

Title of session: **How to report violence?**

Length of recording: timed: 40 minutes

Actors: 2 hosts + special guests:
 Scenario 1: 3 male students
 Scenario 2: 1 female student, 1 male student, one female teacher
 Scenario 3: 2 female students, 1 male young adult (ocada driver)

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

Direction for hosts: The hosts should be friendly and conversational. Please rehearse the script so that it doesn't sound like you're reading off the page. Feel free to improvise without losing or changing important information/content. If you come across a difficult word or sentence that you think students will not understand, feel free to translate it into Krio.

Intro: Introduction music (1 minute)

Awanatu: Hello everyone and welcome back to the Girls' and Boy's club! My name is Awanatu and I am one of your hosts for the club.

Mohamed: Hello everyone! It's very nice to see you again. My name is Mohamed and thanks for joining our Girls' and Boys' Club. We're very glad that you're here.

Awa: We are both part of the Leh Wi Lan programme sponsored by UK Aid.

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

SFX: Hands clapping, people cheering

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

Mohamed: Yes! The club rule is to keep it REAL.
 R is for Respect.
 E is for Equal participation.
 A is for Ask questions.
 L is for languages! The Languages of the club are English and Krio.

Awa: Exactly.

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

SFX: *Keeping it real song*

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

Mohamed: I sure do. It was about school-related gender-based violence, which is violence that students may experience around school based on being a girl or a boy.

- Awa:** Right. We discussed the different kinds of violence that can happen at school. Mohamed, you remember the three types of violence?
- Mohamed:** There was physical violence, the most visible, which includes hitting, caning, pinching, pushing, slapping – actions that inflict physical pain.
- Awa:** Yes. And if a teacher makes you stand for a long time on one foot or on your knees, or outside in the sun, that is also physical violence.
- Mohamed:** And there was psychological violence like teasing, bullying, yelling, calling names and humiliating students.
- Awa:** Exactly. These types of actions inflict emotional pain and make people feel very bad inside. People who inflict psychological violence use their words and behaviour to cause worry or pain and make people feel ugly, rejected, or scared.
- Mohamed:** And the third one is sexual violence. This includes 'sex for grades' or 'sex for gifts'. Sometimes, teachers or men in the community offer girls good grades or gifts like lifts, lunch or school fees. At first girls feel like these men are really helping them, but then they realise that the men are expecting something in return, like a kiss, a touch or sex.
- Awa:** That is true. Were there other forms of sexual violence?
- Mohamed:** Yes - sexual violence also includes sexual harassment, which is any unwanted attention or behaviour that is sexual in nature. Sexual harassment includes unwanted texting, staring, following or touching, especially of private parts.
- Awa:** Exactly. And remember, Sierra Leone's Child's Rights Act and the National Teacher Code of Conduct do not allow for *any* form of violence to happen – whether it's from a teacher to a student or from a student to another student.
- Mohamed:** And our school upholds this through our zero-tolerance policy towards violence.
- Awa:** That's right. Our school is a violence-free zone.
- Mohamed:** For sure! Good, I think this is everything that we covered last time. Shall we start this session then? Girls and boys, are you ready to participate in today's session? If so, say 'yes!'.
- SFX:** *A group of people shouting 'yes!' but at a quiet/low mixing level. We want to give students an idea of what they should be shouting.*
- Awa:** I couldn't hear you!
- SFX:** *People shouting 'yes!' but at a quiet/low mixing level*
- Awa:** Okay, let's get started!
- SFX:** Transition music – 2 seconds
- Awa:** Okay students, today's session is: "How to report violence".
- Mohamed:** So Awanatu, if I know that someone is a victim of violence or if I am a victim of violence, what can I do?
- Awa:** Well, the first thing you should do is report it. Because the only way you can get help and make sure the violence stops is to report it. In our school, there are two ways that students can report violence.

- Mohamed:** What are these two ways?
- Awa:** First, students can report to a school mentor or a trusted adult. And second, students can write an anonymous note and place it in the suggestion box at school.
- Mohamed:** Great. And can you remind us what a school mentor is again?
- Awa:** In our school we should have a female and male school mentor. They are teachers who have good relationships with students and who can be trusted. Students can always go to a school mentor if they seek help or want to report violence.
- Mohamed:** What if a student wants to talk to another teacher or the school principal?
- Awa:** That's fine too. As long as the student feels comfortable talking to the adult, they can do so.
- Mohamed:** Students, do you know who your school mentors are? Club Leaders, please can you remind us of their names?
- SFX:** (quiet background drums for 3 seconds)
- Awa:** Thank you. And if you're not sure who your school mentors are, the Club Leaders should confirm with your principal and then let everyone know. Okay?
- Mohamed:** Okay. So Awa, let's pretend I'm a student. What will happen if I approach a school mentor to report violence that happened to me?
- Awa:** Your school mentor will take you to an empty room where other people cannot overhear the conversation. He or she will listen to you while you describe what happened and will make notes. And your mentor will ask for more details if needed.
- Mohamed:** And who will read these notes? I don't want the whole school to know what happened to me!
- Awa:** This is understandable which is why these notes will be confidential – only the School Safety Committee will be allowed to read the notes so that they can help too.
- Mohamed:** Awa, what is the School Safety Committee?
- Awa:** The School Safety Committee is very important: it includes the principal, vice principal, school mentors and the guidance counsellor. Their mission is to respond to any report of violence at the school.
- Mohamed:** So, say I report to the school mentor that another student is bullying me? The mentor will then tell the School Safety Committee?
- Awa:** After getting all the facts from you, yes, the mentor will discuss the case with committee to decide on what steps to take. For example, they might need to hear the other student's side of the story too.
- Mohamed:** Understood. But what if they think I'm lying?
- Awa:** You can trust that the committee will be fair and try to solve the problem as best they can to make sure it never happens again.
- Mohamed:** Ok, I got it.
- Awa:** Good. So now you know how to report violence to the school mentor.

- Mohamed:** Yes. But Awa, you said something about a suggestion box, right?
- Awa:** Yes, I did. The second way to seek help and report violence is through the School Suggestion Box.
- Mohamed:** Now what is that?
- Awa:** The School Suggestion Box is a way that students can write an anonymous note to report violence. Do you know what anonymous means?
- Mohamed:** Not writing your name on the note so that no one knows who wrote it.
- Awa:** Exactly. So, if you feel uncomfortable speaking to a mentor, you can place a note into the suggestion box without your name. You can write about any type of violence that you saw or experienced. You do not have to write your name on the note - but if you want to that's okay too.
- Mohamed:** But Awa, I don't know what the suggestion box looks like or where it is!
- Awa:** The suggestion box is usually made of wood and has an opening for inserting your note. It should be somewhere in the school where it is easily accessible, but somewhere private so that people won't notice if you are putting a note in the box.
- Mohamed:** Club leaders, can you tell us where the school suggestion box is?
- Awa:** Yes, Club Leaders, please stand up and let everyone know where the box is now. And if you're not sure, please tell the students you'll ask the school mentor and let them know next time!
- SFX:** (drums underneath - pause for 3 seconds)
- Mohamed:** Thank you Club Leaders! Now Awa, I have another question. What if I put a very private note inside the suggestion box and everybody reads it?
- Awa:** Don't worry, the box is locked, so nobody can open it and read the notes. Only the Principal and female mentor will open the suggestion box every day to check if there are any emergencies.
- Mohamed:** And if there are no emergencies?
- Awa:** Then the notes will be kept in the box and read by the School Safety Committee once a week.
- Mohamed:** So they will meet that week?
- Awa:** Yes, they always meet once a week to open the box, read the notes and respond right away.
- Mohamed:** So how will they respond?
- Awa:** Well, the Committee will meet to review the notes in the suggestion box as well as reports made to the school mentors. And they'll discuss what to do next and whether they need more information to do so.
- Mohamed:** So, how would they get more information? Especially if I didn't put my name on my note!
- Awa:** You're right! Since suggestion box notes are anonymous, the School Safety Committee won't know who wrote them. So, if the committee decides that they need more information, the female mentor will speak to the girls separately from the boys and ask for the author of the note to come to her for support.

- Mohamed:** And the boys?
- Awa:** The male mentor will speak to the boys and do the same.
- Mohamed:** Good. So if I wrote the note, I should go to the male mentor privately and tell him that it was me?
- Awa:** Yes. And then he will ask you some clarification questions that will help the school safety committee respond to your case.
- Mohamed:** Okay, I think I understand. And once the school safety committee has all the information they need, they will discipline the offender, right?
- Awa:** Yes, they will discuss different measures to make sure the offender understands the problem and won't repeat it again.
- Mohamed:** Like what?
- Awa:** A disciplinary measure could be a verbal or a written warning, or having the offender write a formal apology letter, do some community work, or speak with the school counsellor.
- Mohamed:** And will the school safety committee inform my parents, Awa?
- Awa:** They might, if they think it is needed, but it is not compulsory. They will also make sure you receive counselling if it is needed.
- Mohamed:** Ok, understood: so if I write a note, the school safety committee might need more information, so if they do I should speak to the mentor. Then the committee will decide on a punishment, make sure I receive adequate support and inform my parents if needed.
- Awa:** Exactly, I'm glad it is clear. Now, if we are speaking of very severe violence, the school safety committee will need help from others.
- Mohamed:** What do you mean by severe violence?
- Awa:** I'm glad you asked: severe violence is anything that causes an injury that requires medical help.
- Mohamed:** Like if someone punched me and I was severely bleeding?
- Awa:** Correct. And severe violence is also anything that involves a criminal act, like rape or attempted rape. Sex for grades or gifts is also a criminal act for men because having sex with a person under 18 years old is against the law.
- Mohamed:** Okay. So if I report severe violence either to a mentor or via the suggestion box, what will the School Safety Committee do?
- Awa:** Well, they will meet immediately because these are emergencies, and the School Safety Committee will then decide if external support is needed.
- Mohamed:** You mean, the police?
- Awa:** Yes, that is one possibility. However, if it is an emergency and the victim needs to see a doctor, the school safety committee will call their parents and take him or her to a medical facility right away.
- Mohamed:** And then the police?

- Awa:** Yes. The committee will need to write a summary of the facts and send it to the Family Support Unit and the Ministry of Social Welfare, Gender and Children's Affairs. The committee will also need to inform the Board of Governors, the District Education Office and relevant community members.
- Mohamed:** So everyone will hear about the case?!
- Awa:** Well, a lot of people will be informed but under strict confidentiality to protect the victim. These people need to hear about any severe act of violence, so they can make sure it does not happen again.
- Mohamed:** Will the offender go to jail?
- Awa:** Well, that depends on the police investigation, but if it was a criminal act that is the intention.
- Mohamed:** And what about the victim?
- Awa:** The school safety committee will make sure he or she receives support and counselling.
- Mohamed:** Ok, so if I witness or experience *severe* violence, I can speak to the school mentor or a trusted adult or place an anonymous note in the suggestion box.
- Awa:** Yes.
- Mohamed:** And because it is severe violence, the school safety committee will meet immediately and probably contact outside authorities.
- Awa:** Correct.
- Mohamed:** But less severe forms of violence will be dealt with by the committee at the school.
- Awa:** You got it.
- Mohamed:** Great, this is very useful to know. What should we do now Awa?
- Awa:** I think we should do an activity now. Students, I will give you some examples of physical, psychological or sexual violence and different things you could do if you saw or experienced that violence. Then we will do the Group Vote activity so that you can vote for which action you think is best. Got it?
- Mohamed:** Got it.
- Awa:** OK – let's listen to scenario number one about David.
- SFX** *Transition music (or the transition could be a gong or other sound effect)*
- SFX:** *Background noise of the school grounds*
- Male student 1** *(Speaking to a friend) Hey, look - here comes David.*
- Male student 2** *He's so strange – he doesn't ever speak to anyone or even look them in the eye.*
- Male student 1** *Maybe he's just shy.*
- Male student 2** *Or maybe he thinks he's better than everyone. (Calling out) Isn't that right David! You think you're better than everyone, don't you!?*
- SFX:** *David's footsteps moving faster past the male students.*

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Male student 2 Hey David, are you ignoring us? Look, he thinks he's better than us!

Male student 1 Maybe you should just leave him alone.

Male student 2 No, now he's made me angry. (Yells out) Hey David, come here and speak to me!

SFX: Footsteps moving faster and a second set of footsteps following.

Male student 2 Hey, I like your backpack, I think you should apologise and give it to me!

David *(frightened voice)* No, it's my backpack, I am not giving it to you!

SFX: Male student grabbing David...gravel moving under them.

Male Student 2 *(Threatening voice towards David)* Listen to me - I don't like you, but I *do* like your backpack. Give it to me now.

David *(trying to be brave)* No, I will not give you my backpack, leave me alone!

Male student 2 Very well, you've asked for this...

SFX: Background noise of the first punch (then fade out).

SFX: Transition music *(or the transition could be a gong or other sound effect)*

Mohamed: Now students, imagine you are David's classmate. You saw what happened in the schoolyard – what should you do?

Awa: Mohamed and I are going to list three different options for what you could do. Then we'll ask you to choose one and vote for it. Do you understand?

Mohamed: Yes, Awa. Okay students, option 1 is: ask David if he is okay and help him up but then pretend that nothing happened the next day. Maybe you're worried that the bullies will come after you next.

Awa: Option 2 is: Write an anonymous note for the suggestion box saying that students teased David, stole his backpack and beat him up. Maybe you think that this violence goes against the zero-tolerance policy and you'd like to make sure it doesn't happen again.

Mohamed: And option 3 is: Go to a School Mentor and tell them what happened. Maybe you think that they can also make sure that it doesn't happen again.

Awa: Okay students, make your choice and get ready to raise your hand when we call option 1, 2 and 3 out. Remember, you can only vote once. Club Leaders, could one of you please count the number of hands raised. The other Club Leader can write the number of votes for each option on the chalkboard. Club Leaders, are you ready?

Mohamed: Yes, I think we're ready Awa.

Awa: Okay students, raise your hand now if you choose option 1 – ask David if he is okay but then pretend that nothing happened. Club leaders, count the number of hands!

SFX: Background activity music for 4 seconds

Mohamed: Now students, raise your hand now if you choose option 2 – Write an anonymous note for the suggestion box saying that students teased David, stole his backpack and beat him up. Club leaders, count the hands!

SFX: Background activity music for 4 seconds

- Awa:** Okay, now raise your hand if you choose option 3 – Go to a School Mentor and tell them what happened. Club leaders, count the hands!
- SFX:** Background activity music for 4 seconds
- Mohamed:** Great, group vote is now finished!
- SFX:** Cheering and clapping
- Awa:** Okay, Mohamed – what did you think of the three options?
- Mohamed:** Well, at first I thought I'd go with option 1 because I think I'd be scared that the bullies would come after me if they saw me helping David. But then I realised that the bullies committed two types of violence.
- Awa:** Which ones?
- Mohamed:** Well, first psychological violence because they teased David for being different, which probably made him feel really bad.
- Awa:** Correct.
- Mohamed:** And also physical violence because they hit him.
- Awa:** Exactly.
- Mohamed:** And they stole his backpack! Which is a crime!
- Awa:** Indeed.
- Mohamed:** So then I thought doing nothing wouldn't be a good option because they could do it again. Either to David or someone else.
- Awa:** That is correct.
- Mohamed:** So then I thought that option 2 and option 3 were both good choices. If I write a note for the suggestion box, the school safety committee would read it that week and then respond.
- Awa:** What do you think they would do?
- Mohamed:** Well, one of the mentors might ask for the person who wrote the note to speak to them. So I'd speak to the mentor in private and tell them what happened. And ask them to make sure the bullies don't come after me.
- Awa:** You're right, the mentor may ask some follow up questions and then the School Safety Committee might speak to the bullies and David separately. And once they fully understand the situation, they'll make the bullies apologise and maybe write an essay on why their behaviour was unacceptable.
- Mohamed:** Good.
- Awa:** And option 3?
- Mohamed:** Well, that option is good too because after I tell the Mentor what happened to David, he or she would consult the school safety committee and the same outcome would occur. The bullies would apologise to David, try to understand why what they did was wrong, and then promise to never do it again.
- Awa:** Good, I think you've made a good choice. I hope the students did too.

- Mohamed:** Indeed. Now Awa, let's listen to scenario number two.
- Awa:** Definitely.
- SFX** *Transition music (or the transition could be a gong or other sound effect)*
- SFX:** Background noise of a classroom and female teacher who already started the lesson.
- Female teacher:** Okay, today we will be learning about the respiratory system. Who can tell me what respiratory means?
- SFX:** Door knocking
- Female teacher:** Yes?
- Girl:** Sorry we are late, madam.
- Female teacher:** Yes, you are both late. I've already started class. Everyone else was here on time!
- Boy:** I'm sorry madam. I had extra chores this morning.
- Girl 1:** I'm sorry madam. My mother is sick.
- Female teacher:** I don't want to hear your excuses! This is not the first time either of you have been late! I want both of you to kneel in the corner during class. At least I know you will be paying attention that way. Go! Go to the corner now!
- SFX** *Transition music (or the transition could be a gong or other sound effect)*
- Awa:** Now students, imagine you are one of the two students. You had to kneel in the corner during class and it was very painful – what should you do?
- Mohamed:** Option 1 is: Accept the punishment. You did come late and at least kneeling was better than being caned.
- Awa:** Option 2 is: Write an anonymous note for the suggestion box saying that you were made to kneel in the corner during class. You did come late and accept that is against the rules but kneeling on the floor for a long time is physical violence.
- Mohamed:** And option 3 is: Go to a School Mentor and tell them what happened. Maybe you think that they can stop that form of punishment.
- Awa:** Okay students, make your choice and get ready to raise your hand when we call option 1, 2 and 3 out. Remember, you can only vote once. Club Leaders, are you ready to count and write down the number of votes?
- Mohamed:** They're ready!
- Awa:** Okay students, raise your hand now if you choose option 1 – Accept the punishment. Club leaders, count the hands!
- SFX:** Background activity music for 4 seconds
- Mohamed:** Now students, raise your hand now if you choose option 2 – Write an anonymous note for the suggestion box saying that you were made to kneel in the corner during class. Club leaders, count the hands!
- SFX:** Background activity music for 4 seconds

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- Awa:** Okay, now raise your hand if you choose option 3 – Go to a School Mentor and tell them what happened. Club leaders, go for it!
- SFX:** Background activity music for 4 seconds
- Mohamed:** Great, group vote is now finished!
- SFX:** Cheering and clapping
- Mohamed:** Okay, Awa – what did you think of the three options?
- Awa:** Well, at first I thought I'd go with option 1 because I thought that yes, I was late and deserved to be punished. But then I realised that kneeling for a long time is form of physical violence.
- Mohamed:** Correct.
- Awa:** So then I thought that option 2 and option 3 were both good choices. If I write a note for the suggestion box, the school safety committee would read it that week and then respond.
- Mohamed:** What do you think they would do?
- Awa:** Well, the committee might speak to the teacher directly. And once they fully understand the situation, they might make her try non-violent strategies for disciplining students. The teachers are being trained on these strategies now. So if I was late again I'd still be punished, but in a non-violent way.
- Mohamed:** Good. And option 3?
- Awa:** Well, that option is good too because after I tell the Mentor what happened, he or she would consult the school safety committee and the same outcome would occur. The teacher would start to use non-violent strategies in class and hopefully not use violence again.
- Mohamed:** Good, I think you've made a good choice. Now Awa, let's listen to scenario number three.
- Awa:** Definitely.
- SFX** *Transition music (or the transition could be a gong or other sound effect)*
- SFX:** Background sound of the school grounds.
- SFX:** Motorcycle slowing down and parking.
- SFX:** Footsteps of two girls walking.
- Driver:** Sssssss. Hey, hello again! I saw you yesterday! What's your name? Can I give you a lift?
- Khadi:** (Whispering to the other girl). Amina, who's that?
- Amina:** (Whispering) Oh, this guy who keeps following me. I think he knows my brother.
- Driver:** You almost let me take you home yesterday. Come on, I can take you *and* your friend today. Where do you live?
- Khadi:** (Whispering to the other) Don't tell him.
- Amina:** Why not? He wants to give us a lift...I thought about it yesterday but I didn't do it because I was alone. But now you're with me! If he gives us a lift we don't have to walk 40 minutes to get home. And it's free!
- Driver:** Look, I really like you. Can I be your boyfriend?

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Khadi: (Whispering) You don't know him!

Amina: Yes, I do. He knows my brother.

Khadi: That doesn't make him a good guy.

SFX: Girls walking away.

Driver: (Calling out) Hey, I'd be a good boyfriend – I could pick you up and take you to school in the mornings too. Come on, where do you live? Come with me!

Amina: Khadi, he wants to be my boyfriend!

Khadi: But Amina, you don't know him! He might trick you into doing things that you don't like.

Driver: (Calling out from farther away) If you don't come with me today, I'll wait for you tomorrow. I want you to be my girlfriend!

SFX: Transition music *(or the transition could be a gong or other sound effect)*

Awa: Okay students – I want you to pretend that you are Amina. What should you do?

Mohamed: Option 1 – Avoid the driver and hope that he stops following.

Awa: Option 2 – Write a note for the suggestion box saying there is an ocada driver that keeps following and asking you to be his girlfriend. And that this makes you uncomfortable.

Mohamed: Option 3 – Go to a school mentor and tell them about the ocada driver. Hopefully they can help.

Awa: Okay students, make your choice and get ready to raise your hand. Ready?

Mohamed: Okay students, raise your hand now if you choose option 1 – Avoid the driver and hope that he stops following. Club leaders, count the hands!

SFX: Background activity music for 4 seconds

Awa: Now, raise your hand now if you choose option 2 – Write a note for the suggestion box saying there is an ocada driver that keeps following and that this makes you uncomfortable. Club leaders, do your work!

SFX: Background activity music for 4 seconds

Awa: Okay, now raise your hand if you choose option 3 – Go to a School Mentor and get help from them. Club leaders, go for it!

SFX: Background activity music for 4 seconds

Mohamed: Great, group vote is now finished!

SFX: Cheering and clapping

Awa: Okay, Mohamed – what did you think of the three options?

Mohamed: Well, I thought maybe option 1 because chances are, that ocada driver will probably forget and just go away. But then I thought, what he was doing was sexual harassment.

Awa: Why is that?

Mohamed: Because he kept on doing things that made Amina uncomfortable. Like following her, asking her to get on his motorbike and to be his girlfriend. And that 'sssss' noise...I know my sister hates it when men do that. I think that might be harassment too.

- Awa:** Very good Mohamed. You're absolutely right. Remember, sexual harassment is when a person does an unwanted action of a sexual nature. Following and asking someone out after they have said 'no' is harassment.
- Mohamed:** And Khadi was right in saying that if Amina agreed to be his girlfriend and get free lifts from him he might expect her to do other things with him – like have sex.
- Awa:** That's right.
- Mohamed:** So then I thought that option 2 and option 3 were both good choices. If I write a note for the suggestion box, the school safety committee would read it that week and then help stop the harassment.
- Awa:** What do you think they would do?
- Mohamed:** Well, the committee might ask some clarification questions from me and then they might go find the ocada driver and speak to him directly. They would tell him that what he is doing is sexual harassment, which is not tolerated by the school or community. And I think they would also warn him that sex for gifts is a criminal act, particularly when it is done to girls under 18.
- Awa:** Absolutely. And option 3?
- Mohamed:** Well, that option works too because after I tell the Mentor what happened, he or she would consult the school safety committee and the same outcome would occur. Then hopefully the ocada driver would stop following Amina and any other girl.
- Awa:** Brilliant. Well done.
- SFX:** Transition music.
- Mohamed:** Okay team, it is time to wrap up this session. Awa, can you please remind us what we covered today?
- Awa:** Of course: we explained that there is a school safety committee in every secondary school. The committee meets once a week and discusses all cases of violence that has been reported to them. They will decide what action must be taken.
- Mohamed:** That's right, and we also discussed in details the different ways we can report violence at school.
- Awa:** Indeed. One option is to use the suggestion box in your school. It is locked and only the school safety committee opens it to review its content. You can write a note about what you saw or experienced. You don't need to sign with your name if you don't want to.
- Mohamed:** And the second option is to speak directly with a school mentor or a trusted adult.
- Awa:** Remember, when you see someone experiencing violence, or when you experience it yourself, you should report it. Otherwise, the situation can get worse!
- Mohamed:** Exactly! Speak up, even if you are not sure!
- Awa:** Okay, students, now let's wrap up today's session with some 'Reflection Time'. We're going to take 30 seconds for everyone to sit quietly and reflect on what we've discussed today. Students, you can use this time to think about what you liked most about today's session.
- Mohamed:** I liked voting for the best choices for each scenario.

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Awa: Good. You can also use this time to think about something that you found interesting or that you didn't know before.

Mohamed: I can think of a lot of new things I learned today. Can I tell my friends and family about them?

Awa: Of course you can. Please do! And students, you can also think about any questions you may have. Please write down your questions and give them to your Club Leaders after Reflection Time.

Mohamed: Will do.

Awa: Okay everyone, please be quiet now and enjoy your 30 seconds of Reflection Time.

SFX: Reflection Time music (*30 seconds*)

Awa: Okay, thank you for reflecting. Remember, if there was something that you liked from today's session – share what you learned with others. If there was something that you have a question about, I hope you wrote it down. Please give your questions to your Club Leaders now.

Mohamed: Now, we're going to have Question Time. Club Leaders, we're going to play the background music for three minutes and give warnings when you have one minute and 10 seconds left. Please read out any questions that you have received and see if anyone can help answer. If not, save the question and ask your Mentor for help.

Awa: If you can't finish answering *all* the questions during these two minutes, feel free to continue after the session if there is time. Ready? Club Leaders, please read out the first question!

SFX: Background activity music for 2 minutes

Mohamed: Club Leaders, we have 1 minute left!

SFX: Background activity music for 50 seconds

Mohamed: Club Leaders, we have 10 seconds left! We will start our countdown now.

Mohamed/ Awa together 10...9...8...7...6...5...4...3...2...1! Stop Question Time!

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

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

Awa: Good.

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

Awa: Agreed.

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

SFX (drums and pause for 3 seconds)

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

SFX (drums and group of people shouting 'yes!')

Mohamed I didn't hear you!

SFX (drums and group of people shouting 'yes!')

Mohamed: Great. See you then!

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

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

Awa: See you all soon! (in Krio)

SFX: Closing music (2 minutes)