

- Title of session:** **What is School-Related Gender Based Violence?**
- Length of recording:** 40 mins maximum.
- Actors:** 2 hosts + extra actors
- Drama 1: 1 male teacher, 2 male students.
- Drama 2: 2 male students, 1 female student, several students in background (mixed sex).
- Drama 3: 2 female students, 1 male teacher
- Sound effects (SFX):** Intro music, transitional music, background music, reflection time music, hands clapping, people cheering, people shouting 'yes!', a gong
- 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.
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- Intro:** Introduction music (1 minute)
- Awa (female host):** 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 (male host):** 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, do you remember what our first session was about?
- Mohamed:** I sure do: it was about the club's rules, and the role of the club leaders.
- Awa:** Exactly: the club leaders have five main tasks: *First*, to pick up and return the radio, attendance sheet and chalk from the school mentor. *Second*, to take attendance. *Third*, to play the recording. *Fourth*, to make sure that the Club rules are followed. And *fifth*, to facilitate group activities that we ask students to do.
- Mohamed:** Excellent.
- Awa:** And Mohamed, do you remember the club's rules?
- Mohamed:** Sure, sure, the rules spell out the word '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:** Brilliant.
- Mohamed:** Awa, we also did some activities last time, right?
- Awa:** Yes, we did. First, we practiced Padi Padi - that is when you find a partner and have a discussion with them about a topic that we suggest.
- Mohamed:** Oh yes, now I remember! What was the other activity we practiced? Group Share?
- Awa:** That's right, we practiced Group Share as well: this is when Club Leaders ask each pair to share what they discussed during Padi Padi.
- Mohamed:** That was fun, I liked it! And the last exercise we did was the Group Vote right?
- Awa:** Very well, I can see you remember it all! When we ask you to do group vote, one Club Leader asks students to vote on choices that are written on the chalk board and the other Club Leader counts the hands raised and writes the number down. Understood?
- Mohamed:** Yes. I think we are ready, Awa.
- Awa:** Great, I think so too! Let's begin the session! 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
- Awa:** Today, we are going to discuss a very important topic: school-related gender-based violence.
- Mohamed:** That's a very long phrase, Awa. I'm not sure what it means.
- Awa:** It is a long phrase, Mohamed. Why don't we break it down? What do you think 'School-Related' means?
- Mohamed:** That it is something to do with our school?
- Awa:** Correct. And what about 'Gender-Based'?
- Mohamed:** Hmm, I'm not sure.
- Awa:** We'll be talking about gender in an upcoming session, but for right now, think of gender as referring to the different experiences that people have based on whether they are a girl or a boy.
- Mohamed:** Okay. So in this case, you mean the different experiences of violence that students may have based on being a girl or a boy?

- Awa:** That is correct.
- Mohamed:** Got it. And I know what violence is.
- Awa:** Okay. But did you know that there are *three* different types of violence we should be aware of?
- Mohamed:** Not really.
- Awa:** There is physical violence, psychological violence or sexual violence.
- Mohamed:** Oh, that's true.
- Awa:** So, do you have a better idea of what 'school-related gender-based violence' means now?
- Mohamed:** Yes – it refers to the physical, psychological or sexual violence that girls and boys experience around school.
- Awa:** Precisely. And sometimes people shorten the phrase down to S-R-G-B-V.
- Mohamed:** Is that because S is for school, R is for related, G is for gender, B is for based and V is for violence?
- Awa:** You got it.
- Mohamed:** Cool. SRGBV. I'll try to remember that.
- Awa:** Good. Now, I think it might be helpful if we try to unpack the three different types of violence.
- Mohamed:** Sounds good.
- Awa:** First, let's hear a short drama about physical violence.
- SFX:** *A gong or other sound effect to indicate the drama*
- Male teacher:** Okay, class. Today we will be discussing how to structure an essay. Who can tell me what an essay is? *(Voice and student discussion fade into the background).*
- Two boys at the back of the classroom are talking in Krio and are not paying attention to the teacher.*
- Male student 1:** Hey, I can't believe I forgot my pen. Do you have one that I can borrow? *(In Krio).*
- Male student 2:** Yes, sure. I think I have an extra one.... let me look in my bag.
- SFX:** Rummaging in his bag.
- Male student 2:** All I have is this one...
- Male student 1:** *(Laughing)* Where did you get this purple pen from? It's purple!
- Teacher (shouting)** Who is speaking back there? You! You are disrupting class!
- Male student 1:** Sorry sir, I was just asking for a...
- Teacher (shouting):** I don't care! You were not paying attention *and* you were speaking in Krio!
- Male student 2:** Sorry sir, I was just giving him a pen to use...

- Teacher (shouting):** Stop talking back to me and making excuses! You are both disrupting class and behaving badly! Both of you - three strokes. Get up now!
- SFX:** *Background noise of the teacher's first stroke (then fade out).*
- SFX:** *A gong or other sound effect to show the drama is over*
- Mohamed:** Wow. That was certainly an example of physical violence.
- Awa:** It was. And I'd now like all the student to Padi Padi to discuss what they thought of the drama.
- Mohamed:** That's a good idea.
- Awa:** Ok girls and boys, Padi Padi and pick a partner who you haven't worked with before. I would like you to discuss the drama we just heard. Have you seen or experienced the same thing? How did it make you feel? What other examples of physical violence can you think of?
- Mohamed:** You will have 3 minutes for your discussion. We'll let you know when you have one-minute left and 10 seconds left. Ready? Padi padi now!
- 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! Okay stop padi padi!
- SFX:** Cheering and clapping
- Awa:** All right, did you all agree that caning is wrong and should be avoided?
- Mohamed:** Yes, but sometimes teachers or school heads get angry and use the cane. Some parents do it too.
- Awa:** Yes, it happens a lot. Actually, caning is the most common form of physical violence in schools. However, it's actually against the law and the Teacher's Code of Conduct.
- Mohamed:** Really?
- Awa:** Yes. In 2007, the government signed the Child Rights Act that states that children should be protected from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression.
- Mohamed:** I didn't know that.
- Awa:** And the 2009 Sierra Leone Code of Conduct for Teachers states that teachers must establish and maintain zero tolerance for all forms of physical and humiliating forms of punishment, sexual violence, psychological abuse and child labour.
- Mohamed:** Wow. But if it's against the law and Teachers' Code of Conduct, why do teachers still cane?

- Awa:** Well, sometimes a teacher can be tired and frustrated because they have to teach such a large class. If heads aren't monitoring or if no one reports the caning, a teacher can just continue to do it.
- Mohamed:** But it makes students scared.
- Awa:** Exactly, it is painful and like in the drama, sometimes very unfair. I suspect that those boys will be frustrated and scared and will probably hate that teacher and his class.
- Mohamed:** Yes, caning has many negative effects on students. But I heard that teachers at this school are doing some training on a School Safety Guide now and that gives them strategies to stop caning in class.
- Awa:** That is true.
- Mohamed:** I hope it works.
- Awa:** Me too.
- Mohamed:** Awa, what about other forms of physical violence that teachers use?
- Awa:** Good point, Mohamed. Yes, there are a lot of other forms of physical violence apart from caning. And not just from teachers. Students too are known to hit, slap, punch, choke and pinch. None of it is allowed because this school should have a zero-tolerance policy to *all* forms of violence.
- Mohamed:** What about if a teacher makes us stay out in the sun for a long time?
- Awa:** That is a form of physical violence as well. And if you have to hold a painful body posture for a long time – like kneeling on the ground or standing on one foot – that's physical violence.
- Mohamed:** And if a teacher intentionally prevents you from using the toilet or forces you to work in the field as a punishment?
- Awa:** That is physical violence too.
- Mohamed:** Ok, I think I understand what physical violence is. What about psychological violence – that was the second form of violence that you mentioned.
- Awa:** Good, I'm glad you asked. Why don't we start with an example of psychological violence? Let's listen to the story of Lawrence.
- SFX:** *A gong or other sound effect*
- Lawrence:** Hi, I am Lawrence. Three years ago I was on a bus that had an accident. I was injured and now I can't walk or run like I used to. And my schoolmates tease me because I have to use a stick to walk.
- SFX:** *Background noise of the school grounds and Lawrence walking with his stick*
- Boy 1:** Hey, here comes three leg Lawrence. Hey! Three Leg! Do you want to play football? Oh, I forgot, you can't!
- Girl 2:** He's got three legs like a stool – maybe you can sit on him when you want to rest!
- Boy:** Haha! So true! Hey three leg – let me see your stick!
- Lawrence:** Don't take my stick, I can't walk without it!

- Boy 1:** I will make fire with that good stick!
- SFX:** *Noise of the boy taking the stick from Lawrence and running away.*
- SFX:** *All children laughing.*
- SFX:** *A gong or other sound effect*
- Mohamed:** That example of psychological violence makes me sad. And mad.
- Awa:** Yes, I know. I wonder how everyone else feels? Students, I'd like you to Padi Padi to discuss what you thought of Lawrence's story.
- Mohamed:** Good idea.
- Awa:** Okay girls and boys, Padi Padi and pick a partner who you haven't worked with before. I would like you to discuss the drama we just heard. Have you ever seen people teasing someone because they were different? Have you been teased yourself? What other examples of psychological violence can you think of?
- Mohamed:** You will have 3 minutes for your discussion. We'll let you know when you have one-minute left and 10 seconds left. Ready? Padi padi now!
- 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! Okay stop padi padi!
- SFX:** Cheering and clapping
- Awa:** Thank you all. Mohamed, what did you think about Lawrence's story?
- Mohamed:** Well, I think the other students were cruel to him just because he was different. And it probably made him feel really bad even if they did not hurt him physically.
- Awa:** Yes, you're right. Psychological violence is less visible than physical violence: you don't see people hitting each other but there is violence in their words – the students certainly hurt Lawrence, but the pain he felt was in his heart and in his mind.
- Mohamed:** So, the pain he felt came from humiliation rather than beating.
- Awa:** Correct.
- Mohamed:** Are there other ways to be psychologically violent?
- Awa:** Absolutely. You can give pain by speaking aggressively, by calling someone names, by laughing at them or by threatening them. You can even give pain to someone by ignoring them. And the pain that people feel can come from feeling ugly, lonely, rejected, or scared.
- Mohamed:** Is this psychological violence against the law as well?
- Awa:** Yes, it is. Remember, the Child Rights Act states that children should be protected from neglect, discrimination and abuse...these can all be psychological. And the Teacher Code of Conduct states that teachers must not engage in humiliating forms of punishment or psychological abuse.

- Mohamed:** And our school has a zero-tolerance policy to *all* forms of violence, which includes the teasing and bullying that is considered psychological violence.
- Awa:** Exactly.
- Mohamed:** Okay, I think I understand psychological violence now. What about sexual violence – that was the third form of violence that you mentioned.
- Awa:** Good, I'm glad you asked. Why don't we listen to our final drama.
- Mohamed:** Great.
- SFX:** *A gong or other sound effect*
- SFX:** *Background noises of the end of class – students leaving the classroom.*
- Male Teacher:** Marietu, why don't you come to my house this afternoon to study? I can make sure you get a good grade on your exam next week.
- Marietu:** Um, thank you sir but I don't know if I am allowed to.
- Male Teacher:** Don't worry, you shouldn't be afraid. I'm your teacher so my job is to help you get a good mark. And Marietu, you are very special to me. More special than any other girl. I want to help you.
- Marietu:** Um, okay, I guess I can come to your place to study this afternoon.
- Male Teacher:** Good. See you in an hour.
- SFX:** *Marietu walking out of the class, door closing, her footsteps across the school.*
- Fatou:** *(running up from behind and yelling)* Hey, Marietu! Wait for me!
- Marietu:** Oh Fatou, I need your help.
- Fatou:** What's wrong?
- Marietu:** I don't know what to do...Mr. Nallo told me that I am special to him and invited me to his house because he wants to help me do well on my exams. I feel uncomfortable going to his house...but I do need help studying. What should I do?
- Fatou:** You know that he did the same with Aminata two years ago? At first he helped her with her school work but after a few times he said that she was his girlfriend and should act like one. At first he made her kiss him but later he forced her to have sex with him – even when she said no. She didn't tell anyone because she was scared, but then she got pregnant.
- Marietu:** That's horrible.
- Fatou:** I know. You should not go to his house or accept his help.
- Marietu:** But what if he is mean to me because I said no? What if he gives me poor marks? I'm afraid to tell my parents - they will think I brought this on to myself.
- Fatou:** Marietu, what he is doing is against the law. We should report this to Aunty Khadi – she will help. He *should not* give you poor marks if you say no. And your parents should support you!
- Marietu:** Okay, Fatou. I knew you'd be able to help.
- SFX:** *A gong or other sound effect*

- Mohamed:** That example of sexual violence makes me worried, sad *and* mad.
- Awa:** Yes, me too. I wonder how everyone else feels? Students, I'd like you to Padi Padi to discuss what you thought of Marietu's story.
- Mohamed:** Good idea.
- Awa:** Okay girls and boys, Padi Padi and pick a new partner. I would like you to discuss the drama we just heard. What did you think about it? Have you ever heard of teachers doing this to female students? Have you ever heard of men in the community forcing girls to have sex because they gave them gifts?
- Mohamed:** You will have 3 minutes for your discussion. We'll let you know when you have two minutes left, one-minute left and 10 seconds left. Ready? Padi padi now!
- 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! Okay stop padi padi!
- SFX:** Cheering and clapping
- Awa:** Thank you all. Mohamed, what did you think about Marietu's story?
- Mohamed:** I was afraid that she would experience the same thing that happened to Aminata. If her teacher asked her to come to his house to study, he might force her to do things she didn't want to do.
- Awa:** Yes, Mohamed. This is what people call 'sex for grades'. The teacher wanted to help her get good marks on her exams, but in exchange, she would have to have sex with him. Sometimes, men offer girls other gifts, like a motor bike ride, lunch, phone credit or even school fees. At first the 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.
- Mohamed:** So, they are not really giving the gifts for free. They are actually expecting something in return, without saying it.
- Awa:** Exactly. And 'sex for grades' or 'sex for gifts' is a very common type of sexual violence that hurts girls. Being forced to have sex is rape.
- Mohamed:** And rape is against the law.
- Awa:** It is. But being forced to kiss or touch is also prohibited.
- Mohamed:** Good to know. And what other forms of sexual violence do we need to think about?
- Awa:** Another common form of sexual violence is called sexual harassment. This is when someone gives you unwanted attention or unwanted sexual behaviour, like following you in the street, phoning all the time, touching your private parts or showing you theirs.
- Mohamed:** Right, I once knew a boy who liked to slap girls' bottoms as a joke.
- Awa:** It might seem like a joke, but if a girl doesn't want that behaviour, that is sexual harassment.

- Mohamed:** Okay, what if I really like a girl and want to text her and ask her to be my girlfriend?
- Awa:** Sure, you can text her and ask, but if she doesn't like you back and says no, you have to stop.
- Mohamed:** But maybe I just need to convince her.
- Awa:** No, Mohamed. If she says 'no' you must respect her choice even if you like her. Otherwise you are harassing her and that is sexual violence.
- Mohamed:** And sexual violence is against the Child Rights Act and Teacher Code of Conduct, right?
- Awa:** Exactly. And remember, this school has a zero-tolerance policy for *all* forms of violence, especially sexual violence.
- Mohamed:** That's right. So Awa, what happens if a student experiences sexual violence? Where can she get help?
- Awa:** That's exactly what we're going to discuss in our *next* session!
- Mohamed:** Great!
- SFX:** Transition music.
- Awa:** Okay students, it is time to wrap up this session. Mohamed, can you please remind us what we covered today?
- Mohamed:** Of course! We discussed the different kinds of violence that can happen at school. Students, can any of you tell me the *three* types violence that we discussed today? Club Leaders, please point to someone if they have put up their hand.
- (pause for 3 seconds)
- Mohamed:** Thank you for answering! The three types of violence we discussed today were: physical violence, psychological violence and sexual violence.
- Awa:** Yes Mohamed, and I remember the first drama about caning, which is one of most common forms of physical violence at schools.
- Mohamed:** But physical violence also includes slapping, pinching, shoving, making someone hold an uncomfortable position, even doing physical labour as punishment. And it's not only teachers who are involved in physical violence, students are to blame as well.
- Awa:** That's correct. And then the second type of violence we discussed today was psychological violence, which we heard about in our second drama about Lawrence.
- Mohamed:** That's right. Because Lawrence was different, students laughed at him, teased him and called him names. They even stole his stick!
- Awa:** Yes, Mohamed. Psychological violence causes people pain by making them feel rejected, inadequate and not accepted. Psychological violence can also come from yelling, using abusive language or ignoring. And both students and teachers can inflict it on others.
- Mohamed:** And the third type of violence was sexual violence.
- Awa:** Yes, it was. Our third drama was about Marietu and how her teacher put her in very uncomfortable position by asking her to come to his home to study.

- Mohamed:** Right. Because and that's a warning sign of sex for grades. Do you remember what sex for grades means?
- Awa:** Yes, it's when a teacher wants to help a student get good marks, but in exchange the student has to have sex with him. Sometimes, men offer girls other gifts like a lift, lunch or school fees. At first girls feel like these men are helping them, but then they realise that the men are expecting something in return, like a kiss, a touch or sex.
- Mohamed:** And *no one* should be *forced* to do any of those things. Even if they received a gift. Because that is sexual violence and it is against the law.
- Awa:** Exactly, Mohamed. Do you remember the other common form of sexual violence?
- Mohamed:** I think it was called 'sexual harassment'?
- Awa:** That's correct. Sexual harassment is any unwanted attention or behaviour that is sexual in nature. Sexual harassment includes unwanted texting, staring, following, touching, especially of private parts.
- Mohamed:** Does sexual harassment or sex for grades cause pain like physical and psychological violence?
- Awa:** Yes they do, Mohamed. When someone does something to you that you do not like, how does that make you feel?
- Mohamed:** Uncomfortable.
- Awa:** And when someone makes *you* do something you *do not want to do* - how does that make you feel?
- Mohamed:** Hmm, angry.
- Awa:** And what if those unwanted or forced activities were sexual – like touching, kissing or sex?
- Mohamed:** That would be horrible.
- Awa:** Exactly. Sexual violence causes pain, like feeling uncomfortable, angry and horrible. And people who suffer from this pain can react in many ways: they can feel depressed, stop eating or sleeping, they can feel betrayed, lose their confidence, even stop going to school.
- Mohamed:** Can sexual violence also cause physical pain?
- Awa:** Absolutely. Forcing someone to have sex can involve hitting, punching and shoving, which can lead to physical injuries.
- Mohamed:** That is horrible too.
- Awa:** And it is against the law. Remember, Sierra Leone's Child's Rights Act and the National Teacher Code of Conduct make *all* forms of violence – whether it's from a teacher to a student or from a student to another student – against the law. And our school upholds these laws through our zero-tolerance policy towards violence.
- Mohamed:** Yes, our school should be a violence-free zone. Students, do you agree? If so, say 'yes!'.
- SFX:** *A group of people shouting 'yes!' but at a quiet/low mixing level.*
- Mohamed:** I couldn't hear you!

- SFX:** *People shouting 'yes!' but at a quiet/low mixing level*
- Mohamed:** Excellent. That's what we want to hear.
- Awa:** Thanks, Mohamed. And during our next Club session, we'll be discussing how to report violence. Because reporting is one way to make sure our school is violence-free.
- Mohamed:** Great.
- 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 know what I liked best.
- 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 it?
- Awa:** Of course you can. Please do! And students, you can also think about any questions you may have. Is there something that you didn't understand? If so, please write down your questions and given 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, everyone, thank you for reflecting. Remember, if there was something that you liked from today's session – share it 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 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 three 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! Okay stop Question Time!
- SFX:** *Cheering and clapping*
- Awa:** Thanks, Mohamed. That was great. I think it is time to wrap up the session now. Did you have any other points to make?

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- Mohamed:** Yes, I want to let students know that if they have any suggestions on how the sessions could be improved, please write those down and give them to the Club Leaders or the Mentor.
- Awa:** Good point. We always want to improve the Club sessions and make sure everyone enjoys them.
- 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?
(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 "How to report violence."
- Mohamed:** Awa, will we be able to report on *all* three types of violence?
- Awa:** Well, you'll just have to come to the next session to find out.
- Mohamed:** I will definitely be there.
- Awa:** Great. Hope to see you all at the next session!
- Mohamed:** See you all soon! (in Krio)
- SFX:** Closing music (2 minutes)