

Safe Schools Training - Facilitator Guide

The overall goal of the Safe Schools Training is to help school faculty and staff - including teachers, principals, guidance counselors, and other professionals - build the skills and confidence to identify and respond to bullying among very young adolescents (VYAs) in a gender-equitable way, and to help them create an environment where boys and girls feel comfortable asking for help.

Several activities in this training have been adapted from [USAID’s Teacher Training Manual: On School-Related Gender-Based Violence Prevention and Response](#).¹ Those activities are noted.

OVERVIEW

MODULE	GOALS	SESSION LEARNING OBJECTIVES	SESSION ACTIVITIES
Module 1: <i>Introduction</i>	<i>Familiarize yourself with other participants and the overall objectives of the training.</i>	Session 1: <ul style="list-style-type: none"> Know the names and backgrounds of the other participants Session 2: <ul style="list-style-type: none"> Understand the training objectives 	Session 1: Introduction and Icebreaker <ul style="list-style-type: none"> A. Opening B. Introduction of participants Session 2: Expectations and Ground Rules <ul style="list-style-type: none"> A. Rules of engagement B. Expectations
Module 2: <i>Attitudes & Empathy Towards VYAs</i>	<i>Increase empathy and understanding towards VYAs.</i> <i>Reflect on teacher influence on VYAs / teacher-student relationships</i>	Session 1: Building empathy towards young adolescents <ul style="list-style-type: none"> A. Identify and empathize with common challenges that VYAs experience Session 2: Reflection <ul style="list-style-type: none"> A. Reflect on their attitudes regarding the rights, abilities, and capacities of students 	Session 1: Building empathy towards young adolescents <ul style="list-style-type: none"> A. Problem Ocean Session 2: Reflection <ul style="list-style-type: none"> B. Self-awareness exercise/Qualities of an Ideal Teacher (USAID, 2009, p.34)

¹ *Doorways III Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response* (p. 34). (n.d.). Retrieved September 29, 2023, from https://2017-2020.usaid.gov/sites/default/files/documents/1865/Doorways_III_Teachers_Manual.pdf

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MODULE	GOALS	SESSION LEARNING OBJECTIVES	SESSION ACTIVITIES
<p>Module 3: <i>Understanding Gender</i></p>	<p><i>Increase knowledge about gender and gender norms.</i></p>	<p>Session 1: Introduction to Gender</p> <ul style="list-style-type: none"> A. Define and understand gender norms and roles and why they are important/impactful B. Describe the differences between sex and gender C. Examine and discuss their attitudes, feelings, and experiences with gender inequities 	<p>Session 1: Introduction to Gender</p> <ul style="list-style-type: none"> A. Gender Box (USAID, 2009, p.44) B. Amaze Gender video C. 1-2-4 All D. Genderbread person and lecture
<p>Module 4: <i>Qualities of Gender-Equitable Teachers & School Staff</i></p>	<p><i>Understand how gender norms manifest and impact VYAs at school</i></p>	<p>Session 1: Gender, Education, and the Classroom (USAID, 2009, p.50)</p> <ul style="list-style-type: none"> A. Identify how gender norms show up in school and the classroom B. Increase understanding and empathy about norms and behaviors that lead to differences in learning outcomes between boys and girls 	<p>Session 1: Gender, Education and the Classroom</p> <ul style="list-style-type: none"> A. Students' Daily Schedules (USAID, 2009, p.51) B. Why do males and females have different learning outcomes? (USAID, 2009, p.52)
<p>Module 5: <i>Violence and Gender-Based Violence</i></p>	<p><i>Increase knowledge about bullying focusing on gender-based bullying.</i></p> <p><i>Improve teacher-student interactions.</i></p>	<p>Session 1: Identifying and Defining Violence</p> <ul style="list-style-type: none"> A. Recognize three types of violence: psychological, sexual, and physical B. Recognize bullying and gender-based bullying <ul style="list-style-type: none"> a. Teacher to student b. Student to student C. Identify harmful classroom practices and their impact on students 	<p>Session 1: Defining & Identifying Violence (USAID, 2009, p.57)</p> <ul style="list-style-type: none"> A. 3 types of violence and gender-based bullying (USAID, 2009, p.60)

MODULE	GOALS	SESSION LEARNING OBJECTIVES	SESSION ACTIVITIES
<p>Module 6: Response - Support, Reporting, and Referral</p>	<p><i>Increase skills to respond to bullying in a gender-equitable way</i></p> <p><i>Increase self-efficacy to respond to bullying in a gender-equitable way</i></p> <p><i>Establish a bullying reporting system that enables boys and girls to feel comfortable asking for help</i></p>	<p>Session 1: Handling bullying in a gender-equitable way</p> <ul style="list-style-type: none"> A. Discuss how to handle a school-related GBV incident as a bystander (USAID, 2009, p.79) B. Practice intervening during an incident of school-related GBV <p>Session 2: Reporting and referral system</p> <ul style="list-style-type: none"> A. Outline the reporting system and referral system and how they work B. Understand the role of school staff in utilizing and supporting the reporting system and referral system 	<p>Session 1: Handling bullying in a gender-equitable way</p> <ul style="list-style-type: none"> A. Interactive video B. Bystander role play (USAID, 2009, p.82) <p>Session 2: Reporting and Referral System</p> <ul style="list-style-type: none"> A. Roleplay reporting and referral <p>-----</p> <p>Other potential activities:</p> <p>Session 2: What is meant by response? (USAID, 2009, p.147) (3 hours) Participants learn what is meant by response, including reporting and referring students to the appropriate people and establishing response and support networks.</p> <p>Session 3: Direct support to students (USAID, 2009, p.147) (2 hours and 30 minutes) Participants identify ways to respond to and assist students who come to them with a problem related to school-related GBV. Participants will be introduced to basic listening skills.</p>

MODULE	GOALS	SESSION LEARNING OBJECTIVES	SESSION ACTIVITIES
<i>Module 7: Action Plan and Pledge</i>	<i>Commit to applying the knowledge and skills learned in this training in their schools</i>	Session 1: Action Plan and Pledge A. Describe what they will do differently moving forward	Session 1: Action Plan and Pledge (USAID, 2009, p.185) <ul style="list-style-type: none"> • A: Creating an Action Plan • B: My pledge to my students OR • C: Gender Resolution Postcard Session 2: Training Wrap-Up and Evaluation

Module 1: Introduction

Session 1: Know The names and backgrounds of the other participants

M1, Session 1, Introduction and Icebreaker

 30 mins

Description

- A. Opening**
 1. Greet the participants
 2. Explain what will be done during the session and the purpose of the session.
- B. Introduction of participants**
 1. Ask each participant to introduce themselves

Materials

- Flipchart paper
- Post-it notes
- Markers

2. Warm up with clapping games (or similar warm-up). Explain the rules: If we say “Good morning” they will clap once, if we say “Good afternoon” they will clap twice, if we say “Good evening” they will clap three times. Repeat to boost energy.

M1, Session 2, Expectation and Ground Rules

🕒 20 mins

Description

A. Rules of engagement

1. To establish this training as a safe space, create ground rules for the duration of the training. Consider starting with these options and ask participants to agree to them and add them to the list. Display the list throughout the training and refer to it or revise it if necessary.
 - Respect each other (no judgment)
 - Open to all opinions - even unique ones!
 - Allowed to ask questions
 - Take turns speaking - one person at a time
 - Confidentiality - what is said in the session about personal issues stays within the group

B. Expectations

1. Explain that this section is a “Tree of Hope” where participants write down their expectations for the training
2. Distribute sticky notes to each participant.
3. Give them 5 minutes to write down their expectations (one per sticky note).
4. Once the 5 minutes have passed, ask participants to post the sticky notes on the flip chart paper. Option to draw a tree on the flipchart paper and position this as a “Tree of Hope.”
5. Ask a few participants to share what they wrote and what they think about today's session.

Materials

- Flipchart paper
- Post it notes
- Markers

Module 2: Attitudes and empathy towards young adolescents

Session 1: Building empathy towards young adolescents

M2, Session 1, Activity A: Problem Ocean

🕒 60 mins

Description

1. Ask participants to write on a sticky note their answer to “What are the biggest challenges 10-14-year-old students face?” Any differences between boys and girls? Encourage participants to write as many post-its as they can.
2. Ask for a volunteer to share what they wrote and post it on the wall. Ask other participants if they have something similar to add (do the share-back and clustering activity).
3. Ask the group to choose the challenge they feel that they can most identify with.
4. Ask a few probing questions as you see fit:
 - a. How does your experience of adolescence compare with adolescence today?
 - i. Is it easier or more difficult today?
 - b. What does a day in the life of an adolescent look like?
 - i. How does this differ for boys and girls?
 - c. What expectations do you, as teachers, parents, etc., have for adolescents? For boys? For girls?
 - d. If you had to switch places with one of your students, what would be the hardest thing for you to face?

Materials

- Flipchart paper
- Post it notes
- Markers

Session 2: Reflection

M2, Session 2, Activity B: Self-awareness exercise/*Qualities of an ideal teacher*

🕒 50 mins

Reference: [Doorways III, page 34](#)

Description

1. Distribute paper and markers to each participant.
2. Explain that participants will conduct a self-awareness exercise.
3. Direct participants to draw a circle in the center of the paper and leave enough space outside the circle.

Materials

- Markers
- Paper

4. Allow 3 minutes for each participant to identify the positive qualities and characteristics that make them a good educator (teacher, school principal, or other school faculty or staff member) using pictures or symbols, written or drawn *inside* the circle.
5. Allow another 3 minutes for participants to identify the ideal qualities and characteristics that other teachers/school staff have that students in their school like. Ask them to write or draw them *outside* the circle.
6. Ask 2-3 participants to volunteer to show their drawings.
7. Encourage other participants to guess the drawings or symbols made by the participants who presented their results. Then ask the participants to present it.

Module 3: Understanding Gender

Session 1: Introduction to gender

M3, Session 1, Activity A: Gender Box (Being like a boy and being like a girl)

🕒 60 mins

Reference: [Doorways III, page 46](#)

Description

1. Draw a boy on flipchart paper with a box around him. Leave space inside the box and outside the box for writing. Ask the participants to quickly name the boy.
2. Then ask the participants the questions below. If it doesn't come up naturally during the course of this discussion, probe participants about bullying; is it ok for boys to be aggressive with each other? With girls?
 - a. What message does the community want to convey to this boy when he is asked to "act like a man"? (Write answers in the box.)
 - b. What does society expect boys to do? How are they encouraged to act? (Write answers in the box.)
 - c. What about at school? What is this boy encouraged or expected to do because he is a boy? (Write answers in the box.)
 - d. What should he not do, either at home or in school? (Write answers outside the box.)

Materials

- Paper
- Markers

3. Draw a girl on the flipchart paper with a box around her. Leave space inside the box and outside the box for writing. Ask participants to quickly name the girl.
 - a. What message does the community want to convey to this girl when she is asked to "be a girl"? (Write answers in the box.)
 - b. What does society expect girls to do? How are they encouraged to act? (Write answers in the box.)
 - c. What about at school? What is she encouraged or expected to do because she is a girl? (Write answers in the box.)
 - d. What should she not do? (Write answers outside the box.)

M3, Session 1, Activity B: AMAZE video on gender stereotypes

Reference: [AMAZE.com](https://www.amaze.com)

 10 mins

Description

Show the AMAZE video about gender stereotypes and ask participants to reflect on how they feel after doing the previous activity and what they have learned.

Continue by sharing information about the current state of VYA health and wellbeing in their context - refer to the content in the [Multi-Stakeholder Forum overview presentation](#) (see slide 16) that is specific to your context.

- Share the quote, either on a projector or on flipchart paper: "Very young adolescence [10-14 years old] is a time when young people experience increased pressure to adhere to unequal gender norms that negatively affect their current and future health and well-being." ²
- Pause and invite the audience to discuss this statement. Ask for examples of norms and how they influence health. Some examples you can refer to are:
 - Gender norms can influence health behaviors
 - Gender norms associated with masculinity like strength, toughness, self-reliance, and risk taking lead boys and young men to engage in "excessive alcohol consumption, unprotected

Materials

- [AMAZE video on gender stereotypes](#)

² Breakthrough ACTION. (2023). Creating a gender-equitable environment for very young adolescents: Messages and evidence to persuade decision makers. Baltimore: Johns Hopkins University. Page 6. <https://breakthroughactionandresearch.org/wp-content/uploads/2023/05/Creating-a-Gender-Equitable-Environment-for-VYAs-Messages-and-Evidence.pdf>

- sex, dangerous driving or violent practices, and have higher rates of substance abuse, injuries from traffic accidents and homicides.”
- “Girls and young women, however, are often seen as more vulnerable and risk-averse and are expected to show modesty, submission and dependence while their movements are restricted and monitored and their sexuality is controlled. As a result, adolescent girls and young women tend to have lower levels of physical activity and are more likely to experience violence or suffer depression.” ([ALiGN](#) pg. 6)
- Gender norms that influence labor and occupation also influence health
 - At work, men are more likely to be exposed to noise, vibrations, extreme temperatures, chemicals and be subject to occupational accidents and long-term effects of heavy lifting compared to women
 - Women tend to be more exposed to “highly repetitive and monotonous work, poor postures, and increased stress and sexual harassment and violence” in the workplace compared to men. ([ALiGN](#) pg. 6-7)
- Remind participants that gender norms impact people of all ages. But it is specifically important for VYAs at this critical time in their development.
- Explain that research indicates the following (read the quote and emphasize the large, bold points)
- Remind the audience that, “Gender norms are those informal expectations that distinguish expected behavior on the basis of gender that are learned and reinforced from childhood to adulthood through observation, instruction, positive and negative sanctioning, the media, religion, and other social institutions. Gender norms are embedded in formal and informal institutions and play a role in shaping women and men’s (often unequal) access to resources and freedoms, thus affecting their voice, power, and sense of self.” (Messaging Framework, page 6).
- Restate the key takeaway, which is that gender norms are negatively impacting the health of our young people.

Use the following questions to encourage discussion:

- What happens if a boy or girl behaves out of the ordinary?
- Do you know any examples of boys or girls who don't fit the messages in the box? How would society react to them?

- Have you seen these expectations happening in your school?
- Do you have expectations of your students regarding how they should act, feel, or behave?
- Are the expectations different for boys and girls?
- How do these gender expectations impact positively/negatively on boys' and girls' learning?

M3, Session 1, Activity C: 1-2-4 All

 30 mins

Description

1. Divide the group into small groups of 4.
2. Each group will get a Statement Card that features statements about gender norms and stereotypes relevant to VYAs.
3. Start with 1 minute of individual reflection about the statement.
4. Then, group into pairs and have 2 minutes of discussion.
5. Create groups of 4, and now have 4 minutes of discussion.
6. Each group writes down their three main takeaways from their reflection on a flip chart paper.
7. Share back in plenary.

Materials

Flip chart paper

Statements to put onto cards

- In general, boys prefer to handle conflict by themselves whereas girls benefit from adults providing emotional support
- Boys are incapable of behaving themselves (“boys will be boys”)
- Girls need protection more than boys
- Girls can be more open about their feelings than boys

M3, Session 1, Activity D: Genderbread person (Gender vs. Sex)

🕒 30 mins

Description

1. Introduce the activity and tell the participants that they are going to explore the concept of gender vs. sex.
2. Introduce the basic concept of gender to the participants
3. Introduce the Genderbread person diagram
4. Review the following talking points adapted from The Safe Zone Project³
 - a. The genderbread person is a diagram that helps us understand gender and sexuality, and the parts that make up both. This model is meant to accurately depict the complexity of how these concepts show up in our society; it is not a depiction of what a dream society could be. To begin, let's name the different parts of the Genderbread person. On the first line, pointing to the brain, we can write "Identity." Gender identity is who we, in our heads, know ourselves to be, based on what we understand to be the options for gender, and how much we align (or don't align) with one of those options. Gender identity is our psychological sense of gender.
 - b. On the line below that, pointing to the heart, we can write "Attraction." Attraction is the different ways we feel pulled to other people, often categorized based on our gender and the gender of those we feel drawn to. This categorization is referred to as sexual orientation. On the bottom line on the right, we'll write "Sex." Sex, here referring to anatomical sex, refers to the physical makeup of our bodies, and specifically all the body parts we've named as sex characteristics -- both the primary traits we're born with and the secondary ones that we might develop later in life. On the left, we have a line pointing to the entire diagram. On this line, we can write "Expression." Gender expression is all the different ways we present ourselves through our actions, our clothing, and our demeanor, and the gendered ways those presentations are socially interpreted. Does anyone have any questions about those terms or their definitions? What are your reactions to the genderbread man? Are any of these terms different from what you thought they meant before?

Materials

- Genderbread person outline
- Stationery

³Genderbread person PDF - the safe zone project. The safe zone project. (n.d.).
<https://thesafezoneproject.com/wp-content/uploads/2013/07/Genderbread-Person.pdf>

Module 4: Qualities of gender-equitable teachers and school staff

M4, Session 1, Activity A: Students' Daily Schedules (Doorways p. 51, 52)

 30 minutes

Reference: [Doorways III, page 51](#)

Description

Part 1: Day in the life of a student

1. Have participants form two groups: one group for men and one group for women.
2. Tell them to think of a typical day in the life of students during the school week. Ask the women's group to write the schedule for female students and the men's group to write the schedule for male students. Before starting the activity, decide on a season, preferably a busier time of the year. The schedules should cover from the time students get up until the time they go to bed; write down the activities hour by hour. Put the schedule on a piece of flipchart paper.
3. Have the groups present their schedules, then compare and contrast them. Use the following questions to guide the discussion:
 - a. Is it important for teachers to be aware of what their students do on a daily basis? Why?
 - b. What activities do they have in common?
 - c. What chores do the boys do at school?
 - d. What chores do the girls do at school?
 - e. What did you learn today as a result of this activity?

Materials

- Markers
- Flipchart paper

M4, Session 1, Activity B: Why do males and females have different learning outcomes?

30 minutes

Reference: [Doorways III, page 52](#)

Description

1. This activity is meant to be a large group discussion (no notes are required, but if taking notes on post-its enhances the discussion, facilitators can feel free to do so). It is better for the participants to arrive at answers based on the local context. Issues and ideas will come up that will be used in the summary. The questions below serve as prompts

- Post-its

for a discussion, but based on the participants' answers, the questions may be asked in a different order.

2. Read the following for discussion: A boy and a girl can come from the same mother and father and be raised in the same village. They can come to school at the same time, be in the same classroom, and have the same teachers throughout school. Are they both likely to successfully complete school at the same time?
3. Use the following questions to guide the discussion:
 - a. Who is more likely to get better grades? Boys or girls? Why?
 - b. Who is more likely to finish secondary school? Boys or girls? Why?
 - c. Who is more likely to go to tertiary school? Boys or girls? Why?
 - d. What are the reasons for girls dropping out of school? What about boys?
 - e. What happens to a girl who becomes pregnant in your school? What happens to a boy who gets the girl pregnant? Do they receive equal treatment in this situation?
 - f. Do you know of children living in your area who are not in school? Why is that?
 - g. How do gender stereotypes affect girls' and boys' ability to succeed in school?
 - h. Who is more likely to be bullied in school? Boys or girls? Why?
4. To wrap up the discussion, ask participants: What can teachers do to make sure all students are treated equally? Instruct participants to write down their answers on sticky notes. Prompt a shareback from 2 or 3 participants (voluntary based).
5. Cluster the participants' answers and reflect on what has been implemented in the school and should be implemented to build a gender-equitable environment.

Module 5: Violence and school-related gender-based violence (GBV)

Session 1: Identifying and Defining Violence

M5, Session 1, Activity A: Lecture on 3 types of violence and gendered examples within each category

 90 mins

Reference: [Doorways III, pages 60, 61](#)

Description

Three types of violence (Lecture with psychologist)

1. Explain that violence falls into three categories (psychological violence, physical violence, and sexual violence). Refer participants to the examples below (either print-out or on a flip chart) (see Doorways, page 9). Have participants read each example.

Examples of school-related GBV from Doorways III Teacher Reference Materials

- a. Psychological: **Girls and boys both experience psychological abuse from peers and teachers through:**
 - i. Verbal abuse such as name-calling, threatening, belittling, or criticizing/judging
 - ii. Teasing
 - iii. Abusive language from teachers
 - iv. Emotional manipulation and exploitation
 - v. Labeling students lazy or stupid based on whether they are boys or girls
- b. Physical:
 - i. Hitting
 - ii. Slapping
 - iii. Caning
 - iv. Punching
 - v. Shaking
 - vi. Choking
 - vii. Painful body postures
 - viii. Excessive exercise drills
 - ix. Preventing use of the toilet
 - x. Exploitive labor
 1. School chores that negatively impact student learning or health

Materials

- Print-outs of the three scenarios
- Markers
- Post-it notes

2. Labor as punishment
- c. Sexual:
 - i. Pressure for sex (whether go on to force sex (rape) /have sex or not)
 - ii. Defilement
 - iii. Groping, touching, etc.
 - iv. Aiming sexually explicit language at a child
 - v. Indecent touching and exposure
 - vi. Exposing pornographic material to children

Bullying

1. Definition of bullying, adapted from the American Psychological Association (APA):

Bullying is a form of aggressive behavior in which someone repeatedly causes another person injury or discomfort and there is an imbalance of power between the perpetrator and the victim.⁴ Bullying can take the form of physical contact, words, or more subtle actions. See this UNICEF resource for more examples.

<https://www.unicef.org/egypt/bullying>.

The bullied individual typically has trouble defending him or herself and does nothing to “cause” the bullying.

Cyberbullying is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, email, social media, or text messaging. Note for facilitator: Cyberbullying was not assessed in the GEAS, but it emerged as a concern for parents and caregivers during the development of this intervention package. . For information specific to your location, consider reviewing this website <https://www.comparitech.com/internet-providers/cyberbullying-statistics/> to identify statistics relevant to your area and context.

Gender-based bullying is bullying based on one’s lack of adherence to gender norms (the informal rules and shared social expectations that distinguish expected behavior based on gender). It is a form of gender-based violence.

⁴ *Bullying in schools: Lessons from two decades of research.* WILEY Online Library. (2000, January 18).

<https://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291098-2337%282000%2926%3A1%3C1%3A%3AAID-AB1%3E3.0.CO%3B2-7>

Explain that bullying outside of school (on the way to or from school, or during breaks) can also count as school bullying.

2. Divide participants into three groups and provide one of the written scenarios below to each group. Instruct the groups to identify (either underline, circle, or use another indicator) the types of violence - either psychological, physical, or sexual violence - portrayed in each scenario.

Scenario 1 (PSYCHOLOGICAL AND PHYSICAL VIOLENCE)

I am 12 years old and much bigger than most young people my age. I am tall and muscular and the older boys hang out with me because I am their size and I am good at football. I like the older boys because they are popular and they know all the older girls in the school.

Last month, an older girl approached me and said I was handsome and that if she weren't dating this other guy, Kweku, she would like me. I was so surprised by her comment and flattered, but I didn't say anything because I am shy around girls. The next day after school I was walking to the football field with all the guys when I noticed that we were taking a different route than usual. Also, the girl who told me I was handsome was walking with us, which was unusual. I didn't say anything to her because her boyfriend, Kweku, was also with us. He is very jealous and easily angered. After a while, out of nowhere, I felt someone jump on me and knock me to the ground. I could hear a girl screaming and I felt several fists on my head, back, and face. I closed my eyes and hoped that I would live through this. At the end of the beating, Kweku kicked me in the face and told me to never talk to his girlfriend again or he would kill me. Kweku held his girlfriend up close to me so that she was looking right at my bloody face. I was crying and Kweku said to her, "Why would you talk to him? He is not even a man."

I couldn't go to school for a week because my face was swollen. I lied to my parents about what happened. I am so frightened that Kweku will kill me. I go to school alone and walk straight home after school. I also quit the football team because some of those guys were on the team. Every day they taunt me and say I am not really a man because I didn't fight back. I am so lonely and afraid.

Scenario II (PSYCHOLOGICAL VIOLENCE)

My name is Rashma. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "If you're late every day, why do you even come to school? You should go and try to find a husband!" Another day when I accidentally fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so large." It made me very mad when he said this, and everyone was laughing, but we were not allowed to talk back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next level. Once I told a female teacher and she said, "You shouldn't worry, he is only joking with you." That did not make me feel better.

Scenario III (PSYCHOLOGICAL VIOLENCE)

My name is Sam, and I really like school. My favorite classes are art and writing. Everyone makes fun of me and says I am "like a girl" because I don't like math and science. All of my friends at school are girls. I like being around girls because in my house I am the youngest boy with six sisters. Boys are not fun to play with because they like to fight and pretend they are fighting in a war. When the other boys try to fight with me and I tell them I do not like to fight, they call me names like "sissy" and "coward." I like to study, but when I am at school I sometimes cry when the older and bigger boys pick on me. One day I was crying, and my teacher asked me why. When I told the teacher why I was crying, she said, "Well, you should quit acting like a girl and playing with girls." I don't understand why I shouldn't play with girls if we really have fun together.

3. Be sure to point out that psychological violence is the least visible of the three types of violence and participants might not list examples. Be prepared to provide examples of psychological violence.
4. Use the following questions to guide the discussion:
 - a. Is it possible that one act of violence could actually cross over into two or more types of violence?
 - i. The answer is yes. For example, girls can be humiliated by teachers about their physical appearance (sexual violence or harassment) as well as their intellectual abilities (psychological abuse).

- b. Ask them to identify where they see imbalances of power in the scenarios (e.g. teacher to student; bigger/older student to smaller/younger student; etc.)
- c. Think back on the gender session where we learned about gender and gender norms. How do gender norms, or the expectations for boys and girls, play into these scenarios?

Module 6: Responding to bullying and gender-based bullying

Session 1: Handling bullying in a gender-equitable way

M6, Session 1, Activity A: Interactive Video

 90 mins

Description

1. Refer to the discussion guide of the Interactive Video

Materials

- Interactive video

M6, Session 1, Activity B: Bystander (or witness) role-play

Reference: [Doorways III, page 81](#)

 45 mins

Description

1. In small groups, ask participants to prepare a 5-minute role-play intervening as a witness. In each role-play, there should be at least one aggressor, one victim, and two witnesses. Give groups about 10 minutes to prepare their role-plays. Ask groups to choose from the following scenarios:
 - a. You witness male students harassing female students, teasing them about their breasts and menstruation. You think that sort of teasing is normal.
 - i. As a witness, how will your *not* interfering affect the behavior of the male students?
 - ii. How will *not* interfering affect the behavior of the female students?
 - b. You see a teacher belittling a student and calling her “stupid.” You know that it is wrong for teachers to belittle students, so you decide to speak to the teacher privately to discuss this behavior.
 - i. How will your actions affect the behavior of the teacher?
 - ii. How will your actions affect the behavior of the student?


Materials

- Postcards with the two scenarios

2. Ask each group to perform its role-play.
3. Then, answer the Discussion Questions as a whole group.
 - a. What do you think about the way the characters handled the problem?
 - b. Do you think they resolved the problem? Do you think the perpetrator will change his or her behavior?
What about the victim?
 - c. Are there any other things the witness could have done?
 - d. What should the witness do differently next time?
4. Session wrap-up
 - a. Use points brought out in the activities to emphasize specific actions participants can take to prevent acts of school-related GBV. Remind participants that they should always consider their personal safety and use their best judgment.
 - b. State that if you see someone who is in physical danger or a physical altercation, you should intervene (with help when necessary) immediately. Keep in mind that sometimes it is best to speak to the perpetrators in private or when they have calmed down. The point is to defuse the situation; you do not want to embarrass anyone in front of colleagues or other students.
 - c. Emphasize the important role participants play in preventing violence and school-related GBV. Remind them that by taking action, they serve as role models for young people and will help to inspire others to take action.

Session 2: Reporting and Referral System

M6, Session 2, Activity A: Roleplay direct support, reporting, and referral

 120 mins

Description

1. Explain what is meant by direct support, reporting, and referral
 - a. Direct support: listening, using open-ended questions, assessing the situation, helping students develop a plan, being empathetic, and referring students to services when necessary.
 - i. Should be done by any school personnel
 - ii. Reflection: How would school personnel provide direct support differently for a boy vs. a girl?

Materials

- Sticky notes with the names of the existing actors
- Marker

- b. Reporting: when a teacher recognizes that bullying is occurring and should refer to the counseling teacher
Referral: counseling teachers direct or refer students to the services they need, such as emotional support and counseling, medical treatment and services, and legal aid for victims and their families.
2. The facilitator will provide 2 cases, one male, and one female:
 - a. A female student is bullied because she is overweight, and has fair skin and curly hair.
 - b. A male student is bullied because he likes to play with girls and behave in a feminine way.
3. Ask participants to conduct a role-play in a large group about using the reporting and referral systems. Participants will be asked to choose roles consisting of: students who get bullied, friends of the students, counseling teacher, homeroom teacher, vice principal, principal, parents of the students who get bullied, health worker, child protection service provider, psychologist, police, and community leader. Participants will make up and act out a scene that they think represents how to use the reporting and referral system.
4. Give participants 15 minutes to role-play with the scenario where one student gets bullied and reports to the school personnel. Then, let participants decide what they do based on their characters.
5. Use the following questions to guide the discussion:
 - a. What did you think about this role play? Do you think the problem was addressed?
 - b. How do you feel after doing the role-play?
 - c. Is there any confusion about how to act as a certain character? Why?
 - d. What did you learn after role play?
 - e. Is there any actor who is not involved but is needed in the role-play?
4. Present the reporting form and the referral system that can be used for the schools.
5. Engage participants to discuss the reporting form and referral system in 3 groups based on their schools.

Module 7: Action plan and pledge

Session 1: Pledge

M7, Session 1, Activity A: Action Plan [Doorways III, page 185](#)

 60 mins

Description

1. Brainstorm a list of issues or gaps in the school environment that have surfaced over the course of the training

Materials

- Flipchart paper

(alternatively, if you have kept a ‘parking lot’ list, refer to that list of issues. For example, if there is a skills gap for school faculty and staff, then participants can take this problem and follow the steps in the “Guidelines for an Action Plan” to examine and address this problem.

2. Let participants self-select into groups based on issues of mutual concern. Within small groups, groups should select one issue.
3. Follow the steps in the Guidelines for an Action Plan to identify strategies to promote a gender-equitable environment for VYAs in their schools.

Guidelines for an Action Plan

1. Our group chose this issue:
 2. We chose this issue because:
 3. This issue affects:
 4. This is what we want to achieve:
 5. This is what has to happen for us to achieve our goal:
 6. These are possible strategies or actions we could take to achieve our goals
 7. This is the strategy we have chosen:
 8. These are people we know are available to help us:
 9. These are materials/resources we know are available to us:
 10. This is the first step we need to take:
 11. These are the next steps we need to take:
 12. These are the final steps we need to take:
 13. These are some possible challenges for our plan:
 14. These are some ideas for overcoming those challenges:
 15. This is how we will know our plan has worked:
4. Ask participants to also think about next steps:
- When will teams meet to reflect on activities and progress of action plans?
 - What opportunities do participants have to share successes and problems?
 - Are there weekly staff meetings? When is there an opportunity to share with parents and community members?
 - Are there opportunities to meet with teachers from other schools? How about other regions? With district or regional education officials?

- for each group
- Markers
 - Copy of the Guidelines for an Action Plan for each small group

M7, Session 1, Activity B: A Pledge to my students [Doorways III, page 186](#)

 10 mins

Description

Materials

1. Distribute copies of the Pledge to each participant
2. Ask participants to complete the pledge with details of what they can personally do to ensure that they are working towards preventing and responding to gender-based bullying in a gender-equitable way and providing students with a safe learning environment.
3. Have a colleague sign the pledge as a witness.

- Copy of the Pledge

Pledge to create a gender-equitable environment for students:

I, _____, can provide quality education to girls and boys in a safe and supportive environment, by doing the following:

- 1 _____
- 2 _____
- 3 _____

Signed: _____

Witnessed by: _____

Date: _____

M7, Session 1, Activity C: Gender resolution postcard

🕒 10 mins

Description

1. Distribute a postcard to each participant.
2. Ask participants to think about and write down three resolutions related to promoting gender equity in their role at school, among students, and among their colleagues. Encourage them to reflect on the training and to be specific and thoughtful in their resolutions.
3. Explain that these postcards will serve as a reminder of their commitment to promoting gender equity at school.
4. Participants make a “gender resolution”. Each of them is given a postcard containing the following message to themselves:

“I, {NAME}, pledge to uphold the following resolutions to help promote gender equity at my school:

- 1 _____
- 2 _____
- 3 _____

Materials

- Postcard with gender resolution

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5. Ask for volunteers to share what they wrote.
6. Encourage participants to keep their postcards in a visible place to remind them of their commitment.