



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Education



I Choose Peace

An Interactive Dialogue Book on Prevention and Management of
Emerging Forms of Violence Among the Youth



Prevention & Management of Emerging Forms of Violence



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Development of
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Africa

Dialogue Book

An Interactive Dialogue Book on Prevention and
Management of Emerging forms of Violence Among the Youth

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Foreword

Hello students!

I am glad to introduce you to this interactive dialogue book. The book will give you an opportunity to gain new information that will help you resolve conflicts peacefully and protect yourself from abuse and violence.

A trained peer educator will help you understand the activities in the book. If you come across something you do not understand, always ask your teacher or a trusted adult to help you understand it better.

In order to protect ourselves from violence, we need to understand new and emerging forms of violence, especially those against young people and youth. It is therefore important to report any form of violence or abuse against you or other students in school to your teachers, parents/guardians or another person you trust.

Stay safe and be peaceful!

**Dr Belio R. Kipsang, CBS
Principal Secretary
State Department of Basic Education**

How to use this book

You will be meeting in a small group of 10 to 15 students from your class, called dialogue groups. Your teacher will help you form the groups. You will be meeting at a specified time as agreed upon with your teacher. Each group will be led by a trained peer educator, whose role is to ensure every member of the group is participating in a free and open way.

We are all unique and important. Everyone has a right to express their ideas and opinion. Although our ideas and views may differ from one another, we must allow every person to say what they feel or think. We must respect one another by listening to each other and not interrupting the other person as they talk. Where you do not understand or need more help, feel free to contact your teacher. In case you feel you have information that you would want to tell a trusted person away from the group, contact your teacher or another trusted adult.

During and after the dialogue sessions, it is important to maintain confidentiality. When discussing sensitive and personal information, it is important to know that everyone has a choice to share or not to share. Encourage everyone to share but do not force anyone to do so.

In case you are in danger, it is important that you report immediately either to your teacher or any other trusted person who can be of assistance to you, can be able to help and you trust.

Please write down in your note book any important information you will learn about keeping yourself safe from danger and violence.

Have fun and choose peace!

**Emma Wachira
Executive Director
Lifeskills Promoters**

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Dialogue 1: Understanding conflict and ways of resolving them

Conflicts are inevitable. We should therefore resolve them.

Activity 1

List the different people you interact with every day.

Have you ever had a disagreement with any of these people? Share about your experience with the members of your group using the following discussion questions: .

- **What did you disagree about?**
- **How did you resolve the disagreement?**
- **How did you feel before you resolved the disagreement?**
- **How did you feel after you were able to agree with each other?**

Fact

As we relate and interact with each other on a day to day basis, we are likely to have some disagreements. Sometimes the disagreements are over small things, like a football game, but at other times we disagree over serious things. Disagreements sometimes occur when we have different opinions , views or competing for limited resources such as water. We say a conflict has occurred when we differ with each other. Conflicts are normal and sometimes involve friends, family, schoolmates and even strangers. When we disagree, we must be willing to identify what the real problem is, how it started, what caused it and how it affects the people involved and others they relate with. We must also look for peaceful ways of resolving the conflicts.

Today's lesson will help you understand more about conflicts and positive ways of resolving them.

Activity 2:

Look at this picture. What do you think is happening.

- (a) Discuss what is likely to have caused a disagreement between these two young people
- (b) How can they resolve their disagreement?



Read story 1 and answer the questions that follow.

Story 1:

Pekee Secondary school has been the leading school in the sub-county. The school borders two villages, namely Mtewpu and Kijiji. The school has always produced the best music piece in the county. However, in the recent past, things have started changing. Some students from Kijiji village have been speaking ill of the students who come from Mtewpu village. They accuse them of being proud and mean. Students who come from Kijiji village got angry and started calling those from Mtewpu village foolish and backward. During break time, some students from the two camps almost fought each other. They were separated by the teacher and were punished.

Discussion questions:

1. Describe the problem facing students in Pekee Secondary School.
2. Why do you think the students started to insult each other?
3. If this hatred continues, what do you think might happen to the students and the school in general?
4. If you were a student in one of these two schools, what would you do to bring about peace and harmony?

TIPS:

We need to understand one another and accept our differences. We have different experiences and backgrounds leading to different opinions and attitudes to life. We are therefore likely to differ with each other.

A whole school or community can suffer because of a conflict. If conflicts are not resolved in a peaceful way, they can cause people who previously lived in peace turn against each other. We need to solve conflicts peacefully and live happily with one another..

Activity 1: ‘Game of Sweets’

You will need a rope and two sweets.

Tie two volunteers with a rope around their waist.

Let them stand in the middle.

PLACE two sweets on opposite sides of the room ensuring the distance between the sweets is longer than the length of the rope.

Each volunteer should try and reach out for the sweet on their side.

Make sure no one is hurt as they pull each other while trying to get the sweet.

Different people can volunteer and repeat the same process.

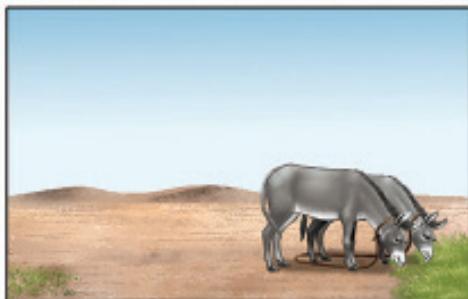
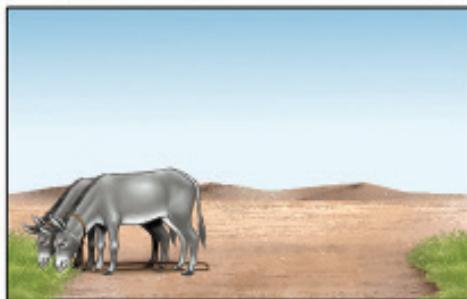
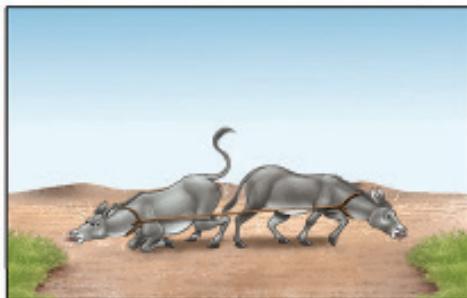
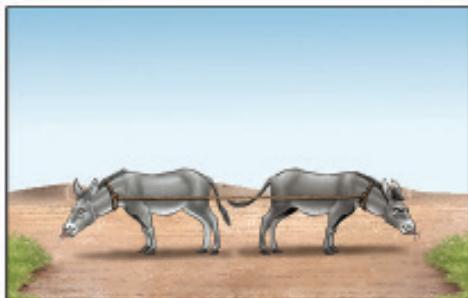
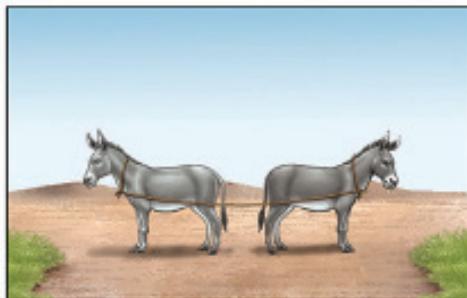
Discuss the questions below:

- (a) What did you feel when you pulled each other to either side?
- (b) What was going on in your mind as you kept pulling each other?
- (c) What made you stop pushing?
- (d) When would you say a solution to the conflict was arrived at?
- (e) In what settings do conflicts, like the one illustrated, occur?
- (f) What are the different ways that people try to handle conflicts?

Dialogue 2: Resolving Conflicts Peacefully

Activity : 1

Look at the illustration below of two donkeys tied together.



Discuss what the donkeys are doing in each caption.

Now check the tips below

Tips:

Caption 1: Each donkey has seen green grass on its side of pasture

Caption 2: Each donkey is determined to eat the grass on its side.

Caption 3: None of the donkeys is willing to give in to the other. They are now hurting each other badly and if they do not stop pulling, they may end up killing each other

Caption 4 & 5: Each donkey has now realised that they are in danger. They now know they must cooperate with one another otherwise they will both be losers. They have decided to sit down and negotiate.

Caption 6 & 7: The donkeys have realised that they need each other and they both are hungry and need to eat. They have at last agreed to eat grass from one side first and then turn to the other side. They have negotiated and agreed which side of the pasture to start eating from, They are both happy. They are both winners. This is called a Win Win situation.

Discussion questions

a) What lessons can we draw from the illustration?

- b) Share in your groups, situations that we face or likely to face where we need to reach a ‘win-win’ resolution of a conflict.
- c) What are possible benefits of a ‘win-win’ situation?



Violence is any action that causes pain like beating, etc., or emotional abuse

Violence is when you intentionally use force against yourself, another person, or against a group or community, which either results in or has potential of resulting in injury, death, psychological harm, after development of the child or deprivation.



Dialogue 3: Say ‘NO’ to Violence

Activity 1

Discuss what the meaning of the word “**VIOLENCE**” is.

Activity 2

Study the illustrations above showing different violent situations and in your small groups, discuss the questions that follow.

- **What is happening in each picture?**
- **What may have caused the violence**
- **What is the possible effect of the violence on the people involved and others not directly involved?**
- **How do you think the violence started and how did it reach this stage? What could have been done to stop it?**

Question

Why do you think people use violence against one another?

In your groups, discuss the meaning of the word ‘**VIOLENCE**’.

Discuss some scenes of violence you have ever seen, or heard about.

Tips

There are many forms of violence that people get involved in. Some of these include domestic violence, sexual violence, bullying (emotional, physical or cyber bullying), robbery with violence, violent demonstrations, kidnapping, terrorist attacks and cattle rustling, among others. Many young people in Kenya today have been used to perpetrate these forms of violence and others have fallen victim of the same. This is against the law.

Activity 3

Debate: Form two teams and debate the following motion:

Motion: “School strikes are the only way of expressing students grievances.”

Tips:

School strikes are illegal. Most students are forced to participate in strikes against their will and are threatened if they do not agree to join . Quite often school strikes lead to destruction of property and physical harm to students.

Dialogue 4: Emerging Forms of Violence

Introduction

In the recent past the world has witnessed an upsurge of violence meted out by violent criminal gangs and violent extremist groups keen to achieve their political, economic, ideological, religious objectives through use of force or violence. There has been increased violence among young people especially in schools. This may not necessarily be as a result of violent extremism, it provides fertile ground for engagement in with such groups. Youth who engage in this activities express grievances, need for recognition and justification of violence which are major causes of violent extremism

Activity 1: Factors that lead young people to join criminal gangs and violent extremist groups

Factors that make young people join violent extremist groups are categorised into two - (a) Push and (b) Pull factors.

MOUNT two flip charts on the wall- One written **pull factors** and the other **push factors**.

DIVIDE your group into 2 teams and assign each group the task of identifying the pull or the push factors

After 10 minutes let the groups swap and each adds to what the other group had written

Get back into your bigger group and summarize the pull and push factors.

Notes

“Push Factors” that drive individuals to violent extremism are;

Marginalization, inequality, discrimination, persecution or the perception thereof; limited access to quality and relevant

education; the denial of rights and civil liberties; and other environmental, historical and socioeconomic grievances.

“Pull Factors” nurture the appeal of violent extremism, for example:

The existence of well-organized violent extremist groups with compelling discourses and effective programmes that are providing services/ messaging, revenue and/or employment in exchange for membership, providing outlets for grievances and promise of adventure and freedom, offering spiritual comfort, “*a place to belong*” and a supportive social network.

Activity 2: Recognizing the symptoms and tell-tale signs of those being Radicalized into violent extremism

Read to the Case study below

Case Study: Self Identity

Story: Jenda

Jenda grew up in Nairobi. He struggled with issues of self-acceptance. He often portrayed an aggressive behaviour and rarely got along with his peers. He had problems with his parents. He severally threatened to leave school and run way from home. He made demands his parents could not financially meet. He was a loner both at school and the community. He quite often considered suicide as an option of escaping his problems.

Severally on his way home, he met his cousin with a group of other youth who appeared tough. One day, his cousin and another group member approached him and asked him to join his group. His cousin told him that he would be his great friend if he agreed to join the group. He told him that he now makes a lot of money and is free from home rules and ‘imprisonment’. He promised Jenda friendship as

long as he adheres to all group rules and regulations. He explained to Jenda that if he decides to join the group he would have a lot of fun and money. Jenda had observed a changed lifestyle of his cousin who was wearing very expensive things. Jenda said he would think about it.

Jenda really longed for a sense of belonging and to show his peers he was tougher than them. He wanted to make money and live well. The new group was patient with him and allowed him to take his time. He felt this was a caring group. He was slowly drawn to it eventually. He kept away from his peers and family and kept it a secret. He participated in the group activates and within a short time was introduced to violent crimes. He saw himself as a hero and tough. He dropped out of school.

After a few years, Jenda was stressed and missed going back to normal life. The group was not as enjoyable as he initially thought it would be. It was full of crime, drugs and drinking. There was a lot of infighting and leadership wrangles. He began to wonder whether all the bad things the group told about other religions and tribes were true. He knew his life was in danger. He however thought he had no choice but to stay in the group, given that he had run away from home and school. He felt stuck to this group. This made him drink more and abuse drugs. He twice went to jail for committing petty crime. While in jail, Jenda met a chaplain who got interested in him. Eventually Jenda gained his trust and shared his story with him. Jenda got a shoulder to lean on. His newly found friend helped took him for treatment and counselling and helped him recover from alcohol and drugs after leaving prison. He also helped him gain confidence and self-acceptance. Jenda was later re-united to his family. He went back to school in a different place. Together with his chaplain friend, Jenda helps young

people disengage from illegal groups and also sensitizes young people on the dangers of joining such groups and ways of preventing it.

Jenda has many new friends now and a very healthy self-image. He still struggles from the experiences but he has good psycho-socio support.

Discussion questions

1. What led Jenda to being recruited into the illegal group?
2. What signs would the significant people in Jenda's life have noticed to cause an alarm?
4. How can we handle issues we may be going through in relation to our self-identity.
5. What held did Jenda get and how?
6. If you were Jenda, what would you have done?

Tips

Early signs of radicalization into violent extremism

1. Sudden break with the family and long-standing friendships.
2. Sudden drop-out of school and conflicts with the school.
3. Change in behaviour relating to food, clothing, language, finances.
4. Changes in attitudes and behaviour towards others
5. Antisocial comments,
6. Rejection of authority,
7. Refusal to interact socially,
8. Signs of withdrawal and isolation.
9. Regular viewing of internet sites and participation in social media networks that condone radical or extremist views.
10. Reference to apocalyptic and conspiracy theories.

Source : <http://www.stop-djihadisme.gouv.fr/>

Dialogue 5: Life Skills for Prevention and Management of Emerging Forms of Violence

Activity 1

- 1 Imagine that there is a big river you need to cross. The river has crocodiles. Make a bridge using any materials you can get to help you cross the river.
- 2 Try and walk over the bridge. Remember that anytime you fall off the bridge, there will be big crocodiles waiting to eat you. .

Discussion Questions

Assume that the bridge represents a walk through your life. The crocodiles represent problems you face along your life journey such as conflicts and violence. How can these affect your life or put you in danger?.

TIPS:

- As you attempt to walk, you may stumble and fall off the bridge.
If you fall, the **RIVER** has crocodiles that will eat you up and prevent you from reaching the **DREAM**.
- Crocodiles represent the obstacles you are likely to find on your way that would prevent you from achieving your goals:
- It is difficult to kill a crocodile alone. You need other people to help you. In the same way, we ned to support one another to realise our dreams.

Group Activity:

1. Discuss what ‘crocodiles’ could be in real life (Challenges).
2. Let some of you attempt to cross over to their **DREAMS** along the bridge.
3. Discuss the ‘crocodiles’ (challenges) that young people like you meet on a day to day basis

Tips

The bridge represents the life skills that help us deal with the problems we face from time to time.

Individual activity

- 1 Close your eyes for a few minutes and dream of yourself as a grown up.
Who will you be?
Draw and describe yourself as an adult.
- 2 Think of yourself



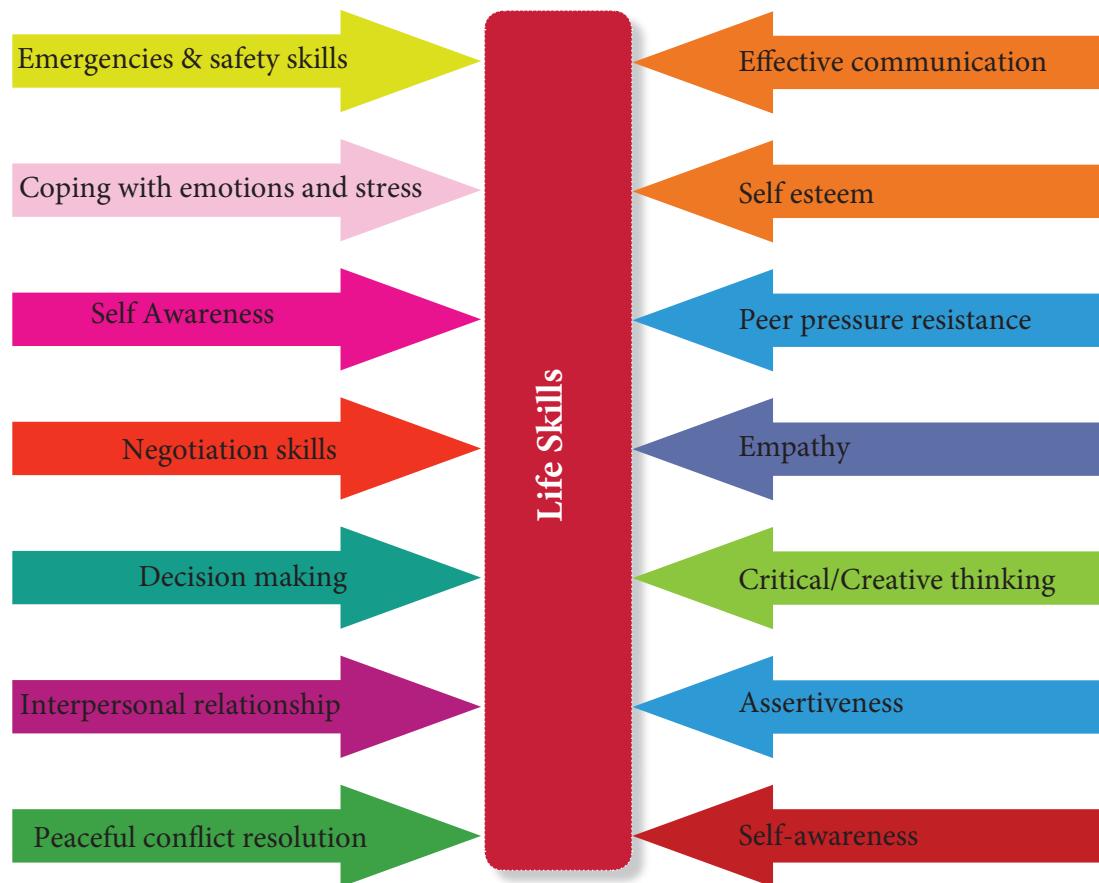
- five years from now.
- (a) What do you want to achieve in 5 years?
 - (b) How can conflicts and violence prevent you from realising your dreams. Note down three things you can do to overcome this challenge.
 - (c) What support do you need as you seek to reach your goal? Who can help you? How will you approach them?

Notes

Definition Of Life Skills

Life skills are defined as abilities that help individuals cope with day to day challenges of life (World Health Organization).

Examples of life skills for prevention and management of emerging forms of violence;



Tips:

Examples of how life skills can help us protect ourselves against violence or other related forms of danger

Self understanding and acceptance

If a person understands and accepts themselves, they are less likely to give in to peer pressure or to people who seem to offer them acceptance, a feeling of belonging and importance. This can reduce their vulnerability to Extreme violence and other forms of risk taking behaviour.

Assertiveness

Ability to say 'NO', When someone is forcing you to do things you know are wrong, such as joining gangs or illegal groups. When saying 'No' we must respect our rights and those of other people. Listen and express confidently and assertively.

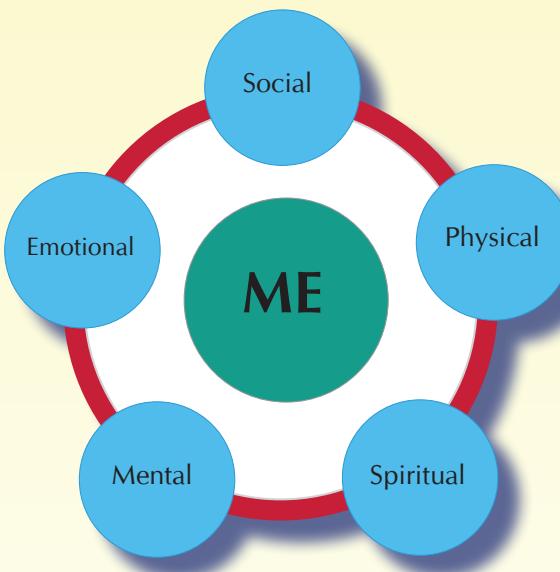
 Decision Making, critical thinking and creative thinking helps us assess our exposure to risks. When a young person is able to weigh different options and evaluate related consequences creatively, get out of danger and seek help. This gives us the ability to identify different options to the challenge we face and make a healthy choice. Every choice has a consequence. It is important for us to evaluate consequences as well. We need to ask ourselves whether the choice is legal socially, acceptable, against one's values, etc.

Dialogue 6: Self Awareness and Self Esteem

Activity 1 : Who am I?

Discuss: Who is a human being? Five main dimensions of a human being as indicated in the picture below.

Diagram on Dimensions of an Individual



Tips:

- A human being is more than what our eyes can see. We should therefore not focus only at the physical features but also other qualities of a person. Sometimes our conflicts with each other are because we only see each other in terms of religion, tribe or race.

Activity 2

Draw a table with 3 columns. In each of the columns, fill in the information that will help you explore yourself and better understand who you are.

No.	Dimensions	Strengths (what I like about myself)	Weaknesses (What I don't like)
1.	Physical		
2.	Social		
3.	Emotional		
4.	Spiritual		
5.	Mental		

Tips

We must understand ourselves in relation to the various dimensions. This will help us understand how we get affected by the environment and what is happening around us. Further, we must try to understand others so as to accept them as they are. This will help us avoid conflict and violence.

Activity 3

Read the story of Sofia.



Sofia is a good looking 15 years old girl. She however, did not think she was as beautiful and loved by her parents as her other siblings. Sofia worked hard, was well behaved and was often on top of her class. She met a good looking young man from a university near her home, who introduced her to a group of youngsters who were members of a secret illegal group'. They made her feel very special and beautiful and always talked positive of her. She felt that these group members accepted and loved her. However, they demanded that she does not associate with other people who are not members of the group. Her siblings and parents did not understand why she kept to herself. They did not approve of her friendship with the man. Sofia's behaviour changed and her academic performance deteriorated over time. She got involved in crime too. Sophia knows that if she does not de-link herself from the group, she will somehow get into trouble with the law.

Discussion Questions

- A What did Sofia think about herself and why?
- B What made Sofia join the illegal group?
- C What skills do you think Sofia needed to help her deal with challenges that face her?
- D How can Sofia improve her self- esteem?

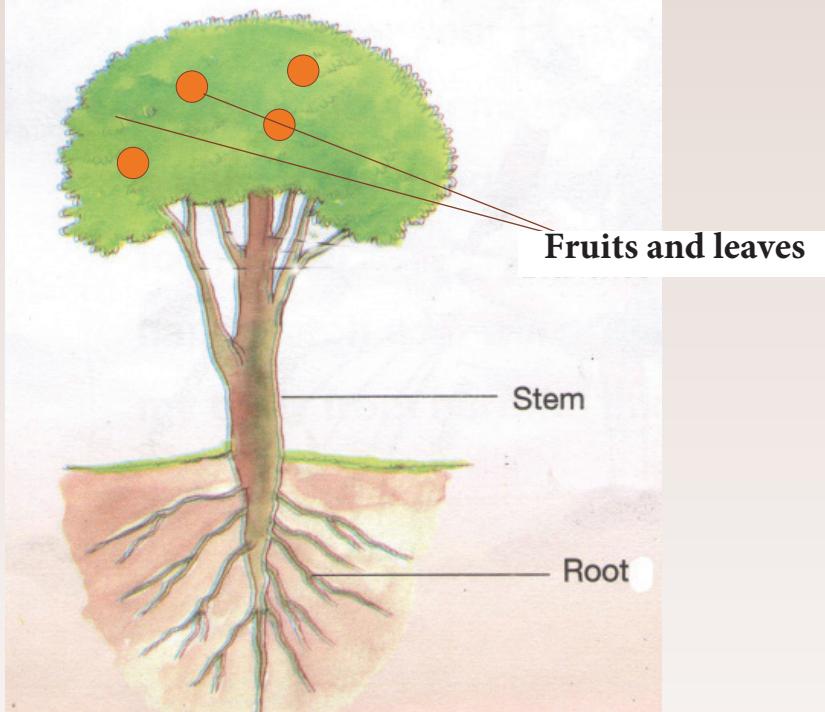
E What effect did the poor self- esteem have on Sofia?

Activity 3: My self awareness tree

Look at the diagram below. The roots stand for values, background and experiences we have gone through.

The stem represents things we need to do to understand ourselves better and accept ourselves.

Leaves, flowers and fruits are our qualities, characters, and



appearance.

(a) **Physical appearance**

Look at the leaves and fruits. Draw a picture of yourself. Write down one thing you like and one thing you do not like about the way you look. If you feel okay to share with your group go ahead and do so.

Are there things you can change and CANNOT change about the way

you look? What can you do about things you cannot change?

(b) **My emotions**

Describe yourself in terms of emotions you usually experience. Share with your friends these emotions. In the table below indicate positive and negative ways of dealing with these emotions. How can the way we deal with emotions lead to conflict and violence?

No.	Common Emotions I and other experience	Positive way of expressing and dealing with the emotion	Negative way of expressing and dealing with the emotion
1.	Physical		
2.	Social		
3.	Emotional		
4.	Spiritual		
5.	Mental		

themselves) make better decisions than people with poor esteem. They are better at making and keeping friends and they go about life with more ease and confidence.

Discussion questions

- Discuss how poor ways of dealing with emotions can affect the way you resolve conflicts.
- How can we improve the way we deal with emotions?
- What are the effects of dealing with emotions negatively?

Activity 2: Debate

Approach another group in the class and carry out a debate on the following motion:

‘Physical appearance is all that matters’.

Tips

- When we accept ourselves and behave confidently, other people find it easy to accept us and see the beauty in us. Unless we accept ourselves the way we are, no one else can help us. Once we love ourselves, we are able to love others and relate with them confidently and peacefully. When we have a poor self- image, we are suspicious about every word and move other people take. We are likely to misunderstand others and this can lead to conflicts.’.
- The media, society and peers influence what we think is beautiful. We need to go against this and emphasis on the inner beauty too.

Group Discussion

1. Discuss what ‘inner beauty’ means
2. Design a poster showing what beauty is. All groups in the class should display their posters and vote for the best one.

Tips

- Peaceful, caring and loving individuals will draw more attraction to people than those who may only fit within what the media defines as beauty.

Activity 3



Read the story below and discuss the questions that follow:

John is a Form 3 student. He does not like the way he looks because he thinks he is too tall and thin. His self image is made worse by the nicknames the classmates call him, such as 'mosquito'. He keeps to himself and does not like spending time with other students as he feels he is the most ugly boy in the class. Last term, he met some boys who told him that they could admit him to be a member of their illegal group gang. They promised him that he will be a hero after he joins them and that all members are treated uniquely and important as long as they are loyal to the gang. He only needed to accept the rules of the group and do nothing to betray the 'brotherhood'. He has been thinking about joining them as he feels they will make him feel important and 'useful'. After going through a life skills lesson, John realised he is unique and wonderfully made. He accepted the way he looks. His classmates too realised they have been hurting John by calling him a 'mosquito' and asked him to forgive him. With time John realised he had many other strengths and felt very good about himself. He is very active in school and his gardens have improved greatly. He was also able to say 'NO' to the illegal group gang.

- What are the issues John is struggling with?
- Why do you think John was at the risk of being recruited into the gang?
- What made John get a poor self- image and how did his classmates contribute to this ?



What danger did John face due to his poor self- image?

How did John accept himself and what impact did this have on him?

Activity 4: What value do I give myself?

DISPLAY to the participants a very clean paper money in Kenya Shillings 100, 200, 500 or even 1000 note and let them state the value of that note.

TEASE participants by asking them who would like to have the money. However, do not give out the money

DISPLAY another paper note which is old and dirty of similar value and **ASK** the participants to state the value of the money.

1. Discuss whether the two notes have the same value.
2. What does that activity teach us about our self value.
3. What value do you give yourself between KSh 1000, 500 and 200 notes.

NOTE: The value we put on ourselves is very important it does not change even if our circumstances change.

4. How do you see yourself, as the old note or the new note? What things are likely to affect the value we give ourselves? What shall we do about it?

Activity 5: Things that influence the way we feel about ourselves

DISCUSS some of the things that can make us have a poor self-image.

WHAT can we do to deal with the things that do not help us accept ourselves?

HOW can poor self-image affect the way we relate with others and deal with conflicts?

HOW can poor self-image affect the way we ?

Tips: Possible causes of low self esteem

1. The circumstances under which we are brought up may affect our self-esteem /confidence:

Causes of low self-esteem	Tips
Home environment: whether abusive or a happy and peaceful home.	Seek counselling support if you have never dealt with some issues done to you as you were growing up. This will help you move on with your life.
Where parents expected too much of you and could not live up to their expectations.	Note down your strengths, abilities and gifts. Make the best use of them. Set your goals and work towards them. This will give you meaning in life and boost your self-esteem.
Being teased and nicknamed depicting a negative picture about ourselves.	Accept yourself as you are. Look for an opportunity to tell your peers what they are doing is wrong. If this leads to a conflict, resolve it peacefully.
Being criticised for almost everything one did or never did but rarely praised or appreciated	Where possible, look for an opportunity to explain your innocence. However, if no one is willing to listen, forgive those people and move on with your life. Forgiveness removes the bitterness in our hearts and helps us deal with the people who wronged us in a more peaceful way. One day, someone may come to know the truth.
Traumatic experience, for example, being molested, raped, deprived of basic necessities, or abused and did not receive adequate help to deal with the issue.	Seek counselling support from your teacher or another professional person you trust

2. **Social status:** Our society values good looks, intelligence, riches and fame. The rich and famous have power and respect. The poor are ridiculed, ignored and laughed at. This therefore might make us feel like we are not worth it if we fail to measure up to the expectations of friends, relatives and community in general. We are all important regardless of our present looks, abilities, etc. We are all on a journey to better ourselves.

We are special and everybody is important.

Tips

Focus on your goals in life. Pursue them and this will help you feel good about yourself.

Dialogue 7: Making healthy decisions and saying no to violence

Activity 1: Are you in danger?

Read the following case studies and answer the questions that follow.

Situation 1

Shilah's friends are persuading her to join a campaign against students from another ethnic group. Shilah knows this is wrong. She however, does not want to lose her friends.

Questions

1. What choices does she have?
2. Which is the best choice and why?

Situation 2

Doro's neighbour has been sexually abusing her. She is afraid to disclose this to anybody. She is really suffering emotionally and she fears for her life.

Question

If you were Doro, what decision will you make and why?

Situation 3

Zuma know his classmates have planned to burn the hostels. They are annoyed about some decisions their headteacher made. Zuma knows this wrong but is being pressurised to participate.

Questions

1. What problem is Zuma facing?
2. What are his options?
3. What decision would you advice Zuma to take and why

Activity 2:

- Share with each other choices that you make daily.
- Which choices did you find most difficult to make?
- What would happen if you did not make the right choices?

Tips:



Every day, you make choices. You choose when to wake up, what to say and whether to play or not. You choose your friends and when to eat. Some choices may be easier to make than others. As we relate with other people and deal with conflict and violence, we need to make healthy decisions that will lead to peace.. There is always a choice between peace and violence. Always choose peace.

Activity 3:

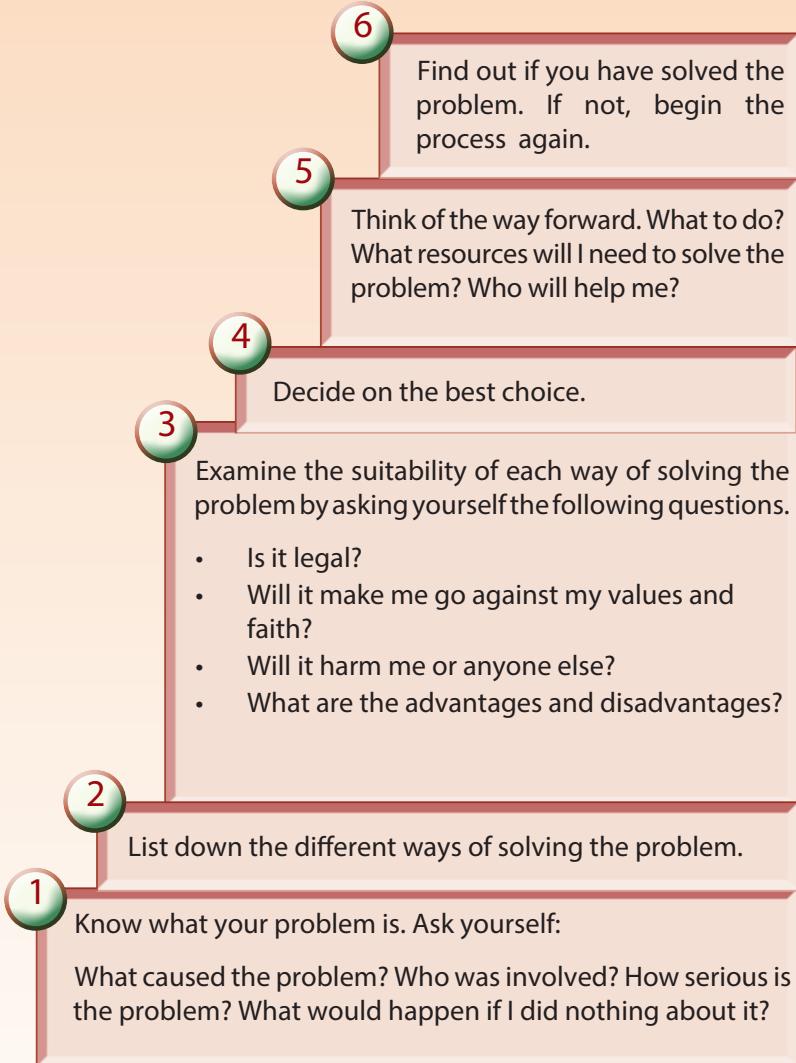
What would you choose between the pairs given below:

Keeping quiet when you know your classmates are bullying one of you	OR	Telling your classmates what they are doing Is wrong in a peaceful way
Conceding defeat for the sake of peace as long as it doesn't hurt you.	OR	Winning in a disagreement whatever it takes
Accompanying friends to a movie	OR	Completing school work
Siding with your friend during an argument even when you know she is wrong	OR	Standing for the truth and fairness

Activity 4

Discuss each step in the drawing. It will help you make decisions more effectively.

Tips



Activity 5

Uwendo's dilemma

Read this story and answer the questions that follow

Uwendo is a student in Maana Secondary School. She lives with her uncle and auntie. She goes to a far away school from home. One day, Uwendo arrived late from school. Her uncle called her into his house as he did on most school days. He was usually alone in the house. He had started touching her private parts. One day, he tried to undress her. When Uwendo resisted, he beat her and threatened to throw her out of the home.

Discussion questions

- (a) What was Uwendo's problem?
- (b) What choices or options did she have?
- (c) If you were Uwendo what decision would you have made and how?

Uwendo has a big problem. Imagine that you are Uwendo. What would you have done?

REMEMBER

Sometimes people who abuse us are people we know very well. They can sometimes threaten to cause harm to us or our family members.

DON'T KEEP QUIET LOOK FOR HELP!

Step 2

Uwendo needs to ask herself what can happen if she does any of the things suggested. For example, if Uwendo tells her teacher, her teacher can help her.

Now help Uwendo choose the right thing to do. Share with the class what you would choose to do if you were Uwendo.

Dialogue 8: Saying NO to violence

Activity 1

- (a) Look at the list below. Tick the things that can put you in danger of abuse and violence.

After ticking, discuss how you can protect yourself from this danger.

- Walking alone in lonely paths
- Being touched in the private parts and asked not to tell anyone about it
- Being bullied by your peers and not telling anyone about it
- Not calling for help when you feel you are in danger
- Your relative, (e.g. uncle, cousin), neighbor, worker at home, classmate, or any other person asking you to have sex or touching your private parts.
- When you are threatened not to report something that you think is wrong, bad or harmful.
- Going to a stranger's house
- Online private communication with strangers e.g Facebook, Whatsapp, phone calls etc.
- Giving information about yourself to people you do not know
- Having the courage to say “NO” even when you are asked to do something you know is wrong or will put you in trouble

Activity 2

Read the situations below

Scenario 1: A stranger stops his car on your way to school and offers you a lift home. When you refuse, he starts using force.

Scenario 2: A stranger you met online is recruiting you to leave school and join him in a secret place. He says he will make your live very comfortable and you will continue your education in a very good school. He tells you not tell anyone. When you start refusing, he threatens to do something bad to your family.

Scenario 3: You know your friend has joined a secret group and is intending to leave school. She has started using very bad words when talking about people from another region. She says she will disappear from school and home, and when she comes back she will teach them a lesson.

Scenario 4: Your classmates are planning to burn the hostels if the head-teacher does not call off the exams scheduled for the following week. You are against the plans. They have said everyone must participate or else they will punish those who will not cooperate.

One way of staying safe and happy is learning to say ‘NO’ to people who want to harm others.

Group activity:

Role play the scenarios above while saying ‘NO’ in an assertive way.

Tips:

To be assertive, you must have made up your mind that you actually want to refuse what you are being asked to do. To say

'NO', make sure you:

You must first decide that you want to say 'NO' and mean it.

1. Speak in a clear voice that can be heard by the other person.
2. Look at the person you are talking to directly on the face.
3. Stand straight, or if you are sitting down sit in an upright position. Do not look down while talking.
4. Say what you want and allow the other person to also speak.

5. Show respect to the person you are saying 'NO' to. Do not insult the other person. Allowing others to say what they want or feel is showing them respect.
6. If you are in danger, say 'NO' run away and shout for help.

Tips

Every day, you have to make decisions and choices. Some may be difficult while others may be easy. You therefore need to ask yourself some questions to help you make the right choice:

1. What things can I do to get out of the trouble I am in?
2. Which choice is better.
3. What are the most helpful things about each of these things? List all the good points and bad points of each option.
4. Choose what to do. If you need help, talk to a person you trust, such as your teacher. You can also call 116, a students's help line.

Saying 'NO' to things that can put us in danger

Tips

Remember it is okay to say 'NO' 'Practice makes perfect'. Saying 'NO' is a complete sentence therefore you don't need to explain what you mean – 'practice makes perfect'. Saying 'NO' is not always easy. However, if you practice many times, it will become much easier. Saying 'NO' in a firm way can help you to avoid being in danger.

Remember to seek help if in danger. Tell someone you trust such as your teacher or parent. You can also call a

free telephone line for students – Number 116

REMEMBER

- Abuse is dangerous and criminal for both the children and adults!
- Many youth around us are experiencing child abuse.
- Child abuse takes many forms, not just physical abuse.
- Children & Youth are mainly abused by people they are familiar with.
- Many people are afraid to speak up even when they know that someone is being abused.
- We should not allow child abuse to continue around us – it is against what we need for good growth.
- We can protect ourselves from child abuse.
- We can STOP CHILD ABUSE from all forms of abuse.

In case you know of anyone in your school who is being abused, inform your teacher or counsellor, the chief, the students's officer in your area or any adult whom you trust. You can also call the following number free of charge.

116



This is a free telephone helpline
for students.