



WHY NOT *YOU?* WHY NOT *NOW?*

SPARK

CHANGEMAKER NETWORK MAGAZINE 2nd Edition

03 Cycle of Violence

06 Types of Power



masfundels
**CHANGE
MAKER**
NETWORK

CHANGEMAKER



WHY NOT YOU?
WHY NOT NOW?

CHANGEMAKER



WHY NOT YOU?
WHY NOT NOW?

Lets talk about

VIOLENCE

Which words from the list of words do you associate with violence? Circle the words.

PAIN PEACE DANGER PROTECTION FIGHT
HARMLESS HURT SAFETY ABUSE

What other words do you know that relate to violence? Write them down here:

What we can all agree on is that these words bring about negative feelings such as being scared, emotionally hurt, feeling unsafe and unfree. What can make us usually feel like this is violence. A common definition by The World Health Organization (WHO) is that violence is:

"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation."

Intentional that means that it is done on purpose.

Maldevelopment abnormal or imperfect development or growth

Deprivation the lack or denial of something considered to be a necessity.

There are three broad categories of violence, according to the perpetrators of the violence namely: Self-directed, interpersonal and collective violence.

Self-directed violence

refers to violence in which the perpetrator and the victim is one individual.

Example: suicide, self-abuse, harmful negative self-talk etc.

Interpersonal violence

refers to violence that is committed by someone to another person. The perpetrator can be a family member, intimate partner, school mate or a stranger. **Examples:** child abuse, bullying, domestic violence, gender-based violence, house breaking, assault by a stranger etc.

Collective Violence

refers to violence which is exercised by members of a community that identify themselves as a certain group against another group of people.

Examples: genocide, repression, terrorism and other organised violent crimes.

CYCLE OF VIOLENCE

Calming/Honeymoon Phase

Apologizes, makes promises to never do it again, Incident is put under carpet, abuse/violence does not take place for a while.

Tension Building

communication breaks, misunderstanding, arguments, the victim gets scared / the perpetrator get angry

Reconciliation

Gives excuses, apologizes, denies the abuse, blames the victim

Incident

verbal, emotional and/or physical abuse happens. Intimidation, threats, blaming etc



Vulnerable Groups

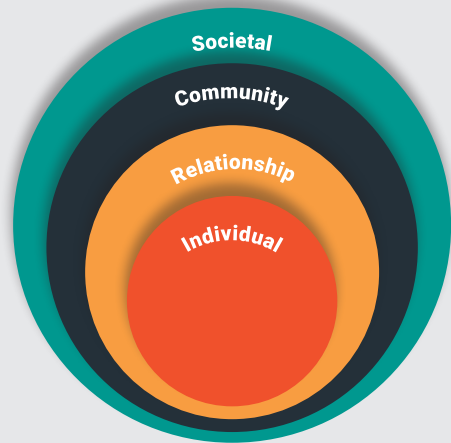
Vulnerable groups are people in our communities who are often at great risk of being discriminated, violated and treated unfairly. Vulnerable groups differ from community to community. This is influenced by social, political, religious, cultural and economic factors.

Common vulnerable groups in most communities are persons with disabilities, the elderly, women and children, members of the LGBTQIA+ community, foreign nationals, the homeless, people with albinism. There is no closed list to vulnerable groups.

RISK FACTORS

That lead to violence and crime

The socio-ecological model helps us to better understand a range of factors that put people at risk of violence and criminal activities in four levels, namely: Individual, relationships, community and society level.



Societal

- Political and economic crisis
- Violent norms and values
- Portrayals of violence in the media
- Gender and social inequalities

Community

- Formation of youth gangs
- Drugs consumption and dealings
- Lack of positive role models
- High crime rate
- Not enough social services
- Weak infrastructure to meet young people's needs and lack of leisure activities
- High school dropout rate

Relationship

- Weak parental supervision
- Relationship problems of the parents
- Low socio-economic status
- Low levels of education of parents
- Criminals as friends
- Drug use in the peer group

Individual

- Biological vulnerability
- Low self-esteem
- Participation in behaviour that endangers health
- Impulsiveness
- Victim of child malnutrition
- Lack of skills to resolve social problems
- Alcohol and drug access and abuse



Mkhonto Ncobo

"When I was first selected, I was surprised and happy, because my peers saw that I have the ability to do more and I realised that I can do anything that I put my mind to and make a positive difference."

As I learnt about the Socio-ecological model of violence at the Changemaker training, in my opinion for children be able to be protected from the risks of violence we need a connected and healthy functioning structure as such families, schools, and programmes like the Masifunde Changemaker Network to get us thinking, involved and working together as the young people. I am looking forward to the 2022 campaigns in our schools."

Perpetrator-Victim Dynamics

Violence is a learnt behavior that is reinforced by patriarchal systems that are often supported by our societies. Usually there is a perpetrator of violence and a victim of violence.

A **perpetrator** is the person who *commits the violence* and a **victim** is the person the *violence is committed against*.

Let's look at the perpetrator- victim dynamics. This concept refers to the complex relationship between the victim, perpetrator and sometimes, witnesses. In school related violence these individuals are not complete strangers, it's often the know each other as classmates or in different grades in the same school. Here are the types of relationships and behaviors of perpetrator-victim dynamics.

Learner-on-teacher

Many educators have also been attacked by both female and male learners. To most cases the victims are female educators.

Teacher-on-learner

Sexual misconduct, physical violence e.g corporal punishment, verbal abuse

Girl-on -girl AND Girl- on- boy

Name calling, taunts, derogatory comments.

Boy-on-girl

Mostly sexual harassment, bullying, physical and sexual taunts, threats, and violence, humiliation. The prevalence of this can be linked to harmful gender norms and communities where violence is normalized

Boy-on-boy

Bullying, physical violence and intimidation. It is most prevalence in communities prescribing to toxic masculinity and violence and abuse in the home context

Homophobia

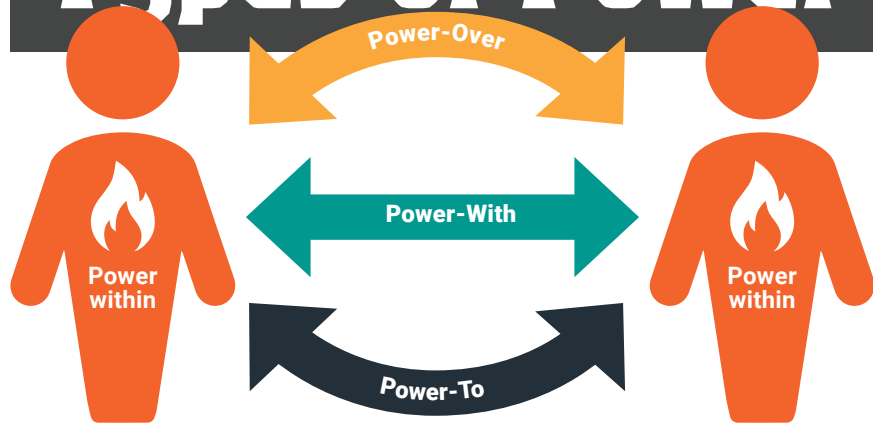
The most common forms of homophobic violence in schools are: teasing, name calling, and public ridicule. Spreading rumors, intimidation, physical violence, assault, cyber bullying and death threats. Prevalence is linked to harmful gender norms, religious and cultural ideals, and learnt discrimination.



WITH GREAT POWER COMES GREAT RESPONSIBILITY...



Types of Power



People who are violent or abusive tend to have certain power over others. Whether it is financial power, physical power or power due to their status or position in society or in an institution.

1. **Power-Over** - is how power is most commonly understood. This type of power is built on force, coercion, domination and control and works largely through fear. People who usually exercise this form of power have a belief that power is something that some people have and some do not because it is limited so not everyone can have it.
2. **Power-With** - is shared power. It is built on respect, mutual support, shared power, solidarity, influence, empowerment and equality.
3. **Power-To** - is the power to make a difference, to create something new, or to achieve goals.
4. **Power-within** - allows people to recognise their "power to" and "power with", and believe they can make a difference. Power within is relates to your sense of self-worth and self-awareness. It is about being able to recognize your individual strengths and differences while respecting others.

Those with any kind of power should use their power to protect those who have less power and not take advantage or abuse them.



Question: Which type of power do you think we should use as changemakers and young leaders?



Exercises
you can do with peers

SAFETY MAPPING



Goal of activity For you to have an awareness of the places you feel safe and unsafe in your school or community.



Instructions

1. In groups or with a partner, draw a picture of your school and all its areas. You need to draw everything that exists in their areas from tuck shops, toilets, classrooms, sport fields, open fields to public lots.
2. After you have drawn you map. You must indicate with a green marker all the place where you feel safe at school and with a red marker all the places you feel unsafe at school.
3. As you indicate the safe and unsafe spots, discuss with your group why you say you feel safe or unsafe at certain places at your school. (How does the place look like? / What sort of incidents often happens there?)

Changemakers Safety Vision 2025

That there may be no smoking in the toilets and no one in the hallways

TO HAVE ELECTRICITY IN OUR CLASSROOMS

In 2025, our vision for our school is to have NO BULLIES at the tuck shops and classrooms.



masifunde's

CHANGE MAKER NETWORK

The Changemaker Network aims to capacitate learners with knowledge on various social topics, such as school safety, through activation workshops and changemaker trainings so that they can spark positive change through campaigns and leadership in their respective schools and communities.

OBJECTIVE: To encourage young people to take responsible positive actions to find solutions and understand that they have the power to impact and influence their peers and consequently their communities, even those who are said to be from vulnerable groups in our communities. To create an environment that enthruses them to be resilient. *"Why Not You? Why Not Now?"*



1
Activation workshops in grade 9 classes



2
Changemaker training



3
Campaigning!

This project will be replicated **NATIONALLY** in 4 provinces in South Africa; KwaZulu-Natal, Limpopo, North West and Eastern Cape. This will be done in partnership with 20 Civil Society Organizations, 100 schools and ultimately training 500 changemakers!



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Department:
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