



University of Huddersfield, UK  
Makerere University, Uganda

Curriculum To Support The Prevention Of  
**CHILD MARRIAGE AND  
GENDER-BASED VIOLENCE  
IN UGANDA**

**A Curriculum Framework**  
developed by the  
None in Three Research Centre  
for the Global Prevention of Gender-based Violence



# Acknowledgements

The following individuals gave invaluable support and feedback for developing the curriculum framework, design and content.



**Dr. Priti Chopra** is a Senior Lecturer in Education at University of Greenwich. She has worked for more than twenty-seven years as an educator, activist and researcher with marginalised groups of women and young people in India and the UK. Priti has collaborated with diverse community-based, national and international organisations to research, design and develop inclusive education for social justice resources. In the UK, her work included focus on the rights, learning identities and education provision needs of refugees, asylum seekers and young offenders. Her research has also been centred on empowering education provision processes and practices for Dalit women and young people in the rural areas of northern India. Priti is a qualified and practicing integrative counsellor and a member of the British Association for Counselling and Psychotherapy. She is the Ni3 GCRF project lead for curriculum development and has authored the curriculum design and content to support the prevention of child marriage and gender-based violence in Uganda.



**Paul Miller, PhD**, is Professor of Educational Leadership & Social Justice. He is also President of the Commonwealth Council for Educational Administration and Management. Paul led the sub-committee and co-authored the leadership standards for school principals in the Caribbean ([CARICOM standards for teachers, educational leaders and teacher educators - caricom](#)) and contributed to the [Domestic Abuse Policy Guidance for UK Universities \(uclan.ac.uk\)](#).

He also co-authored (with Professor Tony Bush) the standards framework for principal development across the Commonwealth, especially in Small Island States, currently being piloted in Mauritius. Paul is an experienced academic manager and educational consultant with over 95 publications. Paul is a visiting professor for the Ni3 Research Centre, and he authored the framework for curriculum to support the prevention of child marriage and gender-based violence in Uganda.

|                             |                     |
|-----------------------------|---------------------|
| Professor Adele Jones       | Ms Judith Nakaweesi |
| Dr Nadia Wager              | Mr Odur Andrew      |
| Dr Angela Nakafeero         | Ms Mercy Nahurira   |
| Dr Esther Nanfuka Kalule    | Dr Tim Gomersall    |
| Dr Eric Awich Ochen         | Ms Kathryn Sharratt |
| Ms Florence Turyomurugyendo | Ms Hayley Royston   |
| Ms Sharon Adong             | Mr Craig Gibbs      |
| Mr James Thomas Ssenfuuma   | Ms Xiaomin Sheng    |
| Ms Mutoni Faiby             | Ms Vikki Hart       |
| Ms Pauline Angom            | Ms Roslyn Cumming   |
| Mr Sydney Vianney Kizito    | Ms Helen Smailes    |
| Ms Kene Angel               | Professor Song Wu   |

The None in Three project in Uganda was established by the None in Three Centre for the Global Prevention of Gender-based Violence, based at the University of Huddersfield, UK ([www.noneinthree.org](http://www.noneinthree.org)).

*Funded by the Global Challenges Research Fund (GCRF) through UK Research and Innovation, the project was implemented in partnership with Makerere University, Uganda under the leadership of Dr Eric Awich Ochen, Senior Lecturer and Ni3 Country Director.*

© Priti Chopra, all rights reserved (the exercises and activities contained within this document are the sole creation of Priti Chopra).  
This work is licensed under a Creative Commons Attribution 4.0 International Licence and published by University of Huddersfield Press.



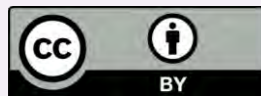
# Contents

Published by: The University of Huddersfield

The University of Huddersfield  
Queensgate  
Huddersfield HD1 3DH

Text © Priti Chopra 2021

This work is licensed under a Creative Commons  
Attribution 4.0 International License



Images ©Adobe Stock. Used under license from  
stock.adobe.com/uk  
Game assets ©None in Three, Uganda  
Cover, design and composition by  
www.clairebarnett.co.uk

Every effort has been made to locate copyright  
holders of materials included and to obtain  
permission for their publication.

The publisher is not responsible for the continued  
existence and accuracy of websites referenced in  
the text.

ISBN 978-1-86218-197-7

Curriculum to Support the Prevention of Child  
Marriage and Gender-Based Violence in Uganda



## FRAMEWORK

- 6 Introduction
- 7 Purpose of the Study
- 8 Student Age Range
- 8 Aims
- 8 Attainment Targets
- 9 Subject Content
- 12 Building a Programme of Study
- 13 Programme of Study for Relationships: Core Content



## METHODS AND Ni3 RESEARCH FINDINGS

- 16 Methods
- 18 Ni3 Research Findings



## SCHEME OF WORK: TOPICS AND ACTIVITIES

- 20 Duty of Care: Applying Best Practice Principles in Session Activities
- 22 Suggested Responsibilities in the Implementation of Session Activities
- 24 Topic: Gender Inequality
- 28 Topic: Motivations
- 31 Topic: Social and Cultural Factors
- 34 Topic: Mental Health Problems
- 37 Topic: Other Effects
- 40 Topic: Protective Factors and Resilience
- 43 Topic: Bystander Intervention
- 45 Topic: End of Study Programme Evaluation



## RESOURCES

- 47 The Plotline for the Video Game 'Peace'
- 62 Additional Information
- 64 Framework: Adapting Suggested Focus/Outcomes for Students  
(ages 12- 13 years)
- 66 References for Curriculum Design and Content

# Framework

## Introduction

This is a 100-minute programme of study on Gender-based Violence (GBV), with a specific focus on child marriage. It is designed to complement not replace existing provisions in Uganda and other contexts in which child marriage is practiced. This programme of study can be used independently and/or in conjunction with the None in Three anti-GBV game designed in collaboration with international and Ugandan experts to support children, families and teachers in Africa and in Uganda, in particular. The game focuses on sexual coercion within the context of child marriage, both of which are forms of GBV. The name of this game is Peace and subject to the completion of successful clinical trials that demonstrate its effectiveness, can be downloaded for free at <http://www.noneinthree.org/uganda/game/>.

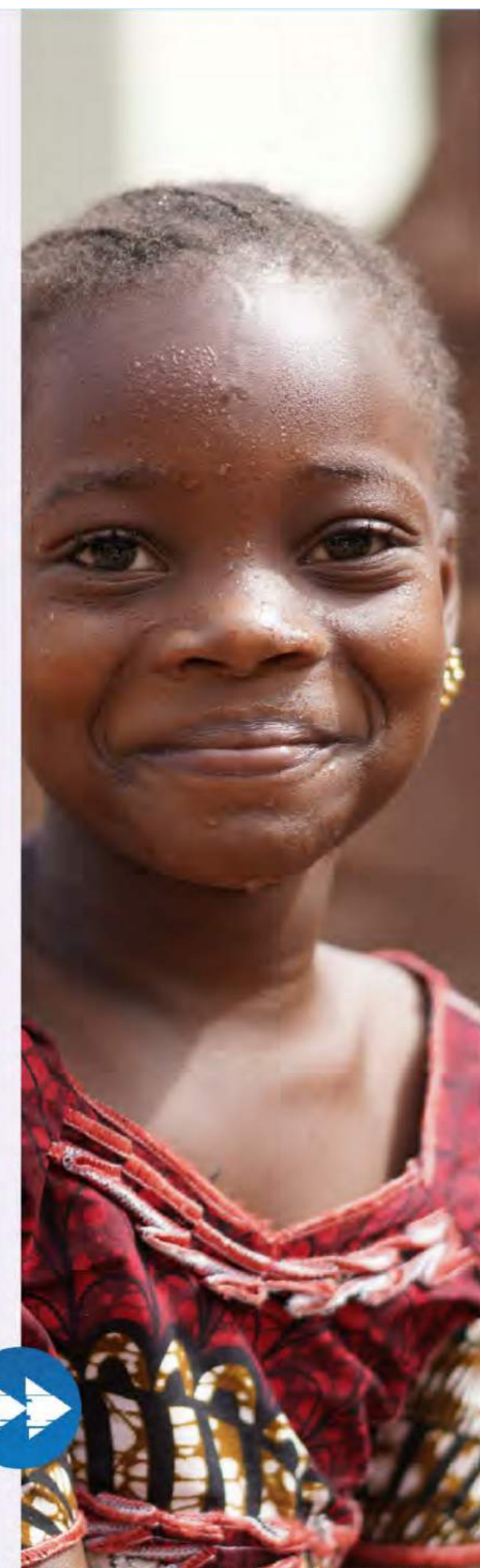
This programme of study identifies the key concepts and skills that support students' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life as set out in Sections 3.3 and 3.4 of the Uganda National Sexuality Education Framework 2018 (Uganda Ministry of Education and Sports). It is based on the theme of: Health and Wellbeing.

**It is important that schools do not attempt to cover all of the suggested content contained in this document as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, it is advised that schools select content that is relevant to their students and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.**

## Purpose of the Study

This programme of study on GBV is a planned, developmental programme of learning through which children and young people acquire important knowledge, understanding and skills about child marriage and GBV. The programme will also assist the development of qualities and attributes students need to thrive as individuals, family members and members of society, and can make an invaluable contribution to the spiritual, moral, social and cultural (SMSC) development of students, their behaviour and safety, and their well-being and the well-being of others.

This programme of study contributes to personal development by helping students develop their awareness of child marriage, build confidence, resilience and self-esteem, identify risk and know how and where to seek help to manage their risk, make informed choices and identify and understand the factors that influence child marriage. It enables them to recognise social, cultural and economic factors that shape their identities and to examine the status of these factors set against their legal rights. Developing an understanding of child marriage will help students understand different forms of marriage and issues of power in society.



## Aims

**The overarching aims of the programme of study on child marriage are to provide students with:**

1. Accurate and relevant knowledge
2. Opportunities to turn that knowledge into personal understanding
3. Opportunities to explore, clarify, and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
4. The skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives



## Student Age Range

14 – 17 years old

## Attainment Targets

There are no attainment targets for this programme of study. Opportunities for formative assessment for learning should be built into provision. Baseline assessment, to understand students' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing students with opportunities to reflect on and assess their learning in the context of their everyday occurrences is important.

## Subject Content

The theme of health and well-being is important to this programme of study on child marriage. It is important to provide knowledge, understanding and the development of language, skills and strategies to support students in seeking to change attitudes and behaviours towards women and girls, and relationships. It is also important to recognise that many decisions made in a social context are influenced by the attitudes, values and beliefs of significant others.

A programme of study on child marriage should respect and take account of students' prior learning and experiences and should reflect the universal needs shared by all students as well as the specific needs of students in a school.

This programme of study should be taught through a spiral approach, revisiting themes, whilst increasing the challenge and broadening the scope, to deepen students' thinking. It prepares students for both their futures and their present day-to-day lives and provides opportunities for them to recognise and reflect on how learning about child marriage is relevant to them and can be applied in their own lives, currently or in the future.



## Overarching Concepts

1. **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy balanced lifestyle** (includes an individual's physical, emotional and social well-being and well-being within relationships)
4. **Risk and safety** (identification, assessment and management of risk; developing behaviour and strategies to employ in different settings to create and maintain safety for self and others)
5. **Diversity and equality** (in all its forms)
6. **Rights, responsibilities, consent and respect** (including the notions of universal human rights, fairness and justice in different contexts and relationships)
7. **Change and resilience** (change management and the skills, strategies and 'inner resources' that can be drawn on when faced with challenging change or circumstances)
8. **Power** (how it is used and encountered in a variety of relationships including persuasion, bullying, negotiation and 'win-win' outcomes)

## Skills Development

### Intrapersonal skills for self-management, self-efficacy for challenging child marriage and seeking help

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths, and next steps for development, how perceptions of the behaviour of peers can influence one's own behaviour)
2. Learning from experience to seek and make use of constructive feedback
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
4. Making decisions (including knowing when to be flexible)
5. Recognising how unhelpful thinking and behaviour can influence relationships with others (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions)
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. Self-regulation (including managing strong emotions e.g., negativity and impulsiveness)
8. Recognising and managing the need for peer approval

### Interpersonal skills for positive relationships

1. Active listening
2. Empathy
3. Communication/ communicative competence (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. Negotiation (including flexibility, self-advocacy and compromise)
6. Recognising and utilising strategies for managing pressure, persuasion and coercion
7. Responding to the need for positive affirmation for self and others

### Skills of inquiry

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. Drawing and defending conclusions using evidence and not just assertion
5. Identification, assessment (including prediction) and management of risk
6. Evaluating social norms

## Building a Programme of Study

The following framework, combined with the skills and concepts identified above, is intended to support teachers and students in getting the most from this programme of study on **child marriage**.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, how cultural attitudes and socio-economic situations can influence child marriage).

This framework is not definitive and teachers can adapt and enrich it as they feel appropriate based on the needs of students and/or their readiness. For example, it can be adapted and developed, with an age-appropriate focus, for different age groups such as 10-13 years and 18 years and above. Children and young people within these age ranges may also benefit from learning about prevention measures and being supported in their exposure to, for instance, the use of contraceptives, good sexual reproductive health practice for their well-being and to consider implications for economic empowerment processes and opportunities.

This programme of study on child marriage addresses GBV issues in direct and indirect ways through a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age - and stage - appropriate contexts. The programme complements existing provision, such as the Uganda National Sexuality Education Framework 2018 (Uganda Ministry of Education and Sports).

## Programme of Study: Core Content

### Students Should be Taught

1. To understand what sexual coercion is and how it is linked to gender inequalities
2. To make informed choices about physical, mental and emotional health and well-being matters
3. To reflect on social and cultural contexts and effects of child marriage
4. To identify and access help, advice and support
5. To be empowered and develop their agency and resilience to keep themselves and others safe





## Suggested Areas of Focus

1. To understand that self-esteem can change with personal circumstances, such as those associated with family, friendships and relationships (e.g., entry into a child marriage)
2. To consolidate and reinforce prior learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence
3. To build awareness about the importance of and ways of taking increased responsibility for their own physical and sexual health and well-being
4. To understand the risks associated with child marriage, its status as a criminal act, strategies and where to access support for self and/or peers who may be at risk or who may have already been subject to child marriage
5. To build awareness of factual and accurate information about child marriage, including current government guidelines or policy
6. To recognise and develop strategies to manage different influences (including peer and family influence) on their decisions (e.g., about entry into a child marriage)
7. To understand and manage the personal, health, social and economic risks and consequences of child marriage, especially for girls and their families
8. To clarify and challenge their own perceptions, values and beliefs about child marriage
9. To identify cultural, religious, social, economic and other factors driving child marriage
10. To identify the impact of child marriage on children's mental and physical health
11. To identify the impact of child marriage on children's access to and participation in education
12. To identify how child marriage is different from other marriages
13. To recognise how sexual behaviour is influenced by perceptions of gender and power
14. To become familiar with access to local child protection structures and other sources of support if concerned about own or others' exposure to child marriage





## Methods and Ni3 Research Findings

### Methods

The methodological approach taken for the creation of the curriculum consists of an iterative and collaborative review process for developing:

- 1) the curriculum framework; and
- 2) the curriculum design and content.

### Development of the curriculum framework

This process involved:

- Consultation with country experts and stakeholders to identify themes and issues (<http://www.noneinthree.org/uganda/>)
- Review of empirical research carried out by the None in Three Centre (<http://www.noneinthree.org/impact/>)
- Review of wider literature (<http://www.noneinthree.org/uganda/policy-hub/>)
- Mapping of curriculum framework against country policy and legislation (<http://www.noneinthree.org/wp-content/uploads/2020/09/Uganda-policy-briefing-updated-August-20.pdf>)
- Preparatory and feedback work for access into schools (<http://www.noneinthree.org/uganda/uganda-resources/>)

### Development of the curriculum design and content

- The curriculum design and content is shaped by an interdisciplinary youth-centred approach that draws on and combines critical pedagogy, creative and performing arts; an ecological framework for human development and integrative and intercultural therapeutic practice (please see the list of references provided under 'References for Curriculum Design and Content' in the 'Resources' section).
- The purpose of the suggested scheme of work topics is to facilitate the development of critical awareness and enable reflection and action for change within self and others based on enhancing: recognition of stressors, capacity for developing emotional resilience, coping strategies, help-seeking behaviour, problem solving skills and care for self and others.
- Suggested scheme of work activities aim to be cost-effective and rooted in social justice and democratic principles that are centred on strengthening the voice, visibility and agency of young people in an empowering and enabling process of learning. The objective is to contribute to conditions for an inclusive, equitable, ethical provision of teaching practice in a safe, contained and bounded learning process.
- Transferability, sustainability, replicability and adaptation potential for the diverse contexts of Ugandan schools was woven into design and content through an iterative participatory and collaborative process. This approach involved eliciting feedback and validation from the Ni3 Centre Directors, project research teams, project games design team, country advisors, country director and country team, government stakeholders and country curriculum specialist. Uganda team feedback and validation contributed to: i) the initial scheme of work design based on the plotline for the video game 'Peace' - with particular attention given to facilitating how tutors/teachers could use the game alongside the curriculum materials to link activities with each chapter of the game (please see the plotline for the video game 'Peace' under 'Resources'); ii) the integration of Ni3 qualitative and quantitative research findings to inform the design and content and; iii) the revised version responsive to country curriculum specialist feedback.

## Ni3 Research Findings

### Ni3 quantitative survey research findings that shaped the context for the curriculum design<sup>1</sup>

#### [Uganda Resources None In Three](#)

- There was little difference in the prevalence of underage marriage among girl and boy participants in the quantitative research study in Uganda. Girls and boys reported similar levels of perceived pressure. 14% of children had been promised in marriage, were formally engaged, had a partner identified for them or had married or lived with another person as though they were married. 12% of children reported that they were worried about being pressured into marriage.
- The frequency of maltreatment (all forms) and exposure to violence (all forms) within and outside the home is high amongst both boys and girls. Almost two thirds of children had experienced two or more types of maltreatment within the home and/or outside the home which consisted of: corporal punishment, physical abuse, non-contact sexual abuse<sup>2</sup>, contact sexual abuse, emotional neglect and abuse, physical neglect and medical neglect. Approximately 60% of children had experienced either corporal punishment or emotional abuse from a parent, guardian or other adult living in their home, making these the most common forms of maltreatment within the home.
- Approximately 65% of children had experienced emotional abuse from a non-family member, making this the most frequently experienced type of maltreatment by adults outside the home.
- Children were most likely to report witnessing verbal violence, followed by physical violence and serious violent threat. Girls were statistically significantly more likely than boys to report exposure to verbal violence and serious violent threat.
- 18% of children and young people reported moderate to severe levels of anxiety and 17% reported moderate to severe levels of depression. Girls reported slightly higher levels of anxiety and depression than boys. 24% of children reported a lifetime history of non-suicidal self-injury, 29% suicide ideation and 14% a suicide attempt. The prevalence of non-suicidal self-injury, suicide ideation and suicide attempt was similar among boys and girls.

<sup>1</sup>Ochen, E., Nanfuka, E., Turyomurugyendo, F., Sharratt, K., Campbell-Grizzle, E., Mason, S., Wager, N., Jones, A., Nakafeero, A., (forthcoming). *Childhood maltreatment, exposure to violence, underage marriage and mental health outcomes among boys and girls from Uganda. A brief survey report. None in Three Research Centre, University of Huddersfield, UK.*

<sup>2</sup>Non-contact sexual abuse includes: showing pornography to a child; deliberately exposing an adult's genitals to a child; photographing a child in sexual poses; encouraging a child to watch or hear sexual acts; inappropriately watching a child undress or use the bathroom (see, for example, <https://www.stopitnow.org/ohc-content/tip-sheet-defining-and-understanding-child-sexual-abuse>)

### Ni3 qualitative research findings that contributed to the content of the scheme of work<sup>3</sup>

#### [Uganda Resources None In Three](#)

- Prevalence of GBV in child marriage was connected with:
  - Gender bias in expected roles of girls and women;
  - Patriarchal cultural norms, values and practices promoting male domination and female subordination, normalisation of and silence about incidences of violence and low social and economic status for women;
  - Limited understanding among participants about conceptualisations of GBV in terms of physical, sexual, emotional, economic abuse and accompanying culture of silence in child marriage. Perceptions of women's social and economic empowerment can create tensions that increased the risk for GBV as men attempted to reassert their power over what they considered to be 'disrespectful' and 'errant' women.
- Contributing factors:
  - Some religious beliefs and practices were reported to promote discrimination and violation of the rights of women;
  - Weak institutional mechanisms, corruption and inefficiency in the criminal justice system were reported to sustain GBV in the community;
  - Poverty is a root cause of child marriage. Child marriage can be perceived as a means for accumulation of wealth and economic resources;
  - Drug and alcohol abuse can lead to the perpetuation of GBV;
  - Teenage pregnancy can be a key driver of child marriage;
  - School dropout is identified as increasing girls' vulnerability to child marriage;
  - Girls from abusive families opted for marriage to escape the maltreatment and suffering they were subjected to at home;
  - Armed conflict creates a state of chaos and institutional breakdown that exacerbates key risk factors for child marriage especially abduction and forced marriages.
- Participants shared the prevalence of:
  - Limited economic participation/opportunities, decision-making power and educational outcomes;
  - High incidence of family breakdown and stigma connected with this and single parenthood;
  - Feelings of regret, sadness and suicidal thoughts shared;
  - Increased vulnerability to GBV and isolation;
  - High exposure to sexual and reproductive health risks, such as sexually transmitted diseases (STDs) including HIV;
  - Adverse effects on their children's health and development.
- Protective factors against child marriage:
  - Enabling children and young people to feel more confident about recognising the signs and intervening when safe to do so;
  - Informing people about the dangers of alcohol and substance abuse to their physical, emotional, economic and social well-being;
  - Specific and targeted training to increase people's understanding of GBV can help to improve reporting of cases;
  - Changing deeply ingrained cultural norms, practices and beliefs calls for continuous engagement and education and the enrolment and retention of girls in education as protective against child marriage;
  - Developing sustainable supportive social networks.

<sup>3</sup>Nanfuka, E., Turyomurugyendo, F., Ochen, E., Gibbs, G., Gomersall, T., Jones, A. (2021). *Issues, social networks, beliefs and experience of child marriage in Uganda: A qualitative study. None in Three Research Centre, University of Huddersfield, UK*

## Scheme Of Work: Topics And Activities

### Applying Best Practice Principles in Session Activities<sup>4</sup>

1. **Ensure that all students are aware** prior to the session that you will be discussing violence and abuse. Be mindful of the impact and possible re-traumatisation for children who have been abused or are living in situations of abuse. Build in self-care and help-seeking in each session.
2. **Maintain a duty of care** and guide students on whom to contact and speak to within the school for confidential counselling support should they find it difficult to engage with the session content, become upset, disturbed or it triggers something for them.
3. **Agree on values, expectations, behaviour and boundaries** to create a safe and supportive space prior to starting session activities.
4. **Confidentiality can help students feel safe to explore sensitive topics.** At the start of a session, let students know that you will not share their personal information unless there is a protection issue. It is important to know your school's protection regulations and share this with students. Students should agree to confidentiality in the group and be clear about maintaining responsibility for what they disclose during session activities. Remind them about who they can contact and speak to privately. Discuss the importance of mutual trust, positive regard and respect during the session. Please agree boundaries and consequences at the outset and check in to see that students are feeling safe and comfortable throughout the session. Be prepared to end, extend or reschedule sessions depending upon the needs of the students.
5. **Respond to personal stories with care** and do not force anyone to share personal experiences. If they choose to share, respect and appreciate what they have to say. Group support can help with constructive reinforcement and generate thoughts about new ways of establishing safety.
6. **Be familiar with the school's child protection procedures and policy** to respond appropriately if a child/young person discloses experiencing violence. Ensure that the child/young person knows that they have done the right thing in disclosing their experience.
7. **Know where to get help before working with students.** Find out what which individuals and organisations are available to provide support in case a student needs help with a violent and abusive situation within and/or outside the school. There may be counselling centres, child protection structures' telephone hotlines/toll free lines and legal aid offices in your community. Let the class know about where to get help before you start and provide them with a list of support people within the school and other support organisations/structures and phone numbers from the outset.
8. **Clarity:** set up and explain activities, facilitate discussion and check learning.
9. **Student voice helps to improve practice.** Elicit and record student feedback and evaluation of activities.
10. **Self-care for teachers/facilitators:** children and young people's disclosures may lead to distress. It is important to look after your well-being. For example, it can help to enjoy nature and creative therapeutic activities, stay connected with others and nourish your social life, exercise and take care of your physical health. Accessing peer support, rest, relaxation and being mindful and attuned with noticing your feelings, thoughts and physical sense of being may also help with reducing stress and strengthening resilience. It is also good practice to reach out for support by contacting a specialist organisation or speaking to a counsellor([Uganda help and support None In Three](#))

<sup>4</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.14-18.



## Suggested Responsibilities in the Implementation of Session Activities<sup>5</sup>

### The teacher's/tutor's role during each activity

- Encourage and facilitate open and respectful age-appropriate discussion for the activity.
- Create an accepting, safe and supportive environment to maximise sharing and learning when talking about sensitive topics such as gender bias, GBV and child marriage.
- Help young people to think about how they and others might feel.
- Provide factual and accurate information.
- Direct any young people to the relevant authorities/support services if they seem distressed or reveal that they may be at risk of violence or abuse. Children may also require interventions, such as referrals and appointment/meeting support with their consent.
- Set class rules to help students understand from the start what behaviour is expected of them. If possible, encourage students to draw up their own rules, then post the rules in a prominent place and remind students of them if required.
- Introduce the activity and check understanding of instructions.
- Facilitate and monitor the activity.



### Example of class rules

- We value and respect one another's questions and opinions.
- We do not talk about personal matters shared in class with people outside the classroom, that is, we keep personal matters confidential and where required we seek professional support and help.
- We will not record any information shared (using electronic devices or otherwise). The teacher can give permission and facilitate recording of agreed activity that the class may like to display with the consent of all class members.
- We do not interrupt one another.
- We do not put down or criticise other people in the class.
- We do not laugh at someone who is clearly making a serious point.
- We have a right to pass if we do not want to answer a question.
- We can choose not to do an activity if we are uncomfortable with it.
- If we do not want to ask a question in front of everyone, we can write it down and give it to the teacher.
- An activity may make us sad or think about someone we know who is going through similar things. It is OK to experience your feelings and thoughts.

### Handling questions when the answer is not known

You may not know the answer to all questions, but as there are many myths about child marriage, gender bias and GBV, it is crucial to provide accurate information. If you are not sure, it is better to say something like “I do not know the answer, but I can find out for you.” You could also encourage the students to do their own research. What is essential is that you find appropriate ways to correct negative beliefs such as that victims are in some way to blame, beliefs that shift the focus of responsibility away from the person who perpetrates abuse or that leave children feeling as if they are at fault.

This [Ni3 website for children and young people](#) has a lot of useful information for students and can also signpost you to additional resources.

### Developing your lesson/session plan

How you develop your lesson/session plan will be determined by the age, level of understanding and stage of development of the students. It is important to select activities that students can handle and to think about the themes, aims, differentiated learning outcomes and key learning points (mapped to the objectives of 'Peace', the video game developed by the None in Three Centre). At the end of this pack, under 'Resources', you will find the plotline for 'Peace', including the objectives and learning points for each chapter. You can prioritise and select the most pertinent and relevant key learning aims and outcomes from the suggested scheme of work to shape the focus and content of your lessons in the time you have available.

<sup>5</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.7-8

# TOPIC: Gender Inequality

## Aims

**Mapped to Chapter 1 key learning points in the plotline for the video game Peace, available under 'Resources'**

- Help young people understand what sexual exploitation is, how it is a route to child marriage and how it is linked to gender inequalities.
- Increase young people's knowledge about child marriage by providing information about gender inequality, for example, about how females are viewed/valued; biases against girls' education; male child preference; and in roles and responsibilities, such as domestic chores and child rearing seen primarily as the preserve of women.
- Help young people understand that early marriage is not a solution to poverty and can lead to violence against children.
- Increase young people's understanding about how adults can misuse power and position to abuse and silence children and young people.
- Empower young people by helping them to recognise that they are not passive victims in sexual decision-making and that they can get help.
- Help young people understand the suffering that child marriage can cause and increase their empathy towards children who are affected by child marriage.
- Increase young people's awareness about alternatives to formal schooling, such as vocational education.
- Help young people gain awareness about the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage by enabling young people to appreciate the long-term benefits of staying in school and the supportive environment school can provide.
- Help young people gain knowledge of the additional opportunities and freedoms that become available to women and girls when economically independent.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations.

## Learning Outcomes

- ✓ **By the end of the session, students:**
- Must become familiar with gender bias in perceptions of gendered identities and its perpetuation of gender inequality;
- Should reflect on their learning related to their lived experience<sup>6</sup>. For example, young people could be supported to reflect on the long-term implications of child marriage, such as dropping out of school, sexual reproductive health related challenges, child labour and cycle of poverty;
- Could examine shifts in their understanding and identify implications for change in their attitudes and behaviours regarding gender-based perceptions impacting on early marriage.

## Teaching and Learning Activities

### In small groups

Students discuss and, on A3/manila paper, write their responses in key words and/or bullet point sentences, with coloured marker pens, to one of the questions:

- What is child marriage?
- What are the historical and current reasons for child marriage?
- What may be potential benefits of child marriage and who benefits?
- What may be potential problems in child marriages?
- Should child marriage be accepted and, if not, how can it be prevented?

**Scaffolding:** Whole class presentation and discussion should be facilitated by the tutor to cover key learning points. For example, consideration could be given to the following aspects:

- Child marriages are still a celebrated practice, so children need to appreciate the dangers (reflecting on the experiences of others who have been married) and look at it as a form of violence and unacceptable.
- Encourage children to discuss their agency for positive changes - strategies they can adopt to overcome pressures from their parents and communities.
- Children also need to appreciate that child marriage is a process - there are different sets of preparatory activities, which vary from community to community that are performed and which they should report to support prevention of such marriage preparation activities (e.g., withdrawing them from school, female genital mutilation, sending them off to paternal aunts - known as sengas among the Baganda, traditional marriage counselling, elongating the labia, beautifying the girls through beading, change of dress code, controlling mobility, kidnapping).

<sup>6</sup>Lived experience refers to the empathetic immersion in the lives and concerns of self and others that are shaped by knowledge and understanding of self, others and the world situated in socio-cultural realities. (See, for example, McIntosh, I., & Wright, S. (2018). [online] Exploring what the notion of 'lived experience' offers for social policy analysis. Retrieved from: <https://dspace.stir.ac.uk/retrieve/99516f72-a913-4415-8083-f97d56d1a76b/McIntoshandWrightJSPprepublicationsversionLivedExperience.pdf> (Accessed 10/04/2021).

## Extension Activities

### In small groups

- Students select one of the session content topics, suggested by tutors, to research in their own homes/ neighbourhood/ community.
- Students may need to be inducted into ethical research practice and, if relevant, consider aspects such as debriefing, consent and participant validation on collected material/interviews. It is also important for tutors to consider how students' safety is maintained through clear and managed boundaries for containing the activity, for example, research in the family and/or community could be in small groups, if appropriate, and with a trusted and known adult as co-researcher. Alternatively, students could also interview adult role models, known and trusted community workers and professionals situated in local child protection structures within the school premises or through a supervised and accompanied school trip to the professional service premises.
- Tutors can also model the activity by creating and sharing examples of case studies they develop, through their own research process completed prior to facilitating the activity. This can also contribute to students' awareness building and show different 'pathways' that students can consider.
- Students work in small groups to discuss and achieve a consensus on what they want to find out and how they want to document what they research. For example, they could discuss and agree on questions to ask and document, with tutor approval and research participant agreement, in audio-recorded/ filmed/ verbatim handwritten notes-based interviews. They could also consider the option of documenting their research through photography and/or drawings and/or a collection of everyday life artefacts that are attached to the story they want to tell.
- Students work together to identify who they would like to interview and/or observe, subject to tutor approval, and how they may approach their research context to collect information. For example, by shadowing and documenting the everyday life story of a person or people in the home/ neighbourhood/ community, subject to tutor approval, and explaining the rationale for their choice. Students, with the support of tutors, will decide who is known to them and they can approach for an interview or observation activity.
- Students should agree a timeframe, breakdown of activities involved in their research process, divide tasks and agree the role and responsibility of each person in their group, subject to tutor feedback and approval, in collecting and organising the information for presentation.
- Students should decide on how they want to prepare and present their findings to the whole class e.g., oral/ visual news broadcast or news articles for a newspaper they co-construct or organising an art gallery exhibition of poster, collage and photographs. Students could also share their work outside the class by becoming 'teachers for a day' and/or youth leaders and preparing mini classes based on their findings to teach other classes and adults in the school.
- **Scaffolding:** Whole class presentation and discussion should also be facilitated by the tutor to cover key learning points.

## Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Feedback on key learning and reflections on any changes/ shifts in understanding, attitudes and behaviours regarding child marriage.

## Suggested Resources

- A3 poster size/manila paper/paper for note-taking.
- Coloured markers, ink pens and/or pencils (pencils should be accompanied with erasers and sharpeners).
- Identified art materials for extension activity. For example, culturally situated media images related to the topics, such as stereotyping women as passive, subservient and inferior to men and images of men linked to perceptions of dominance, power, control and superiority.
- Optional resources for recording and reflecting on activities if required: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

# TOPIC: Motivations

## Aims

**Mapped to Chapter 2 key learning points in the plotline for the video game Peace, available under 'Resources'**

- Increase young people's knowledge about child marriage by providing information about gender inequality perpetuated by cultural traditions and community pressure. For example, seen in the role of bride price (the belief that early marriage while a girl is a virgin will increase her bride price) and the belief that early marriage is the best way to prevent non-marital pregnancy and to provide economic security for a daughter (especially at puberty and with the onset of menstruation).
- Show young people that perpetrators will seek and exploit young women's vulnerabilities, for example, this can be seen in informal marriage with an older man as an opportunity for a girl to acquire material goods that she desires.
- Help young people understand the relationship between sexual coercion and child marriage.
- Empower and support young people in avoiding child marriage by identifying sources of support and services for people at risk of child marriage, such as advocacy organisations and local child protection structures.
- Demonstrate the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage by portraying the role parents and other community members may play in both perpetrating and preventing child marriage and other forms of violence against children.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations.

## Learning Outcomes

**By the end of the session, students:**

- Must demonstrate an understanding of different forms of gender inequalities and how this may be connected with cultural traditions and community pressures perpetuating child marriage;
- Should consider implications for how gender-based violence is perpetuated in public and private spheres and ways in which perpetrators seek and exploit young women's vulnerabilities;
- Could reflect on learning about protective factors and networks of support and opportunities for self-development related to the lived experience of self and others.

## Teaching and Learning Activities

### In small groups

Read one shared case study, developed by the tutor based on common occurring factors in the local context, presenting a motivation for practicing child marriage (tutors can prepare different case studies covering a range of motivations and give each group in the class a different case study). In their group, students prepare a brief whole class presentation in response to the following questions:

- What is the motivation to engage in child marriage in the case study?
- What factors contribute to this?
- How do the reasons for the motivation to practice child marriage compare

with situations in current times where you live?

- What are your thoughts/feelings about what the person is experiencing in the case study?
- What are your thoughts about what the person should/should not do to be or become safe?
- How would you respond in this situation?
- What could be done to prevent this situation at government, community, family and individual level?

**Scaffolding:** Whole class discussion should be facilitated by the tutor to cover key learning points.

## Extension Activities

### In small groups

Bearing in mind a particular type of motivating factor related to the session content topics, write the script for a short 5 minute play with an unhappy ending that leads to child marriage. Consider the following points:

- Where is the story taking place? What is the setting? Who are the characters in the play?
- What is the situation?
- What are the characters doing/saying at the start of the play?
- What do the characters say/do to each other during the play?
- What do the characters say/do to each other at the end of the play?

**Scaffolding:** Tutor circulates and provides feedback and support with script development.

Each group takes turns to perform their play. The rest of the class watches. At the end of the play, the tutor asks the audience to consider how the ending could be changed to prevent child marriage from taking place? What could the person entering or in child marriage do/say to be and become safe? How could others around her help her? The audience discusses their response to these questions in small groups. The tutor invites members of the audience to participate in the play, recreating the dialogue leading to a constructively changed ending.

**Scaffolding:** Whole class discussion and audience participation in the play should be facilitated and supported by the tutor to invite reflections on key learning points.



## TOPIC: Social and Cultural Factors

### Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Individually and collectively shared feedback on key learning points and reflections on any changes/shifts in understanding.



### Suggested Resources

- Tutor-generated case studies on motivations to practice child marriage. The case studies should be brief, age-appropriate and learner-centred. The case studies, together, should cover a range of motivations relevant to local context.
- Each case study should be approximately one or two paragraphs, collectively presenting a variety of motivating factors. The case study can also be presented as a comic/story with visuals.
- Learner-generated materials.
- A3/manila paper, coloured marker pens, masking tape or cello tape.
- Optional resources for recording and reflecting on activities if required: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



### Aims

#### Mapped to Chapters 2 and 3 key learning points in the plotline for the video game Peace, available under 'Resources'

- Increase young people's understanding of sociocultural and socioeconomic factors that lead to the risk of child marriage, such as sibling child marriage and poverty, for example, understanding that early marriage is not a solution to family poverty.
- Help young people understand that girls with limited social support systems (parental death, abandonment, maltreatment, family crisis, conflict) are more likely to engage in relationships with older men and enter informal child marriage.
- Increase young people's understanding about how adult power can be misused to abuse and silence them.
- Increase young people's knowledge about sexual exploitation as a route to child marriage by providing information about gender inequality.
- Empower young people in reporting incidents of child sexual abuse (CSA) and sexual coercion by helping them to recognise that they are not passive victims in sexual decision-making and that they can get help.
- Increase awareness of the role of various agencies/individuals that can help young people through prevention of and protection from child marriage and with reporting incidents of CSA and sexual coercion.
- Support and empower young people in avoiding child marriage by increasing empathy towards children who are affected by child marriage.
- Demonstrate the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage by portraying the role parents and other community members may play in both perpetrating and preventing child marriage and other forms of violence against children.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations, such as enabling young people to appreciate the long-term benefits of staying in school and the supportive environment school can provide.







## Learning Outcomes

### By the end of the session, students:

- Must become familiar with the influence of sociocultural and socioeconomic factors, such as limited social support systems and family poverty, on the risks of children being given in marriage;
- Should reflect on learning related to the lived experience of self and others, for example, sibling child marriage can contribute to the risk of child marriage for others in the family;
- Could examine ways of accessing and developing support systems to be or become safe.

## Teaching and Learning Activities

### In small groups

Tutors provide students with two sets of cards that contain: a) descriptions of different sociocultural and socioeconomic factors, related to a topic from the session content, on one side of a card with an accompanying visual image pasted on the other side of the card; and b) quotes from people about how the lived experience of a factor mentioned on both sides of the other card contributed to the risk of child marriage. Place headings for different types of factors around the room such as: parental death, abandonment, maltreatment, family crisis, conflict, sibling marriage and poverty. Students work together as a small group to discuss and match the descriptions and quotes on the two sets of cards and place the matched cards under what they perceive as a connected heading for different factors visible around the room. Duty of care to prevent traumatization should be sensitively considered in developing and adapting this activity.

**Scaffolding:** Whole class discussion on reasons for the matched cards and its placement under provided headings should be facilitated by the tutor to cover key learning points.

## Suggested Resources

- Tutor-generated learner-centred cards for the teaching/learning activity.
- Learner-generated materials for the extension activity.
- Instrument for time notification in the extension activity.
- A3/manila paper, marker pens, masking tape or cellotape.
- Optional resources for recording and reflecting on activities if required: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

## Extension Activities

**Advisory note: This activity can have a high risk of traumatising students who have suffered CSA. Only tutors who are themselves trained, experienced and confident in tackling CSA should try this. They may want to run the session jointly with a counsellor and should remind students of the ways they can access help if this activity generates concerns or distress. It is important that the session is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.**

- Students are placed in same gender and/or mixed gender triads. These are the following three rotating role play roles within the triad: 1) the person going to enter or already in child marriage; 2) the rescuing adult against child marriage and; 3) the critical parent/abusive primary carer/predatory adult who wants child marriage to occur.
- Each person in turn speaks (monologue) for 3 minutes, sharing the imagined thoughts and feelings of the role play character. Individually, students are given time to prepare their character and their 3 minute monologue (for example they can choose a different name/gender/age from their own for their character). Characters from the video game 'Peace' can also be drawn on for this activity.
- During the 3 minute monologue delivered by one person, the other two participants listen carefully and simultaneously make notes on what is said and/or how what they hear makes them think and feel. The tutor can prepare and provide a template with prompting questions to help students to record their brief observations, thoughts and feelings in a few sentences or through ticking a provided list of, or visuals of emotions/feelings/thoughts with space to add their own that may not be listed. It is important to provide some time and space between each monologue for students to finish recording their observations/thoughts/feelings.
- The tutor sets up a notification for rotation time e.g., by using a bell, gong, music tune. After each rotation cycle the triad shares how being in the role made him/her feel/think. At the end of 3 rotation cycles, all triads come together as a whole class and share reflections on their feelings/thoughts/experience about being in each role.
- The tutor facilitates reflections by asking questions and encourages discussion leading to consideration of the roles in terms of barriers to change, what would create change and how this could be addressed in all three roles to keep children and young people safe.
- **Scaffolding:** Whole class discussion should be facilitated by the tutor to cover key learning points.

## Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Feedback on what students gained as key learning from the activities and reflections on any changes/ shifts in understanding, attitudes and behaviours regarding child marriage.

# TOPIC: Mental Health Problems

## Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Peace, available under 'Resources'**

- Increase young people's knowledge about sexual exploitation as a route to child marriage by providing information about the consequences of marrying at a young age and the effects on well-being for example, physical, economic, social, psychological and effects on young people's education.
- Help young people to understand the effects of child marriage on mental health and well-being in terms of, for example: depression and perceived powerlessness, isolation from natal families and own support network more generally, oppressing traditions, lack of decision-making power and effects on self-esteem and self-concept.
- Empower young people by helping them to recognise that they are not passive victims in sexual decision-making and that they can get help.
- Demonstrate the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage by: portraying the role parents and other community members may play in both perpetrating and preventing child marriage and other forms of violence against children and enabling young people to appreciate the long-term benefits of staying in school and the supportive environment school can provide.
- Support and empower young people in avoiding child marriage by increasing empathy towards children who are affected by child marriage and understanding the suffering that child marriage can cause. For example, that marriage at a young age can expose young people to abuse and disadvantage and prevent them from realising their aspirations.
- Give young people the opportunity to develop skills, knowledge, competencies and aspirations to appreciate the benefits of not entering child marriage that can help them make sound decisions for themselves or others in real-life situations.

## Learning Outcomes

**By the end of the session, students:**

- Must become familiar with the mental health problems connected with child marriage;
- Should reflect on learning related to lived experience;
- Could examine coping strategies and providing/ accessing support.

## Teaching and Learning Activities

### In small groups

- Some groups of students are provided with a child marriage visual and an accompanying one-paragraph brief on one of the mental health problems listed in the session content topics. Students work in small groups to choreograph a 3-5 minute dance story performed to selected music or self-played music - without using words. The group choreographs how to demonstrate and portray the emotional pain of what is being experienced through their body and facial expressions. The dance should demonstrate the child marriage scenario for the child related to the session content topics and the effects on their emotional state/feelings related to the mental health issue.
- Some groups of students are provided with a visual of prominent women in the country, community and educators known to them in the school who have resisted child marriage either personally or are working/have worked to protect and prevent the child marriage of others. This visual should be accompanied with a brief paragraph showing examples of benefits of not entering child marriage and/or provide examples of what has been gained/achieved in successful lives and marriages for women who have not entered child marriage. Students work in small groups to choreograph a 3-5 minute dance story performed to selected music or self-played music - without using words.

The group choreographs how to demonstrate and portray the feelings of power, hope and liberation of what is being experienced through their body and facial expressions. The dance should demonstrate the scenario of growth, success, independence/ autonomy/agency and hope and the effects on the person's emotional state/feelings related to the scenario.

**Scaffolding:** Tutor circulates and provides feedback and support with dance choreography. Once the activity is completed, the tutor facilitates whole class discussion and reflections on feelings and thoughts. The tutor should refer to examples from lived experience of prominent women in the country/community and professional staff in the school to provide examples of people, who were once young people like them, who have successful lives and have benefited from not entering into child marriage. The tutor could, sensitively and appropriately, encourage young people to reflect on their feelings and thoughts in the activity to facilitate fostering a sense of collective and individual hope and commitment to challenging any pressure to marry young.

### Extension Activities

- Working with the tutor, the whole class agrees a response to each performance as a 'community' of adults and children against the practice of child marriage. The response they agree to provide to the dance performance shows the performers in their role as a child marriage victim, a supportive collective connection, an emotional embrace in an act of solidarity.
- The response can last for a minute and can consist of, for example, the class version of a friendship and unity group dance that should take account of the local region and culture e.g., the Tamenaibuga dance from Busoga region in Uganda, which demonstrates a sign of friendship and unity.
- The response could also be based on clapping whilst chanting a traditional proverb that reinforces support, unity, collective agency and friendship and is connected to the local language e.g., "Abayita ababiri bajjukanya" (=bejjukanya) (Ganda, Uganda), which means those who walk together warn each other (Literal English Translation) and unity is strength (Figurative English Translation). Another common Ganda proverb is "Agaliawamu gegaluma enyama", which underlines the value of teamwork/cooperation and implies unity is strength. It is literally translated as "it is teeth that work together that bite/slice the meat".

**Scaffolding:** Whole class discussion should be facilitated by the tutor to cover key learning points.

### Suggested Resources

- Tutor-generated learner-centred materials and learner-generated ideas for the activities.
- A3/manila paper, marker pens, masking tape or cellotape.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

### Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Feedback on what was gained from learning activities and reflections on any changes/ shifts in understanding, attitudes and behaviours regarding child marriage.

## TOPIC: Other Effects

### Aims

#### Mapped to Chapters 3 and 4 key learning points in the plotline for the video game Peace, available under 'Resources'

- Increase young people's knowledge about sexual exploitation as a route to child marriage by providing information about the consequences of marrying at a young age and the effects on well-being for example, physical, economic, social, psychological and effects on young people's education.
- Help young people to understand the effects of child marriage in terms of, for example: health, domestic violence, perpetuation of poverty, education, family relationships and implications for own children.
- Empower young people by helping them to recognise that they are not passive victims in sexual decision-making and that they can get help.
- Demonstrate the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage by: portraying the role parents and other community members may play in both perpetrating and preventing child marriage and other forms of violence against children and enabling young people to appreciate the long-term benefits of staying in school and the supportive environment school can provide.
- Support and empower young people in avoiding child marriage by increasing empathy towards children who are affected by child marriage and understanding the suffering that child marriage can cause. For example, that marriage at a young age can expose young people to abuse and disadvantage and prevent them from realising their aspirations.
- Give young people the opportunity to develop skills, knowledge, competencies and aspirations to appreciate the benefits of not entering child marriage that can help them make sound decisions for themselves or others in real-life situations.

### Learning Outcomes

#### By the end of the session, students:

- Must become familiar with a broad range of effects of child marriage;
- Should reflect on learning related to lived experience;
- Could examine coping strategies and providing/accessing support.

## Teaching and Learning Activities

### In small groups

- Some groups are provided with a case study, to read, prepared by the tutor on one of the listed effects of child marriage (each of the groups may have a different case study prepared by the tutor to cover a range of the listed effects of child marriage). Students, in each group, work together to prepare a brief whole class presentation in response to the following questions:
  - What type of effect is demonstrated in the case study?
  - How is a person entering or in child marriage affected?
  - What are your thoughts/feelings about what the person is experiencing in the case study?
  - What are your thoughts about what the person should/should not do to be or become safe?
  - How can the person be helped/supported?
- Some groups are provided with a case study, to read, prepared by the tutor on stories of women/young girls who have evaded child marriage and are achieving/have achieved in their lives. Students, in each of the groups, work together to prepare a brief whole class presentation in response to the following questions:
  - What strategies were used to evade child marriage in the case study?
  - How did the struggle to evade child marriage affect the person?
  - How was the person benefitted by evading child marriage?
  - What are your thoughts/feelings about what the person is experiencing in the case study?
  - What are your thoughts about what a person should/should not do in evading child marriage?
  - How should a person evading child marriage be helped/supported?

**Scaffolding:** Whole class discussion should be facilitated by the tutor to cover key learning points.

Alternative option: The case study could be replaced by a couple of short inspirational real-life talks or one long film (fictional or documentary) portraying the effects of child marriage. The whole class could observe this and the above-mentioned questions could be adapted for observation notes and discussion. Please click on the examples below of films/talks on child marriage that could be viewed:

- [A film on child marriage - Ni3 Uganda](#)
- [How I escaped child marriage to become a womens rights activist/ MercyAkuot](#)
- [A warriors cry against child marriage/ Memory Banda](#)

## Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Feedback on what was gained from learning activities and reflections on any changes/shifts in understanding and attitudes.

## Extension Activities

- Learners can work individually, in pairs or small groups, with tutor guidance and approval, to undertake a tutor provided research brief that puts them in contact with a related support organisation and/or individual (who may have also evaded child marriage) and/or community organisation practice working to prevent child marriage and protect children who may be at risk of entering or have entered child marriage.
- Students can then work together to create academic research posters that present findings on: examining the benefits of evading child marriage, coping strategies and support access/provision. This could be displayed at the school and/ or at a mini exhibition/conference organised by students.
- Based on what they investigate related to session content topics, with tutor approval, the students can use empirical research such as: a questionnaire, interview, photography, participant observation to collect information about effects and support access and provision.

**Scaffolding:** Tutor guidance and support for basic research skills, research ethics, collating, analysing and presenting preliminary research findings and designing an academic research poster containing visuals, text and references.

## Suggested Resources

- Tutor-generated learner-centred case studies for the teaching/learning activity.
- School or community space to organise and present a student-led mini exhibition and/or conference on the effects of child marriage, benefits of evading child marriage, coping strategies and support access.
- Organising access to contacts and research placement for extension activity supported by a variety of tutor designed scaffolding activity sheets to help understand, plan, prepare for and implement the research brief.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras and/or audio-recorders.
- Access to the internet, computer and printer to plan and prepare research and design and print academic research poster after the completion of research, if accessible. Otherwise access to poster paper and art materials to prepare handmade academic research posters.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

# TOPIC: Protective Factors and Resilience

## Aims

**Mapped to Chapter 5 key learning points in the plotline for the video game Peace, available under 'Resources'**

- Empower young people in reporting incidents of CSA and sexual coercion by increasing awareness of the role of various agencies/individuals that can provide real-world information to help them identify and understand the various systems and services where cases of child marriage and perpetrators of sexual and physical violence can be reported. For example, providing links with non-governmental organisations (NGOs) and information about services, such as sexual reproductive health, existing support services and gender-based violence shelters.
- Increase young people's knowledge about sexual exploitation as a route to child marriage by providing information about the legal position. For example, providing access to information on the law on child marriage, health implications and where to access help.
- Empower young people to be active in marriage decisions. This can be achieved, for example, by helping them appreciate that focus, perseverance and determination can enable them to realise their dreams and aspirations in spite of adverse childhood experiences. Also, by helping them to recognise that they are not passive victims in sexual decision-making and that they can get help.
- Demonstrate the importance of protective factors and networks of support for young people at risk of sexual coercion and child marriage. This can be worked towards by, for example, portraying the role parents and other community members may play in both perpetrating and preventing child marriage and other forms of violence against children. Also, by helping them to identify and consolidate strong pro-gender equality networks and support for evading child marriage in their immediate environment, such as friends, family, teachers and community workers.
- Enable young people to appreciate the long term benefits of staying in school and the supportive environment that school can provide.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations. For example, introduce them to alternative income-generation opportunities.



## Learning Outcomes

**By the end of the session, students:**

- Must become familiar with all protective factors;
- Should reflect on how protective factors may benefit resilience to move forward in a life enhancing manner;
- Could examine how lived experience could be drawn on as one's own power to survive and contribute to the survival of others.

## Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Individual (privately expressed) and collective (openly shared) feedback on key learning and reflections on any changes/shifts in understanding and attitudes.



## Teaching and Learning Activities

### In small groups

- Each group chooses one of the topics in the contents section shared by the tutor. Each group creates a tree on large poster paper (e.g. A3 poster/manila paper). For the selected topic the group works together to identify the key components that facilitate the chosen topic, such as education, information related to laws and policies, networks, income-generation opportunities and supportive/protective agencies and services. These are used to label the roots of the tree. The group considers the benefits of the roots for the tree and what they believe can grow from the roots. The group labels the leaves and fruits on the tree with the key words of the benefits.
- Each group undertakes and completes an online or empirical research activity task exploring one of the topics in the contents section provided by the tutor. The class, as a whole, should cover all the topics (young people's discussion of laws through debates, peer-to-peer exchange and exploration

of literature should be encouraged as a critical component of developing positive changes).

- Each group engages in and presents self-evaluation regarding what was learned through the activity.

**Scaffolding:** Tutor introduces the content focus and key areas to consider for the task. This involves providing background information, key vocabulary and concepts, which learners will need to understand to complete the tasks involved. Students are provided with information about what they will have to do as they work their way through the research activity, which should be firmly anchored in real-life context. The tutor guides the students through a set of research tasks with each group exploring the chosen topic.

Whole class display and presentation of tree posters and discussion should be facilitated by the tutor to cover key learning points.



### Extension Activities

- Learners design and prepare an advocacy campaign against child marriage using agreed local language/s. This could for instance consist of making real-world posters providing information for support to overcome the difficulties of child marriage and/or prevent child marriage. It could also involve the presentation of drama, dance, songs and art work drawing on local and other forms of techniques, as preferred, taking a stance against child marriage and educating others about preventing child marriage and building content related to protective factors and resilience. This could be recorded as an audio-visual and shared on a national and international social media platform.
- To support young people with being prepared for adjusting to and managing puberty and related changes in their body/biology and sexual reproductive health, visits to or invited speakers from existing support services could be planned and initiated (this could also involve a focus on ways in which peer support can contribute to managing changes and maintaining good sexual reproductive health).
- Field visits and exposure to health facilities, community health centres and other community-based contexts could also be planned and integrated to develop understanding of, for instance, what child mothers experience. This should be followed by facilitated discussion and supported with a duty of care for the possible emotional impact on young people (e.g., creating space for them through sensitively organised onsite activities bearing in mind context, people and environment) and follow-up class activities to share and discuss what they learned, how this had an impact on them and how it made/makes them feel. It is important that young people feel supported and able to share their learning, experience and related personal feelings, if they choose to do so, and their feelings are acknowledged, held and contained with respect and positive regard.

### Suggested Resources

- Access to support organisations/ people/ community resources.
- Access to local community artists.
- Access to local community advocates against child marriage.
- Access to A3 poster/manila paper and coloured marker pens.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



## TOPIC: Bystander Intervention

### Aims

#### Mapped to Chapters 3, 4 and 5 key learning points in the plotline for the video game Peace, available under 'Resources'

- Help young people to understand that tackling child marriage is everyone's business and invite them to reflect on the possible effects of bystander apathy and complicity.
- Empower young people in understanding the relationship between sexual coercion and child marriage and in reporting incidents of CSA and sexual coercion.
- Help young people understand ways in which adults may groom them using various tactics and increase awareness of the role of various agencies/ individuals that can help them.
- Empower young people to explore active bystander intervention and how peers can play an important role in challenging, reporting and deterring abusive behaviour.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations.

### Learning Outcomes

- By the end of the session, students:
- Must become aware that active bystander intervention (or lack of it) has powerful consequences;
- Should reflect on how young people can challenge child marriage;
- Could examine how peer pressure can change attitudes and behaviours towards child marriage.

### Formative Assessment

- Completion of activity.
- Question and answer during discussion.
- Feedback on key learning and reflections on any changes/shifts in understanding, attitudes and behaviours regarding bystander intervention.

## Teaching and Learning Activities

**In small groups**

Read one shared case study presenting a bystander behaviour and in your group prepare a brief whole-class presentation in response to the following questions:

- What type of bystander behaviour is demonstrated in the case study?
- What are the characteristics of bystander intervention/ apathy/ complicity?
- Why might some bystanders feel they cannot intervene and what could be done to make it easier for them to intervene?
- What are your thoughts/feelings about what the bystander is experiencing in the case study?
- What are your thoughts about what the bystander should/should not do?
- What would/would you not do?

**Scaffolding:** Whole class discussion should be facilitated by the tutor to cover key learning points.

**Alternative option:** The case study could be replaced by a couple of short films or one long film (fictional or documentary) portraying bystander behaviour towards young people experiencing or perpetuating child marriage. The films could be sensitive to and inclusive of different languages, socio-economic and rural/urban backgrounds. The whole class could observe this and the above-mentioned questions could be adapted for observation notes and discussion. Please click on the examples below of films on child marriage that could be viewed for this activity:

- [Bride Trade. Fighting Tanzania's child bride tradition](#)
- [The Fishermans Diary Official Trailer. An award-winning film from Cameroon available on Netflix.](#)

**TOPIC: End of Study Programme Evaluation****Aims**

**Mapped to key learning points in the plotline for the video game Peace, available under 'Resources'**

- Summary and analysis of session topics and activities with students.
- Documenting and analysing students' reflections, self-analysis and shared feedback.
- Collation and discussion of observation, feedback and review of process that occurred during and after each session/activity. For example, students could present some key points that they notice and are comfortable to share during the end of programme of study evaluation (this may be relevant if they are asked to maintain a reflective written/audio-visual/art-based journal or diary to document and reflect on their thoughts/feelings and key learning from each session activity).

**Suggested Resources**

- Marker pens and paper.
- Video game material from Chapters 2 and 3.
- Short films or a documentary film on the session topic portraying the bystander behaviour for young people experiencing or perpetuating child marriage.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

**Learning Outcomes**

**By the end of the session, students should be able to reflect on and evaluate the extent to which their learning experience has created shifts in their understanding, knowledge, attitude and behaviour including:**

- Changing behaviours and attitudes towards child marriage;
- Addressing negative gender attitudes;
- Learning about the impact of child marriage on self and others;
- Increasing affective and cognitive empathy towards children who have experienced child marriage;
- Developing help-seeking initiative and awareness about where/how to access help and support.





### Suggested Resources

Please click on examples below of some resources with ideas and tools to adapt for developing evaluation of teaching and learning activities:

- [A mini-evaluation pack for youth groups and organisations](#)
- [Participatory evaluation with young people](#)
- [Evaluating participation work](#)
- [Am I reflective learner ?](#)
- [The learning diaries/ 5 fantastic ways you can get young people to love evaluation](#)
- [Behaviour reflection activity](#)
- [Using journals and learning \(b\)logs to assess learning](#)

### Participatory art approaches

See, for example, the list of weblinks under the 'Additional Information' section in 'Resources' for approaches, such as photovoice to develop a reflective diary on activities and key learning.



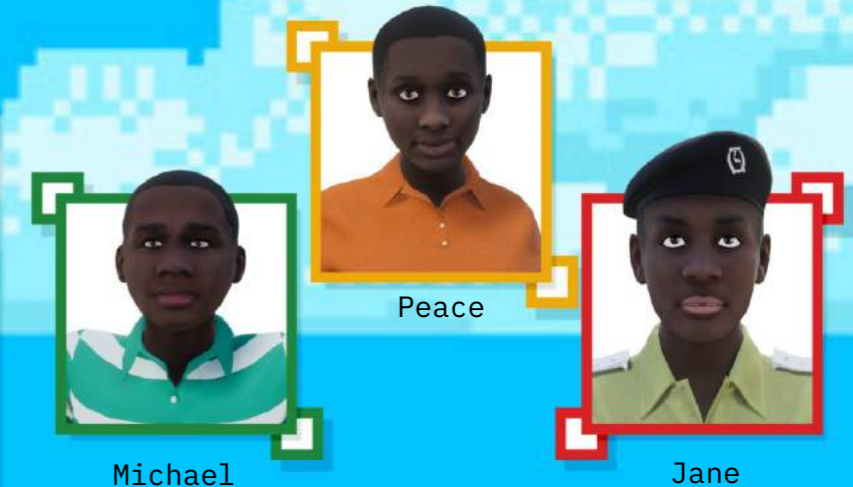
## Plotline for the Ni3 Video Game 'Peace'

<http://www.noneinthree.org/uganda/game/>

### MAIN CHARACTERS

Girl (Peace), Boy (Michael), Stepmother (Agnes), Father, Police Officer (Jane), Teacher, Boda boda rider.

Peace, Michael and the Father are playable within the game.



Michael

Peace

Jane



Simon

Jonathan

Agnes

Paul

### INTRODUCTION

This game follows a brother and sister: a boy 14 years old (Michael) and a girl 15 years old, Peace. Michael and Peace come from a family of three siblings and two step-siblings. Their mother (who was herself a child bride) died in childbirth when Michael was born. Their father, Simon, remarried and has two boys with Agnes (8 years and 6 years). Michael and Peace's older sister, Harriet, who would now be 16 years old, has been missing for over a year. The parents claim she ran away; Michael and Peace have been badly affected by her leaving as, after their mother died, she was the one watching out for her younger siblings and they became very close. Their family has always struggled financially, Simon works in construction and Agnes grows and sells vegetables. Agnes is cruel and has always ill-treated her step-children. Although she is given money for their school fees, she believes it is wasted on girls and often spends Peace's fees on other things, causing Peace to miss a lot of her schooling. She clearly favours her own children and often leaves Michael and Peace without food.

\*Plotline for Ni3 Video Game 'Peace' developed by the None in Three Research Centre



## CHAPTER 1

This chapter takes place during the day Agnes's children are at school; although Peace asks to go with them, her stepmother orders her and Michael to complete a variety of chores for the household instead. Peace will have typical 'female' chores of cleaning and preparing food and Michael will be asked to harvest/weed the cassava from behind the house. After the pair complete their chores, they decide to play a game together in the cassava fields – this introduces the player to a 'sneaking' mechanic where they control Michael who must 'tag' his sister. If she sees him she will run to another part of the field and the game continues. The tutorial ends and the children return to the house, where the player can interact with items in the environment to hear an inner monologue of Michael's feelings about them.

A female law enforcement officer (Jane) arrives at the house to speak to the parents about the missing older sister. Peace is told to go prepare dinner for the other children who will be home shortly but she is upset at being told to leave, which prompts her father to scold her. The parents are initially dismissive of Jane's enquiries into Harriet's whereabouts and eventually ask her to leave. Michael follows Jane to the door where they have a brief chat as she is preparing to leave; Jane asks Michael to find her at the market over the next few days if he hears anything about his sister and then departs. Peace returns to her parents and asks to go to school the following day; this causes her stepmother to berate her and tell Simon that they should marry Peace off whilst she is still of value. She mentions that Peace is too free spirited and that she needs a man to calm and protect her and that it would lessen the burden of their own household if they did so. Simon, choosing not to get involved, leaves to go drink with a friend. This causes great doubt to Peace as she wonders whether her only value is that of a wife if her father wouldn't defend her. The chapter ends as she Peace and Michael go to their respective beds.



## CHAPTER 1 Key Learning Points

1. Parental neglect, negative attitudes towards the education of girls and perception of marriage as a panacea for deprivation and a source of economic security for women increases the risk for school dropout and child marriage.
2. Gender inequality and gender stereotypes lead to lesser value being placed on girls' education and the belief that the role of females should be solely as wife, mother and domestic worker.
3. Gender inequality robs females of the rights to make their own decisions concerning their future.
4. Gender inequality is perpetuated by women as well as men.
5. There are very significant health risks to females bearing children at an immature age.
6. As child marriage is illegal, the practice is often cloaked in secrecy.
7. Staying in school can reduce the risk of child marriage for girls.
8. Poverty is often cited as a primary reason parents marry their daughters off at a young age. If this happens while the girl is still a virgin, the bride price is usually higher, hence the motivation to marry girls off when they are very young.

## CHAPTER 2

Peace and Michael arrive at the market with a short list of items to buy and bring home. They have a brief discussion about the events of the last chapter as a recap for the player. Michael, seeing how upset his sister is at being refused a place in school, tries to cheer her up by creating another game; he challenges Peace to a race to see who can collect their half of the shopping and get back to the entrance the quickest. This will be part dialogue based as the player is offered pair after pair of items and must pick one to find in the environment. Although there will only be a small number of items for the player to collect, this will make individual playthroughs unique for every student and gives them the chance to customise their quest. Regardless of the player's speed, they will be the first back to the entrance and will be perturbed to see that their sister is nowhere to be found. The player is then tasked with finding her and eventually does so at the boda boda rider stand where she is talking to a boda boda rider (Paul) who has enticed her over. He is about 36 years old. Paul tells Peace that he's been watching her, that she is beautiful and would make a great mother for his children. He asks her for a 'love relationship' but she shakes her head. He quizzes them about their home life and when he finds out the children haven't eaten breakfast, he takes them to a rolex seller in the market and then buys her a meal, ignoring Michael throughout. He tells Peace that if she becomes his wife, she will never go hungry again and will have everything she wants. He entices her to get on the motorbike. She is flattered to have the attention of an older man and as she has been wondering whether she would be better off giving up school for marriage, she decides to go with him. They ride off as Michael watches in despair.

The scene changes to Paul's house where Peace and Paul have just arrived. Peace begins to ask him questions about himself and it becomes clear that he is not a good person. He takes the half of the money that Peace was given by Michael earlier in the chapter to buy shopping in their 'race' and orders Peace to prepare food and clean the house. While doing the chores she sees evidence of the man having another family. She realises she has made a mistake going with him and, as she has school the next day, she asks the man to take her home. He tells her that she will not be going home, that he will kill her before he allows her to humiliate him and she now belongs to him. He then tells her she will not be going back to school, that that they will make babies, and once her father knows she has been defiled, he will not allow her back home anyway. Peace sits and cries.



## CHAPTER 2 Key Learning Points

1. The decision of some girls to get married young reflects the fact that girls may exercise agency and are not necessarily passive participants in their marriage.
2. Not all child brides are forced into marriage, some have willingly entered into such relationships. However, their 'consent' must be understood within the context of coercion, power differences and the desire to improve life and opportunities.
3. Grooming behaviour draws on several strategies including flattery, gifts, special attention and the exploitation of a child's vulnerabilities.
4. Men who take child brides informally are likely to have more than one wife.
5. Once a girl is entrapped, physical and sexual violence can make it impossible for her to leave.
6. A girl's virginity is considered an important signifier of her value – however, this is primarily for the benefit of the parent (to increase bride price) rather than to protect any rights the girl has.

## CHAPTER 3

This chapter starts with the player controlling Michael at the market after Peace left with the boda boda rider. A short inner monologue from him helps remind the players what happened in the last chapter.

Michael worries about his sister leaving but remembers that Jane said she was going to be in the market over the next few days so he decides to find her to ask what to do about Peace. The player has a short sequence where they must explore the market until they 'spot' Jane. Michael now decides to follow her around for a short while to see if she is trustworthy and he overhears Jane asking questions of market stall owners about his eldest sister. It turns out that the Harriet's husband has a brother at the market stall who reveals that Harriet did get married but her husband has also gone missing. Apparently, he fled the local area due to police interest in his underage bride. This further motivates Michael to follow her as he wants to discover what happened to his eldest sister.

Eventually, Jane catches Michael as he grows bold and sneaks too close to her. She sees that he is clearly distressed so offers to buy him lunch as a way to talk to him and see if she can find out what is wrong. This scene will be a contrast of the scene with the boda boda rider who bought Peace a meal (of his choosing) as Jane will ask Michael what he wants, which gives the player some agency in the game. They have a long discussion where Jane asks Michael about his family life. Michael is a very curious child asking questions about the things he overheard the police officer talking about. However, he is currently unwilling to open up about his own life, which prompts Jane to tell him the story of Angel, one of the cases of child marriage she has investigated in the past. Angel is now 18 but has been in an informal marriage since the age of 15, having left home because of ill-treatment and dropping out of school. She has two young children and is pregnant with another. Due to early sexual activity Angel had an untreated STI, which damaged her reproductive system and she nearly died in childbirth. She has had two still births and C-sections for her other babies and is also worried that she may have a fistula. Jane says that Angel's husband is a brutal man but Angel cannot return home as her father has not forgiven her because he was denied her bride price. Given her minimal education and literacy, Angel

has few options but to work in the fields and doesn't envisage being able to send her own children to school. Throughout the conversation Michael asks questions about Angel's life and, at the end of the story, Michael decides he trusts the police officer and asks her what happened to his eldest sister. Jane does not go into detail but explains that they are worried for her safety. Michael asks if Harriet could have been killed, which Jane says is possible and it's why they are trying to find both her and her husband. Michael tells Jane about his concerns for Peace, which prompts her to tell Michael that he must tell his father about Peace and it is imperative they find her as quickly as possible.

This chapter is about the hardships that often come with child marriage and leaving education early in life and helps Michael to understand why the police officer is trying to find his eldest sister. The chapter ends with Michael pondering what Jane told him and going to look for his father at home.



*Peace, 15, is a friendly person from a low income family. She has one brother, Michael, and 2 stepbrothers. She had many friends in school, but she's lost contact with them recently as her step-mother takes the money for her school fees and uses it on other things.*



*Michael, 14, is Peace's brother. He's very good at sneaking around and highly inquisitive. He wants to continue with his education so that he can become a city engineer. He is very close with Peace.*



## CHAPTER 3

### Key Learning Points

1. Child marriage is illegal.
2. There are agencies and professionals who are working to prevent it.
3. There are serious physical and mental health consequences for girls who are forced into sex at a young age and who become pregnant (including STIs, still births, death in childbirth, fistula).
4. While it might be given as a reason, child marriage does not stop poverty. For the girl it may entrap her in perpetual poverty as dropping out of school will leave her with few options to be economically independent.
5. Child marriage often triggers a web of disadvantage for the girl, her children and immediate family.
6. There are links between child marriage and sexual and physical violence.
7. Girls in informal marriages are at particular risk as they often have fractured relationships with their own families and cannot go to them for support.



*Agnes, 31, is Peace and Michael's stepmother. She is good at cooking, sewing and farming, and is loyal to her family but only sees her biological children and her husband as her family, causing her to mistreat Peace and Michael at times.*



*Simon, 34, is Peace and Michael's father. He is strong, has good leadership abilities, and is respected by his fellow construction workers. He has a group of friends from the village that he drinks with on some nights, Jonathan being one of them.*



*Jane, 29, is a police officer and is strong both physically and mentally. She has good negotiation skills and is a hard worker. She spends a lot of time working with victims of violent crimes and child marriage.*



*Paul, 36, is a boda boda rider and market stall worker. His parents live in another town with his second wife who looks after them. Paul wants to have fun and enjoy his life, and not be worn down by families telling him what he needs to do and spend his money on.*

## CHAPTER 4

Michael arrives home to find that only his stepmother is there; she is preparing food and is angry that Peace did not come home to help her. Agnes does not ask where Peace is or if she is okay but instead complains about her, which helps show the nature of the character. Michael asks her where his father is and she laments that he is at the bar drinking. Michael leaves, upset with how she has spoken about Peace but determined to find his father.

The perspective changes to that of Simon at the bar as he sits down at a table with his friend, Jonathan, who is a teacher at a local school. Jonathan asks Simon why he hasn't seen Peace and Michael at school recently. This prompts Simon to snort and say that education is wasted on girls. Jonathan explains why it's beneficial for both girls and boys to be taught. This conversation explores both traditional and modern male perspectives. Moving the conversation on, Simon tells his friend that he is thinking of finding a husband for Peace, as he needs the bride price to feed his family. He thinks he should do this soon so that she does not run off like Harriet and while she is undefiled (a virgin), as this will increase her bride price. Jonathan reminds him that child marriage is against the law and counsels him again to keep his daughter in school, explaining that not only is it better for her but it will be better for him in the long run to have a daughter with the means to take care of her father later in life.

The player now controls Michael who has just arrived at the bar. The bars are relatively busy and the player must first find the father, which entails searching the numerous bars at the market to find which one he is in. When they do, Michael tells him that Peace has gone with a boda boda rider and he also tells him what the police officer said about the eldest sister. Simon is horrified and visibly grief-stricken as he thinks about the suffering of his first wife and what his first-born child may have gone through. He also realises the danger that Peace is in and leaves the table to question the boda boda riders around them, eventually finding out the name of the man that Peace left with and the area he lives in. Whilst Simon is talking to the boda boda riders, the teacher talks to Michael and they discuss the problem of the boda boda riders who wait outside the school. Jonathan promises to think about how they can fix it at which points Simon returns and they leave to find the police officer.



## CHAPTER 4 Key Learning Points

1. When males take action to promote gender equality, especially if they challenge other males, the potential for changing attitudes can be significant.
2. While families can be a source of risk for child marriage, the paradox is also true - appropriately informed families can provide the greatest protection for children.
3. Parents and professionals have a responsibility to ensure the protection and safety of children and they are the ones who must lead when action is needed to prevent child marriage.
4. The value of engaging boys in tackling child marriage.



*Jonathan, 38, is a secondary school teacher and is a people person and considered trustworthy. Like Simon, he has a group of friends from the village that he drinks with on some nights, with Simon being one of them. Jonathan works closely with students in his position as a teacher, and often provides advice to them when they're conflicted or struggling.*

## CHAPTER 5

This chapter starts with Peace at her 'marital' home. She is doing the same chores as she completed in Chapter 1, to signify that her situation has not changed for the better but has actually become worse, as she is now seen to be bruised. The player hears her inner monologue surrounding the marriage and it's clear that she is hungry and hurt. The boda boda rider is heard returning home and enters the house very drunk as he has been at the local bar eating and drinking with his friends. This upsets Peace as there is no food for her to eat. When she questions him, he strikes/pushes her and tells her to sleep outside with the animals. Peace sits down and cries but then decides that she needs to leave her 'husband'. She opens the door slightly and sees that Paul is asleep. The player controls Peace as she sneaks around the house and collects her belongings (the money she brought with her in Chapter 2 is found having been hidden by the husband) and then sneaks out of the house. From here, the player must sneak along the road in the shadows to avoid being seen as Peace fears that the neighbours will take her back to her 'husband'. However, she soon sees that her father, brother and the police officer are approaching the house and runs to them, shouting. Her father embraces her and asks her to recount what has happened. Jane tells the family to return home and says that she will arrest the boda boda rider.

Once they have returned home, the family discusses how best to ensure that Peace can have an equal education. They eventually decide to ask a family friend who does hair styling if there is any work that Peace can do to earn some money and also learn a skill. Additionally, Agnes begrudgingly agrees to give the school the money that the father puts aside for Peace and Michael's education, instead of spending it on her other children. In this conversation the player is asked – as Peace – what they would like to do in their future and are presented with a few options including following an education path (and are then given a number of options that could stem from that, such as becoming a teacher herself, studying to be an engineer or nurse) or a number of different trade based/vocational paths, such as hairstyling or opening her own business.

The next scene is one week (or a few days) later as Peace returns to school. Jonathan (as seen in Chapter 4) commends her for her spirit and resolve. He welcomes her back to school and informs her that, since her experience, he has procured some leaflets for counselling services and general information regarding child marriage for the class to have. He asks you to have a look and see what you think. The player is then tasked with taking her seat but they do get to explore the small classroom environment. Here they can overhear other children discussing Peace's experience. Some girls say that although they wanted to get married before, have now changed their mind. They also mention that they will ask the teachers to get the boda boda riders outside the school moved on. Before Peace takes her seat, the police officer arrives at the school to tell Peace that her 'husband' has been arrested and assures her that she does not need to worry about him anymore. The game ends as the player takes their seat in the classroom, with a slight smile to herself. Her ordeal is over.

The game has an epilogue that looks at Peace's life after her ordeal. To the delight of Michael, Peace and their father, the eldest sister is found; she is well and having escaped from her husband who was abusive, lives with her baby in a small dwelling in another town. Unfortunately, Agnes continued to ill-treat Peace and so she moved to live with her older sister. Peace helps with babysitting at weekends and evenings while her sister works in a hair salon. Peace's father pays her school fees but Peace is also learning hair styling in the evenings to make money to help out at home. The epilogue will also show that Michael chooses to not take a bride early in life, even when he starts earning a decent wage.

The game ends with Peace having finished school and considering her options depending on what the player chose when asked in the family conversation in Chapter 5.



## CHAPTER 5

# Key Learning Points

1. Why tackling gender inequality is important.
2. The importance of empowering girls at risk to make better choices.
3. Demonstrates that the use of positive peer pressure, to change children's attitudes, is a valuable strategy.
4. The importance of developing networks of support and the role of agencies.
5. The affirmation of the rights of girls when adults lead direct action to challenge predatory behaviour by males.
6. The influential role teachers can play in shaping the aspirations of young people.



## Resources



## Additional Information

(Please click on the resources provided below to access them)

Examples of youth advocacy and creative campaigns against child marriage that can be accessed online or locally

- [Singing for change: Baleke song on ending child marriage](#)
- [End Child Marriage](#)
- ["We are Girls, Not Brides": the anthem to end child marriage](#)

Icebreaker activities

- [Icebreakers- Energizers-and-Other-Activities](#)

Bystander intervention

- [Bystander intervention resources](#)
- [A sexual violence bystander intervention toolkit](#)

Examples of participatory art approaches for reflective diary/record of learning activities

- [Photovoice literature review](#)
- [PhotoVoice - a UK based charity that uses ethical photography to promote positive social change.](#)
- [Photovoice: Giving youth a voice in their community](#)
- [5 applications of photovoice](#)
- [The Comic Book Project](#)
- [Taking Bearings | Creative People and Places \(creativepeopleplaces.org.uk\)](#)

Resilience

- [27 Resilience Activities and Worksheets for Students and Adults](#)

Self-care activities and resources for young people

- [The Alternative Story](#)
- [Self-care is about the things we can do to look after our own mental health](#)

Ni3 resources

- [Ni3 Uganda](#)
- A non-threatening way of children acknowledging problems and being empowered to tackle them in the JESSE game. In [one of the Ni3 YouTube videos](#), the young person who played JESSE in the game talks about the superhero he would be.

Resources offering a global perspective on child marriage

- [Girls Not Brides](#)
- [CAMFED](#)
- [Advocates for Youth lesson plan on increasing awareness about child marriage](#)

Resources to work with and help young people

- [Global Guidance: School-related gender-based violence](#)
- [Very Young Adolescence](#)
- [What is known to date about working with men and boys- the evidence base](#)
- [Unicef- for every child](#)
- [What is sexual harassment?](#)
- [Voices against Violence Curriculum](#)
- [Safeguarding children in education: types and indicators of abuse](#)
- [INSPIRE: 7 Strategies for ending violence against children](#)
- [Teachers Guide for Sexual and Reproductive Health Life Skills for Adolescents](#)
- [Childnet International PSHE Toolkit](#)



# Framework

## Adapting Suggested Focus/ Outcomes for Students (ages 12-13)

1. To recognise their personal strengths and how these relate to their self-confidence and self-esteem.
2. To understand that self-esteem can change with personal circumstances, such as those associated with family, friendships and relationships (e.g., entry into a child marriage).
3. To recognise the characteristics of mental and emotional health and a range of healthy coping strategies.
4. To understand causes and triggers of unhealthy coping strategies such as: self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. Advisory note: It can be harmful to use teaching activities, visiting speakers or lesson materials that provide details on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating or that might provide a role model or inspiration for vulnerable students (e.g., personal accounts of the 'benefits' someone experienced from their self-harm/ disordered eating, their weight change etc.). This should always be avoided to prevent further harm.
5. To manage growth and change as normal parts of growing up (including consolidation and reinforcement of any prior learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).
6. To understand importance of and ways of taking increased responsibility for their own physical health.
7. To gain awareness about the use of contraception, including the condom and pill and being able to negotiate condom use.
8. To know that certain infections can be spread through sexual activity and that barrier contraceptives offer best protection against certain STIs
9. To understand ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations.
10. To know how to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR).
11. To understand the risks associated with child marriage, its status as a criminal act and strategies to access support for self and/or peers who may be at risk or who may have already been subjected to child marriage.
12. To understand and manage risk within the context of personal safety, especially in the context of child marriage.
13. To be aware of factual information about child marriage, including current government guidelines or policy.
14. To recognise and develop strategies to manage different influences (including peer and family influence) on their decisions (e.g., about entry into a child marriage).
15. To understand the personal, social and economic risks and consequences of child marriage, especially for girls and their families.
16. To clarify and challenge their own perceptions, values and beliefs about child marriage.
17. To identify cultural, religious, social, economic and other factors driving child marriage.
18. To identify the impact of child marriage on child mental and physical health.
19. To identify the impact of child marriage on children's access to and participation in education.
20. To identify how child marriage is different from other marriages
21. To recognise how sexual behaviour is influenced by perceptions of gender and power.
22. To know how to access child protection structures and other sources of support if concerned about own or others' exposure to child marriage.

# References for Curriculum Design and Content

- Ababio, B., & Littlewood R. (Eds.). (2019). *Intercultural therapy: Challenges, insights and developments*. London: Routledge.
- Anderson, J., Boyle, C., & Deppeler, J. (2014). The ecology of inclusive education. In H. Zhang, P.W.K. Chan & C. Boyle (Eds.), *Equality in education*, 23-24. Rotterdam: Sense Publishers.
- Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development*, 45(1), 1-5. <https://doi.org/10.2307/1127743>
- Boal, A. (1995). *The rainbow of desire: The Boal method of theatre and therapy*. London, Routledge.
- CIRAC. (2003). *Communication and power: REFLECT practical resource materials*. Retrieved April 8, 2021, from [http://netbox-production.s3.eu-central-1.amazonaws.com/filer\\_public/70/00/70007ba5-f9bb-4341-ba8e-7108c3a2ee11/reflect\\_-\\_communication\\_and\\_power\\_-\\_2003.pdf](http://netbox-production.s3.eu-central-1.amazonaws.com/filer_public/70/00/70007ba5-f9bb-4341-ba8e-7108c3a2ee11/reflect_-_communication_and_power_-_2003.pdf)
- Cohen-Cruz, J. (2012). *Engaging performance: Theatre as call and response*. Hoboken: Taylor and Francis.
- Crenshaw, K. (1991). [Mapping the margins: Intersectionality, identity politics, and violence against women of color](#). *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- Cruz, A., Sales, C. M. D., Alves, P., & Moita, G. (2018). The core techniques of Morenian psychodrama: A systematic review of literature. *Frontiers in Psychology*, 9, 1263. <https://doi.org/10.3389/fpsyg.2018.01263>
- Fenwick, T., & Landri, P. (2012). Materialities, textures and pedagogies: Socio-material assemblages in education. *Pedagogy, Culture & Society*, 20, 1–7. <https://doi.org/10.1080/14681366.2012.649421>
- Fraser, N. (2003). Social justice in the age of identity politics: Redistribution, recognition and participation In N. Fraser & A. Honneth (Eds.), *Redistribution or recognition? A political philosophical exchange*, 7-8. London: Verso.
- Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin.
- Giroux, A. (2011). *On critical pedagogy*. New York: Continuum International Publishing Group.
- Hooks, B. (2003). *Teaching community. A pedagogy of hope*. New York: Routledge.
- Hooks, B. (1994). *Teaching to Transgress. Education as the practice of freedom*. London: Routledge.
- Horton, M., Bell, B., Freire, P., Gaventa, J., & Peters, J. (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.
- Jewitt, C., Bezier, J., & O'Halloran, K. (Eds.). (2016). *Introducing multimodality*. Abingdon: Routledge.
- Johnson, E. S. (2008). Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education*, 5(1), 1-10. <https://doi.org/10.29173/cmplct8777>
- Johnson, V. (2011). Conditions for change for children and young people's participation in evaluation: "Change-Scape". *Child Indicators Research*, 4(4), 577–596.
- Malchiodi, C. A. (Ed.). (2012). *Handbook of art therapy (2nd ed.)*. New York: The Guilford Press.
- Sabates, P., Rose, P., Alcott, B., & Delprato, M. (2020). Assessing cost-effectiveness with equity of a programme targeting marginalised girls in secondary schools in Tanzania. *Journal of Development Effectiveness*, 13(1), 28-46. <https://doi.org/10.1080/19439342.2020.1844782>





*University of Huddersfield, UK  
Makerere University, Uganda*

*Dr Priti Chopra  
Professor Paul Miller*



ISBN 978-1-86218-197-7

Curriculum to Support the Prevention of Child Marriage  
and Gender-Based Violence in Uganda

University of  
**HUDDERSFIELD**  
Inspiring global professionals