

LESSON CARD 01

EVERYONE DESERVES TO BE SAFE FROM VIOLENCE.

Time: This Lesson Card takes 25-35 minutes to deliver

STEP 1: REVIEW CONTENT BEFORE DELIVERING TO ADULTS

OBJECTIVES

- Everyone, regardless of their age, gender, race or class, deserves to be safe from all types of violence - either physical, sexual, emotional or through neglect
- Laws exist to keep people safe from violence
- Violence has many damaging impacts

STEP 2: FACILITATE QUESTIONS AND ACTIVITIES

How would you define violence (between people?)

Violence happens when one person uses his or her power, in any setting, to cause harm physically, sexually, emotionally/psychologically or through neglect against another person – girls, boys, women and men of all ages and backgrounds.

Ask three people to volunteer to role-play an act of violence. Ask the first person to pretend to hit the second. Ask the third person to stand close by and watch in fear. Ask the entire group what they would call each person – person one who is doing the hitting, person two who is being hit and person three who is watching. Explain the role each person has in an act of violence.

For each act of violence, there is a person inflicting violence, a target/ victim/survivor of the violence and often bystanders who see, hear or know of the violence.

The person inflicting violence needs to stop using violence and take responsibility for violent actions.

The victim/survivor needs to know it is not their fault and get help.

The bystander needs to know they have an important role to prevent violence, speak out and get help (once it is safe to do so).

Ask participants if the answer to the following questions is true or false.

In **(add name of country)**, are there are laws to:

- prevent sexual abuse of women and children? (True)
- protect children from doing chores? (False)

- prevent the physical abuse of children in schools? (True)
- prevent human trafficking? (True)

(Add name of country) has also signed international agreements which give children, women and all people the right to be safe from violence.

What are the rights that children have? What is the impact when these are neglected?

The United Nations Convention on the Rights of the Child outlines the basic needs of children: safety, protection, nutrition, shelter, good hygiene, medical and dental care, adequate education, moral guidance, discipline, etc. When these are neglected, children are less healthy and safe.

Who in your community is the most vulnerable to violence? (Facilitator can use the following points as a guide for discussion; do not read each point to participants)

- Children (people under 18 years of age) are the smallest, weakest and most dependent members of society
- Women can be at risk to violence, and can be discriminated against based on their gender
- Young men can be at particular risk for homicides, street violence and suicides. Men also tend to commit most acts of violence – they need to take responsibility for their actions
- Other people like the elderly people with disabilities, or anyone who is seen as “different” or “less than” others is at high risk of violence.
- In disasters, the risk of violence can increase because of shocks including the collapse of protective systems; increased individual, family and community stress; people relying on harmful coping mechanisms like alcohol and drugs; and crowded and insecure environments.

List examples of the impact of violence (Ask the group to give suggestions).

- Physical injuries: bruises, broken bones, abrasions.
- Emotional injuries (these can take longer to heal than physical ones): shame, powerlessness, betrayal, hopelessness, helplessness, confusion, sadness, anger, crushing of self-esteem.
- Loss of trust.
- Disease/illness like HIV and STD’s.

Sometimes people say that violence is a private matter and therefore we should not talk about it. What do you think?

Every community wants safety, health and happiness. Sadly, violence against girls, boys, women and men happens across (add name of country) and around the world. If we do not talk about the problem and find solutions, the problem will not go away – the hurt will continue.

STEP 3: ASK ONE PARTICIPANT TO READ THE FOLLOWING QUOTE TO THE GROUP

“I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent” – Mahatma Gandhi

LESSON CARD 02

HITTING OTHER PEOPLE IS HARMFUL AND UNECESSARY.

Time: This Lesson Card takes 40-60 minutes to deliver

STEP 1: REVIEW CONTENT BEFORE DELIVERING TO ADULTS

OBJECTIVES

- It is harmful when people experience, see or hear physical violence in their family or community
- There are many ways to resolve problems and conflict that do not include violence

2: FACILITATE QUESTIONS AND ACTIVITIES

Why do you think the people in the picture may be upset? (Discuss in small groups)

In either picture, the people may be upset for many reasons. Whatever the reasons are, hitting other people is unsafe for all involved – no one should have to see or hear fighting. It is unsafe.

Why do we (adults) hit other people? Why do we hit children? (Ask the group)

- Adults hit children or other adults out of anger, exhaustion, fear or shame, or based on gender and discrimination.
- Hitting children, or adults, does not change their behaviour in the long-term but can cause injuries, fear and a loss of trust.
- There are better, safer and more effective alternatives to hitting other people.

Look at the image on the right and left. Whose fault is this? Why?

- The violence is not the child's or the woman's fault. The men who are hitting them are responsible for their own actions.
- The child or woman may have made a mistake or they may have done nothing at all. Whatever happened, violence is not the solution.
- If they made a mistake, they can be told why it was a mistake without being hurt. Hitting is not safe or effective or necessary.
- No matter what the women or child has done, they do not deserve to be hit.

When a person is hit or exposed to violence (like in a family), what is the impact?

- Physical injuries like bruises, cuts, scars, or burns.
- Emotional injuries like fear of being hit again, seeing someone else (like people they care about) be hit, confusion, shame, anger, and powerlessness, guilt or feeling responsible for the violence.
- Loss of self-esteem and trust.

- Illness resulting from injuries.

When a child is hit or watches or hears violence what lessons do they learn?

Children can learn (incorrectly) that violence is an acceptable way to solve problems, there are few consequences for violence, violence can be tolerated, and it is okay to hit someone who is smaller, weaker or less powerful.

In what situations do you sometimes get upset and lose control? How can you calm yourself down? (Discuss in a small or big groups)

Everyone gets upset and feels stress sometimes (especially in disasters and crises). *But* that does not have to lead to violence. Anger and stress can be like a volcano. Once we start to feel anger and stress levels climb, we need to calm down so they do not increase. Otherwise, we can lose control and say or do things that are hurtful to others.

Some ways to calm down include counting to ten (or if you are very angry counting to 50 or 100), meditating, removing yourself from the person or place that is causing you anger and thinking about how you would wanted be treated if the situation was reversed. Take responsibility for your actions!

What can we (adults) do, other than hitting children or other adults?

Adults should remember these tips:

- Only discipline when you are calm – do not discipline if you are angry
- Separate yourself from people you are upset with when you are very angry. Only return to talk to them when you are calm.
- Use positive language – using hurtful words and insults is not effective or necessary.
- Model the behaviour you would want your children, family and friends to follow.
- Hitting people is *not* effective. It injures the person physically and emotionally.

If you see someone else hitting a child or an adult, what can you do?

Taking action is not always easy. But if no one does anything the violence can continue. When people watching violence do take action, violence is much more likely to stop. If it is safe, you can speak up to calm down the situation, make it clear that violence is not acceptable or talk to someone else in the home or community who can help.

What are helping resources in your community if someone does experience physical or domestic violence? (Ask participants to list health, legal and counselling services in their communities).

STEP 3: ASK PARTICIPANTS IF THEY CAN SHARE A QUOTE OR SONG THAT SUMMARIZES THE KEY MESSAGES

LESSON CARD 03

SEXUAL VIOLENCE IS CRUEL AND DEGRADING.

Time: This Lesson Card takes 25 - 35 minutes to deliver

STEP 1: REVIEW CONTENT BEFORE DELIVERING TO ADULTS

OBJECTIVES

- Sexual violence against girls, boys, women or men is cruel and degrading.
- Children – boys or girls – are especially vulnerable to sexual violence. Children should *not* be touched in inappropriate sexual ways.
- Bystanders and men have an important role in preventing sexual violence.

STEP 2: FACILITATE QUESTIONS AND ACTIVITIES

What do you think is happening in these pictures? (Ask participants to give suggestions)

The touching in both of the pictures is unsafe and unacceptable. No one should experience sexual violence – not girls or boys, not women or men.

What actions does sexual violence include? (Ask participants to give examples)

Sexual violence can happen through direct touches, for example

- rape (forcing someone to have sex against their will) and touching the sexual parts of a person's body
- any sexual act against an adult who does not want or agree to it
- trafficking for sexual reasons
- any sexual act between a child and an adult - it is against the law and not allowed.

Sexual violence also includes no touching, for example

- unwanted sexual comments or gestures
- being forced to look at unwanted sexual pictures (online, through magazines, etc)
- any sexual comments or gestures or showing sexual images to children

Who, in the picture, could be trying to hurt the child and the women? (Ask participants to give examples)

The adults could be anyone – they could be parents, relatives, husbands, boyfriends, teachers, community leaders. No matter who they are, what they are doing is unacceptable and must stop.

Why would an adult try to talk a child into keeping a secret about sexual violence? (Ask participants)

When people hurt children using unsafe touches they can try to make the child keep the touching a secret – so no one else will find out. An adult may try to trick, shame, threaten or force a child into keeping a secret about sexual violence. This is unsafe and it is unacceptable. All adults have a responsibility to keep children safe.

Where could these situations (in the images) be happening? (Ask participants)

These situations can be occurring anywhere – in a home, a school, at work, in the community – it doesn't matter where they are happening, they are unsafe and must stop. In disasters especially, the risk of violence can increase because of stress on individuals, families and communities grows while protective systems (social support) can become weakened.

What can we (adults) do in these situations to keep children safe?

To help keep children safe, adults can teach their children that no one should touch them in unsafe ways; that if someone does try to touch them in an unsafe way they can: Say "NO!"; get away; and tell someone they trust and to keep telling until someone helps them.

Are there certain situations, place or times that the risk of sexual violence is highest? What can we do to make these safer?

If you watch or hear someone being sexually hurt, what immediate action can you take?

Taking action is not always easy. But if no one does anything the sexual violence can continue. When people watching violence do take action, violence is much more likely to stop. If it is safe, try to get the person being hurt to safety, get help immediately, speak up to bring attention to the violence, make it clear to the inflictor that violence is unacceptable and must stop immediately or talk to someone else in the home or community who can help.

Why do people, especially men, hurt other people sexually? What role do men have to prevent sexual violence?

Although both men or women can inflict sexual violence, most of the time it is by men. Men need to understand that women and children must be treated safely at all times. Men must speak out against sexual violence by other men, show leadership by modeling safe behaviours in their own families and communities and understand that it is not acceptable, honourable or manly to hurt other men, women or children.

What are helping resources in your community if someone does experience sexual violence? (Ask participants to list health, legal and counselling services in their communities).

STEP 3: ASK PARTICIPANTS IF THEY WOULD LIKE TO SHARE WITH THE OTHERS ANY OF THE ACTIONS THEY WILL TAKE TO PREVENT VIOLENCE

LESSON CARD 04

CRUSHING A PERSON'S SELF-ESTEEM IS DAMAGING AND UNHEALTHY.

Time: This Lesson Card takes 25 - 35 minutes to deliver

STEP 1: REVIEW CONTENT BEFORE DELIVERING TO ADULTS

OBJECTIVES

- Emotional/psychological violence is part of all forms of violence.
- Emotional/psychological violence can crush a person's self-esteem. Emotional scars can take longer to heal than physical bruises.
- Adults have a responsibility to act in safe and non-discriminatory ways.

STEP 2: FACILITATE QUESTIONS AND ACTIVITIES

What is happening in the pictures?

In both pictures, an adult looks very upset and is crushing another person's self-esteem through words and gestures. In the picture with the woman, she has a stick and may even hit the girl. What is happening in both of these images is unsafe.

Brainstorm examples of different ways that we (adults) can crush another person's self-esteem.

A person's self-esteem can be crushed in many ways – through words, gestures, or other actions. The underlying message of emotional abuse is always the same: "you are not good enough!"

Emotional abuse is also a part of all other forms of abuse (physical, sexual). For example, when a child is physically abused, it not only impacts them physically but also emotionally. The scars from emotional abuse can take longer to heal than even physical bruises or injuries.

When someone watches or hears violence against someone else, that also causes emotional harm and is unsafe.

Why do people treat one another in these ways? What role does discrimination have?

People may treat one another in these ways because they are upset or frustrated, think it will change another person's behaviour, or simply because that is how they have learned to handle conflict. Whatever the reasons, crushing a person's self-esteem is unsafe. Everyone deserves to be treated with safety and care.

People can also act violently because of discrimination based on gender, religion, beliefs or their background. Violence based on gender discrimination – especially against girls and women is very common. It is unacceptable.

Is it emotional abuse anytime an adult yells, for example, at a child?

Not necessarily. Emotional abuse is a constant/regular attack on someone's self-esteem. Sometimes, everyone gets upset, what is unhealthy is when one person constantly crushes another person's self-esteem. This is unsafe.

What is the impact of emotional abuse?

Emotional abuse can crush a person's self-esteem, reduce their ability to form healthy relationships, concentrate, and cope with stress, and it can impact their overall health.

Are girls, boys, women and men are treated equally in your community? If not, why do you think there is a difference? What is the impact when girls and women are valued less than men? (Discuss in small groups)

What can we (adults) do, even when they we are very upset, to avoid treating other people in emotionally violent ways?

It is important to first calm down. Count to ten (or if you are very angry count to 50 or 100), meditate, remove yourself from the person or place that is causing you anger or think about how you would want to be treated if the situation was reversed.

In disasters, it is especially important to manage your stress. Do not act out violently from anger or fear and do not to rely on harmful coping strategies like alcohol or drugs.

If a child is misbehaving, how can we (adults) discipline without being violent?

Adults can remember these tips:

- Only discipline when you are calm – do not discipline if you are angry.
- Separate yourself from a child when you are very upset.
- Use positive language – using hurtful words is ineffective.
- Model the behaviour you want children to follow.
- Crushing a child's self-esteem through words, gestures and other actions does not change a child's behaviour, it only makes a child feel bad and worthless.

STEP 3: ASK PARTICIPANTS TO SUMMARIZE THE KEY MESSAGES IN ONE SENTENCE

LESSON CARD 05

VIOLENCE CAN BE PREVENTED. HELPING RESOURCES AND LAWS EXIST.

Time: This Lesson Card takes 25 - 35 minutes to deliver

STEP 1: REVIEW CONTENT BEFORE DELIVERING TO ADULTS

OBJECTIVES

- Bystanders (people who see or hear violence occurring) have an important role in preventing violence.
- Helping resources exist for children and adults who have been hurt by violence.
- There are practical actions that adults can take to make their families and communities safe.

STEP 2: FACILITATE QUESTIONS AND ACTIVITIES

Imagine a child has been hurt by violence, maybe even by someone they know and trust. Why might it be hard for them to tell another person they are being hurt?

The child may

- be afraid that if they tell, they will get into trouble or something bad will happen, or they have been told to keep it a secret
- be scared something bad will happen to someone they care about
- be dependent (financially, emotionally, etc.) on the person who is hurting them
- feel confused or unhappy because they trusted the person who hurt them, or even like or love the person who hurt them
- be upset that other people know or will know what happened, feel ashamed or embarrassed
- think it is their own fault

It can take a lot of courage for children to tell an adult. It is important that children know that when someone hurts them it is *not* their fault!

How can we (adults) help children who have been hurt? What can an adult do? (Ask for suggestions from the group)

When a child is hurt by violence, the priority is the safety of the child. Adults need to take action.

- ✓ Listen to the child and show empathy. "I am sorry this happened to you."
- ✓ Comfort the child and take the child to a safe place. "It's not your fault."
- ✓ Report immediately to a helping person. "Let's get some help."
- ✓ Remember, adults have a responsibility to take action.
- ✓ Ensure that no other children are at risk of being hurt in the same way and/or by the same person.

- X No secrets.** If a child tells you about experiencing violence, you must help them.
- X No interviewing, no surprises, no counseling, no promises, and do not criticize the person accused.**

The difference between adults and children is that children must be supported to get help. For adults, it is their own choice whether they want support or not.

What can adults teach children to help them be safe? (Ask participants to repeat each point after the facilitator lists them)

To keep children safe, adults can teach them that no one should hurt them. If someone does try to hurt them, they can say “NO!”, get away, tell someone they trust and keep telling until someone helps them.

If someone is being hurt, who could they talk to in your community?

People who can help in a community can be anyone the person trusts: friends, family, relatives, neighbours or community leaders.

If you watch or hear someone being hurt, what action can you take?

Taking action is not always easy. But if no one does anything, violence can continue. When people watching violence do take action, violence is much more likely to stop. If it is safe, try to get the person being hurt to safety, get help immediately, speak up to bring attention to the violence, make it clear that violence is unacceptable and must stop immediately and talk to someone else in the home or community who can help.

What practical actions can your community take to make everyone – women, men, girls and boys – safe from violence? What action can you take in your own family? What changes can you make as a person to be non-violent?

- Examine yourself. How do you control your own anger, jealousy, fear and stress? How do you ensure you have healthy relationships?
- How do you behave when you have been drinking? Is it safe, or do you lose control?
- Everyone has the ability to control how they use their own power.
- We can choose to use our power to hurt others and make them feel small, or we can use our power to help and protect others.

Ask participants to consider practical actions to prevent violence in disasters.

In disasters: Do not act out violently in anger or fear. Manage your stress levels by talking to others, meditating or breathing deeply, keeping your hands and mind active, helping others and taking time for yourself whenever possible. Do not rely on harmful coping strategies like alcohol or drugs, make a disaster response plan so you and your family know what to and where to go to be safe. Work with community leaders, organizations and schools to build violence prevention into disaster planning.

STEP 3: ASK A PARTICIPANT TO STATE THE MOST IMPORTANT LESSON THEY HAVE LEARNED FROM THE SESSION