

Guide for Child Rights Clubs

CISP
COMITATO INTERNAZIONALE
PER LO SVILUPPO DEI POPOLI



A publication by CISP

Title of guide: Child Rights Club Guide

Name of the authors: Moses Juma and Magdaline Muoki

Pictures by: CISP and Pexel

Designed by: Chiara Gullotta

List of Donors: the European Union

The views and opinions expressed in this work are those of the authors and do not necessarily reflect the official policy or position of the European Union.

©2023 CISP. All rights reserved.

The content of this publication may only be shared with prior permission from the editors and the authors.

Please write to us: cisp@cisp-ngo.org

Acknowledgements

This document has been originally developed by the International Committee for the Development of Peoples (CISP), during the UNICEF funded project: Enhancing integrated child protection prevention and response services through Child Protection Centers in Nakuru and Kilifi, between 2017-2018. The authors were Moses Juma and Magdalene Muoki, at that time CISP staff, with the technical support of CISP staff Rachel Litoroh and Valeria Costa.

This guide has been revised and adapted for the implementation of the project TETEA - **Together Empowering society To Eliminate the Abuse of women and children (2023-2025), co-funded by the European Union and implemented by CISP** (the lead agency) **in partnership with 4 local CSOs:** Men Engage Kenya Network (MENKEN), Kenya National Outreach Counselling and Training Programme (K-NOTE), Kakamega County Widows Empowerment Programme (KCWEP), and Pastoralist Girls Initiative (PGI).

Special appreciation is extended to Esther Waduu and Valeria Costa from CISP and Catherine N. Githae and Fredrick J.K. Nyagah from MENKEN for their technical support and great contribution during the revision of the guide, in particular for their role in developing new modules, the inclusion of engagement of men and boys (MENKEN) and the pre-testing of the manual with the partners.

Some of the activities in this guide have been borrowed from consortium partners' manuals and from other organizations' manuals, as indicated in the footnotes of the manual. We acknowledge the commitment and support of all TETEA consortium partners and specifically: Maureen Pacho, Jaffer Kiruya, and Miriam Maliro from CISP; Sammy Gatheru, Anwar Nuh, and Pili Habela from PGI; Martin Mwaura, Catherine Gathoni, and Ochieng Ogotu from K-NOTE; Gerry Mwanzi, Mary Keya, and Fred Anami from KCWEP.



Table of Contents

1. INTRODUCTION TO THE CHILD RIGHTS CLUBS IN SCHOOL	1
2. OBJECTIVES AND MEASUREMENT OF CHANGE	3
3. THE PROCESS OF ESTABLISHING CHILD RIGHT CLUBS	4
4. MONITORING AND EVALUATION OF THE CRC	8
5. INTRODUCTION TO THE CHILD RIGHTS CLUB'S MODULES	8
Module: Climate Setting (Getting to know each other)	9
6. GENDER AND CHILD RIGHTS TOPICS	11
Module 1: Gender Awareness	11
Module 2: Power	18
Module 3: Child Rights	23
Module 4: Child Abuse	30
Module 5: Sexual Violence	39
Module 6: Teenage Pregnancy	46
Module 7: Child Marriage	53
Module 8: Female Genital Mutilation	57
7. LIFESKILLS TOPICS	61
Module 9: Peer-To-Peer Support/Pressure	61
Module 10: Values	65
Module 11: Confidence, self-awareness and Self-Esteem	74
Module 12: Decision making	81
Module 13: Trust	87

Module 14: Leadership and Communication	91
Module 15: Integrity and Ethics	99
Module 16: Menstrual Hygiene Management	104
8. LIST OF ENERGIZERS	111
9. TARGET GROUP'S SELECTION TOOLS	114
Annex A: CRC patrons' selection criteria	115
Annex B: MoU - School based activities for Child Protection Project.	116
Annex C: Child Rights Clubs' Patrons Agreement	120
Annex D: selection form to join CRC club	123
Annex E: Criteria to select CRC members.	124
Annex F: Consent for students' participation in CRCs Peer to Peer Sessions	125
10. MONITORING TOOLS	128
Tool 1: Evaluation Tool for CRC Patrons Training	129
Tool 2: Monitoring Tool - CRC Workplan	132
Tool 3 CRC Monitoring Tool for Patrons	134
Tool 4: Attendance Sheet	135
Tool 5: Evaluation Tool for CRC Members	137



Acronyms

BOM – Board of Management

CRC – Child Rights Club

CP – Child Protection

DCS – Directorate of Children Services

FGM – Female Genital Mutilation

GBV – Gender Based Violence

HIV/AIDS – Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

MHM – Menstrual Health Management

MoH – Ministry of Health

MOU – Memorandum of understanding

SMC – School Management Committee

TOR – Terms of Reference

VAC – Violence Against Children

1. INTRODUCTION TO THE CHILD RIGHTS CLUBS IN SCHOOL

Children may not be aware that are subjected to forms of abuse and violence, as they don't know which are their rights and responsibilities. They also often lack of self-esteem and self-determination and therefore, even if they recognize an abuse, they don't have the power to oppose to such abuse.

The Child Rights Clubs (CRC) are child friendly spaces that bring children together to discuss about issues affecting them. The objective of the clubs is to empower children by making them aware of their rights and responsibilities, guide them in developing their self-confidence and independent opinion about their role in society, protect them from abuses and violence and engage them in public speaking and peer-to-peer education.

The clubs comprise of children of age 10-15 years, who are willing to participate in empowerment activities and cascade the learnings to their peers within the school and in the community. The clubs have child's leaders (a boy and a girl) selected by the members. Each club consists of at most 25 learners and can either be at primary school or junior



secondary. Participation in the clubs is voluntary and membership might change after 2 years. The clubs have two patrons (male and female) who are teacher volunteers, committed to the protection of children. The patrons are trained on child rights, child protection, child participation, communication skills and psychological first aid, among other skills. The club members are therefore trained through participatory methodologies, including arts, on 16 modules addressing child rights and responsibilities, gender equality, leadership skills, GBV, life skills (including children development and dealing with peer pressure), among other topics. After the training, the club members meet once a week to participate in discussions facilitated by a teacher mentor through talks and debates, role-plays, and games. With the support of teacher-patrons, the CRC members organize and facilitate awareness activities, at school level, that are child-centred and are geared towards empowerment of all children in school.

This document is to be used as a guideline by implementing partners when training selected teachers (called patrons) on the CRC methodology and by the trained patrons when training child rights club members and overseeing peer-to-peer activities in school. It will help the patrons ensure that key information is understood and passed to the members of the clubs in a systematic way. The guide is divided in 16 modules – topics; one or more activities per module are proposed to facilitate the transfer of concepts, allow reflection and discussion among the children.

This guide adheres to all key human rights principles and peaceful practices such as gender equality, child participation, adherence to positive norms, non-violent behavior and attitude, and stress management.

2. OBJECTIVES AND MEASUREMENT OF CHANGE

The overall objective of the Child Rights Clubs (CRC) is:

- To contribute to reducing violence against children in school and at home.

The specific objectives of the CRC are:

- To empower children with life skills to be able to protect themselves and their peers from abuse, violence and exploitation.
- To instill/enhance self confidence amongst children, and enable children to express openly issues affecting them.

To measure the success of the CRC methodology the following indicators should be considered:

- Number of children trained on life skills and actively participating in child rights clubs.
- Percentage of knowledge gained through life skills training.
- Number of children reached through peer-to-peer sessions on life skills.
- Percentage of children participating in the child right clubs with improved school performance.
- Success stories on behavior change.

3. THE PROCESS OF ESTABLISHING CHILD RIGHT CLUBS

To establish CRC in schools, the implementing partner should follow the process described below.

Formation of the clubs

4

- **Identifying the target schools.**
The schools are to be identified through a stakeholders' consultative meeting that includes the Directorate of Children Services and the Ministry of Education. The partner should therefore pay a visit to relevant government institutions i.e., the Ministry of Education and the Teachers Service Commission to explain the concept of child right clubs in schools. Among others, the school selection criteria should include the following: a school with a high rate of child rights' violations, and a school where no similar interventions are carried out by other actors and where the school management are willing to collaborate to empower children. Once the school is selected, to ensure getting the buy-in of the Ministry of Education at local level, the implementing partner should get an introduction letter signed/ approved by the Ministry to visit the schools.
- **Introducing the child right club concepts in the selected schools.**
The implementing partners should pay a visit to the school and present the approval letter from the relevant government authorities. Then they should explain the child right club concept to the school leadership (Head Teacher and SMC/BOM) to get their buy in. The

partner works with the school leadership to identify and select a male and a female interim patron/facilitator (based on CRC patrons selection criteria – see Annex A).

- **Signing an MOU with the school (see template in Annex B).**
- **Selection of 2 teachers as patrons in each school.**
1 male and 1 female teacher should be selected in each school to be trained and follow the club’s activities. The selection will be done by the school Management Committee and vetted by CISP/ implementing partners and DCS to ensure they are not child abusers. The selected CRC patrons sign the CRC Patron Agreement (Annex C) outlining their roles and responsibilities.
- **Training of teachers on the CRC methodology and child safeguarding.**
The selected teachers, 2 per school plus the headteacher, deputy and DCS representative are trained on the 16 modules for 5 days by the implementing agency.
- **Selection of CRC members.**
The patrons mobilize an assembly of upper grade pupils and junior secondary to explain to them what a school CRC entail of. They inform the pupils that the CRC membership is limited to 15 (8 girls, 7 boys) from the upper grade primary school and 15 (8 girls, 7 boys) from the junior secondary school. Girls and boys think through the information they got for one week and then can ask to be CRC members. Participation of children in the CRC activities is voluntary and adheres to the child participation principles of best interest, safety, and non-discrimination of any child. Membership of the child right club is voluntary and open to all interested boys and girls in school between 10 and 15 years old, all religions, all ethnicity, from upper Primary (Primary 4) to Junior secondary 7 Classes. The interested pupils should submit their interest to be members of the club by filling a standard form (selection form) see Annex D. All filled forms shall be received by the school patrons in the presence of a project staff. The patrons, together with the head teacher and the project staff select the members based on the criteria provided in Annex E.



- **Signature of consent form for their parents/guardians.**
The selected volunteers, girls and boys, are given a consent form (Annex F) for their parents/guardians to fill and sign to allow their participation in the clubs. The school will register only those that bring their signed consent form.
- **CRC establishment.**
The patrons organize a bonding session with all CRC members in their first official meeting. During the second meeting, they facilitate the members to elect their officials. The club can then be formally inaugurated. All CRC activities should be conducted after formal classes/lessons as per the school timetable and should not interrupt the school routine.

Club activities implementation

- **Training of CRC members.**
The CRC patrons train the members of the CRC on the curriculum presented in Chapter 4. This entails 16 meetings for 16 days, 1 topic to be covered per meeting during the clubs meeting. For each module the suggested activities will be used by the patrons to pass on to the club members key information and positive empowerment messages. At the end of the training, the members of the club come up with rules and regulations to govern the running of the club.
- **Development of communication material or performances.**
CRC members are to be supported to develop communication material or develop performances that will help them facilitate sensitization dialogues with their peers. This material might include: pictures, paintings, photos, theater performances or video.
- **Implementing peer-to-peer activities in school.**
CRC members develop an action plan for sharing their learnings with other students. Peer-to-peer education is to be carried out once a week after class. A maximum of 30 students should be participating in each session; this is to ensure active inclusion of all children while presenting and discussing the topics.
- **Implementing peer-to-peer activities in other schools.**
CRC members might be invited to go to other neighboring schools to sensitize and empower their students.

- **Participating in other school activities.** To sustain the CRC clubs, the members will be involved in other activities such as presenting poems, role plays, theater during parents' meetings in schools, organizing themed tournaments in schools, organizing parents' and teachers' events in school, among others.
- **Participating in county and national events.** CRC members might be invited to participate in key calendar events such as the Day of the African Child, International Girls Day among others.



4. MONITORING AND EVALUATION OF THE CRC

The implementing organization will conduct a pre, and post-training test to the patrons, to verify their knowledge change in terms of content and capacity to facilitate CRC sessions (Annex A).

The CRC's' activities will be coordinated and supported by the patrons in each school with technical support from the implementing partner staff. Weekly workplans for peer-to-peer sessions, weekly meeting reports are submitted to partner staff, highlighting the topics covered, discussions, outcome, challenges, lessons learnt and recommendations (Annex B, Annex C, and Annex D.).

The impact of the clubs is also evaluated through a pre, and post questionnaire administered to the CRC members at the start, mid and end of the activities/project (Annex E).

8

5. INTRODUCTION TO THE CHILD RIGHTS CLUB'S MODULES

The guide has 16 modules, one module to be facilitated per day for 16 days during the clubs meeting. On average each module takes a duration of 45 minutes. The guide provides guiding notes for patrons with accompanying artistic/visuals for each topic.

All CRC activities should be conducted after formal classes/lessons as per the school timetable and should not interrupt the school routine.

The first meeting with the children will be dedicated to climate setting.

Introduction Module:

Climate Setting (Getting to know each other)

Time: 15 minutes | Materials: No materials needed



Activity 1: "That's me"

STEP 1

Have each participant give his or her name and class

STEP 2

Read aloud from the following comments, and tell the participants to stand up and say, "That's me!" if a comment describes them.

Icebreaking Comments

(Mix general comments with comments on people's backgrounds. Tick them off as you read.)

- Took breakfast this morning
- Ate ugali for supper last night
- Don't eat meat
- Watched a TV program over the weekend
- Went to church over the weekend
- Went to the mosque on Friday
- Lost a pen last week.
- Have a brother
- Have a sister
- Was beaten last week
- Played in a friend's house

6. GENDER AND CHILD RIGHTS TOPICS

Module 1: Gender Awareness

Time: 90 minutes | Materials: No materials needed

Purpose

In this module, pupils are going to look at gender roles and the differences/similarities between boys and girls.

They should understand what privileges they get because of their gender; what privileges are some people denied because of their gender; and how gender relations are in their community. Finally, they need to relate how power affects gender.

Specific objectives

By the end of this topic, the pupils should be able to:

- Define Gender and describe the difference between Sex and Gender.
- Examine beliefs about being a boy or girl in their culture.
- Identify challenges that girls and boys face because of gender inequalities.
- Question common gender roles and understand they can change with time.
- Define violence and recognize the three types of violence and their impact.

Activity 1:

Being a Boy, being a Girl

(45 minutes)



STEP 1

Explain to pupils that being a girl or being a boy has a big impact on how people see themselves and how others see them. Our sex influences our identity and even our self-esteem.

STEP 2

Ask pupils to think about what they like about being a boy or a girl including their bodies. What are the positive benefits they get? At the same time, have them also think of what they don't like about being a girl or a boy. What are the negative aspects?

STEP 3

Have each participant complete the following statements individually:

For boys.

I'm happy that I am a boy because _____.

I wish I were a girl because _____.

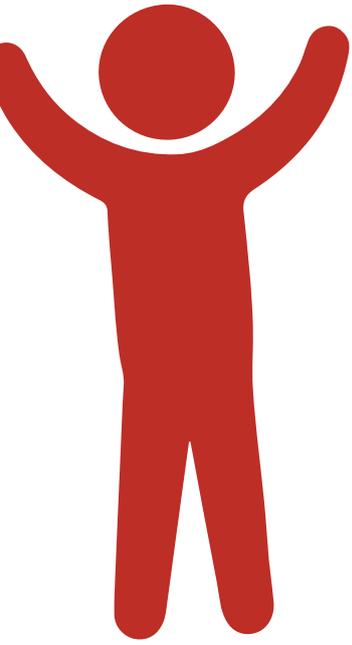
For girls.

I'm happy that I am a girl because _____.

I wish I were a boy because _____.

STEP 4

Ask for volunteers to share their answers. Write their ideas on a flipchart or blackboard.



STEP 5

Review the list and ask pupils to identify which things (positive or negative) can be changed and which cannot. For example, “I wish I were a boy so I could leave the house whenever I wanted and go around with my friends” can be changed. But “I wish I were a girl so I could have a baby” cannot be changed.

STEP 6

Explain that the examples that can change refer to gender. Give the definition of gender and gender roles.

STEP 7

Explain that the examples that cannot change refer to sex, or biological differences between males and females. Give the definition of sex and sex roles.

13

Gender is the difference in the way society expects boys and girls to behave (dress, work, speak, and relate to others).

Examples of gender roles for women are cooking, taking care of animals, caring for children etc.

Gender roles change from time to time and place to place.

Sex is the biological or physical difference between males and females, e.g., reproductive body parts, processes like menstruation, etc.

Examples of **sex roles** are giving birth, carrying pregnancy. Sex roles cannot change.

STEP 8

Conclude by helping pupils see that most of the differences we think of between girls and boys are not actually based on our physical bodies.



Activity 2:

Gender Box (45 minutes)

STEP 1

Tell pupils that sometimes gender roles and expectations can limit a person's choices. One can feel like they are trapped inside a box, without room to freely move or be her/himself. Today's activity will explore how this happens.

STEP 2

Draw a picture of a boy on flip chart or blackboard and ask pupils to name the boy.

STEP 3

Ask pupils the questions below and write their answers around the drawing:

- A. *What does your community say to this boy when telling him to "act like a man"?*
- B. *What is he expected to do?*
- C. *How is the boy encouraged to behave? (Likely answers include: be strong, be brave, protect people from danger, help provide for the family – ensure examples reflect what's true in the local community).*

STEP 4

Next, draw a picture of a girl on a separate sheet of flip chart paper or blackboard and give the girl a name. Repeat the same questions.

STEP 5

Ask pupils the questions below and write their answers around the drawing:

- A. What does your community say to this girl when telling her to “be a good girl”?*
- B. What is she expected to do?*
- C. How is the girl encouraged to behave? (Likely answers include: be quiet, be kind, help with the cooking and cleaning, care for the children, look pretty – ensure examples reflect what’s true in the local community).*

STEP 6

Draw a box around the messages on each flip chart. Explain that this is a gender box. This is how we expect people to behave, depending on society’s idea of what is considered masculine or feminine behavior.

STEP 7

Repeat the activity, but this time ask what a child (boy or girl) should NOT do. Take their ideas of things that people say “girls don’t” or “boys don’t” and write them on flip chart paper outside of the box. Start with the boy (likely answers include: cry, be shy, cook, care for babies). Then do the same for the girl (likely answers include: climb trees, fight, shout, spend time being idle).



STEP 8

After completing the activity, look at the charts side by side. Ask the participants to see the differences between how boys and girls are told to behave and NOT behave. Use the questions below to lead a discussion:

- A. What happens when a boy or girl acts out in a way that is outside the gender box? How are they treated by their families, peers and the community?*
- B. What are specific jobs girls are told they cannot do (e.g., mechanic)? What are specific jobs boys are told they cannot do (e.g., nurse)?*
- C. How can these expectations influence a child's goals and dreams for the future? How can they impact performance in school?*
- D. What would help people to leave outside these boxes?*

STEP 9

Define Gender Equality and Gender Equity:

Gender Equality: means that women and men enjoy the same status and have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the result.

Gender Equity: is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate historical and social disadvantages that prevent women and men from operating on a level playing field.

STEP 10

Conclude by highlighting the following:

- Gender roles are based on standards, created by society.

- Gender socialization begins at birth and occurs through four major agents of socialization: family, education, peer groups and mass media.

- Repeated socialization over time leads men.

and women into a false sense that they are acting naturally, rather than following a socially constructed role.

- The attitudes and expectations surrounding gender roles are typically based not on any inherent or natural gender differences but on stereotypes about the attitudes, traits, or behavior patterns of men and women.

- When girls or boys act outside of the gender box they are usually treated badly. This is unfair and can limit a person's potential.

- All boys and girls can succeed and should be treated as unique individuals. No one should be judged just because he is a boy or she is a girl.

- It's important to encourage people to live outside the boxes and support those who are already outside the boxes because they are limiting.





Module 2:

Power

Time: 45 minutes | Materials: Prepare the characters

Purpose

In this module, we are going to look at different types of power and how they can affect how we relate with other people, and especially the relation between power and gender issues.

At the end of the module, the pupils should be able to understand how different people in the same environment hold different power, and how this power can be used for/against other people. They should be able to understand the concept of fairness and human dignity and how empowerment of the people is important.

We will start with an activity called the power walk, to try and illustrate different types of power in the community and how it affects us.

To prepare for this activity you will need to develop enough different characters for all participants. You will also need to choose 15-20 statements to read out.

Activity 1:

The power walk¹

To try and illustrate different types of power in the community and how it affects us.

STEP 1

Explain that for this activity everyone will play a different person and hand a slip of paper to each person with a different character written on it.

***The characters** can be a 15-year-old maid; a member of parliament; a teacher; a woman working for a local NGO; a 12-year-old herd's boy; a village elder; a police man; a farmer; a local trader; the CEO of an international company; a fisherman; a community social worker; a nurse; a county commissioner; a lorry driver; a housewife; a doctor; a girl's rights activist, and so on (you may add more characters if necessary).

STEP 2

Tell the participants not to tell anyone else which character they have, and to take a minute to try and 'walk in the shoes' of their character and think about what life is like for that person.

STEP 3

Then, ask all the participants to form a straight line, facing forward, and say that this line represents the idea that all human beings are born free and equal.

1 Adapted from: Communities Care Toolkit, UNICEF



STEP 4

Tell the participants you are going to ask them a series of questions, and if their character can answer yes to a question, they should take one step forward. If the answer is no or they are unsure, they should stand still.

Read the questions below clearly one by one, and repeat if needed:

- *Did you go to primary school?*
- *Do you have at least two meals in a day?*
- *When you get sick, can you see a doctor?*
- *Did you go to high school?*
- *Do you have a television at home?*
- *Do you have a car?*
- *Do you have a phone?*
- *When you walk through the community, do you feel safe?*
- *Do you have the power to influence people in the community?*
- *Can you meet with the DC and talk about community issues?*
- *Can you access parliament?*
- *Do you have a bank account?*
- *Do you have bodyguards?*
- *Can you contribute to decision making in your family?*
- *Can you contribute to decision making in your community?*
- *Do people in the community respect you?*
- *Do you know your legal rights?*
- *Do you have access to clean and safe drinking water?*
- *Can you afford to take your children to school?*

STEP 5

When all the questions have been asked, people will be spread out with the more powerless at the back, having taken the fewest steps. They should remain in these positions as

you ask them questions below. They can now reveal who is at the front and who is at the back i.e., they can now reveal their characters.

STEP 6

Summarize using the following discussion questions:

- How did you feel when you were first in the line facing forward?
- How does it feel to be left at the back while others are moving forward, and how does it feel to be at the front?
- Those at the back, what kind of resources do they need to move to the front?
- Who is male? And who is female? (Note that some characters can be either sex)
- Where are majority of women and girls placed?
- Are there any characters that are similar except for their gender? How are their lives different?
- What make people more powerful or less powerful?

STEP 7

Ask the pupils to return to their seats. Summarize the activity using the following discussion questions:

- What have you learnt from this activity?
- How might empowering everyone affect the achievement of a safer, healthier and more peaceful community?
- How are girls being left behind in empowerment? Why?
- How can girls and boys support each other so that no one is left behind?



STEP 8

Tell the participants that we can use power in different ways:

- To harm others, which is not good e.g., people who we trust but take advantage of the power they have, to abuse children
e. g., parents/guardians, teachers, religious leaders who abuse children.
- To influence/create change e.g., CRC members educating their fellow students/peers on life skills.
- To help others e.g., children who share with those who don't have (sharing food, pens etc.).
- To change our lives e.g., studying hard to pass exams, avoiding bad company.

Conclude the module by highlighting the following points²:

- Sometimes people are discriminated on the basis of their gender, like not taking girls to school, which denies them equality and opportunities in life. And hence their capacities are diminished. This will even affect their children in the future.
- It is crucial to bring more equality among human beings by boys and girls developing the capacities of those who have less power, because the more they are empowered – by having dignity and having their needs met – the more they will be able to contribute positively to the development of their families and communities.
- One person or group having power does not take power from others.

² Adapted from: Communities Care Toolkit, UNICEF

Module 3: Child Rights

Time: 45 minutes | Materials: Flip charts and marker pens

Purpose

In this module we are going to look at children's rights and responsibilities. By the end of this module, the pupils should know their rights, their responsibilities and reporting channels in case of abuse.



Activity 1:

The Iceland

STEP 1

Divide the pupils into three/four groups.

STEP 2

Ask them to imagine that they are on a boat. The boat has capsized, and they will be settling into a new island where no one has ever lived before and where there are no rules or laws. Tell the pupils that they should forget who they are in real life because no-one knows what their position on the island will be, whether they will be male or female, young or old, rich or poor, from one clan or the other.

STEP 3

Give the groups 15 minutes to discuss and agree on a list of rules governing everyone on the island, to ensure that the island is fair for all. Ask them also to create rules for children so that they will also grow up in a good and conducive environment. Ask them to write their list of rules down.

STEP 4

After 15 minutes, ask each group to present their list. As they do this, make two master lists of all rules mentioned. One for everyone and another one for children.

STEP 5

Present the Child rights and responsibilities using Handout 1 and explain that it is a list of rights for every child in Kenya. Review the child rights and responsibilities with the group as a whole.

- Ask them for similarities between our list and the Child rights and responsibilities list.
- Which rights from the child rights and responsibilities list did we not include?
- Do we want to add more rights to our list?
- Were any rights in our list not included in the child rights and responsibilities list?

25

Conclude the module by highlighting the following points:

- A right is one's entitlement. What you are supposed to get and it's not a privilege.
- These rights are our constitution (2010), the Children Act (2022) and other laws.
- The government, parents, teachers and community are responsible for the protection of children rights.
- If you feel or see that your rights are being violated you should report to a trusted adult, share it in the talk box, or call a toll-free child helpline number 116.





Handout 1:

Child rights and responsibilities

Right to Life

- Every child shall have the right to life, survival, well-being, protection, and development.
- The government and the family are charged with ensuring the survival and proper development of every child.

Name and Nationality

- Every child shall have a right to a name and nationality and, as far as possible, the right to know and be cared for by their parents.
- Every child has the right to be registered in the Register of Births immediately after birth in accordance with the Births and Deaths Registration Act.

Right to Parental Care

- Children have the right to reside and be brought up by their parents.
- They deserve better parental care for their growth. To be provided with basic needs, love and protection.

Right to social security

- Every child whose parent or guardian is unable to maintain the child has the right to social security as guaranteed by the Constitution. "Social security" includes alternative care services such as kinship care, guardianship, adoption, foster care, temporary shelter, supported independent living, and supported child-headed households. With the aim to facilitate the provision of parental care and protection of a child in accordance with the best interest and wellbeing of the child.

Right to Education

- Every child has the right to free and compulsory basic education. It is the responsibility of every parent or guardian to present for admission or cause to be admitted his or her child, as the case may be, to a basic education institution.

Religious Education

- Every child has the right to freedom of thought, conscience, religion, and religious education subject to appropriate parental guidance, and in the best interest of the child.
- The religious guidance and education shall not in any way limit or hinder the child's access to and enjoyment of any of the basic rights and fundamental freedoms guaranteed by the Constitution, this Act or any other law.

Right to Healthcare

- Every child is entitled to medical care. The government and the child's parents are responsible for providing this medical care.
- Provisions of reproductive health services to children shall be subject to the express consent of the parent or guardian.
- Every child has the right to enjoy the best attainable state of physical, mental, and psychological health.

Every child has the right to:

- Access to age-appropriate information on health promotion and the prevention and treatment of ill- health and disease, mental health, and reproductive health.
- Access to information regarding their health status.
- Access to information regarding the causes and treatment of his or her sickness.
- Confidentiality regarding his or her health status and the health status of a parent, caregiver, or family member, except when maintaining such confidentiality is not in the best interests of the child.
- Access to age-appropriate information that affirms human dignity in human relationships and promotes sexual risk avoidance.



Right to inheritance.

- Every child shall have the right to inherit property and be entitled to equal treatment.

Child Labor Protection Right

- No person shall subject a child to child labor, domestic servitude, economic exploitation, or any work or employment which is hazardous, interferes with the child's education or is likely to be harmful to the child's health or physical, mental, moral or social development.

Disabled Children Rights

- Children with disability should be treated with dignity and afforded special care. Furthermore, there are entitled to all the rights of typical children.

Rights of intersex children.

- An intersex child shall have the right to be treated with dignity, and to be accorded appropriate medical treatment, special care, education, training and consideration as a special need category in social protection services.

Child Abuse Protection Rights

- Every child is protected from psychological, physical, or sexual abuse including trafficking, sale, or abduction. Children are also protected from cultural rites such as early marriage and female circumcision. These practices are deemed to be detrimental to a child's dignity, social welfare, health, and psychological and physical development.

Drugs Protection Rights

- Children are protected from accessing drugs or intoxicating substances. Every child is protected from using drugs or being used to produce, distribute, or traffic drugs.

Right to freedom from torture

- Every child has the right to freedom from torture and cruel, inhuman or degrading treatment or punishment

Right to privacy

- Like adults, a child is entitled to their own privacy. However, a child's privacy should be closely monitored and supervised by their parents.

Duties and responsibilities of a child.

It is the duties and responsibilities of a child to:

- work for the cohesion of the family;
- respect his parents, superiors and elders at all times and assist them in case of need provided that the child's best interest shall remain paramount;
- serve his national community by placing his physical and intellectual abilities at its service;
- preserve and strengthen social and national solidarity;
- preserve and strengthen the positive cultural values of his community in his relations with other members of that community;
- attend school unless prevented by factors beyond their ability;
- not discriminate against other children on account of ethnicity, race, disability, gender, social status or other grounds;
- protect the environment;
- not abuse or harm other children; and
- not destroy any property.



Module 4:

Child abuse

Time: 45 minutes | Materials: Flash cards and notebooks

Purpose

This session introduces the learners to key concepts in child abuse, child protection as a human right and child rights issues. By the end of the session, the learner will be able to:

- a) Explain the meaning of child abuse.
- b) List different forms of child abuse.
- c) Identify children in need of protection.
- d) Outline features of a protective environment.



Activity 1:

Meaning of Child abuse (15 minutes)

STEP 1

Divide pupils into 4 groups. Ask each group to brainstorm on the meaning of child abuse.

STEP 2

Ask groups to write their meaning on flash cards and pin them on the board/ wall/blackboard.

STEP 3

Explain the meaning of child abuse by picking the key elements on the flash cards and discussing them.

STEP 4

Conclude the activity by sharing the information on the meaning of child abuse below:

- Child abuse constitutes all forms of physical, sexual, psychological, ill treatment or neglect of a child or children, especially by a parent or other caregivers.
- It includes any act or failure to act by a parent or other caregivers that results in actual or potential harm to a child.
- Child abuse can occur in a child's home, school or community within which the child interacts.



Activity 2:

Forms of Child abuse (15 minutes)

STEP 1

Place participants in groups of five and ask them to identify forms of child abuse and write on notebook.

STEP 2

Let the participants present their findings in plenary.

STEP 3

Conclude the activity by summarizing using the following points:

Forms of child abuse

A. Physical abuse of a child is any act that results in actual or potential physical harm, and it is reasonably within the control of a parent or person in a position of responsibility, power or trust. It includes the actual or likely injury to a child, or the failure to prevent physical harm or suffering to a child. E.g., corporal punishment.

B. Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment. It also includes adverse effects on the emotional and behavioral development of a child caused by persistent rejection and threats, thus affecting the child's physical and emotional growth. E.g.- Acts include restriction of movement, patterns of belittling, intimidating, scapegoating, threatening, scaring, discriminating, ridiculing or other nonphysical forms of hostility and rejection.

C. Neglect is the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers, and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

D. Sexual violence is a form of abuse that amounts to either an attempt or actual engaging in a sexual act with a child, directed towards a child by coercion by any person regardless of their relationship. It can happen to both boys and girls. Some forms of sexual violence among children are tolerated because of culture and beliefs. Sexual violence is an offence because a child cannot consent to any sexual activity. Sexual violence is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- the inducement or coercion of a child to engage in any unlawful sexual activity such as defilement and incest;
- the exploitative use of a child in prostitution or other unlawful sexual practices; and
- the exploitative use of children in pornographic performances and materials.

E. Commercial or other exploitation of a child refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor and child prostitution. These activities are detrimental to the child's physical or mental health, education, or spiritual, moral or social-emotional development.

Activity 3:

Child Protection (15 minutes)

STEP 1

Place pupils in four groups and give each group one of the following case scenario on a particular kind of child abuse:

- 1.** 12-year-old girl was asked by a male teacher to hang around after class at the end of the day. The teacher took her to the staff room, closed the door and started touching her inappropriately.
- 2.** 5 children aged 15 years, 12 years, 11 years, 9 years and 4 years old are not attending school regularly and mostly seen within town begging for food. Their parents are drunkards and are not home in most time.
- 3.** The caregiver beats a 6-year-old boy and the boy sustains injuries.
- 4.** A mother is reported to have a habit of locking up daily her 2 children, aged 7 years and 5 years, in the house and returns at night. When children were interviewed, they reported to have been threaten and called belittle names whenever they tried to go out of the house.



CHILDREN RIGHTS

ht to education
to food
to shelter
ht to medical care
ht to security
ht to play

STEP 2

Identify the type of abuse.

STEP 3

Discuss how the victim in each case needs to be protected.

STEP 4

Discuss ways in which children in their community facing similar situations are or can be protected.

STEP 5

Conclude the activity by mentioning that child protection involves preventing, detecting, and responding to specific situations where children are at risk of or subject to abuse.

Activity 4:

Categories of children in need of protection (15 minutes)

STEP 1

In task groups, discuss the categories of children who are likely to be abused in their community and therefore in need of protection.

STEP 2

Let them write on the flip chart paper.

STEP 3

Each group to present in plenary.

STEP 4

Conclude the activity by providing key information below. All children are at risk of exploitation. However, some are at higher risk than others. These children include, but are not limited to:

- a) Orphans
- b) Children with physical or mental disabilities
- c) Children in employment
- d) Children from poor households
- e) Children living in the streets
- f) Sexually exploited children.

Activity 5:

Roles played by stakeholders to ensure a protective environment for children (15 minutes)

STEP 1

Divide the pupils in 4 groups, ask them to discuss how each of the following can ensure a protective environment for children identified in activity four above:

- a) Parents and caregivers
- b) Schools
- c) Local community
- d) Government
- e) Judicial system
- f) Civil societies.

STEP 2

Let the pupils write on flip chart paper or notebooks.

STEP 3

Each group to present findings in plenary.



STEP 4

Conclude the activity by stating a protective environment is:

- The one in which children live in safety and dignity.
- The one that helps ensure that the children are in school, laws are in place to punish those who exploit them.
- The one that governments are truly committed to protect.
- Communities are aware of the risk children face, and ready to take action if a child's right is violated.

STEP 5

Conclude the module by emphasizing the following:

- All children are at risk of abuse anywhere in the community. Most incidences of abuse take place at home, in school and at places of worship.
- It's important for children to be alert and always report or run away when they feel they are in danger.
- Online space is also not safe for children and children should be alert not to be lured and abused.
- Children should report cases of child abuse or at risk of abuse to trusted persons (teacher, parent, caregiver, neighbor etc.), children office near you, assistance chief, chief, child protection volunteer, community health volunteer, police, hospital, toll free child helpline 116.

Even when in doubt report anyway!

Module 5:

Sexual Violence

Time: 45 minutes | Materials: Flip charts, marker pens, masking tape, notebooks

Purpose

This module introduces the learners to key concepts in child abuse, child protection as a human right and child rights issues. By the end of the module, the learner will be able to:

- a) Explain the meaning of child abuse.
- b) List different forms of child abuse.
- c) Identify children in need of protection.
- d) Outline features of a protective environment.



Activity 1:

Understanding sexual violence (45 minutes)

Before the session, post 5 flip chart paper on different positions of the wall. On each paper write down one of the 5 categories below:

- Types of sexual violence
- Causes of sexual violence
- Consequences of sexual violence
- Prevention of sexual violence
- Reporting

40

STEP 1

Start this module by explaining to the pupils that we are going to talk about types of sexual violence, causes, consequences of sexual violence, prevention and reporting.

STEP 2

Divide the pupils into 5 groups and assign each group one of the above categories. Ask them to stand next to their category and brainstorm on about it for 5 minutes as they write their responses on the flip charts.

STEP 3

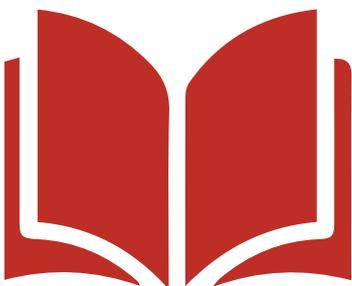
After each group has posted their responses on the flip chart, clap to signal the pupils that their time is up and ask them to rotate in clock wise direction and have a gallery walk to what the next group has written (repeat this action until they have visited all stations. Each group should not spend more than 5 minutes at each station). Ask them to add any other information that might have been omitted by the other group using a different color of felt pen.

STEP 4

After the groups have returned to their original flipchart, let them appreciate what the other groups have added before returning to their seats.

STEP 5

Once the participants have returned to their seats, conclude the activity by leading a plenary discussion on the 3 categories using Resource Sheet 1: “Sexual violence, causes, consequences, prevention and reporting”.



Resource Sheet 1: “Sexual violence, causes, consequences, prevention and reporting”

Types of sexual violence

- a) Defilement
- b) Sodomy
- c) Oral sex
- d) Incest



e) **Sexual assault** (defined as “any unwanted object insertion or forced sexual act committed without consent”) or threat including actual physical aggression; threats of physical aggression; emotional coercion; and/or psychological blackmailing.

f) **Indecent act/fondling**: unwanted touching of a sexual nature; any contact between any part of the body of a person with the genital organs, breasts, or buttocks of another, but does not include an act that causes penetration.

g) **Sexual Exploitation**

- Exposure or display of any pornographic material to any person against his or her will.
- Demanding sex in any context.
- Making sex a condition for assistance.
- Forcing sex, forcing someone to have sex with anyone.
- Forcing a person to engage in prostitution or pornography.
- Refusing to use safe sex practices,
- Videotaping or photographing sexual acts and posting it without permission.
- Alleging or threatening to allege that anyone already has a history of prostitution on legal papers.
- Name-calling with sexual epithets.
- Insisting on anything sexual, including jokes that may be uncomfortable, frightening or hurtful
- Telling someone that they or anyone else are obliged to have sex as a condition for anything.

Effects / Consequences of Sexual Violence

There are many short and long-term negative consequences of violence for the child and their family, as well as for the wider community. At its worst, violence can result in death. A history of abuse in childhood and adolescence has consistently been found to be associated with increased health risks and health-risk behaviours.

Acute physical	Chronic physical	Reproductive
<ul style="list-style-type: none"> • Injury • Shock • Disease • Infection 	<ul style="list-style-type: none"> • Disability • Somatic complaints • Chronic infection • Chronic pain • Gastrointestinal disorders • Eating disorders • Sleep disorders • Chronic fatigue 	<ul style="list-style-type: none"> • Teenage pregnancy • Unsafe abortion • STI, including HIV • Menstrual disorders • Pregnancy complications



Psychological & Emotional	Chronic physical
<ul style="list-style-type: none"> • Depression • Anxiety and fearfulness • Anger • Shame, self-hate, self-blame • Self-harm • Suicidal thoughts and behaviour • Low self-esteem • Sexual disorders • Traumatic stress • Eating and sleeping disorders • Substance abuse 	<ul style="list-style-type: none"> • Blaming and social stigma • Rejection by family and community • Social isolation • Withdrawal from social and community life, including education • Reduced contribution to family and community life • Economic costs, including the costs of health and social services and the costs of losses in earning potential

The consequences for each child, and how severe they are depending on the type of violence they experienced, affect their developmental level and stage, and the care and support that they receive.

Prevention of sexual violence

- Demystify on HIV cure myths, in areas where there is a myth that support sexual violence on children to cure HIV/AIDS.
- Create awareness on laws and punishment related to cases of sexual violence. Emphasise on how a person dresses does not justify sexual violence.
- Report all cases of sexual violence immediately to authorities.

Reporting

Children should report cases of sexual violence or at risk of sexual violence to trusted persons (teacher, parent, caregiver, neighbor etc.), children office near you, assistance chief, chief, child protection volunteer, community health volunteer, police, hospital, toll free child helpline 116.



ABUSED CHI
VERY DIRTY
VERY S

Module 6:

Teenage Pregnancy

Time: 60 minutes | Materials: Flip charts, markers, masking tape

Purpose

In this module we analyse the causes and consequences of adolescent pregnancy using a problem tree.

Specific Objectives:

By the end of the module participants will be able to:

1. List causes/contributing factors and the consequences of adolescent pregnancy.
2. Identify ways of preventing adolescent pregnancies in the community.

Activity 1:

Adolescent pregnancy³

Advance Preparation

Draw a sample problem tree to provide an example of how the problem tree is to be populated. Only label the trunk as illustrated below.

STEP 1

Divide the participants into 3 groups.

STEP 2

Ask each group to draw a big tree on a flipchart, showing the roots, trunk and branches. (Show your sample tree).

STEP 3

Explain to the participants that in order to deal effectively with the teenage pregnancy problem, it is important to understand it in depth.

STEP 4

Ask the groups to discuss teenage pregnancy as a key challenge in the community. Ask them to consider the attitudes, behaviors and practices that fuel teenage pregnancy.

STEP 5

Tell them to write the causes and consequences of teenage pregnancy on the tree they have drawn. The trunk represents the problem (teenage pregnancy) while the roots represent the causes and contributing factors. The branches represent the consequences (allow 15 minutes to do this).

³ This activity was adapted from MENKEN "Real parents" Project, "Adolescents pregnancy training manual"



STEP 6

Ask one person from each group to present their tree in the plenary with brief explanation. Use Resource Sheet 2: Consequences of Teenage Pregnancy to add on to the group presentations (allow 5 minutes for each group).

STEP 7

After each group has presented its tree, explain to participants that in order to deal with the teenage pregnancy problem, we need to identify the root causes and uproot them otherwise the tree will keep on shooting (teenage pregnancies will keep recurring). Ask them to identify the main root causes from the trees as you circle or underline them on the flipcharts. **Highlight the following, if they are not mentioned:**

- Lack or limited education
- Food insecurity
- Lack of information about sexual and reproductive health and rights
- Inadequate access to services tailored for young people
- Pressure to marry from family, community, and society
- Sexual violence e.g., incest, defilement, and rape
- Child, early, and forced marriage
- Period poverty.

STEP 8

Ask them what can be done to deal with the root causes they have identified.

STEP 9

Ask participants to identify ways in which parents/guardians and the community can support teenagers who become pregnant while in and out of school as you list their suggestions on a flipchart.

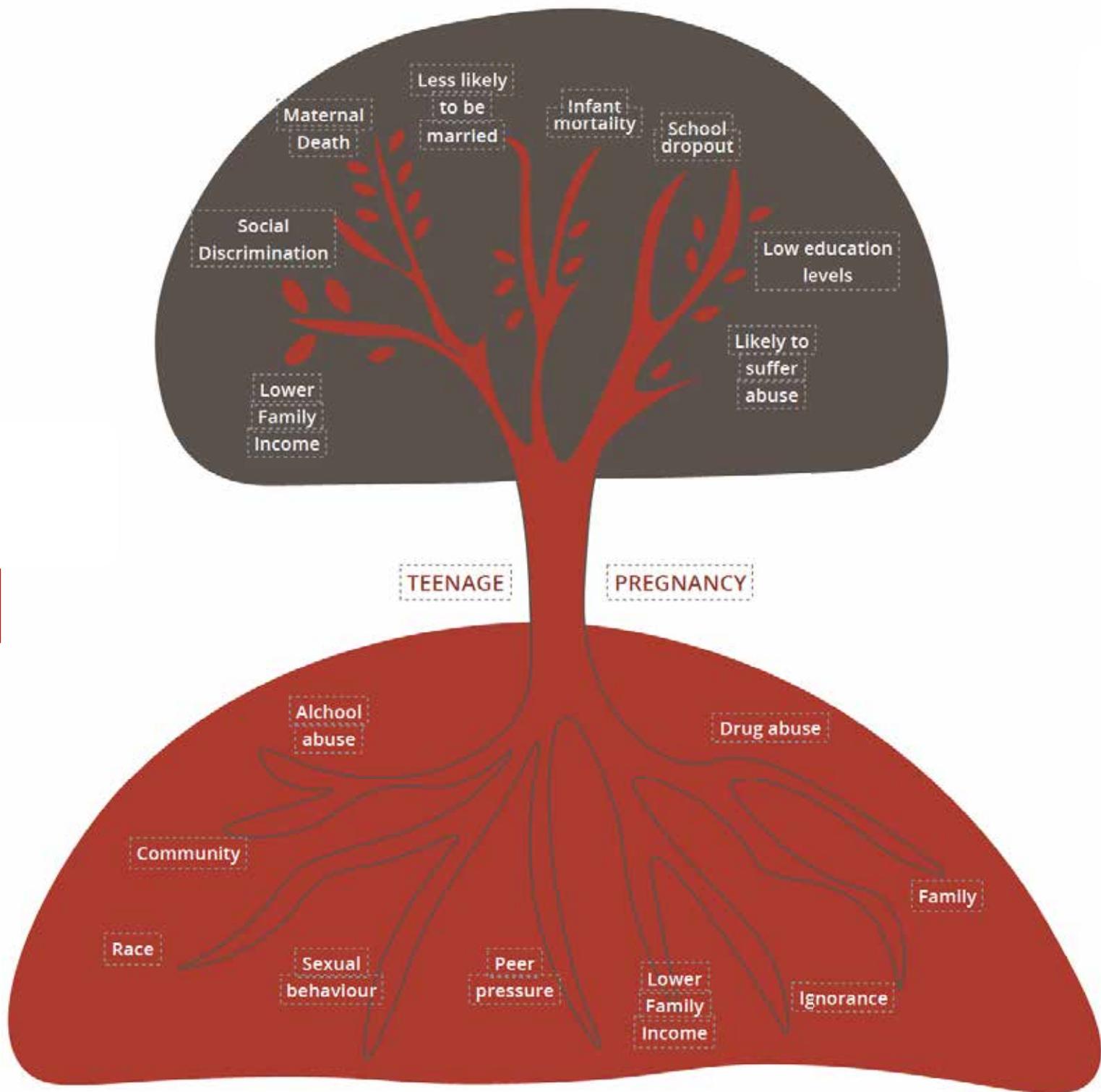
STEP 10

Ask participants to identify measures they will take to prevent themselves from getting pregnant again while teenagers.

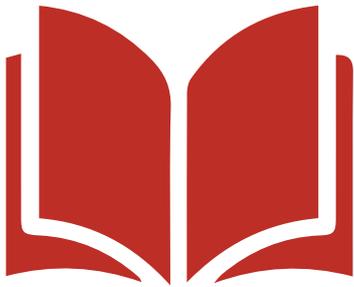
STEP 11

Conclude the session by asking them what they have learnt from the session, and what can be done to prevent the problem of teenage pregnancy in the community.





Sample Problem Tree



Resource Sheet 2: Consequences of Teenage Pregnancy

Medical Consequences of Teenage Pregnancy

- High-risk pregnancy, which may lead to maternal death.
- Stillbirth and newborn death among 0-1-year-old is 50 %higher among 15-19 years old compared to infants of women from 20-29 years old.
- Infants of adolescent- mothers are more likely to have low birth weight.
- Poor health of the mother and her baby, which could lead to sickness, and even death.
- High probability of the couple to have another child (1-3) before the age of 20.

Economic Consequences of Teenage Pregnancy

- Higher cost of health services
- Loss of various opportunities for social advancement, including delayed or neglected educational goals.
- Less opportunity to land a good job, hence limited provision for household needs.
- Increase in economic burden to the family/country.



Psycho-social Consequences of Teenage Pregnancy

- Poor husband-wife relationship (immaturity)
- High possibility of GBV and separation
- Less opportunity to enjoy adolescence and to mingle with friends
- Poor psycho-social development of children
- Stigma and social isolation
- Maternal depression

Prevention of teenage pregnancy

- Report cases of defilement immediately they happen. This will help the survivor get medical attention the soonest which include prevention of pregnancy.
- Report cases of defilement to concerned authorities for judicial course of action.
- Provide adequate/ age-appropriate information on sex education and awareness on sexual reproductive health.
- Provide right information on contraceptives and how to access them. advocate of abstinence.

Reporting

Children should report cases of sexual violence or at risk of sexual violence to trusted persons (teacher, parent, caregiver, neighbor etc.), children office near you, assistance chief, chief, child protection volunteer, community health volunteer, police, hospital, toll free child helpline 116.

Even when in doubt report anyway

Module 7: Child Marriage

Time: 45 minutes | Materials: no material needed

Purpose

In this module we are going to look at definition of child marriage, causes, consequences, prevention and reporting of such cases.

By the end of this module, the pupils should know what child marriage is, the causes and consequences, preventive measures and reporting channels.

Activity 1:

Understanding Child Marriage

STEP 1

Read to participants a case scenario below on child marriage.

Rukia is a 15-year-old adolescent girl who lives with her parents. She attends school and helps her mother with household chores. One day *Salma, Rukia's cousin, and friend who is 16, comes over to visit the family. Salma announces that she is getting engaged and will be married in a month's time. Salma says she is happy to get married to someone her father knows and trusts. She is excited to have her own place, to have her own money, to be able to get money to support her mother and siblings, her own phone, and be able to visit shops, markets and go out with her new husband. She encourages Rukia to find a husband too and not become a spinster like her aunt. She says Rukia should focus on marriage more than school as a woman's true role is to take care of her house, husband, and children.

STEP 2

After reading, lead a discussion using the following questions:
Note: provide chance for 2 or 3 pupils to respond in each question as you write them on the flip chart paper or blackboard. After each question, share additional information using Resource Sheet 3: "child marriage, causes, consequences, prevention and reporting"

- What is child marriage?
- What are the causes of child marriage?
- What are the consequences of child marriage?
- What can be done to prevent child marriage?
- What are the available channels for reporting child marriage cases?



Resource Sheet 3: **“Child marriage, causes, consequences, prevention and reporting”**

55

Child marriage refers to any formal or informal union between a child under the age of 18 years with an adult or a child. Girls are more at risk than boys.

Causes of child marriage

- Teenage pregnancy causes some girls to opt to marry the person who impregnated them, or the boy opt to marry the girl whom he impregnated.
- Due to economic hardship, boys dropping out of school and starting casual jobs and decide to marry.
- Children living with guardians may get frustrated out of mistreatment, neglect and cruelty from step parents and run away to get married.
- Prioritizing the education of boys over girls drives the practice of child marriage, as most girls who are out of school end up getting married.



Consequences of child marriage

- Teenage pregnancy
- Complications during pregnancy and birth which might result to death
- Domestic violence and abuse (involving particularly girls)
- School dropout
- Poverty, due to limited economic opportunities because of the limited education, coupled with taking care of the babies at a very young age
- Depression, anxiety and other emotional problems due to the stress of marriage and their loss of childhood

Prevention of child marriage

- Report case of mistreatment, cruelty and negligence form guardians
- Report cases of children dropping out of school to authorities (children have a right to education)
- Report cases of defilement immediately when they happen to concerned authorities, for the perpetrators to be punished. Medical attention will help prevent pregnancy.
- Report cases of child marriage to concerned authorities

Reporting

Children should report cases of sexual violence or at risk of sexual violence to trusted persons (teacher, parent, caregiver, neighbor etc.), children office near you, assistance chief, chief, child protection volunteer, community health volunteer, police, hospital, toll free child helpline 116.

Module 8: Female Genital Mutilation

Time: 45 minutes | Materials: Flip charts, marker pens, masking tape, notebooks

Purpose

In this module we are going to look at definition of female genital mutilation, the causes and consequences, preventive measures and reporting of such cases.

Activity 1:

Understanding FGM (45 minutes)

Before the session, post 5 flip chart paper on different positions of the wall. On each paper write down one of the 5 categories below:

- Define female genital mutilation
- Causes of female genital mutilation
- Consequences of female genital mutilation
- Prevention of female genital mutilation
- Reporting

58

STEP 1

Start this module by explaining to the pupils that we are going to talk about female genital mutilation, causes, consequences, prevention and reporting.

STEP 2

Divide the pupils into 5 groups and assign each group one of the above categories. Ask them to stand next to their category and brainstorm on about it for 5 minutes as they write their responses on the flip charts.

STEP 3

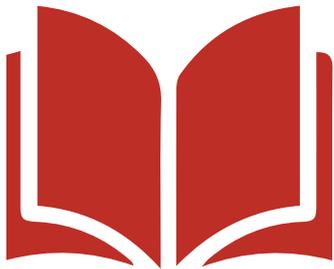
After each group has posted their responses on the flip chart, clap to signal the pupils that their time is up and ask them to rotate in clock wise direction and have a gallery walk to what the next group has written (repeat this action until they have visited all stations. Each group should not spend more than 5 minutes at each station). Ask them to add any other information that might have been omitted by the other group using a different color of felt pen.

STEP 4

After the groups have returned to their original flipchart, let them appreciate what the other groups have added before returning to their seats.

STEP 5

Once the participants have returned to their seats, conclude the activity by leading a plenary discussion on the 5 categories using Resource Sheet 4: “Female genital mutilation, causes, consequences, prevention and reporting”.



Resource Sheet 4: **“Female genital mutilation, causes, consequences, prevention and reporting”**

59

Female genital mutilation is a practice/tradition of partially or totally removing the external genitalia of girls and young women for non-medical reasons.

Causes of female genital mutilation

- Parents in the community practice FGM as a traditional custom inherited from their ancestors and to avoid potential blame from the community.
- Belief that girls must be circumcised as a rite of passage to make her ready for marriage.



Consequences of female genital mutilation

- Excruciating pain
- Severe bleeding
- Infections and problems during delivery
- Urinary difficulties such as incontinence or urinary tract infections for girls and women

Prevention of female genital mutilation

Advocate for abandonment of the practice since it has no medical reason

Reporting

Children should report cases of sexual violence or at risk of sexual violence to trusted persons (teacher, parent, caregiver, neighbor etc.), children office near you, assistance chief, chief, child protection volunteer, community health volunteer, police, hospital, toll free child helpline 116.

Even when in doubt report anyway



7. LIFESKILLS TOPICS

Module 9: Peer-To-Peer Support/Pressure

Time: 45 minutes | Materials: Pen and paper

Purpose

Peer pressure is the way people who are our age, like our classmates, affect or encourage how we act or do things.

By the end of this module, we should understand and learn how to respond to good and bad influences from our peers/agemates/classmates/schoolmates.

Activity 1:

Silent signals⁴ (45 minutes)

STEP 1

Send two pupils (helpers) out of the room on a quick task.

STEP 2

While they are out, tell the pupils that they are going to participate in an experiment about peer pressure. Have the pupils clear their desks, then hand out the pens and paper. Leave pens and paper on the 'helpers' desk as well.

STEP 3

Ask each pupil to write the word "APPLE" in large letters and place the paper on their desk. Tell the class they are not to talk to the returning pupils (helpers), even if they ask what's going on. No laughing or smiling either!

STEP 4

Tell the pupils in the class to observe what the helpers will do when they return. E.g. Will they ask for an explanation? Will they ignore what is on the desk or anything in the class because it makes no sense? Or will they pick up their pens and write the word "APPLE" like everyone else?

STEP 5

Now ask the helpers to come back to class (the observation should not take more than 2 minutes).

STEP 6

After the pupils have observed the helpers, ask the helpers the following questions:

- a) *Why did you do what you did?*
- b) *What made you follow along – or not?*
- c) *How was this an example of peer influence?*

STEP 7

Conclude the activity with the following:

Peer pressure can happen in the following ways: when a person asks you directly to do something, or says things to you that force you toward a certain choice/decision or when nothing is actually said to you, but because you see others doing something, you feel pressure to do the same. For example, everybody doing, or wearing, or liking the same thing. Body language can also make someone feel like they are or aren't part of a group (hugging, crowding /gathering together, sitting together, eye-rolling, staring, giggling/ laughing, pointing).

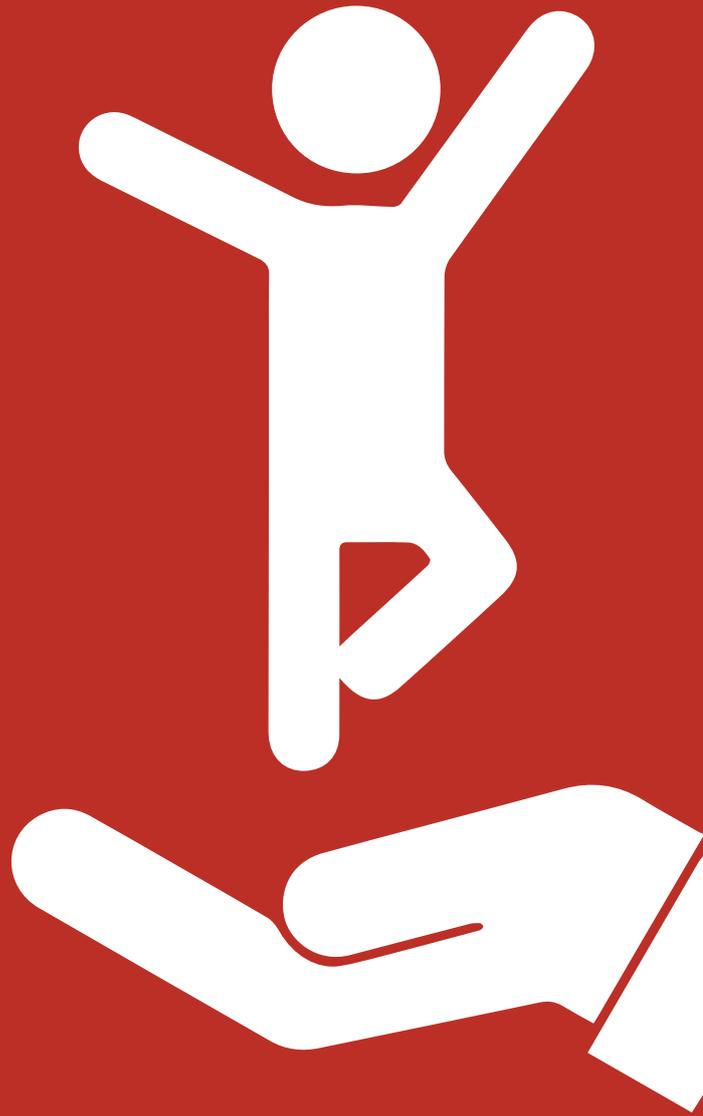
The following are ways your peers can affect your decision/ choice:

- Threatening to leave someone out or end a friendship.
- Abusing or calling names to make someone feel bad.
- Giving reasons to do something or why it would be okey to do it.
- A group standing together talking or laughing, maybe looking at something you can't see.
- Children who think they are cool give you a look that means: "We're cool and you're not".



- Popular children buying or wearing or doing something, and because they set an example, others want to follow.
- Peer pressure can influence one into bad behaviors: such as drug abuse, sexual activities, absenteeism from class, cheating, stealing eating junk foods etc.
- A school should be a place of good influence.





Module 10: Values

Time: 1 hour | Materials: Pictures of the animals, Flip chart, black board

Purpose

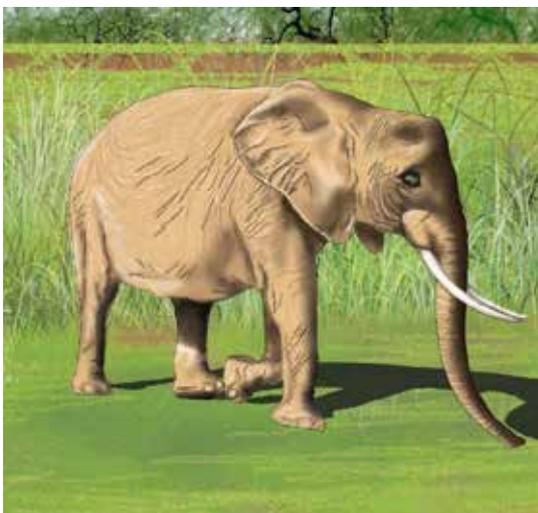
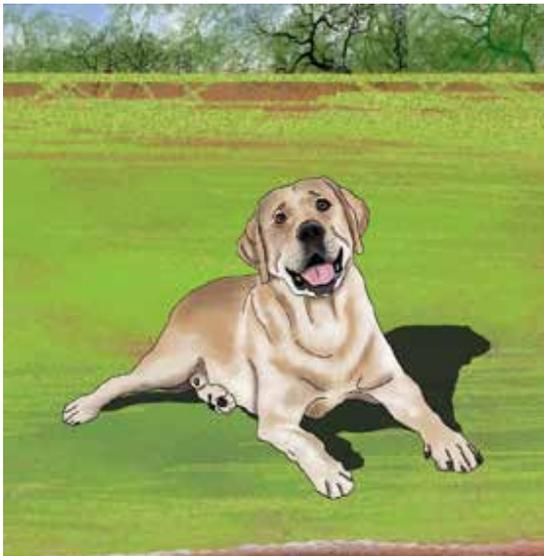
To help pupils understand what values are and the importance of values.

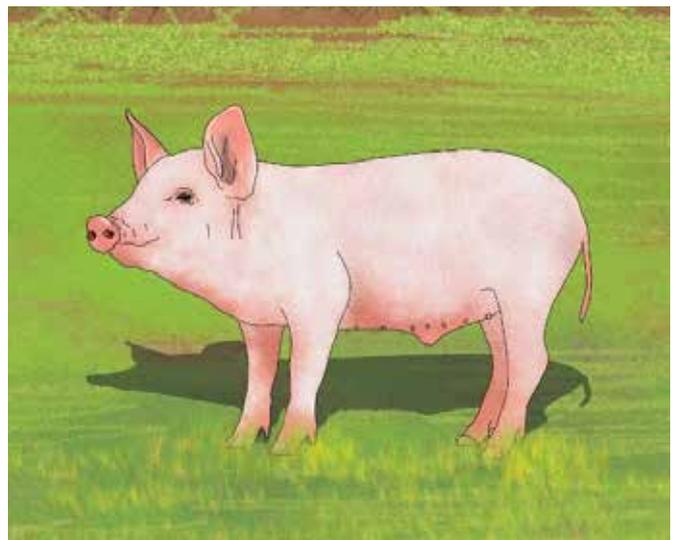
Activity 1:

Identification of values (20 minutes)

STEP 1

Provide pictures of the following animals: dog, hen, elephant, rabbit, donkey, cat, lioness, pig and rabbit.





STEP 2

Divide the pupils into three groups and assign three animals to each group.

STEP 3

Ask each group to list the values represented by each of the animals and list them down on a flip chart paper.



STEP 4

Allow each group to present and stick the chart paper with pictures of animals and values on the wall.

STEP 5

Ask each learner to walk around and select the animals that describe the values they have.

STEP 6

Wrap up this activity by giving additional information on values as provided in the resource sheet 2

Activity 2: **Importance of values (15 minutes)**

STEP 1

Lead the pupils in singing the Kenya national anthem.

STEP 2

Ask the pupils to write down the values found in the national anthem.

STEP 3

Ask the pupils to write down the values found in the national anthem.

STEP 4

Allow volunteers to share the values they have written down.
Write them down on a flip chart.

STEP 5

Guide a plenary discussion on the importance of values.

STEP 6

Conclude the activity by explaining the importance of values with reference to the Resource sheet 2.

Activity 3:

Core value assessment and development (15 minutes)

69

STEP 1

Ask pupils to write in their notebooks 'My Core Values.'

STEP 2

Ask them to write and answer the following questions:
In life, what is most important to me? (Let them write down whatever comes into their minds.)
What does the word value mean to me?

STEP 3

Ask the pupils to list down seven values from the most important to the least.
These should be the things that are the most important to them in life.



STEP 4

Ask pupils to select three values from the seven that they have listed. Ask them to write the definition of each value, a statement of commitment to work towards achieving it and how they will determine whether they have succeeded or not.

STEP 5

Wrap up this activity by reminding pupils that individuals have a responsibility to develop the values they lack and strengthen the weak ones – use Resource Sheet 5 “Values”.



Resource Sheet 5: “Values”

Meaning of Values

Values are principles or standards that guide behavior. It is a person’s judgement of what is important in life. Values influence individual attitudes, thoughts and actions towards self and others.

They are influenced by religion, social media, education, peer pressure, culture, technology and personal experiences.

Identification of Values

- Example of values animals represent: cooperation, hard work (donkey) happiness and cleanliness (cat), loyalty, always faithful to its owner (dog), responsibility (hen/lioness; hen protects its chicks from the enemy and forages for food intensely while a lioness hunts to feed its cubs), positive attitude (dog), simplicity, (pig) (it is not choosy with what it eats).
- There are two types of values: personal and core. Personal values are lessons learned from life's experiences. Core values are inculcated during our initial upbringing and create the way a person relates to the world.
- Examples of core values include: responsibility, cooperation, love, simplicity, honesty, integrity, freedom, peace, respect, wisdom, happiness, unity etc.
- Some examples of personal values: friendship, justice, hope, faith, power, success, leadership, truth, positive attitude, faithfulness, education, loyalty etc.

Importance of values

- Values build strong a character - Good Values such as Kindness, Modesty, Honesty, Equality etc. guide one to the right path in life
- Helps to understand the difference between right and wrong. It helps to make the right decisions in life.
- Helps to stay strong- values prepares one's mental conditioning and strengthens their determination to overcome tough conditions and situations.



- Boost self-confidence
- Helps us to stand up against injustice- When one knows what is right or wrong, they can shape the perception of others
- Values teaches us to think for others

Activity 4:

Family values (15 minutes)

72

STEP 1

Let pupils know that values are not forced on us. We acquire them through seeing, observing and imitating. Your family, friends, teachers, religious leaders, and culture can influence the values you take. Tell the participants that the family is one of the most important and powerful sources of messages about values. Children learn and acquire many of their values from their parents and other family members

STEP 2

Divide the pupils into 4 groups. Assign each group one of the tasks below, which should be written in advance on flip chart paper or small pieces of paper (one for each group). Ask each group to discuss their set of scenarios. They are to think about and share how their family feels about each issue. (Note: The scenarios can be changed to reflect what is most common in the local area. Tasks can also be assigned based on age groups if appropriate.)

How does your family feel about...?

GROUP 1	GROUP 2
<ul style="list-style-type: none"> • Girls who have gone to university • When you sleep at a friend's place without permission 	<ul style="list-style-type: none"> • Walking alone at night • Having friends visit without parents present • Sleeping at a friend's house
GROUP 3	GROUP 4
<ul style="list-style-type: none"> • Wearing clothes that show your body • Having a boyfriend/ girlfriend 	<ul style="list-style-type: none"> • Participating in sports • Attending night parties

STEP 3

Conclude the activity by emphasizing that each person has a right to choose for her/himself what is right.

The most important thing is knowing what you believe in and acting in line with those beliefs. Explain that often people who make decisions based on what they value feel good about themselves. People who make decisions that go against their values are often unhappy and tend to regret in future. It is important to make decisions and live life according to your personal values.



Module 11:

Confidence, self-awareness and self-esteem

Time: 50 minutes | Materials: No material needed

Purpose

In this, module we are going to discuss confidence, self-awareness and self-esteem. It is very important that children feel good about themselves. We will discuss how to improve our confidence and self-esteem. How we view ourselves and how it affects how other people view us. It also affects our performance both in and outside school.

These activities are aimed to help children understand their limitations, strengths and develop a positive concept about themselves and their school.

In this activity, participants work with partners, since it is difficult to draw one's own portrait (usually for self-portraits artist uses a mirror). By drawing each other's portraits, participants develop a sense of observation and create an atmosphere of appreciation and acceptance of themselves and others which in turn strengthens the relationship between members of the group.

Activity 1:

Self-esteem⁵ (20 minutes)

STEP 1

Explain that we are born with an imaginary empty treasure chest (treasure box). As people love us, compliment us, appreciate us, play with us, and learn with us, we build up our treasure. As people criticize us, shout at us, and put us down, we lose our treasure.

STEP 2

Explain that as the put-downs build-up, the treasure chest can lock and that prevents us from feeling good about ourselves and others.

STEP 3

Read the following statements aloud one at a time and ask the pupils to write a response to each statement:

- What do you think is your greatest personal achievement to date?
- What do you like most about your family?
- What do you value most in life?
- What are the three things you are good at?
- What is one thing you would like to improve about yourself?
- If you died today, what would you most like to be remembered for?

⁵ Activity borrowed from Save the children life skills manual facilitators guide.



- What do members of the opposite sex like most about you?
- What do your friends like most about you?

STEP 4

Divide the pupils into groups of three or four. Ask them to share two or three of their responses and to discuss in their groups how they can give themselves and other people self-esteem treasure.

STEP 5

Conclude the activity by emphasizing that we need to build our own treasure chests or boxes, and find ways of building those of others as well.

Activity 2: **Self-awareness (20 minutes)**

Self-awareness as a skill empowers an individual to know and come into terms with their strengths, status, background, culture, needs and feelings. It is also an individual's ability to appreciate the strong and weak points of one's own character. This realization enables one to take actions, make choices and decisions which are consistent with one's abilities.



Mwangaza is a beautiful fifteen-year-old girl. She is a talented singer and dancer just like her grand-father Mwaga. Her academic performance is exemplary. However, she steals, bullies' others and is not concerned about other people. Mwangaza feels she is too big and old to be in grade seven. Her parents enrolled her in school late since there were no schools in her neighborhood when she attained school going age. She also had to look after her family's animals.

STEP 1

Ask a volunteer to read Mwangaza's story.

STEP 2

Guide pupils to answer the following questions and write their responses on a flip chart.:

- a) Identify factors which have influenced Mwangaza's life positively and negatively.
- b) Discuss possible ways of helping Mwangaza overcome negative habits.

STEP 3

Ask each pupil to reflect on his or her life and write in his or her notebook the factors that may have influenced his or her personality and behavior.

STEP 4

Summarize this activity by explaining the role of nature versus nurture in influencing human behavior as outlined in the Resource Sheet 6.





Resource Sheet 6: “Self-awareness”

- Self-awareness is the perception that one has of themselves. It involves knowing and understanding one’s physical, intellectual, emotional and spiritual components as well as recognizing one’s abilities, talents, role in society, strengths and weaknesses.
- Encourage learners to share the aspects about themselves they are comfortable with.
- The mentor could also share about themselves; their likes and dislikes as well as past struggles with physical attributes. This will make it easier for the participants to freely talk about their own struggles.
- Encourage the participants to accept what they cannot change like height, complexion etc. and work towards changing what they can.
- Emphasize that each person is unique and valuable, hence the need to accept self and others.
- Self-acceptance enhances self-image.
- Individual abilities, gifts, and talents can be enhanced by being aware they exist, accepting and improving them. For instance, knowing that you have the capability to run, play ball games, sing and dance and working towards developing them enables one to become a competent and productive member of the society.
- Utilizing abilities, gifts and talents leads to personal fulfilment and enhanced self-esteem of an individual.

- The skill of self-awareness aims at helping one to discover and accept self, plan for one's future and be able to accept others. It helps in the appreciation and application of all other life skills.

Benefits of self-awareness

- Helps one to understand oneself better.
- Helps one to accept oneself.
- Empowers one to be in control of one's life.
- Minimizes external influences. You are able to protect your personal space.
- Enables one to accept feedback.
- Helps to improve interpersonal relationships.

Factors that influence an individual's life

- Culture: The culture a person comes from contributes a great deal to his or her current situation (positively or negatively).
- Family values: Positive and negative family values shape individuals' attitudes and behavior.
- Religion: The beliefs a person upholds affects his or her values and hence day-to-day choices.
- Education: The schools attended and the level of education a person has attained do shape a person's life in a way.
- Peer groups: Childhood peers and current peer groups have an influence on an individual's choices.
- Genetic inheritance. Abilities and talents inherited from our parents and grandparents tend to enhance personal growth if they are developed.



Human beings are products of both genetics and the environment. Self-awareness entails asking oneself the following questions:

- *Who am I and how do I relate with myself (intra-relationship)?*
- *Where have I come from? What is my family background and its impact on my life?*
- *Where do I want to go in life - what is my passion?*
- *What steps should I take to get to my desired destination in life?*

Pupils, when necessary, they can access guidance and counselling to deal with psychological challenges associated with their past.

STEP 5

Summarize the self-awareness activity with the following point

- Recognize the weak and strong sides of your own behavior.
- Recognize the weak and strong sides of your own thoughts and abilities.
- Differentiate what one can do or can't do by themselves.
- Recognize things that which cannot be changed and accept them (e.g., hair type, height etc.)
- Whatever people say, each person is different and should value themselves.
- Recognize your unique talents

Conclude the module with the following:

- It is important to feel good about yourself.
- Try to solve problems, or to learn something new. This will help you improve your confidence and self-esteem.
- Do not bully other children or make them feel inferior/ bad about themselves.

Module 12: Decision making

Time: 50 minutes | Materials: Felt pens with different colors, flip charts

Purpose

To help the pupils in making good decisions

Activity 1:

Three Cs To Good Decision-Making (30 minutes)

STEP 1

Explain that making decisions and knowing the consequences are important skills young people need. Ask the group members to take out a blank piece of paper and write down a serious decision that they are or someone they know is currently facing. The decisions can be about anything - school, a job, a family situation, or a social situation. Instruct them to choose a decision where the consequences really matter, instead of something that will not make much difference.

Assure them that what they write will remain confidential.

STEP 2

Collect the papers in a basket or hat. Read them quickly and choose five or six that are tough decisions. Write them on the flipchart paper, editing them as necessary to keep confidentiality.

STEP 3

Explain to the group that these are the kind of challenges many young people face, especially as they become independent. Young people must make decisions and learn to live with the consequences.

STEP 4

Using flipchart paper, display the **“Three Cs to Good Decision Making”** showing the words, challenges, choices, and consequences, and distribute the handout of the same name.

Point to the word **“challenges** (as illustrated handout on **“Three Cs To Good Decision Making”**), and ask them to define what that means (something that is difficult).

Ask the pupils to choose one of the challenges listed on the flipchart paper, and then write it on the first line of their handout.

STEP 5

Now point to the word **“choices”** on the flipchart paper. Again, ask them to define **“choices”** (things you can opt to do in a particular situation). Ask the group to brainstorm several choices or options that a person making this decision has. List those beside the word **“choices”** and add any others that you can think of. Be sure there are at least three choices.

83

STEP 6

Point to the word **“consequences”** and ask what that means (something that happens as a result of doing something, either positive or negative). Ask them to think of possible negative and positive consequence for each choice. Add any obvious consequences the group may leave out, especially negative ones. Point out that the number of choices should not determine the best choice. You should note the intensity or weight of each choice.

STEP 7

Tell the group to look at the choices and consequences and make a choice together. Try consensus or take a vote to determine the outcome. Clarify that although an individual usually does decision-making, people may seek other people’s opinion before making a decision.



Summarize what is on the newsprint and help learners to articulate the three steps in making a good decision when facing a challenge.

Discussion Points

- What do you think about the “three C’s”? How effective do you think it will be when you are back in your day-to-day life?
- What are some of the most powerful influences in our lives when we make decisions?
- How does it feel when we decide to do something that disagrees with any of those influences?
- When facing a tough challenge, and unsure of the decision to take, who could you turn to for help?

Note to the Facilitator

Explain to the participants that when it comes to making decisions regardless of what a person’s values may be, there are some questions that a person should ask before making the decision. Decisions about sexual behaviors are some of the important ones that young people make.

Explain to the participants that making decisions about sex is related to “who you are” and “what you believe in.” This influences “how

you behave.” With this in mind, it is important to recognize that all individuals have a right to make their own decisions about sex. No one can make those decisions for him or her. In the end, individuals will do what they value. It is illegal in Kenya for Children below 18 years of age to engage in sex.

Three Cs to Decision-Making

1. Challenge or decision you are facing:

2. Choices you have:

Choice 1:

Choice 2:

Choice 3:

3. Consequences of each choice:

Positive

1)

2)

3)

Negative

1)

2)

3)

Your decision is:

Your reason(s) is/are:





@CISP

Child protection

Protecting
is our P



Module 13:

Trust

Time: 50 minutes | **Materials:** A piece of cloth that is not transparent if folded into two and can be used as a blindfold

**You may also need at least one extra person to help you supervise this activity*

Purpose

Trust is the firm belief in the reliability, truth, ability, or strength of someone or something.

In this module, pupils are going to discuss trust and why it is important in our lives for building relationships and managing conflict.

Pupils should understand why they need to trust other people and why it is important to be trusted by others.

For this activity, you will need a piece of cloth that is not transparent if folded into two and can be used as a blindfold.

You may also need at least one extra person to help you supervise this activity.

Activity 1:

The blindfold (45 minutes)

STEP 1

Divide the pupils into groups of twos'. Once each person has identified their partner take one half of the partners to a corner where you would not be overheard when giving them instructions. The half receiving instructions are the one that will guide the other half in blindfold. In a corner where you cannot be overheard, give them the path that they will use to guide their blindfolded partners. After they understand the path to use, give them the blindfolds and they can now rejoin their partners and consequently blindfold them.

88

STEP 2

Ask each person to lead their blindfolded partner through the specified path; (they should depart one by one and not all at once to avoid accidents and confusion of instructions. The blindfolded partner is supposed to follow the instructions of their partner. Make sure that there is no peeking).

STEP 3

Once all peers complete their path; ask them to remove the blind fold and return to their sits/desks. Lead a discussion using the following questions

- How did it feel to be blindfolded?
- How did it feel to lead and what strategies did you use to help get your directions across to your partner? How did it feel like to lead the other person?
- How did it feel like to be led blindly?

- At what point did you begin to trust your partner?
- Did you ever want to trade places with your partner?
- Think about a person you trust. Why do you trust them?
- Why is trust important in our daily lives?
- How might we build trust with other people?

STEP 4

Conclude the activity by giving additional information using Resource Sheet 7 below, on how to build trust in our lives.



Resource Sheet 7: “How to build trust in our lives”

89

Be reliable;

- Do what you say;
- Honor your promises;
- Be consistent;

Be honest;

- Tell the truth as much as you can;
- If you do lie, admit it;
- Speak from the heart;
- Express your feelings;

Be open;

- Volunteer information;
- Don't omit key details;
- If you do have secrets, say so;



Show your integrity;

- Keep secrets said to you;
- Display loyalty;
- Keep your feelings under control;
- Avoid abusive behavior;
- Use assertive communication;
- Make a promise;

Conclude by highlighting the following points:

- When people trust each other, they feel free to bring out any issues they have and these issues can be discussed and solutions found.
- Where there is trust, there also is respect of others' ideas and feelings.
- Many conflicts are escalated because there is no trust between the parties involved.
- We should be able to look at our values and reflect on them so that we can be respectable and trusted by other people.
- Trust is one of the things we must build on throughout our lives.



Module 14:

Leadership and Communication

Time: 90 minutes | **Materials:** Sheets of A4 papers / blackboard or flip chart

Purpose

In this module we will discuss leadership skills and good communication skills. By the end of the module, we should know what the characteristics of a good leader are.

This activity helps to find out the kind of role models the pupils have, so as to strengthen their concept of good leadership. We can only learn to be a hero or heroine, a leader or active citizen through other heroes/leaders/active citizens.

Activity 1:

Leaders we admire/patrons

(45 minutes)

STEP 1

Read to the pupils this paragraph "Think of some heroes or heroines in your life, either in your family, or your community whom you would wish to be like to.

STEP 2

Answer the following questions in your note book:

- Who is this person?
- Why do you consider this person important in your life?
- What qualities and values of your role model are similar to yours?

STEP 3

Provide the pupils with two sheets of A4 paper each. Ask the pupils to draw a picture or portrait of the leader/role model (head only picture) on one sheet. (Give the pupils 10 minutes to draw)

STEP 4

Ask pupils to write on the other sheet why you have chosen that person, and why he/she means so much to them. (If the hero is dead, this activity can help the child grieve and hold on to positive memories of the person) (Give the pupils 10 minutes to write)

STEP 5

Ask them to explain their drawings. If the child offers no information, ask if you can interview them and write their responses next to the drawing. Do it in a way that respects their need for privacy, you can ask what the people in the drawing are thinking, feeling and doing. Tell the child they don't have to answer all questions. They need only say as much as it feels comfortable.

STEP 6

Follow up the discussion with the following questions:

- What are some of the qualities you have seen in the bad leaders that you know of?
- What does it mean to be leader?
- What are the characteristics of a good and fair leader?
- If you held a leadership position, what would you do?
- What are the different ways you can lead by example?

STEP 7

Conclude the activity by highlighting the following qualities/ characteristics of a good leaders:

- Honesty;
- Ability to delegate; sharing duties means trusting other people to do what you would have done and trusting in their abilities.
- Communication; understand how to communicate; how to be good listeners and how to be thankful on the use of body language (e.g., smile on the face, sad face, nodding e.tc)
- Confidence; you need to keep up your confidence levels even when things are not going as planned, this will make other people believe in you.
- Commitment; show commitment not only to what you are doing but also to your promises.



- Positive attitude; always stay hopeful as this will be transferred to the people around you.
- Creativity; you may from time to time be forced to change from your daily routine and make a creative choice.
- Intuition (the ability to quickly understand something without evidence); when you are leading your team through unfamiliar situations, there is no direction/guide, you will have to rely on your gut instincts/ intuition.
- Ability to motivate;

Activity 2:

Pass the message (45 minutes)

When we communicate with another person, we are sending and receiving messages to and from each other.

STEP 1

Ask the pupils to stand in a line facing forward with a reasonable distance between them.

STEP 2

Whisper the message below, or a similar one to the child at the end of the line and he in turn is supposed to whisper what he has heard to the person next to him and so on until the end of the line. (There will be no repeating the message, you only whisper once).

Message: tomorrow at 10 am all the pupils should meet at the assembly. They should carry brooms, a jug of water, a plate and something to sit on.

STEP 3

Ask the last person to say the message out loud; also ask the first person to do the same to see the change of the message.

STEP 4

Ask the following questions:

- What caused the message to be changed?
- Did the last person get the correct message? Will he/she act as expected?

STEP 5

Ask participants if they have ever heard of passive, aggressive, or assertive communication. See if they have any idea what these terms mean.

Clarify the 3 types of communication using the information below:

Passive - You communicate in a weak or indirect manner. You are unclear or afraid to address an issue or problem. You do not want to upset or disappoint the other person, your body language shows you are uncomfortable e.g., Keeping quiet, talking softly, giggling nervously, looking down or away, sagging one's shoulders, avoiding disagreement, hiding one's face, Using body language instead of words \

Aggressive- You communicate in a way that threatens the other person if your feelings and opinions are not accepted, you try to dominate or overwhelm the other person, you have forceful body language e.g., Shouting, Demanding, Not listening to others, Arguing and saying others are wrong, leaning forward in a threatening way, looking down on others, wagging fingers or pointing, Fighting

Assertive - You communicate in a way that is not rude or threatening to the other person; You express your opinion without disrespecting the other person; You have strong and steady but nonthreatening body language; Your approach is



direct, clear, and balanced; You have a clear message but you are also ready to listen Knowing what you want to say such as “I feel . . . ,” ; Being specific Looking the other person in the eyes Using correct body language; Taking turns listening and speaking; Using a calm, clear tone.

STEP 6

Tell the pupils that they will now have an opportunity to practice role-playing passive, aggressive, and assertive communication. Divide the pupils into 3 groups and assign the following role plays one role play per group using the following scenarios below.

Role play 1 should be demonstrate aggressive communication, **Role play 2** passive communication and **Role play 3** assertive communication (each role play should not take more than 5 minutes).

Role-Play 1 — Your classmate takes your pen without your permission

Role-Play 2 — Your friend tells you that to be “cool,” you need to smoke a cigarette.

Role-Play 3 — Your boyfriend/girlfriend pressures you to have sex.

STEP 7

End the activity by discussing the following questions:

- A.** Was it easier to be passive, aggressive, or assertive when communicating?
- B.** Which type of communication worked best or achieved the best result? Why?
- C.** How does assertive communication help you to set boundaries and express your values?
- D.** Are there areas in your lives where you could apply these skills? If so, where?

STEP 8

Conclude the activity by emphasizing that it is always best to aim to communicate assertively. This will get the best results. However assertive communication takes practice and skills. It does not come naturally to most people. Show pupils the pictures below for additional explanation.



Picture showing passiveness



Picture showing assertiveness





Picture showing aggressiveness

STEP 9

Conclude the activity by highlighting the following point:

- Good communication involves the use of clear and simple language and the opportunity to ask questions and check for understanding.

Module 15:

Integrity and Ethics

Time: 90 minutes | Materials: No material needed

Purpose

This module is to assist pupils develop an understanding of the importance and impact of behaving in an ethical manner and with integrity always.

Integrity is the value that is exhibited through behavior that adheres to high moral standards. Ethics is the discipline dealing with what is good and bad with moral duty and obligation. Combined, integrity and ethics are a set of moral principles and behavior dealing with what is right and what is wrong.

This activity will challenge pupils to recognize where their personal ethics/integrity currently resides.

Activity 1:

Kohlberg's dilemma's: Heinz dilemma⁷ (45 minutes)

Heinz dilemma

Heinz's wife was dying from a unique strain of cancer. There was one type of drug that doctors said can save her. It was a drug recently discovered by a local pharmacist. The drug was expensive to make but the pharmacist was charging ten times what the drug cost him to produce. He had used \$200 (Ksh. 30,000) for making the drug but charged \$2000 (Ksh. 300,000) for a small dose of the drug. Heinz went to everyone he knew to borrow money for the drug, but he could only get together half of the cost which is \$1000 (Ksh. 150,000). He went to the pharmacist and told him that his (Heinz's) wife was dying and asked the pharmacist to sell it cheaper or let him pay the rest of the money later. But the pharmacist refused, "I discovered the drug and I am going to make money from it". So, Heinz got so desperate and broke into the man's store to steal the drug for his wife.

STEP 1

Have each pupil read the Heinz dilemma or read out loud to the pupils.

STEP 2

Label one corner in the room "**Agree**" and another "**Disagree**".

STEP 3

Read a statement and pupils will choose a corner that relates to their answer (pupils should be prepared to defend their choice

for going to a particular corner). Inform the pupils that they are free to move from one corner to the other if they change their mind as a result of the discussion.

The bolded sentences are the main statements. The other sentences are probing questions for discussions.

Heinz was right to steal the drug.

- Why or why not?
- Is it actually wrong for him to steal the drug?
- Does Heinz have a duty or obligation to steal the drug?
- Why or why not?

If Heinz doesn't love his wife, he should steal the drug for her anyway?

- Does it make a difference in what Heinz should do whether or not he loves his wife?
- Why or why not?

Suppose the person dying is not his wife but a stranger. Heinz should steal the drug for the stranger.

- Why or why not?

Is it important for people to do everything they can to save another's life.

- Why or why not?

It is against the law for Heinz to steal, therefore that makes it morally wrong

- Why or why not?



Let the children reflect on the following questions. They don't have to answer but just think about them.

- Would you report your friend to the teacher if you saw them cheating on exams?
- If you picked 20 shillings belonging to someone in class and nobody saw you, would you give it back?
- Would you pretend to be sick so that you don't attend class because you did not do your assignment?
- Do rules always protect us? Should rules endanger lives?

STEP 4

Conclude the activity by pointing out the following six pillars of character:

- **Trustworthiness - Be honest.** Don't deceive, cheat or steal. Be reliable – do what you say you'll do. Be loyal.
- **Respect – Treat others with respect.** Be tolerant of differences. Use good manners, not bad language
- **Responsibility – Do what you are supposed to do.** Use self-control. Be self-disciplined and accountable for your choices.
- **Fairness – Play by the rules.** Take turns and share. Be open minded. Don't take advantage of others.
- **Caring – Be kind. Be compassionate.** Express gratitude. Forgive others. Help people in need.
- **Citizenship – Do your share.** Stay informed. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

Therefore, before you decide to do anything, always ask yourself these questions:

1. What does my conscience – ‘that little voice’ inside my head – say about it?
2. Could it hurt anyone – including me?
3. Is it fair?
4. Does it violate the golden rule? (How would I feel if somebody did it to me?)
5. Have I ever been told that it is wrong?
6. Deep down how do I feel about it?
7. How will I feel about myself later if I do it?
8. What would adults I respect say about it?

If you still can't decide, talk it over with someone you trust and respect.



Module 16:

Menstrual Hygiene Management

Time: 40 minutes | Materials: Felt pens (colorfull) and Flip charts

Purpose

This module will discuss menstruation, methods girls can use to feel better during their menses, ways to manage their hygiene during this period and myths and taboos about menstruation.

Activity 1:

Menstrual hygiene (40 minutes)

Advance preparation

Before the session, post 4 flip chart paper on different positions of the wall. On each paper write down one of the 4 categories below:

- Define the term menstruation and name the phases of the menstrual cycle.
- List the methods girls use to feel better during their menses.
- List ways to manage menstrual hygiene.
- List myths and taboos about menstruation.

STEP 1

Start this module by explaining to the pupils that we are going to talk about menstruation, methods girls can use to feel better during their menses, ways to manage their hygiene during this period and myths and taboos about menstruation.

STEP 2

Divide the pupils into 4 groups and assign each group one of the above categories. Ask them to stand next to their category and brainstorm on about it for 5 minutes as they write their responses on the flip charts.

STEP 3

After each group has posted their responses on the flip chart, clap to signal the pupils that their time is up and ask them to rotate in clock wise direction and have a gallery walk to what the next group has written (repeat this action until they have visited all stations. Each group should not spend more than 3 minutes at each station). Ask them to add any other information that might have been omitted by the other group using a different color of felt pen.

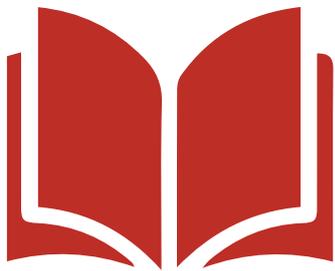


STEP 4

After the groups have returned to their original flipchart, let them appreciate what the other groups have added before returning to their seats.

STEP 5

Once the participants have returned to their seats, conclude the activity by leading a plenary discussion on the four categories using Resource Sheet 8: “Menstruation”



Resource Sheet 8: “Menstruation”

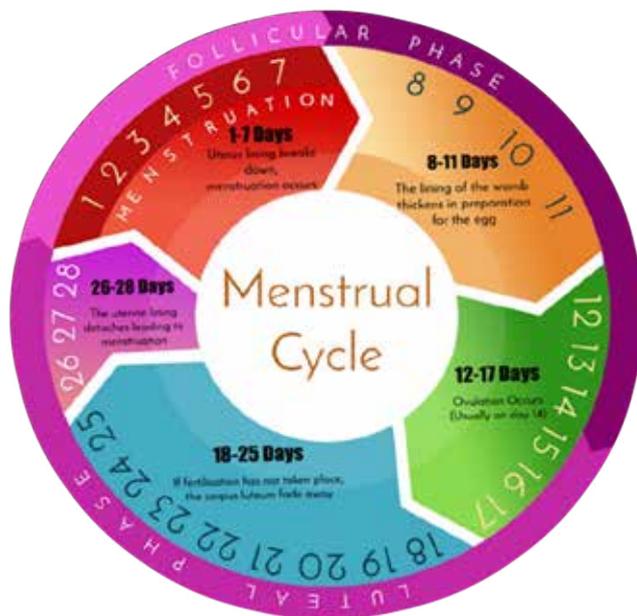
Menstruation happens to girls at puberty. It shows that the girl’s uterus is preparing itself to be able to carry pregnancy. It becomes stronger, because a thick lining grows on the inside of the uterus. If that month, the girl does not get pregnant, the uterus sheds the lining. This might cause cramps (muscle contraction), and makes the blood of the lining leave the body through the girl’s vagina.

It is a normal process that girls and women all over the world undergo. It starts during puberty, as the body starts to prepare for pregnancy when the girl is older. It ends when the woman is too old to bear children. Usually, the period comes again between 21 days to 35 days (majority are within the 28 days), and lasts for a few days each time (3 to 5 days). However, it is

very normal if times between periods last a bit longer or shorter, especially in the first years that a girl starts having her period, when her 'cycle' still fluctuates.

Medical fact about menstruation and methods girls use to feel better during their menses.

Puberty is not an illness. It is not something to be scared of, as it is a normal process that happens to all women. However, there are some medical conditions that may first appear during this stage in a person's life. It is important that girls are aware of this so that they don't get scared, and they know what to do and to expect. These conditions include:



- The loss of blood every month by the girls during their menstrual periods may lead to anemia, especially if they do not eat enough iron containing food. Anemia, which is a blood condition, may cause weakness and tiredness in the girls. Foods that contains a lot of iron are spinach for example.
- Irregular, prolonged or heavy bleeding may occur in girls who have recently begun having their periods.

During their menstrual periods, many girls experience one or more of the discomforts below;

- Stomach pains;
- Bloating feeling;
- Sore or tender breasts;
- Acne;



- Moodiness and irritability
- Headaches and tiredness
- Food cravings;

- There are certain methods that girls use to feel better during their menses. These include:
 - Drinking warm or hot water which may relax cramp muscles.
 - Staying active like doing exercises.
 - Placing a towel deep in hot water and drained or a hot water bottle on lower abdomen or lower back.
 - Taking mild pain killers like paracetamol.
 - When the cramps are very bad, they should see a doctor.

Menstrual Hygiene

Girls can keep their hygiene during menstruation by:

- Changing the sanitary towels regularly.
- Washing their private part several times per day (depending on how heavy the flow is) with warm water and no soap.
- Wearing comfortable clothes.
- Keeping your genital area clean.
- Using unseated hygiene products.
- Disposing used menstrual products properly in a trash bin.

Boys and men can support by:

- Having accurate information on menstruation so as to reduce social stigma and period shaming among girls.
- Breaking the barriers and taboos around menstruation.
- Buying menstrual products such as sanitary towels.

Myths and taboos around menstruation

Myth	Reality
<ul style="list-style-type: none"> Girls are ready for marriage and to have babies by the time they have their first menstruation. Having periods is like having a sickness—all menstruating girls are affected. When they have their menstruation, girls should not move or walk around. There are many things they cannot do. Menstruation is something that girls should be ashamed of. You should not talk about this openly! 	<ul style="list-style-type: none"> Though menstruation is a sign that a girl can get pregnant, the body of the girl is not ready for giving birth. Early pregnancy, that is pregnancy before the age of 18, is dangerous for girls, and increases the health risks for both the baby and the mother, contributing to high rates of maternal and infant mortality. Young pregnant girls often have difficulties giving birth; doctors usually have to perform caesarean section on young mothers to ensure the safety of the mother and child. Caesarean section is a type of surgery for delivering a child by cutting through the mother's abdomen. Menstruation is a normal biological process that all girls must go through in order to achieve fertility and have children. It is not a sickness though it can cause some discomfort and inconveniences. Walking is a good form of physical exercise. It is actually healthy for the menstruating girls to walk and move around instead of sitting in one place. Menstruation is a natural process, and necessary if human life is to continue on this earth. Girls should not be stigmatized and laughed at because of menstruating. Instead, they should be taught how to manage menstruation and keep themselves clean.



Discuss:

If a girl has undergone FGM, this can have an impact on her menses. Ask the participants what they know about FGM, and about the impact of FGM on menstruation? Discuss together.

Most importantly, FGM can make it hard for the blood to flow, sometimes creating very intense cramps. It may become so bad, that the girls will try to get pregnant and deliver soon, as this will help to open the birth canal.

It is important that all the participants understand that this is not a solution, because of the other risks that come with early pregnancy, including medical risks, high risk of maternal mortality, and drop out of school. It is better she visits a doctor and gets painkillers, or if available go to a hospital where she can be helped.

You have now reached a point in the discussion, where probably it will be clear that there are many challenges related to the lack of proper sanitary pads. You can create a discussion around this.



8. LIST OF ENERGIZERS

The teachers can choose the energizers below to keep children active throughout the sessions.

Activity 1:

Warm up: Song and Dance

(5 minutes)

STEP 1

Ask pupils to sit or stand in a circle.

STEP 2

Tell the group that today they are going to sing a song.

STEP 3

Explain the rules of the song before starting. These are:

- a. Each person must dance in free style around the room.
- b. No copying others' dance styles.
- c. No one is allowed to dance in the same spot for long – everyone should move around the room.

STEP 4

Check that participants understand the rules and then start the dance. Think of a song that is not complicated.

STEP 5

After some minutes, discuss briefly about how they felt about dancing on their own.

Wrap up by stating that it is important to develop confidence being a unique individual. Sometimes it is important to stand out from the crowd and make your own choices, though it can feel awkward and uncomfortable.

“Prrr” and “pukutu”

This is an indoor game to energise the students.

Ask the students to imagine two birds. One named “prrr” and the other named “Pukutu”. If you call out “prrr”, the students need to stand on their toes and move their elbows out sideways. When you call out “Pukutu”, the students have to stay still and may not move. If a student moves, he is disqualified.

113

Buzz

Ask the students to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series as normal.

For example: 1 - 2 - 3 - buzz - 5 - 6 - 7 - buzz - 9 - 10 - 11 - buzz - 13 - buzz - 15 - buzz - 17 - ...

You can choose any number that might be relevant and replace the buzz with another word. This game is great, it shows how hard it is to do two things at the same time (thinking while listening for your turn).



A young boy with short hair, wearing an orange t-shirt with colorful patterned sleeves, is focused on painting on a light blue surface. He is using a wooden stick to apply red paint. In front of him are two clear plastic cups, one containing red paint and the other green paint. The background shows a classroom setting with a globe and other people.

9. TARGET GROUP'S SELECTION TOOLS

Annex A.

CRC patrons' selection criteria

CRC Patron must be a teacher that is friendly, approachable and highly respected in the school and in the community and will bring value to the Club.

- Has good track record with children.
- Has no history of child abuse.
- Is recommended by school Board of Management.
- Is willing to volunteer as a CRC patrons.
- Two patrons per school (a male and a female).
- Is child friendly and patient .
- Should be coming from the targeted schools.
- Is charismatic, open-minded and ready to talk about child abuses that occur in the community including talking about sexual violence.
- Is committed to children well-being and development.
- Is respected and trusted.
- Is a person who influences the opinions, attitudes, beliefs, motivations and behaviors of others. Willing to become champion for change by using their influence to build awareness about child protection and encourage others about the need to take action to prevent child abuse and model positive behaviors towards children.
- Is committed to take charge of the clubs for a period of 24 months.



Annex B.

MoU - School based activities for Child Protection Project

AGREEMENT BETWEEN

(name of the implementing partner representing TETEA Project)

AND..... PRIMARY SCHOOL to implement school-based activities for Child Protection.

A. Introduction:

..... (Name of the implementing partner), in collaboration with the Department of Children Services, is participating in an EU-funded initiative led by the International Committee for the Development of People. The project, called **TETEA (Together Empowering Society To Eliminate the Abuse of Women and Children)**, is implemented by a consortium of organizations and operates in Tana River County (specifically Tana River sub-county), Kakamega County (Shinyalu and Malava sub-counties), and Nakuru County (Gilgil and Naivasha Sub-counties). The primary objective of the project is to address child abuse, violence, and exploitation by strengthening the child protection system in these sub-counties, with a specific focus on prevention and response. A significant component of the project is child empowerment, which includes the establishment of 38 Child Rights Clubs in the targeted sub-counties.

The project aims to contribute to the elimination of all forms of gender-based violence (GBV) and violence against children (VAC). The expected outcomes include:

1. Empowering young men and women, boys and girls in Tana River, Kakamega, and Nakuru Counties to be well-informed and empowered advocates against GBV and VAC, becoming leaders of change among their peers.

2. Enhancing the role of civil society in challenging the drivers of violence and promoting beliefs and behaviors that protect against GBV and VAC in the three targeted Counties.
3. Strengthening the GBV and VAC response mechanisms in the three targeted Counties.

The project adopts three main approaches: the Individual Level Approach, the Community Level Approach, and the Civil Society Approach. Under the Individual Level Approach, both boys and girls will be empowered to become advocates for positive change. CISP/K-NOTE, in collaboration with the Ministry of Education (MOE), aims to establish Child Rights Clubs in selected schools within Gilgil and Naivasha Sub-counties to promote child participation and empowerment.

In line with this objective, Primary School has been chosen as the lead implementer. This decision was made following consultative meeting with stakeholders, considering factors such as high instances of child rights violations, the absence of similar interventions by other organizations, and the willingness of teachers to collaborate in empowering children.

B. Project School activities:

1. The school head teachers will select two teachers based on their interest in child protection to volunteer as CRC patrons.
2. CRC patrons will receive training on CRC guidelines and child protection.
3. With the support of the school head teacher and CRC patrons, CRC clubs will be established with 30 members per Child Rights Club.
4. CRC members will receive training on life skills, peer-to-peer engagement, child rights, and child protection.
5. CRC members will participate in key events to advocate for their rights.
6. CRC members will contribute to the development of behavior change and communication materials.
7. Talk box systems will be established in schools to facilitate children expressing their concerns and anonymously reporting cases of abuse. This includes:



- a. Establishing a talk box committee composed of teachers, students, parents, and DCS representatives.
 - b. Placing the talk box in a private area within the school where children are not seen when posting their messages.
 - c. The committee will open the talk boxes once a month, discuss all the raised concerns, and agree on the way forward.
 - d. Providing feedback to students regarding their concerns.
8. Trained CRC members (peer educators) will conduct peer-to-peer awareness sessions to educate their peers on child rights, child protection, and VAC, among other topics.

C. Roles and Responsibilities:

- a. CRC Patrons:
 1. Facilitate and support Child Rights Clubs by conducting training sessions to build their capacity and empower them.
 2. Prepare and ensure Child Rights Club members attend training sessions to improve their knowledge of child protection.
 3. Prepare and ensure the attendance and participation of children in trainings to empower them to prevent abuse and become change champions/peer educators.
 4. Prepare and ensure the attendance and participation of Child Rights Club members in major children's events, such as the Day of the African Child, Girls' Day, World Orphans Day, and Children assemblies, and present their opinions to duty bearers for action.
 5. Prepare Child Rights Club members to present memorandums and other advocacy materials to key duty bearers in schools and the community, demanding positive change on issues affecting them.
 6. Accompany Child Rights Club Members in all the events related to CISP's Child Protection project.
 7. Promote the use of talk boxes in schools as alternative channels for children to raise their concerns.
 8. Participate in monitoring and evaluating
name of the implementing partner) interventions in schools.
 9. Provide guidance, mentorship, and leadership to Child Rights Club members in their respective schools.

10. Ensure Child Rights Club's weekly activities are carried out as planned and submit the necessary required documents on time.
11. Seek innovative ways to sustain Child Rights Clubs and talk boxes in respective schools.
12. Advocate for the project objectives/agenda at the school and inform(name of the implementing partner) focal person promptly of any challenges facing the clubs.
13. Prepare and submit monthly reports to the(name of the implementing partner) focal person on all activities, minutes of club meetings, and any other initiatives conducted through the Child Rights Clubs.

b.name of the implementing partner)

1. Facilitate and support Child Rights Club patrons with training sessions to build their capacity on child rights and child protection.
2. Collaborate with CRC patrons and CRC members to develop monthly activity work plans.
3. Facilitate CRC members and their patrons to participate in major calendar events such as the Day of the African Child and World Orphans Day.
4. Support CRC members in presenting their memorandums and other advocacy materials to key duty bearers in schools and the community, advocating for positive change on issues affecting them.
5. Provide necessary materials required for Child Rights Club activities, such as stationery.
6. Offer guidance to CRC patrons and CRC members regarding project activities.
7. Provide guidance and support in the implementation of Child Rights Club activities to the (name of the implementing partner) focal person.

SCHOOL REPRESENTATIVE

.....(name of the implementing partner)

Name:

Designation:

Date:

Sign:



Annex C.

Child Rights Clubs' Patrons Agreement

Position: CRC Patron

Incentive/token/airtime: Kshs/Month

Duration:

School:

Starting date:

Activities

Deliverables for Child Rights Club patrons, with permission from the head teachers: make themselves available for training to build capacity on child protection and valuable skills to empower Child Rights Club members in their respective schools.

- Prepare and ensure Child Rights Club members attend trainings to improve their knowledge on child protection.
- Prepare and ensure attendance and participation of children in trainings to empower them with knowledge to prevent themselves and others from abuse and also to be champions for change/peer educators.
- Prepare and ensure attendance and participation of Child Rights Club members in major children events like Day of African Child, Girls day, World Orphans Day, Children assemblies, among others, and present their opinions to duty bearers on issues affecting them for action.
- Prepare Child Rights Club members to present memorandums and other advocacy materials to key duty bearers in schools and community to demand for a positive change on issues affecting them.
- Accompany Child Rights Club members in all the events that they will be engaged in under TETEA project.

- Promote the use of talk boxes in schools as alternative channels for children to raise their concerns.
- Take part in monitoring and evaluation of(name of the implementing partner) interventions in schools.
- Provide guidance, mentorship and leadership to the Child Rights Club members in their respective schools.
- Ensure Child rights weekly activities are taking place as planned and submitted necessary required documents on time.
- Seek innovative ways of making Child Rights Clubs and talk boxes sustainable in respective schools.
- Champion TETEA agenda at school and inform (name of the implementing partner) focal person in good time of any challenge facing the clubs.
- Prepare and submit reports on monthly basis to (name of the implementing partner), focal person on all activities, minutes of clubs' meetings and any other initiative conducted through the CRC.

Roles/Responsibilities of organization

- Facilitate and support CRC with training sessions to build their capacity and empower them.
- Facilitate and support Child Rights Clubs patrons with training sessions to build their capacity on child rights and child protection.
- The(name of the implementing partner) focal person, in collaboration with CRC patrons and CRC members, develop monthly activity workplans.
- Facilitate CRC members and their patrons to participate in major calendar events like Day of the African Child, World Orphans Day among others.



- Facilitate CRC members to present their memorandums and other advocacy materials to key duty bearers in schools and community to demand for a positive change on issues affecting them.
- To provide necessary materials needed for Child Rights Clubs activities like stationaries.
- Provide guidance to the CRC patrons and CRC members on project activities.
-(name of the implementing partner) focal person to provide guidance and support in implementation of Child Rights Clubs activities.

Incentive

- The patrons will receive a monthly incentive of Ksh..... per month that will be paid as motivation allowance upon satisfactory submission of all required monthly reports.

PARTNERS ORG

PATRON

Annex D.

Selection form to join CRC club

Full name-----

Grade-----

Age-----

Village-----

What is your motivation of joining CRC club? -----



Annex E.

Criteria to select CRC members

- 50% girls and 50% boys;
- Location/village of origin of the children;
- Ethnicity;
- Include children from all economic backgrounds;
- 10 years to 15 years;
- Pupil in the school from grade 4 to grade 7;
- Include people living with disability;
- Demonstrated willingness or interest to join.

Annex F.

Consent for students' participation in CRCs Peer to Peer Sessions

In collaboration with the Department of Children Services, the EU-funded project led by the International Committee for Development of People (CISP) and implemented by a consortium of organizations, the **TETEA project - 'Together Empowering Society To Eliminate the Abuse of Women and Children'**, operates in Tana River County (Tana River sub-county), Kakamega County (Shinyalu and Malava sub-counties), and Nakuru County (Gilgil and Naivasha Sub-counties) in implementing a 3-year child protection project, focusing on prevention and response to child abuse, violence and exploitation through the strengthening of the child protection system in the above sub-counties.

As part of the key project component of Child Empowerment, the project has established 38 Child Rights Clubs in the targeted sub counties. The CRC members will be trained on key child rights, duties and responsibilities as well as key life skills.

To ensure the information is not limited to the CRC members, the members normally have routine peer-to-peer sessions both within and beyond their schools, where they educate their peers on the key child rights, responsibilities and key life skills. In relation to this, the project staff and partners may take photos of the children during club activities for purposes of promoting their



mission to support children to attain their rights.

I hereby give my consent:

to CISP, and its affiliates and their representatives to film, photograph, tape or otherwise make a video reproduction of the students and/or record their voices; to use the students' name in such film, photograph, tape or reproduction of their recording of their voices, in part or in whole, in newspapers, magazines and other print media, on television, radio and electronic media (including the "Internet"), for educational and awareness campaigns, in connection with the promotion of CISP work and/or to help raise funds for supporting children locally, regionally or globally, and,

I understand that no monetary compensation will be given in connection with the participation of the students in the club activities or use of the film, photograph, tape or reproduction of the students and/or the recording of their voices.

Name of the School: _____

Grade/Class: _____

Address: _____

Date: _____

The below signed head teacher/ class teacher/ teacher in charge of the above grade..... students hereby consent to and gives permission to the above on behalf of the minor students.

Signature of Teacher in Charge: _____

Name: _____

Address: _____

Date: _____

The following is required if the Consent and Release form has to be read to the individual:

I certify that I have read this consent form in full to the individual or teacher in charge whose signature appears above.





10. MONITORING TOOLS

Tool 1.

Evaluation Tool for CRC Patrons Training

Please remember that this is a pre-test. It is happening before you have taken part in the training or had the opportunity to learn more about the topics. Do not be surprised or upset if you find you cannot answer many of the questions. Just do your best.

Participant's Code/Name:

Date:

1. Distinguish between Gender and Sex [4 marks]

.....
.....
.....
.....
.....

2. State four uses of power [4 marks]

.....
.....
.....
.....
.....

3. List 5 rights in the Kenya Children Act 2022 [5 marks]

.....
.....



.....
.....
.....
.....

4. Name any three forms of child abuse. [3marks]

.....
.....
.....
.....
.....

5. List three causes/contributing factors to teenage pregnancy. [3 marks]

.....
.....
.....
.....
.....

6. Mention 3 consequences of child marriage [3 marks]

.....
.....
.....
.....
.....

7. State three benefits of self-awareness [3 marks]

.....
.....
.....
.....
.....

8. What is menstruation (3marks)

.....
.....
.....
.....
.....

9. For communication to yield better results we need to communicate ... (tick one below):

- a) Assertively;
- b) Aggressively;
- c) Passively;
- d) I am not sure.

10. The 3 steps to decision making are (tick one below):

- a) Choice, Challenge, Consequences;
- b) Consequences, time, similarity;
- c) Challenges, solution, choice.



Tool 2.

Monitoring Tool - CRC Workplan

This is used by the patrons to plan for the activities with the CRC members before peer-to-peer education.

School:

Month:

Date of Activity	Type of Activity Week 1	Childern responsible (min 2, max 5)
Week 2		

Date of Activity	Type of Activity Week 3	Childern responsible (min 2, max 5)
Week 4		



Tool 3.

CRC Monitoring Tool for Patrons

After facilitating each CRC session with the children, please answer to the following questions.

Name of School:

Date:

No of children attending the session: ____ Girls ____ Boys Total =

A. What was the topic discussed during the session?

134

B. How willing were the children to start and carry out the activity? [On a scale of 1-5, with 1 being very unwilling and 5 being very willing]

C. How was the children's attitude during the session? (Choose any attitude as observed: calm, happy, closed, sad, stressed, aggressive, participatory or not, judgmental, children laughing at each others, children interacting with each other or not; any other observation from the patrons):

D. What did the children like and not like about the activity?

E. What would you improve for the next session?

F. Attach photo of the activity.

Tool 4.

Attendance Sheet

No.	Name	Gender		Class
		F	M	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				



Number of Children in attendance: Girls..... Boys.....Total:

Number of Adults in Attendance: Women..... Men..... Total:

Name of CRC patron(s) supervising:

Signature.....

Tool 5.

Evaluation Tool for CRC Members

This tool will be used to evaluate the increase in knowledge for two different activities: 1) to evaluate CRC members training (pre and post-test) and 2) to evaluate impact of peer-to-peer learning during CRC activities.

Type of evaluation (please tick one):

CRC Training Pre-test CRC Training Post-test CRC Peer-to-peer

School of pupil:

Class of pupil:

Age of pupil:

Date of interview:

Name of pupil:

Gender: Male Female

137

1. How do we use power effectively? (Tick the correct answers) (2 mks)

- a) Laughing at others who are below you
- b) Sharing with those who do not have
- c) Assisting those doing badly in class with coaching

2. Defilement, sodomy, oral sex, incest, and sexual assault are.... (Please tick the correct answer) (1 mark)

- a) Forms of sexual violence
- b) Consequences of sexual violence
- c) Definitions of sexual violence



3. Knowledge of oneself enables a person NOT TO ... (Tick the right answer)(1mk)

- a) Openly talk about the stresses/struggles she/he is facing
- b) Accepting her/his weakness and working to improve on it
- c) Use her/his strength to bully others

4. Which of the following shows the 3 steps of decision-making in the right order (Tick correct answer) [2 mark]

- a) Choice - challenge - consequences
- b) Consequences - time - similarity
- c) Challenges - solution - choice

5. Gender is.....(Tick the correct answer) [1 mark]

- a) What is appropriate for men and women
- b) Washing clothes, cooking, taking care of animals
- c) The difference in the way the society expects boys and girls to behave

6. The statements below describes Gender roles for both boys and girls. Which one does not? (1mk)

- a) Doing house chores
- b) Assisting in construction work
- c) Increase in body and height

7. What action can be taken to a child abuser? (Tick the correct answer/s) 2mk

- a) Showing the bad effect
- b) It is not possible to stop child abuse
- c) Educate the child abuser
- d) Report to the relevant authorities or trusted adult

8. Tick the correct measures in preventing teenage pregnancies. (3mks)

- a) Eradicate harmful beliefs and norms
- b) Abstaining until marriage
- c) Use contraceptives
- d) All of the above

9. Which of the following sentence best describe what child right is? (Tick the correct answers) (2mks)

- a) Getting a new dress
- b) Being given food
- c) Being taken to school
- d) Being taken to swim

10. How do we communicate to get better results? (Tick correct answer)(1mk)

- a) Assertively
- b) Aggressively
- c) Passively

11. Who are the main victims of child marriage (2Marks)

.....

12. List 4 consequences of FGM (2mark)



13. Sonkoro is a boy who always fights when he is angry. What values is he missing? [Tick the correct answers] [2 marks]

- a) Self-control
- b) Problem-solving
- c) Dishonesty
- d) All the above

14. Which 3 ways can we build trust in our lives: [3 marks]

- a) Be honest
- b) Be reliable
- c) Being loyal
- d) Being selfish





©2023 CISP. All rights reserved.