

Title of session: Reducing and reporting sexual violence

This episode goes into detail about different types of sexual violence, prevention strategies, how students should report it if they experience it and how the school safety committee should respond.

Length of recording: 45 mins

Actors: 2 hosts, a 30-40 yr old woman, a 15-year old girl (recording already provided)

Sound effects (SFX): Intro music, transitional music, hands clapping, people cheering, farm sounds, bird chirping

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

Awanatu (female host): Hello hello! I am Awanatu and welcome to the Girls' and Boy's club! I am one of your hosts and here is your second host, Mohammed!

Mohammed (male host): Hello everyone! It's great to be back! I am Mohammed and thanks for joining our Girls' and Boys' Club. 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: Yes we are! 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: Good. Now, girls and boys, before we begin we must not forget our club rules. Do you remember what the rules are?

Mohamed: Yes, we say: Keep it 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?

Mohammed: Yes, we talked about psychological violence, which includes being called names, being screamed at, being ignored, being bullied or being laughed at.

Awa: Exactly. These things can make us feel very very bad.

Mohammed: We heard from Fatmata and Sahr about their experiences with being called names and being bullied. They talked about how this affected their school work.

Awanatu: Yes, they lost a lot of confidence because of this. We then used our Padi-Padi time to talk about our own experiences with psychological violence.

- Mohamed:** And we did padi padi again to think about ways we could stop psychological violence from happening at our school.
- Awantu:** Yes, and we discussed a lot of strategies, like abiding by the zero-tolerance policy towards violence, teachers abiding by the code of conduct and having students promise to work together to ensure a safe school.
- Mohammed:** Yes, and Fatmata and Sahr then asked students to vote on whether they wanted to help make a safe school by keeping to the rule: zero tolerance for violence.
- Awanatu:** And finally, we talked about the two ways students can report psychological violence if they still see it or experience it. They could write a note for the suggestion box or speak privately with a mentor.
- Mohammed:** And when the School Safety Committee meets every week, they will respond to these reports and make sure solutions are found to prevent the violence from happening again.
- Mohamed:** Exactly.
- Awa:** Great, I think that is everything that we covered last time. Girls and boys, are you ready to start today's session? 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:** Okay students, today we will talk about Sexual Violence. We will discuss what it is and how we can all work together to stop it.
- Mohammed:** Now, I remember that we discussed sexual violence before –we talked about the most common forms, like sex for grades, sex for gifts and sexual harassment.
- Awanatu:** That's right. Do you remember the drama we heard about sex for grades?
- Mohammed:** Yes, Marietu felt uncomfortable when her teacher invited her to his house to help her study. He said that she was special and he wanted to help her get good grades. Then her friend told her that the teacher had said that to another girl – Aminata - last year. After a few visits he said Aminata was his girlfriend. He forced her to have sex – even when she said no - but she didn't tell anyone because she was scared. Then she got pregnant.
- Awanatu:** That's right. Thankfully, Marietu was able to report the teacher to a trusted adult. So after learning about sex for grades Mohamed, why do you think it is wrong?
- Mohammed:** Well, it's wrong because Aminata and Marietu both trusted their teacher. He made them think he wanted to help them but really he was doing it so that he could get other things.
- Awanatu:** Correct. And why is it considered sexual violence?
- Mohammed:** Well, he forced Aminata to do things that she didn't want to do – like being kissed and touched. And he forced her to have sex, even when she said no.

- Awanatu:** Exactly. And if someone is *forced* to do those things – it can cause physical and psychological pain.
- Mohammed:** Which is violence. Sexual violence.
- Awanatu:** And forcing someone to have sex is rape. Which is a criminal act. And having sex with someone under the age of 18 is also a criminal act. So, the teacher committed two crimes!
- Mohammed:** That is bad.
- Awanatu:** Exactly. And Mohamed, is sex for gifts the same as sex for grades?
- Mohamed:** It is very similar but instead of teachers, men or boys in the community sometimes offer girls gifts, like motorbike rides, lunch, phone credit or even school fees. At first a girl can feel like the guy really wants to help her, but then she realises that he is expecting something in return, like a kiss, or a touch, or even sex.
- Awantau:** And why is that wrong?
- Mohamed:** Because he is tricking her! And making her feel that she has to do things she does not feel comfortable doing! Forcing someone to kiss or be touched can cause physical and psychological pain, which is sexual violence. And forcing someone to have sex is rape, which is illegal. And if they are under 18, that is also illegal!
- Awantu:** Precisely. Now Mohamed, do you remember the drama we heard about sexual harassment?
- Mohamed:** Yes, there was an ocada driver who kept on asking Amina if he could give her a lift and be her boyfriend.
- Awanatu:** That sort of sounds like a 'sex for gifts' situation.
- Mohamed:** It does and it is. But the drama also demonstrated what sexual harassment is, which is when someone gives you unwanted sexual attention, like following you in the street, phoning you all the time, or staring at you, or making sexual comments or noises.
- Awa:** That's right. What was that noise that the ocada driver made?
- Mohamed:** He went: 'sssssss'. Which many men think is a compliment or a way to get a woman's attention – but usually it is *unwanted sexual attention* which makes it sexual harassment. Guys, how would you feel if your mother or sister was being hissed at on the street! It's disrespectful!
- Awa:** Well said, Mohamed!
- Mohamed:** I realised that there are two ways that I can tell if an action is sexual harassment.
- Awa:** What are those?
- Mohamed:** First, I'd ask myself, how would I feel if someone did that to me?
- Awa:** You mean, if someone kept staring at you, asking you out or even slapping your bottom as a joke?
- Mohamed:** Yes. If I liked the person, maybe I'd be flattered and be okay. But if I didn't like or know the person, I'd probably feel annoyed and uncomfortable.
- Awa:** So, you'd ask the person to stop?

- Mohamed:** Yes, I'd tell them to stop and if they still continued, then it is sexual harassment.
- Awa:** So those are the two ways guys can know if they are sexually harassing someone: first, thinking about how they would feel if someone was doing that action towards them – especially if they didn't like the person.
- Mohamed:** Yes.
- Awa:** And second, if the person continues even after they've been asked to stop, it is definitely sexual harassment.
- Mohamed:** Exactly.
- Awa:** That's really helpful, Mohamed. So guys, think before you act – how would it make you feel if someone did that to you? This doesn't mean that you can't ask someone out if you like them, but if she is hesitant or says 'no', you have to respect her wishes.
- Mohamed:** And girls, if you feel like someone is giving you unwanted sexual attention - like staring, hissing, or asking you out - you should tell them to stop. Now sometimes that can be difficult, so the school safety committee can help. If you don't feel like you can tell a man to stop harassing you, write a note for the suggestion box or speak to your school mentor directly.
- Awa:** That's right, Mohamed. Sexual harassment is sexual violence and our school has a zero-tolerance policy towards *all* forms of violence. The school safety committee is there to respond to reports and make sure violence doesn't happen again. So, if someone is harassing you and it is difficult to tell them to stop, the school safety committee can do that for you.
- Mohamed:** That's right. Now Awa, have we covered everything there is to know about sexual violence?
- Awa:** Unfortunately, no Mohamed. There are lots of other types of sexual violence that we need to talk about.
- Mohamed:** Okay, in that case. Let's get on with the show!
- SFX:** Transition music – 7-10 seconds maximum
- Mohammed:** Where shall we start Awa?
- Awanatu:** Well I thought we could start by listening to a woman named Dawa and her story.
- Mohamed:** Let's do it.
- SFX:** Transition music or sound effect (gong/drum or harp strum?)
- SFX:** Ambient farm noises – wind blowing, birds chirping, etc. She is speaking from her farm – she should sound warm and wise as she reflects on the past.
- Dawa (30-40 yrs):** When I was 12, my father decided that he needed a young man's labour to support him on the farm. He thought that an easy way to get this was to marry off one of his daughters and have her husband do the work. From the moment my father decided this, my life changed. I was the daughter to be married. My father arranged the marriage quickly - I never met my new husband before our wedding day and I remember when I had to start living with him I refused. He was so much older than me! I wanted to continue with school and become a doctor, but I had to be a wife and I wasn't allowed to go to school. I kept running away, back to my parent's house but they kept sending me back to the man. I was so sad and scared. One time, I even tried to kill myself. After a while, when I realised nothing would change, I learned to accept this life.

Now I am a mother and have two daughters and a son. My oldest daughter will be turning 13 soon and, despite the difficult beginning to my own marriage, I am seriously considering getting her married to keep up the tradition. I want to maintain a good image in my community because that is how a respectable family behaves. We will also get a bride price for her which will help our situation.

- SFX:** Transition music or sound effect (gong/drum or harp strum) to indicate end
- Mohammed:** Wow. That was a powerful story.
- Awanatu:** Yes, it was.
- Mohammed:** I can't believe Dawa wants to marry off her daughter, especially since she had such a difficult experience herself.
- Awanatu:** Well, it seems that she wants to maintain a good image for her family. And they will also receive a bride price from the husband's family, like cows or money.
- Mohammed:** But is that more important than her daughter's happiness?
- Awa:** That is a good question. Perhaps we should have the students discuss this question through *padi padi*.
- Mohamed:** Good idea!
- Awa:** Students, please pick a partner! You will have three minutes to discuss Dawa's story. I want you to ask yourselves, 'which is more important: Dawa's daughter's happiness or the family's image and bride price they will receive?' When you decide which is more important, come up with reasons why.
- Mohamed:** Okay students, ready? *Padi Padi* starts now!
- SFX:** Background activity music for 2 minutes
- 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* now!
- SFX:** Cheering and clapping
- Mohammed:** Thank you for discussing. I'm sure there were some interesting debates about which is more important – the happiness of the daughter or the family's image and the bride price.
- Awa:** Indeed. These are the tensions that always arise with early and forced marriages.
- Mohamed:** Early and forced marriage? Is that what this is? What is the difference between an early marriage and a forced marriage?
- Awa:** Well, *early* marriage is when a girl or boy is married off before the age of 18. This is actually against the law in Sierra Leone. *Forced* marriage is when a person, female or male, is forced to get married against their will, no matter what age they are. This is also illegal. So, a girl who turns 18 might be of legal age to be married but if she is *forced* to get married against her will, it is still illegal.

- Mohamed:** Okay, I see the difference. But in the case of early marriages, it is also a forced marriage, right? Because I don't think there are too many 13-year olds who want to get married.
- Awa:** Correct. And that goes back to our padi padi discussion. Is Dawa's daughter's happiness more important than her family's reputation? Everyone feels the need to keep up the image that society expects of us. Sometimes that means dressing the right way or following certain traditions. For Dawa, and lots of mothers like her, it means following the tradition of having their daughters get married young.
- Mohamed:** But didn't you say it was illegal?
- Awa:** Yes, it is illegal! But clearly, these laws are not always enforced. Many parents don't know of the 2007 Child Rights Act that makes early and forced marriage acts of sexual violence *and* illegal. Even last year, Madam Fatima Maada Bio, the first lady of Sierra Leone, launched the "Hands off our Girls" campaign to help protect girls from rape and early marriage. But some parents don't know.
- Mohamed:** And didn't Dawa say that she wanted to finish school and become a doctor but wasn't able to? Maybe Dawa's own daughter wants to finish school and become a doctor too. If she's allowed to do so I'm sure that would bring much more money and happiness to the family than a bride price!
- Awa:** Yes, Mohamed you are correct. And these are discussions that need to be had with community leaders and parents who still think early and forced marriage is okay. The school safety committee is trained to have these discussions with them.
- Mohamed:** So does that mean that if a student at our school is afraid they will be married off and they don't want to be, they can report it to the school safety committee?
- Awa:** That is correct. Both early marriage and forced marriage is sexual violence and although it might happen outside of the school, the school safety committee can absolutely help students if they are scared and need support.
- Mohamed:** So, if Dawa's daughter studied here and she knew her mother was arranging a marriage for her, she could report it via the school suggestion box or to a school mentor?
- Awa:** Yes. And then these reports would go to the school safety committee so that they can respond.
- Mohamed:** What would be their response be?
- Awa:** Well, the school safety committee would first discuss ways to keep the girl safe until the case is resolved with her parents, such as staying with a trusted female teacher. Then the committee would have a discussion with the girl's parents. They would ask the parents why they think that early marriage and forced marriage is okay, and then provide some arguments to convince them that it isn't - like the arguments that you just gave.
- Mohamed:** What if it doesn't work?
- Awa:** Well, the school safety committee also knows it is illegal, so they should then report it to the authorities. It is a sensitive topic and may take time to change parents' minds, but the school safety committee is there to support students and find solutions to end the violence.
- Mohamed:** Good. That makes me feel better. Have we covered all the types of sexual violence now?
- Awa:** No, not yet.
- Mohamed:** There's more?

- Awa:** Unfortunately, yes. And it is a type of sexual violence that is also a very sensitive topic: genital cutting.
- Mohamed:** I've heard of it, but I'm not entirely sure what that is.
- Awa:** No problem. I think if we now listen to Zainab's story, you might get some clarity.
- Mohamed:** Okay.
- SFX:** Transition music or sound effect (gong/drum or harp strum?)
- SFX:** Music from video Music from video (**NOTE: we are trying to get the audio file for this video** interview: <https://www.theguardian.com/global-development/video/2015/aug/24/sierra-leone-female-genital-mutilation-fgm-living-in-fear-secret-societies-video> **Below, we have indicated the sound bites from the interview that we would like included. If it is not possible to edit these sound bites into one story, please record the following story with an actor.**
- Zainab:** (Recording in Krio) They say I am a Koloko. They said I am unhygienic. Because anyone who hasn't joined the Bondo Society is a dirty person. These are the names that they call me (:00 - :19). My own mother is a soweï, as well as my stepmother and my aunty. They are all soweï. So they try so hard to convince me in whatever way they can. But they cannot convince me. I would have been the third child that they put through Bondo. But I didn't like the idea (2:56 - 3:18). When Ebola came, I was not happy. Because this sickness killed so many people in the country. But because of this sickness the government brought in a law that no one can do Bondo. I'm happy about the law. I'm not happy that the sickness was here. But I'm really happy about the new law (5:56 – 6:21). Still I am under this pressure because if I don't join they won't pay for my college. This is the reason I am not able to continue with my schooling. Really want to learn but my family say if I don't join the society then they won't pay for me (6:55- 7:10). One day this must be stopped. I will always stand up and speak out against this Bondo society. (8:46-8:56)
- SFX:** Transition music or sound effect (gong/drum or harp strum?)
- Mohamed:** Wow. That was a powerful story. Zainab is incredibly strong and brave.
- Awa:** Yes, I agree. Why do you think she is strong and brave, Mohamed?
- Mohamed:** Well, first of all, she is being called names – like prostitute and dirty. It is unfair that girls are made to feel shame if they don't do Bondo.
- Awa:** That is correct.
- Mohamed:** And second, she is being pressured by her mother, her stepmother and her aunty – they are all soweï!
- Awa:** Yes, many parents pressure their daughters to do Bondo. And I'm sure many of her friends and girls she knows are pressuring her too.
- Mohamed:** And third, she is strong because her family is being very mean to her. They are refusing to pay for her college because she refuses to join the society. That is not fair!
- Awa:** It isn't fair. Remember, her mother makes a lot of money from being a soweï. But if she wasn't a soweï and followed Zainab's wishes, she would actually save a lot of money from not sending her to the society. That money could be used to send her to college.
- Mohamed:** That's very correct.

- Awa:** It's a difficult situation, Mohamed. This is a tradition that the older generation believe in, but many of the beliefs aren't always correct. They think that girls and women who don't do Bondo are *not* hygienic. But from a medical perspective, genital cutting is dangerous and can cause severe pain, excessive bleeding and infections. That doesn't sound very hygienic.
- Mohamed:** That's right. And they say if they don't do Bondo, girls can be sexually active and become prostitutes. But there are millions of women in other communities and countries who don't do Bondo and this is certainly not the case.
- Awa:** Correct. They say Bondo makes girls complete, respected and ready for marriage. Again, there are millions of women in other communities and countries who do not do Bondo and this is not the case. I am one of them.
- Mohamed:** Exactly, Awa. You are very good example and role model. As is Zainab. Awa, I wonder if we should give your students time to reflect and have a discussion as well?
- Awa:** I think that's a great idea. Students, please pick a partner for padi padi. You will have 3 minutes to discuss Zainab's story. Do you think what she is experiencing is fair? Do you think she is being strong and brave? Why or why not?
- Mohamed:** Okay students, padi padi now!
- SFX:** Background activity music for 2 minutes
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Awanatu:** Well done, students. Thank you for discussing.
- Mohamed:** Awa, I have a question. There might be some students in this school who are having a similar experience to Zainab. What should they do?
- Awanatu:** I'm glad you asked, Mohamed. Do you remember why we started talking about genital cutting in the first place?
- Mohamed:** Yes, because it is a form of sexual violence. And our school has a zero-tolerance policy towards violence, especially sexual violence.
- Awa:** That is correct. Zainab mentioned that the government banned Bondo during the Ebola crisis. And there now many chiefdoms have created bi-laws to make sure the ban remains. So there is also a zero-tolerance policy in many communities too towards genital cutting.
- Mohamed:** But I'm sure there are still soweis and parents who are doing it.
- Awa:** You're right, Mohamed. So, if a student at our school is worried that her family will make her have genital cutting and she does not want it, she should report it.
- Mohamed:** So she can report it through the school suggestion box or speak privately to a mentor?
- Awa:** Correct. And that report will go straight to the school safety committee and they will try to speak to her parents about it. Again, it will be a difficult situation but the school safety committee will try. They want to prevent it from happening.
- Mohamed:** That's good to know.

- Awa:** So, Mohamed, now we have discussed the most common forms of sexual violence. Do you remember what they were?
- Mohamed:** Yes – sex for grades, sex for gifts, sexual harassment, early and forced marriage and genital cutting.
- Awa:** And do you remember what students can do if they experience or see any of these types of sexual violence?
- Mohamed:** Yes – they can report it through the school suggestion box or through a school mentor. Then the school safety committee will respond to the reports.
- Awa:** Correct. Now, what do you think are the best ways for us to *prevent* all of these types of sexual violence from happening?
- Mohamed:** Well, we talked about the Teacher Code of Conduct in a previous session. It says that teachers must maintain zero-tolerance for sexual violence, exploitation or abuse. So, teachers must commit to this code of conduct.
- Awa:** Yes, and when they uphold the code of conduct that means that they should *never* engage in sex for grades or sexual harassment of their students. And they should *not* allow any students to sexually harass one another.
- Mohamed:** Correct. And another prevention strategy is to make sure that *all* students, teachers and community members are aware of our school's zero-tolerance policy towards violence and abide by it.
- Awa:** How can we make sure all students, teachers and community members are aware of the policy and abide by it?
- Mohamed:** Well, we should talk about it. We should talk about it with our friends, our teachers, our parents, our neighbours and people in our community.
- Awa:** That's a great idea. The more we talk about our zero-tolerance policy towards violence, particularly sexual violence, the more people will be aware of it.
- Mohamed:** And students can also make sure that all students abide by it. Remember the discussion we had about preventing psychological violence?
- Awa:** Yes, we voted and agreed that students should take responsibility to make sure they have a safe school. For example, if a student sees a boy sexually harassing a girl, the student should speak up and say: "Hey! This is a SAFE SCHOOL, everyone should feel safe here!"
- Mohamed:** That's right - if students agree that they want to be in a safe school, then they must work together to make their school safe and not tolerate any abuse of any other students. And if they see or experience any types of sexual violence, they should report it right away.
- Awanatu:** Agreed. Mohamed, I think we should do a Group Vote again to see if students agree to make their school safe from sexual violence!
- Mohamed:** Great. Students, we will ask you a few questions to vote on. Every time we ask a question, raise your hand if you agree. If you don't agree you can keep your hand down. One Club Leader will count the number of hands raised and the other Club Leader will write the number on the chalk board. Is that okay?
- Awanatu:** Yes it is! And as usual, the background music will come on after every question to give you time to vote. Ready?

- Mohamed:** Okay students, let's start the Group Vote activity! The first question is: RAISE YOUR HAND IF YOU WOULD LIKE TO STOP ALL FORMS OF SEXUAL VIOLENCE THAT HAPPEN IN AND AROUND OUR SCHOOL. If you agree, raise your hand. If you don't agree, keep your hand down. Okay, Club leader, count the raised hands!
- SFX:** Background activity music for 4 seconds
- Mohammed:** Ok, put your hands down and now listen to the second question. Awa?
- Awa:** The second question is: RAISE YOUR HAND IF YOU WILL TELL EVERYONE ABOUT OUR SCHOOL'S ZERO-TOLERANCE POLICY TOWARDS SEXUAL VIOLENCE. THAT MEANS TELLING STUDENTS, TEACHERS, PARENTS, COMMUNITY MEMBERS, EVERYONE! If you agree, raise your hand. If you don't agree, keep your hand down. Club leader, count the hands!
- SFX:** Background activity music for 4 seconds
- Awa:** Ok.... Now you can put down your hands. Mohamed, would you like to ask the last question?
- Mohamed:** Sure, the last question is: RAISE YOUR HAND IF YOU WILL REPORT SEXUAL VIOLENCE IF YOU OR SOMEONE YOU KNOW EXPERIENCES IT. If you agree, raise your hand. If you don't agree, keep your hand down. Club leader, count the hands!
- SFX:** Background activity music for 4 seconds
- Mohammed:** Thanks everyone. Looks like a lot of students have promised to work together to put a stop to sexual violence. Well done!
- Awa:** Wow Mohamed! We covered a lot today! I think it is time to wrap up.
- SFX:** Transition tune (3 seconds)
- Mohammed:** Do you want to recap?
- Awanatu:** Yes, I can start...We talked about the many different types of sexual violence that exist, like sex for grades, sex for gifts, sexual harassment, early marriage, forced marriage and genital cutting.
- Mohammed:** And today we focused on the last three.
- Awanatu:** Indeed. We first listened to Dawa's story about how she was forced to get married when she was 12 and how that made her very sad and scared.
- Mohamed:** But then as an adult, she was talking about forcing her own daughter to get married as well!
- Awanatu:** Exactly, and then we had a *padi padi* so that students could discuss whether that was fair or not.
- Mohammed:** That's right. I didn't think it was right because Dawa's daughter didn't want to get married *and* early marriage and forced marriage are both against the law.
- Awanatu:** Yes, *early* marriage is when a girl or boy is married off before the age of 18. And *forced* marriage is when a person, female or male, is forced to get married against their will, no matter what age they are. Both are illegal and a parent who arranges either is committing a criminal act.
- Mohamed:** We also discussed how if a student at our school is afraid they will be married off and they don't want to be, they should feel safe to report it like any other form of violence.

- Awa:** That is correct. Students can report through the school suggestion box or to a school mentor and the school safety committee will speak to the student's parents and explain the consequences.
- Mohammed:** And then we listened to Zainab's story about how she refused to join the Bondo society and have genital cutting.
- Awa:** Yes, we discussed how the beliefs surrounding genital cutting aren't always correct. Some people think that girls who don't do Bondo are *not* hygienic. But genital cutting can cause excessive bleeding and infections, which is not hygienic.
- Mohamed:** That's right. And some people think that Bondo makes girls complete, respectable and ready for marriage. But there are millions of women in other communities and countries who do not do Bondo and this is not true at all. And you are a perfect example of this.
- Awa:** Exactly. And finally, we discussed how if any students fear that genital cutting is being arranged for them and they do not want it, they should report it to the school suggestion box or to the school mentor.
- Mohamed:** It's good that the School Safety Committee will respond to these reports. They will speak to the parents and community members who are involved to discuss the bans on genital cutting and to convince them not to. The school safety committee will make sure 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 that I learned about things I've heard about but didn't really understand.
- Awa:** Good. And you can think about how you might tell your friends or family about what you've learned.
- Mohamed:** Sure, and I'll definitely tell them about our school's zero-tolerance policy towards *all* forms of sexual violence.
- Awa:** Good. And students, you can also use this time to think about any questions you may have. Please write down your questions and give them to your Club Leaders after Reflection Time.
- Mohamed:** 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

GLADI GIRLS' AND BOYS' CLUB AUDIO SCRIPT

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!

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: What is gender discrimination?

Mohammed: Awanatu, what *is* gender discrimination?

Awanatu: I guess you'll have to come to find out.

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)