

THE  
LUMINOS  
FUND

# YOUR PROMISE





# NOTE TO USERS:

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- Please use the enclosed flipbook to deliver a high-quality session for Luminos students. The session should last for **one hour**.
- Please make the session as **joyful** and interactive as possible. Start with an icebreaker or song. Encourage children to share their ideas, experiences, questions, and reflections, generating as much dialogue as possible.
- Space and weather permitting, please take children outside for the session. Form a circle or tight cluster and have children sit on the ground.
- When delivering the session, please feel free to combine up to two classes of Luminos students.
- At the end of the session, please ask children the questions on page 18 to gauge understanding and recap what they have learned.

- **Learning Outcomes:**

By the end of the session, students should be able to:

1. Name five rights that children have.
2. Describe Luminos Fund's policy on corporal punishment in the classroom, and describe what they should do if they encounter corporal punishment in the classroom.
3. Describe who a safe adult is and name a safe adult they can turn to for help.

*The Luminos Fund is committed to creating a culture within the organization and our classrooms that recognizes the importance of safeguarding children and prioritizing their rights. We strive to uphold international safeguarding standards and the rights of children. Ensuring Luminos classrooms are safe learning environments that promote student well-being is at the heart of our work.*





Kenya  
1st  
2nd

1st - 2nd  
1st - 2nd





# RIGHT TO GO TO SCHOOL AND LEARN

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Did you know that every child has the right to education – the right to go to school and learn? *Ask students to raise their hand if they knew this.*

What is education? How can education help us as young people? *Select 2-3 students to share.*

Education helps develop our talents, skills, and knowledge so that we can be the best version of ourselves – so we can reach our full potential! What do you think about this? *Select 1-2 students to share.*

Can anyone think of a time when you were not able to go to school? Maybe it happened when you were younger. What happened? *Select 1-2 students to share.*

There are several reasons why it might be hard to go to school or stay in school. Today, we'll discuss what we can do about it.

For now, what have we learned? We have the right to be in school and learning, and no one should take that from us.



## Summary chant:

We have the right to go to school  
and learn!







# INCLUSIVE LEARNING AND CELEBRATING DIFFERENCES

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Did you know that every person is different? *Ask students to raise their hand if they knew this.*

Class, what do we mean by 'different'? What makes you different? *Select 1 student to share.*

I might be different because I am tall, or good at math, or good at football. I might be different because I am from another tribe than my friend, or I moved here from another place. Maybe I think, learn, speak, or look different from my friend. Being different is ok! What makes you different? *Select 1-2 more students, until students understand what we mean by 'different.'*

Class, meet my friend Alpha (*point to the boy wearing pink at the chalkboard*). He is a strong boy, but sometimes he mixes up numbers when he writes. Can we learn if we have trouble writing (*yes, we can learn, it just may take us a bit longer – and that's ok!*)? *Select 1-2 students to share.*

All students can learn. And we all learn differently. For example, some students might learn more quickly. Other students might learn more slowly. Some might be better at math, or writing. That is ok! Class, what do we think about that? Can we commit to celebrating our differences? *Select 1-2 students to share.*

Class, can we help our friends like Alpha to learn? Is there anything we can do? *Select 1-2 students to share.*

Each of us has a role to play in helping our friends learn. Can we commit to helping our friends learn? *Ensure children understand. Ask students to say "yes" all together.*

What have we learned? We are all different. Our differences make us special. Every child can learn, and there is a role for each student to play in helping their friends learn.



## Summary chant:

We are all different! Every child can learn – I will help my friends learn!







# ALL CHILDREN ARE SPECIAL: GIRLS AND BOYS

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Did you know that both girls and boys are special? *Ask students to raise their hand if they knew this.*

What do we mean by this? *Select 1-2 students to share.*

Class, do we know what 'discrimination' means? *Select 1-2 students to share.* Discrimination means treating some people differently from others because of their gender, religion, disability, tribe, or other characteristic.

Children have the right to live without discrimination based on gender, tribe, ethnicity, language, or religion, among other things. However, in some places, people think girls can only do certain things, and boys can only do other things. Is this correct? *Select 1-2 students to share.*

Class, can someone share an example of when they saw a friend or family member get hurt or treated poorly based on whether they are a girl or boy? *Select 1-2 students to share.*

Does anyone like to play football, like these children *(point to the picture)*? Can both girls and boys play football? *Select 1-2 students to share.*

In some places, only boys are encouraged to play sports like football. However, we can all play sports: both girls and boys. What do you think about this? *Select 1-2 students to share.*

Can both girls and boys be nurses? What about doctors or teachers? *Call on 1-2 students to share.*

Both girls and boys can be doctors, teachers, nurses, police officers, scientists, and farmers when they grow up. Remember that. What do you want to be when you grow up? *Call on 2-3 students to share.*

What have we learned? Both girls and boys are special. No one should be treated poorly based on their gender. We all have the same right to be treated fairly.



## Summary chant:

We are all special! We have the right to be treated fairly.







# PROTECTION FROM VIOLENCE (PART 1)

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Did you know that every child has the right to live and learn, free from violence, abuse, and harm? *Ask students to raise their hand if they knew this.*

Class, what is violence? *Select 2-3 students to share.*

Violence might include hitting, pushing, pinching, and kicking. Violence is not a healthy way to solve a problem for anyone – both adults and children.

Meet Mr. Konneh *(point to the teacher wearing orange)!*

Mr. Konneh is teaching students the alphabet. He is using his stick to point to the letters. What should Mr. Konneh **not** use the stick for? *Call on 1-2 students to share.*

In Luminos classrooms, your teacher is never allowed to hit you. Hitting is not a healthy way to solve a problem.

What should you do if you're hit in class? *Select 1-2 students to share.* A Luminos staff member or program supervisor can help. Let them know what happened next time they visit your class.



## Summary chant:

We have the right to live and learn, free from violence!



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Handwritten notes on a piece of paper, including symbols like 'u', 'v', 'w', 'x', 'y', 'z' and some numbers.

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# PROTECTION FROM VIOLENCE (PART 2)

Class, meet Boima (green shirt) and Kebbeh (yellow shirt). Boima needed a pencil, so he took Kebbeh's pencil. This made Kebbeh angry, so Kebbeh hit Boima. Is this ok? What might Kebbeh have done instead? *Call on 1-2 students to share.*

Are there other examples when you might get hurt by someone? Perhaps by someone at home or in the community? *Select 1-2 students to share.*

Are there other ways these problems could be solved without violence? *Select 1-2 students to share.*

What have we learned? Children have the right to be safe from violence and harm, both inside and outside of school. Violence from your teacher or other students is never allowed.

There are healthy ways to solve problems, by using your words and seeking help from an adult. Remember this!



## Summary chant:

We have the right to live and learn, free from violence!







# PROTECTION FROM BULLYING

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Sara (*pink and orange shirt*) is taking her turn to write on the board. What are the children around her doing (*teasing her, right?*)? What do you think happened to Sara? How do you think she feels? *Select 1-2 students to share.*

Have you ever felt like Sara? What was happening and who made you feel that way? *Select 1-2 students to share.*



Bullying is when children are mean or unkind to each other. Bullying is not allowed in class.

No one likes being picked on or bullied. It is not a nice feeling at all. So, what must we do? What are things we can do to be kind to one another? *Select 1-2 students to share about kindness, listening, and respecting differences.*

Class, remember that friendships help you learn and grow together. We respect and help others. As discussed, we celebrate our differences.

What have we learned? Bullying is when people are mean or unkind to one another. We do not allow bullying. We will be kind to one another, help each other learn, and celebrate our differences.



## Summary chant:

No hurtful words or actions! We will be kind to one another.







# PROTECTION FROM UNWANTED TOUCH

Did you know that children have the right to protect their own body: the right to protection from unwanted touch or **bad touch**? *Ask children to raise their hand if they knew this.*

Class, what do we mean by bad touch? *Call on 1-2 students to share.*

Bad touch is when someone touches or hurts our body in a way that does not feel good, or when the touch is unwanted. Does everyone understand? *Ask children to raise their hand if they have a question.*

Your body belongs to you. Remember that.

In some places, bad touch (for both boys and girls) leads children to become parents before they have completed school. This is not right. As we learned, children have the right to go to school. Without completing school, it is hard to be your best self. Class, what do you think about this? *Select 1-2 students to share.*

What do you do if you are in a situation where you experience bad touch or are afraid you might experience it? What can you say if this happens? *Select 1-2 students to share.*

You can say: "Stop. This is my body and I want to keep it safe!"

If you or a friend experience bad touch, immediately find an adult you trust, like a teacher, neighbor, family member, or village chief. Tell them what happened. A trusted, safe adult can help you.

What have we learned? Children have the right to protect their body. Bad touch is not allowed. **Immediately tell a safe adult if you've experienced bad touch.**



## Summary chant:

My body belongs to me!





u —→ —  
m — m  
u r —→ m  
m m  
↓ u

—→ m  
m m  
m —→ m  
u

m  
m —→ m  
r —→ m  
m m



# WHAT TO DO IF THINGS GO WRONG

What do we do when things go wrong? For instance, what do we do if we miss school, or if someone hits us, or if someone wants to stop us because we are a girl or a boy? Class, what do we do? Does anyone have an idea? *Select 2-3 students to share.*

Meet Kumba (*point to the student wearing blue*). Something has happened to Kumba. What do you think happened? *Select 1-2 students discuss.*

If this was about bad touch, what should Kumba do? *Call on 2-3 students to share.*

Kumba's teacher is close by in the classroom. Do you think he can help? *Ask all students to say yes or no.*

Your teacher can be a safe adult who you can speak with if you feel unsafe. They can help you get the help you need. Do you understand? *Ask all students to say yes or no.*

Let us pretend that instead of bad touch, Kumba yelled in class (she talked out). Because of this, her teacher hit her hand with a stick. What should Kumba do? *Call on 2-3 students to share.*

A Luminos staff member or supervisor can help. Tell them what happened the next time they visit your class.

Who is a safe adult? *Select 1-2 students.*

A safe adult is someone you trust. A safe adult is someone who cares for you, even when things go wrong. They could be your teacher, Luminos staff member, village elder, family member, auntie, uncle, or someone else. Please tell a safe adult if you feel unsafe, ok? Safe adults can help.

Class, please close your eyes, and think for 1 minute about who your safe adult is. *If possible, ask students to write the name of their safe adult.*

Does anyone want to share? *Call on 2-3 students to share.*

What have we learned? If something goes wrong, talk to a safe adult.  
Remember who your safe adult is. Safe adults can help.



## Summary chant:

A safe adult can help! We have the right to be heard and ask for help.



# WRAP UP

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Let us sing...

We have the right to go to school and learn!

We are all different! Every child can learn – I will help my friend learn!

We are all special! We have the right to be treated fairly.

We have the right to live and learn, free from violence!

No hurtful words or actions! We will be kind to one another.

My body belongs to me!

A safe adult can help! We have the right to be heard and ask for help.



# RECAP

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*After singing, ask children the questions below about the lesson. If possible, divide children into small groups of 4-5 and make it a game.*

1. Can someone tell me one right they have? *(call on 3-4 students)* *Answers: Right to education/to learn, right to be free from discrimination, right to be free from violence, right to protect one's own body.*
2. True or False:
  - Can both boys and girls grow up to be doctors? *Answer: Yes!*
  - Who can be the top student in the class (a boy or girl)? *Answer: It could be a boy or a girl!*
  - Who should have the chance to go to school (a boy or girl)? *Answer: Both boys and girls have the right to attend school.*
3. What should you do if your teacher hits you in class? What about if your friend hits you? *Answer: If my teacher hits me, I should tell a Luminos staff member or program supervisor. If my friend hits me, I should try using my words to solve the problem and tell a safe adult.*
4. If your friend is struggling to read or write, can they learn? *Answer: Yes! My friend can learn, they may just learn differently than me.*
5. What should you do if you see your friend struggling with a lesson? *Answer: I can help my friend learn.*
6. What is one strategy you could use if someone makes you upset (other than using violence)? *Answer: Tell them how I feel and why I'm upset, suggest a compromise or alternative solution, or tell a safe adult.*
7. Who is a safe adult? *Answer: Someone who I can trust, who cares for me when things go wrong.*
8. Can you tell me the name of your safe adult? Who are they? *Example answers: Mother, father, Luminos teacher, village chief, etc.*



