



**OUR RIGHT  
TO BE PROTECTED  
FROM VIOLENCE**



# Our Right to Be Protected from Violence

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United Nations Secretary-General's Study on Violence against Children (2005). *Regional Consultation Outcome Reports and Desk Reviews*. Available at: [www.violencestudy.org/r27](http://www.violencestudy.org/r27).

United Nations Secretary-General's Study on Violence against Children (2006). *World Report on Violence against Children*. Available at: [www.violencestudy.org/](http://www.violencestudy.org/)

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International Save the Children Alliance (2005). *10 Essential Learning Points: Listen and Speak Out against Sexual Abuse of Girls and Boys*. Global Submission by the International Save the Children Alliance, UN Study on Violence against Children. Oslo, Save the Children Norway.

International Save the Children Alliance (2005). *Voices of Girls and Boys to End Violence against Children in South and Central Asia*. Save the Children Sweden.

# Our Right to Be Protected from Violence

## CHAPTER 1: INTRODUCTION

### A. Who Is This Book for?

*Our Right to Be Protected from Violence* is for youth leaders and peer educators who work with groups of young people aged 12–18 in community centres, youth groups and other settings.

It can also be used by teachers and other adults who work with young people aged 12–18 in schools, youth centres, and other settings.

The book gives information about the United Nations Secretary-General’s Study on Violence against Children (referred to as ‘the Violence Study’ from here on), activities that can be used to help others learn about these issues, and ideas for taking action against violence.

To prepare yourself to use this book with young people, first read the *United Nations Secretary-General’s Study on Violence against Children: Adapted for Children and Young People* (referred to as the *Young People’s Violence Study Report* from here on), which is included in this package. It will give you background information on the Study and on issues of violence against children. It also contains a ‘Word Bank’ that will help you understand difficult words, and explain them to groups you work with. You can find more information at the Violence Study website (see **Resource List**).

Chapter 1 will give you basic information on the Violence Study, and guidelines for talking with young people about sensitive issues of violence. It also has ideas for working with groups, planning workshops, and taking action.

After reading this chapter, take a look at the activities in Chapters 2–8, and choose the ones that will appeal to the age level and interests of the group you are working with.

## B. Background Information for Group Leaders

What is the UN Secretary-General's Study on Violence against Children?

The Violence Study collected information from governments about violence against children in their different countries. During regional and national meetings that took place in 2004, 2005 and 2006, young people from around the world gave their views on violence they had experienced. The Study also consulted experts from many backgrounds (law, medicine, social work), UN agencies and non-governmental organisations that work with children and young people. You can find more information at the Childs' Rights Information Network (CRIN) website (see **Resource List**).

The purpose of the Violence Study is to help governments, communities, and organisations working with children find solutions to stop violence, prevent it from continuing, and help children who have been harmed by violence. Young people themselves can also play a role in this process. The Study has identified five settings, or places where violence against children takes place:

- home and family
- schools and other educational settings
- institutions and prisons
- the workplace
- the community.

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For more information on the Violence Study, see the *Young People's Violence Study Report* and other documents listed in the **Resource List** at the end of this book.

What is the Convention on the Rights of the Child?

The Violence Study is based on the idea that children have the right to be protected against violence. Children's rights are spelled out in the Convention on the Rights of the Child (CRC), an international human rights agreement that was adopted by the UN in 1989. Nearly every country in the world has *ratified* this treaty – that means they agree to fulfil the rights set out in the CRC.

The CRC says that children have the right to be protected from physical and mental violence, degrading punishment, injury, neglect and abuse. They have the right to be protected from work that places them in danger, from drug abuse, sexual violence, trafficking, and other forms of exploitation. They have the right to health, education, medical care, and a decent standard of living. They also have the right to express their opinions, form organisations and participate in them.

Many young people don't know their rights! Before working with groups on issues of violence against children, get to know what the CRC says. You'll find a short version in Annex 1.

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### Getting to know the CRC

If you are working with a group that isn't familiar with the CRC, you can have young people:

- Read the short version of the CRC (Annex 1).
- Draw a picture about a right that is important to them.
- Act out this right being violated, and being upheld.
- Rank the Articles: Pick 10 Articles from the CRC that you think will be important to the group; write them on cards, or photocopy them from Annex 1. Put them in a 'ladder' ranking, with the most important right (perhaps because it most needs to be fulfilled) at the top, and the least important right at the bottom.
- Or use nine rights, and make a 'diamond' ranking, with the most important right at the top of the diamond, two slightly less important rights below that, three somewhat important rights below that, then two less important rights, and one least important right at the bottom.

	1	(most important)
2	2	
3	3	3
4	4	
	5	(least important)
		Diamond ranking

There is no one 'correct' answer to ranking activities. All rights are important, and through discussing the ranking, young people may see how all rights are connected. The aim is for young people to learn about what their rights are, and share their views.

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### C. Talking About Sensitive Issues

Violence is a topic that can bring up strong feelings – anger, hurt, sadness, fear, shame. These are normal and natural responses to being hurt. You will probably have young people in your group who have experienced one or more types of violence. You may not know who they are, because young people don't always want to share about these issues.

Youth leaders should have an adult partner that they can talk to about these issues. Plan with your adult partner how to handle things if someone reports abuse or other experiences of violence.

Give choices: Be sure everyone in the group knows ahead of time that you will be discussing violence, and that some people may choose to share personal stories. Let them decide for themselves if they want to stay in the group. They can also choose to leave for a short time, or to not speak during some activities.

Confidentiality: Let young people know at the start of a session that you will not share their personal information. Make sure others in the group agree to this as well!

Responding to personal stories: Don't force anyone to share personal experiences if they don't want to – this is a form of violence! If they choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, “I can see that this experience hurt you very deeply.”

Some group leaders worry that if young people talk about violence, they will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share secrets. They can get support from the group, and they may start to think in new ways about how they can keep themselves safe.

What if someone says they are experiencing violence? Confidentiality is important, but if you think someone is at risk of serious harm, discuss it with that person. Encourage her/him to tell a trusted adult, so that something can be done about the violence. Try to help the young person to keep as much control over their situation as possible.

Some young people may not want to tell anyone else – they may fear that they won't be believed, that they will be blamed, that telling will put them in danger, or that the organisations that are supposed to protect them won't really work. In this case, talk to your adult partner about what to do. Adults may have special legal responsibilities about reporting abuse and violence against young people.

Know where to get help: Before working with a group, do some research! Find out what individuals or organisations are available to provide emotional, legal or other support, in case someone in your group needs help with a violent situation. There may be counselling centres, telephone hotlines, or legal aid offices in your community. Let these organisations know that you will be working with a group on issues of violence against children. And let the group know about where to get help before you start – give them a list of organisations and phone numbers.

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Hearing others' stories: Some young people will feel shock when hearing about violence against others. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back those feelings in a way that doesn't make the person feel ashamed. For example, “Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way.”

Changing the mood: After talking about violence, you may need to do an activity that helps change the mood. In Annex 2, there are suggestions for 'Energiser' activities that get people moving and laughing. Taking a break, or playing some music that people can move to can also help with letting go of strong feelings.

Taking care of yourself: Talking about violence can also bring up strong feelings for group leaders. This is nothing to be ashamed of! But you need to be sure that you take care of yourself. Work with at least one other group leader so that you can take turns leading the group, and take a break if you need it. Ask your adult partner to help you plan workshops that are safe for everyone. After a workshop or activity session, talk about it with the other group leaders and your adult partner. Discuss any problems that came up, and any feelings that you need to share.



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Creating a safe space: Your workshop or activity session should be a model for non-violence. Make sure that everyone in the group is committed to creating safety and respect for all. The next section has some ideas about how to do this.

### D. Working with Groups: Some Basics

Whether you have been a group leader before, or this is your first time, here are some ideas to make your sessions run smoothly – and help everyone to feel involved and safe!

- *Set an agenda:* Write what you plan to do on a large sheet of paper or on a chalkboard. Review it before you start your session. Ask if there are any questions or suggestions.
  - Why? People feel safe and comfortable when they know what is coming. And they'll be more willing to join in when they have input into the agenda.
- *Create group guidelines:* Ask the group what rules they want everyone to follow. These should allow everyone to feel safe, respected, and involved. When you have a list, ask everyone to agree on it.
  - Why? People feel safe when they know what is expected, and that everyone is willing to follow the same rules.
- *Help everyone participate:* Do activities in small groups (4–6 people), so that more people have a chance to speak (some people won't speak in large groups). In large groups, be careful not to let a few people do all the talking. If that happens, use a 'talking stick' – an object that can be passed around the group, and only the person holding it can speak.
  - Why? This shows that everyone has something to contribute, and is worthy of respect.
- *Use energisers:* These are short, fun activities that change the pace, and get people moving. There are some examples given in Annex 2.

#### Tips for group leaders

- It's hard to have good discussions in a big group. 15–20 people works well.
- Have everyone sit in a circle – including you. This makes it easier for everyone to speak.
- Work with another group leader.

#### Some possible group guidelines

- Respect yourself
- Respect each other
- Respect different ideas, cultures, languages – no teasing or criticism
- Listen carefully when someone is speaking
- One person speaks at a time
- Give everyone a chance to participate
- Laugh together – but not at each other
- Don't talk about other people's personal information outside the group
- You don't have to speak if you don't want to.

- Why? Because having fun together helps create bonds and a feeling of community. And energisers can help people let go of strong feelings after a serious discussion.
- *Leave time for evaluation:* At the end of an activity session, ask the group how it was for them. Take their suggestions seriously and change your next agenda to make it better meet the needs of the group. There are many ways to make an evaluation. See the next section for examples.
- Why? This shows that you respect everyone's view. Young people feel safer when they know they can express their views, and that the group leader takes them seriously.

The **Resource List** has other materials that will help you work with groups.

## E. Planning Your Agenda

Choose activities that will match the interests and age level of the group you will be working with – you don't need to use every activity in this book!

- If you are organising a single session to raise awareness of violence against children, use one of the activities from Chapter 2.
- If you want to focus on one type of violence, such as violence against working children, use some or all the activities in that chapter.
- If you will be working with a group over time, and want to explore the Violence Study in depth, choose activities from each of the chapters that will interest your group.

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Most of the activities can 'stand alone'. Activities that introduce the topic are given at the beginning of the chapters, followed by more in-depth activities and ways of taking action.

In planning for your groups, try to use different types of activities – energisers, discussion activities, role play, and drawing – especially if you will be working in a session that is longer than an hour. The time needed for each activity is noted, but be flexible – cut the activity short if the group doesn't seem to be interested; let it go on for longer if there is a lot of discussion. Be sure to take a break every 90 minutes or so, or more often for younger groups.

Many of the activities in this book are done in small groups. You can let participants form groups on their own, or you can 'count off'. Some of the energisers in Annex 2 can be used to mix people up for small group work.

Discussion activities: These are usually done in small groups, to encourage participation. Use them when you want people to think more deeply, come up with different options, or make recommendations. Here are some examples of discussion activities:

- **Ranking:** See descriptions on page 7
- **Clustering:** See Activity 2 on page 17
- **Idea Carousel:** See Activity 4 on page 21

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- **Interviews:** See Activity 11, 'What's Your Work?' on page 44
- **Circle Interviews:** See Activity 15 on page 53

You can change the questions and use these discussion activities with different topics.

Discussion activities may bring up lots of questions from the group. If you don't know how to answer a question, just say so. Help the group figure out how to find the answer:

- Look at the *Young People's Violence Study Report*, or at the Violence Study website
- Ask your adult partner
- Find a local expert who can help
- Do research.

Role play: This can make a point more quickly and clearly than a lecture! Planning a role play in a group leads to deeper discussion of issues. To make sure role play is safe:

- Let young people choose their own scenes, and roles. Some young people may not be comfortable playing a violent person, or a person who is hurt.
- Use symbolic actions: You can't really act out physical or sexual violence in a role play – that's not safe for anyone. Help group members think about ways to represent these types of violence, or their impacts, without using actually violent actions.

Sometimes role play can be used to explore new ways of handling violence. Some ways to do this include:

- **Freeze the action:** Stop and brainstorm other ways to respond.
- **Fishbowl:** During the role play, let different audience members step into the role of the child who has been harmed. Try different ways of responding; discuss which ones would work best.

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Role play can also be a powerful way to raise awareness in the community. Think about where you can perform your role plays. Plan ways to get the audience to discuss what they saw, and what needs to change to keep children safe.

Action research: This involves young people in collecting data on violence against children in their communities. Here are some ways to do this:

- Interviews
- Surveys and questionnaires
- Monitoring (for example, how many acts of violence in a film)
- Reviewing records kept by school and other authorities (where available, and where this does not violate confidentiality; for example, some schools have records on numbers of bullying incidents).

When you collect data, think about how to share what you find with someone – the school, the community, local government, the media – in a way that keeps you safe, and protects the privacy of those who answered your questions.

**Reporting:** This gives small groups time to share what they did. They can talk about their work in front of the whole group, but there are other ways to report as well:

- **Art gallery:** hang drawings or large sheets of paper around the room. Let everyone walk around and look at them. One person from each group can be available to answer questions about their work.
- **Role play:** instead of telling the group about your ideas or recommendations, act them out.
- **Talk show:** Have a ‘reporter’ interview an ‘expert’ from the group in talk-show format as a way of sharing the group’s ideas.

**Evaluation:** This gives you valuable information that will help you become a better group leader. And if you plan to work with the group over time, you will be able to improve the sessions for the participants. Some ways to evaluate are:

- **Applause:** Review each activity on your agenda. The group can clap loudly for activities they like, and softly or not at all for ones they didn’t like. The volume will tell you how the group felt!
- **Thermometer:** Draw a thermometer on a large sheet of paper, from 0 to 100 degrees. Ask participants to put a mark on the thermometer showing how they felt about the session. The hotter the temperature, the more positive the evaluation!
- **Forms:** An evaluation form can ask questions like “What did you like about this session?”, “What didn’t you like?”, or “What suggestions do you have for next time?”

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If you have been working with the group for several sessions, you can ask questions about the whole programme, rather than about just one session.

**Closing activities:** These help everyone leave the workshop with positive feelings. They build relationships between group members, and allow people let go of emotions that may have come up during the activities. Some ideas for closing activities are given in Annex 3.

The **Resource List** has other materials to help with planning activities.

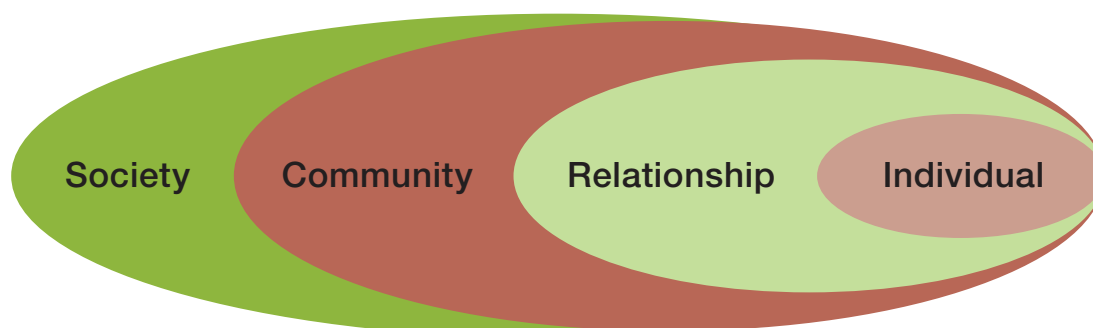
## F. Taking Action

The Violence Study says that governments have the main responsibility for stopping violence against children. But there are actions that children and young people can take, too.

**Levels of action:** The sources of violence come from many levels – within the individual (for example, a history of emotional difficulties), from relationships (that may be abusive or violent), from experiences in school (such as reactions to physical punishment or bullying), from problems in the community (such as unemployment or drug trafficking), and from the larger society (for example, widely-held beliefs that violence is acceptable, or that men should dominate women).

The UNICEF *Voices of Youth* website ([www.unicef.org/voy/](http://www.unicef.org/voy/)) has a discussion area where you can share what you are doing about violence against children, and other rights issues, with young people around the world.

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Source: *World Report on Violence and Health*, WHO (2002)

Taking action can take also occur on these different levels:

- **Individual:** a young person can decide to reveal abuse to someone who is able to help.
- **Relationship:** a young person can stop a bully from hurting a weaker child.
- **Community:** young people can work with adults to start programmes (such as recreation or conflict resolution programmes) that will help to prevent violence.
- **Society:** young people can work for laws that will end harmful traditional practices against girls, or stop child labour.

Within each of these levels, young people are influenced by and interact with others in their home and family, at school, in institutions, and workplaces, depending on their personal situation.

Planning for Action: At the end of Chapters 3–7, there are materials that can help you plan ways to take action:

- A list of ideas for action.
- Short descriptions of actions against violence that have been taken by young people around the world.
- Longer stories of action projects.

You can copy these pages and give them out to the group. You can also use the 'Ways of Taking Action' list in Chapter 8 for ideas.

When the group is ready to plan for action, have them consider the questions in the box 'Planning for Action' below:

### **Planning for action**

#### **When trying to decide on a project, ask yourselves:**

- What do we want to change?
- Is this a situation that we can change? Be idealistic, but also realistic!
- Can we keep ourselves safe while taking action on this issue? How?

#### **Once you have chosen a way to take action, ask yourselves:**

- Have we consulted others, especially the people we want to benefit? Do they agree with this plan? How will we continue to keep them involved?
- What problems might we face? What will we do about them?
- Who will work on this?
- What do we need to do this? (Money, materials, equipment, learn new skills, other?)
- Who are the adults that can work as partners with us on this? Other youth groups?
- How will the work be divided up?
- When will we do it?
- How will we keep records of our work?
- How will we know if it was successful?
- How will we let the community know what we've done?

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## CHAPTER 2: INTRODUCING ISSUES OF VIOLENCE

The Violence Study says that:

- Violence against children is never right.
- Violence against children can be prevented.
- Adults are responsible for upholding children's right to protection.

Yet the Study found that violence against children takes place in every country of the world, in every culture and ethnic group, whether families are well-educated or not, and whether they are rich or poor.

The Study found that children and young people experience violence in five different settings or places:

- At home
- In schools or educational settings
- In institutions such as orphanages and children's homes; and in prisons or other detention centres
- In the workplace
- In the community.

Many countries are working to protect children from violence, but it still takes place and is not always reported. There are many reasons why much violence remains hidden. For example:

- **Fear:** Many children are afraid to report violence, especially if the person who has hurt them is more powerful and could harm them again.
- **Stigma:** Children may be afraid that if others know about the violence, they will be blamed or isolated.
- **Beliefs about violence:** Sometimes violence is seen as a 'normal' way of dealing with things.
- **It is not reported:** Sometimes children and adults do not trust the authorities, or sometimes there are simply no authorities to go to when violence should be reported.
- **It is not recorded:** Even if violence is reported, there is often no record kept, so that no one knows about the problem.

For more information, see the *Young People's Violence Study Report*.

The two activities in this chapter can be used to introduce issues of violence, why it is hidden, and where it takes place.

The next five chapters focus on each of the five settings: home, school, institutions, the workplace, and the community.

## Activity 1: What You Don't See Is...

### Why do this?

- It gets everyone drawing and talking.
- It shows that violence against children is often hidden.

### What you need:

- Large sheets of paper and markers
- A copy of the “What You Don't See Is...” and the complete photo (See Annex 4), for each group
- Time: 45 minutes

### What to do:

1. Divide the young people into groups. Give each group a large sheet of paper, and the “What You Don't See Is...” photo. Ask them to draw, and write, about what they think the rest of the photo shows.
2. Each group briefly presents their ideas. Then, give each group a copy of the complete photo.
3. Discuss:
  - a. What was your reaction when you saw the whole photo?
  - b. What do you think this child is feeling?
  - c. What kind of violence is “hidden” in the small photo? In the complete photo?
  - d. What other kinds of violence are “hidden”?

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Bring out the idea that violence may not be easy to see, or may be ignored by the adults who should stop it. The activities we'll be doing together will help us see the 'whole picture' of violence against children.



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### Activity 2: Violence: Who, What, Where?

#### Why do this?

- To share ideas about violence.
- To introduce the Violence Study.

#### What you need:

- Flipchart and markers, or chalkboard and chalk
- Cards or slips of paper
- Tape (to hang cards)
- A copy of the *Young People's Violence Study Report*
- Time: 45–60 minutes

#### What to do:

1. Ask: What does 'violence' mean to you?  
Write ideas on the flipchart or chalkboard.
2. Share the Violence Study's definition (see box).  
The group can rewrite this in their own words.  
Ask: Do you agree with this definition? Is anything missing?
3. Form groups of four. Give each group cards or slips of paper. Ask them to write down examples of violence against children they know about. Each card should have one example of WHAT happened, WHO did it, and WHERE it happened.

#### **A definition of violence:**

"...violence occurs when someone uses their strength or their position of power to hurt someone else on purpose, not by accident. Violence includes threats of violence, and acts which could possibly cause harm, as well as those that actually do. The harm involved can be to a person's mind and their general health and well-being, as well as to their body. Violence also includes harm people do to themselves, including killing themselves."

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**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

4. Have the groups cluster their cards according to where the act of violence takes place. If the group is small, this can be done all together.
5. Discuss: What categories did you find for where violence takes place? Explain the five settings from the Violence Study – home and family, schools, institutions/ prisons, the workplace, and the community. How did your categories compare with those in the Violence Study?

#### Next steps:

- Let the group know about the *Young People's Violence Study Report*, and where they can read more about issues of violence against children.



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### CHAPTER 8: VIOLENCE IN THE HOME AND FAMILY

What types of violence take place in the home and family?

- **Violence against very young children:** This can cause long-term health problems and even death. For example, people may not realise that shaking a baby can lead to brain injury or death.
- **Physical violence:** Most physical violence against children does not lead to death or long-term injury. It is often used to try to make children behave. Harsh treatment and punishment occurs all over the world. But children say they would rather be disciplined without physical or humiliating punishment.
- **Emotional violence:** Often families use emotional violence as well as physical violence to punish children. Insults, name-calling, threats, isolating or rejecting a child are all forms of violence.
- **Neglect:** This means that families do not make sure that children have everything they need to grow up safely and healthily, and do not protect them from dangers. Girls and disabled children are most at risk of neglect.
- **Sexual violence:** Children are forced to have sex, harassed or touched in ways that make them feel uncomfortable, mostly by men and boys in their families.
- **Early marriage:** 82 million girls across the world get married before they reach the age of 18. Many are much younger and are forced to marry older men. They may then face violence, including forced sex.
- **Harmful traditional customs:** Some traditional customs involve violence against children, for example:
  - female genital mutilation (cutting girls' sexual parts).
  - scarring, branding, burning and other painful ways of decorating the body.
  - violent initiation rites – making boys or girls do violent things, or doing violence to them, before they are accepted as adults.
  - honour killings, where men kill girls in the name of family 'honour', for example, for having sex outside marriage, or refusing an arranged marriage.
  - some children are accused of 'witchcraft' and are no longer cared for or even abused or killed; others are used as victims in 'witchcraft' practices.
- **Domestic violence:** Many children witness domestic violence in their homes, usually violence between parents. Such violence can affect how children feel, how they develop and how they deal with other people throughout their lives. Where there is violence against women in a family, also there is often violence against the children.

Parents, step-parents, foster parents, brothers and sisters, relatives and others taking care of children can be responsible for violence to children in the home.

For more information, see the *Young People's Violence Study Report*.

### In their own words

“My father tied me to a tree and beat me in front of everyone in my neighbourhood because I was playing cards with my cousin. Now everyone in the neighbourhood teases me about this and this makes me feel worse than the actual beating.”

*Boy, South Asia*

“I hate early marriage. I was married at an early age and my in-laws forced me to sleep with my husband and he made me suffer all night. After that, whenever day becomes night, I get worried thinking that it will be like that. That is what I hate most.”

*Girl, 11, married at 5, Eastern and Southern Africa*

“When I was like twelve, I thought I was pregnant by my father. I contemplated suicide because I was just saying to myself, ‘How am I going to explain this to people?’ I mean, I was twelve years old. Nobody is going to believe me.”

*Girl, North America*

“Some of our parents fight in front of us, causing us a lot of pain and distress. Some of our parents always come back home drunk and do not care for our physical, emotional and nutritional needs. Some children are looking after their parents and siblings because their parents are not responsible.”

*Young person, Eastern and Southern Africa*

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## Activity 3: House–Child–Street

### Why do this?

- It's an energiser! It gets people moving.
- It can be used to start discussion about violence in the home.

### What you need:

- Open space
- Time: 10–15 minutes (longer for discussion)

### What to do:

1. Have the group count off by threes.
2. Tell all the ones and the twos that they are the houses – have them turn to each other, and join hands to represent a house. Tell all the threes that they are the children. Each child should find a house (stand between the arms of the ones and twos).

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3. Explain that when you shout 'House!', all the houses should leave their child and quickly find a new child. When you shout 'Child!', all the children should leave their house and quickly find a new house. When you shout 'Street!', everyone moves at once.
4. Do this for about 3–5 minutes, or until everyone is energised!



### Next steps:

- This is an energiser, but it can also be used to get the group to start talking about violence in the home and family. For example, you can ask: How did you feel when you had a home? When you couldn't find a home? In real life, what are some reasons that children would leave their home? How do homes and families sometimes neglect or harm children?
- Briefly tell the group about some of the ideas on violence against children in the home from the *Young People's Violence Study Report*, or the beginning of this chapter.

### Activity 4: Why Does It Happen?

#### Why do this?

- To get the group sharing ideas about reasons for violence in the home.
- To develop respect for different experiences and points of view.

#### What you need:

- Flipchart or chalkboard, and markers or chalk
- Large sheets of paper with questions about violence in the home, tape
- Time: 30 minutes for steps 1–2, 45 minutes for steps 3–6

#### What to do:

1. Ask students to find a partner they feel comfortable with. In pairs, discuss what they know about violence against children in the home. It may be a situation they have experienced, or one they have heard about. Partners should tell each other if they do not want this information shared with the group. You can share the quotes on page 20 to get started.

**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

2. Ask if anyone wants to share examples. Write these on a flipchart or chalkboard.

3. Have partners join with another pair to make a group of four. Give each group a large sheet of paper with one question about violence in the home. (Use the examples in the box, or make up ones that will work for this group.) Ask each group to write one or two reasons why this violence occurs. (Tell the group: there is no one right answer; there may be many possible reasons.)
4. After the groups finish writing, they pass their sheet of paper to a new group. Each group looks at the ideas on this paper, makes a 'tick' next to ones they agree with, and adds any new ones. Continue until each group has written something on each sheet.
5. Post the sheets around the room. Give groups time to look at all the sheets.
6. Discuss:
  - Did everyone agree on reasons for violence in the home and family? Why or why not?
  - Did any ideas come up about how to stop violence in the home?

#### What might be some reasons that...

- ... some parents punish children by beating them?
- ... some adults call children names or humiliate them?
- ... some adults sexually abuse children?
- ... some parents make their daughters marry at a young age?
- ... some parents neglect their children?

#### Next steps:

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- Role play these situations and how you could respond to them; tips for role play are given on page 11.
- Find out what organisations in your community work to prevent family violence, or help families affected by violence. Some of these organisations may have a focus on women. Invite an adult from one of these organisations to speak to the group.
- Do research: Does your country have laws to protect children against family violence? If not, how can you promote these laws? If so, do these laws need to be improved? Who is responsible for enforcing them? Report to the group.

### Activity 5: New Endings

#### Why do this?

- It involves drawing, and it can be fun!
- It gets people thinking about how to respond to violence.

#### What you need:

- Sheets of A4 paper, printed with a 'comic strip' style grid if possible
- Pens or pencils
- Time: 45–60 minutes

## Our Right to Be Protected from Violence

### What to do:

1. Discuss types of violence against children that can take place in the home and family. (If you did Activity 4, just review that list.)
2. Working in pairs or small groups, have young people draw an example of violence against children in the home, with each action in one frame of the 'comic strip' grid. Then, using a second sheet of paper, show a different ending – one in which the child gets help to keep her/himself safe, or prevent the violence.

*Another way to do it:* One group can draw the example, then pass their 'comic strip' to another group to complete. Once completed, it is returned to the original owners. They can see ideas they might not have thought of!

3. Share the 'comic strips' by passing them around the room. Or the situations can be role-played, or turned into a puppet show.
4. Discuss:
  - What new ideas for dealing with violence did you get from this activity?
  - What kinds of violence can young people address on their own?
  - What kinds of violence do they need adult help with?

### Next steps:

- How can you share these ideas about violence with others? Can the 'comic strips' be published as a book to raise awareness? Can the role plays be performed in the community?

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## Make a Difference! Take Action against Violence towards Children in the Home and Family

Young people around the world are taking action on issues of violence against children in the home and family – you can too! Here are some materials that can help. You don't have to use them all – choose ones that will work for the age level and interests of your group.

- The 'Planning for Action' questions in Chapter 1, page 14, can help you design a project.
- The 'Ideas for Action: Violence against Children in the Home and Family' box below has ways to get involved. There are more ideas in Chapter 8.
- The short 'Taking Action Around the World' stories on page 25 say what other young people have done.
- After the short stories, there is a longer story called '*Violence against Children in the Home and Family: Taking Action in Namibia*'. This can be used by young people who want to look in more detail at how an action project is carried out.

Allow the group plenty of time to plan for action! This can take more time than the other activities in this book. It is a good idea to do planning in more than one session over a period of days or weeks. This gives time to think about problems that might come up, and how to solve them.

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### **Ideas for action: Violence against children in the home and family**

- Survey young people to find out what kinds of violence they have experienced in the home. Publicise what you find out.
- Make presentations on violence in the home to local leaders who have influence with parents – religious leaders, health-care workers, government officials. Get them to raise parents’ awareness of violence issues.
- Think of ways that parents can discipline children without violence. Write a short brochure, a play, or a ‘comic’ about this. Give this out to parents.
- Find an organisation that can give classes for parents, or future parents, on non-violent discipline, resolving conflict, and ending domestic violence.
- Work for laws to end traditional practices that are harmful to girls, and that protect children from domestic violence.
- Perform a skit on gender stereotypes, and on how more equality in the home can prevent violence.



## Our Right to Be Protected from Violence

### Taking Action Around the World: Violence against Children in the Home and Family

Here are some examples of actions against violence towards children in the home and family that have been taken by young people around the world:

**Bangladesh:** Children's Councils in Bangladesh have made surveys on early marriage, and reported on cases in newspapers and TV. Working with local organisations and Save the Children Australia, they have got religious and community leaders to work against early marriage. Members of one Children's Council alone have prevented five cases of child marriage.

**Ethiopia:** Save the Children Sweden has started a new programme to help boys and young men have more fair and just relationships with girls and women. It teaches them about sexual health and HIV/AIDS, rights and responsibilities in relationships, how to communicate better, and how to develop trust and respect with girls. Groups and clubs have been set up in schools and the community to provide peer education.

**Hong Kong:** Children's Councils in Hong Kong allow young people to express their views on issues that affect them. One Children's Council made a survey on how many children had been hit by adults in the home, or had seen violence between adults in the home. Their survey was published and sent to schools, libraries, government officials, and local organisations.

**Namibia:** Scouts of Namibia have set a goal of having at least one young person in 95 percent of their groups who is trained on issues of violence in the home. Their classes raise awareness of violence and child abuse, teach non-violent conflict resolution, and help them take action. Trained Scouts will then train other young people in these skills. *(A more detailed version of this story is on the next page.)*

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If you know about examples of young people in your country taking action against violence towards children in the home and family, share these with the group!

## Violence against Children in the Home and Family: Taking Action in Namibia

Violence in the home, or ‘domestic violence’, often occurs in Namibia. Men – rich and poor, from all ethnic groups – use physical, verbal, and sexual violence against women and children. Children growing up in violent families can have emotional problems. They may use violence themselves – because they believe that this is the ‘normal’ way to solve problems.

In 2002, the Namibian Parliament made all forms of domestic violence illegal. The law also says that children should not be exposed to, see or hear such abuse.

Scouts of Namibia have set up a peer-to-peer education project on domestic violence. Their goal is to have a least one trained peer educator in 95 percent of their groups. The Scouts are partnering with local organisations on the training to raise awareness of domestic violence and child abuse, teach skills of non-violence (such as listening, responding and conflict resolution), and help young people take action to support the rights of victims of domestic violence.

As part of the classes, the National Theatre of Namibia is helping peer educators use drama to spread the message of non-violence in the home. They are also learning other ways to raise awareness, such as:

- Writing poetry on non-violence.
- Debating and acting out non-violent ways to discipline children, solve conflicts, handle anger, and negotiate.
- Setting up photo exhibitions to show positive images of non-violence.
- Promoting the idea of ‘havens of peace’ in schools and neighbourhoods.
- Encouraging children to map where they feel safe or in danger.

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Peer educators will also receive pamphlets and videos on domestic violence in local languages. They will leave their training with a plan of action for stopping domestic violence in their communities.

Source: World Organisation of the Scout Movement, [www.scout.org](http://www.scout.org).

### Reflect

What might be some of the advantages of having young people, instead of adults, teach others their age about domestic violence?

What might be some of the problems that peer educators could face?

## Our Right to Be Protected from Violence

### CHAPTER 4: VIOLENCE IN SCHOOLS AND EDUCATIONAL SETTINGS

What types of violence take place in schools?

- **Physical violence from teachers:** Teachers may beat children and young people as punishment, for example when they have not done their work properly.
- **Cruel treatment and humiliation by teachers:** Teachers may shout at students or call them names.
- **Physical and mental violence from other students:** Students might beat up a child or bully them.
- **Gang violence:** In many schools, children and young people are members of gangs that fight each other.
- **Sexual and gender violence:** Girls may be harassed verbally, abused, or raped at school or on their way there. Also violence often occurs against young people who are gay, lesbian, bisexual or transgender.

For more information, see the *Young People's Violence Study Report*.

#### In their own words

“My teacher teaches in Oriya (a local language), which I don't understand. When he asks me a question, I can't answer because I don't follow what he says. He abuses me and hits me with a duster everyday for it.”

*Tribal girl, 9, South Asia*

“I took a folder, wrote down dates and times every time I was harassed. I took it down to the principal. He said, ‘Son you have too much time on your hands to worry about these folders. I have more important things to do than to worry about what happened two weeks ago.’ I told him, ‘I wanted to give you an idea of what goes on, the day-to-day harassment.’ He took the folder away from me and threw it in the trash.”

*Boy, North America*

“The teacher offends the older girls, locks them up in the bathroom and tries to rape them, telling them that if they don't accept, he will lower their grades.”

*Group of indigenous girls, Latin America*

“At our school, the windows have bars, there are video cameras on the lobbies, at the front entry we have a metal door. I feel like a prisoner, I don't feel protected at all. The teachers exaggerate with all of this.”

*Girl, 11<sup>th</sup> grade, Europe and Central Asia*

“As my father could not go to pick up my sister from school one day, she had to come home alone. On the way home four boys touched her but she could not talk to her father about that. But she told me, and even I could not tell father.”

*Child, South Asia*

## Activity 6: Agree – Disagree

### Why do this?

- It gets everyone thinking, talking and moving.
- It helps the group listen to and respect different ideas.

### What you need:

- Open space
- Three signs that can be posted several metres apart, one saying AGREE, one DISAGREE, one NOT SURE
- Time: 45 minutes

### What to do:

1. Explain that you will read a statement about violence in schools. Each person should decide what they think about the statement. Do they agree, disagree, or aren't they sure? They should stand near the sign that shows what they think.
2. Read the first statement (use one from the box, or make up ones that will work with this group). Give them time to decide where to stand.
3. Ask a few people in each group to explain their opinion. Anyone else who hears something that makes them change their mind can move to a new place.
4. Read the second statement; repeat step 3.
5. Read the third statement; repeat step 3.
6. Ask the group:
  - How did you react to this activity?
  - What did you learn from it?
  - If you changed your mind – what made that happen?

### **Use these statements, or make up your own!**

Physical punishment (hitting, slapping) can be used if it helps children learn.

Verbal punishments (name-calling, humiliation) don't hurt children as much as physical punishments.

Children who are bullied or teased need to learn to defend themselves.

### Next steps:

- If you were talking to someone who didn't think violence in school was a problem, what could you say to change their minds? Role play this! Ideas for using role play are given on page 11.
- Encourage the group to read more about violence in schools in the *Young People's Violence Study Report*, or review main points from the introduction to this chapter. Use the quotes on page 24 to discuss different types of violence in schools.
- Find out what the CRC says about violence in schools.

## Our Right to Be Protected from Violence

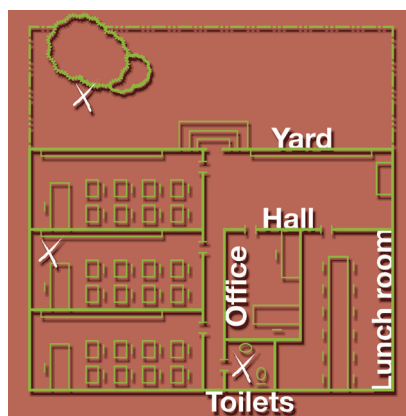
### Activity 7: Mapping

#### Why do this?

- It gets young people talking about real situations.
- Everyone can get involved in drawing.

#### What you need:

- Large sheets of paper (1 per group)
- Markers, crayons or pencils
- Tape for hanging maps
- Time: 45–60 minutes



#### What to do:

1. Divide the young people into groups of four. Ask each group to draw a map of their school, youth centre, or other places they go to learn or take classes. They may want to draw the school yard and streets near the school, too.
2. Have them mark on their maps places where violence takes place, and make a brief note to say what type of violence it is.

**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

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3. Hang the maps on a wall so the group can walk around and look at them. You can group them by gender, or by age (if the group has children of different ages).
4. Discuss:
  - How were the maps similar? How were they different?
  - Did girls and boys identify different places, or types of violence?
  - Did young people of different ages identify different places, or types of violence?
5. On a large sheet of paper, write a summary: What are the main types of violence? Where do they occur? How can they be prevented?

#### Next steps:

- Role play ways to deal with these types of violence; ideas for using role play are given on page 11.
- Show the maps to someone who will listen (a teacher, school head, or community leader). Do this in a way that will keep you and other young people safe. Suggest how the maps can be used to make change – for example, should an adult be present in unsafe places? Can toilets be made safer?
- Research laws in your country about violence in schools – do they exist? Are they enforced? If not, discuss how to take action on this issue.

## Activity 8: Find Out for Yourself! Bullying

### Why do this?

- To become more informed about the issue.
- To develop ideas for taking action.

### What you need:

- Questionnaires
- Pencils
- Time: Variable

### What to do:

1. Organisations around the world collected information about violence against children for the Violence Study. Young people can also collect information. One way to do this is by using a questionnaire.
2. In small groups, discuss an issue of violence in schools that you could collect local information on. Before deciding on the issue, ask:
  - Do you need to get permission from anyone (such as the head teacher or director of the youth centre) to do this?
  - Can you collect this information without putting yourself in danger?
  - Can you collect this information without putting others in danger?
  - How will you explain to others why you are doing this?
  - How will you share your results?
3. Have each group report its ideas; vote on one that everyone will work on.
4. Make a questionnaire to collect information. An example (of bullying) is on the next page. Decide when to collect information (for example, during lunch break for one week).
5. Collect information. It helps to work in pairs, one person asking questions and the other person writing.
6. Meet up with other pairs to share results (such as, what types of bullying happened most often?). Older groups can calculate percentages, and make graphs or tables to show the results.

### Next steps:

- Present your information to others – students, teachers, parents, members of the community, organisations that work with young people, or religious leaders. Get them to work with you on plans to end the violence. For example, have an adult present in the school yard if bullying takes place there; or set up a way to report on bullying to school authorities.

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### Sample Questionnaire on Bullying in School

Find one person at a time and ask if she/he would answer some questions on bullying. Explain why you are asking these questions, and that you will not share her/his name when reporting the results. If she/he agrees, go to a quiet place, explain what bullying is, and ask these questions one at a time. If she/he doesn't want to answer the questions, say thank you and find someone else.

*Bullying means actions taken by one young person, or a group, against another young person, with the intent to threaten, humiliate or harm that person. Bullying may be physical, verbal (using words), or sexual. E-mail, instant messaging, and websites can be used to bully. Excluding (leaving a person out of the group) can also be a form of bullying.*

1. Have you ever been bullied at school?
2. How often does this happen to you?
  - Less than once a month
  - About once a month
  - About once a week
  - More than once a week
3. What kinds of bullying have happened to you?
  - Physical
  - Using words
  - Exclusion
  - Sexual
  - Using the Internet
  - Others (explain).
4. What things do you think would help stop the bullying?

### **Make a Difference!** Take Action against Violence towards Children in Schools and Educational Settings

Young people around the world are taking action on issues of violence against children in schools and educational settings – you can, too! Here are some materials that can help. You don't have to use them all – choose ones that will work for the age level and interests of your group.

- The 'Planning for Action' questions in Chapter 1, page 14, can help you design a project.
- The 'Ideas for Action: Violence against Children in Schools and Educational Settings' box below shows ways to get involved. There are more ideas in Chapter 8.
- The short 'Taking Action Around the World' stories on the next page tell you what other young people have done.

- After the short stories, there is a longer story called '*Violence against Children in Schools: Taking Action in El Salvador*'. This can be used by young people who want to look in more detail at how an action project is carried out.

Allow the group plenty of time to plan for action! This can take more time than the other activities in this book. It is a good idea to do planning in more than one session over a period of days or weeks. This gives time to think about problems that might come up, and how to solve them.

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### **Ideas for action: violence against children in schools and educational settings**

- Organise a group of student volunteers who will walk home with others who have been bullied, or sit with them during lunch.
- Work with the school to set up a way to report on violence, such as a 'post box'.
- Find someone from a child-focused organisation who will talk to teachers and parents about ways to discipline without violence.
- Ask an organisation to come to the school to teach young people and teachers about non-violent ways to resolve conflicts.
- Talk to elected officials about the need for laws against physical punishment in schools.
- Organise a debate on physical punishment, to be held in school or in the community.
- Work with a youth-focused organisation to set up a telephone hotline where students can report violence, and get help in handling it.
- Ask teachers whether they can talk about the Violence Study and violence against children, for example in civics classes.



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### Taking Action Around the World:

#### Violence against Children in Schools and Educational Settings

Here are some examples of actions against violence in schools that have been taken by children around the world.

**El Salvador:** In the city of San Salvador, youth gangs were involved in street fights, rape, murder, and throwing bombs into school playgrounds. Scouts in El Salvador did a study to find out why young people join gangs; some of the reasons were a need for identity and self-esteem. They set up a camp for two schools with rival gangs. At the camp, students from both schools got to know each other. They worked in small groups on activities that helped them be creative, find non-violent ways to communicate, learn about each other and respect their differences. After the camps, gang members began to organise social activities and community service projects between their schools. Since the camps started, the number of students involved in violence has dropped by 80 percent. *(A more detailed version of this story is on page 34.)*

**India:** Through meetings with international and local organisations, children in Orissa (a state in India) identified physical and humiliating punishment as the most common form of violence against children. They raised awareness of the issue with adults through theatre, letter-writing, and workshops. They also made a film, which was shown to community members. In August 2004, the Chief Minister of Orissa issued a Government Order banning corporal punishment in schools in the state.

**Peru:** School Councils in Peru give young people a voice on many children's rights issues. They work to end physical and psychological punishment and other violence against children. The School Councils hold workshops for parents on children's rights, including the issue of physical punishment. When they identify an example of violence against children, they notify the Municipal Children's Rights Office.

**Uganda:** The African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) in Uganda works to end child sexual abuse and exploitation. They hold child-led support groups on rights issues, for in-school and out-of-school children. The result is more cases of child abuse being reported, and more communication with responsible adults, including the Local Council.

If you know of examples of young people in your country taking action on violence against children in schools and educational settings, share these with the group!

## Violence against Children in Schools: Taking Action in El Salvador

In San Salvador and surrounding towns in El Salvador, youth gang activity led to an increase in street fights, rape and murder in 2001. The community was particularly shocked when bombs were thrown into school playgrounds. School leaders tried to punish those involved, but had little success in stopping the problems.

Youth members of the Scout Association of El Salvador did a study to find out why young people joined gangs. What were they looking for? They also asked Scouts why they joined Scouting. The answers were remarkably similar, including a need for identity and self-esteem. They decided that Scouting might help the young people who were joining violent gangs.

They invited students, aged 15–20, from two schools with rival gangs to join them in a holiday camp: adventure, fun, a chance to get away from home, and it was free. Most had never been out of the city before.

At the camp, students from both schools got to know each other. They worked in small groups called 'solidarity brigades', which included young people who were trained to work with gang members. The 'solidarity brigades' organised activities that helped them be creative, find non-violent ways to communicate, learn about each other and respect their differences.

Many gang members were suspicious at first. But their opinions started to change when those who had gone to the first camp returned to school! Enthusiasm spread; they organised social activities, dialogue between schools, and community service projects.

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Since then, more camps have been held, and more than 10,000 people have been involved, including 500 teachers who have learned to teach tolerance and non-violence. According to the National Civil Police, the number of students involved in violent events has dropped by 80 percent since 2001.

Source: World Organisation of the Scout Movement, [www.scout.org](http://www.scout.org)

### Reflect

Do young people in your community join gangs? If so, why?  
Why might gang members have been suspicious at the camps at first?  
What would help overcome this mistrust?

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### CHAPTER 5: VIOLENCE AGAINST CHILDREN IN INSTITUTIONS AND PRISONS

What types of violence take place in institutions?

- **Violence by staff:** Violence may be used to discipline children and young people – this can include beating children, hitting their heads against the wall, tying them up, locking them up, or leaving them to lie for days without changing their clothes. There can also be sexual violence by staff.
- **Violence as ‘treatment’:** Some medical treatments can be very violent, for example when patients in psychiatric institutions are given electric shocks in the hope that it will cure their mental illness.
- **Neglect:** Sometimes children are not given the care they need. The risk of neglect is greatest for children with disabilities. In many institutions for disabled children there is no education, play or positive work done with the them. They are often left to lie in bed for long periods of time with no contact with other people. This can lead to long-term health and emotional problems.
- **Violence from other children and young people in the institutions:** This can be physical but can also be name-calling, humiliating or not allowing a child to become part of the group.

Institutions are places where a group of children who cannot be with their families live together and are looked after by adults. Orphanages or children’s homes are types of institutions.

What types of violence take place in prisons and other forms of detention?

- **Physical punishment:** In some countries children who have committed a crime can face physical punishment such as caning or flogging. In some countries, they may even be sentenced to death.
- **Violence from staff:** Children who are in prisons or other forms of detention are at risk of violence from staff working in detention centres, prisons, the police and security forces. For example, sometimes children and young people are beaten, put in isolation away from other children and young people, ignored when they need help or not allowed to eat as punishment. Girls are particularly at risk of being sexually abused, especially when they are supervised by male staff.

Detention is keeping a child or young person locked up against their will as punishment.

- **Violence from other young people or adults:** The young people or adults who share the prison, detention centre or cell with the children can also be physically, verbally or sexually violent towards them.

For more information, see the *Young People's Violence Study Report*.

## Activity 9: Voices of Children in Institutions and Prisons

### Why do this?

- To learn more about the violence against children in institutions and prisons.

### What you need:

- Copies of the *Voices of Children in Institutions and Prisons* handout
- Large sheets of paper and markers, or chalkboard and chalk
- Time: 45 minutes

### What to do:

1. Form small groups. Give each group a copy of the *Voices of Children in Institutions and Prisons* handout.
2. Once the children have read the handout, they can discuss:
  - What types of violence do children in institutions and prisons face?
  - What might be the effects of these kinds of violence?

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If there are young people in the group who have experienced violence in institutions and prisons, be aware that they may prefer not to talk about these experiences.

**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

3. Ask the whole group to share their ideas on types of violence and their different impacts. Record these on a flipchart or chalkboard.

### Next steps:

- Encourage the group to read more about violence against children in institutions and prisons in the *Young People's Violence Study Report*, or review the main points from the introduction to this chapter.
- Research laws on children in orphanages and care homes. Are there other options for children and young people without families, or whose families cannot care for them?
- Research laws on children in conflict with the law. At what age can young people in your country be imprisoned? Are there laws keeping them out of prisons with adults? Are there special courts for young people?
- Find out if there are 'diversion options' for young people in your community. These are programmes that help children in conflict with the law for the first time, or for small crimes, to solve the problems that led to the crime, rather than send them to

## Our Right to Be Protected from Violence

prison or detention. These programmes may include education, classes to learn job skills, classes for parents, and finding ways for young people to re-join the community.

### Voices of Children in Institutions and Prisons



#### Quotes from young people in orphanages and care homes:

“There were teachers (at the ‘orphanage’) who exceeded their authority and could beat us for no reason. They know that children have nowhere to turn. And they could do anything they wanted.”  
*Child formerly in care, Europe and Central Asia*

“When they restrained me in a group home, they taught me violence. It made me think violence was OK.”  
*Adolescent, North America*

“Older girls who were favourites of the women who cared for us would bash younger children when ordered by other members of staff.”  
*Girl, East Asia and the Pacific*

“Some of us are abused at home. We move into the child welfare system that is meant to protect us. The system abuses us. We try to make a complaint and nothing is done. We harbour all this anger and lash out at our peers, family, friends, social workers, foster parents, group home staff, teachers etc., and the cycle continues. Somewhere this needs to stop.”  
*Young person, North America*

#### Quotes from young people in prison/in conflict with the law:

“Girls are often asked for sexual favours on the pretext that they would be released. In most instances, release does not take place even after giving in to the officer’s demand.”  
*Street boy, Eastern and Southern Africa*

“A policeman caught me. He was wearing a uniform and he had a warrant for my arrest. First they brought me to the (local government) hall. There, they forced me to admit the crime. They pulled my hair, pinched my belly hard, and they placed bullets between my fingers and squeezed them tight. I was shaking and scared because I might get beaten up in jail.”  
*Boy, 17, East Asia and the Pacific*

“We who are new here (in prison) suffer a lot. We sleep badly. Usually, you don’t sleep – you fall asleep sitting down until the morning. Because the prison is overcrowded. We eat badly. We are suffering, we’re beaten with a belt, the boss of the discipline beats us a lot. They sleep with us. The cell bosses force us to sleep with them (to have sexual intercourse)... When we refuse, they punish us, they beat us. Life here is very difficult. I think a lot about home.”  
*Boy, 14, Eastern and Southern Africa*

“They believe that they are the bosses (the police), that they own everything; then they abuse people. They take what they want by force, they threaten, they rape young people, among other things, if we don’t do what they want.”  
*Adolescent boys and girls, Latin America*

## Activity 10: Lifelines

### Why do this?

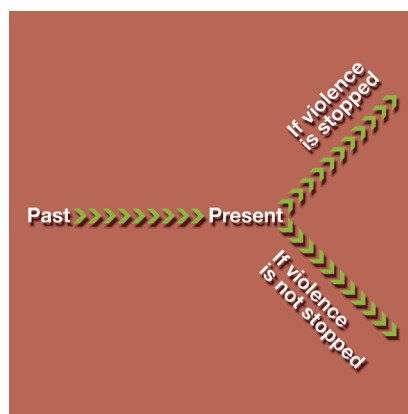
- To explore causes and impacts of violence against children in institutions and prisons.

### What you need:

- Large sheets of paper and markers
- *Voices of Children in Institutions and Prisons* handout from Activity 2
- Time: 45–60 minutes

### What to do:

1. Divide the young people into groups of four; give each group a large sheet of paper, markers, and a copy of the *Voices of Children in Institutions and Prisons* handout. Explain that they will draw a timeline of the life of a child in an institution or prison. They may want to pick one from the handout, or imagine a child based on the quotes, or use a real story from the group.
2. Have everyone draw a timeline on their page – a line from left to right that splits into two branches in the centre of the page.
3. Explain that the point where the line splits represents the child right now – in an institution or prison, experiencing violence. The group can draw this child at the middle point on the timeline.
4. The line to the left represents the child's life before the present. Draw or write events that might have occurred in the child's life that led him or her to this point.
5. The two branches represent two possible directions for the child's life: what might happen if the violence doesn't stop, and what might happen if the violence is stopped and the child's rights are met. Draw or write events that might occur in the future along these two lines.
6. Post the 'lifelines' around the room and give the children time to look at them.
7. Discuss:
  - What types of events could lead to young people being put in care homes? To having conflicts with the law?
  - What do you think the long-term effects of experiencing violence in institutions or prisons can be on young people?



## Our Right to Be Protected from Violence

- What types of changes could be made to help these young people have more positive lives? Who is responsible for making these changes?

### Next steps:

- Find out if there are organisations in your community that work on behalf of children in institutions or prisons. Invite someone to talk to the group about the causes of violence against these children, and what is being done about it.
- Present what you have found out to the community. Use your 'lifelines' to help present your points.

## **Make a Difference!** Take Action against Violence towards Children in Institutions and Prisons

Young people around the world are taking action on issues of violence against children in institutions and prisons – you can, too! Here are some materials that can help. You don't have to use them all – choose ones that will work for the age level and interests of your group.

- The 'Planning for Action' questions in Chapter 1, page 14, can help you design a project.
- The 'Ideas for Action: Violence against Children in Institutions and Prisons' box below shows ways to get involved. There are more ideas given in Chapter 8.
- The short 'Taking Action Around the World' stories on page 41 tells you what other young people have done.
- After the short stories, there is a longer story called '*Violence against Children in Institutions and Prisons: Taking Action in the Philippines.*' This can be used by young people who want to look in more detail at how an action project is carried out.

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Allow the group plenty of time to plan for action! This can take more time than the other activities in this book. It's a good idea to do planning in more than one session over a period of days or weeks. This gives time to think about problems that might come up, and how to solve them.

### Ideas for action: violence against children in institutions and prisons

- Work with a child-focused organisation to present a workshop to police and to people who work in courts on the effects of violence on children in prisons for adults.
- Lobby for legislation that respects the rights of children in conflict with the law.
- Do a workshop for media professionals on avoiding stereotyping in reporting about children in conflict with the law or who are in institutions.
- Work with a child-focused organisation to create programmes in the community that will help keep children out of care homes – day care, classes for children with disabilities, etc.
- Promote every child's right to free, quality education as a way of helping young people avoid crime.
- Start a tutoring programme or recreation programme for children with disabilities who might otherwise be sent to an institution.
- Work with an adult organisation to find ways that children in conflict with the law can be helped through community programmes, rather than being placed in detention.
- Invite a young person or adult who has been in an institution or prison to talk to a school or community group about their experiences.
- Work with an organisation that provides support to young people who have been released from institutional care or prison.



## Our Right to Be Protected from Violence

### Taking Action Around the World: Violence against Children in Institutions and Prisons

Here are some examples of actions against violence in institutions and prisons that have been taken by children around the world:

**Bosnia and Herzegovina:** The Chuka Rehabilitative Centre is a place where boys aged 14–18 who are in conflict with the law are helped through education and job training after school, rather than being placed in prison or detention. The Centre also teaches parents skills for communicating better with their children. The boys themselves help run the centre, deciding on rules, issues to discuss, and helping to choose staff and volunteers. With a safe place to stay, away from the pressure of the home, street, peers and police, most boys at Chuka don't go on to commit crimes, but rather continue their education or find work.

**Philippines:** In the Philippines, it was once common for children in conflict with the law to be put in prisons with adults. A network of children's organisations began to research this problem. With the help of the Christian Children's Fund, they met over time with members of parliament and recommended that separate detention centres be set up for young people. Eventually, the national government passed a law creating special centres where young offenders can learn skills to become constructive members of the community. *(A more detailed version of this story is on the next page.)*

**Yemen:** Children in conflict with the law have reported physical and sexual abuse at Aden City police station. At a Rehabilitation Centre, where these children are helped to stay out of prison, young people decided to speak out at a national workshop for police about violence they had experienced. As a result, officers in charge of police stations took action against the abusers. Girls and boys are no longer kept in police stations but are sent to Rehabilitation Centres.

If you know about examples of young people in your country taking action on violence against children in institutions and prisons, share these with the group!

## Violence against Children in Institutions and Prisons: Taking Action in the Philippines

In the Philippines, it was once common for children in conflict with the law to be put in prisons with adults. Many young people look as if they are old enough to be adults, and often did not have birth certificates to prove their age. Detention centres – places where young people could be held while legal authorities decided how their cases should be handled – did not exist.

In prison, young people often experienced violence from adults, including sexual abuse and rape of both girls and boys.

A network of children's organisations in the Philippines got involved in this issue. First they did research on the problem. Then, with the help of organisations such as the Christian Children's Fund, they met with members of parliament. They held workshops in which they shared information, and young people who had experienced life in adult prisons told their stories. They made the recommendation that separate detention centres be created for young people.

At first, the response of parliamentarians was frustrating. They would listen to young people for a short period of time, then get up and leave. Or they would simply pick up the information sheets prepared by the young people, and leave without having any discussion. Young people asked their partners in the adult organisations to speak to parliamentarians about this, and encourage them to really listen.

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Eventually, they did. Thanks to the children's lobbying, the national government passed a law on the rights of young people in conflict with the law. They are no longer placed in adult prisons. Instead, there are special centres for young offenders that offer activities to help them learn skills and be constructive members of the community. Their cases are heard in special courts that deal only with young people.

### Reflect

Why might adults, such as the parliamentarians in this story, sometimes fail to listen to young people? What might be the benefits to young people of working with adult partners in these situations?

## Our Right to Be Protected from Violence

### CHAPTER 6: VIOLENCE AGAINST CHILDREN IN THE WORKPLACE

What types of violence take place to working children and young people?

- **Violence by employers, other staff and clients:** This can include:
  - physical violence – children and young people are beaten when adults say they have not done their work properly.
  - sexual violence – girls are raped or harassed by the men they work for.
  - verbal violence – children and young people are shouted at or insulted.
  - emotional violence – children and young people who work as domestic servants are kept away from their families, friends and communities. They are also often humiliated.
- **Prostitution and child pornography:** More than 1 million children are used in prostitution every year. Many are forced to do so. Often there is no one to go to for help. Even if they do find help they may be treated as criminals, locked up or not allowed to take their employers to court.
- **Bonded labour or slavery:** Children may be forced to work to help repay a debt or loan or they may be sold as slaves. Children in such positions are not able to protect themselves from their bosses and other workers.

Many young workers live in poverty and work to help support their families. Others are homeless and must find ways to make a living.

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For more information, see the *Young People's Violence Study Report*.

#### In their own words

“They take their childhood away from them when they make them work from an early age, struggling in the streets, they never have time for their own lives. When they should be at school, they must go to work, they can't play and are traumatised by the insults and the aggressions they suffer everywhere.”

*Group of adolescent boys, Latin America*

“I sleep in one room by myself, at night, the male owner of the house knocks at my room, now I am in dire straits because I am afraid to report this, I am also afraid that will lose my job. This is because I have lost both parents, and I wouldn't like to leave this job.”

*Girl, 12, domestic worker, Eastern and Southern Africa*

“When the employers beat us I sometimes feel like hitting back, but I cannot do that or I will lose my job and my family will go without food.”

*Boy, 13, South Asia*

## Activity 11: What's Your Work?

### Why do this?

- It gets everyone involved in talking about young people and work.
- It shows that there are kinds of work that children shouldn't do.

### What you need:

- Large sheets of paper and markers
- Time: 45–60 minutes

### What to do:

1. Divide the group into pairs. Ask each person to spend about 5 minutes asking their partner about work that they do, either in or outside the home. Questions can be written on large sheets of paper or on the chalkboard for all to see. Use the questions in the box, or make up your own.

**Note to the group leader: In some countries, children may be paid a small amount to do household chores. In many countries, children are expected to help in the home without pay. Decide if the first question is appropriate for your group.**

### Sample interview questions

- What work do you do at home? Do you get paid?
- What work do you do outside the home? Do you get paid?
- Is girls' work different from boys' work? If yes, how?
- Have you ever experienced violence at work? (If yes, ask if your partner wants to talk about it, but don't insist.)

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**Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

2. When the interviews are over, let the group know that they will discuss what they have learned. Each person should ask their partner if there is any information they don't want to be shared with the group.
3. Partners can report on what they have learned. During the reporting, keep two lists on a large sheet of paper or on the chalkboard, and add types of work to one of these lists:
  - Work that children and young people can do (for example, helping out in the home in ways that don't interfere with education, recreation, or that don't harm health).
  - Work that children and young people shouldn't do (for example, work that is dangerous to health and safety, prevents them from going to school, that requires long hours of work for little or no pay).
4. Discuss with the group:
  - Do your ideas about work that children can do depend on their age? Or on how dangerous the work could be?
  - How common is it for children in your community to do work that they shouldn't be doing?

## Our Right to Be Protected from Violence

### Next steps:

- Read more about violence against working children in the *Young People's Violence Study Report*, or review main points from the introduction to this chapter.
- Find out what the CRC says about children and work (see Article 32).
- If you are being asked to do work that you shouldn't be doing, what can you do about it? Role play this! Ideas for using role play are given on page 11.
- Research laws in your country about children and work. At what ages can children work? For how long each day? What types of work? Lobby for changes that you think should be made to these laws.

### Activity 12: Voices of Working Children

#### Why do this?

- To learn more about the violence that children who work experience.
- Groups of working children may want to skip this activity, or just read the quotes to compare their experiences with those of other children.

#### What you need:

- Copies of *Voices of Working Children*; you can also use quotes on page 46
- Large sheets of paper and markers, or chalkboard and chalk
- Time: 45 minutes

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#### What to do:

1. Form small groups. Give each group a copy of the *Voices of Working Children* handout.
2. Once they've read the handout, they can discuss:
  - What types of violence do working children face?
  - What might some of the effects be of these kinds of violence?

Encourage young people who have experienced violence at work to add their own stories, but only if they feel comfortable about sharing them.

**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

3. Ask the whole group to share their ideas on types of violence and their impacts. Record these on a flipchart or chalkboard.

#### Next steps:

- Find out about organisations that are active in stopping child labour or violence against working children. Meet with them to discuss how you can be involved in preventing violence in the workplace.



## Voices of Working Children

“If I broke something or did something badly, they would beat me with a shoe or a belt. I couldn’t leave the house, they would lock the door when they left. My family came to visit me at the house but the employer sat with us during the visit and told me not to say anything bad or she would beat me more. When my mother came the last time to visit I told her I wouldn’t stay at that house any more. I said, ‘Either I go with you or I will run away or kill myself.’”

*Domestic worker, 14, Morocco*

“At 4:00 a.m. I got up and did silk winding. I only went home once a week. I slept in the factory with two or three other children. We prepared the food there and slept in the space between the machines. The owner provided the rice and cut it from our wages. We worked twelve hours a day with one hour for rest. If I made a mistake – if I cut the thread – he would beat me. Sometimes (the owner) used vulgar language. Then he would give me more work.”

*Child, 11, bonded at age 7, India*

“The police ask for bribes, snatch our little money and if you do not pay them, you cannot work. When they get bored they kick us while we are sleeping. They lock us inside wagons and call their friends to do ‘bad things’ to us.”

*Street worker, 13, Bangladesh*

“In the seven years I was working, night after night, I thought it was me, that I was wrong. The police would always chase me and social workers called me a pervert. There was no one there to validate that I was victimised.”

*Child used in prostitution, Canada*

## Our Right to Be Protected from Violence

### Activity 13: The Rights of Working Children

#### Why do this?

- To learn how the Convention on the Rights of the Child relates to real life.

#### What you need:

- Copies of the *Voices of Working Children* handout from the previous activity; you can also use the quotes on page 46
- Copies of the Convention on the Rights of the Child (CRC) (see Annex 1)
- Large sheets of paper and markers
- Time: 60 minutes

#### What to do:

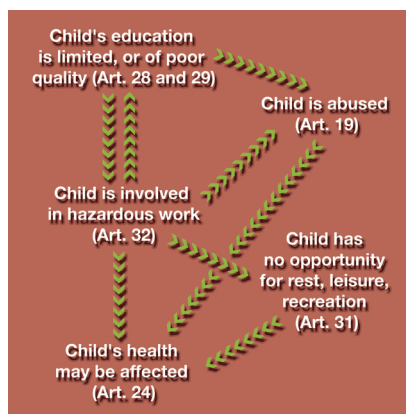
1. Form small groups. Give each group a copy of the *Voices of Working Children* handout, and the short version of the CRC. Give them time to read the *Voices* handout.
2. Ask the groups to complete this sentence: “Child labour, and violence against working children takes away their right to ...” They can look through the CRC to get ideas.
3. Make ‘flow charts’ about these rights, so they are related. For example, a child who does dangerous work may not have time for rest and recreation. Without rest and recreation, the child’s right to health may not be met.

Variation: Younger groups can make a poster on how violence against working children takes away one of their rights.

4. When groups have finished their activity, they can display their posters or flow charts.
5. Discuss: What can be done to ensure the rights of working children in our community? In the wider world?

#### Next steps:

- Is there some place in the community where you can hang these charts and posters, to increase awareness about the rights of working children?



## Make a Difference! Take Action against Violence towards Children in the Workplace

Young people around the world are taking action on issues of violence against children in the workplace – you can, too! Here are some materials that can help. You don't have to use them all – choose ones that will work for the age level and interests of your group.

- The 'Planning for Action' questions in Chapter 1, page 14, can help you design a project.
- The 'Ideas for Action: Violence against Children in the Workplace' box below shows ways to get involved. There are more ideas given in Chapter 8.
- The short 'Taking Action Around the World' stories on the next page tell you what other young people have done.
- After the short stories, there is a longer story called '*Violence against Children in the Workplace: Taking Action in Nicaragua*.' This can be used by young people who want to look in more detail at how an action project is carried out.

Allow the group plenty of time to plan for action! This can take more time than the other activities in this book. It is a good idea to do planning in more than one session over a period of days or weeks. This gives time to think about problems that might come up, and how to solve them.

### Ideas for action: violence against children in the workplace

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- Work for birth registration laws – some children cannot prove their age, or the fact that they are too young to do certain kinds of work.
- Create skits on violence faced by working children, and perform them in the community; discuss the issues with the audience.
- Contact labour unions to find out what they are doing about child labour, and violence against children.
- Find out if products you buy are made with harmful child labour; write to the makers of these products to say what you think should be done to protect the rights of child workers.
- Lobby for universal education laws for all children.
- Work with a local working children's union or adult organisation that helps working children to collect and publicise the experiences of working children. Be sure to get advice on how to do this in ways that keeps you and the children you quote safe.



## Our Right to Be Protected from Violence

Here are some examples of what young people are doing to stop violence against working children around the world:

**Egypt:** Scouts in Egypt, working with UNICEF, set up a project for working children in the West District of Alexandria. They offer meals, job skills, reading and writing classes, health care, sports, and cultural activities. They also run workshops for adults who employ children on improving safety and working conditions. Almost 2,000 children have benefited from the project, and the model has been shared across the Arab region.

**Nepal:** Child domestic workers have formed clubs to raise their own awareness of sexual abuse. They meet once a week to discuss their rights, HIV/AIDS, and ways to protect themselves. They organise street drama and classes on child sexual abuse in schools. They have also lobbied the government for laws that will protect them. The clubs have given them confidence to express themselves and make decisions on their own. Some employers are now more willing to give their domestic workers opportunities for education and for improving their lives.

**Nicaragua:** The National Movement of Working Children and Adolescents (NATRAS) works to prevent sexual abuse of working children and adolescents. NATRAS designed and carried out a survey on how often sexual abuse involves urban and rural working children. They made communication materials, held press conferences, and met with local government officials on the issue. Their campaign has raised awareness, created partnerships with local governments and organisations, and strengthened young people's ability to defend themselves against abuse. *(A more detailed version of this story is on the next page.)*

**Senegal:** The African Movement of Working Children and Youth (AMWCY) is network of working children's organisations. Use of the media is one way in which AMWCY promotes the rights of working children. They run classes for working children on using computers and radio. Through letters, e-mail, on-line chats, a web page, and newsletters, they discuss working children's issues with grassroots groups. They raise community awareness through debates, radio and TV programmes.

If you know of examples of young people in your country taking action on violence against children in the workplace, share these with the group!

## Violence against Children in the Workplace: Taking Action in Nicaragua

The National Movement of Working Children and Adolescents (NATRAS) is an organisation that works for children's rights in Nicaragua. In 2003, NATRAS began a project on ending and preventing the sexual abuse of children and adolescents, especially working children.

Some of the activities NATRAS carried out included:

- Designing and carrying out a survey on how often sexual abuse occurred to urban and rural working children, the first time such a survey was done in Nicaragua.
- Designing and distributing communication materials on sexual abuse.
- Holding press conferences as part of a campaign against sexual abuse.
- Meeting with local government officials on the issue.
- Holding workshops on preventing sexual abuse.
- Meeting with the Centro Ecumenico de Integración Pastoral (CEIPA – Eucumenical Centre for Pastoral Integration) in Guatemala to share experiences about this work.

The NATRAS national campaign has raised awareness around the country of the sexual abuse of working children. It has shown the public that it is important to prevent this abuse from taking place, not just to deal with it after it occurs. NATRAS has formed partnerships with both local governments and local organisations, getting them to commit themselves to participating in the project and making sexual abuse prevention a focus of their work.

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The project has also strengthened children's self-esteem and belief in their ability to defend themselves from sexual abuse and violence. It has also demonstrated that young people can be involved in meaningful ways in working with government officials, in decision-making, proposing solutions, training, communication, and in awareness-raising both at a local and at a national level.

NATRAS continues to work toward its goal of reducing sexual abuse of working children in thirteen municipalities.

Source: *Children's Actions to End Violence against Boys and Girls, Save the Children (2005)*

### Reflect

Why is it important to do a survey on violence against children, before starting other kinds of actions? What might be the benefits to young people of working with local governments and adult organisations?

## Our Right to Be Protected from Violence

### CHAPTER 7: VIOLENCE AGAINST CHILDREN IN THE COMMUNITY

What types of violence take place to children in the community?

- **Violence between children and other young people:** This takes place more often in communities where there is a lot of poverty, high unemployment, and poor housing. When children and young people have nothing to look forward to, they may show their frustration and anger by fighting or by other violent actions. Often drugs and alcohol make this behaviour worse. Ideas about what it means to be a man may encourage boys and young men towards violence.
- **Gang violence:** When children and young people feel that they don't belong, or are afraid in their communities, they may join gangs for support. Such gangs often fight one another, and there may also be fighting within the gang to decide who is going to be the leader.
- **Sexual violence in the community:** This can be harassment, inappropriate touching or being forced to have sex with someone, sometimes for money. Most often sexual violence is committed by someone trusted by the child, such as sports coaches, religious leaders, police, teachers and employers, but sometimes the person may be a stranger.
- **Violence when dating:** Many young people say that they have been hit, slapped or hurt on purpose by a boyfriend or girlfriend.
- **Violence against street children:** Street children often have no one to protect them, and are seen as a problem by the communities they live in. The police get involved and try to remove the children from the street. Children suffer beatings, sexual violence and torture, or may 'disappear'.
- **Sex tourism:** Some children work in places where tourists come for sex with children and young people.
- **Violence in camps for refugees and displaced people:** Children and young people often live in such camps without their parents. But even with their parents, camps are dangerous places to grow up in.
- **Trafficking and kidnapping:** Children and young people are taken away from their families to be used for low-paid work, prostitution or to be forced into a marriage against their will. Physical, emotional and sexual violence is used to make sure that the children and young people do as they are told.

'The community' is the children's social environment. It is where children are when they are outside their homes, families, schools, and other institutions that are responsible for them.

- **Violence through the media and the Internet:** Children and young people see all types of violence on television, films, video games and the Internet, which are often presented as normal or even fun. Children can be used for pornography or lured away from home by people who pose as friends in chat rooms on the Internet. Children themselves can use mobile phones or e-mails to threaten, humiliate or bully other children and young people.

For more information, see the *Young People's Violence Study Report*

### In their own words

“Because we're boys we are expected to protect our family honour. This involves us in fighting. But we don't like it.”

*Boy, 13, South Asia*

“Two kids were fighting and one of them pulled out a gun...because there were too many people around them...he didn't do anything, but I think he would have shot him if there was no one around.”

*Boy, 11, North America*

“Life is hard here in the streets, we are all the time harassed by the military. They come at night, any time after 10:00 p.m. They beat us with their hands or kick us with their boots. They regularly demand money or items they can sell, like mobile phones. Only those who run away and don't get caught are safe. If we have worked all day for 100 francs (US\$0.20) they can even take that.”

*Orphan boy, 14, West and Central Africa*

“They give them drugs so that they become addicts; then they beat them, they rape them, they don't respect them, they threaten them. They take them to their house and they sleep with them. Sometimes they kidnap them, ask for money and then kill them.”

*Girls, The Caribbean*

“I'm afraid of walking to school. I'm afraid of kidnappers and the boys tease the girls, but if I tell my parents then they will stop me going to school.”

*Girl, 8, South Asia*

“The worst impact of TV violence is affecting children. They don't understand that what they see is wrong and it's not something to follow... Instead, they understand that through violence we may resolve many things.”

*Young person, Europe and Central Asia*

# Our Right to Be Protected from Violence

## Activity 14: The Fist

### Why do this?

- It can be used as an energiser – it’s fun!
- It also gets people thinking about how violence is widely accepted as ‘normal.’

### What you need:

- Space
- Time: 5 minutes, more for discussion

### What to do:

1. Ask everyone to find a partner. Have one person in each pair hold up their hand and make a fist. Their partner’s task is to find ways of opening the fist. Give them one minute to do this.
2. Stop the action, and ask for some examples of what the second person did. You’ll probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
3. Discuss:
  - What does this tell you about violence in society?
  - Why do so many of us try physical ways of solving this problem first?
  - Do you think violence is widely accepted in this community?

### Next steps:

- Look at a local newspaper – how many stories are there about violence in your community? How many stories are about non-violent ways in which problems are getting solved? What do you think about this?
- Use the quotes on page 52 to discuss types of violence in the community.

## Activity 15: Circle Interviews

### Why do this?

- It gives everyone a chance to listen, and to be heard.
- It gets a lot of ideas out quickly.

### What you need:

- Space
- Flipchart and markers, or chalkboard and chalk
- Time: 30 minutes

### What to do:

1. Ask the group to count off by two's. Have all the 'one's' sit or stand in a circle, facing outward. Have all the 'two's' sit or stand in a circle around the 'ones'. Each 'one' should be facing a 'two'. (If there is an odd number, the extra person can be paired with the group leader, or just observe.)
2. Explain that you will ask a question about violence in the community. Each person in the pair will answer the question. Then the people in the outer circle will step one place to their left (clockwise), so that they are facing a new partner. They will then get a new question to discuss. Repeat for several questions. Some sample questions are shown in the box; you can also make up others.

**Note to the group leader: Some young people may talk about violence they are currently experiencing. Review Chapter 1, Part C, on how to handle this.**

3. Stop the activity, and ask the group if there are ideas they would like to share about violence in the community. Record these on the flipchart.

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### Next steps:

- Encourage the group to read more about violence against children in the community in the *Young People's Violence Study Report*, or review main points from the introduction to this chapter.
- Invite someone from a local youth organisation to talk to the group about causes of violence in the community. Discuss together what can be done.

### Sample questions

- Where are places in the community that you feel safe? Why?
- Where are places in the community that you don't feel safe? Give reasons.
- What do you think are the most serious types of violence in your community? Explain why.
- What do you think are reasons for violence in your community?
- What kinds of actions do you think would be helpful in stopping violence in your community?

## Our Right to Be Protected from Violence

### Activity 16: Find Out for Yourself: Media Violence

#### Why do this?

- To involve the group in doing research.
- To get people thinking about ways to take action.

#### What you need:

- Paper and pencils
- Time: Variable

#### What to do:

1. The Violence Study collected information on violence in children's lives. Young people can be involved in this process, too. Ask the group: How common do you think violence is in the media for young people? This may include youth magazines or comics, television programmes, radio programmes, popular music, or films.
2. Pick one type of media to research. (Or groups can work on different types of media.) In small groups, design a survey form that will help you collect information about these kinds of questions:
  - What kinds of violence are shown?
  - How often do violent acts or words occur?
  - Who is responsible for the violence (girls or boys? Women or men? Wealthy or poor people?)

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A sample survey form for collecting information about a television programme is given on the next page. This can be adapted for use with a radio programme, comics, etc.

3. Collect information!
4. Report to the group about what you have found. Groups may want to put their information together into a table or a graph.
5. Discuss: What stereotypes – including gender or ethnic stereotypes – are present in media violence? What impact does media violence have on young people? On the community? Is violence ever shown as being funny? How does this affect the way young people think about violence?

#### Next steps:

- Write alternative, non-violent scenes for the programmes you have studied.
- Present what you have found to local government, community groups, parents, the school community, or local media producers. Get them to discuss what can be done about media violence.
- Write to media producers, or local television or radio stations, or movie theatres. Let them know what you think about media violence.



## Sample Survey Form: Television Violence

Name of television programme: .....

Length of programme: .....

Date watched	Type of violence	How often it occurred	Who did it? (Boy, girl, man, woman, wealthy, poor)



## Our Right to Be Protected from Violence

### **Make a Difference!** Take Action against Violence towards Children in the Community

Young people around the world are taking action on issues of violence against children in the community – you can, too! Here are some materials that can help. You don't have to use them all – choose ones that will work for the age level and interests of your group.

- The 'Planning for Action' questions in Chapter 1, page 14, can help you design a project.
- The 'Ideas for Action: Violence against Children in the Community' box below shows ways to get involved. There are more ideas in Chapter 8.
- The short 'Taking Action Around the World' stories on the next page tell you what other young people have done.
- After the short stories, there is a longer story called '*Violence against Children in the Community: Taking Action in India*'. This can be used by young people who want to look in more detail at how an action project is carried out.

Allow the group plenty of time to plan for action! This can take more time than the other activities in this book. It is a good idea to do planning in more than one session over a period of days or weeks. This gives time to think about problems that might come up, and how to solve them.

#### **Ideas for action: violence against children in the community**

- Work with a local youth-focused organisation to create a recreation space, summer camp or youth centre in your community, so that young people have a place to go and something to do. This could include learning skills for daily living such as conflict resolution, understanding sexuality, and developing communication and respect between boys and girls.
- Find an organisation that works with young children and help them start an early childhood class or day care centre, so that parents don't have to take young children to work and expose them to possible violence and danger.
- Monitor youth websites for violence or pornography – report them to the Cybertipline, [www.cybertipline.com](http://www.cybertipline.com).
- Talk to local government authorities about establishing children's councils, or other ways for young people to make their views known in the community.
- Create or work with a youth group or other organisation that offers an alternative to joining gangs.

## Taking Action Around the World: Violence against Children in the Community

Here are some examples of actions against community violence that have been taken by children around the world:

**India:** Alcoholism was a major problem in Nandrolli, a small village in India. Children on their way to work or school were afraid of the harassment and threats from drunken adults. Bhima Sangha (a working children's union) described these problems to the local government, including lack of safety and violence in the home. But the adults refused to take action. The children decided to get more information. They collected empty alcohol packets from around shops for a week, and calculated the amount of money being spent. They then presented their findings. Members of the community were shocked, and demanded that the authorities take action. Today there are no shops selling liquor in Nandrolli. *(A more detailed version of this story is on the next page.)*

**Nepal:** Girls and young women who had been rescued from prostitution formed their own organisation, Shakti Samuha, to give emotional support and skills training to other survivors, who have the chance to live in dignity by earning an income. They are also working with girls and young women from slum areas and carpet factories, helping them avoid trafficking.

**Romania:** Young people worked with Save the Children Romania to publish a national and a regional brochure, both entitled 'Children say NO to Violence'. The brochures are made up of children's opinions regarding violence. Producing the brochures meant gathering young people's opinions, using questionnaires, focus groups, and case studies. This gave children the chance to make their voices heard and also to offer new ideas on ways of stopping and preventing violence.

**Venezuela:** The youth group Centros Comunitarios de Aprendizajes (CECODAP, Community Centres of Learning), found that a popular website for young people had links to pornographic sites. Volunteers monitored the site for a month to find out how often young people used the pornographic links. After reporting their results to the government agency concerned with Internet crime, the website dropped the pornographic links. CECODAP is now running school workshops on Internet safety.

If you know of examples of young people in your country taking action on violence against children in the community, share these with the group!

## Our Right to Be Protected from Violence

### Violence against Children in the Community: Taking Action in India

Alcoholism was a major issue for children in Nandrolli, a small village in India. Arrack, a locally made liquor, was sold not only in licensed shops, but in vegetable and grocery shops, by bicycle and under the trees. Children on their way to work or school were afraid of the harassment and threats from drunken adults.

The children's village council, set up by Bhima Sangha (a working children's union) and Concerned for Working Children, described to the local government the problems alcoholism caused them, including lack of safety in the village, violence in the home, loss of income, no money for tuition fees and books, inability to study, lack of food, teasing in the community about parents' alcoholism, health problems, and lack of money for medical care. But the adults present refused to recognise the problem and take action.



The Panchayat is shocked. It has promised to help children in their fight against alcoholism

The children decided they needed a way to 'open the eyes' of the local government leaders. Their first step was to collect information: as a part of their 'clean the village' campaign, they collected empty arrack packets from around shops in Nandrolli for a week. They found that an average of 300 packets of arrack were consumed per day. Then they made calculations: a packet of arrack costs Rs. 11.00. Three hundred packets cost Rs. 3300.00. This worked out to Rs.99, 000.00 per month and Rs.11, 88,000.00 per year – a huge amount for a small village.

The children presented their findings publicly at Independence Day celebrations. Members of the local government and the community were shocked by the information and the amount of money being spent. They also felt ashamed that they hadn't taken action against this issue, and that children had to inform them. The community demanded that the authorities take action.

Today there are no shops selling liquor in Nandrolli.

#### Reflect

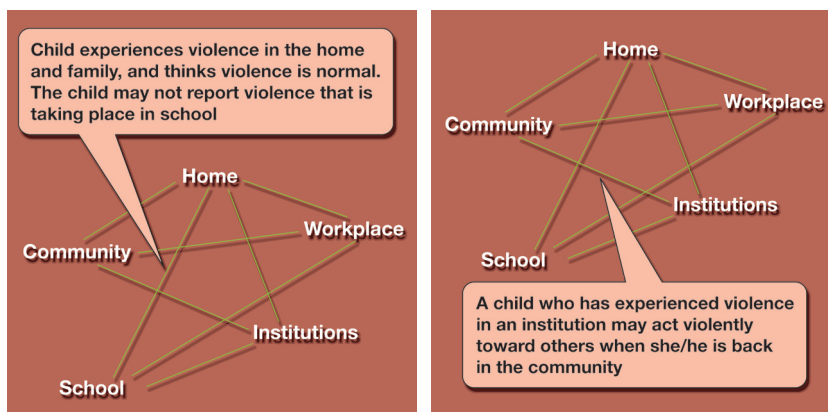
Why might the adults in this story have refused to take the children seriously?  
How is collecting data helpful in dealing with adults who won't listen?



# Our Right to Be Protected from Violence

## CHAPTER 8: GOING FORWARD

### Activity 17: Making Connections



#### Why do this?

- To look at the connections between different types of violence.
- This works best with groups that are familiar with all five settings in the Violence Study.

#### What you need:

- *Quotes: Making Connections*
- A large ball of string
- Paper and pencils
- A large open space
- Time: 45 minutes

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#### What to do:

1. Divide the young people into five small groups, one for each setting in the Violence Study: home, school, workplace, institutions, and community. Groups sit together around the outside of the open space. Give each group paper and pencils. Ask them to talk about ways that violence in their setting is connected to violence in other settings. This may be because violence in one setting leads to violence in another:
  - A child who has experienced violence in an institution may act violently toward others when she/he is back in the community.
  - A child who experiences violence in the home may believe that this is normal, and not report when it takes place in school.

Or there may be connections because stopping violence in one setting may help stop it in others:

- Police who learn about the impact of violence on children in prisons may be less likely to act violently toward working children.
- Parents who learn non-violent ways to discipline their children may object when teachers punish children violently.

If this idea is difficult for the group to understand, read *Quotes: Making Connections*, below. What kinds of connections between different kinds of violence are these young people talking about? Drawing a diagram of these connections may make it clearer (see box).

2. When everyone has listed some connections, hand the ball of string to one group. Ask one person in the group to hold of the end of the string, read out one of their connections, and pass the ball of string to the group they are connected to. A person in this second group keeps hold of the string, reads out something from their list, and passes the ball of string to the group they mention.

There is no limit to the number of times each group can receive the ball of string. When all items from the list have been read out, there will be a large web of criss-crossing strings connecting the groups.

3. Ask the groups to discuss:
  - How do you feel when you look at this web?
  - What does the image of the web mean to you?
  - What have you learned about violence from this activity?

### Quotes: making connections

“Many young people face a congregation of problems, not one huge thing. Take a child who is being bullied at school, coming home and having arguments with their parents, doesn’t have many friends and feels very alone. That builds up. The entire day the child feels vulnerable, down, and upset, and scared of what is going to happen. Such a child cannot talk about how they feel because they are scared that someone will overreact, make everything worse for them. Then they close up and they have got all that to cope with by themselves.”

*Girl, Europe and Central Asia*

“If they (kids) are beaten at home, they are going to beat, that is, if their parents ill-treat them or don’t talk to them, kids will beat others because they are beaten. They are going to drag with them what they see at home. This is the basis of violence.”

*Adolescent girls, Latin America*

“When children grow up they keep what was done to them in mind and in the end they also do the same to those younger than them, especially at school. Some people become mentally disturbed.”

*Boy, 14, Eastern and Southern Africa*

# Our Right to Be Protected from Violence



## Ways of Taking Action

### Learn More!

- Read the *Young People's Violence Study Report*. Use the Report to raise awareness and encourage others to take action.
- Use the UNICEF Voices of Youth website ([www.unicef.org/voy/](http://www.unicef.org/voy/)) to learn more about violence against children, and discuss things with young people around the world.
- Work with local organisations to learn facts and statistics about violence against children.
- Find out how organisations and governments make decisions on policies and laws relating to children, including budget decisions.

“We want to believe that if we can unite and be one, we can end violence against young people. But we must know that success is not something to wait for, we must go and seek it.”  
*Young person, Eastern and Southern Africa*

### Do Research!

- Create surveys and questionnaires for youth in your community on their experiences of violence.
- Do interviews about young people's experiences of violence.

### Share Ideas!

- Find other youth who are working on these issues – form a network so that you can have a bigger voice.
- Find NGOs that care about these issues and work with them.
- With social workers, psychologists, and health-care workers, make a brochure identifying the signs of violence. Distribute them to teachers, parents, in health centres, in places of worship.
- Show videos of national and regional meetings on violence against children at local meetings. Discuss with audiences how they can become involved in stopping violence.

### Raise Awareness!

- Put anti-violence messages on luggage trolleys at airports, shopping bags, at bus or underground stops, or on buses and trains.
- Create a declaration or pledge on violence against children; get parents, teachers, law enforcement personnel, and local officials to sign it.
- Create a poster on violence against children – find places in the community where you can display it.

### Why work with other partners?

- ✓ They can give you new ideas – and they can benefit from yours!
- ✓ They can help you get new knowledge and skills.
- ✓ They can help you get funds and other kinds of support.
- ✓ It can increase your influence.
- ✓ Your actions can reach more people.



- Get famous people (rock stars, sport figures) who can become role models for stopping violence and gender discrimination.
- Hold a march to protest against violence towards children.
- Create a button that people can wear with an anti-violence message or symbol.
- Have a campaign where you tie ribbons in trees – each one represents a child killed by violence.
- Stage a play, or do street theatre, about violence – discuss with the audience how this can be stopped.
- Do puppet shows on violence against children.
- Make T-shirts with anti-violence messages.
- Write an anti-violence song – see if you can get a famous person to record it!

#### Work to Change Laws!

- Lobby your local and national representatives for laws to end violence against children.
- Work to have children's participation in local government.

#### Document Your Work!

- Take photos, or make videos of your action project.
- Create a photo exhibition.
- Keep a journal about your work.
- Collect quotes from children affected by violence, and who are benefitting from your projects.

#### Use the Media!

- Create public service announcements that can be broadcast on local television or radio.
- Create a website to publicise your actions.
- Design a billboard with anti-violence messages – get someone to sponsor it.
- Write articles for your local newspaper on violence against children – include testimonies from children themselves.
- Create a magazine on children's rights.

“I’ve heard about children’s rights at school and there is a group of adults who also talk about the rights of children. I have the courage to talk with adults who make their daughters marry early, telling them that it isn’t good. I advise other girls, friends of mine to not run to get married early.”

*Girl, 14, Eastern and Southern Africa*

“I used to think that being a girl I don’t have the right to protest when boys and men misbehave with me. But after joining the child club I came to know what I have all the right to feel safe all the time. I can protect and protest whenever someone tries to harass or abuse me. My body is mine and I have the right to protect it.”

*Girl, 13, South Asia*

“The way to decrease violence is to work together with all our leaders in our village.”

*Boy, East Asia and the Pacific*

Source: Based on ideas suggested by young people at a meeting on the Violence Study, New York, May 23–25, 2006.



## Our Right to Be Protected from Violence

### Activity 18: Ripples

#### Why do this?

- To remind ourselves that we can make a difference!

#### What you need:

- Flipchart and markers, or chalkboard and chalk
- Large sheets of paper
- Time: 45 minutes

**Note to the group leader:** Before doing this activity, have a planning session for how the group will take action. You can use the stories at the end of Chapters 3–7 to give you ideas. You can use the questions on page 14 to analyse these stories, and to guide your planning.

#### What to do:

1. Ask the group to visualise what happens when you throw a stone into a pond – see the ripples that spread out from where the stone lands. (You can draw this on the flipchart – or demonstrate it by dropping a stone into a basin of water!) Taking action is like throwing a stone into a pond. The ripple effect of action can travel far from where the action takes place.
2. Form small groups. Ask group members to draw on large sheets of paper the ‘stone’ that they will ‘throw into the pond’ with a label on it describing an action (individual or group) that they will take, or one they have heard about. Then draw the ripples that spread out from that act in widening circles – label each ripple to explain it.
3. Have each group share their diagram. Some may prefer to turn this into a role play that they perform for the group.
4. With enough ripples, we can create waves of change!



#### Next steps:

- It's up to you! The **Resource List** tells you where to find the Violence Study website, and documents that you can use to raise awareness and promote action to stop violence against children.

**Note to the group leader:** Ideas for ‘Closing’ activities can be found in Annex 3.

## RESOURCE LIST

### Information about the United Nations Secretary-General's Study on Violence against Children

Home page for the Violence Study: [www.violencestudy.org](http://www.violencestudy.org)

Young people's pages on the Violence Study: [www.violencestudy.org/r49](http://www.violencestudy.org/r49)

*Safe Me and Safe You – Violence is NOT ok* (2006, Save the Children), available at: [www.rb.se/eng](http://www.rb.se/eng)

*Children's Actions to End Violence against Girls and Boys* (2006, Save the Children), available at: [www.rb.se/eng](http://www.rb.se/eng)

*Questions and Answers for Children and Young People on the UN Study on Violence against Children* (May 2005, Save the Children). Booklet, available online at: [http://www.violencestudy.org/IMG/pdf/childfriendly\\_qa\\_onvac\\_english-2.pdf](http://www.violencestudy.org/IMG/pdf/childfriendly_qa_onvac_english-2.pdf)

*United Nations Secretary-General's Study on Violence against Children: Adapted for Children and Young People* (2006, UN Study on Violence against Children). This is the version of the report that is adapted for children and young people; it is included in this package.

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*Act Now – Some Highlights from Children's Participation in the Regional Consultations for the UN Study on Violence* (2005, Save the Children), available at: [www.rb.se/eng](http://www.rb.se/eng)

### Convention on the Rights of the Child

Full text: <http://www.unicef.org/crc/crc.htm>

*What Rights?* Short version of the CRC. Brochure, available online at: [http://www.unicef.org/magic/media/documents/what\\_rights\\_flyer\\_english.pdf](http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf)

Different language versions of the CRC (some child-friendly): <http://www.unicef.org/magic/briefing/uncorc.html>

### International Organisations

Child Rights Information Network (CRIN): <http://www.crin.org/>  
CRIN has documents and other information about the Violence Study.

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Save the Children: <http://www.savethechildren.org/> If your country has a Save the Children office, they can help you with information on violence against children.

UNICEF: The United Nations Children's Fund: [www.unicef.org](http://www.unicef.org)  
The UNICEF office or National Committee in your country can give you more information about violence against children.

World Organisation of the Scout Movement: [www.scout.org](http://www.scout.org)  
The Scouts have groups all over the world; contact a group in your country to find out what they are doing about violence against children.

### Resources for Group Leaders

*ScoutPAX* (World Organisation of the Scout Movement). A resource full of activities, energisers, and in-depth guidelines for project planning to manage conflict without violence, change prejudice, and encourage greater solidarity. Available online at: [www.scout.org/scoutpax](http://www.scout.org/scoutpax)

*Spice it Up!* (2001, Save the Children UK). A manual for group leaders on planning, with lots of activities, energisers, and evaluation ideas. Order from: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### Ideas for Action

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Voices of Youth: UNICEF's website for young people, with international discussions, including one on violence against children: <http://www.unicef.org/voy/>

Cybertipline: Cyberspace monitoring, with connections to the Interpol and the International Centre for Missing and Exploited Children: [www.cybertipline.com](http://www.cybertipline.com)

Child Helpline International: This global directory gives information about telephone helplines and services for children and young people in countries around the world: <http://www.childhelplineinternational.org/helplines.php>

### Other Media

*Children's Actions to End Violence against Girls and Boys: A Global Initiative* (2006, Save the Children). 26-minute DVD on children's actions. Available at: [www.rb.se/eng](http://www.rb.se/eng)

## **ANNEX 1:** CONVENTION ON THE RIGHTS OF THE CHILD (short version)

### **Article 1: Definition of a child**

Everyone under 18 years of age has all the rights in this Convention.

### **Article 2: Non-discrimination**

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

### **Article 3: Best interests of the child**

All organisations concerned with children should work towards what is best for each child.

### **Article 4: Rights in practice**

Governments should make these rights available to children.

### **Article 5: Parents' guidance and the child's growing abilities**

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

### **Article 6: Survival and development**

All children have the right to life. Governments should ensure that children survive and develop healthily.

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### **Article 7: Name and nationality**

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

### **Article 8: Identity**

Governments should respect children's right to a name, a nationality and family ties.

### **Article 9: Separation from parents**

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

### **Article 10: Family reunification**

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

### **Article 11: Transfer and non-return of children**

Governments should take steps to stop children being taken out of their own country illegally.

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### **Article 12: The child's opinion**

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

### **Article 13: Freedom of expression**

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

### **Article 14: Freedom of thought, conscience and religion**

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

### **Article 15: Freedom of association**

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### **Article 16: Protection of privacy**

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

### **Article 17: Access to appropriate information**

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

### **Article 18: Parents' responsibilities**

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

### **Article 19: Protection from abuse and neglect**

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

### **Article 20: Protection of a child without a family**

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

### **Article 21: Adoption**

When children are adopted, the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

### **Article 22: Refugee children**

Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23: Disabled children**

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

**Article 24: Health and health services**

Children have the right to good quality health care, clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

**Article 25: Review of placements**

Children who are looked after by their local authority rather than by their parents should have their situation reviewed regularly.

**Article 26: Social security**

The government should provide extra money for the children of families in need.

**Article 27: Standard of living**

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

**Article 28: Education**

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**70****Article 29: Aims of education**

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

**Article 30: Children of minorities or indigenous populations**

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31: Leisure, recreation and cultural activities**

All children have a right to relax and play, and to join in a wide range of activities.

**Article 32: Child labour**

The government should protect children from work that is dangerous, or that might harm their health or their education.

**Article 33: Drug abuse**

The government should provide ways of protecting children from dangerous drugs.

**Article 34: Sexual exploitation**

The government should protect children from sexual abuse.

**Article 35: Sale, trafficking and abduction**

The government should make sure that children are not abducted or sold.

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### **Article 36: Other forms of exploitation**

Children should be protected from any activities that could harm their development.

### **Article 37: Torture and deprivation of liberty**

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

### **Article 38: Armed conflicts**

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

### **Article 39: Rehabilitative care**

Children who have been neglected or abused should receive special help to restore their self-respect.

### **Article 40: Children in conflict with the law**

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

### **Article 41: Respect for higher standards**

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

### **Article 42: Putting the CRC into practice**

The government should make the Convention known to all parents and children.

**Source:** UNICEF brochure, *What Rights*: [http://www.unicef.org/magic/media/documents/what\\_rights\\_flyer\\_english.pdf](http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf)

## ANNEX 2: SAMPLE ENERGISERS

In some groups, energisers that involve touching will not be appropriate. Young people with certain disabilities may not be able to participate in energisers that involve moving around. Choose energisers that will meet the needs of your group.

More ideas can be found in the **Resource List**, under 'Resources for Group Leaders'.

### **The Fist**

See directions on page 53.

### **Group Count**

Tell the group that you are going to ask them to count to a number that is the same as the number of people in the group (in a group of 15, they will count up to 15). This is done by having one person say 'one', another person say 'two', and so on – this is done randomly, *not* by going in order around the circle. Young people cannot discuss in advance who will say which number. If two people say a number at the same time, the whole group must go back and start over again from 'one'.

### **House–Child–Street**

See directions on page 20.

### **Jigsaw**

Collect magazine pictures, and cut them into four or five pieces. Mix them up. Let each person pick one piece. Then ask the group to move around and find the people who complete their picture. This energiser can also be used to form small groups for another activity.

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### **Lifeboats**

Have everyone stand in the centre of the room – the 'ocean'. Call out a number – 'six!'. Everyone has to quickly form a group of six, holding on to each other in 'lifeboats'. Anyone without a group 'swims' until the next number is called. Call the numbers quickly to get people moving. You form groups for another activity in this way – just finish by calling the number you want in a group.

### **Masks**

Have the group sit in a circle. Ask for a volunteer to begin. That person makes their face show an emotion, such as anger. They then mime 'peeling' that 'mask' off and 'throwing' it to another person in the group, saying their name. The new person puts on the 'angry mask', then changes it to another emotion, and 'peels' the new mask off, 'throwing' it to someone else. Continue until everyone has had a chance.

### **Mirrors**

Have partners stand facing each other. One should be the leader, and make a range of motions for about one minute. The other should be the mirror, and reflect back each motion. After about a minute, have partners reverse roles.



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### The Sun Shines

Arrange chairs in a circle, with one less chair than the number of participants. One person stands in the centre, and says “The sun shines on all my friends who...”, finishing the sentence off with a characteristic statement, such as:

- “like ice cream”
- “can speak more than two languages”
- “like to dance.”

If the sentence applies to anyone sitting in a chair, they must stand up and run to another chair. So does the person in the centre! One person will be left standing. That person makes up a new sentence starting the same way.

### What Are You Doing?

Have the group stand (or sit) in a circle. Pick one person to mime an activity (such as brushing their hair, reading a book, eating, playing a musical instrument, etc.). After miming this for about 10 seconds, the person to their left asks, “What are you doing?” The person performing the mime answers, but says something different from what she/he is actually doing. The person who asked the question should then begin miming what the previous person said (not what she/he did). The third person should then ask, “What are you doing?”, and act out what the second person says. Continue around the circle, and keep it moving quickly. (Ask the group not to say anything that would be uncomfortable or embarrassing for the person next to them to mime. Everyone has the right to refuse to do anything that makes them feel uncomfortable.)

### Zoom

Have the group sit in a circle, and ask them to imagine the sound of a fast-moving car – ‘zoom’! Start by saying ‘zoom’ and turning your head quickly to your right. The person on your right passes the ‘zoom’ to the next person on her right, and so on until everyone has passed the ‘zoom’ around the circle.

Next, explain that the word ‘stop’ makes the ‘zoom’ go in the reverse direction. When the ‘zoom’ comes to you, you can choose to say ‘stop’ – this means that the person who just said ‘zoom’ to you must turn around, and send the ‘zoom’ in the opposite direction. (Anyone can say ‘stop’ when the ‘zoom’ comes to them, but if the group is large, allow only one ‘stop’ per person!) Try to keep the ‘zoom’ going as fast as possible.

## ANNEX 3: SAMPLE 'CLOSING' ACTIVITIES

**These two closing activities work well after short sessions, when you will see the group again:**

### **One Word Feeling**

Ask everyone in the group to go around the circle and say one word about how they are feeling right now. The group leader can end the activity by saying something like, "Talking about violence has brought up lots of different feelings. Next time, we'll look more at how to turn those feelings into positive action."

### **Finish the Sentence**

Put the beginning of a sentence on a flipchart or chalkboard. Go around the circle and give each person a chance to complete the sentence. Some sample sentences might be:

- "The best thing about today for me was..."
- "A new idea for me today was..."
- "I'm leaving with the hope that..."

**These three closing activities work well after longer session, or at the end of a programme that has taken place over several sessions:**

### **Appreciations**

In a circle, ask someone to say what they appreciate about another person in the group. That person then offers an 'appreciation' to someone else. Continue until everyone has spoken once, and received one appreciation. Try to have a small object to give to the person receiving – a button, a flag, a sheet of paper that says 'thank you', etc. This helps the group see who has not received an appreciation yet, so that no one gets left out.

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### **Gift-giving**

Have each person find a partner and talk for a few minutes about what they have learned, and what they hope to do with what they have learned. Then, bring the group together again, and ask each person to give a 'gift' to their partner. The gift is not an object. It can be something real ("I give you my friendship and support"), or something imaginary ("I give you a pair of shoes that will take you only to safe places").

### **Words of encouragement**

Give everyone a card or a slip of paper. Have them write a sentence that encourages young people to work against violence. (If you can't think of something, write down what you would like someone to say to you!) Then, have everyone stand up, move around, and give their card to someone else. Read the cards silently, then keep moving and passing the cards to as many people as possible. Stop after a minute or two – everyone keeps the card they have in their hand. They can read them out loud if they want to!

# Our Right to Be Protected from Violence

## ANNEX 4

### A. "WHAT'S YOU DON'T SEE IS..." PHOTO 1 (Activity 1)



**B. "WHAT'S YOU DON'T SEE IS..." COMPLETE PHOTO (Activity 1)**



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Source: UNICEF/HQ93-1149/ SENAD GUBELIC FORMER YUGOSLAVIA, 1993 – A child stands beside a soldier, holding on to his rifle, on a street in Sarajevo

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