

PEAS Child Protection Trainer Guide for School Focal People



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Introduction

Purpose

The purpose of this training guide is to help the PEAS School Focal People train teachers, students, student leaders and Community Champions on issues related to Child Protection. As an organisation serving students under 18 years of age in school settings, PEAS has an obligation to keep them safe from harm and ensure that necessary measures and systems are in place to prevent, report and respond to child abuse and exploitation incidents when cases arise. This training guide is one part of a wider effort to ensure Child Protection is at the centre of all PEAS operations.

Training Audiences

As a PEAS School Focal Person, you will be responsible for delivering training to the following audiences:

- Continuous Professional Development for Teachers
- Students
- Student Leaders
- Community Champions (community members/parents)

Training Methodologies

This training guide has been designed with interactive sessions that should engage your audiences so that they think critically, participate actively and reflect deeply. Active participation helps to reinforce important concepts and skills and allows for participants to create personal connections with new ideas, among many other benefits for learning. The following are examples of interactive methodologies used throughout this training guide:

- Discussion questions



- Group work
- Role plays
- Case studies and scenarios
- Walking debates and quizzes
- Visualisation
- Brainstorming

Training Tips

Read training sessions thoroughly before conducting them. It is very important that you, as the trainer, are familiar with all parts of each training session, including the expected outcomes and key knowledge that trainees should take away. Your confidence and accuracy delivering the session will improve after you have read the session through several times.

Prepare all materials before conducting a session. Preparation is key for delivering an effective training session. Having all materials ready will help the session to go smoothly and keep your audience's attention. This might mean pre-writing required points on flipcharts.

Set ground rules with participants at the beginning of training. Setting ground rules with participants will help set expectations that all participants agree to respect. Ground rules might include turning off mobile phones during training, respecting other participants' views and participating actively.

Encourage active participation, not note taking. Often times, participants want to diligently take notes and capture everything they are hearing. However, this training requires active participation and critical thinking about new ideas. It is therefore more important to encourage discussion and group work rather than individual note taking to achieve the desired attitude change we seek in many of the training sessions.

Be objective. As a trainer, it is not necessarily your role to tell participants the 'right' way to think. Being judgmental or closed-minded about other people's ideas is the fastest way to get them to stop talking and refuse further discussion. Allow participants to share their ideas, consider what they are saying seriously and work with them towards changing their mindset, if necessary, rather than criticising them.

Prepare icebreakers and energisers. Long training sessions require a lot of energy from both the trainer and the participants. It is important to keep everyone's minds and bodies fresh by engaging participants in icebreakers/energisers throughout training. Sometimes taking a quick break to move, stretch, laugh or sing can help to reinvigorate participants.





Continuous Professional Development (CPD) for Teachers

| CPD 1: Introduction to Child Protection | | 2 hours |
|---|---|---------|
| Objective: | <ul style="list-style-type: none">To introduce PEAS child-centred approach to Child Protection and explore some of the special rights accorded to children by international, regional and national policies | |
| Materials: | Flipchart, markers, small, blank pieces of paper, masking tape | |

Introduction – 15 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Ask participants to write down on small blank pieces of paper what they think 'child protection' means.
3. After 2 minutes, ask a few participants to share their definitions then read the following definitions of child protection:
 - PEAS defines Child Protection as the measures and structures that prevent and respond to abuse, neglect, exploitation and violence affecting children.
 - Uganda's Ministry of Gender, Labour and Social Development defines Child Protection as reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

Activity 1 – 30 minutes

1. Tell participants that PEAS takes a comprehensive child-centred approach to Child Protection.
2. Write the following words (Awareness, Prevention, Reporting, and Responding) on 4 different flipcharts and briefly explain that PEAS' work to protect children encompasses these 4 thematic areas.
3. Ask participants to pick a marker and walk around to each flipchart and write 1-2 points of how they think PEAS works in each of these 4 thematic areas to promote child protection.
4. After 10 minutes, appreciate their suggestions and wrap up by reading the following prepared points.
 - **Awareness** - PEAS will ensure that all PEAS staff and associates understand the problem of child abuse, and are aware of the need to keep children safe.
 - Part of creating awareness is done through hosting trainings for PEAS office staff, school focal people, teachers, students, school support staff and community members throughout the year.
 - Posters with key Child Protection information have also been hung around the schools.



- Termly activities at schools like Child Protection week also help to create awareness about and respect for Child Protection.
- **Prevention** - PEAS will ensure that all staff and associates minimise risks to children through awareness, risk mitigation and adoption of safe practices across our work.
 - Part of prevention is to make sure the right people are hired who are committed to protecting children. PEAS makes efforts to recruit and hire the right office staff, school focal people, teachers and school support staff to ensure child protection.
 - Another part of prevention includes educating students about child abuse, their rights and who can help them if they feel uncomfortable.
 - Everyone at PEAS should be involved in prevention – if you see something or hear about something that doesn't feel right – you have a responsibility to tell someone!
- **Reporting** - PEAS will ensure that all staff understand the procedures to follow when concerns regarding the safety of children arise.
 - PEAS has a reporting structure for issues of abuse which you will learn about in another session. It is important for all PEAS staff to understand the reporting structure and speak up if they think a child could be in danger.
 - The most important thing to remember is that PEAS takes ALL child abuse cases seriously. Children should be listened to and believed and all cases should be investigated thoroughly before coming to a conclusion. NEVER disregard a report, even if you are not sure if it is true.
- **Responding** - PEAS will promptly take appropriate action to keep children safe where concerns regarding possible abuse arise, and will take measures to prevent the reoccurrence of the concern.
 - PEAS has developed a clear investigation procedure for cases of abuse.
 - PEAS Regional staff will be trained on how to investigate and manage child abuse cases and the Child Protection Lead will support this process to ensure cases are responded to properly.

Activity 2 – 35 minutes

1. Tell participants that PEAS has put Child Protection at the centre of their operations because children are not only entitled to basic human rights, but they are also accorded special rights because they are children. Children's rights are well documented and upheld by countries and international bodies around the world, including in Uganda. For example:
 - The Ugandan government outlines child rights in the Uganda Constitution as well as a special law called the Children's Act (Amendment, 2016).
 - Regionally, the Organisation of African Unity has the OAU Charter on the Rights and Welfare of the African Child.
 - Internationally, the United Nations also stipulates children's rights in the UN Convention on the Rights of the Child (UNCRC).



2. Divide participants into small groups. Give each group several sticky notes or small pieces of paper. Ask each group to write a child right on each of their papers.
3. After 5 minutes, go from group to group and ask participants to share the child rights they thought about, without duplicating any child right that another group has said before. Write their answers on 4 flipcharts representing the four categories of Survival Rights, Protection Rights, Development Rights and Participation Rights. Ensure groups name the following child rights:
 - Survival rights
 - Right to life
 - Right to good healthcare
 - Right to live in a clean and safe environment
 - Right to clothing
 - Right to nutritious foods and clean drinking water
 - Protection rights
 - Right to be protected from work that harms them. If they do work, they have a right to be safe and paid fairly
 - Right to be protected from mistreatment
 - Right to be free from sexual abuse and any exploitation
 - Right to have adults make good decisions for them
 - Right to privacy
 - Right to be helped if they have been mistreated
 - Developmental rights
 - Right to a good quality education
 - Right to play and rest
 - Right to live with their parents, unless this is harmful – (right to live with a family who cares about them)
 - Right to meet with other children
 - Participation rights
 - Right to have a name and an identity
 - Right to have and give their opinion
 - Right to self-expression
 - Right to choose their own religion and beliefs
 - Right to speak their own language and practice their own culture
 - Right to seek legal help and be treated fairly in the justice system
 - Right to know and exercise their rights
 - Right to have their rights protected by the government

Activity 3 – 40 minutes

1. Give each group a piece of paper. Ask groups to write 'True' on one side of the paper and 'False' on the other side.



2. Tell participants that they are going to do a group quiz about the context of child protection and child rights in the country.
3. Explain that you will read a statement and groups should discuss amongst themselves and decide if they think the statement is ‘True’, ‘False’ or “Don’t Know” and hold up the corresponding sign to reflect their thoughts. Some groups will then share why they think their answer is correct.
4. Play the quiz using the following statements:
 - Children know their rights and can always speak up if their rights are violated.
 - Uganda’s culture, including its views about age and respect for elders, make it difficult for children to realise their rights.
 - No child can be harmed because the existing laws and policies don’t allow it.
 - Girls are more vulnerable to harm than boys.
 - If more adults knew the rights of children, they would be able to protect them better.
 - Only children with disabilities, orphans, street kids, and kids with HIV/AIDs are vulnerable to harm.
 - In Uganda, children do not usually have the chance to express themselves freely so it’s hard for them to protect themselves from harm or violence.
 - A child’s gender, disability, economic circumstance, and health can make them more vulnerable than other children living in the same community or even the same household.
5. Ask participants why they think it is especially important to protect the rights of children.
6. Allow a few participants to answer then explain that children are vulnerable for many reasons; even just the fact that they are children and not as physically strong as adults makes them vulnerable to harm, along with the following reasons:
 - Lack of knowledge about their rights
 - Lack of confidence to voice their rights and needs
 - Vulnerability due to illness, gender, being orphaned or homeless, having HIV/AIDS, living in a child-headed household, disability and more
 - Increasing risks and violence that make them even more powerless and vulnerable

Conclusion – 10 minutes

1. Read the key message: PEAS prioritises Child Protection in all of its operations because children have special rights which need to be protected.
2. Ask participants if they have any questions so far about PEAS’ commitment to Child Protection and child rights.

| CPD 2: Creating a Safe School and Community | | 2 hours |
|---|--|---------|
| Objective: | <ul style="list-style-type: none"> • To understand the characteristics of a safe, child-friendly school and community and think about how teachers can contribute to reaching | |



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|-------------------|--|
| | the goals and targets for Child Protection set by the School Focal People |
| Materials: | Flipchart, markers, masking tape 1 copy for each participant of Annex 1: Characteristics of a good school as defined by Raising Voices. |

Introduction – 35 minutes

1. Tell participants that in order to help their school and community be safe, non-violent and child-friendly, it is first important to define what a safe and child-friendly school looks like and how it operates.
2. Draw a line down the middle of a flipchart and write *What I loved about my schools* on one side and write *What I disliked about my schools* on the other side.
3. Ask participants to think about their experiences in primary and secondary school.
4. Ask: **What did you love about your schools? What did you dislike about your schools?**
5. Write their responses on the corresponding side of the flipchart.
6. Ask: **Based on what you loved and disliked about your primary and secondary school experience, what do you think it takes to create a good school environment?**
7. Allow a few participants to answer.
8. Explain that a good school is one where a student feels physically and psychologically safe. It is one that protects students, encourages them and gives them a voice.
 - Raising Voices, an organization in Uganda that works to prevent violence against children, defines a good school as follows:
 - A good school aims to create a violence-free learning environment within which students develop their skills and confidence to grow into creative, constructive and thoughtful members of their community.
9. Write the following points on a flipchart:
 - A safe and child-friendly school is one that:
 - Protects the rights of children
 - Encourages students to express themselves
 - Helps children to realize their full potential
10. Ask: **Do you think your primary and secondary schools fit this description? Why or why not?**
11. Allow a few participants to answer.
12. Ask: **What would you have changed about your schools to make them feel safer and more child-friendly?**
13. Discuss as a whole group for 5-10 minutes.

Activity 1 – 45 minutes

1. Tell participants that there are three main elements that help to create a safe, child-friendly school environment.



2. Ask: **What do you think are the three elements?**
3. Allow a few participants to answer then explain that according to research from Raising Voices, a good school needs these three elements:
 - Good teachers
 - A friendly learning environment
 - A good school administration
4. Ask participants to form three groups. Assign each group to brainstorm about one of the following questions:
 - What is a good teacher?
 - What makes a friendly learning environment at school?
 - What does a good school administration do?
5. Give the groups 10 minutes to brainstorm. Encourage them to draw and list their ideas on flipcharts.
6. After the brainstorm, give each group 3 minutes to present. Encourage other participants to add suggestions onto the presentations.
7. After the presentations, hand out copies of Annex 1: Characteristics of a good school as defined by Raising Voices.
8. Ask participants to read the characteristics of a good school to themselves.
9. Ask participants if they want to add any additional characteristics for what a good PEAS school looks like. For example, perhaps they want to add that a good PEAS school is completely non-violent. Ask participants to write these additions on their Annex 1.

Activity 2 – 30 minutes

1. Divide participants into small groups.
2. Give each group a flipchart paper and marker. Ask groups to draw a line down the middle of the flipchart and write 'Safe' on one side and 'Unsafe' on the other side.
3. Tell groups to list all of the characteristics that they think make their school safe for children on one side of the flipchart and all of the characteristics that they think make their school unsafe for children on the other side. Groups should use Annex 1 as a guide, but are free to have their own ideas.
4. After 20 minutes, tell groups to discuss in plenary what they think makes their school safe and unsafe for children.
5. After the discussion, share the goals and targets the School Focal People created in the Child Protection Induction training to help improve some of the weak areas in child protection at the school. Discuss how teachers can help contribute to reaching the goals and targets and write down some action points.

Conclusion – 10 minutes



1. Read the key message: A child-friendly school must have good teachers, a friendly learning environment and a good school administration. It is our duty to think about if PEAS schools are living up to the standards of a good school and make improvements where necessary.
2. Ask participants if they have any questions about the characteristics of a good, safe and child-friendly school and community.

| CPD 3: Understanding Behaviour and Using Positive Discipline | | 2 hours |
|---|---|----------------|
| Objective: | <ul style="list-style-type: none"> • To understand the importance of considering the reason for a child's behaviour before administering discipline • To appreciate how positive discipline corrects behaviour over the long-term | |
| Materials: | Flipchart, markers | |

Introduction – 10 minutes

1. Ask a participant to summarise the definition of corporal punishment and give some examples of corporal punishment. Ensure they mention the following:
 - Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
2. Ask a few participants to explain why they think corporal punishment is damaging for children and how the negative effects can even continue to damage us as adults.

Activity 1 – 45 minutes

1. Ask a few participants to tell the group about the excuses that many adults give to justify the use of corporal punishment. Examples include:
 - Spare the rod; spoil the child. (kids who aren't beaten are spoilt)
 - You have to beat kids to control them.
 - Kids don't respect you unless you beat them.
 - I only beat kids as a last resort.
 - I only beat 'reasonably'.
 - Corporal punishment is easier to give than other forms of discipline. It is faster and less effort from the teacher/parent.
 - African children must be beaten. It is our culture.
 - I was beaten as a child...why shouldn't these children also be beaten?
2. Ask: **Are there any specific circumstances when corporal punishment is justified and necessary?**



3. Ask participants to give their ideas and, if they think corporal punishment is sometimes justified, what specific circumstances warrant its use. After the brief discussion, ensure it comes out clearly that there is NEVER an appropriate time to use corporal punishment.
4. Tell participants that corporal punishment is often the solution for many adults to supposedly correct the behaviour of children. However, corporal punishment fails to address the underlying reasons for misbehaviour. Corporal punishment only instils fear and motivates the child to avoid corporal punishment in the future, not necessarily to understand why their behaviour was wrong and how to fix it.
5. Ask: **Why do you think children misbehave?**
6. Allow a few participants to answer, then tell them the following answer:
 - Children have certain emotional needs that must be met in order for them to behave well. These needs are especially important in adolescence when children are transitioning into adulthood and facing a lot of confusing changes. According to Raising Voices, these needs are:
 - The need to belong to the group they find themselves a part of
 - The need to be accepted by people who matter the most to them
 - The need to feel emotionally and physically secure
 - The need to feel respected by their peers
 - Some issues, such as late-coming, might seem like bad behaviour but are actually outside of the child's control. It is important to find out why the child is acting the way they are before jumping straight into discipline. You might find that the child is a victim themselves and unable to avoid the 'bad behaviour'.
7. Ask: **What do you think are some of the internal and external root causes of bad behaviour?**
8. Allow several participants to answer. Some possible ideas include:
 - If the child is abused, they can act out and abuse others.
 - If a child does not have parents who teach them the right behaviours, they don't learn the appropriate way to act with others.
 - Emotional distress from any number of sources can cause misbehaviour.
 - Acting out to get attention if they feel neglected.
 - Acting out in inappropriate ways they have seen their families act.
 - Acting out because they have a lot of anger and confusion in their lives.
 - Children with learning disabilities, communication challenges or mental health issues can display behaviours that look inappropriate, but are largely outside of their control. These children should be diagnosed by a medical professional before assumptions about them are made.
9. Ask: **What can happen if you immediately beat a child for bad behaviour rather than finding out why the child is acting that way?**
10. Allow a few participants to answer. Ensure they mention the following:
 - You can create resentment from the child. They may continue to misbehave just to spite you.



- You can create mistrust so that the child will never confide in you the real reason for their misbehaviour. This mistrust means the misbehaviour may never be resolved.
 - You can end up punishing a child for something that is beyond their control. This creates confusion and feelings of unfairness.
 - You can create children who only respond to the cane. They will have no incentive to behave well unless you are there to police them. They will not have any internal motivation to behave well.
 - You can stifle imagination, creativity and problem-solving abilities if the child is afraid of being beaten for getting an answer wrong or not performing exactly the way you expected.
11. Explain this simple metaphor to participants to help them understand why corporal punishment does not work:
- Caning a child is like putting a plaster on top of a heavily bleeding wound. The plaster might temporarily solve the problem and stop the bleeding (stop the bad behaviour)...but it will not help to heal the underlying reason for the bleeding. If you only cane a child rather than talking to them about their misbehaviour and trying to uncover why they are acting out, the bleeding will never stop and you will be constantly 'plastering over' the problem by caning. In the long-term, the child will not be helped and will actually be hurt even more, and you will be frustrated and tired from attempting to discipline.
12. Tell participants that understanding the reasons behind bad behaviour and working with the child using positive discipline can help to correct the behaviour permanently, rather than just temporarily beating the bad behaviour out of the child using corporal punishment. It is important to always try to uncover the reason behind the bad behaviour by talking to the child about their behaviour. If you determine that the behaviour was within the control of the child and they must receive discipline, using positive discipline is much more effective.

Activity 2 – 30 minutes

1. Ask participants to remind the group about the definition of positive discipline. Ensure participants mention the following:
 - Positive discipline means guiding children to adopt good behaviour when they break the rules by using non-violent punishments.
2. Ask participants if they remember the 4 different types of positive discipline. Ensure participants mention the following and give a few examples of each. Use the Positive Discipline poster to help support their answers.
 - Reflection
 - Reparation
 - Penalty
 - Last resort



3. Tell participants that they are going to practice identifying the underlying reason behind bad behaviour in some scenarios and determining some possible options for positive discipline, if necessary.
4. Read each of the following scenarios aloud. After each scenario, ask:
 - **What is the reason behind the bad behaviour?**
5. After deciding the root cause of the bad behaviour, ask participants to consider:
 - **If the bad behaviour requires discipline, what form of positive discipline (reflection, reparation, penalty or last resort) can be used to help the child understand his/her mistakes and reform?**
 - **If the behaviour is outside of the child's control, what can be done to help them?**

Scenario 1

John gets beaten by his father and mother at home frequently. At school, John takes his anger out on younger children and often bullies and beats them up.

Scenario 2

Martha often comes to school late because she has a long way to walk and her mother asks her to fetch water and firewood before school each morning. Sometimes this takes a long time because firewood is difficult to find and there are often long lines at the community well.

Scenario 3

Greta is very quiet in class. Her teacher gets frustrated by her because she never raises her hand to answer questions and she often answers wrongly when called on. The other students laugh at her when this happens. What no one knows is that Greta used to be caned at her old school for answering questions wrong.

Scenario 4

Susan and her friends tease Joyce, another girl in their class, for wearing old, tattered shoes. Susan's family is relatively poor and cannot afford good clothes either, but no one seems to notice because all of the attention is on Joyce.

Scenario 5

James was misbehaving in class by throwing paper airplanes around the room, so the teacher asked him to stay after school to help sweep the floor. After school, James was nowhere to be found. The next day, the teacher was furious that James disobeyed him and wanted to punish James further. James wanted to explain that he would be beaten by his father if he did not return home immediately after school to help with the livestock.

6. After discussing each scenario together, ask participants if they have any other examples of children who misbehaved and what the real underlying reason behind the behaviour was.



Discuss the importance of getting to the root cause of the behaviour before administering any punishments.

Activity 3 – 25 minutes

1. Divide participants into small groups.
2. Ask groups to think of a list of possible positive discipline strategies they can use.
 - Participants should think creatively and also draw on their experience to think of as many positive discipline strategies as possible.
 - Participants should sort their discipline ideas into the four categories: reflection, reparation, penalty and last resort.
3. After 30 minutes, ask groups to share their ideas with the whole group. Share some of the positive discipline strategies you learned during your induction training to supplement the teachers' lists.

Conclusion – 10 minutes

1. Read the key message: Corporal punishment is damaging for children and ultimately ineffective for achieving long-term behavioural improvements. It is important to always talk to the child and find out the underlying reason for their bad behaviour and if their behaviour is even within their control. If it is within their control, using positive discipline can help correct the behaviour permanently because the child will understand what he/she is doing wrong and what appropriate behaviour is expected instead.
2. Ask participants if they have any other questions about the importance of uncovering the underlying reason for bad behaviour and using positive discipline strategies instead of corporal punishment.

| CPD 4: Recognizing Child Abuse | | 2 hours |
|--------------------------------|---|---------|
| Objective: | <ul style="list-style-type: none">• To explore the different types of child abuse | |
| Materials: | Flipchart, markers 1 copy for each participant of Annex 2: Common Signs of Child Abuse | |

Introduction – 15 minutes

1. Hang up 4 flipcharts around the room and label each of them with one of the following types of abuse:
 - Physical
 - Sexual
 - Emotional/psychological
 - Neglect
2. Ask participants to give a definition of each word. Ensure they mention:



- Physical abuse is any act in which physical force is used to cause some form of pain or discomfort to the child.
- Sexual abuse is the involvement of a child in sexual activity with another person.
- Emotional/psychological abuse is any act or behaviour that makes a child feel he/she is worthless, unloved, unwanted or endangered.
- Neglect is the failure to meet the child's physical or psychological needs.

Activity 1 – 30 minutes

1. Divide participants into 5 groups and ask each group to stand in front of a flipchart.
2. Tell groups they will have 1 minute to write down as many examples of that type of abuse as they can on the flipchart. For example, 'hitting' is an example of physical abuse. After 1 minute, they will rotate to another flipchart and will have another 1 minute to add to the list of abuses already there. This process will continue until all groups have had a chance to contribute to all 5 flipcharts.
3. When groups are back to their original flipchart, ask one participant from each group to read the full list of example abuses on the flipchart.
4. Start a discussion about how different examples of abuse can actually be several different types of abuse. Give the example of how sexual abuse is often also physical abuse and emotional abuse. Ask participants to name other ways that abuses can overlap across the different types.
5. Now ask groups to brainstorm some of the signs and symptoms they think a child who is experiencing abuse might exhibit. These could be related to the way the child looks, acts, or something they say.
6. After 5 minutes, ask groups to share some of their ideas.
7. Give participants a copy of Annex 2: Common Signs of Child Abuse.
8. Ask participants to read the signs of child abuse quietly to themselves for a few minutes.

Activity 2 – 65 minutes

1. Remind participants that there might be times when they suspect abuse is happening to a child at school. This suspicion could come after interacting directly with a child, simply by observing behaviours or actions at schools, hearing rumours about abuse, and many other possible ways.
2. Tell participants that they are going to participate in a 'walking debate' to think about some of the potential scenarios they might encounter.
3. Go around the room and hang up pieces of paper that read 'physical abuse', 'sexual abuse', 'emotional abuse', 'neglect' and 'more than one kind of abuse'. Ensure the signs are spaced out from each other.
4. Explain to participants that you are going to read out some scenarios and they should decide if they think there might be evidence of physical abuse, sexual abuse, emotional abuse, neglect or more than one kind of abuse.
5. After deciding, participants should walk to the sign which corresponds to their answer.
6. After participants pick their individual answers by walking to the signs, you will ask one or two participants from each side to explain what kind of abuse they think it could be.



7. Do the walking debate using the following scenarios. After each scenario, ask participants why they picked their answers. Use the supporting information below each scenario to correct or add to their response.
- Ann wakes up every morning at 4am to go to the well to fetch water before she has to go to school. Her school is 10km away from home and she is always late. When she gets to school she is tired and has a hard time staying awake. Her grades have suffered and she always performs poorly. Her teacher calls her stupid and her classmates laugh at her. When she goes back home, she has to do housework and her step-mother abuses her when she slacks. What kind of abuse did Ann face?
 - This is **neglect** because she is forced to do an unfair amount of domestic work. It is **emotional abuse** because her teacher, classmates and step-mother tease and degrade her.
 - Boys in the boarding section reported that they are beaten by their teachers and forced to do manual labour as a form of punishment. What kind of abuse did the boys face?
 - This is **physical abuse** because it is corporal punishment. It is also important to highlight that corporal punishment is **emotional abuse** as well.
 - During the school holiday, it is Alice's job to help with cooking at home. One day, she burnt the food. Her step mother got angry and yelled at her. She said she was useless, lazy and called her a prostitute. What kind of abuse did Alice face?
 - This is **emotional abuse** because Alice is degraded for making an honest mistake.
 - Bobby is a 17 year boy in Senior 4 and he struggles in mathematics. His female mathematics teacher offered to give him extra lessons and he accepted. His teacher told him that he should visit her in the evenings to receive extra help. One day she tried to take advantage of him by telling him she would give him a good grade if he had sex with her. What kind of abuse did Bobby face?
 - This is **sexual abuse** because the teacher is an adult and tried to defile a child. This might also be **emotional abuse** because Bobby is forced to make a difficult decision that he should not have to be exposed to.
 - Joy is 17 years old. Her boyfriend, Andrew, is 19 and they are sexually active. One day, Joy found out that she was pregnant. Andrew refused to take responsibility and he ran away from the village. Joy told her father what happened and he was very furious and beat her. Joy's mother told her that she was now worthless to the family so she had to quit school and get married to one of the men in the village who offered to take care of her. What kind of abuse did Joy face?
 - This is **sexual abuse** because Andrew is an adult and they were sexually active. It is **physical abuse** because her father beat her. It is **emotional abuse** because her parents make her feel worthless and force her to get married.
 - Rose's parents always make her fetch water after dark. When Rose fetches water, she usually passes a man who yells sexual things at her. When Rose told her parents about it and asked not to fetch water after dark, they told her this was her responsibility and



they made her continue to do it. One evening the man defiled Rose and she reported him to the police. However, the man came to an agreement with her parents and paid 700,000 UGX to avoid being taken to prison. What kind of abuse did Rose face?

- This is **sexual abuse** because Rose was sexually harassed and defiled. It is **neglect** because her parents forced her to fetch water after dark even when she told them she was scared and they did not help her follow up her police case against her abuser.

Conclusion – 10 minutes

1. Read the key message: Children can experience sexual abuse, physical abuse, emotional abuse and/or neglect. It is important that teachers are aware of the possible signs that a child is being abused and try to help them if abuse is suspected.
2. Ask participants if they have any questions about identifying different kinds of child abuse.

| CPD 5: Working with the Community | | 1 hour 30 min |
|-----------------------------------|--|---------------|
| Objective: | <ul style="list-style-type: none"> • To identify which community actors can be engaged with work with schools to ensure child protection in the community • To practice using strategies to work with communities to resolve potential child protection issues | |
| Materials: | Flipcharts, markers | |

Introduction – 20 minutes

1. Tell participants that maintaining good relationships between the school and the local community are extremely important for ensuring the safety of PEAS students. As such, teachers have a duty to help create and maintain a good relationship with the local community so that there can be collaboration when child protection issues arise.
2. Ask: **Which community actors might be involved in Child Protection?**
3. Allow a few participants to answer. Ensure they mention:
 - Local leaders like LC1
 - Religious or social leaders
 - Parents or other community members
 - Other schools
 - NGOs or Community-based organisations (CBOs)
 - Health workers
 - Statutory actors such as police, Probation Officers, Social Welfare Officers and Community Development Officers
4. Hang 3 flipcharts around the room. Each flipchart should have one of the following titles:



- Awareness
 - Prevention
 - Response
5. Divide participants into 3 groups and assign each group to one of the flipcharts. Tell groups to brainstorm how schools can engage with the community in respect to their element of child protection. For example:
 - How can the school engage with the community to **raise awareness** about child protection?
 - How can the school engage with the community to **prevent child abuse**?
 - How can the school engage with the community to **respond to cases of child abuse**?
 6. After 5 minutes, ask a member of each group to read out the ideas on their flipchart. Discuss the best ideas on each flipchart as a whole group.

Activity 1 – 60 minutes

1. Divide participants into 6 groups.
2. Assign each group 1 of the following scenarios. For each scenario, groups should think about how the school can engage the community to help resolve the child protection issue.

Scenario 1

Jenna is always coming to school late. You are Jenna's teacher and you are concerned about her, so you asked her what is going on. She said that her mother always makes her fetch water early in the morning and it often makes her late for school. What can you do to help Jenna and also maintain a good relationship with her mother?

Scenario 2

Henry's father is an alcoholic. Community members always see him at the local bar and stumbling down the street at all hours of the day. Whenever he is at home, he beats Henry until he can barely walk. Henry confides in you about his situation. How can the school work with the community to protect Henry?

Scenario 3

You are a PEAS teacher and you know that corporal punishment is not allowed at school. Plus, you know that corporal punishment has a lot of damaging effects so you personally don't believe in using it. However, the parents of your students don't feel the same way. Parents of different students come to see you regularly to encourage you to cane their children when they need to be disciplined. You know you can't do that – what do you do with these parents?

Scenario 4



You have 4 female students in your class who walk together every day to school. Lately they have been complaining about men who hang around on the road and harass them. You are worried about these girls' safety. What can you do to work with the community to fix this?

Scenario 5

A group of boys at school are always teasing and harassing other students. Their fathers are important business owners in the nearby village and you fear disciplining the boys and getting in trouble with their fathers. What can the school do to fix this situation so that all students at school can feel safe?

Scenario 6

A 14 year old girl in your class recently told you that her parents are planning to marry her off soon to an older man in her home village. You know this girl is very smart and has a lot of potential. You feel sad that her education might be cut short by early marriage. What can you do to protect this child?

3. After 15 minutes, groups should share their ideas for involving the community to resolve the child protection issue. Example ideas include:
 - Educating the community about their roles and responsibilities
 - Helping community members to understand their rights and help them demand for accountability from statutory actors
 - Bringing some parents to school to take part in a community council to deal with child protection issues
 - Helping to find parents who are willing to foster children in danger temporarily
 - Educating parents about their roles to protect their children and help their children exercise their rights
4. After the group has shared their ideas, allow other groups to give feedback or contribute new solutions for the problem.
5. Continue in this way until all 6 groups have had a chance to share and receive feedback.
6. Bring up the practice of corporal punishment and how it is very common in our students' homes.
 - Ask: **What would you say to a parent who uses corporal punishment?**
7. Allow a few participants to share their ideas. Emphasize the importance of discussing the damaging effects of corporal punishment, how it is not effective in the long-term because it does not address the root cause of bad behaviour and how positive discipline is a better and more productive alternative.

Conclusion – 10 minutes

1. Read the key message: School Focal People have a duty to work with their surrounding communities. Schools need the support of their communities to help keep children safe and resolve Child Protection issues when they arise. It is important to create and maintain a good relationship for the benefit of PEAS students.



2. Ask participants if they have any questions about helping schools work with community members to improve child protection in the community.

| CPD 6: Positive Discipline Review | | 1 hour 30 min |
|--|--|----------------------|
| Objective: | <ul style="list-style-type: none"> • To recap what participants know about corporal punishment and positive discipline • To collaborate about positive discipline strategies | |
| Materials: | 1 object that can be safely tossed Flipchart and markers | |

Introduction – 15 minutes

1. Ask participants to stand in a circle.
2. Explain that you are going to toss an object to someone in the circle. When they catch the object, they should mention something they know about:
 - The damaging effect of corporal punishment;
 - The benefits of positive discipline; or
 - A positive discipline strategy.

After sharing their idea, they should toss the object to someone else in the circle.

3. Start the activity by tossing the object to someone in the circle. Continue like this until everyone has had a chance to recap what they know about corporal punishment and positive discipline.

Activity 1 – 65 minutes

1. Divide participants into small groups of 4-5 people.
2. Give each group a flipchart and markers.
3. Tell participants that today they will be discussing the successes and challenges they have faced with using positive discipline in their classrooms.
4. Tell groups to draw a line down the middle of their flipchart. Label one side with 'Successes' and the other side with 'Challenges'.
5. Ask groups to spend some time discussing and writing down the major successes they have seen from using positive discipline. Their conversation could focus on:
 - Which positive discipline strategies have worked best and why
 - How children have reacted positively to this type of discipline
 - The positive changes you have seen from your students by using positive discipline
6. After 20 minutes, ask groups to spend some time discussing and writing down some of the challenges they have faced using positive discipline. Their conversation could focus on:
 - Which positive discipline strategies have not worked for you and why
 - How children have reacted negatively to positive discipline



- The hesitations you still have about using positive discipline instead of corporal punishment
7. After 20 minutes, ask groups to share the successes and challenges with positive discipline they discussed and wrote about on their flipcharts. Be sure to discuss each challenge and discuss some possible solutions as a whole group.
 8. As a whole group, create a master list of all of the teachers' favourite positive discipline strategies. Ensure all teachers clearly understand each positive discipline strategy.

Trainer Note: When discussing positive discipline strategies, listen keenly and ensure each strategy teachers mention is really an example of positive discipline. If you hear teachers discuss using any strategy that physically, emotionally or verbally hurts children, emphasise that corporal punishment is banned in Ugandan schools and help them think of an alternative positive discipline strategy they can use in its place.

Conclusion – 10 minutes

1. Read the key message: Corporal punishment can have serious physical emotional/psychological, behavioural and developmental consequences for children. It is banned in Ugandan schools and PEAS strictly upholds this ban. Instead, PEAS encourages the use of positive discipline because it teaches children what they have done wrong and guides them to correct behaviour in a non-violent way.
2. Ask participants if they have any questions about the PEAS policy on corporal punishment, the disadvantages of using corporal punishment and the benefits of using positive discipline.

| Bonus: Successes and Challenges | | 1 hour 30 min |
|---------------------------------|---|---------------|
| Objective: | <ul style="list-style-type: none"> • To reflect on the successes and challenges of this PEAS school in regards to Child Protection | |
| Materials: | 6 sticky notes (or paper with tape attached) for each participant | |

Introduction – 15 minutes

1. Congratulate teachers on a job well done this year and for their hard work learning about child protection during these trainings.
2. Ask participants to share a few things they enjoyed about the training sessions and a few things they would like to see improved for next year. Write down their ideas to reflect on later.

Activity 1 – 70 minutes

1. Tell participants that they are going to think about the successes they feel they had at school this year in terms of improving child protection.
2. Give each participant 3 sticky notes or pieces of paper with tape attached.



3. Ask participant to write **3 things they feel the school did well related to Child Protection** this past year.
 - This could be something they have witnessed at the school, policies that were created or enforced, trainings that were held, children who were helped, parents' mind sets that were changed, aspects of community Child Protection practices that have improved or any other achievement related to Child Protection.
4. After everyone has had a chance to write, ask participants to stick their notes to a wall.
5. Ask one volunteer to read out each note and start grouping them into categories/groups of similar notes.
6. After the ideas have been sorted into manageable categories, analyse the findings as a group:
 - What are the most commonly named achievements for the school in terms of Child Protection?
 - What are some of the best and most encouraging stories related to Child Protection?
 - What are we doing well? Why are we doing this well? Who is doing an especially good job?
7. Write down the findings and take a picture of the sticky note wall for later. Sharing these results and positive thoughts can be used to start off the conversation in the next year of training on an encouraging note.
8. Tell participants that it is equally important to think about areas where the school still needs to improve on Child Protection. Areas of improvement should not be seen as failures. Instead, it is important to face challenges head on and work towards fixing them.
9. Give each participant 3 sticky notes or pieces of paper with tape attached.
10. Ask participant to write **3 things they feel the school needs to improve related to Child Protection**.
 - This could be something they have witnessed at the school, policies that were not enforced well, confusion at trainings, children who dropped out or were not helped adequately to stay in school, parents' mind sets that still need improvement, aspects of community Child Protection practices that are still poor or any other area of improvement related to Child Protection.
11. After everyone has had a chance to write, ask participants to stick their notes to a wall.
12. Ask one volunteer to read out each note and start grouping them into categories/groups of similar notes.
13. After the ideas have been sorted into manageable categories, analyse the findings as a group:
 - What are the most commonly named areas of improvement for the school in terms of Child Protection?
 - What do we need to do better? Why aren't we doing this well?
 - What are suggestions for improvement (policies, enforcement, training needed, additional supervision and support etc.)?
14. Write down the findings and take a picture of the sticky note wall for later. Keeping these results can be beneficial next year when you start off and seek to improve on the Child Protection situation in schools and communities.



Conclusion – 5 minutes

1. Thank teachers for participating in this reflection session and reiterate that improving Child Protection is a process and they are making great strides each year to ensure children are safe and happy at school.



Training for Students

| Session 1: Introduction to Child Protection | | 1 hour |
|---|---|--------|
| Objective: | <ul style="list-style-type: none">To introduce PEAS child-centred approach to Child Protection and explore some of the special rights accorded to children by international, regional and national policies | |
| Materials: | Flipcharts, markers, several sticky notes or small pieces of paper | |

Introduction – 5 minutes

1. Ask students to write down what they think ‘child protection’ means.
2. After 2 minutes, ask a few students to share their definitions then read the following definition of child protection:
 - PEAS defines Child Protection as the measures and structures that prevent and respond to abuse, neglect, exploitation and violence affecting children.

Activity 1 – 25 minutes

1. Tell students that PEAS takes a comprehensive, child-centred approach to Child Protection.
2. Write each of the following on separate pieces of paper. Place each of the papers around the room with a pen next to it.

Awareness

PEAS wants everyone including students, teachers, school staff, community members, parents and PEAS staff to be aware of child abuse and how to recognize it.

It is especially important for students to be aware of their rights so they can demand that others respect them.

Prevention

PEAS wants to prevent abuse at school by making sure to hire the right teachers and staff to work with children and keep them safe.

When students are educated about their rights and empowered to demand for their rights to be respected, some abuse can be prevented.

Everyone at PEAS should be involved in prevention – if you see something or hear about something that doesn’t feel right – you have a responsibility to tell someone!



Reporting

PEAS encourages everyone to report suspected cases of abuse. Even if you are not entirely sure that you or a friend are experiencing abuse, you can tell someone at school and get help.

PEAS teachers and staff are trained to listen to students and take them seriously. So speak up if you or someone you know is in trouble.

Responding

PEAS has procedures in place to take all reports of abuse seriously. The Head Teacher and/or PEAS staff will promptly investigate any reported case of abuse and work to support the student(s) who have been affected by abuse.

PEAS takes a 'child-centred approach' which means that the well-being of the student affected by abuse is always considered and the student is involved in helping decide what to do to make the situation better. The situation is kept confidential so that students can maintain their privacy.

3. Split students into 4 groups and assign each to one of the 4 papers you put around the room which explain the PEAS approach to Child Protection.
4. Tell groups to read their paper, discuss what it means and write any questions or comments they have about what it says on the paper.
5. After 3 minutes, tell groups to rotate. Repeat this process until all groups have read, discussed and commented on each paper.
6. Ask one group to read the questions/comments aloud on their paper and do your best to answer them. If you don't know the answer to a question, tell students you will find out the answer and tell them in the next training session.

Activity 2 – 25 minutes

1. Tell students that PEAS takes Child Protection seriously because children are not only entitled to basic human rights, but they are also afforded special rights because they are children. Children's rights are well documented and upheld by countries and international bodies around the world, including in Uganda. For example:
 - The Ugandan government outlines child rights in the Uganda Constitution as well as a special law called the Children's Act.



- Regionally, the Organisation of African Unity has the OAU Charter on the Rights and Welfare of the African Child.
 - Internationally, the United Nations also stipulates children's rights in the UN Convention on the Rights of the Child.
2. Split students into small groups. Give each group several sticky notes or small pieces of paper. Ask each group to write a child right on each of their papers.
 3. After 5 minutes, go from group to group and ask students to share the child rights they thought about, without duplicating any child right that another group has said before. Write their answers on 4 flipcharts representing the four categories of Survival Rights, Protection Rights, Development Rights and Participation Rights. Ensure groups name the following child rights:
 - Survival rights
 - Right to life
 - Right to good healthcare
 - Right to live in a clean and safe environment
 - Right to clothing
 - Right to nutritious foods and clean drinking water
 - Protection rights
 - Right to be protected from work that harms them. If they do work, they have a right to be safe and paid fairly
 - Right to be protected from mistreatment
 - Right to be free from sexual abuse and any exploitation
 - Right to have adults make good decisions for them
 - Right to privacy
 - Right to be helped if they have been mistreated
 - Developmental rights
 - Right to a good quality education
 - Right to play and rest
 - Right to live with their parents, unless this is harmful – (right to live with a family who cares about them)
 - Right to meet with other children
 - Participation rights
 - Right to have a name and an identity
 - Right to have and give their opinion
 - Right to self-expression
 - Right to choose their own religion and beliefs
 - Right to speak their own language and practice their own culture
 - Right to seek legal help and be treated fairly in the justice system
 - Right to know and exercise their rights
 - Right to have their rights protected by the government

Conclusion – 5 minutes



1. Read the key message: PEAS prioritises Child Protection in all of its operations because children have special rights which need to be protected.
2. Ask participants if they have any questions so far about PEAS' commitment to Child Protection and child rights.

| Session 2: The Damaging Effects of Corporal Punishment | | 1 hour |
|--|--|--------|
| Objective: | <ul style="list-style-type: none"> • To define corporal punishment and understand the long-term negative consequences of using it to discipline children • To understand the basis of PEAS' policy for banning corporal punishment | |
| Materials: | Flipcharts, markers | |

Introduction – 15 minutes

1. Tell participants to turn to a partner and create a definition for 'corporal punishment'.
2. After 2 minutes, share the PEAS definition of corporal punishment:
 - Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
3. Ask: **What are some examples of corporal punishment?**
4. Allow several students to answer. Examples are:
 - Hitting (smacking, slapping, spanking) children with the hand or with an implement— whip, stick, belt, shoe, wooden spoon, etc.
 - Kicking
 - Shaking
 - Throwing
 - Scratching
 - Pinching
 - Burning
 - Scalding
 - Forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices or chemicals).
 - Non-physical forms of punishment which are also cruel and degrading:
 - Any punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Activity 1 – 15 minutes

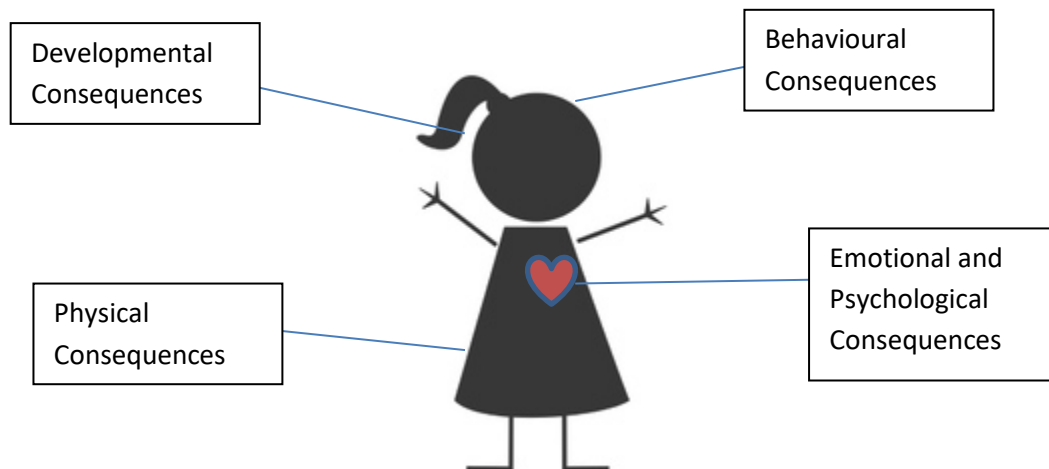
1. Divide participants into small groups of 4 or 5.



2. Tell groups to discuss the following questions. After reading each question, give groups a few minutes to discuss and then ask groups to share their thoughts:
 - **Do you think corporal punishment is good or bad for children? Why do you think this?**
 - **How have you felt when someone used corporal punishment on you? Did it help to reform your behaviour or did you feel a different way?**

Activity 2 – 25 minutes

1. Divide participants into small groups and give each group a flipchart paper and marker.
2. Tell participants to draw a picture of a child on their flipchart like the one below:



3. Tell groups to think of the possible physical, emotional/psychological, behavioural and developmental consequences for using corporal punishment on a child and list them on their picture.
4. After 15 minutes, ask groups to share their lists. The following are examples of potential consequences:
 - Physical consequences
 - Painful injuries
 - Costly injuries which require medical attention
 - Permanent deformation (blindness, deformed bones, broken teeth, etc.)
 - Brain damage
 - Death
 - Emotional and psychological consequences
 - Anger and aggression
 - Shame and humiliation
 - Low/damaged self-esteem
 - Low self-respect
 - Depression and hopelessness
 - Fear or anxiety about going home or to school
 - Behavioural consequences
 - Bullying and beating other children (especially younger or smaller children)



- Inability to concentrate
- Acting out at school/misbehaving in the classroom
- Developmental consequences
 - Children may become withdrawn and fearful
 - Difficulty socialising
 - Fear of communicating with adults
 - Learning challenges
 - Difficulty forming healthy relationships for fear of rejection, humiliation or violence
- 5. Tell participants that corporal punishment in schools has been banned by the Government of Uganda and PEAS schools uphold that ban. Explain that this is because corporal punishment has been shown to cause:
 - Physical consequences like painful injuries, brain damage and even death
 - Emotional and psychological consequences such as anger, shame, low self-esteem, fear and depression
 - Behavioural consequences such as bullying other children and more bad behaviour
 - Developmental consequences such as difficulty having healthy relationships and communicating with others
- 6. Tell groups to discuss the following questions. After reading each question, give groups a few minutes to discuss and then ask groups to share their thoughts:
 - **What do you think about the policy in this school to ban corporal punishment?**
 - **What are your *rights* in regards to corporal punishment?**
 - **What are your *responsibilities* for behaving and obeying school rules, even though corporal punishment is not used at school?**

Conclusion – 5 minutes

1. Read the key message: Corporal punishment can have serious physical, emotional/psychological, behavioural and developmental consequences for children. It is banned in Ugandan schools and PEAS strictly upholds this ban.
2. Ask participants if they have any questions about the PEAS policy on corporal punishment and the harmful effects of corporal punishment.

| Session 3: Positive Discipline | | 1 hour |
|--------------------------------|---|--------|
| Objective: | <ul style="list-style-type: none"> • To explore the meaning of positive discipline and specific positive discipline strategies • To understand students' role in creating harmony at school by respecting positive discipline | |
| Materials: | Flipcharts, markers, Positive Discipline poster | |



Introduction – 10 minutes

1. Ask a few participants to recap the damaging effects that corporal punishment can have on children.
2. Tell participants that it is their RIGHT to study in a school that is violence-free, where there is NO corporal punishment.
3. Ask: **Corporal punishment is not allowed in this school, but what would happen if there were no rules or consequences for breaking the rules? Would it be a safe, good place to learn and teach for everyone? Why or why not?**
 - The result of this discussion should be that accepting non-violent forms of discipline and following the rules is important for keeping everyone at school safe and well-behaved. Although we do not allow corporal punishment at this school, we must have some kind of discipline to give consequences when necessary and maintain order.

Activity 1 – 15 minutes

1. Explain the following about positive discipline:
 - Even though no corporal punishment is allowed in PEAS schools, it does not mean that no discipline is allowed. Students still need to behave well and treat their fellow students and teachers with respect. If a student misbehaves, he/she must face some consequences. This ensures the school is a safe and good place to learn for everyone.
2. Show students the Positive Discipline poster.
3. Explain that teachers in this school are trained to use positive discipline strategies. Positive discipline:
 - Is focused on correcting behaviour
 - Is focused on helping students learn
 - Should not humiliate the student
 - Should not treat students harshly when they make honest mistakes
4. Discuss each of the positive discipline strategies shown on the poster.
 - **Reflection positive discipline strategies** are used for minor day-to-day problems, to help students think about their behaviour
 - **Reparation positive discipline strategies** are used for offenses that cause damage, to help students take responsibility for their actions
 - **Penalty positive discipline strategies** are used for on-going problems, to help students understand consequences
 - **Last resort positive discipline strategies** are used for very serious offences, to help students rehabilitate.

Activity 2 – 20 minutes

1. Divide participants into small groups of 3 or 4.
2. Ask each of the following questions. After asking each question, give students 2 minutes to discuss their answers in their groups. After all questions have been asked, start a general



discussion on positive discipline and students' responsibility to obey teachers when they use positive discipline strategies.

- **Do you think these positive discipline strategies are fair to you as students? Why or why not?**
- **How does positive discipline help to create a safe and friendly school for all students?**
- **Do you think positive discipline is a better alternative for students instead of corporal punishment? Why or why not?**
- **Some students might think that positive discipline is not as serious as corporal punishment, but how can a student's education and future be impacted if they misbehave and receive a disciplinary action such as those of "Last Resort"?**
- **Imagine that you broke a school rule and a teacher used a positive discipline strategy to discipline you. How would you react?**
- **What is your responsibility to respect teachers who use positive discipline? How does respecting positive discipline strategies help to keep corporal punishment out of our school?**

Activity 3 – 10 minutes

1. After discussing the questions above for 15 minutes, give each group a flipchart and ask them to draw a line down the middle. They should label one side of the flipchart 'Not allowed' and another side of the flipchart 'Allowed'.
2. Ask: **What kinds of punishments are corporal punishment and should not be allowed at our school? Write down some examples on one side of your flipchart.**
3. Ask: **What kinds of punishments are positive discipline and can be allowed at our school? Write down some examples on one side of your flipchart.**
4. After 10 minutes, ask groups to share a few examples of punishments that are and are not allowed at our school.

Conclusion – 5 minutes

1. Read the key message: Corporal punishment has long-lasting effects on most people. It is important for PEAS teachers to use positive discipline and for students to obey school rules and respect teachers when they use positive discipline.
2. Ask participants if they have any questions about positive discipline.

| Session 4: Creating a Safe School and Community | | 1 hour |
|---|---|--------|
| Objective: | <ul style="list-style-type: none">• To brainstorm about the characteristics of safe schools and communities• To reflect on if our school and community is safe | |



| | |
|-------------------|---|
| | <ul style="list-style-type: none"> To brainstorm about what students can do to make the school safer |
| Materials: | Flipcharts, markers |

Introduction – 25 minutes

- Tell participants that they are going to brainstorm about what makes a school and a community safe for students.
- Hang up 5 flipcharts around the space and place markers next to each.
- Write one of the following statements at the top of each flipchart.
 - In a safe school, the administration _____
 - In a safe school, the teachers _____
 - In a safe school, the students _____
 - In a safe community, the parents _____
 - In a safe community, the community members _____
- Tell students to stand next to one of the flipcharts and 'fill in the blank' with as many different ideas as they can think of in 1 minute.
- After 1 minute, tell groups to move to the flipchart on their right and write their ideas on that flipchart for another minute.
- Continue in this way until all groups have had a chance to contribute to each flipchart.
- After groups have finished writing on all flipcharts, ask one student from each group to summarise the results of the brainstorm for each flipchart. Ensure the following messages come out clearly:
 - In a safe school, the administration:
 - Listens to and respects students
 - Works to ensure the physical environment is safe for students
 - Works to ensure students have all of their basic needs met (good shelter, food, water, etc.)
 - Monitors teachers and ensures they treat students well and don't use corporal punishment
 - Does not abuse students who require discipline
 - Helps to report and resolve issues of abuse that happen to students
 - In a safe school, the teachers:
 - Listen to and respect students
 - Do not use corporal punishment
 - Do not abuse students
 - Give students opportunities to learn and grow
 - Support students when they need help
 - In a safe school, the students:
 - Respect the administration, teachers and staff
 - Respect the rules of the school
 - Respect themselves and others



- Help keep the school clean
- Help fellow students in need
- Do not bully, tease or gossip about each other
- Do not abuse fellow students
- Report abuse to a trusted adult if they see it or hear of it happening
- In a safe community, the parents:
 - Listen to and respect their children
 - Do not use corporal punishment or any form of abuse
 - Guide their children to make good decisions in a non-violent way
 - Support their students to go to school
- In a safe community, the community members:
 - Work together to keep children safe
 - Are good role models for all children
 - Work with the school to keep the community safe
 - Do not harass or tease students on the way to school
 - Do not abuse any children

Activity 1 – 30 minutes

1. Tell groups to think about the results of the brainstorm and discuss the following questions:
 - Is our school safe for students? Why or why not?
 - Is our community safe for children and students? Why or why not?
2. After 10 minutes, ask some groups to share their ideas. Take note of how students think their school and community is unsafe and discuss their concerns with the Child Protection Focal People at school later.
3. Tell participants that creating a safe school starts with individuals. Students have a responsibility to do what they can to make their school safe.
4. Tell groups to think about the following question and discuss it in their groups:
 - Does our school have a bullying problem between students?
 - If so, what can students do to prevent bullying?
 - Are you following the school rules and regulations which you signed and promised to uphold?
 - Are you contributing to ensuring our school is safe for everyone?
5. After 10 minutes, ask some groups to share their ideas. Write a master list of their ideas for preventing bullying on a flipchart.

Conclusion – 5 minutes

1. Read the key message: A child-friendly school must have good teachers, a friendly learning environment, a good school administration and students who treat each other with respect. It is each of our duties to think about if we are creating a good and safe school and, if not, what we can do as individuals to make it better.



2. Ask participants if they have any questions about the characteristics of a good, safe and child-friendly school and community.

| Session 5: Recognising Child Abuse | | 1 hour |
|------------------------------------|---|--------|
| Objective: | <ul style="list-style-type: none"> To explore the different types of child abuse | |
| Materials: | Flipchart, markers | |

Introduction – 10 minutes

1. Ask: **Who do you think has a responsibility to protect children and report abuse?**
2. Allow a few participants to answer. Ensure they mention:
 - o Everyone has a responsibility to protect children and report abuse. This includes students, teachers, school support staff, school focal people and ALL PEAS staff, regardless of their position.
3. Tell participants that since everyone has a responsibility to report abuse if they see it happening or hear about it happening, it is important to get familiar with some of the different types of abuse and common examples of each type of abuse.
4. Hang up 4 flipcharts around the room and label each of them with one of the following types of abuse:
 - o Physical
 - o Sexual
 - o Emotional/psychological
 - o Neglect
5. Briefly explain the definition of each type of abuse:
 - o Physical abuse is any act in which physical force is used to cause some form of pain or discomfort to the child.
 - o Sexual abuse is the involvement of a child in sexual activity with another person.
 - o Emotional/psychological abuse is any act or behaviour that makes a child feel he/she is worthless, unloved, unwanted or endangered.
 - o Neglect is the failure to meet the child's physical or psychological needs.

Activity 1 – 10 minutes

1. Divide participants into 5 groups and ask each group to stand in front of a flipchart.
2. Tell groups they will have 1 minute to write down as many examples of that type of abuse as they can on the flipchart. For example, 'hitting' is an example of physical abuse. After 1 minute, they will rotate to another flipchart and will have another 1 minute to add to the list of abuses already there. This process will continue until all groups have had a chance to contribute to all 5 flipcharts.



3. When groups are back to their original flipchart, ask one participant from each group to read the full list of example abuses on the flipchart.
4. Start a discussion about how different examples of abuse can actually be several different types of abuse. Give the example of how sexual abuse is often also physical abuse and emotional abuse. Ask participants to name other ways that abuses can overlap across the different types.

Activity 2 – 35 minutes

1. Tell participants that they are going to participate in a ‘walking debate’ to think about some examples of the different types of child abuse.
2. Go around the room and hang up pieces of paper that read ‘physical abuse’, ‘sexual abuse’, ‘emotional abuse’, ‘neglect’ and ‘more than one kind of abuse’. Ensure the signs are spaced out from each other.
3. Explain to participants that you are going to read out some scenarios and they should decide if they think there might be evidence of physical abuse, sexual abuse, emotional abuse, neglect or more than one kind of abuse.
4. After deciding, participants should walk to the sign which corresponds to their answer.
5. After participants pick their individual answers by walking to the signs, you will ask one or two participants from each side to explain what kind of abuse they think it could be.
6. Do the walking debate using the following scenarios. After each scenario, ask participants why they picked their answers. Use the supporting information below each scenario to correct or add to their response.
 - Ann wakes up every morning at 4am to go to the well to fetch water before she has to go to school. Her school is 10km away from home and she is always late. When she gets to school she is tired and has a hard time staying awake. Her grades have suffered and she always performs poorly. Her teacher calls her stupid and her classmates laugh at her. When she goes back home, she has to do housework and her step-mother abuses her when she slacks. What kind of abuse did Ann face?
 - This is **neglect** because she is forced to do an unfair amount of domestic work. It is **emotional abuse** because her teacher, classmates and step-mother tease and degrade her.
 - Boys in a boarding school reported that they are beaten by their teachers and forced to do manual labour as a form of punishment. What kind of abuse did the boys face?
 - This is **physical abuse** because it is corporal punishment. It is also important to highlight that corporal punishment is **emotional abuse** as well.
 - During the school holiday, it is Alice’s job to help with cooking at home. One day, she burnt the food. Her step mother got angry and yelled at her. She said she was useless, lazy and called her a prostitute. What kind of abuse did Alice face?
 - This is **emotional abuse** because Alice is degraded for making an honest mistake.
 - Bobby is a 17 year boy in Senior 4 and he struggles in mathematics. His female mathematics teacher offered to give him extra lessons and he accepted. His teacher told



him that he should visit her at her home to receive extra help. One day she tried to take advantage of him by telling him she would give him a good grade if he had sex with her. What kind of abuse did Bobby face?

- This is **sexual abuse** because the teacher is an adult and tried to defile a child. This might also be **emotional abuse** because Bobby is forced to make a difficult decision that he should not have to be exposed to.
 - Joy is 17 years old. Her boyfriend, Andrew, is 19 and they are sexually active. One day, Joy found out that she was pregnant. Andrew refused to take responsibility and he ran away from the village. Joy told her father what happened and he was very furious and beat her. Joy's mother told her that she was now worthless to the family so she had to quit school and get married to one of the men in the village who offered to take care of her. What kind of abuse did Joy face?
 - This is **sexual abuse** because Andrew is an adult and they were sexually active. It is **physical abuse** because her father beat her. It is **emotional abuse** because her parents make her feel worthless and force her to get married.
 - Rose's parents always make her fetch water after dark. When Rose fetches water, she usually passes a man who yells sexual things at her. When Rose told her parents about it and asked not to fetch water after dark, they told her this was her responsibility and they made her continue to do it. One evening the man defiled Rose and she reported him to the police. However, the man came to an agreement with her parents and paid 700,000 UGX to avoid being taken to prison. What kind of abuse did Rose face?
 - This is **sexual abuse** because Rose was sexually harassed and defiled. It is **neglect** because her parents forced her to fetch water after dark even when she told them she was scared and they did not help her follow up her police case against her abuser.
7. After the walking debate, ask participants to turn to a partner and talk about who they could talk to if they hear about abuse happening to a friend or if abuse happens to them.

Conclusion – 5 minutes

1. Read the key message: Children can experience sexual abuse, physical abuse, emotional abuse and/or neglect. It is important that teachers are aware of the possible signs that a child is being abused and try to help them if abuse is suspected.
2. Ask participants if they have any questions about identifying different kinds of child abuse.

| Session 6: Reporting Child Abuse | | 1 hour |
|----------------------------------|--|--------|
| Objective: | <ul style="list-style-type: none"> • Students understand their right and responsibility to report abuse • Students brainstorm about the people in school they trust to report abuse to • Students understand the other actors involved in child abuse cases | |
| Materials: | Flip charts, markers | |



Introduction – 10 minutes

1. Ask participants if they remember the session they had about recognising abuse.
2. Ask a few participants to explain the 4 different types of abuse and give some examples of each.
3. Ask: **What rights and responsibilities do students have if they see abuse happening?**
4. Allow a few participants to answer. Ensure they mention:
 - Students have a responsibility to protect their fellow students and report abuse when they see it happen.
 - Students have a right to be safe and be free from abuse, so they should report it if it happens to them.

Activity 1 – 20 minutes

1. Ask participants to find a partner they are comfortable working with. Give each pair several small pieces of paper.
2. Tell participants that reporting abuse can sometimes be intimidating or scary. Ask pairs to write down on their papers all of the fears or concerns they have that might prevent them from reporting abuse.
3. After pairs have finished writing, collect all papers and place them in a bowl.
4. Shuffle the papers around and then pick out a few papers.
5. Read each fear/concern aloud and ask the group to suggest what can be done to overcome that fear or concern about reporting abuse.
 - For example: A common fear is that the person reporting abuse won't be believed
 - Possible solutions include: Report to someone you trust will believe you; ask someone else to go with you to report so you have more support
6. Tell participants that many fears about reporting abuse have to do with trusting the person you report to. It is difficult to report abuse to someone you do not trust or that you feel uncomfortable with.

Activity 2 – 25 minutes

1. Tell pairs that they are going to make a map of the different people inside and outside school who they feel comfortable reporting abuse to.
2. Give each pair a piece of flipchart paper.
3. Tell participants to draw the people at school and outside of school that they would feel personally comfortable to report abuse to.
 - Everyone's 'maps' will be different since everyone is comfortable talking to different people.
 - Their maps can include both peers and adults.
4. After 10 minutes, ask a few groups to share their 'maps' and explain why they chose the people they did.
5. Tell participants that some people at school are REQUIRED to report abuse if students report to them.



- These people include the Head Teacher, Senior Woman and Senior Man Teachers and ALL of the teachers at school.
 - That means that students can report to any teacher at school about abuse and the abuse will be taken seriously and followed up.
6. Tell participants that student leaders are other people at school who have a responsibility to help other students dealing with abuse.
 - Student leaders are trained to work with teachers in case fellow students report abuse to them.
 7. Explain that in some serious cases of abuse, different people outside of school will also be involved including the police, the child protection officials in local government and health workers, among others. These people have a duty to protection children from abuse, and it is important that everyone in the community holds them accountable for fulfilling that duty.
 8. As a wrap up, tell participants to write the following on their maps:
 - It is my RIGHT to be protected from abuse. It is my RIGHT to report it if it happens to me. Abuse is NEVER my fault and I deserve to be helped.
 - It is my RESPONSIBILITY to report abuse if I see it happen to a fellow student or child. Abuse is NEVER the victim's fault and they deserve to be helped.
 9. Ask a few participants to explain what those statements mean to them.

Conclusion – 5 minutes

1. Read the key message: If you are abused, it is never your fault and you should seek help from someone you trust. Some people at school like teachers and student leaders can help you, so talk to someone you trust if you need help.
2. Ask participants if they have any questions about reporting abuse.

| Session 7: Tips for Staying Safe | | 1 hour |
|----------------------------------|---|--------|
| Objective: | <ul style="list-style-type: none"> • To learn about some safety tips all secondary students should know • To understand that it is never a child's fault if they are abused | |
| Materials: | Blank pieces of paper, markers | |

Activity 1 – 55 minutes

1. Tell participants that they are going to participate in a group quiz to think about some common tips for staying safe.
2. Give each group two pieces of paper. Tell groups to write 'True' on one paper and 'False' on the other paper.



3. Explain to participants that you are going to read out some statements. Groups should discuss amongst themselves if the statement is true or false and hold up the sign which corresponds with their answer.
4. After all groups have decided and held up a sign, ask some groups to explain their answer. Award points to the groups with the correct answer. At the end of the quiz, declare the group with the most points the winner.
5. Do the group quiz using the following statements. After each statement, ask some groups why they picked their answer. Use the supporting information below each statement to correct or add to their response.
 - Sometimes you meet new people online like on Facebook or Whatsapp. Meeting new people is a good thing, so it's safe to meet these people in real life by yourself.
 - False. Be VERY CAREFUL meeting anyone you don't know. People can often lie about who they are so that you think they are safe to meet. However, you can never truly know someone you meet over the Internet, so it is best not to meet with them alone.
 - If a strange adult approaches you and asks for help, you should help them even if it means going somewhere alone with them. They are your elders and you should respect them.
 - False. An adult who is truly in trouble would ask another adult for help – not a child. Do not go anywhere with someone you don't know, even if they say they need help.
 - Never give out personal information about yourself over the Internet.
 - True. Once information about you is on the Internet – it is there forever. You never know who is looking at your information and how they might be able to take advantage of you using it. It is always best to keep personal information private and not post it publically on the Internet.
 - If your parents assign you chores to do in the dark, you shouldn't complain even if you feel unsafe.
 - False. It is your parent's responsibility to take care of you and keep you safe. If you feel unsafe doing something because it is dark, you should explain this and request that you only do the chores in the light. If your parents refuse, talk to a teacher or another trusted adult for help.
 - You should always tell someone where you are going, even if you are just going close by.
 - True. It is important that someone else always knows where you are, even if you think you are only going somewhere for a few minutes or somewhere very nearby. You could get into an unsafe situation anywhere at any time and it's best if someone knows where you were going if you need help.
 - It's OK to walk in the dark listening to music on headphones since sometimes long walks get boring.



- False. You must be alert when walking and aware of who and what is around you. When you listen to music, you lose one of your most important senses – your sense of hearing – in case there is danger such as someone following you.
- It's OK to accept a free lift from a stranger as long as they seem nice.
 - False. Never accept a free ride from anyone. While some people might mean you no harm, you never know if you are with someone safe or someone dangerous. It is always better to take the longer, more inconvenient option and stay safe than to risk your life or safety.
- Walking alone the same way at the same time every day is safe.
 - False. When you predictably walk alone the same way at the same time every day, you become an easy target for people who might want to harm or take advantage of you. Consider walking in a group to stay safe.
- If you report seeing a fellow student doing something unsafe such as accepting a free lift or meeting a stranger, you are a tattletale or a snitch.
 - False. Reporting unsafe behaviours is helping to protect someone who is making poor decisions. You can always report anonymously so the person does not know it was you who told. Good friends keep each other accountable and look out for each other, even when it feels like snitching.
- Never send money to mobile money accounts you don't know.
 - True. There are many scams that thieves use to con people out of their mobile money. Stay alert and never agree to send money to someone you don't know.
- If you get abused or hurt because you did not follow these safety tips, it is your own fault and you probably deserved it.
 - False. It is NEVER your fault if someone else abuses or hurts you. You should do what you can to stay safe, but you should never blame yourself if you are abused. The blame is ENTIRELY on your abuser.
- 6. After the quiz, give each group a piece of flipchart paper. Ask groups to summarize what they learned from this session and write down some of the top tips they think students should follow to stay safe.
- 7. Collect the flipcharts at the end of the session and consider hanging them up around the school compound.

Conclusion – 5 minutes

1. Read the key message: Keep these safety tips in mind so that you do your best to keep yourself and your friends safe. But if someone does hurt you, know that it is not your fault and you are NOT to blame.
2. Ask participants if they have any questions about tips for staying safe at school and in the community.



| Session 8: Exploring Sexual and Gender Based Violence | | 1 hour |
|---|--|--------|
| Objective: | <ul style="list-style-type: none"> To discuss controversial topics related to sexual and gender-based violence To demystify the perception that children under the age of 18 can legally consent to sex To emphasise the idea that children are the victims of abuse and that they are never to blame for their abuse | |
| Materials: | Blank pieces of paper, markers, masking tape | |

Trainer Note: The topic being discussed today is sensitive and might bring out some heated debate. Ensure that all conversations about sexual and gender-based violence take a child-centred approach and does not ever blame Child Survivors. Do not hesitate to immediately correct anyone who brings out ideas that blame the child or treat sexual and gender based violence with a joking manner.

Introduction – 15 minutes

- Tell participants that they are going to talk about a very important topic which discusses the violence that sometimes happens to girls and women because of their **gender**.
- Ask: **What does 'gender' mean?**
- Allow a few participants to answer, then provide the following definition:
 - Gender means being male or female *socially* and *culturally*.
 - Whereas 'sex' means being physically male (with male body parts) or female (with female body parts), 'gender' means how other people treat you in society and the roles they assign you based on your sex.
- Ask: **What are gender roles?**
- Allow a few participants to answer, then provide the following explanation:
 - Gender roles are the ways people act because of expectations from society.
 - Examples of gender roles:
 - Boys should not cry or show emotion.
 - Girls should wear long skirts and dresses and be modest.
 - Boys can fight and yell.
 - Girls should be quiet, polite and respect men and their elders.
 - These roles do not have anything to do with being physically male or female, but have to do with the way society expects men and women to behave.
- Explain that gender roles can create a power imbalance between men and women. This power imbalance can lead to violence between men and women. This kind of violence is called Sexual and Gender-based Violence (SGBV).
 - Examples of SGBV include:
 - A man rapes a young girl because she is wearing a short skirt and he wants to exploit her and blame her for being immodest.



- ii. A man beats his wife and takes the money she worked hard to earn during the farming season because he says he is the head of household and he does not want his wife having financial independence.
 - iii. A boy touches a girl inappropriately, but the girl is afraid to report it since the boy is popular and no one will believe her.
 - iv. A group of men shout disgusting comments at young girls on their way to school because they enjoy making the girls feel uncomfortable.
 - v. A man impregnates a young girl but he is not taken to jail because he can afford to pay a bribe to the police and the girl's family.
7. Explain that Sexual and Gender-based Violence can happen against boys and men as well, but it is much more common in Uganda to happen against a girl or woman.

Activity 1 – 40 minutes

1. Tell participants that they are going to do a group quiz to see what they think about some statements related to sexual and gender-based violence.
2. Tell participants to get into teams of 3 or 4 people.
3. Give each group 2 pieces of paper.
4. Tell them to write 'true' on one piece of paper and 'false' on the other piece of paper.
5. Tell participants that you are going to read statements. Teams must decide if each statement is true or false. After discussing, they should hold up the piece of paper that corresponds to their answer.
6. Play the game using the following statements. After each statement, ask one group to share their answer. Use the supporting information below each statement to correct or add to their response.
 - It is not abuse if a girl has sex with an adult if that man pays her school fees or gives her other means of material support.
 - False. Anytime a person under the age of 18 has sex with an adult over the age of 18, it is rape. It is not possible for a person under 18 to legally consent to sex. Even if the girl has taken some form of payment for the sex, the man has committed rape because he is the adult who has abused a person under 18.
 - A girl cannot be raped by a man if she is wearing a long skirt or dress.
 - False. What a girl wears does not determine whether she can be raped or not. Many people feel dressing indecently is the reason for rape, but being attacked by someone who is a rapist is the only reason for rape. Girls and women should NEVER be blamed for a rape. The rapist is the only person who should be blamed.
 - Sexual abuse can also be carried out by women.
 - True. Although it is less common than sexual abuse from men, women can and do also sexually abuse boys. Anytime an adult woman has sex with a boy under 18, it is sexual abuse even if the boy says he consented to it.



- Children with disabilities are more likely to be victims of abuse than children without disabilities.
 - True. Children with disabilities can be more vulnerable for a number of reasons. They might be more vulnerable due to physical impairments which prevent them from getting out of bad situations, or they might have a mental impairment which prevents them from understanding what is going on or asking for help. Children with disabilities are also more likely to be neglected in Uganda and vulnerable to those people who might want to take advantage of them.
- If a girl wears a short dress and gets sexually harassed by a man, it is her fault that she was harassed.
 - False. The girl is never to blame for being harassed. The man is entirely to blame for harassing the girl. Boys and men must be taught that it is never appropriate to make a girl or woman feel uncomfortable by the things he says to her, no matter what she is wearing.
- If a man over 18 and a girl below 18 have sex, it is not considered rape as long as the girl is willing and consents to the sex.
 - False. Anytime a person under the age of 18 has sex with an adult over the age of 18, it is rape. It is not possible for a person under 18 to legally agree to sex. Even if the girl says that she agreed to the sex, the man has committed rape because he is the adult who has abused a person under 18.
- In Africa, it is inappropriate for a girl to continue her education after getting pregnant and/or having children.
 - False. This is a belief passed down through generations, but it is not necessarily true. It is possible for girls to continue school while they are pregnant and come back to school after giving birth. Girls who want to continue their education despite pregnancy should be welcomed at school. They will provide a better life for themselves and their child if they are educated, so we should support them to do that.
- Boys can also be sexually abused.
 - True. Anytime a boy under the age of 18 has sex with an adult, it is rape. It is a myth that boys cannot be raped. Boys are also children and must be protected from adults who might want to abuse them.
- If a girl gets pregnant, she should always marry the boy or man who impregnated her.
 - False. Getting married due to pregnancy is not the right solution for every girl. Girls should be allowed to decide who they want to marry and when they want to get married.
- If a girl frequents bars or puts herself in dangerous situations, it is her fault if she gets raped.
 - False. It is never the child's fault. Children's brains have not developed to maturity and they do not always make wise decisions. It is adults' responsibility



to protect children and not take advantage of them, even if it appears that they were 'asking for it'.

- All children know how to speak up when they are being abused.
 - False. It is often much harder for children to speak up about abuse. Sometimes this is because they are afraid that no one will believe them, that some harm will come to them if they report, or even because they don't fully understand what has happened to them.
 - If a child is sexually abused, they are not much affected by it. Children are resilient and can get over the bad experience.
 - False. Sexual abuse is an extremely confusing and traumatising experience. Children are often affected by it their entire lives. Although children are resilient and can live happy, productive lives after being abused, it is important to try to prevent child sexual abuse if possible and take it seriously.
 - Most children who are abused have done something to cause it.
 - False. No child is ever to blame for their abuse. It is always the adult's fault for abusing the child.
7. After the debate, emphasize that when abuse happens, the victim is never to blame. Although girls can take steps to protect themselves, such as walking in groups, avoiding walking after dark, dressing in a culturally sensitive way and not getting involved with older men, it is never the girl's fault if abuse does happen.
 8. Ask participants to discuss the following question in their group:
 - **What can I do to ensure I do not hurt others?**
 - **What can I do to spread awareness about Sexual and Gender-based Violence?**
 - **What can I do to believe victims and never blame them for their abuse?**
 9. After 5 minutes, ask a few groups to share their ideas.

Conclusion – 5 minutes

1. Read the key message: Sexual and Gender-based Violence occurs often in Uganda because of a power imbalance between men and women and their assigned gender roles. It is important to recognize that this is abuse and not allow it to continue in our society. We should also never blame the victim for abuse – we should only blame the perpetrator.
2. Ask participants if they have any questions about sexual and gender based violence. Address specific concerns related to identifying and dealing with this kind of abuse.

| | | |
|---|--|---------------|
| Session 9: Analysing Our Child Protection Successes and Challenges | | 1 hour |
| Objective: | <ul style="list-style-type: none"> • To consider in what ways students think the school is succeeding with Child Protection | |



| | |
|-------------------|--|
| | <ul style="list-style-type: none"> To consider the challenges students think the school still faces with Child Protection |
| Materials: | None |

Introduction – 10 minutes

1. Thank participants for their enthusiasm and participation during this year’s training sessions on Child Protection issues.
2. Ask participants to find a partner and quickly write down something they enjoyed or learned during the Child Protection sessions. They do not need to write their name on their paper.
3. After 2 minutes, collect their papers and keep them to look through later.

Activity 1 – 45 minutes

1. Tell participants that they are going to think about the improvements and successes the school has had in regards to Child Protection over the past year. They are also going to think about what the school still needs to do to ensure all students feel safe and happy at school.
2. Divide participants into an even number of groups (2 groups, 4, groups, 6 groups, etc.). There should be about 6-10 students per group.

Trainer Note: If you have more than two groups, ensure you have other teachers to supervise the other debates. Each debate should have a facilitator to watch and take notes about it.

3. Tell participants that they will be debating the following statement:
 - Our school has succeeded in creating a school and community environment that is totally safe for students.
4. Pair 2 groups together to debate against each other.
 - Assign one group to argue in FAVOR of the statement.
 - Assign the other to argue AGAINST the statement.
 - Repeat with the remaining groups.
5. Give groups 10 minutes to prepare their arguments.
6. After 10 minutes, start the debate.
7. During the debate, listen closely to the arguments IN FAVOR and AGAINST the statement. Take notes of what the students say. Their arguments will give you an idea of how the school is succeeding in Child Protection and in what areas the school still needs to improve.

Conclusion – 5 minutes

1. After the debate, thank groups for their efforts.



Induction Training for Student Leaders

| Session 1: Student Leader Responsibilities | | 2 hours |
|--|--|---------|
| Objective: | <ul style="list-style-type: none">• To introduce student leaders to their unique responsibilities in Child Protection• To debate how student leaders should react in common scenarios related to Child Protection | |
| Materials: | Several small papers or sticky notes Tape | |

Introduction – 15 minutes

1. Welcome student leaders to the training and briefly explain the purpose of today's induction training:
 - Student leaders are an important part of the PEAS school community. Student leaders are role models for their fellow students and they have a responsibility to demonstrate good behaviour and stand up for all students, not only for their friends. Other students elected you because they trust you and believe in you and many times you are a voice for them when they cannot or will not speak up about their concerns.
 - In this way, student leaders have an important role to play in Child Protection. As you may know, PEAS takes Child Protection very seriously and is always looking for ways to ensure that all students feel safe and comfortable at school so they can learn and thrive.
 - This induction training is so that you understand your unique role in Child Protection at this school because you are a student leader. By the end of this induction, you should understand your role to help protect and speak up for your fellow students and practice thinking about what you would do if a fellow student comes to you with a problem that threatens their safety.

Activity 1 – 25 minutes

1. Ask students to get into a group of 4 people. Each group should have both boys and girls and should have a mixture of students from lower and upper classes.
2. Give each group several small pieces of paper or sticky notes.
3. Tell groups to write the responsibilities they have as student leaders.
4. After 10 minutes, ask groups to stick their notes to a wall.
5. Ask one volunteer to read out each note and start grouping them into categories/groups of similar responsibilities.
6. After the ideas have been sorted into manageable categories, analyse the findings as a group:
 - What are the most commonly named responsibilities for student leaders?



- How many of these responsibilities are related to keeping your fellow students safe or representing their ideas?

Activity 2 – 70 minutes

1. Tell groups that they are going to practice thinking about what they should do as student leaders in different situations. Remind students to think about their responsibilities as student leaders when deciding what to do in each scenario.
2. Read each scenario aloud below. Give groups 2 minutes to discuss what they would do as a student leader. Ask one group to explain what they would do. Allow some other groups to debate or add on to their idea.
 - **Scenario 1:** A fellow girl student tells you that she feels uncomfortable around a male teacher. She is scared to talk to anyone else about it. What should you do?
 - **Scenario 2:** A student told you about being abused as a young girl by her neighbour. You are worried about her and you want to get advice from your friends, so you think about telling them about the situation. What should you do?
 - **Scenario 3:** A student told you that she gets physically and sexually abused by her boyfriend. She is scared to tell a teacher because she is afraid of getting in trouble for being in a relationship while in school. What should you do?
 - **Scenario 4:** You see a group of boy students being forced to kneel in the hot sun when they misbehave. What should you do?
 - **Scenario 5:** A group of students tell you that they often have snakes coming into their dormitory at night and they are afraid to tell the teachers because they fear they won't be believed and will be accused of lying or complaining. What should you do?
 - **Scenario 6:** You see a student being bullied in your school. You don't know the student very well, but you know that other people don't like him/her very much because of his/her bad hygiene. What should you do?
3. After discussing each scenario, wrap up by explaining:
 - As student leaders you have some unique responsibilities to ensure other students are safe and their opinions are heard. These unique responsibilities include:
 - Speaking up if a fellow student comes to you with a problem or concern. You have a responsibility to talk to a teacher you trust about it and follow up to ensure the student's problem gets addressed.
 - Keeping confidentiality of what other students tell you. You must be someone that other students can trust and confide in. Don't gossip about other students or discuss the things they told you in confidence.
 - Report abuse if you hear about it happening. You have a responsibility to report abuse and try to help the student who has been abused.
 - Have empathy for students going through a difficult time. Recognise that if someone has been abused, it is NOT their fault and they deserve to be helped and understood rather than ridiculed or disbelieved.



- Be a role model for all students at school. This means not bullying or gossiping about others and standing up for any student that you see being bullied or gossiped about.

Conclusion – 10 minutes

1. Read the key message: Student leaders at PEAS schools have a responsibility to be the voice for their fellow students. They should be model students who do not gossip, follow school rules and set an example with the way they act. Other students look up to you, so act in a way you would want others to be proud of.
2. Ask participants if they have any questions about the responsibilities of student leaders.

| Session 2: Brainstorm Between Student Leaders and Teachers | | 1 hour |
|--|---|--------|
| Objective: | <ul style="list-style-type: none"> • To open dialogue between student leaders and teachers • To discuss how student leaders and teachers can work together on Child Protection issues | |
| Materials: | Flipchart, markers | |

Trainer Note: Before the session, identify which teachers to invite to this training. Those chosen should be anyone who has a special mandate to contribute to Child Protection (such as School Focal People) as well as any teachers who are especially interested in Child Protection or have a special compassion for students. All teachers should be willing to work with student leaders to improve Child Protection at school and be open to listening to what the student leaders have to say.

Introduction – 25 minutes

1. Welcome student leaders and School Focal People/teachers to the training.
2. Explain that everyone here has been brought together to discuss how to work together and ensure all students are safe, happy and protected from abuse or danger.
3. Ask a few volunteers from the student leaders to tell the teachers what they learned in their induction session about their responsibility in Child Protection.
4. Ask a few volunteers from the teachers to explain what they have learned during training about their responsibility to protect students at school.
5. Tell participants that both student leaders and teachers have a responsibility to protect students at school. Therefore, it is important that the groups learn to work together so they can be more effective in solving Child Protection issues and challenges. It is important to break down barriers between them which might prevent either group from protecting students at school.
6. Play the following fun game to get student leaders and teachers loosened up and more comfortable around each other.
 - Ask all participants to stand up.



- Explain that when you say GO, all participants should walk around in the area. When you call out a number, they must quickly get into a group with that many people. For example, if you call out the number 3, they must find a group with 2 other people to form a group of 3. Anyone who is left over and did not find a group to stand with is out and must stand out of the game.
- Start the game by shouting 'GO'!
- After 10 or 20 seconds, shout out a number like 2, 3, 4 or 5.
- When someone has been left out of any group and been sent out of the game, start again.
- Play over and over until there are only 2 people left. They are the winners.

Activity 1 – 30 minutes

1. After the game, ask the male student leaders to get into a group with the male teachers and the female student leaders to get into a group with the female teachers.
2. Write the following on a flipchart and hang it where everyone can see it:
 - What can the student leaders do to support teachers to perform their roles in regards to Child Protection?
 - What can teachers do to support the student leaders to perform their roles in regards to Child Protection?
 - What kind of attitude should each have to the other?
 - What currently prevents student leaders from talking to teachers about problems?
 - What currently prevents teachers from helping student leaders with problems?
 - What can we do to change this and work better together?
3. Ask groups to discuss the topics on the flipchart.
4. After 20 minutes, bring everyone back together again. Ask both student leaders and teachers to share some of the discussion from their group.
5. As participants are talking, create a master list on a new flipchart about what teachers and student leaders can do to work better together.

Trainer Note: If you want, you can create regular check-in meetings between the School Focal People/teachers and the student leaders to ensure important issues are discussed and the relationship between the two groups remains strong. Regular check-in meetings can be very important to ensure that school leaders and teachers feel close to each other and comfortable communicating with each other.

Conclusion – 5 minutes

1. Thank student leaders and teachers for their cooperation and participation.
2. Ask participants if they have any questions about their responsibility as student leaders and teachers to work together to promote Child Protection at school.



Training for Community Champions

| Session 1: Analysing Our Community | | 2 hours |
|------------------------------------|--|---------|
| Objective: | <ul style="list-style-type: none">To introduce PEAS' child-centred approach to Child Protection and explore some of the special rights accorded to children by international, regional and national policiesTo think about what makes our community safe and unsafe for children and how Community Champions can work to promote Child Protection | |
| Materials: | Flipchart, markers, small, blank pieces of paper, masking tape | |

Introduction – 10 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Tell participants that this is the first in a series of trainings aimed at 'Community Champions'.
 - Community Champions should be people who are committed to promoting Child Protection within the PEAS school community and who are willing to pass on the information they get during these training sessions to other parents and community members.
 - The ultimate goal is that everyone in the community can be knowledgeable about Child Protection practices and can work to ensure all children in the community are safe and protected.
3. Ask participants to write down on small blank pieces of paper what they think 'Child Protection' means.
4. After 2 minutes, ask a few participants to share their definitions then read the following definitions of child protection:
 - PEAS defines Child Protection as the measures and structures that prevent and respond to abuse, neglect, exploitation and violence affecting children.
 - Uganda's Ministry of Gender, Labour and Social Development defines Child Protection as reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

Activity 1 – 35 minutes

1. Tell participants that PEAS has put Child Protection at the centre of their operations because children are not only entitled to basic human rights, but they are also accorded special rights because they are children. Children's rights are well documented and upheld by countries and international bodies around the world, including in Uganda. For example:
 - The Ugandan government outlines child rights in the Uganda Constitution as well as a special law called the Children's Act (Amendment, 2016).



- Regionally, the Organisation of African Unity has the OAU Charter on the Rights and Welfare of the African Child.
 - Internationally, the United Nations also stipulates children's rights in the UN Convention on the Rights of the Child (UNCRC).
2. Divide participants into small groups. Give each group several sticky notes or small pieces of paper. Ask each group to write a child right on each of their papers.
 3. After 5 minutes, go from group to group and ask participants to share the child rights they thought about, without duplicating any child right that another group has said before.

Trainer Note: As participants are contributing their child rights ensure that they are contributing child RIGHTS and not child RESPONSIBILITIES. It is important to emphasise that children have RIGHTS and are not only viewed as small adults who have many RESPONSIBILITIES.

4. Write their answers on 4 flipcharts representing the four categories of Survival Rights, Protection Rights, Development Rights and Participation Rights. Ensure groups name the following child rights:
 - Survival rights
 - Right to life
 - Right to good healthcare
 - Right to live in a clean and safe environment
 - Right to clothing
 - Right to nutritious foods and clean drinking water
 - Protection rights
 - Right to be protected from work that harms them. If they do work, they have a right to be safe and paid fairly
 - Right to be protected from mistreatment
 - Right to be free from sexual abuse and any exploitation
 - Right to have adults make good decisions for them
 - Right to privacy
 - Right to be helped if they have been mistreated
 - Developmental rights
 - Right to a good quality education
 - Right to play and rest
 - Right to live with their parents, unless this is harmful – (right to live with a family who cares about them)
 - Right to meet with other children
 - Participation rights
 - Right to have a name and an identity
 - Right to have and give their opinion
 - Right to self-expression
 - Right to choose their own religion and beliefs



- Right to speak their own language and practice their own culture
- Right to seek legal help and be treated fairly in the justice system
- Right to know and exercise their rights
- Right to have their rights protected by the government

Activity 2 – 30 minutes

1. Tell participants that one of the greatest threats to child rights and Child Protection in the community is child abuse.
2. Hang up 4 flipcharts around the room and label each of them with one of the following types of abuse:
 - Physical
 - Sexual
 - Emotional/psychological
 - Neglect
3. Ask participants to give a definition of each word. Ensure they mention:
 - Physical abuse is any act in which physical force is used to cause some form of pain or discomfort to the child.
 - Sexual abuse is the involvement of a child in sexual activity with another person.
 - Emotional/psychological abuse is any act or behaviour that makes a child feel he/she is worthless, unloved, unwanted or endangered.
 - Neglect is the failure to meet the child's physical or psychological needs.
4. Divide participants into 5 groups and ask each group to stand in front of a flipchart.
5. Tell groups they will have 1 minute to write down as many examples of that type of abuse as they can on the flipchart. For example, 'hitting' is an example of physical abuse. After 1 minute, they will rotate to another flipchart and will have another 1 minute to add to the list of abuses already there. This process will continue until all groups have had a chance to contribute to all 5 flipcharts.
6. When groups are back to their original flipchart, ask one participant from each group to read the full list of example abuses on the flipchart.
7. Start a discussion around each of the following questions:
 - **How do you think abuse is harmful to a child's mental and emotional well-being?**
 - **How do you think abuse is harmful to a child's education?**
 - **What can we do as Community Champions to prevent child abuse in this community?**

Activity 3 – 35 minutes

1. Give each group a flipchart paper and marker. Ask groups to draw a line down the middle of the flipchart and write 'Safe' on one side and 'Unsafe' on the other side.
2. Tell groups to list all of the characteristics that they think make their community safe for children on one side of the flipchart and all of the characteristics that they think make their community unsafe for children on the other side.



3. After 20 minutes, tell groups to discuss in plenary what they think makes their community safe and unsafe for children.
4. Ask the whole group to decide on three of the most pressing problems which threaten child rights and child protection.
 - As a whole group, discuss some action points that Community Champions can take to make the community safer for children. Example action points include:
 - Talking to other community members about the chosen Child Protection issues
 - Being role models for Child Protection to inspire other community members
 - Starting at home – treating their children with respect and protecting them
 - Holding community meetings to discuss Child Protection
 - Determine some goals for achieving each action point including who is responsible for each action point and a timeframe to execute their plan.

Conclusion – 10 minutes

1. Read the key message: We are all responsible for upholding child rights and contributing to Child Protection. There are many things in our community that should be improved to ensure all children are safe and able to learn well. We must spread the word about Child Protection to others and be role models in the way we handle our children with dignity and respect.
2. Ask participants if they have any questions about Community Champions' roles in Child Protection and how they can spread awareness about Child Protection in the community.

| Session 2: Corporal Punishment and Positive Discipline | | 2 hours |
|--|---|---------|
| Objective: | <ul style="list-style-type: none"> • To define corporal punishment and understand the long-term negative consequences of using it to discipline children • To understand the basis of PEAS' policy for banning corporal punishment and the promotion of positive discipline • To brainstorm how Community Champions can be champions for positive discipline and discourage corporal punishment in the community | |
| Materials: | Flipcharts, markers, masking tape, Positive Discipline poster | |

Introduction – 35 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Tell participants to get into a comfortable position and close their eyes.
3. Ask participants to raise their hands if they think corporal punishment has had a lasting effect on them into adulthood.
4. Count the number of people who raised their hands and write down the number but don't share it yet.



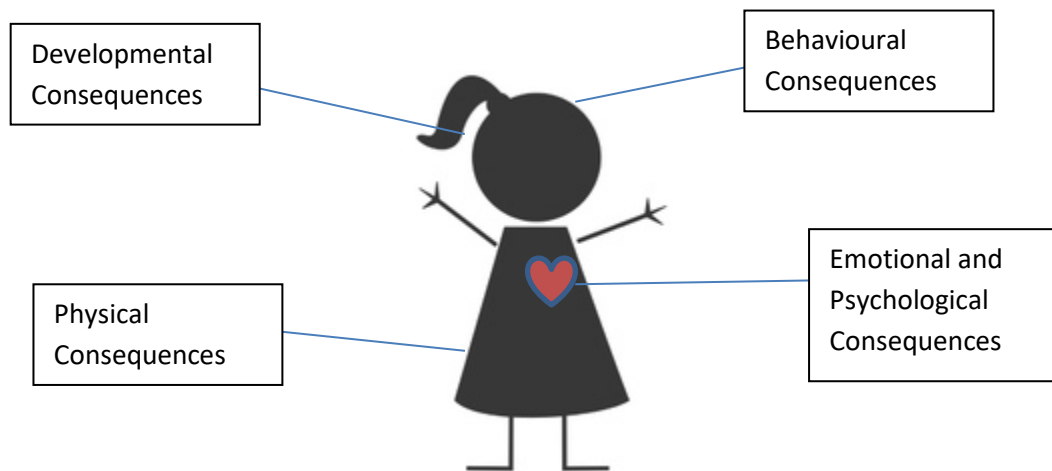
5. Ask participants to keep their eyes closed and imagine that they are children again.
6. Read each of the following statements aloud slowly. Take breaks in between reading each statement so participants have a chance to imagine and think.
 - Think about yourself as a child. You might be in primary school or in secondary school.
 - Think about what it felt like to walk around your school compound.
 - Think about the classes you went to, the people you talked to and the teachers you had.
 - Think about what it felt like to be at home as a child.
 - Think about the things you did with your family, the chores you did and the events you went to.
 - Now, think about a time that corporal punishment was used on you.
 - What kind of punishment was it? Who used corporal punishment on you? What did you do to deserve it?
 - How did you feel before it happened? How did you feel during the punishment? How did you feel afterwards?
 - Did the punishment hurt you physically or emotionally or both?
 - How did you feel about the person punishing you afterwards? How did you feel about yourself?
7. Ask participants to open their eyes.
8. Ask a few volunteers to share what they thought about during this visioning exercise. Do not force anyone to share, but allow those who are willing to share their experiences.
9. Ask participants to turn to a partner and think about how to define 'corporal punishment'.
10. After 3 minutes, share the PEAS definition of corporal punishment:
 - Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
11. Tell participants that corporal punishment:
 - Often involves hitting (smacking, slapping, spanking) children with the hand or with an implement—whip, stick, belt, shoe, wooden spoon, etc.
 - But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices or chemicals).
 - In addition, there are other non-physical forms of punishment which are also cruel and degrading.
 - These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
12. Tell them the total number of people who raised their hands at the beginning because they thought corporal punishment has had a lasting impact on them.
 - It is likely that not all people raised their hands, but this exercise should show that almost everyone can remember at least one time when corporal punishment was used on them.
13. Ask: **If corporal punishment did not have a lasting impact on us, would we still remember the details about what happened, why it happened and how we felt?**



14. Divide participants into small groups. Ask groups to discuss the following:
 - How do you think physical corporal punishment has affected you into adulthood?
 - How do you think emotional corporal punishment has affected you into adulthood?
15. Ask: **How do adults justify using corporal punishment?**
16. Request a few participants to answer. Example answers include:
 - Spare the rod; spoil the child. (kids who aren't beaten are spoilt)
 - You have to beat kids to control them.
 - Kids don't respect you unless you beat them.
 - I only beat kids as a last resort.
 - I only beat 'reasonably'.
 - Corporal punishment is easier to give than other forms of discipline. It is faster and less effort from the teacher/parent.
 - African children must be beaten. It is our culture.
 - I was beaten as a child...why shouldn't these children also be beaten?
16. Explain that these statements are not true and they don't justify the harm caused. They are often beliefs that are passed on from generation to generation, but the harm caused by corporal punishment is severe and must be recognised.

Activity 1 – 35 minutes

1. Divide participants into small groups and give each group a flipchart paper and marker.
2. Tell participants to draw a picture of a child on their flipchart like the one below:



3. Tell groups to think of the possible physical, emotional/psychological, behavioural and developmental consequences for using corporal punishment on a child and list them on their picture.
4. After 15 minutes, ask groups to share their lists. The following are examples of potential consequences:
 - Physical consequences



- Painful injuries
 - Costly injuries which require medical attention
 - Permanent deformation (blindness, deformed bones, broken teeth, etc.)
 - Brain damage
 - Death
 - Emotional and psychological consequences
 - Anger and aggression
 - Shame and humiliation
 - Low/damaged self-esteem
 - Low self-respect
 - Depression and hopelessness
 - Fear or anxiety about going home or to school
 - Behavioural consequences
 - Bullying and beating other children (especially younger or smaller children)
 - Inability to concentrate
 - Acting out at school/misbehaving in the classroom
 - Developmental consequences
 - Children may become withdrawn and fearful
 - Difficulty socialising
 - Fear of communicating with adults
 - Learning challenges
 - Difficulty forming healthy relationships for fear of rejection, humiliation or violence
5. Tell participants that corporal punishment is banned in all schools in Uganda by the government (Ministry of Education) and PEAS strictly upholds this ban in all PEAS schools.
 6. Ask a participant to share the PEAS policy on corporal punishment. Ensure they mention:
 - No corporal punishment is tolerated in PEAS schools. This includes ANY harsh physical punishments or assault, verbal or emotional abuse and degrading punishments.
 - Any staff member – office staff, school focal people, teachers, school support staff, construction staff, etc. – found to be using corporal punishment will be immediately dismissed and charges brought against them.
 7. Ask: **Many parents want PEAS to allow corporal punishment in school. Why do you think it is important for PEAS to have such a strict policy against corporal punishment? Why can't some corporal punishment be used at school?**
 8. Allow a few participants to answer. Ensure they mention the following:
 - PEAS has a zero tolerance policy for corporal punishment. In order to create a safe environment for children to learn, all corporal punishment must be banned and the policy must be strictly enforced – no exceptions or second chances.
 - Having a strict policy means students are safer and corporal punishment is a rare occurrence since staff members know that there is no tolerance for it.

Activity 2 – 25 minutes



1. Tell participants that instead of using corporal punishment, PEAS encourages the use of positive discipline. This means guiding children to adopt good behaviour when they break the rules by using non-violent punishments.
2. Show participants the Positive Discipline poster and explain the 4 different categories of positive discipline, as recommended by Raising Voices.
 - **Reflection positive discipline strategies** are used for minor day-to-day problems, to help students think about their behaviour
 - **Reparation positive discipline strategies** are used for offenses that cause damage, to help students take responsibility for their actions
 - **Penalty positive discipline strategies** are used for on-going problems, to help students understand consequences
 - **Last resort positive discipline strategies** are used for very serious offences, to help students rehabilitate.
3. Ask: **What do you think are the benefits of positive discipline compared to corporal punishment?**
4. Allow a few participants to answer. Ensure they mention the following benefits of positive discipline:
 - Positive discipline considers children's emotional and psychological needs.
 - Positive discipline helps children develop self-discipline by addressing the beliefs and reasons behind their behaviour.
 - Positive discipline is non-violent and does not use fear as a motivator. Instead, positive discipline responds to poor behaviour with fair and consistent consequences.
 - Positive discipline is more effective because it teaches children what they have done wrong and why and helps them to learn from their mistakes.
 - Positive discipline promotes respectful relationships that help children develop into respectful and contributing members of society.

Activity 3 – 15 minutes

1. Tell participants that since corporal punishment is so damaging to children, it is important to promote stopping corporal punishment both inside and outside of school. This means parents in the community need to understand the damaging effects of corporal punishment and learn strategies for positive discipline instead.
2. Start a discussion with participants about how to start promoting positive discipline instead of corporal punishment among parents in the community. Ask the following questions:
 - **What can we say to a parent who uses corporal punishment to discipline their children at home? How can we convince them that corporal punishment is damaging to children?**
 - **How can we sensitise parents who want PEAS teachers to use corporal punishment at school?**



- What kinds of positive discipline strategies can parents use with their children at home?

Conclusion – 10 minutes

1. Read the key message: Corporal punishment can have serious physical, emotional/psychological, behavioural and developmental consequences for children. It is banned in Ugandan schools and PEAS strictly upholds this ban. Instead, PEAS encourages the use of positive discipline because it teaches children what they have done wrong and guides them to correct behaviour in a non-violent way.
2. Ask participants if they have any questions about the PEAS policy on corporal punishment, the disadvantages of using corporal punishment and the benefits of using positive discipline.

| Session 3: Safeguarding Strategies | | 2 hours |
|------------------------------------|--|---------|
| Objective: | <ul style="list-style-type: none"> ○ Discuss the responsibility that parents have to uphold their children's rights ○ Debate about some safeguarding practices to protect children | |
| Materials: | Blank pieces of paper, markers, masking tape | |

Introduction – 20 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Ask: **As parents, what are our RESPONSIBILITIES regarding our children?**

Trainer Note: If participants struggle to understand the question, remind them that our responsibilities as parents are linked to our children's RIGHTS.

3. Allow several participants to share their ideas. Example ideas include:
 - We have a responsibility to ensure our children get educated.
 - We have a responsibility to ensure our children are healthy and eat well.
 - We have a responsibility to ensure our children have time to play and not overwork them.
 - We have a responsibility to support our children emotionally.
 - We have a responsibility to not abuse our children and protect them from abuse.

Activity 1 – 60 minutes

1. Tell participants that parents have many responsibilities to make sure their children are healthy, happy and well cared for. It is a very important job because our children are the future of Uganda.



2. Tell participants that they are going to participate in a 'walking debate' to think about some of the ways that we can safeguard our children so that they grow up healthy and happy.
3. Hang a piece of paper that reads 'Agree' on one side of the room. Hang a piece of paper that reads 'Disagree' on the other side of the room.
4. Explain to participants that you are going to read out some statements and they should decide if they agree or disagree with it.
5. After deciding, participants should walk to the sign which corresponds to their answer.
6. After participants pick their individual answers by walking to the signs, you will ask one or two participants from each side to explain why they agree or disagree with the statement.
7. Do the walking debate using the following statements. After each statement, ask participants why they picked their answers. Use the supporting information below each statement to correct or add to their response.
 - It is OK to ask your child to collect water or firewood alone after dark.
 - False. It is a parent's duty to keep their children safe. Sending any child, especially a girl child, to do chores in the dark is irresponsible and putting the child at unnecessary risk of being hurt or abused.
 - Girl children should do more chores around the home than boy children.
 - False. Girl children also need time to study and focus on their education. They should be given an equal amount of chores as boys.
 - Parents are responsible for knowing where their children are at all times and who they are with.
 - True. Parents should know who their children's friends are and should try to know where their child is at all times. It is a parent's duty to keep their children safe, and that starts with knowing where and with who their child is spending time.
 - If a child disobeys us, we should deny them food so that they learn to obey.
 - False. It is our responsibility to feed our children so that they are healthy. We can discipline our children in other ways, but we should never deny them food or any other basic needs like water, shelter or medical care.
 - Parents have no business coming to school to check on the well-being of their children.
 - False. Parents have a right and a responsibility to visit their child's school to check on their child and ensure they are being well cared for and not abused.
 - Children often tell lies, so if your child says he/she is being abused you should not believe them.
 - False. It is important to always believe our children. If they say they are being abused, we should believe them and investigate the matter to find out if it is true. Our children need our support and our trust because we might be the only people looking out for their well-being.
 - If a daughter has sex with an adult man in exchange for school fees or other material support, it is OK because she is helping to provide for her education.



- False. It is our responsibility as parents to send our children to school. We should not allow our daughters to exchange sex for schools fees. Any time a person under the age of 18 has sex with an adult over the age of 18, it is rape. It is not possible for a person under 18 to legally consent to sex. Even if the girl has taken some form of payment for the sex, the man has committed rape because he is the adult who has abused a person under 18. We should take this man to the police.
- Parents should not force their children to do hard or heavy labour.
 - True. Parents should not think of their children as work animals. They should not require them to do heavy labour. They should support them to study and to spend time playing with their friends.
- If a girl gets pregnant, her parents have a duty to make sure she marries the boy or man who impregnated her.
 - False. Getting married due to pregnancy is not the right solution for every girl. Girls should be allowed to decide who they want to marry and when they want to get married. As parents, we should not force our girl children to marry against their will.
- In Africa, it is inappropriate for a girl to continue her education after getting pregnant and/or having children.
 - False. This is a belief passed down through generations, but it is not necessarily true. It is possible for girls to continue school while they are pregnant and come back to school after giving birth. Girls who want to continue their education despite pregnancy should be welcomed at school and supported by their parents. A girl with education will provide a better life for herself and her child so we should support her to do that.
- When a child makes a mistake, he/she should be beaten so that he/she learns a lesson.
 - False. Corporal punishment is damaging physically, mentally and emotionally for children. It is a parent's duty to protect their children from all abuse, including corporal punishment.

Activity 2 – 30 minutes

1. As a whole group, discuss some action points that Community Champions can take to educate other parents about how to safeguard our children. Example action points include:
 - Talking to other community members about the ideas discussed today
 - Being role models in safeguarding our own children to inspire other community members
 - Holding community meetings to discuss strategies for safeguarding children.
2. Determine some goals for achieving each action point including who is responsible for each action point and a timeframe to execute their plan.

Conclusion – 10 minutes



1. Read the key message: Parents have a responsibility to safeguard their children from abuse and harm. They should prioritise their children's safety and should never do anything that could harm them. Parents play a big part in upholding their child's rights.
2. Ask participants if they have any questions about basic safeguarding strategies for protecting children.

| Session 4: Report Child Abuse and Working with Relevant Authorities | | 2 hours |
|--|--|----------------|
| Objective: | <ul style="list-style-type: none"> ○ To explore the reporting structure for child abuse cases at PEAS' schools ○ To consider parents' and community members' roles to hold school leaders and local authorities accountable for Child Protection | |
| Materials: | Child Abuse Reporting Structure Poster | |

Introduction – 20 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Ask a few participants to remind the group of the definition for the four different types of abuse. Ensure they mention:
 - Physical abuse is any act in which physical force is used to cause some form of pain or discomfort to the child.
 - Sexual abuse is the involvement of a child in sexual activity with another person.
 - Emotional/psychological abuse is any act or behaviour that makes a child feel he/she is worthless, unloved, unwanted or endangered.
 - Neglect is the failure to meet the child's physical or psychological needs.
3. **Ask: What do you think are your responsibilities as Community Champions if you suspect a child in the community is being abused?**
4. Allow a few participants to answer. Ensure they mention:
 - We have a responsibility to report abuse to relevant authorities.
 - We have a responsibility to monitor that the school is taking appropriate measures to investigate the matter and punish the child abuser, if the abuse happened at school.
 - We have a responsibility to monitor that the police and other community structures are taking appropriate measures to investigate the matter and punish the child abuse, if the abuse happened in the community.

Activity 1 – 45 minutes

1. Tell participants that PEAS takes child abuse reports very seriously and has made a commitment to follow up every child abuse case at school that is reported. This means that all child abuse cases at school will be investigated to find out if they are true. No report will be discounted or disbelieved.



2. Show participants the Child Abuse Reporting Structure Poster.
3. Ask:
 - **According to this poster, who can students report abuse to at school?**
 - **Who else in the community is responsible for handling child abuse cases?**
4. Start a discussion about their role in reporting abuse using the following questions:
 - **As a parent, would you report to someone if you thought your child (or another child) was being abused at school? If not, why not?**
 - **Who would you report abuse to if you thought your child (or another child) was being abused at school?**
 - **What would you do if you thought your child (or another child) was being abused in the community? Who would you report to?**
5. Tell participants that as Community Champions, they have a duty to protect children. This may include reporting child abuse to school leaders, PEAS staff and/or community authorities.
6. Ask: **What challenges do you think you might face when reporting abuse to community actors such as police or other local authorities?**
7. Allow a few participants to answer. Example answers might include:
 - Police or other local authorities might be difficult to work with and might ask for bribes to do their jobs.
 - Police or other local authorities might be located too far away and would require transport or other facilitation to do an investigation.
 - Police or other local authorities might accept bribes from the perpetrator and inhibit justice from being served.
9. Tell participants that while police and other local authorities might be difficult to work with sometimes, it is important to try and follow up and push them to do their jobs so that the children are safe and receive justice.
10. Tell participants that Community Champions and other community member play a role in keeping both school actors and community actors accountable for Child Protection and following up child abuse cases.
 - It is important that community members know which CP structures and relevant authorities exist and that they have the contacts of the necessary actors/locations so that they can help monitor their work in Child Protection and keep them accountable.
 - It is important that they are comfortable following up with community authorities like the police, CDO and probation officer.
11. Ask participants if they have any examples of Child Protection issues that have happened in their school communities and how community members worked with the relevant local authorities to report, investigate and respond to the case.

Activity 2 – 45 minutes

1. Divide participants into small groups. Ask groups to choose one of the following scenarios:



- Your 15 year old girl child told you that she was sexually abused by a man in the next village.
 - You visit school one day and see one of the class teachers beating a group of male students and forcing them to kneel on sharp rocks in the sun.
 - The night guardsman at your child's school was found to be having sex with a female student in exchange for gifts. After some investigation, it was discovered that he has this arrangement with at least 5 different girls at the school and at least one other teacher is aware of it.
 - On the way to the market, you see a boy from your child's school being severely beaten by his drunken father.
2. Tell groups to think about the scenario and determine who must be engaged to help the child. Then, create a role play which demonstrates how to engage some of these actors. They should think about the following for the role play:
 - **How would the local authorities be best engaged? What would an initial conversation sound like? What kinds of agreements would be made? What challenges would you need to overcome? How would you hold them accountable?**
 - **How would you engage with school leaders? What would an initial conversation sound like? What kinds of agreements would be made? What challenges would you need to overcome? How would you hold them accountable?**
 3. Tell participants to ensure their role plays demonstrate confident, clear communication when working with the local authorities and school leaders.
 4. Give groups up to 20 minutes to plan their role plays.
 5. After groups have prepared, ask each small group to perform their role play in front of the whole group. After each group presents their role play, ask:
 - **What did the group do well while working with local authorities and school leaders?**
 - **Did they face any problems? If so, how were these problems resolved?**
 - **Were there any Child Protection actors who should have been involved but were not?**
 - **What recommendations do you have for the characters in this role play to strengthen their skills of working with Child Protection actors?**

Conclusion – 10 minutes

1. Read the key message: Parents and community members have a very important role to play in Child Protection. It is their duty to hold the school and local authorities accountable to ensure they are protecting children and properly handling abuses of child abuse.
2. Ask participants if they have any questions about the reporting structure for child abuse within the PEAS school and their role to engage with Child Protection actors to ensure all children in the community are safe.



Annexes

Annex 1: Characteristics of a Good School as Defined by Raising Voices

- A good school creates experiences, environments and relationships that enable children to thrive and discover their full potential.
 - It immerses children in a culture that values their humanity, nurtures their individuality and unleashes their intelligence.
- A good school is a place where children discover their passions.
 - It is a place where children develop self-definition, self-confidence and self-assurance, as well as the belief that they can make a useful contribution to their community and country.
- A good school is led by visionary teachers who appreciate that education goes beyond what happens in the classroom.
 - It is led by individuals who have a vision for a better society and understand a school's role in influencing the values permeating their community.
- A good school runs according to a shared mission and publicly declared values and standards.
 - It puts forward progressive ideas about social justice, human rights and the larger aspirations of the nation.
 - It sees itself as the community's repository of hope, where community members go to discover and nurture their best selves.
- A good school has practical policies and operational mechanisms that are faithful to the school's mission.
 - It creates mechanisms and structures to institutionalise values that it believes in.
 - It is run with efficiency and on sound principles that guide day-to-day decision-making processes.
- A good school is inclusive and creates opportunities for all stakeholders to participate.
- A good school presents learning as a lifelong enterprise.
 - It enables children's growth and helps them discover a value system that can be their compass in the world.
- A good school is our collective hope for building a compassionate, thoughtful and wiser nation.



Annex 2: Common Signs of Child Abuse

Source: Mayo Clinic

General Signs of Child Abuse:

- Withdrawal from friends or usual activities
- Changes in behaviour — such as aggression, anger, hostility or hyperactivity — or changes in school performance
- Depression, anxiety or unusual fears, or a sudden loss of self-confidence
- 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 attempts at suicide

Physical Abuse Signs and Symptoms:

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation

Sexual Abuse Signs and Symptoms

- Sexual behaviour or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Inappropriate sexual contact with other children

Emotional Abuse Signs and Symptoms

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Avoidance of certain situations, such as refusing to go to school or home
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Neglect Signs and Symptoms

- Poor growth or weight gain or being overweight
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Hiding food for later
- Poor record of school attendance



- Lack of appropriate attention for medical or psychological problems or lack of necessary follow-up care

Parental behavior

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

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Blames the child for the problems
- Consistently belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil"
- Expects the child to provide him or her with attention and care and seems jealous of other family members getting attention from the child
- Uses harsh physical discipline
- Demands an inappropriate level of physical or academic performance
- Severely limits the child's contact with others
- Offers conflicting or unconvincing explanations for a child's injuries or no explanation at all

