maroon shirt, both smiling and appearing to be in the middle of a conversation. On the right, a girl with black hair in a ponytail, wearing a blue shirt and a yellow skirt, stands with a sad expression, looking away from the other two girls.

Group 5:
Situation:

I have been physically bullied



Group 6:
Situation:

A school friend is always alone and mocked by others

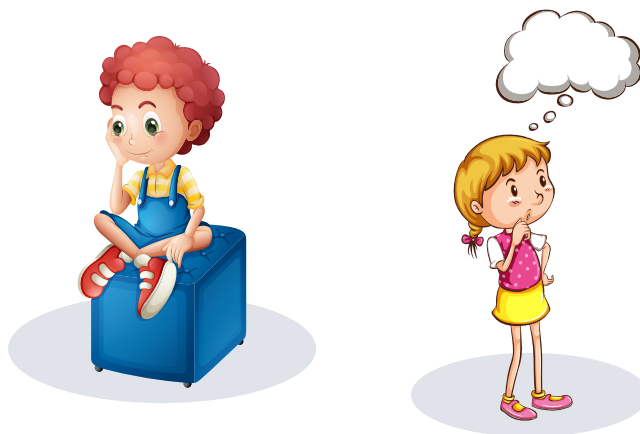


Possible solutions:

I ask for help from adults



I think of a way to solve the problem



I ask my friend(s) for help in beating up bullies



I ignore the bullies







Unacceptable Solutions:





I am angry. I scream; throwing objects






I spread gossip about bullies



	6 - 9
Activity number	10
Format	Face to Face
Activity name	My Opinion about Bullying
Objective 	Reflecting on 4 burning issues that often divide youth, such as the need not to blame the victim or not to stigmatize the bully as the villain in an absolute sense. Reflect on possible coping strategies from both points of view.
Time Needed 	30 minutes
Materials - Logistics 	Paper and markers Big room or outside space Flipcharts with the questions indicated 4 teachers/educators who can facilitate the process
Description	
<p>Divide the class into four groups. Assign a poster to each group, in the center of which there will be one of the following questions:</p> <ul style="list-style-type: none"> ▪ Why does the victim often not react? ▪ What motivates bullies to behave like this? ▪ What could the victim do to get out of this situation? ▪ How could we get the bully to stop bullying? <p>Each group will have an educator supporting and 5 minutes to share all the ideas that come to their mind on the question shown on the poster. The educator will read the question, facilitate the discussion, and take note about what has been said. At the end of the 5 minutes the billboards will have to rotate clockwise so that all groups can work on all 4 themes. When all groups have worked on all themes, the educators summarize what was written on each of the posters. At the end, the educators encourage children to share what they have learned from each question.</p>	

	6 - 9
Activity number	11
Format	Face to Face
Activity name	The Game of Inclusion and Exclusion
Objective 	Reflecting on situations of inclusion and exclusion.
Time Needed 	10 - 15 minutes
Materials - Logistics 	<p>Pictures of geometric shapes (choose 3 geometric shapes and make as many copies as needed to ensure every student will get one of the shapes. Try to have an equal number of all 3 geometric shapes. (Can be circle, square and triangle)</p> <ul style="list-style-type: none"> ▪ Pictures of colors, musical instruments, fruits, vegetables. For these pictures make sure to have only one of each kind and enough for all the students.
Description	
<p>Ask the students to form a circle in which all faces are facing the outside of the circle. Students must close their eyes. Tell them that you will put some pictures of geometric shapes on their back (note: students should not look at their peers' backs).</p> <p>Then ask the students to open their eyes and start walking. Each student will see the geometric shape on the back of the others, but not his/her. At your signal, they should group together according to the same geometric shape. They can do this by gestures or by observing. The groups should be of the same size (for example, if there are twenty children, four geometric shapes can be used, so that they can form four groups of five children each. Make sure each child is included in the group.</p> <p>In the end, reflect on inclusion. □ How does it feel when you find a group of children you can join?" Repeat the game, this time placing different images on each child's back. The images could be of colors, musical instruments, vegetables, and fruit. After a while the children will realize that they cannot group together.</p> <p>In the end, reflect on exclusion. □ How does it feel when you can't find a group you can join? □ Let the children reflect on the fact that there are different types of bullying and that bullying can also happen by excluding and saying bad things.</p>	

	6 - 9
Activity number	12
Format	Face to Face or Online
Activity name	Stories of Bullying
Objective 	Understanding own emotions and thoughts, and how these can change based on the behaviors adopted by other students.
Time Needed 	45 minutes + 15 minutes for the final questions (if teachers or educators would like to go deeper in the discussion with the group) Each group needs an educator with them to support
Materials - Logistics 	Paper and markers Big room for acting the scenes (outside space only if very quiet and private) This activity needs preparation (also done through the previous activities) and a class that has known each other for a few months.
Description	
<p>After introducing the topic of bullying and giving some examples on its different types (physical, verbal, indirect, cyberbullying) using examples of certain situations and pictures, divide the children into groups of 4 or 5. Each student in the group needs to tell the other members of the group a situation from the past in which he/she witnessed a bullying incident as a bystander (the children need to be reminded of the meaning of bystanders through an example) In each group, the children will have to choose one of the stories and report it briefly on a piece of paper, keeping the protagonists anonymous. Educators need to support the children in writing these stories.</p> <p>The reactions of the bystander and any other spectators present in that situation must also be written down in the story (e.g. I did nothing, I helped the victim, I laughed, I asked for help).</p> <p>(The exercise can be adapted to the youngest one: instead of writing, it would be very good if they can draw the situation of bullying and their reactions or just share it orally.)</p> <p>Emphasize that the situation must be seen from the point of view of the bystander/spectator and not the victim to prevent a potential victims from feeling too exposed to tell their direct experiences. Once everyone has finished, the educator will collect the cards, read them aloud and select one to be role-played (it is preferable that you avoid choosing an example of physical bullying).</p> <p>At this point, ask if there are any volunteers to role-play the situation. Give the kids a few minutes to get ready. At each key point/event in the skit, the educator will have to freeze the situation, using for example the "Freeze!" command. At this point the educator will ask the various children how they feel at that moment (encourage them to put themselves in the shoes of the character they play), or what they are thinking. The role-play will then continue with a few pauses. Once done, the teacher asks the children to role-play it again, but this time asking the other students (spectators) to enter the scene to try to change the course of the story, thus creating alternative endings (e.g. the spectators can try to defend the victim, or can ask someone for help to stop the bully; the victim may try to react assertively). Also, in this case the teacher will freeze the situation to investigate if and how the thoughts and emotions of the protagonists and spectators change as the situation changes.</p>	

Reflection questions (optional)

Following the activity, the educator should encourage the children to reflect on it. The following questions can be used to guide the children to reflect on the activity.





Questions:

- Let's reflect on the victim's helplessness: why can't he/she react to the bully? / "What emotions do you feel? Positive? Negative? / How can emotions 'block' the victim? / Why does the bully feel strong? /
- Let's reflect on how and what pushes the bully to stop bullying ... / The spectators are sorry for the victim but at the same time they are afraid of the bully's reaction ... / "Why don't spectators often act? They are afraid? Don't know what to do? Why? / Let's reflect on the importance of helping the victim ... how it can change the dynamics of the episode? / Doing something (doing nothing) what impact does it have on us as viewers? / When the victim feels support of his/her peers, can he/she feel stronger and more capable of dealing with the situation?

Possible adaptations for online or younger children in a face to face setting:

For online format or for younger children, the educators can choose the group storytelling exercise. Once the groups are divided, each educator can ask their group to briefly share a bullying situation they saw, then the educator explains that the group will write together a story that the educator will start. After giving the beginning of the story, every student will add a sentence one after the other until the story ends. (Educator makes sure to write the whole story).

When all groups get back together, each educator can tell the story that the group wrote and then the reflection questions can take place.

	6 - 9
Activity number	13
Format	Face to Face or Online
Activity name	Putting an end to Online Meanness
Objective 	Identifying different forms of online meanness and being able to deal with it.
Time Needed 	40 minutes
Materials - Logistics 	Paper and pen if done face to face
Description	
<p>The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other. With this activity, help your students understand why many find it easier to be mean online than in person, and how to deal with online meanness when they see it.</p> <p>Start by explaining to the students the S-T-O-P method using visuals that represent each letter: S-T-O-P is a method that will help you calm down before reacting to a situation. It has 4 steps; Let's walk through it together:</p> <ol style="list-style-type: none"> 1. S = Stop. Stop what you are doing: Press the pause button on your thoughts and actions. (Use picture of "Stop" sign or "Pause" button.) 2. T = Take. Take a few deep breaths to center yourself and bring yourself fully into the present moment. (Use picture of a cartoon character taking a deep breath) 3. O = Observe. Observe what is going on (use picture of cartoon character observing with binoculars) 4. P = Proceed and put in action your response or reaction. (Use picture of a cartoon character proceeding) <p>You can run this activity face to face or using a chat of WhatsApp and students can reply to the groups using vocal messages. If you are going to do it online, each step described should be done on a different day.</p> <p>Step 1 (Day 1 if online): Ask: What does the mean behavior look like? Give examples of a mean behavior that you have experienced before. Take answers from different children before you proceed to the next question.</p> <p>Ask: How does a mean behavior make people feel? How did you feel when someone was mean to you? Take answers from different children before you proceed to the next question.</p> <p>Ask: What should you do if you ever experience someone being mean to you or if you see someone being mean to another person? (if you do online, students will record or write their answer to each question and you will highlight the main learning points)</p>	

Step 2 (Day 2 if online):

Ask: Why do you think someone would be mean to someone else online?

Ask: What is the difference between writing something mean versus saying it to the person? Which personally hurts you more?

(if you do online, students will record or write their answer to each question and you will highlight the main learning points)

Step 3 (Day 3 if online):

Distribute the following activity sheet (you can send as a document through the WhatsApp group) and ask them to read the scenario and answer the questions. For young learners or those with minimal literacy skills, the teacher tells the story orally, and discusses the questions with the children.

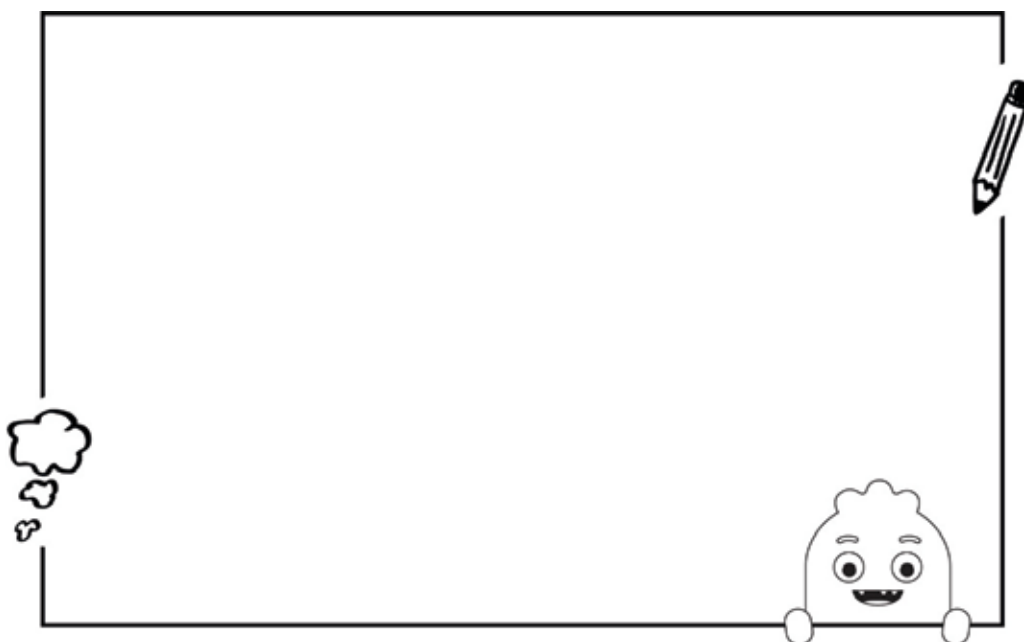
Directions:

Read the story below and then work with a partner to answer the questions that follow.

Alia's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Adham has played with her in the past and knows her username and password. One day Alia goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

1. What do you think happened? I think ...
2. How do you think Alia feels? Why? I think Alia feels ...
3. What advice would you give Alia to respond to this situation? Remember S-T-O-P.
Pause & Think Moment

Draw a picture about what you should do if you experience someone being mean to you online.







Explain what you should do if you experience someone being mean to you online.

What to do if you face online bullying or cyberbullying?

Children may not always recognize teasing as bullying. Some also may be too embarrassed or ashamed to talk to their parents about it. That's why it's important to talk about online and digital behavior with children who use devices and go online. To prepare children for going online or for getting a cell phone, or to help them deal with online bullying after they have been subjected to it, offer these steps that he or she can take immediately: You can prepare these steps as a poster too with visuals that show the steps and hang it in their class. Present the main points on the poster and have a discussion with the children around the meaning and reason behind each step).

- **Sign off the computer.**
- **Ignore the attacks and the cyberbully.**
- **Don't respond or retaliate.** (You can explain saying: If you're angry or hurt, you might say things you'll regret later. Cyberbullies often want to get a reaction out of you, so don't let them know their plans have worked.)
- **Block the bully.** (You can explain saying: If you get mean messages through IM or a social-networking site, take the person off your buddy or friends list. You also can delete messages from bullies without reading them.)
- **Save and print out bullying messages.**
- **If the bullying continues, save the evidence.** (Explaining the last two points saying: This could be important proof to show parents or teachers if the bullying doesn't stop.)
- **Talk to a friend.** (Explain saying: When someone makes you feel bad, sometimes it can help to talk the situation over with a friend.)
- **Tell a trusted adult.** (Explain saying: A trusted adult is someone you believe will listen to you and who has the skills, desire, and authority to help you. This trusted adult can be your parents, sisters/brothers or teachers. Telling an adult isn't tattling — it's standing up for yourself. And, even if bullying occurs online, your school probably has rules against it.) (Teachers and educators can inform the students about the Child Protection Focal Point available in the school, or the confidential complaint mechanism available or other support structures available in the school.

 AGE	6 - 9
Activity number	14
Format	Face to Face or Online
Activity name	The Magic Power of Words
Objective 	Preventing bullying by practicing inclusion in the classroom
Time Needed 	30 minutes
Materials - Logistics 	Pieces of papers, Pen One teacher/educator for each group of students

Description

Divide the students into groups of 4 to 5 each and assign an educator for each group. Provide each student with a piece of paper with the below table printed on it. Then, ask them to fill the names of everyone in the group (except them) under “My classmate name”, and in case they cannot remember the names of everyone, it is an opportunity to nicely ask for it. After they fill out the names, explain to the students that they will write or draw in the right column and beside each name a nice word/sentence which could be:

- Something they like about their classmate
- Something nice they remember about their classmate
- Something they would like to thank their classmate for

Remind the students that there is a power in being nice and they will experience it together

My classmate name	A nice word/sentence from me to my classmate

Once everyone has written or drawn, ask them, in the same groups and by turn, to read what they have written or explain what they have drawn looking at each student when reading or explaining the nice things about them

Bring all the groups together again in a big circle and by turn ask them to answer the following questions:





How did you feel when someone was saying nice things about you?

How did you feel when you were saying nice things about your classmates?

Close the exercise by asking everyone to applaud strongly if they felt the magic power of words.

With students who lack the basic literacy skills, you can do the activity orally. It can also be done on daily basis in class by having one or a few students under the spot light each day. You can name a different student(s) each day, and the others should say something nice to them. If done orally, make sure that you also reflect on it with the children.

If working online, you can prepare the names of each group and send it to them so that they can write it on a paper at home. And each student will share a picture of what they have written with the teacher who checks before sharing it in the big chat group. OR: Each child introduces himself/herself briefly over the group, and the others need to say one nice thing to him/her after that through the group.

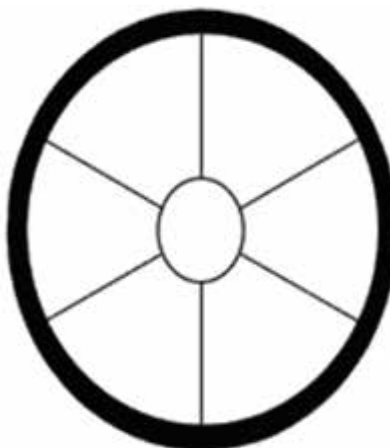
 AGE	6 - 9
Activity number	15
Format	Face to Face
Activity name	Memory Wheel
Objective 	Creating a nice memory together
Time Needed 	30 minutes
Materials - Logistics 	Picture of memory wheel One picture for each group of 6-5 students

Description

This activity should take place towards the end of the school year/program or towards the end of a certain cycle of learning.





Start the exercise by telling the students that the academic year is ending soon, and there is nothing better than creating shared memories. Divide the students into groups of 6-5 students and give each group a copy of the memory wheel. It will be good to have the memory wheels drawn on flip chart papers.





Give the groups 15 minutes to write in the middle of the wheel the name of their class, and to write about or draw the best memories they had during the year/program. After all the groups finish, ask them to share together their wheels. Collect all wheels and hang them in the classroom until the school year ends, then make sure to keep them in a safe place to use them next year as a decoration and connection for new students.



Activities for children aged 10 to 13

Many of the activities under the previous section are also suitable for this age group, and can be easily used with them.

	10 - 13
Activity number	1
Format	Face to Face
Activity name	Observing You!
Objective 	Breaking the ice and observing details about each other. Reflecting on how many details we do not notice in daily life
Time Needed 	15 minutes
Materials - Logistics 	Paper and pen
Description	
<p>Divide the students into pairs and ask them to sit facing each other and carefully observe each other. After thirty seconds ask them to turn their backs and list everything they observed in the other student (for example: eye color, earrings, shoe color etc...). If someone lists more than ten characteristics, they get a point. Make 4 rounds of the exercise, changing the pairs for every round. If the children lack the basic literacy skills, the activity can be done orally.</p> <p>For the oral version, once the observation is done, have each child come to the front and describe the other one who would be standing behind him/her. The rest of the group would be checking if the description is correct or not. For the oral version, you can have two or three pairs doing it in front of the class before you reflect on it with the whole group.</p> <p>Questions at the end of the exercise: If you were able to remember 10 characteristics about another student, raise your hand (educator may ask someone to read these 10 characteristics and name the corresponding student) Then ask the same questions for 4 ,5 ,7 characteristics</p> <p>Note for teacher to share at the end: The more we sit with each other and try to learn about each other, the more we connect, and this builds friendships and or good relations.</p>	

	10 - 13
Activity number	2
Format	Face to Face
Activity name	Do I know you?
Objective 	Breaking the ice between the children. Building a climate of trust between them.
Time Needed 	15 - 20 minutes
Materials - Logistics 	Colored post-it pads Adhesive tape and pens Plenty of space to move around

Description

The group of students must stand upright, in a circle and with their eyes closed. There should be at least two facilitators to put the post-its. Each post-it must have a positive or negative phrase that you **find here below** on the backs of the students. Ratio:1 facilitator for 12/10 students), otherwise it may take some time.





Try using sticky notes with good glue, keep some tape handy if the glue doesn't work. Explain to the students that they must walk and move freely around the room and, crossing other people, they must read and represent what is written on the back of the students they meet. Remind them that they can't speak or make any sound, and that they can only use facial expressions. After everyone has crossed paths with all the other students, have them sit in a circle for a discussion, but don't let them remove the post-it notes they still have on their backs.

Questions at the end of the activity:

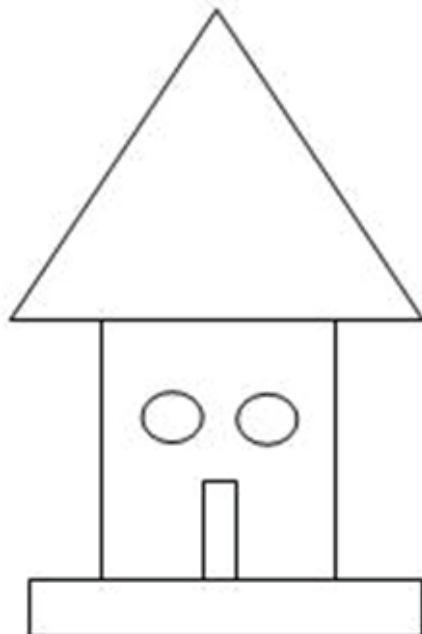
- How did you feel when other students were reacting to what was written on your forehead?
- Did you do anything to be treated like that?
- Why were you treated like this?
- Did you ever treat someone based on their appearance and before speaking to them?
- Tell them to remove the post it from their backs and check them.

The last question would be to see what the students learned from this exercise.

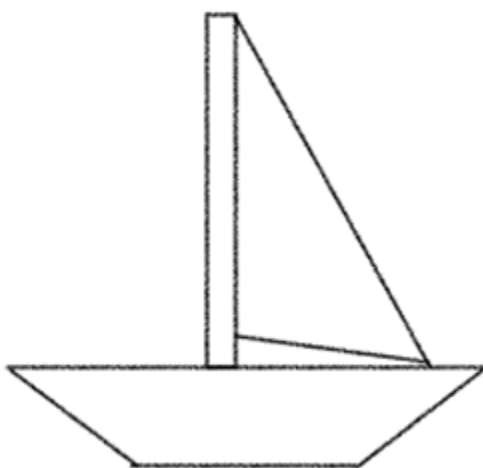
Positive Sentences:	Negative sentences:
Make me feel beautiful Be kind with me Smile at me I'm smart Be friendly with me Call me Dance with me Make me happy Greet me with a smile Take me for a walk Make funny faces to make me laugh (You can add or change them based on your group)	I'm terrible Ignore me Reject me Scream at me Make me feel sad Make me horrible faces Push me Tease me Deride me Say hello grudgingly I don't want to be with you (You can add or change them according to your group)





	10 - 13
Activity number	3
Format	Face to Face
Activity name	Draw a Twin
Objective 	Reflecting on the importance of communication and representations that each of us creates
Time Needed 	15 - 20 minutes
Materials - Logistics 	Pen and papers
Description	
<p>Divide the students into 2 equal groups: Group A and Group B and match them in pairs, with each pair having one student from group A and one student from Group B</p> <p>Each pair then sits facing each other.</p> <p>Round 1: distribute the drawing below to group A and white paper and pen to group B (make sure group B does not see the drawing). Then ask group A student to explain the drawing to group B student who then has to draw what they hear on their paper. However, group A students cannot say directly draw a house; they need to use describe the elements of the picture. For example, the student can say draw a square – now on top of the square draw a triangle, etc.</p> <p>After 5 minutes, group B students share what they drew, and each pair checks how similar the 2 pictures are.</p> <p>Round 2: Group A and B students switch roles and the second picture is given to group B students and group A students draw.</p> <p>Questions at the end of the activity: How was your work as a pair? Easy? Hard? Why? How did you manage to make your message as clear as possible for your colleague who was drawing? What challenges did you both face?</p>	

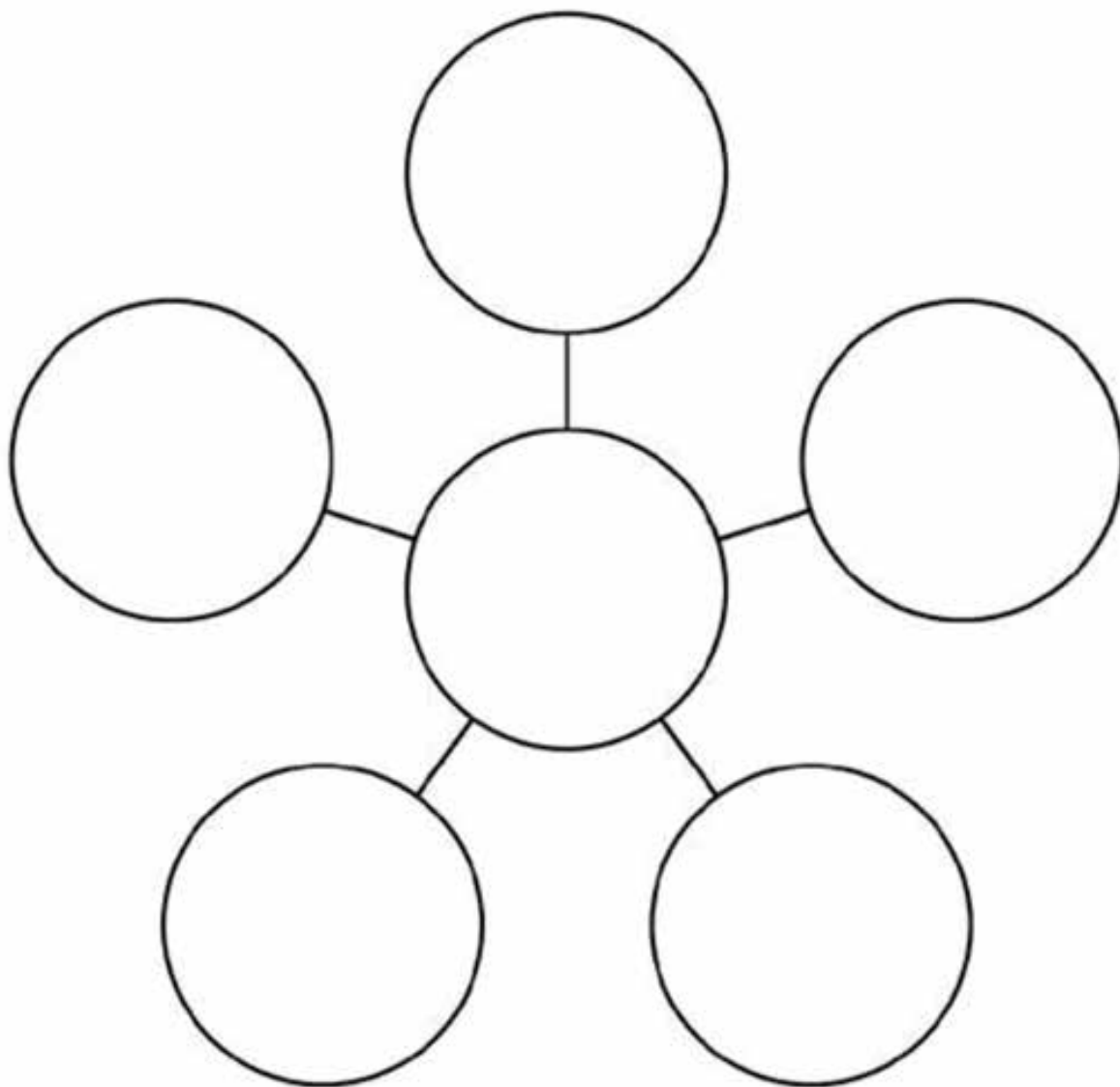
Drawing for round one:











Drawing for round two:











	10 - 13
Activity number	4
Format	Face to Face or Online
Activity name	Identity and Diversity
Objective 	Reflecting on how stereotypes, prejudices and power relations can contribute to phenomena of discrimination and violence.
Time Needed 	30 minutes
Materials - Logistics 	Picture of Molecule and pen for each student
Description	
<p>Distribute the model of the web (here below) to the students and ask them to write one's name in the central circle, and five aspects of one's identity in the other circles. Advise them not to include only things they like (e.g. music, reading, drawing, football etc.), but also social groups they belong to. As a starting point you can share your personal web with the rest of the group (your name, gender, nationality, music you like, number of siblings etc..)</p> <p>Allow a few minutes to complete the webs and ask them to compare them in pairs. Some students might need assistance in completing their webs and in writing their words.</p> <p>After about 5 minutes of comparison, start the discussion with the following guiding questions: Was it difficult to choose five elements to represent your identity? Do these elements represent all that we are? Which of these are our choices and which are not? Which are visible (e.g. how we dress) and which are less visible (e.g. our tastes and opinions)? Did you find things in common?</p> <p>Modification for online: Teacher shares a picture of his/her personal web through the group and asks students to draw one and fill it using the same instructions above. Once done, they take a photo of their web and send it to the group. Teacher then asks the students to check all the webs of their colleagues, and check how similar or different they are from each other. After that, the teacher uses the same reflection questions as above.</p>	











	10 - 13
Activity number	5
Format	Face to Face
Activity name	Self Esteem
Objective 	Enhancing the children's self-confidence
Time Needed 	30 minutes
Materials - Logistics 	Sheets of paper - Scissors - Pens and Pencils - Masking Tape
Description	
<p>The educator divides the students into 3 groups: A, B and C. Each group sits in a mini circle facing the other groups and children write their names on A4 papers in big-sized letters and stick the papers to their chests.</p> <p>The educator then distributes white papers to all students and asks them to cut them into pieces.</p> <p>On these sheets each student will write positive messages for other students anonymously. Each sentence should start with the name of the student to whom the message is written followed by any of the following stems followed by a personalized statement: I like your ...; thanks for...; I appreciate you ...; I found that ...; I'm happy...; you are a person etc..</p> <p>The educator can model it: Ahmad, I appreciate you trying to help your friends in their homework. / Razan, I'm happy that you are playing with your friends during the break. / Suzan, I like your shirt. Etc.</p> <p>Each student from Group A writes to all the students in Group B, and Group B students write to Group C students and Group C students write to Group A students.</p> <p>While the students are writing, the educator collects the messages and puts them in front of the recipient students.</p> <p>In the end, when everyone has finished writing, they can read silently and choose their favorite message and read it aloud, and say why they liked it the most.</p> <p><u>Debriefing questions:</u></p> <p>Was it difficult to write messages? Was it embarrassing? How did you feel about receiving them? Were you able to give positive messages? Why?</p> <p>In the discussion try to highlight the following: Often, we find it hard to send positive messages to the people we live with for various reasons: modesty, taking them for granted, not wanting them to “get full of themselves”, or simply because we don't realize the value of sending positive message. Yet positive messages have a very important effect on people, since self-esteem is essential for having deep emotional safety and security.</p>	





	10 - 13
Activity number	6
Format	Face to Face
Activity name	In My Classmate's Shoes
Objective 	Raising awareness about the topic of bullying Developing empathy with and understand of the victim's emotions reflecting on the responsibilities of bystanders.
Time Needed 	40 minutes
Materials - Logistics 	Space needed to be able to move
Description	
<p>The educator invites the children to write in groups of 4 to 5 a short text in which they tell an episode of bullying they have suffered or which they have witnessed as observers (this text can be prepared also before as part of the curricular activities). For students in basic literacy and numeracy programs, the exercise can be done orally.</p> <p>The educator then collects the stories and reads them all. After that, the educator asks students to vote for one story that that they want to act out.</p> <p>Then the educator says: "Now it's time to role-play this "case study" and asks for volunteers to play the role of bully(ies), victim(s) and observers/bystanders. The role-play reflects the story as written faithfully. Make sure that the role-play would not last more than 5 minutes. It's important that children focus on the facts and not have time to go into their "interpretation".</p> <p>Once done, ask the students who were acting the different roles, how they felt while <input type="checkbox"/> pretending <input type="checkbox"/> to be the bullied, the victim or the observers. You can ask them the following questions</p> <ul style="list-style-type: none"> ▪ How did you feel while playing that role? ▪ How would you feel if it really happened to you? <p>Then divide the rest of the students into subgroups of 4 or 5 children (different from the groups who wrote the stories together) and ask them to try to outline a possible solution that allows the victim to find help.</p> <p>In turn, each group role-plays the same situation adding their solution to it. After all the groups present their role-plays/solutions, the whole group reflects on the effectiveness or otherwise of the proposed solutions.</p>	





 AGE	10 - 13
Activity number	7
Format	Face to Face or Online
Activity name	The Colors of Violence
Objective 	Identifying the different forms of violence and reflecting on them
Time Needed 	20 minutes
Materials - Logistics 	large quantity of 4x4 construction-paper squares in a wide variety of colors
Description	
<p>The educator puts a large quantity of 4x4 construction-paper squares in a wide variety of colors. making sure to have plenty of red, black, brown, and gray.</p> <p>The educator asks each student to choose a color or group of colors that represent(s) violence for them.</p> <p>Then, the educator assigns the students into small groups of five or six. The educator asks the students to share the colors they chose and why they chose them with the rest of the group.</p> <p>After that, the educator explains the different forms of violence (physical, verbal, psychological etc..) by giving an example on each.</p> <p>Then, the educator asks the students the following questions:</p> <p>Do you know these different forms of violence? Which color would you give to each of them, and why?</p> <p>If done online, the educator can prepare a picture with squares of different colors and run the same activity. For the online version, you do not have to divide students into groups, students can share their thoughts by turn.</p>	





	10 - 13
Activity number	8
Format	Face to Face or Online
Activity name	How do you see a bully?
Objective 	Reflecting on the meaning of bullying someone Identifying the different roles played in a bullying situation
Time Needed 	Depends on the online commitment of the students
Materials - Logistics 	If the session is done face to face, a projector/screen/laptop and sound system are needed
Description	
<p>The educator divides the students into groups of 4 to 5, then plays the following videos: To Be or Not to Be Seen StopBullying.gov and What to do if you bullied someone</p> <p>After finishing the videos, the educator asks each group to work together and answer the following questions:</p> <ol style="list-style-type: none"> 1. List three or four details from the two videos that describe a bully. 2. Based on those details, define bullying. 3. Based on the same details, write down three reasons why somebody might bully someone else. <p>After this exercise, educator starts a discussion around the following questions:</p> <ul style="list-style-type: none"> ▪ Can you describe the profile of a bully? ▪ Why in your opinion students bully other students? ▪ Do you think that you can become a bully and why or why not? <p>If done online, educators can give turn to each student to share their main thoughts about the video and the questions above.</p>	

 AGE	10 - 13
Activity number	9
Format	Online
Activity name	Conflict vs. Bullying
Objective 	Introducing the differences between bullying and conflict
Time Needed 	1 minute
Materials - Logistics 	https://www.pacer.org/bullying/video/player.asp?video=167
Description	
<p>This activity is done in preparation for Activities 10 and 11.</p> <p>You can send the following short video to the students to watch it independently in preparation for sessions 10 and 11. The video is available in two versions: with and without subtitles.</p> <p>“What’s the difference between conflict and bullying?” (https://www.pacer.org/bullying/video/player.asp?video=167) Video with subtitles. https://www.pacer.org/bullying/video/player.asp?video=167</p> <p>Transcript of the video: Hey, everyone. Welcome back to Pacer Talks About Bullying. I’m Bailey. We’re glad you’re here. On last week’s episode, we answered one of your most frequently asked questions: What’s the difference between bullying and conflict in 60 seconds or less? In today’s episode, we’re having an elementary school student share her answer to the exact same question. She has some great insight, so let’s get into the episode.</p> <p>What is the difference between bullying and conflict? Well, conflict usually can resolve it, and also, it probably doesn’t happen more than once every few weeks, unlike bullying, which happens -- it could happen every day or a little bit spaced out from there, and you usually need an adult’s help. Bullying, you - they’re doing it to be mean when conflict, it’s just like they might have a disagreement.</p> <p>And that’s a wrap on this week’s episode of Pacer Talks About Bullying. We’ll see you right back here next week, and remember, together we can create a world without bullying. See ya.</p>	

 AGE	10 - 13
Activity number	10
Format	Face to Face
Activity name	Bullying is (not) a conflict
Objective 	Distinguishing between conflict and bullying (This activity would be very useful to introduce after Activity 9)
Time Needed 	30 minutes
Materials - Logistics 	Paper - Pen - Cardboards - Marker
Description	
<p>Give each student a piece of paper and a pen/marker. Explain that they will have to divide the paper into two columns. A column with CONFLICT as a title and a column with BULLYING as a title.</p> <p>They will have to fill each column with ideas, impressions, causes, adjectives that refer respectively to each of these two terms. You can facilitate the understanding of the activity by making a list on a sheet of paper (for example for CONFLICT: confrontation, war, violence ...; for BULLYING: discrimination, beatings, school, abuse ...). Give them 10 minutes to complete the individual work. Remind the students to refer back to the video they watched earlier in completing their lists.</p> <p>Assign students into groups and in each group every student reads their own paper, noting the common points between group members on a cardboard using markers. Stimulate the discussion by asking participants whether there is a difference between 'bullying and conflict for them'.</p>	

	10 - 13
Activity number	11
Format	Face to Face
Activity name	Bullying is (not) a conflict (continued)
Objective 	Distinguishing between conflict and bullying
Time Needed 	30 minutes
Materials - Logistics 	Cardboard – Markers Definition of bullying printed or written on a board <input type="checkbox"/> A student is subjected to bullying, that is, is pre-charged or victimized, when he is exposed, repeatedly over time, to offensive actions taken by one or more companions. Daniel Olweus, 1993
Description	
<p>Divide the students into groups of 5-4 people (maximum). Explain that you will now read a series of terms (see below) and they will have to decide, by discussing with each other, whether they refer to the category of 'conflict or bullying'.</p> <p>Write down on the board two headings "Conflict" and "Bullying". Write the terms under each of the headings after the students share their answers.</p> <p>After the two lists are finalized, tell the students that they will have to develop their own definition of bullying using the list on the board. Each group will write their definition on a flip-chart sheet using a poster and a marker. Once done, have each group read the definition they have drawn up, noting the points in common. When each group has shared their definition, compare it with Daniel Olweus' definition. Start a discussion around the several definitions using the following questions:</p> <p>How does Olweus' definition resemble the definitions you have given? How does it differ from them?</p> <p>List of terms Intentionality – Asymmetry – Frequency – Physical Violence – Verbal Violence – Psychological Violence Bullet (s) – Target</p>	

	10 - 13
Activity number	12
Format	Face to Face or Online
Activity name	What bullying is about
Objective 	Mapping the understanding of bullying in the class
Time Needed 	10 minutes
Materials - Logistics 	Printed sheet with questions below or online google form
Description	
<p>Note: For students in basic literacy and numeracy programs, the educator can read the question and ask students to choose from the options. Some simplification of the language is needed in this case. For questions 5 – 2, the teacher can read the statement in a simplified manner and asks the students to stand up if they agree or keep seated if they disagree.</p> <p>Educators create a quiz or google form or online quiz using the questions below.</p> <p>1. What is bullying?</p> <ul style="list-style-type: none"> A. The behavior hurts or harms someone physically or emotionally B. There's an imbalance of power between the person bullying and the target C. The target struggles to make the bullying stop D. All of the above <p>2. Is bullying the same as conflict?</p> <ul style="list-style-type: none"> A. Yes B. No <p>3. Can students have more than one role in a bullying situation?</p> <ul style="list-style-type: none"> A. Yes B. No <p>4. Students who bully come in all shapes and sizes?</p> <ul style="list-style-type: none"> A. Yes B. No <p>5. If you ignore bullying, will it just go away?</p> <ul style="list-style-type: none"> A. Yes B. No <p>6. Does cyberbullying happen only through social media?</p> <ul style="list-style-type: none"> A. Yes B. No <p>7. Which action is not helpful?</p> <ul style="list-style-type: none"> A. Being there for someone being bullied B. Reporting the behavior C. Saying that bullying is no big deal D. Helping someone get away from the situation <p>Educators collect the answers and explain to the students that results and correct answers will be shared in the next session</p>	

	10 - 13
Activity number	13
Format	Face to Face or Online
Activity name	What Bullying Is All about? (continued)
Objective 	Mapping the understanding of bullying in the class
Time Needed 	10 minutes
Materials - Logistics 	Presentation with the answers from activity number 12 and the information in the description below

Description

After collecting the answers following activity number 12, educator prepares a presentation which shows for each question a slide with the answers of the students followed by a corresponding slide that shows the right answer for each question. It is important that the slides include a visual element that represents the correct answers.

1. Answer: All the above Bullying definitions typically include:

- The person is being hurt, harmed, or humiliated with words or behavior
- The behavior is repeated or there is a concern that it will be repeated
- The behavior is being done intentionally
- The person being hurt has a hard time stopping or preventing the behavior
- The hurtful behavior is carried out by those who have more power, such as being older, being physically bigger or stronger, having more strength

2. Answer: No Bullying is different from conflict. While both may be hurtful, conflict is a natural part of life as we will not always agree. It becomes bullying when one person tries to exert power and control over the other person.





3. Answer: Yes, it's often the case that being bullied, doing the bullying, or witnessing bullying are not distinct categories! It's more common that kids play multiple roles throughout the day.





4. Answer: Yes, it's not like the movies, where the person bullying is a big, tough-looking kid who wears all black and grunts a lot. There is no stereotype, it can be the athletic girls and the studious boys. The person bullying can be popular, unpopular, tall, short, rich, poor, or anything else. The only way to recognize someone who bullies is by how they act, not by how they look.

5. Answer: No. In most situations, silence doesn't help. If ignoring made it go away, then those getting bullied could make it stop by just walking away, not engaging. Boom, problem solved. Of course, this isn't reality, and it's so important to tell an adult about bullying, whether you're being bullied, or you witness it.

6. Answer: No Cyberbullying can happen anytime through technology, such as within games, texting, chats, and email.

7. Answer: Saying that bullying is no big deal. Bullying can have SHORT TERM and life-long implications for both the target and the person bullying. It can leave deep emotional and physical scars, interfere with educational achievement, and reduce self-esteem and confidence. Students who bully are more likely to commit crimes later in life. Bullying isn't just teasing, or just kids being kids. It's a social problem that requires a community response.

	10 - 13
Activity number	14
Format	Face to Face or Online
Activity name	Four Things You Should Not Do Online
Objective 	Introducing the theme of cyberbullying and making students reflect about possible dangers
Time Needed 	20 minutes
Materials - Logistics 	Flip Chart and Marker or Whiteboard or Board
Description	
<p>The educator introduces and explains 4 things everyone needs to stop doing online. It would be good to have a picture that represents each of these situations</p> <ol style="list-style-type: none"> 1. Posting from someone else's profile or changing it. 2. Pretending to be someone else online. 3. Sending photos of someone without their permission. 4. Intentionally excluding someone, like leaving someone out of group chats. <p>After that, the educator divides the students into groups of 5-4 students. Each group has to prepare a short presentation explaining the consequences of such acts and why everyone needs to stop doing them. Students can act it out as a TV show or as TV news or in any format they wish. Time is allowed for group to share their presentations, and the educator shares the following at the end.</p> <ol style="list-style-type: none"> 1. Posting from someone else's profile or changing it. If you don't have consent, it's not right. You may think it's a harmless joke, but it's not a joke unless everyone is in on it. 2. Pretending to be someone else online. It's an invasion of their privacy. Plus, being yourself just feels right. 3. Sending photos of someone without their permission. Everyone has the right to choose who sees their photos, and which photos of theirs are posted online. 4. Intentionally excluding someone, like leaving someone out of group chats. It's never nice to feel left out, and just because it's happening behind a screen, it doesn't mean it still doesn't feel awful. <p>It would be good to have these as tips on a poster that is put up in class for a while for the students to be reminded of their value.</p> <p>Variation for online format (zoom/whatsapp) Educator shares one sentence after the other and asks for individual input from students either verbally or in writing:</p> <ol style="list-style-type: none"> 1. Posting from someone else's profile or changing it. 2. Pretending to be someone else online. 3. Sending photos of someone without their permission. 4. Intentionally excluding someone, like leaving someone out of group chats. <p>After receiving and sharing/discussing the students answers, the educator can add the information below orally.</p> <ol style="list-style-type: none"> 1. Posting from someone else's profile or changing it. If you don't have consent, it's not right. You may think it's a harmless joke, but it's not a joke unless everyone is in on it. 2. Pretending to be someone else online. It's an invasion of their privacy. Plus, being yourself just feels right. 3. Sending photos of someone without their permission. Everyone has the right to choose who sees their photos, and which photos of theirs are posted online. 4. Intentionally excluding someone, like leaving someone out of group chats. It's never nice to feel left out, and just because it's happening behind a screen, it doesn't mean it still doesn't feel awful. 	

	10 - 13
Activity number	15
Format	Face to Face
Activity name	Memory Wheel
Objective 	To create a nice memory together
Time Needed 	30 minutes
Materials - Logistics 	Picture of memory wheel One picture for each group of 6-5 students

Description

This activity should take place towards the end of the school year/program or towards the end of a certain cycle of learning.

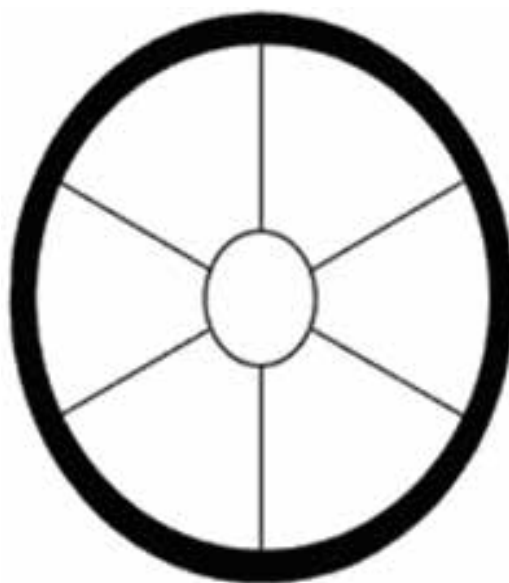
Start the exercise by telling the students that the academic year is ending soon, and there is nothing better than creating shared memories.

Divide the students into groups of 6-5 students and give each group a copy of the memory wheel





Give the group 15 minutes to write in the middle of the wheel their class, and to write about or draw the best memories they had this year





After all the groups finish, ask them to share their wheels with the rest of the class.

Collect all wheels and hang them in the classroom until the school year ends. Then make sure to keep it in a safe place to use it next year as a decoration and connection for new students.







Activities for children aged 14 to 17





	14 - 17
Activity number	1
Format	Face to Face
Activity name	Pictionary
Objective 	Breaking the ice between the students and building a climate of trust.
Time Needed 	15 minutes
Materials - Logistics 	Pen - Cards - Whiteboard/Board/Flip Chart
Description	
<ol style="list-style-type: none"> 1. Divide the students into two teams, team A and team B. 2. Teams sit opposite to each other. 3. Educator gives every student a card and a pen 4. Every student writes his/her name on the card and a few things about themselves like what they like or what they desire, which they can use as clues in a Pictionary game. 5. The cards for each team are collected by the educator and arranged as a pack (Pack A and Pack B). 6. The educator then calls one student from group A to come and pick one card from the pack of team B. 7. The player will try to draw the clues on the whiteboard/board/Flip Chart and his team members must guess who the owner of this card is. For every round, the team is given 3 minutes to guess. 8. If after 3 minutes the team has not guessed, the name of the person is revealed. Another player will run up to the educator and pick another card and will repeat the same. It's important for cards to have a name so that the drawers know if their team's guess is correct or not. 9. Following the student from team A, a student from team B comes out and does the same. The teacher keeps track of the guesses and at the end, a winning team is announced based on the number of correct guesses they had. 	





	14 - 17
Activity number	2
Format	Face to Face or Online
Activity name	Appointment
Objective 	Breaking the ice between the participants and building a climate of trust.
Time Needed 	15 minutes
Materials - Logistics 	Cards with three names on separate lines and 3 questions on the back of the card
Description	
<ol style="list-style-type: none"> 1. Give each student an appointment card and tell them that they need to make 3 appointments with 3 other students and write their names on the appointment card. Educator needs to make sure that everyone has 3 appointments with 3 different students. 2. Give around 30 seconds for taking the appointment and then tell everybody to sit down. 3. Next, tell the students, “Now that everyone has settled down, It’s time for your first appointment”. 4. Every student must go to his or her respective appointee and ask each other the questions written on the card. 5. Give three to four minutes then ask the students to go to the second appointment then the third giving each round 3 to 4 minutes. 6. Once all appointments are done, ask the students to sit in a circle and one by one share briefly the feelings about the activity and the whole experience. <p>Variation for online: Educators can prepare the appointments for every student and give them 2 days to finish it. After all students finish the appointments, the educator can ask the students to reflect on the experience on the platform used (either voice messages sent to the WhatsApp group, or orally during a zoom session).</p>	





Model for Appointment Card

Front of Card	Back of the Card
Appointment 1: Name	Appointment 1: Find 3 things in common with each other
Appointment 2: Name	Appointment 2: Share your favorite childhood game
Appointment 3: Name	Appointment 3: Share a funny moment

	14 - 17
Activity number	3
Format	Face to Face
Activity name	Dragon's Tower
Objective 	Developing team cooperation in the group and fostering reflections about the importance of the different roles of the different group members
Time Needed 	30 minutes
Materials - Logistics 	Deck of cards A room or outdoor space big enough
Description	
<p>The minimum number of students playing this game is six. The educator will lead the process. Students are divided into teams consisting of three members. If performed with a large group of students, it's advisable to create several teams.</p> <p>First, the educator introduces the following story: Once upon a time, there was a king who had N daughters/princesses (N – referring to the number of teams). Then a frightful dragon came and took away the king's daughters and put them in his distant tower. The task of each team is to find their princess and get her back home.</p> <p>Each team consists of the following:</p> <ul style="list-style-type: none"> ▪ The Silent One (who is allowed to look, but isn't allowed to talk), ▪ The Talker (who is only allowed to look at the Silent One's pantomime, and is allowed to talk), ▪ The Tracker (who is blindfolded and navigated by the Talker in his quest to find the princess) ▪ The cheerleaders and supporters <p>The educator picks princesses from a deck of cards and assigns one to each team. He then attaches the princess cards to the opposite wall. Only the Silent Ones and the cheerleaders and supporters from each team are allowed to see where the educator has placed their group's princess. Talker and Tracker shouldn't see this. The cheerleaders and supporters can only silently cheer and provide feedback to the talker.</p> <p>All team members stand on one side of the room. The Silent One has an overview of the whole room. When the game begins, he/she uses pantomime to explain to the Talker, who is facing him/her, where their princess is located on the opposite wall. The Talker only sees the Silent One and the pantomime and tries to verbally navigate the Tracker, using the information he/she receives from the Silent One. The blindfolded Tracker then moves, and with help of his teammates, tries to find their princess and to get her back to his teammates successfully.</p> <p>The winner is the team whose Tracker finds their princess and gets her back first. It is crucial that teammates play their roles well and cooperate in order to successfully finish the task.</p> <p>Feedback questions (5 minutes at the end of the exercise): How did you see your group work? Can you describe the work done by the different roles and how they work together?</p>	





	14 - 17
Activity number	4
Format	Face to Face
Activity name	Creating Trust
Objective 	Building trust
Time Needed 	20 minutes
Materials - Logistics 	A room or outdoor space big enough. Blindfolds
Description	
<p>Students stand in a circle One member stands in the center of the circle, blindfolded or just with their eyes shut. The one in the center has to walk around and explore the space, unseeing. He/She has to trust the group will guard him/her and protect him/her from harm.</p> <p>As the student tries to move to a certain target and do a certain task, the group around the circle has the responsibility to “watch his/her back”- to take care of his/her safety. They can communicate with the student in the center verbally. For example, the student in the center needs to get to the board and write his/her name when blind-folded. As the student is trying his/her moves, the group in the circle need to give them directions that will help guard their safety.</p> <p>All members should try both experiences – of being in the center and being guarded by the group and being in the circle and guarding a teammate. The challenge is greater if there are several groups in the room, each group taking care of the one in the middle of their circle. There are variations of the game; for instance, a circle can be wider, using ten people and more, or the one in the middle can be dancing or running about, etc.</p> <p>In the end, students should be asked how they felt in both roles and what they can learn from this game.</p> <p>Trust games like this one show how important interdependence is and that we can rely on our team members. Trust is essential for good teamwork. Also, it teaches that a team must function as a single unit if it wants to survive, with all members included and working together.</p>	





	14 - 17
Activity number	5
Format	Face to Face
Activity name	Finding the Secret Entrance
Objective 	Highlighting the value of group rules
Time Needed 	15-10 minutes (in case the educators wished to do 2 rounds then it might need 20 minutes)
Materials - Logistics 	A room or outdoor space big enough
Description	
<p>2-1 students are sent out of the room. The rest of the group makes a circle and thinks of an action which opens the circle (The castle). The player(s) who left the room are called in and they must find out which action opens the circle (=castle). This might be touching an object or clapping hands, or singing, or dancing etc...</p> <p>After the player(s) try several times, the group can give them hints.</p> <p>After the activity, have a discussion around the following reflection questions:</p> <p>What do you think this game is about?</p> <p>What do you normally do when entering a new group?</p> <p>Are the rules of the group clear also to outsiders?</p> <p>What can you do to support wellbeing in a group?</p>	







	14 - 17
Activity number	6
Format	Face to Face or Online
Activity name	Diversity Pays
Objective 	Appreciating the differences and diversity within the team
Time Needed 	30 minutes
Materials - Logistics 	Diversity Pays handout (provided), pens, calculator
Description	
<p>This is a great kickoff for the topic of diversity. Split the group into teams of four to six (teams need to have the same number of people). Provide each team with a “Diversity Pays” handout and have them discuss and award points as instructed on the form. Each team reports their totals to the group at the conclusion of the activity.</p> <p>Provide each team with the discussion questions so they can debrief on their own before the group debriefs.</p> <ol style="list-style-type: none"> 1. What are some ways in which a diverse team can be challenging? 2. What are some ways diversity benefits the team? 3. Are we always rewarded for our differences? If not, why? If so, in what ways? 4. How does team diversity contribute to conflict? 5. How does team diversity contribute to collaboration? 6. What can we do to promote diversity in our team? <p>Adaptations for the online format:</p> <p>On Zoom: The educator can start with the big group, and then divide them into subgroups and create a breakout room for each group where they can discuss and fill the document. Whenever everyone gets back to the big room, the debriefing questions can be discussed.</p> <p>On WhatsApp: Educator can start with the big chat then divide them into subgroups and create a temporary whatsapp group for each group where they can discuss and fill the document. When everyone goes back to the main chat, the debriefing questions can be discussed.</p>	





Diversity Pays handout





Base Category	Base Point Value	Team Base Points	Bonus Category	Bonus Point Value	Team Bonus Points	Total of Columns 3 and 6
Team members have different birth months	1		Born on a holiday	3		
Team members are born in different cities	1		Born in another country	5		
Different eye colors	1		Green eyes	2		
Have siblings	1		Is the youngest child	10		
Hobbies in the team	1		Someone good in arts	15		

	14 - 17
Activity number	7
Format	Face to Face
Activity name	Different and Similar
Objective 	Reflecting on the differences in the group and how these differences impact the power relationships
Time Needed 	15 minutes
Materials - Logistics 	Diversity Pays handout (provided), pens, calculator
Description	
<p>Start the session by discussing the main ways that teens are different from one another. Prompt them with examples, if needed.</p> <ul style="list-style-type: none"> ▪ Some teens are big, and others are small. ▪ Some teens run fast, and others run slowly. ▪ Some teens like to play with blocks, and others like to draw pictures. ▪ Some teens like football, and others like to read books <p>Then Ask, "What would our group be like if we were all the same?"</p> <p>Elicit that while at first it might be fun, since we'd all agree on everything, eventually it would get boring, since we would never try anything new, every race would end in a tie, etc. Explain how the differences among us make our group stronger, more interesting, and better able to do different things.</p> <p>As for differences, highlight the fact that bullies may bully other children simply because they are different—they try to make differences seem like bad things or weaknesses, rather than the strengths they are.</p> <p>After discussing the previous two points, let the students discuss the many ways teens are like one another. For example: All teens eat, sleep, grow, and have feelings. And, most importantly, all children feel hurt when they are bullied.</p> <p>Summarize by explaining that we should all agree to appreciate our differences, recognize that no one likes to be bullied, and never bully someone simply because he or she is different.</p>	





	14 - 17
Activity number	8
Format	Face to Face or Online
Activity name	Which Side Am I on?
Objective 	Raising students' awareness on bullying and discrimination and how they could be stopped
Time Needed 	40 minutes
Materials - Logistics 	Blackboard / billboards - photocopy of controversial phrases - Large space in which to carry out the activity - Sheets of paper, pens / markers
Description	
<p>Introduce the activity by explaining to the students that they will have to confront each other, discussing and exposing their ideas about bullying and discrimination. You can start the activity by asking what is meant by 'bullying' and compare the answers with Olweus' definition here: "A student is bullied, that is, is pre-charged or victimized, when exposed, repeatedly over time, to offensives carried out by one or more comrades." Daniel Olweus, 1993.</p> <p>Prepare two signs that read, on the first: "I agree", and on the second: "I disagree". Place them on opposite sides of the classroom in such a way as to have enough space in the middle for all students to line up.</p> <p>Explain that you will now read a series of controversial sentences, with which each participant may or may not agree.</p> <p>Point to the two signs positioned on the far sides of the room. Explain that, after you have read the first sentence, everyone will have to position themselves according to their opinion near one of the two signs.</p> <p>Read the first sentence clearly, paying particular attention so that everyone understands its meaning. After students choose which side they want to be on, start a discussion on the reasons behind their choice. Give the possibility to change position during the moment of reflection and sharing.</p> <p>Repeat the same steps for each sentence in the list.</p> <p>Controversial phrases to read</p> <ul style="list-style-type: none"> ▪ Boys are more violent than girls ▪ Foreign people are easier targets than people from same country ▪ Young people are easier targets for discriminatory attitudes ▪ Love can solve any problem ▪ Those who do not report bullying are complicit in it ▪ Cyber-bullying is not violence ▪ Bullying is a form of discrimination ▪ Our school is a safe place ▪ The best way to stop bullies is to punish them <p>If done online:</p> <p>The educator can do the activity online using the WhatsApp group or zoom. The educator can share and say the controversial phrase and in the chat students can write or say agree or disagree. The Educator can then ask students to share their point of view. After that a second sentence is shared and same process is done.</p>	





	14 - 17
Activity number	9
Format	Face to Face or Online
Activity name	My Life Is Not a Show
Objective 	Raising awareness on the abuse of communication technology (ICT) in general, and cyberbullying in particular.
Time Needed 	15 minutes
Materials - Logistics 	Question Sheet  "Questions on cyberbullying" if face to face Google Form  "Questions on cyberbullying" if online
Description	
<p>Start with a brief brainstorming on the topic. Ask the participants to think for a couple of minutes about the topic of bullying: what it is and how it occurs. Then collect their answers and write them on a flip chart/Board. Do the same on the subject of cyberbullying, asking what it is and what forms it takes.</p> <p>Distribute the Question Sheet "Questions on cyberbullying" for all students and ask them to fill the sheets and send them back to you without writing their names.</p> <p>Questions for the exercise: (you can pick the ones most appropriate for your group; you don't have to use all)</p> <ol style="list-style-type: none"> 1. Has anyone ever opened your inbox without your consent? YES - NO 2. Has anyone ever read one of your text messages on WhatsApp or messenger without your consent? YES - NO 3. Has anyone ever sent you slanderous messages, offensive photos or videos, on your mobile phone or in your email? YES - NO 4. Has anyone ever sent information / photos / videos of you to someone else without your consent? YES - NO 5. Has anyone ever posted pictures or information about you on a website or social networking site without your consent? YES - NO 6. Has anyone ever manipulated / transformed your photos or videos without your consent? Have you ever given passwords to someone? YES - NO 7. Has anyone ever insulted you in an interactive game room or chat room? Have you ever received any phone calls / offensive or harassing? YES - NO 8. Has anyone ever made inappropriate comments on your social network? YES - NO 9. Has anyone ever sent false / offensive information / rumors about you via email or whatsapp or messenger? YES - NO 10. Do you know someone who has been a victim of cyberbullying? YES - NO 11. Do you know if there are any special laws for this or other types of violence? Do you think there should be no limits to what people can put on the Internet? YES - NO 12. Is it right to ban cell phones in schools? YES - NO <p>Collect the papers from the students</p> <p>After the students complete the form, have a discussion around what they think cyber bullying is and what forms it takes. The form is supposed to spot the light on the practices that are considered a form of cyber bullying.</p> <p>Alteration to online format:</p> <p>The educator sends the questions through a Google form link and asks the students to fill and submit the form. The questions should be followed by 2 choices YES and NO</p>	





	14 - 17
Activity number	10
Format	Face to Face or Online
Activity name	My Life Is Not a Show (continued)
Objective 	Raising awareness on the abuse of communication technology (ICT) in general, and cyberbullying in particular. Suggesting creative solutions that would help in fighting cyber bullying.
Time Needed 	20 minutes
Materials - Logistics 	Powerpoint presentation of the results of the survey done in activity number 8
Description	
<p>1. The educators present the results of the survey done by students</p> <p>2. Feedback questions for final group evaluation:</p> <p>What did you know about cyberbullying before this activity? How normal is cyberbullying in your community? What can be done to stop bullying?</p> <p>Through out the discussion, if the students mention that their parents check their phone, the teacher needs to highlight that parents might check the children's phone or messages as a form of protecting them if they suspect something wrong is taking place.</p> <p>Alteration to online format: Educator shares the results of the online questionnaire by WhatsApp or on zoom. After presenting the results, feedback questions can be facilitated by the educator and students can respond via voice messages if on WhatsApp or orally if on zoom.</p>	









	14 - 17
Activity number	11
Format	Face to Face
Activity name	Bullying Thermometer
Objective 	Identifying the different types of bullying behavior. Discussing the impact of bullying. Discussing how differences (gender, generational, social) can affect the perception of bullying behaviors.
Time Needed 	50 minutes
Materials - Logistics 	Handout Cards from the “Bullying Thermometer” activity (one per group)
Description	
<p>Part A (5 minutes)</p> <p>In a larger group the educator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the students begin the discussion on types of bullying.</p> <p>A. What are types of bullying? B. Are all types of bullying equal? Do all types affect people in the same way?</p> <p>Part B (25 minutes)</p> <ol style="list-style-type: none"> 1. Divide the group into teams (5- 4 members in each team works well). 2. Give each team a set of the “Bullying Thermometer” activity cards. 3. Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word. 4. Once they all agree on what the different types of bullying mean, have them put the cards in order from the “coldest” type (least harmful) to the “hottest” type (most harmful). 5. Have the groups share the order of their cards with the larger group. Students can paste the cards in the write order on a flip chart sheet that would be put up on the wall. 6. Process your activity. 	





Harassment	Teasing	Terrorizing
Conflict	Name Calling	Hate Speech
Sarcasm	Posing a Threat	Practical Joke
Intimidation	Demeaning	Making A Threat
Rumors	Isolation	

	14 - 17
Activity number	12
Format	Face to Face
Activity name	Bystander
Objective 	Identifying bystanders Preventing bullying when it is experienced by others through different ways
Time Needed 	40 minutes
Materials - Logistics 	A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). A large sheet of paper.
Description	
<p>Part A (5 minutes)</p> <p>Present the following questions to the large group or divide the class into smaller groups with one leader in each group. Then, have a discussion around each of the questions (one after the other).</p> <p>Questions:</p> <ul style="list-style-type: none"> A. What is a bystander? B. Do you think bystanders can be neutral when they see others being bullied? C. How do you feel when you see others bullied? What do you usually do? D. What are some things bystanders can do to stop bullying in their schools? <p>Part B (25 minutes)</p> <ol style="list-style-type: none"> 1. Divide the students into groups of 12-8 people. Give each group a box of arts & crafts supplies and a large sheet 2. Tell them that their job is to draw someone that can “STOP BULLYING IN A SINGLE BOUND!” Using the arts and crafts supplies, they should draw an approximately life size person (if someone fits on the paper they can trace around them) and create their own super hero against bullying. 3. They should come up with a name for the person and draw what he/she would look like. On the side list the “stats” of the superhero such as those things that make this person able to stand up to a bully. 4. Ask each group to share their person and some of their characteristics. 	

	14 - 17
Activity number	13
Format	Online
Activity name	Advice for Those Being Bullied Right Now
Objective 	Developing empathy with the bullied Manifesting positive behaviors within a group of peers.
Time Needed 	15 minutes
Materials - Logistics 	Video
Description	
<p>Instructions for the students: Watch the video and try to write a message in the chat of the class about:</p> <ul style="list-style-type: none"> ▪ Which are the main learning points? ▪ In your opinion, which are the reasons for these young people to become victims of bullying? 	

	14 - 17
Activity number	14
Format	Face To Face
Activity name	Labeling Feelings
Objective 	Identifying the reasons behind bullying
Time Needed 	15 minutes
Materials - Logistics 	Flip Charts Markers
Description	
<p>Prepare three flip charts and write on each flip chart one of the following questions:</p> <ul style="list-style-type: none"> ▪ Describe your feelings if you saw someone being bullied ▪ Describe your feelings if you were bullied ▪ Describe your feelings if you bullied someone <p>Divide the students into three groups and ask each group to sit together. Give each group one of the flip charts that has one of the main questions above.</p> <p>Give the groups 5 minutes to write their ideas on the topic. Then rotate the flip charts in a way that each group gets to work on each flip chart. Each group would look at what the previous group(s) wrote and add more ideas.</p> <p>If it is a large class, you can have two big groups with each working in sub-groups on the flip charts.</p> <p>At the end, ask each group to present the last flip chart they worked on.</p> <p>After all groups share their notes, explain that bullying can lead to strong feelings, such as anger, frustration, and fear. Highlight that while it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone. Say that if we all work together to prevent and stop bullying, no one in our group will ever need to experience these feelings as a result of bullying.</p>	

	14 - 17
Activity number	15
Format	Online
Activity name	Bullying and Cyberbullying
Objective 	Recognizing and distinguishing between bullying and cyberbullying
Time Needed 	Time that will be dedicated by the students individually
Materials - Logistics 	https://www.common sense.org/node/4675837
Description	
<p>The educator can send the link of the video to the students via WhatsApp or e-mail: Video Students reply to a google form (created by the educators) on the following questions:</p> <ol style="list-style-type: none"> 1. What is cyberbullying? 2. What are some things you can do if you see cyberbullying? 3. Bullying and cyberbullying are both unacceptable, but what makes cyberbullying different? <p>Educators will do a summary of the answers that will be shared in common e-mail and will ask the students to vote (per each category) the one that in their opinion suits the most with the content of the video.</p>	
	14 - 17
Activity number	16
Format	Face to Face or Online
Activity name	Understand the Power You Give to Your Tormentor
Objective 	Understanding how we feel and react in situations of violence Realizing the effect of delegating power to somebody else
Time Needed 	Time that will be dedicated by the students individually
Materials - Logistics 	Jamboard
Description	
<p>STEP 1: Individual activity. Educator sends/writes the following question via WhatsApp or on board and asks the students to reply privately.</p> <ul style="list-style-type: none"> ▪ If somebody says something hurtful to you, do you have a right to be angry? ▪ If you get angry and respond violently, do you think you are doing what your tormentor wants you to do? Doesn't he hope that you'll get angry enough to feel bad? ▪ If someone wants to make you angry, and you do get angry, who is in control of your feelings? ▪ Do you want to be controlled by someone who wants to hurt you? ▪ If you have a right to be angry but want to be in control of how you act, what can you do? <p>STEP 2: Chat groups discussion: Educator organizes chat group discussion in which students will discuss the following questions:</p> <ul style="list-style-type: none"> ▪ How do we manage violence in the group? ▪ Do we feel that violence is the unique reply to discrimination or inequality condition? <p>They can take note using Jamboard if online/ or on a flip chart and share their vision with the rest of the group</p>	

	14 - 17
Activity number	17
Format	Face to Face
Activity name	To Close a Nice Memory Together
Objective 	Sharing nice memories that every student can take home
Time Needed 	30 minutes
Materials - Logistics 	Paper and colored pen Paper tape
Description	
<p>The educator starts the activity by welcoming everyone and by reminding them that the academic year is ending soon. However, the teacher reminds them that everyone has nice memories and this activity will allow them to create for each other a nice souvenir to take home.</p> <p>The educator then sticks a paper using paper tape on the back of every student and asks all students to grab a pen and move around and write on every paper a nice message/memory/thank you note they would like to share with the student carrying this paper. Remind them that they need to write their name beside their message. The educator reminds everyone that only positive messages can be shared.</p> <p>Once everyone was able to write on all the papers, the educator gathers the students in a big circle sitting on the floor or chairs, asks everyone to remove the paper from their back (with the help of students sitting next to them) and read what is written.</p> <p>By turn, each student will have the chance to say a final word for his/her classmates before the exercise is closed with a big clap of hands.</p>	

Module 4:
Activities for parents, children, and community members






Introduction and Roles

The following module includes activities that can be done with parents and other activities that can be done jointly with parents, students and community members in order to raise awareness on the topics of positive parenting, children's rights and community responsibilities towards ensuring a safe environment for the children.

These activities can be done by the social worker, the psychologist or the PSS officer. The school management can agree on these responsibilities and include the information in the yearly VAC action plan. The module includes:

- Five activities that can be done with parents focusing on the topics related to the influence of parenting on children, the negative impact of child abuse, and effective communication.
- Five activities that can be done with parents, children and community members.

Activities for parents

Target Group	Parents/Guardians
Activity number	1
Group Size	15 - 20
Format	Face to Face or Online (zoom)
Activity name	The Nice Place
Objective 	This activity is about understanding the power of projecting an experience of life (a mental world) onto others when we have influence on them. It is also a tool of intuitive learning on developing the ability of problem solving and effective communication.
Time Needed 	45- 60 minutes
Materials - Logistics 	Facilitator to prepare in advance the part related to guiding the group through their imagination
Description	
<p>Facilitator welcomes the parents and thanks them for attending the session, introduces the objectives and makes a quick round of introduction for the group.</p> <p>Part 1:</p> <p>After that the facilitator explains that this activity will demand the power of imagination of the participants. They will be asked to close their eyes and will be guided to relax their bodies, their muscles, their breathing, and their eyelids until they are sufficiently relaxed.</p> <p>In this state they will be briefly told about the power of imagination, that the realm of imagination is a power that helps us to understand deeper the world; the mental meanings we live, the inner attitude, developing communication skills, understanding the consequences of our acts, raising our emotional intelligence, reviving our natural talents only by supposing and living scenarios in our imagination.</p> <p>Then they will be guided by the facilitator to start to imagine a nice place of their choice, it could be real place or imaginary, it could be constructed or out of memory. It doesn't matter just the place that feels soothing, beautiful and intimate.</p> <p>Then they are guided to solidify this nice place, by deepening the imagination and through the senses, "see the colors in the nice place and appreciate them, the sounds, the nice sensations etc..."</p> <p>Then they will be guided to start to bring the people they love to this nice place, and now that they have company to look at their faces, their expressions, to note how this nice place makes people even nicer. Then they have to allow conversations to happen between them and their loved ones in that nice place and that they enjoy the kind of conversations they share in such a world.</p>	

Part 2:

In this part the facilitator have to ask the participants to bear with him/her, because the journey will teach them a lot. In this phase the facilitator will fully guide the imagination of the participants detail by detail because he/she will give them a brief taste of “the bad place”. His/her guidance will resemble the following.

“Imagine you are in a gloomy world where all the colors are dull, the sounds are noisy because people are working and moving things around angrily, everybody’s face is hostile, unwelcoming, from time to time someone who is very angry shouts violently at someone who is weak that start to shiver and becomes clumsy.”




Then the facilitator guides them to make the bad place fade away, to relax, and to go back to the feeling of the nice place and then to slowly open their eyes.

Part 3: Discussion

Now that the exercise is finished the facilitator will explain that the children are different than adults. Their senses are heightened and their emotional body is receptive. Their world kind of resembles the worlds the participants have been imagining. The discussion now opens and facilitator guides the group through the following questions:

- “In what world you want your child to live?”
- “How can you talk, speak or behave to create this nice place?”
- “What kind of behaviors create the bad place?”
- “What is the future version of my child if he/she lives in the nice place or in the bad place?”

All these ideas are discussed with the parents, and then the facilitator ends the session by a powerful secret, that if the parents take any challenging situation with their children or in life to the nice place in their imagination, they will always intuitively find the right way to behave.

Target Group	Parents/Guardians
Activity number	2
Group Size	15 - 20
Format	Face to Face or Online (zoom)
Activity name	The Letter
Objective 	This activity is about the power of compassion. It is about learning to excuse the others for what we call their mistakes and understand their perception of the world and where do they come from.
Time Needed 	45- 60 minutes
Materials - Logistics 	Paper and Pen

Description

Facilitator welcomes the parents and thanks them for attending the session, introduces the objectives and makes a quick round of introduction for the group. After that the facilitator guides the group using the following steps:




First the parents will take their time to select a set of behaviors they dislike or that bothers them in their children, things they always preferred that were different in their children or things that the parents put pressure on the children to change.

Second, the parents will be asked to act as if they were their children and were writing a letter of apology to their parents, explaining the reasons and justifying and talking about how things are for them and why they sometimes act in certain ways. The parents have to use their knowledge of their children, their intuition and imagination and carefully complete this letter. They will sign the letter "Your son/daughter..."

Then once the activity is finished the parents will be asked if they would like to share their letters or parts of them, as much as they are comfortable, then the discussion will be open around the following questions:

- "Do you feel that you now understand your child better? "
- "How much do you feel that you know your child?"
- "Did your perception about the situation change?"
- "What will you change in your attitude after this letter?", etc.

If facilitator knows or suspects that some parents cannot write, he/she can do it as a group activity and ask colleagues to support in writing the stories of each group.

Target Group	Parents/Guardians
Activity number	3
	15 - 20
	Face to Face
Activity name	Vicious Cycle (Bullying)
Objective 	The goal of this activity to understand experientially the cycle of violence, and to share information about bullying.
Time Needed 	45- 60 minutes
Materials - Logistics 	5 ice bags or bags with stones in it

Facilitator welcomes the parents and thanks them for attending the session, introduces the objectives and makes a quick round of introduction for the group.

After that the facilitator guides the group using the following steps:

The participants will be divided into groups of five. Each group will stand randomly, and a small ice bag/stone bag will be given to them. They will be instructed that the bag cannot be put to the ground, and each person has to hold the bag for one minute before passing it. They have the right to pass the bag randomly or more than once for the same person.

This experiment will last for 15-10 minutes.

After the experiment is finished the facilitator will announce what is this experiment about. And will explain the concept behind the cycle of violence and how the bully and the bullied are not separated. When you hold the bag you will feel pain, and a natural reaction for this pain is that you want to make it go.

The facilitator makes a round of questions:

How did you feel when you were holding the bag?

How much did you want it to go?

Imagine you had to hold this bag and couldn't find someone to give it to, what might happen?

Then the facilitator adds the following notes:

Do you see how each group acted as one body? We are one body and violence is affecting us all

Do you know that the main reasons for a person to become a bully are the following? :

- Abusive Homes
- Revenge and pay back on being hurt
- Seeking power because they feel powerless and insecure




Divide the participants again in 3 groups and ask each group to discuss together one of the reasons behind bullying and what can parents do to prevent it. Give groups 10 minutes then ask everyone to go back to the big group and present their discussion.

Conclude by saying:

The bully is bullied, and the bullied is a bully

We are one body and violence affect us all

The parents play a big role in preventing their children to be bullies or being bullied

Target Group	Parents/Guardians
Activity number	4
Group Size	15 - 20
Format	Face to Face
Activity name	The Power of Empowerment
Objective 	This activity is about the importance of positive validation and reinforcement, it is based on anthropological customs of old tribes to create an empowered community.
Time Needed 	45 minutes
Materials - Logistics 	Paper and Pen

Description

Facilitator welcomes the parents and thanks them for attending the session, introduces the objectives and makes a quick round of introduction for the group. After that the facilitator guides the group using the following steps:




The Participants will be asked to make a list of all the good qualities they see in their child, then the participants will merge all the qualities in one big list and eliminate the repetitions. Many copies will be made of the final list, and the participants will be divided into two big groups, two half circles facing each other.

The first group will start to say all the qualities aloud saying them with as much passion as possible, as if they are gifting these words to the other group:

- You are strong you can overcome anything
- You are deeply intelligent you can find a solution for anything

Until the list is finished, it could be repeated many times until 5 minutes pass. The second group will be receiving as deep as possible this gift and message of empowerment. And after 5 minutes the groups switch roles.

After the activity is finished a discussion will be opened about the experience of each person and what they learnt and each parent will promise to use more empowerment and always remind himself/herself of their child qualities, and remind the child of his/her qualities especially in challenging situations.

Target Group	Parents/Guardians
Activity number	5
Group Size	15 - 20
Format	Face to Face
Activity name	Universal Beauty – Non Violent Communication
Objective 	The purpose of this activity is to understand the effect of violent communication and nonviolent communication on a community. The participants will be introduced to the main principles of nonviolent communication.
Time Needed 	45 minutes
Materials - Logistics 	Paper and Pen
Description	
<p>Divide the participants in two groups and each group will be divided into couples. In the first group the couples will engage in an imaginary “mute” conversation using their body language based on violent communication, while the other will do the same with nonviolent communication. The participants will have to use their face expression and body movement to communicate instead of words and sounds.</p> <p>Each group will do that for 10-5 minutes and then they will switch with changing partners. In the meantime, the facilitator will take photos of each group and each couple and will take his time to arrange them in a comparing layout. After the activity is finished the participants will share their experience what it felt to be in each group.</p> <p>What emotions they had, what is their impression about their partner in each part. Then the facilitator will explain that he had taken photos to show the effect of types of communication on a community and individuals. The facilitator will listen to the impression of the participants on the photos.</p> <p>After the slide show is over, the facilitator opens a discussion around the following questions:</p> <ul style="list-style-type: none"> ▪ How do you like yourself more? Imagine and describe the life of an individual in each community ▪ How do you see the effect on a child who grows up in a violent communication environment? <p>The facilitator can then link the violent communication environment to children behaviors and bullying.</p>	

Engaging parents, community members and students in VAC prevention



These activities and tips aim to enhance the community engagement on the prevention of violence against children. Each school/NFE center needs to identify community members who can play a positive role in the prevention of and response to VAC. These community members can be police officers, NGOs representatives, municipal board members, previous students etc..

Ideas to engage the local community in preventing VAC:

The Walking Bus

Create a group of parents, previous students, and community members who volunteer to walk students to school and back home every day. This can be offered to the students who come alone walking to the school/NFE center.

Students need to be grouped based on a routing and for each group, volunteers will take the role of picking them up from their houses one by one like a bus does and dropping them home after school. This is a very important initiative since students express their fear from walking alone to and from school every day

Include community members in the VAC working group

Ask for recommendations from teachers and parents to suggest community members who might be interested to support the school/NFE center in preventing VAC.

Visit the community members and explain to them the TOR of the VAC working group and invite them to join

Add them to the VAC working group and welcome their contribution

Collaborate with youth organizations for after school activities

Identify active youth-led, youth targeting organizations that are active in the region. Collaborate with them to create after school activities and clubs that engage the students in sports, dance, arts, crafts and skills development programs for older students

Offer the school premises for these activities to be done and follow up through the VAC working group on these activities

Encourage the students to participate by inviting the organizations to visit classes and talk about the activities they will offer




Testimony

For this activity, a survivor of violence will be brought forward to testify and tell their story. The survivor will have to be someone found by the facilitators prior to the program and asked to participate as an ambassador for the fight against child violence, making sure they know exactly what is being asked of them and making sure they are comfortable with the whole experience.

After introducing themselves, the survivor will tell their story, how they got out of it, and where they are in life now, speaking directly to the audience.

Following the testimony, an open Q&A will be held where the facilitators and the participants will ask questions to the survivor, making sure he or she does not have to answer any question they don't feel comfortable answering.

Sessions to be done for parents and community members

Target Group	Parents/Guardians/Community Members
Activity number	1
Group Size	15 - 20
Format	Face to Face
Activity name	Escape Puzzle
Objective 	This activity will show the participants the importance of team work and cooperation in saving or helping an abused child
Time Needed 	45- 60 minutes
Materials - Logistics 	Powerpoint with the questions below or questions printed on cardboard cards Flip Chart and markers

Description

For this activity, the participants will be given 20 minutes to answer 11 questions around the subject of child abuse.

Before starting the multiple choice, question-based game, the facilitator will explain to the participants that a child is being held hostage and abused by his detainers. For each right answer, the child is one step closer to being saved. And for each wrong answer the child will be held captive longer.

The participants will have 2 minutes for each question to discuss and choose the right answer amongst multiple choice answers to save the child. At least half the answers need to be correct.

The facilitator divides the participants into groups of 5-4 and gives each group the questions typed on a sheet of paper and asks them to read it together and choose the right answers. shows the questions on a PowerPoint presentation or can read them aloud and each group will write the answer.

Group name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11

After 20 minutes the facilitator collects the sheets from all groups and makes sure each group wrote their group name on their sheet. Then distributes the filled sheets in a way that every group gets the sheets and answers of another group.

Facilitator reads again every question and shares the right answer and asks the groups to say if the paper they have has the correct answer or no and enters the information in the table.

After finishing, the facilitator congratulates the groups that had more than 50% of the answers correct and informs them that they were able to save the child.

The questions are: (the correct answers have an Asterix, when printing the sheet for group work, make sure to remove the Asterix)

1. What is classified as child abuse?

- a- Hitting a child as punishment
- b- Calling a child stupid or useless
- c- Allowing the child to witness violence at home
- d- All of the above *

2. Is harsh punishment acceptable as “education” rather than abuse?

- a- Yes
- b- No *
- c- Sometimes (Specify)

3. Is forced child marriage violence against children?

- a- Yes *
- b- No
- c- Sometimes (Specify)

4. When witnessing an adult hitting a child, one must:

- a- Turn a blind eye
- b- Try to interfere *
- c- Praise the parent for good parenting

5. When a child makes a mistake, one should:

- a- Punish them severely by hitting them, taking away all their rights, and insulting them
- b- Punish them according to the severity of the mistake without physically, emotionally, or mentally touching the child, and teaching them how to behave properly *
- c- Not say anything and allow the child to do whatever they want

6. Is sexual violence:

- a- Improper touching
- b- Improper verbal communication (cat calling and such)
- c- Improper exposure to mature contents
- d- All of the above *

7. Is insulting a child considered as violence?

- a- Yes *
- b- No
- c- Maybe

8. Does child violence have life-long effects?

- a- Yes *
- b- No
- c- Maybe

9. What is the result of violence against children?

- a- Negative coping mechanisms
- b- Severe physical injuries
- c- Brain and nervous system damage
- d- All of the above

10. Can a survivor be rehabilitated?

- a- Yes
- b- No
- c- Depending on the damage *

11. Should child violence be eradicated?

- a- Yes *
- b- No

After the results are announced, the facilitator discusses the following questions with the participants:

- Does violence against children happen only inside the house? If no, where can it happen and how?
- How can community members collaborate together to prevent and respond to VAC.

At the end of the session, the participants should come up with recommendations on how community members should collaborate to prevent and respond to VAC. These recommendations will be shared with the VAC working group during the first meeting after the session.

This session can be repeated more than once and each time with a new group

Module 5:
Management, Coordination, Follow up and Monitoring and Evaluation



Introduction

To have a complete process for the prevention and response to VAC, schools need to:

- Embrace the importance of preventing and responding to VAC on managerial level and reflect it in the school culture and environment
- Create a VAC working group with a clear TOR and members from all related stakeholders
- Have a Child Protection Focal Point whose main duties include coordinating the VAC committee and the planned activities throughout the academic year related to prevention and response to VAC and act as first point of contact for issues related to violence against children
- Have a well-structured data collection and analysis process that supports the work of the VAC working group and Child Protection Focal Point to focus the efforts in the right direction
- Develop a yearly action plan for all VAC related activities

Embrace the importance of preventing and responding to VAC on managerial level and reflect it in the school culture and environment

The following steps can support the school management in building and maintain a culture that does not tolerate VAC:

- Develop and regularly review and update a “Child Protection and Safeguarding policy” and make sure that all staff members, teachers and students are aware of this policy
- Train staff and teachers on positive discipline, and classroom management
- Launch the VAC prevention and response action plan at the beginning of the academic year

Launching the action plan can take the following forms:

- A big event with all staff, parents, teachers, and students with professional speakers. Schools can invite one or more speakers to talk about the topic of VAC. The talk can take the form of a panel or speeches. The event should also include a word that reflects the school attitude towards VAC and a presentation about the action plan.
- Separate smaller events to launch the VAC action plan, for example:
 - For teachers it could be done during a teachers reunion
 - For parents and students, it could be done during a general meeting at the beginning of the academic year or through an official correspondence sent by the school administration. The correspondence can include a word from the school management reflecting the school attitude towards VAC and the action plan.

The launching events can also be used to invite interested persons to join the VAC committee

VAC Working Group

It is important to build a culture of nonviolence inside the schools and to engage everyone in maintaining this culture, from staff to teachers to students, to parents and to community members.

The VAC working group should have members representing all involved parties and should have a clear TOR.

<p>When to form the VAC working group</p>	<p>The working group should be formed at the beginning of the academic year with a one-year mandate, right after launching the VAC action plan.</p>
<p>How to form the VAC working group and who should it include?</p>	<p>The school principal announces the VAC action plan and invites interested persons to join the working group. In case it was hard to have interested people, the school management can revert to head hunting. The committee should include:</p> <ul style="list-style-type: none"> - School principal - Staff and teachers: social workers, PSS staff, psychologist, teachers who will conduct VAC activities with students, and supervisors - Parents - Students: to be elected by their peers (up to 2 per cycle) Committee members should not exceed 15, both females and males
<p>TOR</p>	<ul style="list-style-type: none"> - At the beginning of every meeting agree on the following: <ol style="list-style-type: none"> 1. The person who will moderate the meeting based on the agenda sent by the Child Protection Focal Point 2. Timekeeper 3. Notetaker who at the end of the meeting should send the notes to the Child Protection Focal Point - Meet every 2 months to discuss VAC issues including activities implemented and feedback, results of assessments and FGDs, review of action plan and needed amendments, next steps and distribution of responsibilities, suggestions - Agree on follow up mechanism with specific students, teachers or staff members based on the data presented during the meeting by the data collection and analysis officer - Distribution of roles and responsibilities for activities with students, parents, and community members

Child Protection Focal Point

The VAC committee should assign a focal point whose main responsibility is to organize and follow up the committee's meetings and decisions and act as first point of contact for issues related to violence against children.

<p>When to assign the Child Protection Focal Point?</p>	<p>During the first meeting of the VAC working group</p>
<p>How to assign the Child Protection Focal Point?</p>	<p>A focal point needs to be assigned through an agreement between the VAC working group members and should be one of the VAC working group. In case agreement is not possible, the school principal can use the nomination and election process.</p>
	<ul style="list-style-type: none"> - Prepares meeting agendas and sends to all members 1 week before meeting for input. Agenda to include: <ol style="list-style-type: none"> 1. Reviewing and agreeing on previous meeting minutes 2. Updates on VAC action plan activities 3. Updates from data collection and analysis officer 4. Upcoming events and activities and responsibilities 5. AOB - Prepares meetings minutes and sends to all members within 2 days after the meeting date - Follows up with the data collection and analysis person to ensure that updated data will be presented during every meeting - Follows up on the agreed action points with the concerned persons - Follows up on the VAC action plan activities to ensure implementation by responsible persons - Presents updates to share during the meeting - Receives complaints directly by students and teachers or through the safe complaint mechanism available in the school for students to report on violence incidents.

- Safe complaint mechanism for students

In case the school has a safe complaint mechanism, it is important to add a data collection and analysis mechanism to ensure proper follow up.

In case the school does not have this mechanism, it can create a simple one whereby confidential complaint boxes can be prepared and fixed in specific locations around the school (could be one location only) and accessible to all students. In addition the VAC officer can receive direct complaints by students and teachers for cases related to violence. Only the Child Protection Focal Point can collect the information once per week, checks it and compile it in a database that can take the following form:

Week of complaint collection	Name of complainer	Gender of complainer	Age of complainer	Type of complaint (Physical/Verbal/Psychological violence/bullying/sexual violence etc...)	Main information including perpetrators	Urgent actions needed

How to use the data collected?

- Data should be treated with very high confidentiality and name of complainer should not be disclosed. In case disclosure is needed, it will only be done to the person to whom the case was referred. The data sheet whether in hard copy or soft copy, needs to be protected (kept in a locked cabinet, soft copy protected by a password).
- Present during the VAC committee meeting statistics related to number of complaints received during the previous period between the previous and current meeting and highlight whether the number is increasing or decreasing, is it received more from boys or girls or anonymous, most common forms of complaints, etc.
- Agree with the VAC committee on which cases to refer and to whom.
- Raise the urgent actions needed directly to the school principal.

Data collection and analysis

Except for the specific violence data that only the Child Protection Focal Point collects and manages, all other data related to VAC prevention measures, assessments and activities should be collected, entered into a pre-designed system, analyzed and reported on during the VAC working group meetings for discussion and further action where needed. A staff member needs to be assigned for this responsibility.

When to assign this responsibility?	At the beginning of every academic year and preferably the same staff of previous year if possible
How and whom to assign?	The staff member to have this responsibility will be assigned by the school principal and preferably should be: Social worker, or PSS staff, or Psychologist Should be member of VAC working group
TOR	<ul style="list-style-type: none"> - Collects filled assessments sheets by supervisors - Collects results of FGDs conducted with students - Holds regular meetings with teachers who are conducting activities with children to collect data on activities done, dates, classes and feedback from teachers regarding the activity and the engagement of the students - Launches and follows up on a safe complaint mechanism for students - Maintains and updates a VAC data system - Prepares reports and analysis to be presented during the VAC committee meetings

Sample VAC data system

- Assessment by supervisors

Date of assessment	Supervisor Name	Type: In Class or Out of Class	Specify which class was visited in case of in-class	Main findings: General Classroom Observations	Main findings: Child specific observations inside the classroom	Main findings: General Observations outside the classroom	Main findings: Child specific observations outside the classroom

How to use the data collected?

- Monitor the classes assessed and compare to the VAC action plan and make sure that no classes are missed
- Make sure that both in class and out of class assessments are done
- Use the data from the main findings and present it during the upcoming VAC working group meeting for info and for action where needed
- Raise the urgent actions needed directly to the school principal where needed

- Activities done by teachers

Date of activity	Teacher Name	Class	Activity Name	Teachers feedback regarding the activity	Teachers feedback regarding the students engagement in activity

How to use the data collected?

- Monitor the activities implemented and compare to the VAC action plan and make sure that no classes or activities are missed
- Use the data from the main findings and present it during the upcoming VAC working group meeting for info and for action where needed
- Raise the urgent actions needed directly to the school principal where needed

Date of FGD	Name of person who did the FGD	Class with whom the FGD was done	Main findings: Knowledge as to Children rights	Main findings: Knowledge as to School specific child protection policies and services	Main findings: Bullying Violence Mistreatment	Main findings: Positive attitudes and behaviors	Main findings: Safety outside the school	Urgent actions needed

How to use the data collected?

- Monitor the number of FGD conducted and compare to the VAC action plan and make sure that no classes are missed
- Use the data from the main findings and present it during the upcoming VAC working group meeting for info and for action where needed
- Raise the urgent actions needed directly to the school principal

Sample Yearly Action Plan

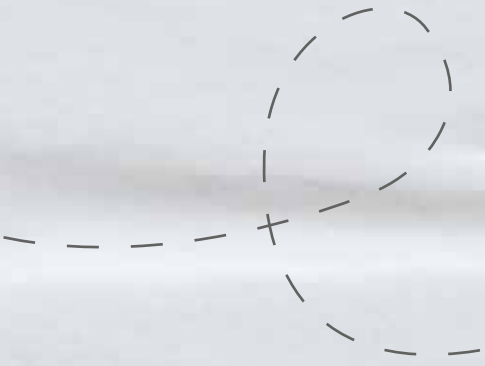
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Launching the process												
Ages 6-9	Act 1&2	Act 3	Act 4&5	Act 6	Act 7&8	Act 9	Act 10&11	Act 12	Act 13&14	Act 15		
Ages 10-13	Act 1&2	Act 3&4	Act 5&6	Act 7&8	Act 9	Act 10&11	Act 12	Act 13	Act 14	Act 15		
Ages 14-17	Act 1&2	Act 3&4	Act 5&6	Act 7&8	Act 9&10	Act 11&12	Act 13&14	Act 15	Act 16	Act 17		
Assessment by supervisors												
FGDs with students		Ages 6 - 9	Ages 10-13	Ages 14-17			Ages 6 - 9	Ages 10-13	Ages 14-17			
Activities with parents		Act 1		Act 2		Act 3	Act 4		Act 5			
Activities with parents, students and community members		Act 1 Group 1		Act 1 Group 2		Act 1 Group 3						
	The Walking Bus											
	Collaboration with organizations for activities											
		Invite community members to VAC working group				Testimony			Testimony			
VAC working group meetings												
Data collection and analysis												

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