

**Title of session:** Reducing and reporting physical violence

*This episode goes into detail about corporal punishment, prevention strategies, how students should report it if they experience it and how the school safety committee should respond.*

**Length of recording:** 40 mins

**Actors:** 2 hosts, young student (female), young student (male), teacher (male), principal (female)

**Sound effects (SFX):** Intro music, transitional music, hands clapping, people cheering

**Things to note:** Keep the language simple, straightforward and conversational. If you do have to use jargon or a difficult/long word, have the hosts ask each other questions to clarify what it means (and translate into Krio). Build in lots of interaction between the hosts - no one should speak for too long. Put in sound effects to liven it up. Try to say 'girls and boys' (as opposed to the reverse) and use 'she' pronouns and female as examples as much as possible. And although equal, try to have Awanatu (the female) be the leader of the two hosts.

**Intro:** 'Girls and Boys Club Theme Song' (for 1 min)

**Awanatu (female host):** Hello everyone and welcome back to the Girls' and Boy's club! Many of you already know me, but for those of you who don't yet – my name is Awanatu and I am one of your hosts for the club. And let me introduce our second host, Mohammed.

**Mohammed (male host):** Hello everyone! It's great to be back! My name is Mohammed and thanks for joining our Girls' and Boys' Club this week. We're very glad that you're here!

**Awa:** Now, Mohamed and I are both part of the Leh Wi Lan programme sponsored by UK Aid.

**Mohamed:** And Leh Wi Lan supports the Ministry of Basic and Senior Secondary Education to deliver Free Quality School Education to *all* students in Sierra Leone.

**SFX:** Hands clapping, people cheering

**Awa:** Now Mohamed, before we start, do you remember the club rules?

**Mohammed:** Of course! The rules spell out the word 'REAL'!

R is for Respect.

E is for Equal participation.

A is for Ask questions.

L is for languages! The Languages of the club are English and Krio.

**Awa:** Exactly.

**Mohamed:** So, when we follow the club rules, we're keeping it REAL.

**SFX:** *Keeping it real song*

**Awa:** Excellent. Now, Mohamed, do you remember what our last session was about?

**Mohamed:** I sure do: it was about the two ways to report violence at our school.

- Awa:** Exactly: students can report any type of violence either through the school suggestion box or through speaking directly to a school mentor.
- Mohamed:** Yes, and the school safety committee will review reports once a week and respond immediately. Which means they'll discuss the case confidentially, maybe ask follow up questions and then put in place measures to ensure the violence won't happen again.
- Awa:** And if the case involves injury or a criminal act, they'll seek support for the victim from the relevant medical, police and social services at the district level.
- Mohamed:** Exactly. And Awa, we also did some activities last time, right?
- Awa:** Yes, we did. We listened to different scenarios of violence and asked the students to vote on what they would do if they observed or experienced them.
- Mohamed:** Oh yes, we listened to a scenario where David was being bullied and hit – which is psychological and physical violence.
- Awa:** Correct.
- Mohamed:** Then we listened to a scenario where two students had to kneel for a long time in class – which is physical violence.
- Awa:** Indeed.
- Mohamed:** And finally, we listened to a scenario where Amina and Khadi were being harassed and followed by an ocada driver – which is sexual violence.
- Awa:** That's right.
- Mohamed:** And then we asked students to vote on what they'd do in these scenarios, which included doing nothing, writing a note for the suggestion box, or speaking to a school mentor.
- Awa:** And after discussing each option, we came to the conclusion that reporting to the suggestion box or to a mentor were the best ways to ensure that the violence wouldn't happen again.
- Mohamed:** That is correct!
- Awa:** Great, I think we're ready to start today's session! Girls and boys, are you ready to participate? If so, say 'yes!'
- SFX:** *A group of people shouting 'yes!' but at a quiet/low mixing level. We want to give students an idea of what they should be shouting.*
- Awa:** I couldn't hear you!
- SFX:** *People shouting 'yes!' but at a quiet/low mixing level*
- Awa:** Okay, let's get started!
- SFX:** Transition music
- Awa:** Today we are going to talk more about physical violence. We want to talk about *reducing* physical violence. Then we will also talk about what you can do if you, or your friend, or anyone else you know becomes a target of physical violence. Mohammed, before we begin... can you remind us what physical violence is?

- Mohammed:** Sure Awanatu, as I mentioned earlier, there are three types of violence - sexual violence, psychological violence, and physical violence. Physical violence is when someone uses their force and strength to do pain and harm to your body. Like, if someone **punches** you, **kicks** you, **hits** you with a stick, **shoves** you into the wall, or **throws** something at your face.
- Awa:** That is correct.
- Mohamed:** When someone is using physical violence, that person is trying to punish, hurt, or harm you. Sometimes people use this violence because they are angry or unhappy. It is not necessarily your fault if this happens. The important thing we will learn today is that physical violence is not the best way to cope.
- Awanatu:** Great, thanks Mohamed. Okay students, now we're going to do an activity where you will have an opportunity to discuss your experiences with physical violence and we want you to help and support each other. Is that okay?
- Mohamed:** Yes it is. Let's get started!
- SFX:** Transition music – 3-4 seconds
- Awa:** Okay students, for this activity I want to start with a story. I want us to listen to Neda because she has a story about physical violence.
- Mohamed :** Okay.
- SFX:** *A gong or other sound effect to indicate the story*
- Neda:** I am Neda Idaheso, I am 14 years old and I live in Kono, in the Eastern Province of Sierra Leone. My teacher beats us with a long stick when we are in class. Sometimes our teacher does not have stick, but then still slaps or pinches us. In class I feel afraid when the teacher comes near to me. I stop thinking about the lesson and I only think about whether the teacher will beat me or not. I cannot concentrate on my school work.
- I told my mother that I was afraid of the teacher. I told her that I cannot focus on my studies because the teacher makes me feel afraid. My sister said that the teacher is just doing their job and that if a teacher beats us we will learn better.
- SFX:** *A gong or other sound effect to indicate the story*
- Mohammed:** Hmm. This story reminds me of my own experience, Awanatu. When I was at school, I experienced a lot of physical violence. Sometimes I would get caned by a teacher. Other times I'd get into a fight with a student. What was worse was when I would get caught fighting and the teacher would cane me for it. At times it felt like I was going from one beating to the next.... I remember feeling angry a lot because of all this violence.
- Awa:** Wow, I'm sorry to hear that Mohamed. I wonder if our students have also had experiences with physical violence. Students, let's do a Padi-Padi so that we can talk to a partner about our experiences.
- Mohammed:** Do you remember how padi padi works? First, pick a partner and you will have four minutes to discuss your experiences of physical violence at school. We'll let you know when there are two minutes left, one-minute left and 10 seconds left.
- Awa:** And when discussing physical violence that you've seen or experienced, also think about how it made you feel. Bad? Good? Angry? Do you think we should try to stop people from using physical violence in the future? Okay, Padi Padi starts now! You have 4 minutes!

- SFX:** Background activity music for 2 minutes
- Mohamed:** Club Leaders, we have 2 minutes left!
- SFX:** Background activity music for 1 minute
- Mohamed:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Mohamed:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi!
- SFX:** Cheering and clapping
- Awanatu:** Wow, I am sure students had many experiences to share about physical violence at school.
- Mohamed:** Indeed.
- Awa:** And I have a feeling many students would like to stop people from using physical violence in the future. Do you think there are ways that we could try to reduce the amount of physical violence in school?
- Mohammed:** I think there are ways. And I have a very good story about Francis who experienced a lot of physical violence at school but soon found a way to reduce it.
- Awanatu:** How did he do it?
- Mohammed:** Well, let's listen and find out!
- SFX:** *A gong or other sound effect to indicate the story*
- Francis:** My name is Francis Sambomah and I went to school in Freetown. At our school we had one place called "the clock". When we were disrupting the class, the teacher will send us to kneel in front of the clock for the whole day. Then when any teacher passes they could hit us with a cane. The teachers knew that if we were kneeling at the clock they could hit us because we were sent to kneel there for behaving badly.
- I was kneeling at the clock over and over again. The teachers identified me as the most badly-behaved student. They became tired of hitting me, nothing they did worked. I did not even care that they beat me. I felt like school was the wrong place for me. I wanted to do something with my life and with my energy, but the classroom did not feel like the place I could do that.
- One day, the guidance council teacher saw me kneeling at the clock again. The teacher called me away from the clock and took me to his office. I thought in my head: "Ok, here we go again... I will just get beaten again like always."
- When we got to the teacher's office, the teacher asked me to sit down. I didn't understand how I would get beaten if I was sitting. But instead of beating, the teacher sat down as well and asked me: "What is going on with you? Why are you getting punished so much?"
- I told the teacher about all my energy and that I did not feel I could use my energy in a classroom.
- The teacher discussed some ideas with me. We talked about sports and the drama club. I have never been to the drama club. The teacher asked me to join the drama club.

After I joined the drama club I started feeling like I could use my energy in a good way. I also got involved in other clubs. Things started getting better at school. I could focus more on school work and put my extra energy into the clubs. I was not being sent to the clock much more after this. I learned that it is important to use your energy.

- SFX:** *A gong or other sound effect to indicate the story*
- Awanatu:** Wow. I really like that story, I am sure there are many teachers who don't want to cane and want to find a good solution for students who struggle in class.
- Mohammed:** That's true. But many teachers use physical violence because they struggle to keep order in the class. Students must learn to RESPECT teachers better. Students must learn to LISTEN more carefully to teachers.
- Awanatu:** But what if the students have a lot of energy like Francis and they want to have fun at school? Are you saying fun is wrong?
- Mohammed:** No, fun is not wrong. It is important to have fun while learning, but the focus should be on learning and not on disrupting the class.
- Awanatu:** So, when students pay attention, they are helping their teacher teach the class?
- Mohamed:** Yes.
- Awanatu:** But Mohammed, what if a student is still disrupting the lesson? Can the teacher then finally start beating?
- Mohamed:** Actually Awanatu, right now teachers are receiving Professional Development Training. This is where teachers learn about good teaching skills, how to be a good teacher and the importance of having a safe school. Teachers are also learning what they have to do to help make the school safe, which includes non-violent strategies to use in class, which are strategies that do not involve beating.
- Awanatu:** So what are some of these strategies Mohammed?
- Mohammed:** Well, teachers can start by asking student what are good and bad behaviours in class. They can make a list together. So, bad behaviours could be things like talking during a lesson, doing work for another class or not paying attention.
- Awanatu:** Okay, so what do they do with the list?
- Mohamed:** Well, these are like ground rules – like what we have for this Girls' and Boys' Club.
- Awanatu:** You mean, keep it REAL?
- Mohamed:** Exactly. And teachers can use these ground rules as a basis for a game.
- Awanatu:** What do you mean?
- Mohammed:** Well, the teacher can split up the class into three teams. So, if there are three rows of desks in the class, each row could be a team. The teams could even give themselves names like we did for this club.
- Awanatu:** Okay.
- Mohammed:** And then the teacher writes on the chalk board each team's name with 100 points for each. But every time the teacher sees someone doing a bad behaviour from the list, she or he can deduct a point from that person's team.

- Awanatu:** Ouch.
- Mohammed:** Exactly. And at the end of the lesson, the team with the most points wins.
- Awanatu:** What do they win?!
- Mohammed:** Well, it could be simply the privilege of being the day's winners. Or, it could include having others clap for the team or the team being the first to leave the classroom when it's time to go.
- Awanatu:** I see. So everyone on a team will try to make sure that their teammates are behaving well in order to win. That way the teacher doesn't have to monitor students or use a stick.
- Mohammed:** Exactly.
- Awanatu:** Wow, that's a good idea of how teachers could motivate students to behave well in class without having to cane.
- Mohamed:** And as we saw with the story of Francis, students can certainly make it difficult for teachers, but they can also work together with them to reduce violence. This means that students should also support the teachers to reduce violence school.
- Awa:** Agreed. I think the students should brainstorm other ideas on how to reduce violence at our school. Let's have a padi padi about this.
- Mohamed:** Great.
- Awa:** Okay students, I want you to find a new partner and brainstorm ways we can reduce physical violence in our school. This could include things that teachers could do, things that students could do, things that the community could do. Be creative.
- Awanatu:** Remember you have four minutes for Padi Padi. The background music will come on and I'll let you know when you have two minutes left, one-minute left and 10 seconds left. Okay students, padi padi and discuss ways we can reduce physical violence in our school!
- SFX:** Background activity music for 2 minutes
- Awanatu:** Club Leaders, we have 2 minutes left!
- SFX:** Background activity music for 1 minute
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Awanatu:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi!
- SFX:** Cheering and clapping
- Mohamed:** Well done, students. Were you able to come up with lots of ideas and strategies on how to reduce violence in our school?
- Awa:** I bet they did. Students, if you liked your strategies on how to reduce physical violence at our school, feel free to write them down and give them to the Club Leaders. They will then give these to the school mentor to potentially take forward.
- Mohamed:** Good idea!

- Awa:** I had a couple of ideas too, Mohamed.
- Mohamed :** Great. Let's hear them!
- Awa:** Well, some of these strategies have been mentioned in previous sessions of the Girls' and Boys' Club.
- Mohamed:** That's okay. Like what?
- Awa:** Well, in session two on school-related gender-based violence, we talked about how the teachers have a "Code of Conduct" that they should follow.
- Mohamed:** That's right.
- Awanatu:** And the teachers must follow the rules of the "Code of Conduct", which include not engaging in any form of violence, exploitation or abuse. I think teachers should read and sign the Teacher Code of Conduct every school year to make sure that they stick to it.
- Mohamed:** Good idea.
- Awanatu:** And I remember we talked also about the school's zero-tolerance policy for violence.
- Mohamed:** Oh yes. ZERO TOLERANCE for teachers hitting students?
- Awanatu:** Yes.
- Mohammed:** And what about students hitting teachers?
- Awanatu:** There is also ZERO TOLERANCE for that, students must treat teachers with respect and speak calmly with the teacher if they are upset.
- Mohammed:** And what about students hitting other students?
- Awanatu:** There is also ZERO TOLERANCE for that! Students have to learn to respect each other. Students must practice listening to each other and to talk about problems when they are unhappy about something.
- Mohammed:** What about outside the school? What if students hit each other outside the school?
- Awanatu:** Mohammed, physical violence is not the best way to solve a problem - even out of school this is not the best way. By using physical violence, you don't get a chance to discuss the real issue and find a long-term solution. You just spend all the energy and frustration you have on a punch or kick.
- Mohamed:** Okay, so the zero-tolerance policy applies to everyone - including teachers, students and even parents and community members?
- Awa:** That's right. And students can help make sure that all teachers, students, parents and community members know about the zero-tolerance policy towards violence. They can talk about it with their families, neighbours and friends. Let everyone know about the three types of violence and how they are unacceptable.
- Mohamed:** Agreed. But Awa, even with these strategies, there still might be a teacher or parent who canes or a student who hits another. What do we do then?
- Awanatu:** Well, I'm sure this will happen. But students can report these cases and get help to stop them from happening again. Students, do you remember the two ways to report if someone has broken the zero-tolerance policy and has used physical violence? Please raise your hand if you can tell us how to report physical violence at school. Club leaders, please pick someone to answer!

Pause for 3 seconds.

- Awanatu:** Thank you! Well done! The first way to report physical violence is to place an anonymous note in the suggestion box at your school. The second way to report physical violence is to speak directly to a school mentor or a trusted adult.
- Mohammed:** So...Awanatu, this idea of putting notes in the suggestion box or speaking directly to a mentor seems good, but who will actually do something about these reports? How can we be sure the violence won't happen again?
- Awanatu:** Well Mohammed, as we discussed before, all teachers and all students have responsibility to work together to make their school safe. But if you remember, there is also the School Safety Committee that responds to all reports of violence.
- Mohammed:** That's right! I remember! The School Safety Committee is a group including the principal, vice principal, the two school mentors and guidance councillor. This committee meets once every week to respond to reports that have come from the suggestion box and mentors.
- Awanatu:** That's right. And the principal and female mentor check the box every day just in case there's an emergency that needs a response immediately.
- Mohammed:** Good. So, anything students submit to the suggestion box will be reviewed by this Committee?
- Awanatu:** Yes.
- Mohammed:** And how will the committee make sure the violence doesn't happen again?!
- Awanatu:** Well, if you remember, they might have to ask some follow-up questions for clarification but once they fully understand the situation, they will decide on measures to make sure the offender understands what they did was wrong and measures to prevent them from doing it again.
- Mohammed:** Like what?
- Awanatu:** Like making a formal apology to the victim, writing an essay on why it was wrong, getting counselling, or getting a written warning that if it happens again, they will be suspended from school.
- Mohamed:** That's right. Wow Awanatu! We covered a LOT today! I think it's time to wrap up.
- SFX:** Transition tune (3 seconds)
- Mohammed:** Okay, so today we learned more about what Physical Violence is.
- Awanatu:** We also heard a story from Neda about physical violence at school.
- Mohammed:** We then had our Padi-Padi time where we talked about our own experiences with physical violence.
- Awanatu:** And then we heard a story from Francis on his experience and how a teacher came up with some ideas to reduce the violence he was experiencing.
- Mohammed:** Yes. And then we learned that teachers are getting training to help them to do their job without using physical violence. But also, that teachers and students must work together to make the school safe and reduce physical violence.



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- Awa:** Correct. Then we had another Padi-Padi time where we brainstormed more strategies on how we can reduce physical violence at our school.
- Mohammed:** We discussed some strategies, like teachers signing their code of conduct, and students talking to their friends and families about the ZERO TOLERANCE policy that the school has towards violence.
- Awa:** And finally, we discussed what students should do if they still experience or see an incident of physical violence. Write a note for the suggestion box or speak directly with a mentor.
- Mohammed:** And then the School Safety Committee will respond to these reports, because they make sure reports are discussed and solutions are found. They protect the students.
- Awanatu:** Thanks, Mohammed. I think that is everything that we covered today. Now we'd like to wrap up with some 'Reflection Time'. We're going to take 30 seconds for everyone to sit quietly and reflect on what we've discussed today. Students, you can use this time to think about what you liked most about today's session.
- Mohamed:** I liked listening to the stories.
- Awa:** Good. You can also use this time to think about something that you found interesting or that you didn't know before.
- Mohamed:** I can think of a lot of new things I learned today. Can I tell my friends and family about them?
- Awa:** Of course you can. Please do! And students, you can also think about any questions you may have. Please write down your questions and give them to your Club Leaders after Reflection Time.
- Mohamed:** Will do.
- Awa:** Okay everyone, please be quiet now and enjoy your 30 seconds of Reflection Time.
- SFX:** Reflection Time music (*30 seconds*)
- Awa:** Okay, thank you for reflecting. Remember, if there was something that you liked from today's session – share what you learned with others. If there was something that you have a question about, I hope you wrote it down. Please give your questions to your Club Leaders now.
- Mohamed:** Now, we're going to have Question Time. Club Leaders, we're going to play the background music for three minutes and give warnings when you have one minute and 10 seconds left. Please read out any questions that you have received and see if anyone can help answer. If not, save the question and ask your Mentor for help.
- Awa:** If you can't finish answering *all* the questions during these two minutes, feel free to continue after the session if there is time. Ready? Club Leaders, please read out the first question!
- SFX:** Background activity music for 2 minutes
- Mohamed:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Mohamed:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/ Awa together** 10...9...8...7...6...5...4...3...2...1! Stop Question Time!

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**Awa:** That was great. I think it is time to wrap up the session now. Did you have any other points to make?

**Mohamed:** Yes, I also want to let students know that if they have any suggestions on how the sessions could be run better, please write those down and give them to the Club Leaders or the Mentor.

**Awa:** Good.

**Mohamed:** And I want to make sure that everyone promises to come to the next club session on time!

**Awa:** Agreed.

**Mohamed:** Club Leaders, could you please remind us of the day, time and place for our next session?

**SFX** (drums and pause for 3 seconds)

**Mohamed:** Thank you. Students, do you promise to be on time?

**SFX** (group of people shouting 'yes!')

**Mohamed** I didn't hear you!

**SFX** (group of people shouting 'yes!')

**Mohamed:** Great. See you then!

**Awa:** Okay, thank you again for your participation and we look forward to seeing you for our next session, which is called: Reducing and reporting psychological violence.

**Mohammed:** Awanatu, does psychological violence also happen in our schools?

**Awanatu:** It does, and you'll have to come to the next session to find out more.

**Mohammed:** I will definitely be there.

**Awanatu:** Great. Hope to see you all at the next session!

**Mohammed:** See you all soon! (in Krio)

**SFX:** Closing music (2 minutes)