



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Education

Dialogue **Book**



**Safe and
Happy**

An Interactive Dialogue Book On Prevention and Management
Of Emerging forms of Violence Among Children



Prevention of Emerging Forms of Violence



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Association for the
Development of
Education in
Africa

Dialogue Book

**An Interactive Dialogue Book On Prevention and
Management Of Emerging forms of Violence Among Children**

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Foreword

Hello Learners

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.

For us to protect ourselves from violence, we need to understand new forms of emerging violence, especially those against children. It is therefore important to report any form of violence or abuse against you or other children 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 pupils 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 need to remember that each one of us is 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 the dialogue sessions, it is important to maintain confidentiality at all times. When talking about 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 someone else who is older than 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
Lifskills Promoters



People should allow children to play. They should also protect them from danger and violence

When in danger I will call child helpline 116 or tell someone I trust

Children's Voices

My parents/ guardians love me and help me to stay safe

I like being in school I feel safe and cared for

We are all unique and equal we must leave peacefully together.



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Dialogue 1: Understanding conflict and ways of resolving 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 seat, but at other times we disagree over serious things. Disagreements sometimes occur when we have different opinions , views or we may need to use the same thing at the same time and we may not agree on who uses it first. Sometimes there is a shortage of a certain thing, like water and people disagree on who will fetch it first. 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 the the girl and the boy
- (b) How can these two children resolve their disagreement?



Activity 3:

Read story 1 and answer the questions that follow.:

Story 1:

Pekee Primary 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 children from Kijiji village have been speaking ill of the children who come from Mtewpu village. They accuse them of being proud and mean. They say that they even heard the village elders say so. Children who come from Kijiji village got angry and started calling those from Mtewpu village foolish and backward. During break time, some children from the two camps almost fought each other. They were separated by the teacher and were punished.

Discussion questions:

1. Describe the problem facing children in Pekee Primary school.
2. Why do you think the children started to insult each other?
3. If this hatred continues, what do you think might happen to the children and the school?
4. If you were a pupil in this school, what would you do to bring about peace and harmony?

Story 2:

Qaribu is very unhappy. He does not know what to do. He shares a bedroom with a cousin who is very untidy and careless. Every time Qaribu arranges his things in his bag and box, Musa, his cousin, throws them all over the bedroom. Qaribu was punished for losing one of the storybooks he had borrowed from the school library. He believes Musa took it and misplaced it. Musa has denied taking it. They are not talking to each other any more.

They almost fought in the evening after Qaribu touched Musa's mathematical set.

When people disagree with each other over different opinions, resources, actions and interests and do not resolve it peacefully, a conflict is likely to occur.

Discussion Questions:

1. What is the conflict between Qaribu and Musa?
2. Why is Qaribu frustrated?
3. What effect is this situation having on each one of them?
4. Act out how Qaribu and Musa can solve their problem in a peaceful way.

TIPS:

Sometimes what we hear adults say can influence the way we think or treat other people. We need to always know that we are all special and different. We therefore 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'

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.

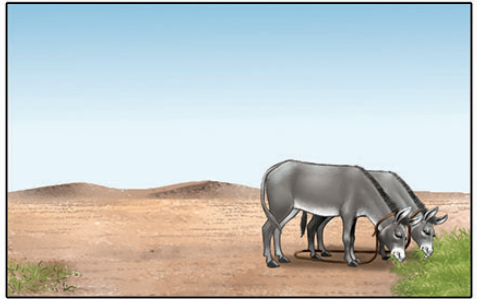
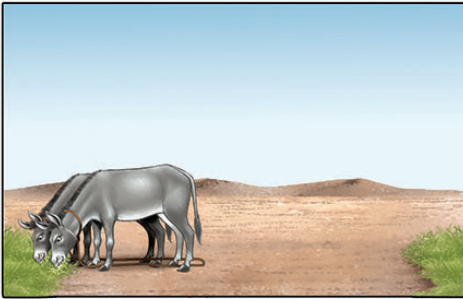
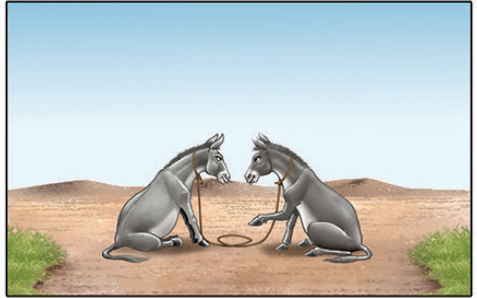
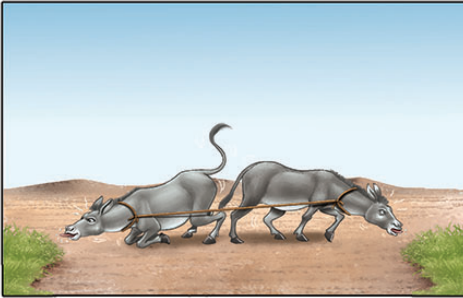
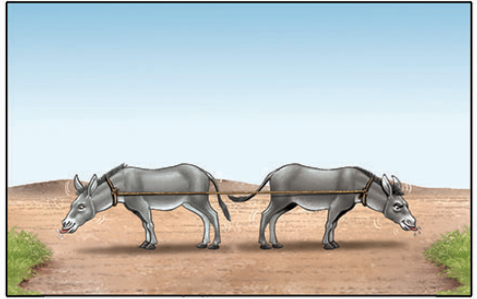
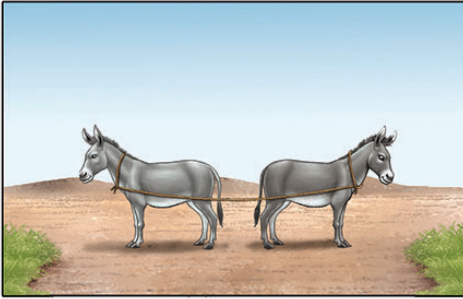
Discuss the questions below:

- (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 picture 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.

Activity 2

“It is Never too Late”

Get a volunteer to read out the story of Sara below.

Sara has been sad for the last one week. Her classmates took her new mathematical set without her permission. When she asked them to return it, they started making fun of her and calling her names. Sarah tried to plead with them to return her set but they continued teasing her. When Sarah told them she would report them to the class-teacher, they decided to lay a trap for her so that she could fall down as she passes where the trap was hidden.

One of the classmates felt that this is not kind. She told Sarah not to use the path she uses on here way home and asked Sarah for forgiveness. She also talked to the other classmates and they all apologised to Sarah. They are all friends again.

Question:

Answer the following questions:

1. What problem was Sarah going through?
2. Why do you think her classmates were unfriendly to her?
3. How did Sara respond?
4. If you were Sara, what would you have done?
5. If you find yourself in a similar situation like Sara, what would you do?

Tips:

Sara knew she had a problem that was difficult to deal with. She needed to tell her teacher or take the opportunity to tell her mother when she was asked what had happened to her.

Dialogue 3: Say NO to violence

WHAT IS VIOLENCE?



Violence is any action that causes pain like beating, bad words and sexual abuse.

Did you know?

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.



Activity 1

Discuss the meaning of the word “Violence”.

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.

Tips

There are many forms of violence that people get involved . 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 being used to perpetrate these forms of violence and others have fallen victim of the same.

Activity 3

Debate: Form two teams and debate the following motion:

Motion: "School strikes are a form of Violence"

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: Gangs or illegal groups

Activity 1

- (a) What do you know about gangs or illegal groups of people who cause violence to others. Name some of the groups.
- (b) What acts of violence do they get involved in?
- (c) What reasons do they give for their violence?
- (d) How do they recruit their members?
- (e) What promises do they make to those who join them?
- (f) How can one avoid being lured to join these groups?
- (g) What are the characteristics of these gangs or illegal groups?
- (h) What kind of violence do they make other people go through?

Tips

Most of the times these illegal gangs recruit young people through the Internet. At the beginning they may look harmful but later on, they may trick you into joining them. Once you are recruited, they confuse you by telling you hateful things about people from different tribes or religion. They may convince you to cause harm even to your people. When a person begins to use fear, cause harm, terror or violence to force other people to accept their beliefs, (political, religious, social or cultural), this is 'Violence extremism'. Such people or groups go to the extent of forcing other people to join their groups or to believe in the things they are fighting for. They may threaten others and make people live in fear of expressing a different opinion to the one they hold. This is illegal and is an abuse to other people's rights. People who are involved in violence extremism use fear and intimidation to bring about the issue they strongly believe in, rather than peaceful means. They believe that change cannot take place unless through violence.

If anyone from the listed groups approaches you to join them report to a person you trust or the police.

Activity 2

Debate the following motion:

“Children and girls cannot be recruited into illegal groups and gangs”.

TIPS

Some organised groups have well-structured systems of recruiting children including girls. They give them money and gifts to lure them. Some children and youths influence one other to join the groups. Existing children and youth group members lure others by showing them expensive items that they have acquired after joining the groups. Children are often given rewards for engaging in violent activities of the groups or gangs. Sometimes children start off by peddling weapons for the gangs as they undergo training and eventually join the criminal activities. Some of the girls are taken in as girlfriends and are promised love and a good life.

Activity 3

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

Case study 1

A group of girls in Binti Education Centre, started missing school and stealing from fellow students and teachers. They were often rude to their classmates and resolved their conflicts in a violent way. Their teacher became concerned and tried to find out what their problem was. However, one day, two of the girls were caught stealing money from one of the teacher’s bag. Two other girls in the group was caught carrying a bag with stolen items. They refused to disclose to their teacher whose items they were.

They were handed over to the police, questioned and disclosed that they belonged to a gang that was making them steal. They were punished and asked to pay back everything they had stolen. They caused their parents a lot of problems. Since then, they have left the gangs but everyone in the community knows what they did. The gang leaders were arrested and are in jail. This has affected the girls academic performance .

Discussion questions

1. What made some of the girls in Binti Education Centre change their behaviour?
2. What happened to the girls when they were caught stealing?
3. How do you think this incidence will affect the life of the girls?
4. If someone asked you to join a gang and steal on their behalf what would you do?

Case study 1

Yohana wanted to make money and buy expensive things like his cousin. He therefore asked his cousins who were a bit older than him what they did to get so much money. They told him that they are paid to carry some small parcels for a group of gang who pay a lot of money. They lured him to be recruited as a courier for the gang and convinced that he cannot be caught by the police because he was a child.

Everyday on his way to school he would stop in a bush near the school and hide a small black bag. His friend Musa saw him a few times hiding the bag and asked him what it was that he hides in the bush. He told Musa that the bag belonged to another person who had asked him to keep it their for him. He asked Musa to keep it a secret and he tole anybody about it Musa would be in trouble. Musa felt very uncomfortable and suspicious and decided

to share the secret with his mother. His mother, without putting Musa reported the issue to the headteacher who from a distance decided to see where Musa hid the bag. The head teacher called a police man and they went and removed the bag from where it was hidden. Inside the bag they found gun and some rolls of bang. Yohana was arrested and is facing a court case. He eventually disclosed who the gang leaders were and they used to pay him some money for carrying and hiding the bag.

Discussion questions

1. What made Yohana agree to carry the bag for the gang leaders?
2. How did Yohana react when Musa asked him about the bag?
3. What did Musa do even after Yohana told him to keep it a secret?
4. What happened to Yohana when he was discovered?
5. If someone asks you to carry illegal items what will you do?

Activity 4

Read the scenarios below and discuss the questions at the end:

1. June is being pressurised to join an illegal group. They have threatened that if she does not join they will rape her and cause harm to her family. She has missed school for three days because she is afraid that the gang can molest her on the way to school.
2. Juma has been reading online materials for some time now. He was referred to this site by a friend. A stranger online is luring him to join a violent religious group that promises that one will go to heaven if they become a

suicidal bomber. He is fearful and does not know what to do.

3. All of Petero's friends have joined a new illegal group in the area. They are pressurising him to drop out of school and accompany them to a far place. They have promised them that they will give him a lot of money, a girlfriend and a good life. They say that there is no need of an education because they will make more money than graduates. Petero is confused and suspicious.
4. Judah comes from a village where youths join gangs for protection. Twice he has been threatened by gang members. He is considering joining another gang so that they can protect him.

Discussion questions

1. What would you advise each of the persons described above to do? Give reasons for your answer.
2. If you were in their shoes, what would you do?

Tips

1. When strangers are relating with you online they can pretend to be anyone. Avoid relating with people you don't know online.
2. If you feel uneasy about something you are being told to do, don't do it. Discuss it with somebody you trust such as your teacher or your parent.
3. If something seems too good to be true and sudden, think twice. Ask yourself, 'why me?'
4. Do not agree to be pressured to make a decision to join a group you don't know about. Always ask for more time. Find out more information about the group before giving an answer.

Dialogue 5: Knowing your rights and responsibilities

Activity 1

One way of staying safe as a child is by knowing your rights.

Step 1

Write down all the rights you know children have.

Step 2

Look at the table below. Your rights have been listed for you, what are your responsibilities? One example has been given

TIPS

Rights	Responsibilities
You have a right to good health care, safe water, nutritious food and a clean and safe environment.	You must eat healthy foods, avoid junk food , drink boiled water, don't litter your school and home and report any harmful groups and activities.
You have a right to good quality education.	
You have a right to play and rest.	
You have a right to be protected from kidnapping.	
You have a right to give your opinions and to have adults listen and take you seriously.	

You have a right to get information that is important to your well-being.	
You have a right to be protected from being hurt or mistreated in body and mind.	

Mention any other rights you know of.

Activity 2

Recall the story of Sara and her classmates earlier in this book.

- (a) Discuss what rights Sara has and how her classmates abused them.
- (b) Share with each other of a time you felt your rights were abused. What did you do about this?

Dialogue 6: 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 hidden in the water. 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 need 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?

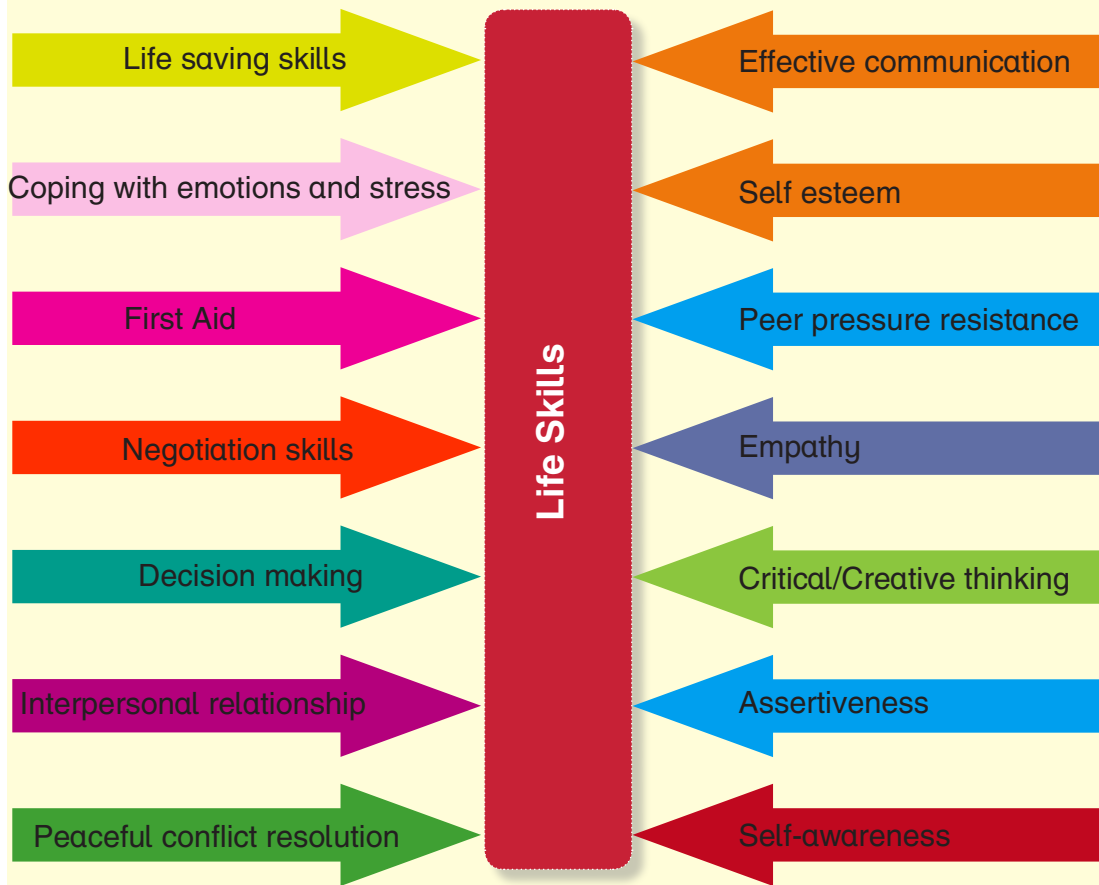


Notes

Definition Of Life Skills

Life skills are defined as abilities that help individuals cope with day to day challenges of life. – WHO

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



Tips:

Examples of how life skills can help us to stay away from danger.



Self understanding and acceptance

If children understand and accept 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 are wrong, such as joining gangs or illegal groups. When saying 'No' we must respect our rights and those of other people. Listen and speak your point confidently.



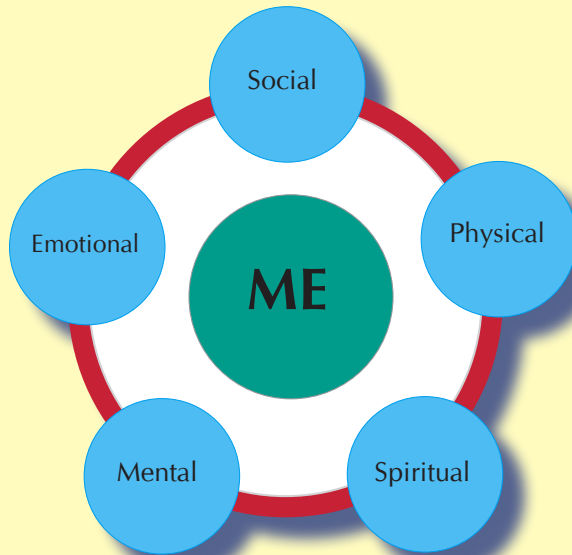
Decision Making, critical thinking and creative thinking helps us assess our exposure to risks Children are less likely to be lured to join illegal groups since they are able to weigh different options and evaluate related consequences and creatively get out of danger and seek help.

Dialogue 7: Self awareness and self esteem

Activity 1 : Who am I?

Discuss: Who is a human being? Four 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



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 as her 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 so much. 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, but she always told them they do not love her as much as the man does. Unfortunately, Sofia's behaviour changed and her academic performance deteriorated over time.

Discussion Questions

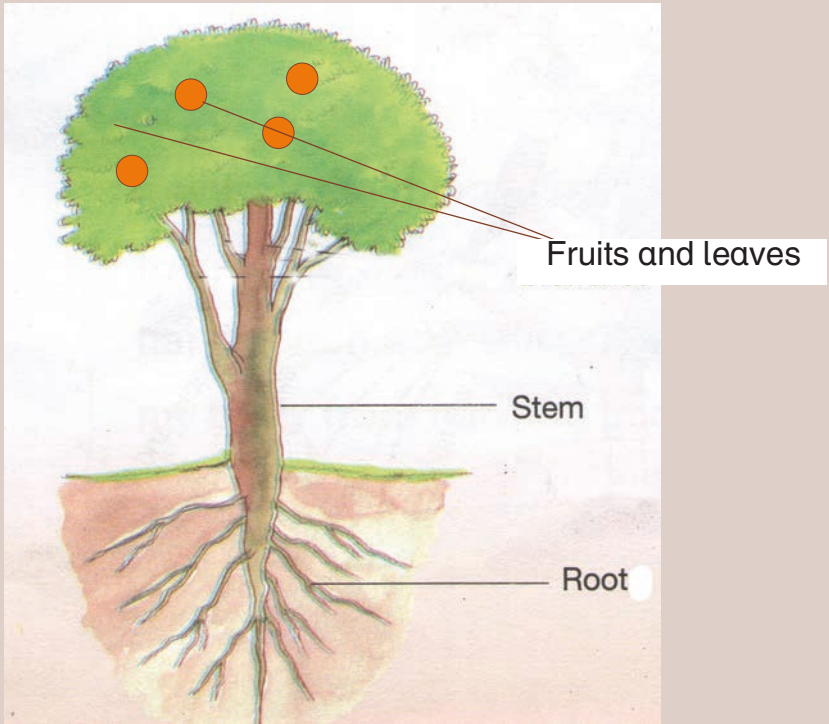
- A What did Sofia think about herself and why?
- B What made Sofia join the illegal group?
- C What skills do you think Sofia needed to help her deal with challenges that face her?
- D How can Sofia improve her self- esteem?
- E What effect did the poor self- esteem have on Sofia?

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 ok to share do so discuss with your friend.? Are there things we can change and CANNOT change about the way we look? What can you do about things you cannot change?

(b) **My emotions**

Describe yourself in terms of emotions you usually go through such as joy, anger, fear etc. Which ones are positive and which ones are negative. What can you do about the negative emotions you experience. Share with your group.

(c) **My abilities and qualities**

What are your talents? How can you develop them better? Discuss the things that can make us not realise our full potential in relation to our talents and abilities. What will you do about this things?

(d) How can the way we view ourselves, our emotions and the way we utilise our talents affect the way we resolve conflicts and protect ourselves against violence?

(e) What values guide us in life? For example honesty etc. Discuss the values you have as an individual and how this values have made you the person you are today.

Tips:



Accept that God made you the way you are and He decided that you are good, beautifully and wonderfully made. We can only accept the things we cannot change and focus on what we think is great in us. This may be our talents, character, abilities etc.

Discuss the meaning of “self-esteem”.

Tips:

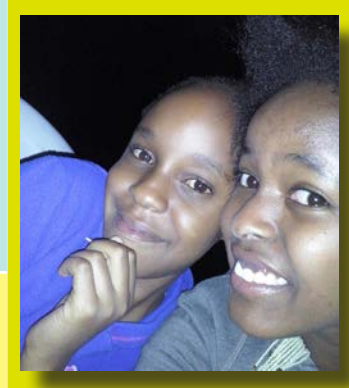


Self-esteem means the value that one assigns to themselves. People with a positive self-image (who understand, accept and like themselves) make better decisions than people with poor esteem. They are better at making and keeping friends and they go about life with more ease and confidence.

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 or 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 class eight 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 playing with other children 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 worthy 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 3:

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 and often accused them of favouring his siblings. He severally threatened to leave school and run away 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 and let them know.

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 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 activities 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 he was 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 knew he would be an outcast in the community. 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. Why was Jenda struggling with his self-esteem and identity?
3. 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.

Activity 4: What value do I give myself?

DISPLAY to the participants a very clean note of either 100, 200, 500 or even 1000 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?

Tips: Possible causes of low self esteem

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

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 the communities we come from. Add that 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 8: 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 children 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

- 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 2:

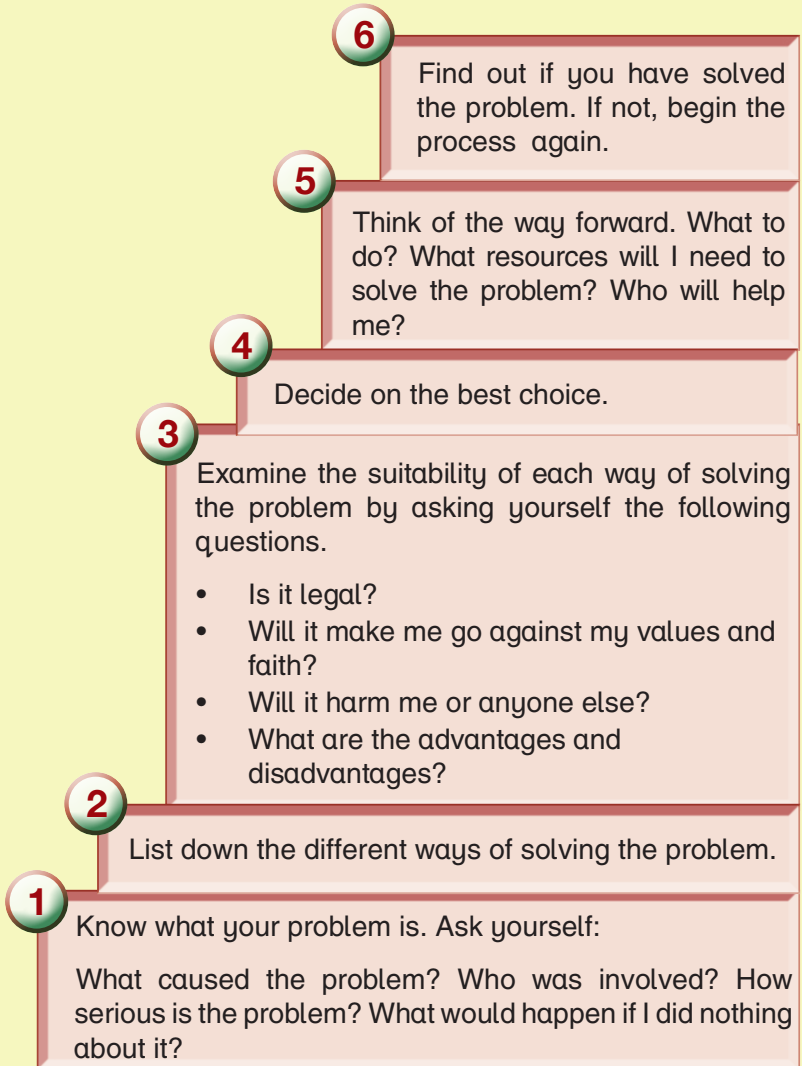
What would you choose between the pairs given below:

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 2

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

Tips



Activity 3

Uwendo's dilemma

Read this story and answer the questions that follow

Uwendo is a student in Maana academy. 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. 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 do bad things to us are people whom we know very well. They can sometimes threaten us not to tell anyone if we tell anyone else about the bad things they are doing to us. They tell us that if we tell anyone the bad things they have been doing to us, they will kill us or kill people we love, such as parents or siblings. If this happens to you call the children helpline 116 or tell someone you trust such as your teacher or parent.

If you don't the person causing you pain or abusing you will continue doing you harm and nobody will stop him.

Do not fear. Someone can help you.

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 9: 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

Ask the participants what they can do about the things that are 'Not Okey'

- (b) Okey or NOT Okey GAME

Write okay or Not Okay for someone to do to you the things mentioned below.

- Hit, cane, slap, kick, beat or burn you
- Lock or tie you up
- Praise your name in class for doing great work
- Not give you food or forcing you to sleep outside
- Call you bad names
- Give attention and listen to your problems
- Touch you in ways that make you feel uncomfortable
- Force you to touch them in their private parts
- Force you to join illegal group
- Force you to have sex with them

If the things you have indicated as not okey are done to you;
Discuss what you can do to keep yourself safe:

My commitments

1. I will not keep quiet if I am abused. I will tell someone I trust.

3. No one should force me to see bad pictures or movies.

2. No one should touch my private parts, except for medical reasons, like (for example) when a doctor or a nurse want to check if I am sick.

4. No one should make me feel ashamed of my body

5. Any bad touch must never ever be a secret. No one should scare me into keeping a secret. I will tell someone I trust, such as a parent/guardian or teacher.

6. I will not walk alone where there are no people. I will bring a friend along, even if I have been sent by a teacher.

7. I will not go to a stranger's house alone. I will go with a trusted friend if I need to. This is even more important if I do not know the person and cannot trust them.

8. I will call my friends or family members if I do not feel safe in a place. If I can, I will move to a place that I know and feel safe in.

9. If I have a problem I must tell an adult or someone I trust. I will keep on talking about it until I get help. It is never too late to get help.

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 life 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 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 children's help line.

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

Tips

 Remember that '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 children – **Number 116**

REMEMBER

- Many children around us are experiencing child abuse.
- Child abuse takes many forms, not just physical abuse.
- Children 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.

In case you know of anyone in your school who is being abused, inform your teacher or counsellor, the chief, the children'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 children.