

- Title of session:** Reducing and reporting psychological violence
- Reducing and reporting psychological violence: This episode goes into detail about bullying/teasing, prevention strategies, how students should report it if they experience it and how the school safety committee should respond.*
- Length of recording:** 40 mins
- Actors:** 2 hosts, young student (female), young student (male)
- Sound effects (SFX):** Intro music, transitional music, hands clapping, people cheering
- Things to note:** Keep the language simple, straightforward and conversational. If you do have to use jargon or a difficult/long word, have the hosts ask each other questions to clarify what it means (and translate into Krio). Build in lots of interaction between the hosts - no one should speak for too long. Put in sound effects to liven it up. Try to say 'girls and boys' (as opposed to the reverse) and use 'she' pronouns and female as examples as much as possible. And although equal, try to have Awanatu (the female) be the leader of the two hosts.
-

- Intro:** 'Girls and Boys Club Theme Song' (for 1 min)
- Awanatu (female host):** Hello everyone! I am Awanatu and I am very happy to be back with you at the Girls' and Boy's club this week! I am one of your hosts for the club. And here is your second host, Mohammed!
- Mohammed (male host):** Hello everyone! It's great to be back! I am Mohammed and thanks for joining our Girls' and Boys' Club this week. We're very glad that you're here!
- Awa:** Now, Mohamed and I are both part of the Leh Wi Lan programme sponsored by UK Aid.
- Mohamed:** 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
- Mohammed:** Okay, girls and boys, before we begin we must not forget our club rules. Do you remember what the rules are?
- Awanatu:** Yes, we say: Keep it REAL!
- R** is for Respect.
- E** is for Equal participation.
- A** is for Ask questions.
- L** is for languages! The Languages of the club are English and Krio.
- Awa:** Exactly.
- Mohamed:** So, when we follow the club rules, we're keeping it REAL.
- SFX:** *Keeping it real song*

- Awa:** Excellent. Now, Mohamed, do you remember what our last session was about?
- Mohammed:** Yes, we talked about Physical Violence, which includes beating with a stick, hitting, kicking, throwing stones at someone – things that cause physical pain or injury.
- Awanatu:** That's right.
- Mohammed:** We heard a story from Neda about her experience of physical violence at school. And then we did padi padi and talked about our own experiences with physical violence.
- Awanatu:** I remember.
- Mohammed:** And then we heard a story from Francis on his experience and how a teacher came up with some ideas to reduce all the caning he suffered.
- Awa:** That's correct.
- Mohamed:** And then we learned that teachers are getting training to help them to do their job without using physical violence. But also, that teachers and students must work together to make the school safe and reduce physical violence.
- Awa:** Correct. And then we had another Padi-Padi time where we brainstormed more strategies on how we can reduce physical violence at our school.
- Mohammed:** Yes. We discussed strategies like teachers signing their code of conduct and students telling their friends and families about the zero-tolerance policy that the school has towards violence.
- Awa:** Exactly. And what should students do if they experience or see someone go against the zero-tolerance policy and commit an act of physical violence?
- Mohamed:** They can use one of two ways to report violence: first, they can write an anonymous note for the suggestion box or second, they can speak privately with a mentor.
- Awa:** And the School Safety Committee meets once a week to respond to these reports. They make sure solutions are found to prevent the violence from happening again.
- Mohamed:** Exactly.
- Awa:** Great, I think that is everything that we covered last time. Girls and boys, are you ready to start today's session? If so, say 'yes!'
- SFX:** *A group of people shouting 'yes!' but at a quiet/low mixing level. We want to give students an idea of what they should be shouting.*
- Awa:** I couldn't hear you!
- SFX:** *People shouting 'yes!' but at a quiet/low mixing level*
- Awa:** Okay, let's get started!
- SFX:** Transition music
- Awa:** Okay students, today we will talk about Psychological Violence. We will discuss what it is and how we can all work together to stop it.
- Mohammed:** Now, I remember that we've discussed psychological violence before - it is not about beating or kicking or physical pain, it is about something else right?

- Awanatu:** That's right. Psychological violence is not when someone is hurting your body, it is when someone is using their words and their behaviour to cause worry or pain to your heart and mind.
- Mohammed:** Do you mean to give you a headache?
- Awanatu:** Haha, no, no, no Mohammed. Sometimes you might get a headache if you feel very worried, but it goes a bit more like this:
- A teacher or a student in school might threaten you or say mean things to you. When they do this, they are not touching your body or making your body hurt, but they make you sad or worried with their words. They hurt your feelings, they make you feel in your heart and in your mind that you are not good or not accepted.
- Psychological violence can be bullying, cursing, calling you names, teasing, saying humiliating things, or even if someone is ignoring you.
- Mohammed:** But how can it be violence if someone is just ignoring you? They are doing nothing!
- Awanatu:** You shouldn't think that they are doing nothing, all these things can be very hurtful to you and make you feel very bad. Since you and I are friends Mohammed, would you like it if I ignored you, or if I cursed at you, or if I called you stupid?
- Mohammed:** No, I would feel bad if you did that to me.
- Awanatu:** Precisely. When people make you feel bad it is not healthy for you, it is much better if people can talk in a nice way with each other about problems rather than making each other feel bad.
- Mohammed:** I agree! I don't like feeling bad, I wish people would be more kind.
- Awanatu:** Don't worry Mohammed, I will do my best to be kind to you! Now students, let's make a promise to be kind to each other today. I'd like you to stand up and stretch out your left arm and pat the person to your left gently on their shoulder three times. This will be our way of saying that we are going to be kind to them. Try it: Pat, pat, pat!
- SFX:** Drum, Drum, Drum
- Awanatu:** Ok, now stretch out your right arm and pat the person to your right gently on their shoulder: pat, pat, pat!
- SFX:** Drum, Drum, Drum
- Awanatu:** Excellent! Today we are going to listen carefully to each other and be kind to each other, ok? You can sit down now and let's get on with the show!
- SFX:** Transition music – 10 seconds maximum
- Mohammed:** Great! Where do we start?
- Awanatu:** Well Mohammed, we talked about what psychological violence is – it is things like teasing, laughing at you, calling you names, screaming at you, cursing, threatening you, bullying you, all things to make you feel bad.
- Mohammed:** That's right.
- Awanatu:** Well, I have an activity that will help give us some examples. I am going to invite two students, Fatmata and Sahr to join us here in the studio. Then we will ask them some

questions. Every time before the answer, Mohammed, you have to guess what you think they will answer!

- Mohammed:** O that will be fun! Let's have them join us! Come in you guys!
- SFX:** Door creaking open/footsteps/door closing.
- Awanatu:** Hi Fatmata, hi Sahr! Welcome!
- Fatmata:** Thank you Awanatu, thank you Mohammed, nice to be here.
- Sahr:** Thanks Awanatu, hi Mohammed, glad to see you both!
- Awanatu:** We are glad to have you. So Fatmata and Sahr, we will now play a game. I will ask you a question, and before you answer, Mohammed will guess what your answer will be. Ready?
- Mohammed:** I am ready!
- Fatmata:** I am ready too!
- Awanatu:** Ok, the first question is for Fatmata. Have you ever been called a name by someone?
- Fatmata:** Yes.
- Mohammed:** No, no, you need to wait for me to guess! Haha, I was going to guess!
- Awanatu:** Haha, ok, let's try with the follow-up questions then. Fatmata, what name have you been called?
- Mohammed:** Now I guess..... I guess the name you have been called is giraffe.
- Fatmata:** Haha, no your guess is wrong! Why did you guess giraffe?
- Mohammed:** Well, sometimes people make fun of the way we look if they try to make us feel bad. You are quite tall Fatmata, so that is why I guess someone could try to hurt you by saying something about you being as tall as a giraffe.
- Fatmata:** Actually, I have been called "sticky", because one boy decided that my legs look like sticks, so he started making fun of me and called me "sticky"!
- Awanatu:** How did this make you feel?
- Fatmata:** I felt embarrassed and I actually wanted to wear only long skirts to cover my legs. I did not want to be called by that name anymore so I stopped walking with the group so they would not notice me and call me that name.
- Mohammed:** Do you still feel sad now, talking about that?
- Fatmata:** I think being called a name can have a very big impact. I felt that I lost my confidence because of this. I felt I was not accepted and that it was my fault for the way I look.
- Mohammed:** Hmm, that is very unfair, because people should accept you as you are and be kind to you.
- Sahr:** I agree. It is easy for people to call us names and say things that will hurt us. But some people will do this without even realising that they are causing harm to us. I have heard teachers say things like: "You are stupid! You are an idiot!" when a student does not give the correct answer in class. That makes the student feel hurt too.

- Mohammed:** Absolutely. Perhaps teachers think that these negative words will motivate students and make them work harder.
- Awanatu:** Well, let me ask you something then... Sahr, do you think you would feel motivated to work hard if someone says, "You are stupid and lazy!"?
- Mohammed:** Oh! oh! I can guess what his answer will be – 'no'!
- Sahr:** That's correct. If a teacher says that to me, I would just feel discouraged and upset. Why would I try harder? Chances are the teacher will say that to me again.
- Awanatu:** It feels much nicer when teachers encourage you with positive words like: "I believe in you", "You can do great things", "You can do even better!"
- Sahr:** Absolutely.
- Awanatu:** Now tell us Sahr, have you experienced name calling or other things?
- Sahr:** Yes, the worst time for me in school was when a group of boys and girls bullied me. As you guys can see sitting here in the studio with me, my right hand has severe scars on it because I was burned by fire when I was a baby.
- The kids at school decided to make fun of me because of my hand. They called me "lefty" because I mainly used my left hand for everything I do. I stopped talking to people hoping they wouldn't notice me. But they did and they just started calling me stupid instead.
- The kids at school were very rude to many, many students. One of my friends Cicy was in a car accident and she has a big scar on her face from the broken glass of the window. These kids called her "ugly" and "scar-face!". It was heart-breaking.
- Kids don't realise that an accident can happen to anyone at any time. What if one of them fell and broke a leg or something? Would they also want to be made fun of?
- Awa:** How did it make you feel when kids were bullying you?
- Sahr:** I felt very uncertain. My grades at school were good in the beginning, but I lost confidence. I did not like going to school anymore and my grades started to drop. Then I started to believe that I really was stupid because I was not doing well at school.
- Awanatu:** Thank you for sharing this with us, Sahr. What you describe is what happens with many boys and girls if they get bullied or called names. If a teacher calls you names or if other students call you names, you can feel like you are losing your confidence. You can feel like you don't want to go to school.
- When you worry about getting bullied, your body will start feeling unhappy too. Your stomach might feel sore. Maybe you can't eat. Bullying is very unhealthy and will cause you much harm.
- Mohammed:** Thank you Fatmata and Sahr. We really appreciate your openness and honesty about your experiences with psychological violence. Students, I think maybe we should have some Padi-Padi time to share *our* experiences of psychological violence. These could be psychological violence that you have either seen, experienced or perhaps did to others at school.
- Awa:** Good idea, Mohamed. Students, do you remember how this works? Pick a partner and then you will have four minutes to tell each other about your experience with psychological violence. It can be something you've seen, experienced or maybe done to someone else and now you realise it was wrong.

GLADI GIRLS' AND BOYS' CLUB AUDIO SCRIPT

- Mohamed:** Okay, Padi Padi starts now!
- SFX:** Background activity music for 2 minutes
- Awanatu:** Club Leaders, we have 2 minutes left!
- SFX:** Background activity music for 1 minute
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Awanatu:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Mohammed:** Thanks everyone, for sharing. I'm sure there were examples of students and teachers both causing psychological violence.
- Awa:** Indeed. But I wonder if our students also have some ideas about how we could reduce this type of violence?
- Mohamed:** They're a very intelligent group. I'm sure they do.
- Awa:** Students, let's do another padi padi and this time, I'd like you to think about ways we could stop psychological violence from happening at our school. How do you think students and teachers can work to prevent these problems?
- Mohamed:** Great. Okay, this time I want you to find a new partner. You will have 4 minutes to padi padi and discuss ideas on how to reduce psychological violence from happening at our school. Padi padi starts now!
- SFX:** Background activity music for 2 minutes
- Awanatu:** Club Leaders, we have 2 minutes left!
- SFX:** Background activity music for 1 minute
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Awanatu:** Well done, students. Were you able to come up with lots of ideas and strategies on how to reduce violence in our school?
- Mohamed:** I bet they did. Students, if you liked your strategies on how to reduce psychological violence at our school, feel free to write them down and give them to the Club Leaders. They will then give these to the school mentor to potentially take forward.
- Mohamed:** Good idea!
- Awanatu:** Fatmata and Sahr, I saw that you were doing padi padi too. Did you have any strategies to suggest?

- Fatmata:** Yes, we did. The first strategy we talked about was making sure everyone understood the school's zero-tolerance policy towards violence.
- Awa:** That's right, we've discussed this before.
- Fatmata:** Sure. All schools have a **zero tolerance** policy for any form of violence, which includes all forms of psychological violence like bullying, teasing or threatening behaviour. All students, teachers and community members should be aware of this policy and abide by it.
- Sahr:** And we talked about the Teacher Code of Conduct too - it says that teachers must not use any humiliating forms of punishment or psychological abuse. So, zero tolerance for both teachers and students towards psychological violence.
- Mohamed:** Awanatu, I remember we learned that teachers are getting training on how to reduce physical violence. Are the teachers going to reduce psychological violence too?
- Awanatu:** Yes Mohammed, teachers will also work to reduce psychological violence. Teachers are learning about ways to support students and to stop psychological violence.
- Mohammed:** What kind of things do teachers learn?
- Awanatu:** Teachers are learning about the different abilities of students, that they have to be patient with students and that they should never use abusive language like calling someone 'stupid' or 'lazy'. Teachers are learning to set ground rules for class...
- Mohamed:** Ground rules like 'Keep it REAL'?
- Awa:** Exactly. R is for respect, and bullying, laughing and teasing are definitely not allowed because they do not demonstrate respect.
- Mohamed:** For sure. Wow, if there is zero tolerance for things like bullying and teasing students, then students will also need to work together to make sure the policy is followed! Fatmata, do you think students can work together to make sure their school is a safe place for everyone?
- Fatmata:** I think this is possible! Students can take responsibility to make sure they have a safe school. A safe school is the shared goal. So if a student sees that some girls and boys are making fun of someone because they are different, then the student should speak up and say: "Hey! This is a SAFE SCHOOL, everyone should feel safe here!"
- Sahr:** Yes, and if students agree that they want to be in a safe school, then they must work together to make their school safe.
- Mohammed:** I agree with you. If students want their school to be a safe place for themselves then they must not tolerate any abuse of any other students.
- Awanatu:** Hey, let's do a Group Vote to see if students agree to make their school a safe school!
- Mohamed:** Great. Students, we will ask you a few questions to vote on. Every time we ask a question, raise your hand if you agree. If you don't agree you can keep your hand down. One Club Leader will count the number of hands raised and the other Club Leader can write the number on the chalk board. Does that make sense?
- Awanatu:** It sure does. And as usual, the background music will come on after every question to give you time to vote. Hey, Fatmata and Sahr, why don't you help us out and take turns to ask the questions!

- Fatmata:** Great. We'd love to. Right students, now we're going to start the Group Vote activity! The first question is: RAISE YOUR HAND IF YOU WOULD LIKE TO BE IN A SAFE SCHOOL. If you agree, raise your hand. If you don't agree, keep your hand down. Okay, Club leader, count the raised hands!
- SFX:** Background activity music for 4 seconds
- Mohammed:** Ok, put your hands down and now listen to the second question. Sahr?
- Sahr:** The second question is: RAISE YOUR HAND IF YOU WANT TO WORK TOGETHER TO MAKE A SAFE SCHOOL. If you agree, raise your hand. If you don't agree, keep your hand down. Club leader, count the hands!
- SFX:** Background activity music for 4 seconds
- Mohammed:** Ok.... Now you can put down your hands. Awanatu, would you like to ask the last question?
- Awa:** Sure, the last question is: RAISE YOUR HAND IF YOU PROMISE TO WORK TOGETHER TO STOP PSYCHOLOGICAL VIOLENCE AND TO HAVE ZERO TOLERANCE FOR VIOLENCE. If you agree, raise your hand. If you don't agree, keep your hand down. Club leader, count the hands!
- SFX:** Background activity music for 4 seconds
- Mohammed:** Thanks everyone. Looks like a lot of students have promised to work together to reduce bullying and teasing if they see it at school. Well done! It is clear that there are some problems we can solve together. If we all agree to stop causing psychological violence or stop it when we see it, we can reach our goal of having a safe school.
- Awanatu:** Thank you, students. And we are going to say goodbye to Fatmata and Sahr now, and thank them both for helping with the session today!
- Sahr:** Thank you for having us, hope to see you again!
- Fatmata:** Also thanks from me, bye everyone!
- All:** Bye! Bye!
- SFX:** Feet walking, door opening and closing shut.
- Mohammed:** Now Awa, it seems that there are a lot of strategies that will help us reduce psychological violence at our school. We discussed the zero-tolerance policy, the Teacher Code of Conduct, teacher training on strategies to reduce psychological violence and students promising to work together to reduce bullying and teasing if they see it at school.
- Awa:** Exactly.
- Mohamed:** But Awa, what do we do if it still happens? What if we see or experience psychological violence, even with all of these strategies in place?
- Awanatu:** Well, Mohamed, it is very possible that this will happen. But students can report these cases and get help to stop them from happening again. Students, do you remember the two ways to report if someone has broken the zero-tolerance policy and has used psychological violence? Please raise your hand if you can tell us the two ways to report violence at school. Club leaders, please pick someone to answer!
- Pause for 3 seconds.

- Awanatu:** Thank you! Well done! The first way to report psychological violence is to place an anonymous note in the suggestion box at your school. The second way to report psychological violence is to speak directly to a school mentor or a trusted adult.
- Mohamed:** Oh yes, I remember now! And students, do you remember the name of the group who is responsible to responding to reports of violence that come from the suggestion box or mentors? Club leaders, please pick someone to answer!
- Pause for 3 seconds.
- Mohamed:** That's right! It's the School Safety Committee! The school safety committee includes the principal, vice principal, the two school mentors and the guidance councillor.
- Awa:** And this committee meets once every week to respond to all reports that have come from the suggestion box and mentors. The principal and female mentor should also check the box every day just in case there's an emergency that needs a response immediately.
- Mohammed:** Good. So, anything students submit to the suggestion box will be reviewed by the Committee?
- Awanatu:** Yes.
- Mohammed:** And how will the committee make sure the psychological violence doesn't happen again?!
- Awanatu:** Well, if you remember, they might have to ask some follow-up questions to fully understand the situation, and when they do they will decide on measures to make sure the offender understands what they did was wrong and to prevent them from doing it again.
- Mohammed:** Like what?
- Awanatu:** Like making a formal apology to the victim, writing an essay on why it was wrong, getting counselling, or getting a written warning that if it happens again, they will be suspended from school.
- Mohammed:** So, let's say that a student like Sahr is being bullied by other students. What should the he do?
- Awanatu:** Well, Sahr can report this by putting a note in the school suggestion box, or he can speak to a school mentor about it.
- Mohammed:** Ok, but what if the school safety committee speaks to the bullies and they get angry and bully Sahr even more – but far away from school
- Awanatu:** Well, the school safety committee will have strong words with the bullies. And other students should also support Sahr – either by telling the bullies to stop or by reporting them in suggestion box too.
- Mohammed:** But Awanatu, what if Sahr feels embarrassed to ask for help? What if he feels responsible for solving the problem on his own?
- Awanatu:** Some students may feel like they should try to solve the problem on their own, but it is always better if someone can support you. Let's say for example that Sahr decided to solve the problem by switching to a different class where the bullies were not there. Does that solve the problem?
- Mohammed:** Well, maybe, but the bullies might find someone else to abuse.
- Awanatu:** Exactly, we need the whole school to work together on the problem. Even bullies need to work with us to solve the problem. Maybe they bully younger students because they are also

being bullied by someone else. This is what the school safety committee would try to find out and then they would find solutions to make the bullying stop.

- Mohammed:** I see. Great. I'm glad we promised to work together students!
- Awanatu:** Yes! Let's work together!
- Mohamed:** Wow Awanatu! We covered a LOT today! I think it's time to wrap up.
- SFX:** Transition tune (3 seconds)
- Mohammed:** Do you want to recap?
- Awanatu:** Yes, I can start...We talked about psychological violence today, which includes being called names, being screamed at, being ignored, being bullied or being laughed at. These things make us feel bad. These things can also cause our bodies to feel bad, not wanting to eat, not sleeping well, feeling low in energy.
- Mohammed:** We then heard from Fatmata and Mohammed about their experiences with being called names and being bullied.
- Awanatu:** Then we used our Padi-Padi time to talk about how our own experiences with psychological violence.
- Mohamed:** And then we did padi padi again to think about ways we could stop psychological violence from happening at our school.
- Awantu:** There were lots of strategies, like abiding by the zero-tolerance policy towards violence, teachers abiding by the code of conduct and using the strategies they've learned, and having students promise to work together to ensure a safe school.
- Mohammed:** Yes, and Fatmata and Sahr then asked students to raise their hands if they wanted to help make a safe school by keeping to the rule: ZERO TOLERANCE for violence.
- Awanatu:** And finally, we talked about the two ways students can report psychological violence if they still see it or experience it: Write a note for the suggestion box or speak directly with a mentor.
- Mohammed:** And then the School Safety Committee will respond to these reports, because they make sure reports are discussed and solutions are found. They protect the students.
- Awanatu:** Thanks, Mohammed. I think that is everything that we covered today. Now we'd like to wrap up with some 'Reflection Time'. We're going to take 30 seconds for everyone to sit quietly and reflect on what we've discussed today. Students, you can use this time to think about what you liked most about today's session.
- Mohamed:** I liked meeting Fatmata and Sahr.
- 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 didn't realise that psychological violence can come from just laughing at someone.
- Awa:** Yes, it can add to the pain that someone feels. Make sure to tell others! 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** (group of people shouting 'yes!')
- Mohamed** I didn't hear you!
- SFX** (group of people shouting 'yes!')
- Mohamed:** Great. See you then!
- Awa:** Okay, thank you again for your participation and we look forward to seeing you for our next session, which is called: Reducing and reporting sexual violence.
- Mohammed:** Awanatu, I think sexual violence might be the worst type of violence...
- Awanatu:** It certainly can be and I suggest you come to the next session to find out more.
- Mohammed:** I will definitely be there.

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

Mohammed: See you all soon! (in Krio)

SFX: Closing music (2 minutes)