

# Emerging Issues Trainers' Guide Pre-service Course 2<sup>nd</sup> Year



Photo by Ronja Hoelzer



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## Acknowledgments

### Task Force for the enrichment of the Teachers Certificate and Primary School Curriculum with Emerging Issues

Principal of Freetown Teachers College (FTC)	Mr. S.P. Sorrie
Principal of Port Loko Teachers College (PLTC)	Mr. I.W.S. Bangura
Principal of Eastern Polytechnic (EP)	Dr. Sandi Bockari
Principal of Northern Polytechnic (NP)	Dr. Muctarr Kabba
Principal of Njala University –Bo Campus (NUBC)	Professor A. Mansaray
Head of National Curriculum Research Development Center (NCRDC)	Mr. A. Momoh
Representative of National Center for Technical, Vocational and other Academic Awards (NCTVA)	Ms. Elizabeth Lebbie
Representative of Division for Higher Education, Science and Technology /MEYS	Mr. M. Lahai/ Ms. Gorvie
Tertiary Education Commission (TEC)	Mr. J. A. G. Thomas
Partnership Focal Point FTC	Mrs. Khadijatu Harleston/ Mr. M. P. Kallon
Representative of UNICEF (Observer and advisor)	Ms. Ronja Hoelzer

### Writing Group

#### Facilitators

Mr. S.P. Sorrie (FTC Principal)	Mr. A. E. Momoh (MEYS/NCRDC)
	Ms. Margaret C. Dabor (MEYS/NCRDC)

#### Writers

Ms Rosaline M' Carthy (FTC)	Ms. Maude R. Peacock (MEYS)
Ms. Martyna C. Foday (FTC)	Ms. Yewah E. Minah (MEYS)
Mr. C.M. Chebli (FTC)	Mr. Aloysius Kamara (MoHS)
Ms. Remi J. Kargbo (PLTC)	Ms. Marian G. Sousnie (MSWGCA)
Mr. Abdul O. Bangura (PLTC)	Mr. Francis M. Lahai (MSWGCA)
Mr. Mohamed M. Gendemeh (EP)	Mr. Adu Amara (ACC)
Mr. Alpha Bangura (NP)	Mr. Mathew Roberts (ACC)
	Mr. Fabundeh Ansumana (FAAST)

#### Graphic Artists

#### Secretaries

Mr. C. Oronto Cole (Milton Margai College)	Ms. Sia J. Mbayoh (FTC)
Mr. Alpha S. Conteh (FTC)	Ms. Agatha Thomas (FTC)

#### Revision and Upgrade of Materials Team

Dr. Imelda Mansaray	Mr. Nasiru Deen
Mr. Allieu Mansaray	Mr. Suleiman Koroma
Mr. Emmanuel Alpha	Mr. Idriss Mansaray

#### Lead Writer, Editor and Educator

Ms Pamela Baxter (UNICEF)
---------------------------

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### Governmental and Other Local Partners

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# Unit 61: Developmental Psychology Revisited

Principles and Pedagogy

**Objectives:** By the end of this Unit students will:

- Revise the principles of developmental psychology.

## Timing Allocation

Introduction	05 minutes
Activity 1: Bloom's Taxonomies	20 minutes
Activity 2: Kohlberg and Maslow	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction: [05 minutes]

We have looked at four psychological models in this course. These models were chosen because they demonstrate very clearly how people develop intellectually, emotionally, socially and spiritually or ethically. In this Unit we will review these four models.

### Activity 1: Bloom's Taxonomies; Cognitive and Affective [20 minutes]

Draw a blank triangle and ask the students to nominate the levels for the cognitive domain. Fill in the triangle as the students respond.

Ask around the room for explanations of the levels. Refer to the table if necessary.

#### Cognitive Domain

<b>Knowledge:</b>	Any fact from information that is given. This does not require understanding
<b>Comprehension:</b>	Where the learner understands the information and can relay it back with meaning. (a retelling or internalising of information)
<b>Application:</b>	where the learner can apply the information to a range of different situations
<b>Analysis:</b>	Where the learner can 'take the information apart' and see the principle behind the information and apply this principle in different situations. To do this the learner must be able to remember and understand the information and be able to apply it – only then can they effectively analyse it.
<b>Synthesis:</b>	Where the learner can put the information together in a way that a new outcome can be seen. It is not possible to synthesise if analysis has not taken place.
<b>Evaluation:</b>	Where the learner makes a judgment (not an opinion) about the information and can then internalise the full knowledge and understanding. This requires all the other levels to be effective.

Draw a second diagram and repeat the exercise for the affective domain filling in the triangle as the students respond and refer to the table if necessary.

## Affective Domain

<b>Receiving Phenomena</b>	Receives information willingly (wants to learn). The information does not have to be transmitted formally.
<b>Responding to Phenomena</b>	Interacts with the information through reasoned discussion and questions, to build new information.
<b>Valuing</b>	Can explain the new information and justify it and associate other related knowledge to make a valid value judgment through sensitive and aware attitudes. Shows an ability to solve inter-personal problems and displays empathy
<b>Organisation of values</b>	Makes links between different pieces of knowledge and associated values and prioritises the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts
<b>Internalising values</b>	Recognises value laden information (and manipulation) and applies new value- information into behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).

### Activity 2: Kohlberg and Maslow [20 minutes]

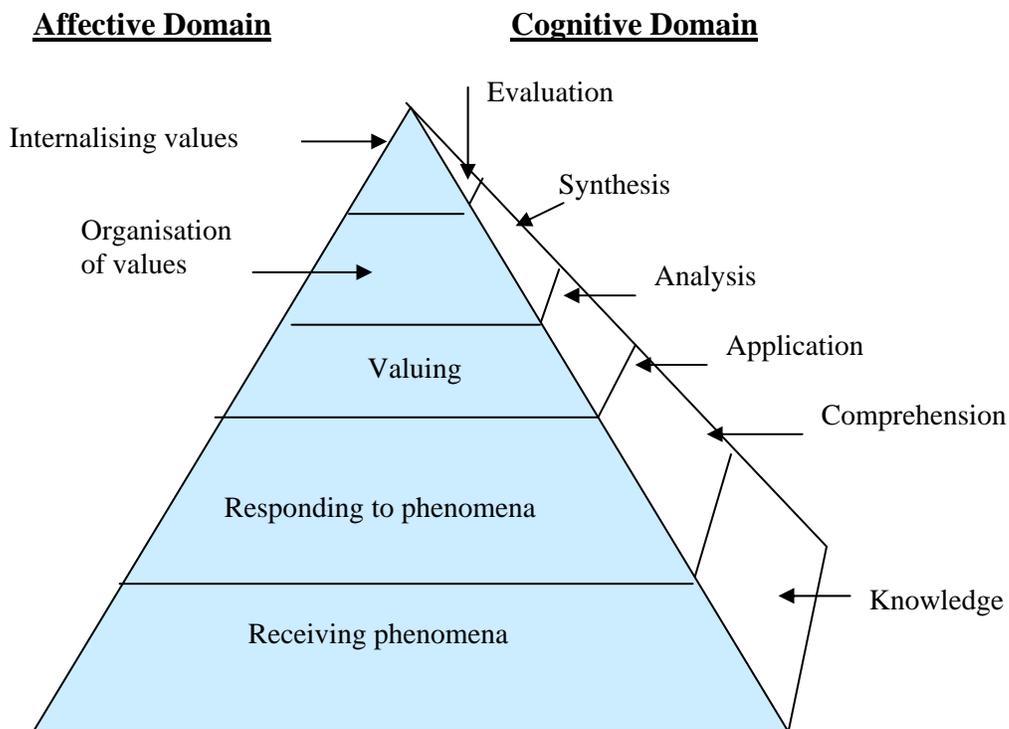
Repeat the drawing of a blank triangle for the Kohlberg Hierarchy and ask the students to nominate the levels. Fill in the triangle as the students respond.

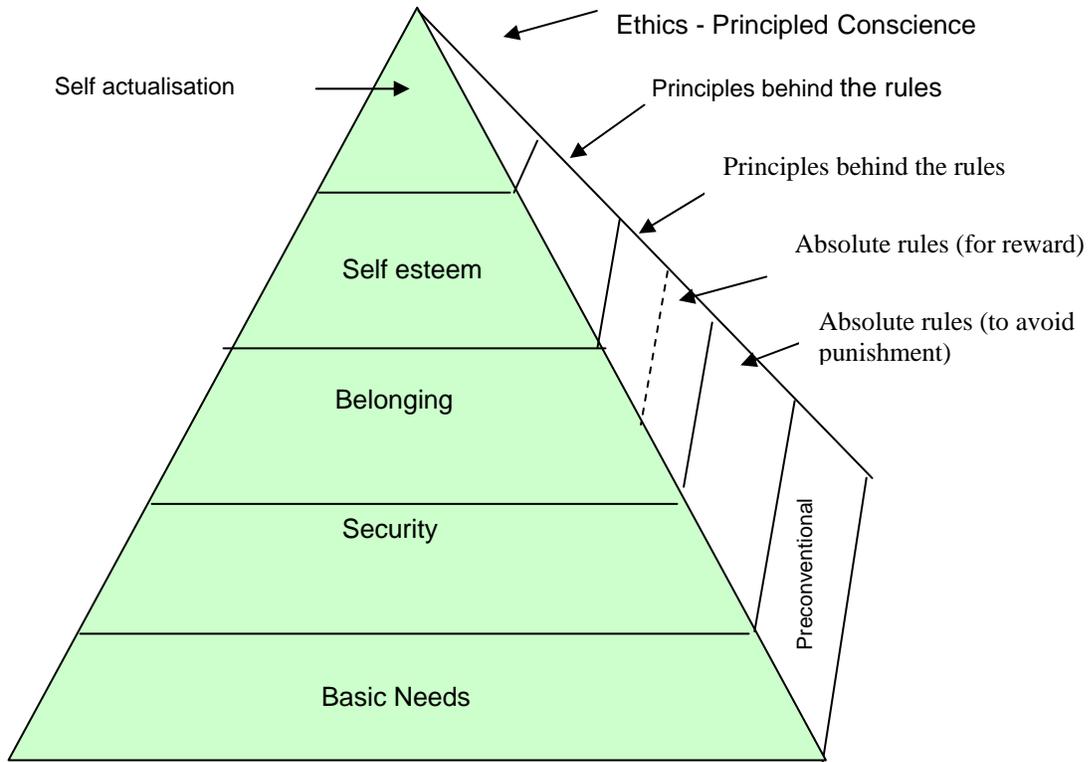
Ask around the room for explanations of the levels. Refer to the table if necessary.

"No Rules" (Preconventional)	Where the learner does not take into account any of the social rules of the society (egocentric)
"Absolute Rules" (Conventional)	Where the rules of the society are obeyed because of a fear of punishment or later, a hope of reward. At this stage, people feel that if they are not caught, they are not guilty. The rules are obeyed for show (for others).
"Principles behind the Rules" (Post-conventional)	Where the learner understands which rules (the ethical ones) must be kept – and they are kept because it is the right thing to do) but other minor rules may be broken according to the circumstances. These broken rules are not broken because of selfishness but because of a higher principle.
"Ethics" (Principled conscience)	This is where the person lives by the rules – the ethics; whether or not they are seen by others. This person does not need somebody else to tell them the rules and they are lived by consistently.

Now repeat the exercise for Maslow's Hierarchy

Basic needs	Our need for food, water and shelter. For example, if a learner is hungry or has not slept then it is very difficult to learn effectively. Every parent and teacher knows this.
Security	For most people this means physical security although it also means emotional security. When a child feels safe in the family, then outside insecurity does not matter. It only matters when it disturbs the family security.
Belonging	This is the need to feel part of a group. The traditional punishment of banishment is in response to this need. As humans we need to belong to a group and we live by the rules of that group.
Self-esteem	This is when we begin to understand ourselves and to accept who we really are. We know our strengths and weaknesses and strive to overcome the weaknesses (or faults)
Self-actualisation	This is not achieved by many people, but this is what we aim for and for those trying to live 'right'. This is when we understand ourselves in all our weaknesses but we also know our place in the world and build on our strengths to earn this place in the world.





**Conclusion [05 minutes]**

This revision is to refresh your memory of the work from the beginning of this course. We need to know this so that compound learning which brings the theories together helps us to understand the complexity of behaviour change programmes..

# Unit 62: Compound Learning

Principles and Pedagogy

## Learning objectives

At the end of this Unit, students will:

- Understand the principles of compound learning
- Understand the interaction of the theoretical models so as to better understand how behaviour change programmes work.

## Timing Allocation

Introduction	05 minutes
Interaction of the domains	40 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

**Note:** Have the square based pyramid large enough to be seen clearly by all students and have it ready for this Unit

### Introduction: [05 minutes]

Explain to the students that in this Unit we will be looking at how all four of the models go together and it is this combination of areas of learning that creates compound learning: and it is compound learning that allows for behaviour change – this is the learning we need to be developing in the classroom for all learners.

### Interaction of the domains: [30 minutes]

Show the pyramid to the students and explain each level of interaction of each of the levels. (Use the table below to help you)

Move around each of the levels showing how they interact to provide holistic learning. Ask for examples as you move through the levels.

Level 1 (lowest level)	We cannot gain knowledge if we are not willing to learn (receiving phenomena). Knowledge helps us to satisfy our basic needs but at this lowest level, we consider only ourselves when necessary. For example; if a person is starving they do not care about learning – they are interested only in satisfying their hunger. When people receive the phenomena willingly we often call this motivation.
Level 2	When we are at the level of comprehension – when we understand things we do this by responding to the things we learn. We view this understanding as a form of security (“knowledge is power”). At this same stage we begin to understand the rules of society (because we are at the early form of conventional behaviour) and we obey the rules to avoid punishment (and so reinforce our security).
Level 3	The cognitive level of application is still at the level of receiving phenomena because we need to test that we understand as part of our response. At the same time we test the ‘rules’ of the society because this stage matches the ‘conventional’ level of ethical development. We do this

	to check that we are secure and belong to the group. We are also moving towards responding to the rules of society for reward (so that people think we are good) as well as to avoid punishment.
Level 4	The cognitive level of analysis matches the level of valuing. This is when we “take apart” information and decide that it is worthwhile (we value it). We can only do this when we have a level of self-esteem (that is we know ourselves and trust ourselves to make a decision – not just trust what others tin the group may tell us). In this way we try to match what we are valuing to ourselves and our society
Level 5	The level of synthesis matches the organisation of values – this is when we bring different parts together to make something new. At this level we understand the principle behind the rules and abide by the rules that are ethical but we know which rules can be modified (this is how we organise different values).
Level 6	This pinnacle of the pyramid is where we want to be – the best people that we can be. It is this level we are trying to reach in emerging issues. This is where we live right (whether anybody sees us or not) and we can do this because we truly understand ourselves and our place in the world, we judge fairly and objectively (evaluation) and our values are part of how we live and we live according to them consistently (this is how we act ethically all the time). It is here that we will not just change our behaviour but where we create constructive behaviour and attitudes in others.

Ask students to review the two tables in their workbooks and to match them against what has just been explained and then to fill in the table of levels in their workbook for this Unit. Tell students that they have just 10 minutes. This can be finished as assignment work.

**Conclusion: [05 minutes]**

Compound learning is the basis for all the learning in this (and other) courses. Without working on the compound learning we cannot expect to be effective and to change behaviour. This requires us to think differently, to teach differently and to respond to learning differently. It is a challenge, but one that is well worth it.

# Unit 63: Higher Level Questions

Principles and Pedagogy

**Objectives:** By the end of this Unit the students will:

- Understand and be able to use questioning skills to help students learn more effectively.
- Know and be able to use the most appropriate type of questions to ensure higher level learning

## Timing Allocation

Introduction	02 minute
Activity 1: Review of Bloom's Taxonomy	10 minute
Activity 2: Levels of questions	40 minute
Conclusion	03 minute
<b>Total</b>	<b>55 minute</b>

### Introduction [02 minutes]

We have looked at the importance of questioning techniques to teach in an experiential way (to develop behaviour change) but if we are serious about helping the learners move through the levels then we need to ask questions at higher levels than just knowledge levels (which is what we mostly do).

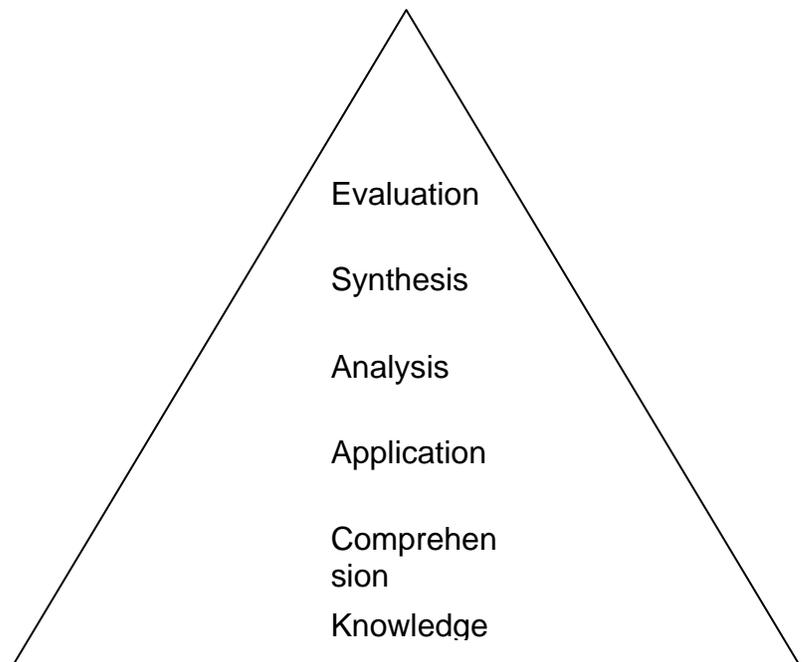
### Activity 1: Review of Bloom's Taxonomy [10 minutes]

Remind the students of Bloom's Taxonomy in the cognitive domain. Ask for help to fill in the levels of the triangle.

Remind students that to achieve behaviour change we need to help learners achieve at the higher levels. Otherwise a learner can be manipulated by false information because they cannot analyse; they cannot solve problems because they cannot synthesise and they cannot truly and objectively judge situations.

One way of doing this is to ask questions at increasingly higher levels to support the learners to think at these higher levels.

Remind students of the table and ask them to complete it **without** reference to the earlier table in their workbook.



<b>Knowledge:</b>	<i>any fact from information that is given. This does not require understanding</i>
<b>Comprehension:</b>	<i>where the learner understands the information and can relay it back with meaning. (a retelling or internalising of information)</i>
<b>Application:</b>	<i>where the learner can apply the information to a range of different situations</i>
<b>Analysis:</b>	<i>where the learner can ‘take the information apart’ and see the principle behind the information and apply this principle in different situations. To do this the learner must be able to remember and understand the information and be able to apply it – only then can they effectively analyse it.</i>
<b>Synthesis:</b>	<i>where the learner can put the information together in a way that a new outcome can be seen. It is not possible to synthesise if analysis has not taken place.</i>
<b>Evaluation:</b>	<i>where the learner makes a judgment (not an opinion) about the information and can then internalise the full knowledge and understanding. This requires all the other levels to be effective.</i>

### **Activity 2: Levels of Questions [40 minutes]**

Tell the students a story (e.g. a fairy tale) that you know well but that they do not know very well (or at all). There is a sample story at the end of the unit.

Put the students into small groups and ask them to develop twelve questions about the story – two questions for each level. All the questions must be about the story.

Encourage the groups to list all the questions that they can think of and then to sort them into their levels (this is a good analysis activity for them).

**Allow 30 minutes for this.**

Move around the groups pointing out where the groups have made obvious mistakes (such as all knowledge questions – ask them to think more carefully about the levels).

Ask for at least two examples for each level and discuss whether the question is really at the level claimed. (Quite often higher level questions ‘slide’ from one type to another according to the age of the imagined learners.) Allow 15 minutes for discussion.

## Possible story

### The Three Bears

Once upon a time, there were three Bears who lived in a house in the forest. One morning after Mama Bear cooked breakfast, the three Bears went for a walk in the forest while the porridge cooled. In the same forest there was a little girl with long golden hair also having a walk. Soon, she came to the house of the three Bears. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. A big bowl for Papa Bear, a middle sized bowl for Mama Bear and a little tiny bowl for Baby Bear. The little girl was hungry. She tasted the porridge from the first bowl, which was Papa Bear's big bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the middle sized bowl belonging to Mama Bear. "This porridge is too cold," she said

So, she tasted the porridge from the little tiny bowl of Baby Bear. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the porridge, she was feeling a little tired. So, she walked into the living room where she saw three chairs: a big chair belonging to Papa Bear, a middle sized chair belonging to Mama Bear and a little tiny chair belonging to Baby Bear. She sat in the big chair to rest her feet.

"This chair is too hard!" she exclaimed. So she sat in the middle-sized chair. "This chair is too soft!" she whined. So she tried the little tiny chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

By this time she was very tired, so she went upstairs to the bedroom. There were three beds: a big bear for Papa Bear, a middle sized bed for Mama Bear and a little tiny bed for Baby Bear. The little girl lay down on the biggest bed but it was too hard. Then she lay in the middle sized bed, but it was too soft. Then she lay down in the little tiny bed and it was just right. And she went straight to sleep.

As she was sleeping, the three Bears came home. "Someone's been eating my porridge," growled the Papa Bear. "Someone's been eating my porridge," said the Mama Bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby Bear.

The three Bears went to the living room. "Someone's been sitting in my chair," growled the Papa Bear. "Someone's been sitting in my chair," said the Mama Bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby Bear.

The three Bears went upstairs. Papa Bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama Bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby Bear.

Just then, the little girl woke up and saw the three Bears. She screamed, "Help!" And she jumped up and ran out of the room. She ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three Bears.

**The End**

### Possible Questions

Knowledge (Answers can be found in the story)	<ol style="list-style-type: none"> <li>1. <i>How many bears were there?</i></li> <li>2. <i>What did the little girl eat?</i></li> </ol>
Comprehension (Shows an understanding of the story)	<ol style="list-style-type: none"> <li>1. <i>Who was walking in the forest?</i></li> <li>2. <i>Whose house did the little girl enter?</i></li> </ol>
Application (Can use the information in a different context)	<ol style="list-style-type: none"> <li>1. <i>What do you think that bears normally eat for breakfast?</i></li> <li>2. <i>Do you think that the bears walked in the forest often? (Why?)</i></li> </ol>
Analysis (Can 'take the information apart' to see the principles)	<ol style="list-style-type: none"> <li>1. <i>Was the little girl right in her actions? Please explain.</i></li> <li>2. <i>Why do you think that the little girl never went back to the house?</i></li> </ol>
Synthesis (Use the information to come to new conclusions)	<ol style="list-style-type: none"> <li>1. <i>What was the shape of the three bowls? How do you know?</i></li> <li>2. <i>Why do you think the story is about three bears when we know that bears do not live in houses and eat porridge?</i></li> </ol>
Evaluation (Judging the information)	<ol style="list-style-type: none"> <li>1. <i>What name would you give to the little girl?</i></li> <li>2. <i>What lessons does this story teach?</i></li> </ol>

### Conclusion [03 minutes]

Most of us use a combination of both types of questions, structured closed questions and then open questions. Remember; these questions are not a test – they are to help the learners discover new information.

## Unit 64: Education of the Girl Child

Gender

**Objectives:** By the end of this Unit students will:

- Understand why girls' education is important
- Identify and apply strategies for the promotion of education for girls

### Time allocation

Introduction	15 minutes
Activity 1: Policies	15 minutes
Activity 2: Practices	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction: [15 minutes]

It is important to understand that education for the girl child is NOT saying that boys should not be educated – it is merely saying that girls have been deprived of education for a long time and it is time to reverse this situation and make sure that girls are educated together with boys.

**Why is there a global focus on girls' education?** 64% of illiterate people in the world are women (UNESCO 2004). A more recent UN report states that approximately 77 million children are still out of school (the majority of whom are girls).

In Sierra Leone the national literacy rate for men is 49% whilst that for women is 29%. These figures show that twice as many men are literate in comparison to women.

Even for those girls who are in school, there is a lot of bias from teachers and the community which makes it difficult for girls to achieve the maximum benefits from education. The process of drawing out and promoting the talents and potential of girl students is still not being done universally because of in-built and deep-seated discrimination.

### Activity 1: What policies are in place for the promotion of girls' education? [15 minutes]

Ask the students what policies are in place both internationally and nationally. Record the responses

- **Education for all (EFA):** At the International conference of education held in Jomtien, Thailand in 1990. there was a unanimous recommendation for the improvement of the quality of education for girls. Sierra Leone is a signatory to EFA and many agencies and NGOs are raising awareness and the government has put policies into place.
- **Millennium Development Goals:** 147 world leaders agreed to a global compact known as the Millennium Development Goals. Two of the goals refer

to education: universal primary education and equality and empowerment of women.

- The government of Sierra Leone, like many other governments committed itself to promote girls education after the Jomtien conference held in Thailand in 1990.

Ask students what these mean in relation to Sierra Leone.

In view of this, policies and projects have been designed locally to promote girls education and the achievement of the EFA and MDG.

### **Activity 2: What practices follow from these policies? [20 minutes]**

Form small groups and ask them to brainstorm on the practices that are in place or should be in place to promote girls' education.

**Tell the groups that they have 10 minutes for this activity.**

Move around the groups and check what the groups have written. After 10 minutes, conduct a 'round robin' and get as many varied responses as possible. Responses should include:

- *Free and compulsory education to be gradually provided for all girls at basic education levels (i.e. first 9 years of schooling) as and when the national economy picks up.*
- *Counselling and family life education to be promoted as means of avoiding early pregnancy*
- *Life skills education to teach girls assertiveness to avoid early pregnancy*
- *"Mother-Girls" re-admitted into schools*
- *Unmarried females to be allowed to continue their course at tertiary level when pregnant*
- *Enforce the laws on the minimum age for marriage: minimum of 18 years for girls, and penalties for man who impregnate girls before they are 18 years*

After the feedback ask the groups what they can do to improve girls' education in the home community.

### **Conclusion [5 minutes]**

Girls and women comprise more than 50% of the population of Sierra Leone. To limit the education of half the population is effectively putting heavy chains to drag down the society of Sierra Leone.

# Unit 65: Good Governance

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand the rights and responsibilities of a citizen
- Understand the links between civics and democracy

## Time allocation

Introduction	05 minutes
Activity 1: What do we mean by governance?	20 minutes
Activity 2: What do we mean by good governance?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

We have looked at civics and citizenship and how these should be taught both in schools and in communities and the links that these have with Human Rights. But civics is also about government and it is one of the rights and duties of a citizen to have a role in government.

### Activity 1: What do we mean by governance? [20 minutes]

Governance through politics has to do with the distribution and control of power and authority in any society or community in order to best serve the citizens of the country.

Conduct a large group brainstorm to list examples of how power and authority are shared in the community. Ask students to explain how the power and authority is decided in these areas. Think about all the people and institutions that affect the way that people live.

- *Formal government structures for governance*
- *Formal government institutions for maintenance of law*
- *Traditional leadership structures (chiefs, paramount chiefs, elders)*
- *Religious leaders and institutions*
- *Business leaders*
- *Education systems*
- *Opinion makers in the community (powerful personalities who may not hold any formal position of authority)*

**Activity 2: What do we mean by good governance? [20 minutes]**

Discuss with students that good governance relies on the community taking civic responsibility. Good governance is when the rule of law is applied equally to all people: rich or poor; male or female and no matter what group or tribe they belong to.

Good governance is transparent and one where all people are held accountable for their actions and where checks and balances are in place to ensure honesty.

People need to be aware of what their government is doing and how it is making decisions. For a government to be responsible, it must be transparent so that the people know what is happening. A transparent government holds meetings and allow citizens to attend. The media and public can get information about the activities of the government and the media is free to report it.

Elections must be held regularly, freely and fairly. Elections are one way in which citizens express their will by electing officials to represent them in government. Democracy insists that these elected officials are chosen and peacefully removed from office in a free and fair manner. Intimidation, bribery, corruption and threats to citizens during or before an election are against the principles of democracy.

For free and fair elections to occur, most adult citizens should have the right to stand for government office. In addition, obstacles should not exist which make it difficult for people. In a country where there is no free and fair election, the consequence would be conflict leading to violence and destruction, and this threatens democracy.

More than one political party must exist and participate in government. This is a multi-party system where the opposition exists to the party that wins the majority in elections. Multi-party systems provide voters with choice of candidates, parties and policies to vote for.

In contrast to the above, in an authoritarian form of government, the principles mentioned above do not necessarily apply. The rights that the citizens have to speak freely, participate in political decision making receive information, etc, are severely limited.

Finally good governance is about what is best for all the citizens of a country – not just a few favoured people.

Allow as much discussion as is needed to establish the idea of good governance.

**Conclusion [05 minutes]**

Good governance is part of civics, but more than that civics is what guarantees a true democracy and true Human Rights.

## Unit 66: Child Labour

Human Rights

**Objectives:** By the end of this Unit students will:

- Define child labour/exploitation
- Identify the forms of child labour

### Time allocation

Introduction	10 minutes
Activity 1: What do we mean by child labour?	40 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction: [10 minutes]

This Unit discusses the issue of child labour in communities and how it affects the development of children. Child labour and the subsequent exploitation is a rights violation that is perpetrated by families, community and business. It is pervasive and often invisible in nature and is often done by the very people expected to provide care and protection to children.

In the previous unit on children who are vulnerable to exploitation we identified a range of children who are especially at risk to child labour – not just because they are vulnerable to exploitation but also because they are destitute and so labour is the only way for them to eat.

The children of Sierra Leone live in a precarious condition. Sierra Leone is one of the poorest countries in the world and is emerging from a decade long civil conflict characterized a massive displacement of its population (families and children), wanton destruction of lives and property as well as the infrastructure of society – economic, judicial and social structures that traditionally protect and defend children.

The Multiple Indicator Cluster Survey (2005) in Sierra Leone found that 48% of children between 5 - 14 years are involved in child labour activities. According to the MICS child protection experts were surprised at the estimate of 48% - expecting it to be higher. Equally surprising was the idea that only 2% of children work more than 28 hours per week on household chores.<sup>1</sup> (This is 4 hours per day)

Ask students if they feel that this is true or if adults under-estimate how much work children actually do.

### Activity 1: What do we mean by child labour? [40 minutes]

We are not talking about domestic chores that children undertake as part of their responsibilities towards the family. We are talking about any form of work that

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<sup>1</sup> MICS, 2005 p57

harms the child: anything that affects or deprives the child of its health, education, recreation and development.

A number of international and national instruments outline these harmful labour practices and make provision for the child to be protected from labour and exploitation:

Article 32 UN Convention on the Rights of the Child,  
Article 15 of the African Charter on the Rights and Welfare of the Child,  
Part 8 of the Child Rights Act 2007 Sierra Leone

In your small groups brainstorm on all the forms of child work that you can think of and then categorise your responses into those that harmful to the child's welfare and development and those that are responsibilities of family life. If there are some that are difficult to categorise keep them separate.

- *Extreme domestic labour (carrying water and other head-loads too heavy for the size and development of the child*
- *Load carrying in market places, airports, as well as along the sea front*
- *Sand harvesting along the beaches*
- *Hawking/selling in the streets*
- *Fishing*
- *Mining*
- *Farming*
- *Scavenging*
- *Prostitution*

### **Tell the students that they have 20 minutes for this exercise**

Discuss with the students that much of the issue with child labour is one of degree: how much is too much: how many hours is too many hours (for example is 28 hours too much – what about 27 hours?).

In a country as poor as Sierra Leone, many people have hard physical labour as part of their life. Thus children are also expected to undertake this physical labour. However, what is often seen is that adults sit and do nothing except tell children what to do: too often it is the children who are doing the work of Sierra Leone. In rural communities of Sierra Leone, children work for long hours under difficult situations to earn money in order to augment the family income. At the same time they are expected to boost the family's labour force. Their own needs and rights are not considered: no education, no play, insufficient rest, no right to speak and be listened to. All of this is considered part of the socialization process and so this is not considered exploitation.

### **Conclusion [05 minutes]**

In this Unit we have looked at how common child labour is in Sierra Leone. Much of the problem of child labour is a matter of degree – it is not a matter of working on the one hand and no work at all on the other hand: it is a matter of when is enough (for socialisation) too much for the good of the child?

# Unit 67: Responding to Child Labour Issues

Human Rights

**Objectives:** By the end of this Unit students will:

- Discuss the causes and major challenges of child labour
- Identify and recommend solutions to the various forms of child labour

## Time allocation

Introduction	05 minutes
Activity 1: The challenges of child labour	30 minutes
Activity 2: Effects of child labour	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last Unit on child labour we looked at what child labour means. Essentially, the biggest challenge is whether child labour is socialisation or a form of abuse. In this Unit we will look at how to overcome these issues.

Article 3 of the ILO convention 182 states that the worst forms of child labour as any work that comprises:

- Slavery or practices similar to slavery
- Trafficking or sale of child
- Debt bondage (working to pay off a debt – that covers several generations)
- Serfdom (usually bondage to land; where a person works the land owned by somebody else for nothing more than food)
- Forced labour
- Commercial sex work/prostitution
- Children used for illicit pornographic activities (films, videos)

All of which can be summarised as work that is harmful to the health, morals or safety of the child

### Activity 1: The issues of child labour [30 minutes]

Ask students to work individually on the challenges section of the table in their workbooks. Allow 10 minutes for this. They should think about what are the particular issues: what do we have to deal with in order to eliminate child labour?

After 10 minutes ask people to form groups of 3, combine the lists and then devise strategies to combat these issues.

**Tell students that they have 20 minutes for the second part of the activity.**

<b>Issues</b>	<b>Responses</b>
<i>Child labour is invisible and pervasive. It is unnoticed and happens everywhere.</i>	<i>Survey to update the data from 2005</i>  <i>Awareness raising</i>  <i>Policy formulation</i>
<i>Child labour is free or very cheap</i>	<i>Community awareness raising campaign should be undertaken to change the negative attitudes and beliefs about child labour exploitation.</i>
<i>Extremely vulnerable children can be exploited with impunity</i>	<i>Conscious efforts from the Government of Sierra Leone to institute free and compulsory schooling to all children.</i>
<i>There is little or no line of demarcation between child socialization and child labour. Parents believe that children can only grow into adulthood by doing work even when it affects their health and growth.</i>	<i>Community education to change the negative attitudes and beliefs about child labour exploitation.</i>  <i>Legal reform and formal implementation of laws against child labour in line with the ILO conventions on child labour and minimum age of employment of children.</i>
<i>Extreme poverty means that hard physical labour is the norm rather than the exception</i>	<i>Systematic and vigorous steps should be taken to implement the Poverty Reduction Strategy Paper of Sierra Leone.</i>

### **Activity 2: Effects of child labour [20 minutes]**

Explain to the students that it is understood that child labour affects every aspect of the child.

Ask them to look at the various areas of development and outline exactly what effects labour has on each of the areas in the table in their workbook.

Physical growth and well-being	<i>Poor nutrition, muscle and bone strain and possible deformity, extreme fatigue, depression</i>
Mental health and development	<i>Loss of intellectual curiosity, depression, possible drug abuse</i>
Social development	<i>Lack of friends and social groups, inability to constructively interact with peers, de-motivated, driven to anti-social behaviour</i>
Spiritual development	<i>No understanding of spiritual support</i> <i>No opportunity to develop a faith</i> <i>A destructive non-trusting attitude which creates a cycle of negativity</i>

**Conclusion [5 minutes]**

Child labour is about protecting the future: it is about care of our children. It is not about the destruction of authority or family; but it must be remembered that authority and family have strong roles as duty-bearers to love and protect the children themselves. Thus the two areas should reinforce one another: not be in conflict.

# Unit 68: Representative Democracy and Government

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand the idea of representation and how it is applied in Sierra Leone

## Time allocation

Introduction	05 minutes
Activity 1: Representation	20 minutes
Activity 2: Representation in Sierra Leone	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

So far we have looked at civics and citizenship, values and democracy. In this Unit we will look at representation and how to instil the ideas of democracy in the people of Sierra Leone.

### Activity 1: Representation [20 minutes]

Ask the students to read the case study and in small groups answer the questions in the table.

#### Read this case study and discuss the questions below

When the Unity primary school resumed classes last year, the school decided on a new system of selecting class representatives for classes 4 – 6. The roles of the class representatives were to be meeting with teachers, parents and the school management committee to resolve issues. They were also to be part of the decision making body in the school. The pupils got excited about this new system because they have to choose their own representatives, instead of being selected for them.

The pupils all agreed that they wanted a representative, who was punctual and regular in school, honest and hardworking. The representative besides has to be a good example to follow. They also suggested that they want to vote through a secret ballot.

The election date was chosen and three days before the chosen date three candidates were nominated in each class and allowed to campaign till the Election Day. It was agreed that the campaign message will be limited to explaining your potential or abilities you have that would make you fulfill all the roles stated above.

The Election Day came; the three boxes were labelled and put behind a screen in front of the class. All the ballot papers were signed by the class teacher before the voting started. All the students voted, the votes were counted in the presence of the class and the winner declared. The whole class was happy.

## Questions

What do you understand about representation from this story?	<i>Representatives are chosen by the people, secretly, to represent the opinions and views of the people.</i>
Why was the class happy with the election?	<i>Because they had a chance to choose for themselves and elect secretly and the campaign was about the issues – not about personalities: it was not a popularity contest.</i>
How does this reflect the idea of democracy?	<i>Democracy is by the people for the people: it is about true representation and a concern for the good of the people – not about what is best for the representative.</i>
Which qualities did the class expect of their class representative?	<i>To represent them in meetings with parents and teachers so the person had to be regular in school, honest and hardworking</i>

Ask for feedback from various groups and discuss that representation means to take the ideas of the group and represent them accurately to others.

### **Activity 2: Representation in Sierra Leone [20 minutes]**

Sierra Leone is a constitutional republic (it became a republic on April 19, 1971 after a series of uprisings and problems between independence from the UK in 1961). Sierra Leone has a unicameral legislature (meaning a single house of Parliament) and the most recent elections were held in August 2007 with a runoff election for the President held in September 2007. The President is directly elected by the people.

The structure of government consists of the Legislature (the representatives of the people), the Executive (chosen from among the representatives) and the Judiciary (the judges who are usually appointed by the government).

There are three provinces in Sierra Leone: Northern Province; Southern Province and the Eastern Province plus the Western Area. The provinces are further divided into 12 districts, which are then divided into chiefdoms; except for the Western Area.

As a result there are 14 districts in Sierra Leone each of which is represented in the Legislature by 112 representatives. In addition the Paramount Chiefs of the 12 administrative districts are elected. All representatives are elected for five years. It is this group which comprises the Legislature. The Executive consists of the President and members of his cabinet. The Judiciary is headed by the Chief Justice and the Supreme Court is the highest court in the land. Other courts consist of the High Court, The Court of Appeal and the Magistrates Courts and Local Courts.

**National level of government:**

President of the Republic of Sierra Leone

Vice- President

Cabinet – comprising 20 ministries

House of Representatives  
112 constituencies of approximately equal size populations elected every 5 years  
+  
12 chiefs/traditional leaders

Discuss with the students the role of ordinary citizens in the government structures of Sierra Leone.

**Conclusion [5 minutes]**

Civic rights and responsibilities rely on us being involved in the activities of the community and being part of the decision making process. Being too busy or too lazy is a way of avoiding responsibility and limits the power we have as citizens.

# Unit 69: Road Safety

Health and Environment

**Objectives:** By the end of this Unit students will:

- Understand the principles of road safety
- Understand and apply precautionary measures
- Identify road safety signs

## Time allocation

Introduction	02 minutes
Activity 1: What is road safety?	20 minutes
Activity 2: Staying safe	20 minutes
Activity 2: Road Signs	15 minutes
Conclusion	03 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [02 minutes]

This Unit deals with the meaning of road safety, the precautions you can take to be safe on the road and some road safety signs. Every year hundreds of people die on the roads because people do not abide by the rules of safe road use. Hopefully, we can make this better for the future through a better understanding of how to use the roads safely.

### Activity 1: What is road safety? [20 minutes]

Road safety simply means the precautions one should take when using the road in order to avoid road accidents. It does not matter in what capacity a person uses the road whether as pedestrians, car and truck drivers and other road users like bicycle riders, Honda riders, omolanke riders and wheelbarrow riders – everybody should understand and apply road safety.

Assign one scenario to each group and ask the groups to complete the following table.

### Tell the students that they have 10 minutes to complete

Read the scenarios and indicate what could have been done to prevent this situation.

Road user	How could this be prevented?
<p>Vandi went to a party and spent the whole night drinking stout. Early in the morning he decided to go home, he was very drunk and tired as he stepped in his car. As he was passing Congo Cross he lost control over the car and hit a petty trader stand and a young man who was selling cigarettes. Later this young man died from his injuries.</p>	<p><i>Having drunk so much over night, Vandi should not have left the party house, or should have left his car and used a taxi to go home.</i></p>
<p>A group of friends are walking home from football along the edge of the road. Because they are talking together they are side by side and so spread across the road. A car is overtaking a cyclist and hits a pothole in the road; the driver loses control and swerves into the group of friends. Three are taken to hospital with serious injuries.</p>	<p><i>The friends should have been walking behind one another and not side by side.</i></p> <p><i>The driver should have been more careful especially when overtaking.</i></p>
<p>Musa is a junior driver and driving from Makeni to Freetown he is approaching a village fast. At the junction to go inside the village there is a school. Because of the lunch break, the children are playing outside. Although there is a road sign indicating that Musa is approaching a school he still doesn't slow down, suddenly a child crosses the road and Musa manages to avoid hitting the child but he loses control of the car and drives straight into a house on the other side of the road.</p>	<p><i>When approaching a village you must always slow down, and not drive faster than 30mph.</i></p> <p><i>Secondly Musa should have paid attention to the road sign indicating that there is a school and therefore should have further reduced his speed.</i></p> <p><i>Normally you will reduce your speed to about 15mph when your driving in an area where there are children playing.</i></p>
<p>Fatmata and Sia were late for school, and afraid of the punishment, they were running. When they got to the high way crossing, they didn't see the police man who was giving traffic instructions for people to wait for the on passing traffic, unfortunately Sia was hit by a car and was seriously injured.</p>	<p><i>Fatmata and Sia shouldn't have been running even though they were late.</i></p> <p><i>When you cross a road you <u>always</u> need to take time to stop and look to see if there is any traffic coming.</i></p> <p><i>First you look to your right hand side then you look left then you look right again and only if there is no traffic you can cross the road. You shouldn't run when crossing, because the chance that you fall on the road is higher.</i></p> <p><i>Also the girls should have paid attention to the police officer, if they would have followed his instructions they would have been able to safely</i></p>

	<p><b>cross the road.</b>  <b>When you want to cross a busy road look for a zebra crossing, according to the traffic rules a car or other traffic <u>must</u> stop when someone is crossing a zebra path.</b></p>
<p>Ramatu is a market woman and is carrying a head-load of corn. She is crossing a one way road and therefore only looks to the right since traffic is not supposed to come from the left. She hopes she is safe, but unfortunately an okada (a bike) ignored the road sign that says one direction and went in the street the wrong way anyway, before he knew it he hit Ramatu.</p>	<p><b>Ramatu should have looked in both directions, (even though this is difficult while carrying a head-load) and despite the fact that it is marked one-way.</b></p> <p><b>The Okada driver should not have ignored the signboard indicating that this was a one-way road.</b></p>
<p>A young man is carrying a long head-load of wood. It is difficult for him to turn his head to look for traffic and he depends on his hearing to tell him when a car is coming. Also he walks along the edge of the road where the tarmac is as it is smoother than the stony edge. He comes to a section of the road where the tarmac has broken away and decides to cross the road – he cannot hear anything and so he steps into the middle of the road. A car comes over the hill overtaking a slow truck and is on the wrong side of the road. The young man does not see or hear the car as it is coming very fast. The car hits him and causes serious injury.</p>	<p><b>Pedestrians should always walk on the side of the road facing the oncoming traffic. This way they can see all vehicles that are on the same side of the road as themselves.</b></p> <p><b>People carrying head-loads need to be especially careful because of the difficulty in turning their heads. Look and wait and then cross.</b></p> <p><b>Even though it is smoother on the tarmac to walk – the tarmac is for cars and pedestrians should stay off the road altogether.</b></p>

Ask the groups to provide feedback for each scenario. Remind the students to copy the details of the other groups' feedback.

### **Activity 2: Staying safe [20 minutes]**

Conduct a large group brainstorm on how to stay safe on the roads. Point out that depending on other people to obey the traffic signs is not enough.

Points should include:

- **Look both ways before crossing a road**
- **Use the zebra crossing where there is one (but still look both ways)**
- **Never cross a road diagonally**
- **Walk 'against the traffic' when walking along the road (facing the oncoming traffic)**
- **Never overtake (when driving) when there is a solid white line on the road**
- **Do not park where there is a solid yellow line at the side of the road.**

**Activity 3: Road signs [15 minutes]**

Ask the students to look at the table in their workbook and look at each of the signs below and explain what they signify.

Explain which ones are mandatory (must be obeyed) and which ones are advisory). This is an individual exercise.

	<p><i>Stop and check for oncoming traffic (mandatory)</i></p>
	<p><i>Sign for a one-way street and showing the direction of the traffic flow (mandatory)</i></p>
	<p><i>Sign often at the wrong end of a one way street so that traffic does not enter and go the wrong way. (mandatory)</i></p>
	<p><i>Sign for a pedestrian crossing and therefore warning drivers to take special care. (Advisory)</i></p>
	<p><i>Speed sign (in this case for a school) (Mandatory)</i></p>

	<p><i>No trucks on this road (Mandatory)</i></p>
	<p><i>People crossing (Advisory)</i></p>
	<p><i>Children crossing sign (Advisory)</i></p>

After the feedback from the students, point out that signs that are marked with red are usually mandatory and signs that are yellow are advisory. Ask if there are any exceptions to this that people know of.

**Conclusion [03 minutes]**

Given that there are an increasing number of vehicles on the roads of Sierra Leone, it is important that we become “street smart” about road safety.

# Unit 70: Types of Communication

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Understand how to communicate clearly
- Understand how to minimise miscommunication

## Timing Allocation

Introduction	05 minutes
Activity 1: Advantages and disadvantages of 1 &2 way	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>40 minutes</b>

### Introduction [05 minutes]

Ask students to think back to the previous unit on communication and ask for one or two people to review the unit. Explain that in this Unit we will look at the advantages and disadvantages of the types of verbal communication.

### Activity 1: Advantages and disadvantages of 1&2 way communication [30 minutes]

Form small groups and ask them to turn to their workbooks. Tell the groups that they have 20 minutes to discuss the advantages and disadvantages of both one and two way communication and then complete the table.

Remind all students that everybody in the group should complete their chart.

	<b>Advantages</b>	<b>Disadvantages</b>
<b>One way communication</b>	<i>Fast</i> <i>Limits interaction</i> <i>Maintains focus</i> <i>Enables control</i>	<i>No way of ensuring understanding</i> <i>Requires a lot of repetition</i> <i>Ignores the needs of the listener or learner</i>
<b>Two way communication</b>	<i>Ensures understanding</i> <i>Shows respect for the listener</i> <i>Improves the quality of learning</i> <i>Allows for higher level skills to develop</i>	<i>Slow</i> <i>Possible to be side-tracked in a discussion</i> <i>Possible loss of control</i>

After 20 minutes, conduct a 'round robin' around the groups and fill in a 'master chart' on the board. Remind students to fill in any responses that they do not already have in their workbooks.

Point out that the advantages of one way communication are advantages for the speaker (very often the teacher): the advantages of two way communication are advantages for the learner.

Which is more appropriate for a rights-based experiential approach?

**Conclusion [05 minutes]**

Remind the students that communication is the single most important element of constructive behaviour and peacemaking and that everybody should be very clear about this importance.

# Unit 71: Communication and Miscommunication

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand how to communicate clearly
- Understand how to minimise miscommunication

## Timing Allocation

Introduction	05 minutes
Activity 1: Miscommunication cycle	30 minutes
Activity 2: One and two way communication	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

Open communication is where people are honest, where they listen and where they try to understand the other person's point of view. This is the cornerstone to peace and constructive behaviour.

This sort of communication can only happen when both sides in the communication are willing to try. In this Unit we are going to look at how to make our communication more effective to try to build this constructive behaviour.

### Activity 1: The miscommunication cycle [30 minutes]

Sometimes communication is based on what we assume about other people. This can be the result of the other person's body language, or their race, their level of education, their religion, their culture, their age, their sex. Not surprisingly, sometimes this type of communication is very faulty and can lead to misunderstandings and resentment.

Ask two volunteers to play out this small drama (from their workbooks)

**Yegbeh:** 'I need some help from my old friend Munda. 'Hmmm, he doesn't look very happy today. Perhaps I'll wait for a better time to ask him my favour.'

**Munda:** 'Look there is my friend Yegbeh. What? She walks by without even greeting me. Obviously she is too proud to remember to speak to her old friends. See if I ever speak to her again.'

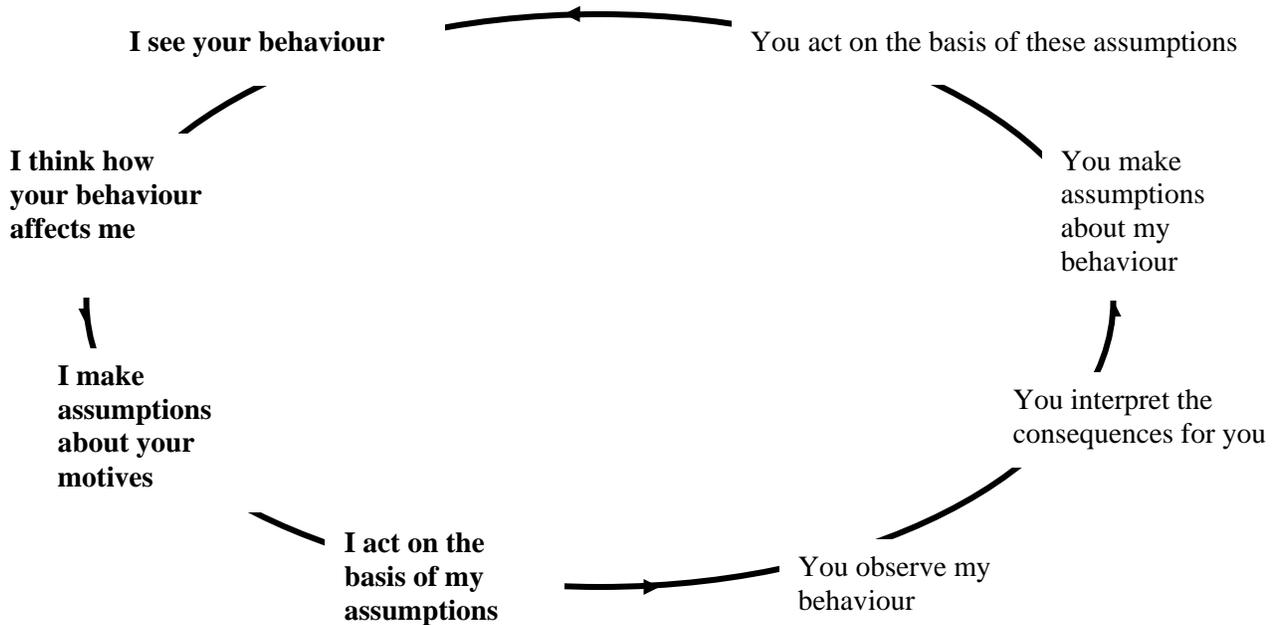
**Yegbeh:** 'See now he refuses to speak. What is he trying to prove? Well, I will just avoid him from now on.'

Ask the rest of the students if this cycle seems familiar.

Ask if they have seen this and what misunderstandings arise as a result.

Ask them to look at this cycle in their workbooks and ask if it reflects what they just saw in the mini-drama.

## Miscommunication Cycle



Ask how the cycle can be broken by true communication. Where should the cycle be broken? (Remember the cycle of internal and external conflict). ***[Before the assumptions are acted upon]***

Allow free discussion to discover if people have solutions to the problems raised by this cycle. Point out that miscommunication often occurs without the people involved realizing it. In this case it is important to help people to really understand the miscommunication cycle and what it does to our relationships.

Note: If there are a variety of responses, list them on the flip chart and allow discussion.

Point out that many conflicts arise because there is one-way communication. (e.g. dictatorships, gossip). This is unfortunate when we consider that much of the communication in society is one way. The next activity is to see if one-way communication is effective or not.

### Activity 2: One-way and two-way communication [20 minutes]

Take two volunteers out of the room. Show them the picture of the geometric shapes. [Appendix 3]

Invite one of them back inside with a copy of the picture. She/he is not to show it to anybody.

Choose two volunteers from the students. One is to go to the flip chart/board and the other out of the room (not with the first person.).

The student with the drawing (the instructor) gives instructions to the artist (the second student) so that the artist can draw what has been described. The instructor should just give the instructions and the artist cannot ask any questions.

The instructor stands behind the flip chart so as not to see it.

The second instructor is brought in and given the copy of the geometric drawing. She/he is not to show it to anyone.

The second artist is brought in. The instructor can explain and discuss with the artist as much as they like to get the best possible picture (one that looks as close as possible to the original). This time the instructor can watch what the artist is doing and make comment on it, and the artist can ask questions. (The artist cannot see the picture being held by the instructor.)

Discuss with the students which drawing is better and why.

## OR

### **Activity 3: One and two way communication [20 minutes]**

Ask the students to work in pairs and to sit back to back.

Both people should draw a simple picture (a house, an animal) but they are not to show this picture to anyone.

Then the first partner describes his/her own picture to his/her partner, without the latter seeing the picture and without being able to ask any questions.

The second partner draws what the first partner has described (but on a different sheet of paper to where they have their own drawing).

Do the exercise a second time, but this time the two partners should sit side by side so that the one describing can see what is being drawn and the one drawing is allowed to ask questions. But the second partner's picture should still not be shown.

Compare the two drawings and discuss the advantages and disadvantages of one-way and two-way communication.

### **Conclusion [05 minutes]**

Clear communication makes everything we do very much easier: imagine a life without misunderstanding others and getting all the information you need clearly and easily!

Note: Often people will accept any drawing from their friend. Impress upon the group that the drawing must be as accurate as possible and the second time the exercise is done the instructor should do everything (except show the picture) to make sure that the drawing is as close as possible to the original.

## Unit 72: Pollution

Health and Environment

**Objectives:** By the end of this Unit students will:

- Understand what pollution is
- Identify the causes and effects of pollution
- Identify some ways to minimise pollution

### Time allocation

Introduction	05 minutes
Activity 1: What is pollution?	20 minutes
Activity 2: What causes pollution?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

You will remember that in the last Unit we looked at environmental hygiene and waste management. In one sense we looked at pollution then. Now we will look at pollution in more detail.

### Activity 1: What is pollution? [20 minutes]

Ask the students what they think pollution is. Conduct a large group brainstorm. Point out to the students (if necessary) that any time one of the natural resources is damaged or destroyed by human activities and has an adverse effect on both the environment and the people – this is pollution. Dirty water, garbage and waste products left lying anywhere, plastic bottles and bags thrown into the bush: all of these things are evidence of pollution.

Make sure that the following are part of the discussion

But there are other forms of pollution as well:

- ***Chemical fertilizers (used to improve the harvest) and pesticides (used to kill insects) actually poison the soil over time and when it washes into the streams and rivers (as it does during the rainy season) it poisons the water and the fish in the water.***
- ***Smoke from fires (especially charcoal fires) create air pollution;***
- ***Exhaust fumes from cars and trucks poison the air with carbon monoxide as well as smoke and burning oil;***
- ***Poisons released into the air and water from chemicals (such as factories' wastes and also burning plastic)***

Explain to the students that some of this pollution cannot be seen, smelled or felt: this may be the most dangerous pollution of all.

## **Activity 2: What causes pollution? [30 minutes]**

Discuss with the students that if pollution is waste that destroys our air, water and soil what are the causes of pollution? It seems obvious that it is these wastes. Pollution is the result of the harm done by these waste products.

If we throw our garbage into the water ways (either rivers, streams or the sea) what happens?

***The water becomes polluted. If there are chemicals or material that does not rot down into the soil (such as plastic bags) then this remains in the water and kills the fish.***

***Poisons from the rotting material are released into the water making it unfit to drink. But when people do use the water for washing, cooking and drinking, then they become sick. Thus pollution robs us of good health. It is not just that dumping rubbish in the water looks ugly – it is also dangerous.***



What happens when we pollute the air?

***Respiratory diseases from smoke; poisons form the air are breathed into the lungs, eye infections, destruction of crops and trees from the poisons in the air.***

Now try to complete the effects of soil pollution. Garbage, together with toxic (poisonous) waste such as oil, chemicals from mining and industry and sewage (urine and faeces) are left in the soil. What happens then?

***Land is destroyed for crops, the soil smells bad, vegetation cannot grow (or only noxious weeds) the area looks ugly***

Explain that it is worth remembering that not all garbage necessarily pollutes: some can even help create a better food cycle. Ask if anybody can outline how this can be.

***Burying waste food products and spreading them with animal manure and perhaps lime and covering with earth (to stop the smell); the waste products rot down and create positive trace elements and a richer soil which results in better crops.***

## **Conclusion [05 minutes]**

Sierra Leone suffers from every type of pollution: but it is not the big factories that create most of the pollution in Sierra Leone: it is us: the ordinary Salones we are destroying our own soil, air and water and thereby killing ourselves and our country.

# Unit 73: How Do We Deal with Pollution?

Health and Environment

**Objectives:** By the end of this Unit students will:

- Identify some ways to minimise pollution

## Time allocation

Introduction	05 minutes
Activity 1: How can we minimise pollution	45 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction [05 minutes]

In the last Unit when we looked at pollution we looked at the causes of pollution. In this Unit we will look at what we can do to minimise the pollution in Sierra Leone.

### Activity 1: How can we minimise pollution? [45 minutes]

Ask students to turn to their workbooks and in small groups analyse the potential solutions listed for each of the soil, water and air pollution. When the groups analyse all the advantages and disadvantages ask them to develop one strategy that has most advantages and does not cause disadvantages for other areas of the environment.

**Tell the groups that they have 20 minutes to look at all the tables and 10 minutes for the strategies.**

Look at the following solutions to rid ourselves of pollution and discuss the advantages and disadvantages of each. Then decide what would be the most environmentally sound solution (the best solution) (you can use several solutions). Explain why you chose the answers that you did.

## Soil Pollution

Potential solution	Advantages	Disadvantages
Burning all refuse	<i>No vermin</i>	<i>Creates air pollution If plastics are burned then the air is poisoned</i>
Banning chemical fertilizers	<i>Clean soil</i>	<i>Need to educate farmers on non-chemical (organic) soil improvement.</i>
Digging garbage dumps and burying all waste	<i>No smell, no vermin, all waste in one area</i>	<i>Only the bio-degradable waste will rot down into the soil</i>
Burying only bio-degradable waste (waste that rots down into the soil and enriches it)	<i>No smell, no vermin, enriched soil full of nutrients, material acts as organic fertilizer</i>	<i>None</i>
Digging garbage pits and sprinkling lime and earth onto the waste every day	<i>If it is bio-degradable waste then this speeds up the process of breakdown</i>	<i>None</i>
Banning chemical spills from factories	<i>Clean soil and water</i>	<i>The chemical waste must go somewhere and so factories need to be encouraged to develop waste management strategies.</i>
Creating recycling of metal, glass and wood	<i>Reduction of waste, better use of limited resources, no waste</i>	<i>Some recycling requires technical expertise not yet available in Sierra Leone</i>
Banning the use of plastic bags	<i>Saving of money, saving plant and animal life, clean soil and clean surroundings</i>	<i>Public will need to be educated on the harmful effects of plastic bags and sensitised to use sustainable carrying materials (cloth bags, baskets, natural wrapping materials such as banana leaves)</i>

Now look at the possible solutions for the prevention of air pollution.

Potential solution	Advantages	Disadvantages
Banning old and poorly maintained vehicles	<i>Clean air</i>	<i>People too poor to fix the vehicles properly Loss of income and so an increase in the poverty cycle</i>
Charcoal fires are banned	<i>Clean air, preservation of forests, cleaner environment</i>	<i>More expensive fuels need to be used, poverty will prevent alternatives People need to be educated in alternative solutions which use less fuel (e.g. wonder stoves)</i>
Taller chimneys are built for the factories with 'traps' inside to catch the poisons in the smoke	<i>Cleaner environment</i>	<i>Needs careful monitoring and policing; factories will lose profit</i>
Banning of aerial spraying for mosquitoes, pesticide spraying of crops	<i>Cleaner environment</i>	<i>Increase of mosquitoes, increase of insects eating crops</i>

Now look at the solutions for water pollution and analyse these in terms of advantages and disadvantages.

### Water Pollution

Potential solution	Advantages	Disadvantages
Banning dumping of garbage into water ways and the ocean	<i>Clean water</i>	<i>No regular garbage collection so people become desperate – requires regular garbage collection and safe disposal Legislation needs to be enforced Education campaign needed</i>
Sewage treatment plants (so that raw sewage is not pumped into the sea) Clean public toilets at the beaches	<i>Clean water, safe food supply (fish), cleaner environment</i>	<i>Needs political will and investment money to build the plants</i>
Strong enforced laws about chemical waste pumped into waterways	<i>Clean water Healthy food supply (Non-contaminated)</i>	<i>Needs careful monitoring and policing; factories will lose profit</i>

### Conclusion [05 minutes]

Polluting the atmosphere, our country and the planet occurs because we are too poor and sometimes, unfortunately too lazy to think of constructive ways. We use plastic and plastic takes more than our lifetimes to rot away. A cloth bag lasts for years and can be kept clean and costs the same as 10 plastic bags.

# Unit 74: Corruption

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand corruption
- Understand the causes and effects of corruption

## Time allocation

Introduction	05 minutes
Activity 1: What is corruption?	50 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

Here in Sierra Leone, corruption is endemic (everywhere). But we cannot build a new Sierra Leone without thinking about and dealing with corruption.

### Activity 1: What is Corruption? [50 minutes]

Put the students into small groups and ask them to prepare a role play that highlights one form of corruption and its effects. These role plays could be about a lack of service provided if the bribe is not given; or teenage pregnancy as a result of sexual harassment; or school failure as a result of bribery for exam results and then failing in the higher level of schooling.

**Tell the groups that they have 10 minutes to prepare the role play which should be no more than 5 minutes long.**

During the role plays, look for the teaching points.

At the end of each role play ask the other students what they feel about the role plays.

Ask if corruption is ever justified.

### Conclusion [05 minutes]

Corruption is endemic in Sierra Leone but when we understand the destructive effects of corruption, then perhaps we can begin to deal with it in our society.

# Unit 75: Planning a Lesson

Principles and Pedagogy

**Objectives:** By the end of this Unit students will:

- Understand the elements of a lesson and how to plan and present it.

## Time allocation

Introduction	05 minutes
Activity 1: What are the elements of a lesson?	30 minutes
Activity 2: Preparing a lesson	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

In this Unit we will look at the components of planning and teaching an effective lesson. While this has no doubt been done in other sections of training but it is here because teaching a behaviour change programme has perhaps more challenges.

### Activity 1: What are the elements of a lesson? [30 minutes]

Give each person some index cards or papers and ask them to write one thing that they have to do in terms of a lesson on each piece of paper – one idea per paper. They should write as many elements as possible.

**Tell students that they have 10 minutes for this part of the lesson.**

Hang the charts around the room. After 10 minutes ask the students to tape their cards onto the appropriate sheet.

Outline with the students the five components of a lesson:

**preparation; introduction; new content; revision; conclusion.** These may be called by other names but in essence these are the parts of a lesson. Basically teaching is about TTT: telling (what you are going to teach; teaching it; and then telling what you have taught.

- **Preparation:** You should know the lesson well enough that you do not need the book. Preparation also includes preparing any materials you may need for the lesson, having questions ready to stimulate discussion, and being confident and enthusiastic about the lesson.
- **Introduction:** This is the first 'T' in TTT. You need to focus the attention of the learners on what they are going to learn. You also need to capture their attention, perhaps with a song or a game. Remember to focus their attention, not just on the activity they are going to do but also how that relates to Emerging Issues.
- **New Content:** This is the activity part of the lesson. It is the second 'T' in TTT. Give clear instructions and don't use 'stock phrases' which 'clutter' the instructions. Think about what you are teaching. Link the information that they are receiving in the new content to some knowledge or understanding that they already have.
- **Revision:** This is to reinforce the development of the concept associated with the activity the learners have just completed. **Revision is not a test.** Revision is to see whether the children understand and to help them if they do not. It acts as a

reinforcement of the activity, the main idea and the concept. It is in this section of the class that you need to be very aware of how the learners are responding so that you will know if they understand. There is no point in asking them if they understand as they will almost always say 'yes' because they may be afraid of looking silly if they do not know. You need good questioning skills to guide the learners towards an understanding of the work they have done.

- **Conclusion:** The conclusion should 'round off' the lesson. It is a completion part so that the children are aware that one section links to another. This is the time when you make the connection for the learners between the activity and the concept. This is the last 'T' in **TTT** where you tell them what has already been taught.

Ask the students if they feel that the points they have made on the charts respond to all these. Are there any areas that are not properly covered? Ask if there are additions or changes to be made.

Remember that in your planning and preparation that all the parts of the lesson need to be covered. It is not good teaching to spend twenty minutes introducing a lesson if the time for the lesson is only thirty minutes. It is also negative for the learners if only a didactic part of the lesson is taught and there is no time for discussion. If this happens the programme will lack integrity, as it will not actually be teaching anything: because we need to use the strategies that we know help behaviour change.

### **Activity 2: Preparing a lesson [20 minutes]**

Divide the students into groups of no more than 4 people. Assign a lesson from the Emerging Issues to each group. Ask the groups to develop a thorough teaching plan by assigning one part of the lesson to each group member. The teaching plan should be put onto a flip chart (after being recorded in their books).

#### **Tell the groups that they have 15 minutes for this activity**

After 15 minutes, ask the groups to hang their charts and conduct a 'gallery walk' (where everybody moves around reading all the charts). Ask for comments and feedback from the groups. Point out (if necessary) that simply 'telling' does not impact on behaviour – all lessons should show that they are rights-based and experiential to help ensure behaviour change and understanding.

### **Conclusion [05 minutes]**

Teaching Emerging Issues is not easy – but it can be very rewarding. There is less of the boring parts of teaching and it is more fun to work together with the learners: but it does take dedication and preparation and effort.

# Unit 76: Classroom Management

Principles and Pedagogy

**Objectives:** By the end of this Unit students will:

- Utilise constructive methods of classroom management.
- Understand the limitations of corporal punishment
- Be able to offer alternative classroom management techniques

## Time allocation

Introduction	05 minutes
Activity 1: How do you manage your classroom?	30 minutes
Activity 2: Discipline or punishment?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

## Introduction [05 minutes]

In this Unit we will look at how a classroom can be managed so that it is rights-based and child-friendly. Nothing can be taught effectively if the class is not receptive. A good teacher is aware of the individuals in the class and their needs and abilities. Management of the class is necessary for good teaching to occur.

## Activity 1: How do you manage your classroom? [30 minutes]

Divide the students into small groups. Give each group a sheet of flip chart paper and a marker pen. Ask them to list all the ways a class is managed.

Explain to the groups that they should look at:

- how the classroom is arranged,
- the psychological 'feel' of the classroom
- whether punishment is used (and all the punishments that are used),
- whether they use exams as a tool to demand learning,
- if they stand at the front of the class all the time.
- The group should also look at the teacher's manner with the children: are they formal, friendly, bored etc.

These parameters are in their workbooks.

**They have 20 minutes for this task.**

When the lists are complete, display them and work through the lists with the students to see if they are primarily negative forms of management or positive forms of management.

List the negative and positive forms in two lists on the board. The lists should look something like this:

Forms of management	Negative forms of classroom management	Positive forms of classroom management
Classroom arrangement	<i>Row seating</i>	<i>Group seating</i>
Psychological feel of the	<i>Teacher made rules</i>	<i>Student made rules</i>

classroom		
Punishment	<i>Perfect system to hand out punishments</i>	<i>No physical punishment</i>
	<i>Caning</i>	<i>No psychological punishment</i>
	<i>Sending to the head teacher for caning</i>	
	<i>Physical punishment (but not caning or beating)</i>	
	<i>Physical labour</i>	
	<i>Psychological abuse (being made a fool of in front of the class, being called names)</i>	<i>No psychological punishment (no yelling, no verbal abuse, making a fool of children)</i>
Position of teacher	<i>Teacher lectures to keep control</i>	<i>Teacher guides learning</i>
	<i>Teachers shout to keep control</i>	
Use of exams	<i>Tests and exams used to keep control – hot mental: Fear used to keep control</i>	<i>Exams and test used to check learning, not to check behaviour</i>
Manner of teacher	<i>Teacher does not allow talking in the classroom</i>	<i>Teacher encourages 'constructive talk' (talking about the work and co-operating together)</i>

Ask why the negative list is so much longer than the positive list.

Negative forms of management are where a teacher punishes a child, often without a full explanation of why the punishment is being administered. This is not to say that all negative forms of management are always bad. But what we are trying to establish is whether a teacher always uses punishment and whether the child understands the reasons for the punishment.

e.g. when a teacher on playground duty carries a stick or branch from a tree do they generally speak to the children who are misbehaving or are in the way, or do they tend to hit first and speak later?

Discuss with the students why as teachers we use negative forms of classroom management.

If necessary raise the following points:

- *The community expects punitive discipline (punishment as control)*
- *The classes are overcrowded*
- *The teachers teach the way that they were taught (in a didactic manner)*
- *Teachers have no alternative methods of classroom management*

If we are serious about the behaviour change aspects of Emerging Issues we need to look at constructive ways of managing classrooms in order to have a rights-based classroom that reflects what we are trying to teach.

### **Activity 2: Discipline or punishment? [20 minutes]**

Discipline is not just punishment. We all need discipline and learners certainly need it if they are to become productive members of society, but we do not all need punishment.

Ask the students to think back to the beginning of the course and the Unit on how they learned. Ask them how they learn best; when they feel good or when they feel bad? We learned in that early Unit that people learn effectively when they respect and like the ‘teacher; whoever the teacher is and when they are motivated – they want to learn. Somehow we translate this as children learning through fear.

Conduct a large group brainstorm and ask what punishment is. The following should be included in the responses (raise these points if the students do not):

- ***Punishment is when you do something to someone which they do not want, to ‘teach them a lesson.’***
- ***Punishment can be physical:***
  - ***beating or caning,***
  - ***physical work***
  - ***physical pain is applied (e.g. burning),***
  - ***withdrawal of privileges or prison.***
- ***Punishment can also be psychological:***
  - ***humiliation,***
  - ***withdrawal from familiar things or people.***
- ***In schools punishment is often both physical and psychological. If the physical punishment is truly fair and justified, then it may be of use (although there are so many disadvantages to physical punishment that it is not generally worthwhile). It is also contradictory to the rights-based approach and very often constitutes child abuse.***

When punishment is related to the crime and if people are aware that a particular punishment is the response to a crime, then they do the crime in full knowledge of the cause and effect. (That is they understand that if they do this particular thing then there is a particular punishment). Too often punishment is random and unjustified as it occurs because the learners have misbehaved because the teacher is not well prepared or because the learners are bored or frustrated because they do not understand the work.

If discipline in the form of punishment is effective then it would never need to be used more than once. Punishment is designed to stop people from repeating certain behaviours (this is true for punishment under the law as well).

Punishment is generally carried out in public so that others might also learn the lesson. This adds a level of psychological punishment to the physical punishment. But generally punishment does not work; if it did, we would never punish the same learner more than once and after a very short time others would have learned the lesson and so they would not misbehave.

According to the MICS (2005) 92% of children aged 2 – 14 are subjected to at least one form of physical or psychological punishment by a household member.

22% suffered severe physical punishment. The school is likely to be no different (as school reflects society).

Very little effective learning takes place when people feel negative. They may be able to learn by rote and 'regurgitate' ('spit out') the lessons for an exam but they are unlikely to retain the information and almost certainly will not internalise it. As well it is not possible to learn if the person does not understand. All the beating in the world will not help a child to understand; only a teacher can help a child understand.

This means that to do things differently in the school we need to look at constructive discipline.

### **Conclusion [05 minutes]**

Traditionally in classrooms and homes in Sierra Leone we manage children through control and punishment. Our history is full of examples when we as adults have been managed the same way: control and punishment. We need to ask ourselves if this makes an effective society for the 21<sup>st</sup> century and if not ... how do we change it?

# Unit 77: Constructive Classroom Management

Principles and Pedagogy

**Objectives:** By the end of this Unit students will:

- Understand the limitations of corporal punishment
- Be able to offer alternative classroom management techniques

## Time allocation

Introduction	05 minutes
Activity 1: If not corporal punishment then what?	30 minutes
Activity 2: Constructive classroom management	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

So far in these Units we have looked at why people use punishment and what they believe about it. In this Unit we need to look at what alternatives there are to corporal punishment. We know from problem solving that we need to respond not just to the logic of a problem but also to the emotions and values that they represent.

### Activity 1: If not corporal punishment then what? [30 minutes]

Conduct an open discussion with the students raising the following points where necessary

- *'Do' works better than 'don't': rewards work better than punishments.*
- *Show and tell what they should do - not just what they should not do: this means being a constructive role model*
- *Explain your real reasons - 'because I say so' teaches nothing for next time.*
- *Try to say 'yes' and 'well done' at least as often as 'no' and 'stop that'. Be as ready to praise behaviour you like as to scold for behaviour you don't.*
- *Rely on rewards like smiles and jokes, not punishments like smacks and yells.*
- *Ignore minor silliness and 'cheek'. The more you nag the less they'll listen.*
- *When they do something wrong explain what it is and how to put things right.*
- *Even when you dislike the child's behaviour, never suggest that you dislike the child.*
- *Preparation is the key for teachers: If the teacher is well prepared for the lesson, if the lesson is interesting the teacher is interested then most punishment is never needed.*

## **Activity 2: Constructive classroom management [20 minutes]**

Brainstorm with the students for effective measures for constructive classroom management. Raise the issues below if necessary.

- *Don't give a general instruction to be quiet (e.g. "sss", or "quiet everybody".) Every learner can safely assume that you are talking to someone else. Speak by name to one learner who is noisy and the others will very quickly be quiet.*
- *Create with the class a signal that means 'silence' (e.g. arms folded) and when you want silence make this signal and the class should follow. Reward the learners who are quick to respond with a smile and a positive word to help the others respond more quickly.*
- *Listen to the students, not just for the answer that you want but for all that they have to say. Try to be comfortable about interruptions but don't allow yourself to go off the subject.*
- *Ask if there are questions and then wait. People do not always think quickly and should be allowed time. It is difficult to stay silent for thirty seconds – try it and see!*
- *Preparation is the key to avoiding discipline problems; this will help to "keep them busy". If you are not prepared, don't expect the learners to respond positively.*
- *Everything we have discussed in Emerging Issues: the higher levels of thinking, the empowerment of the affective and ethical domains, the rights-based experiential approach – all these create a constructive classroom management approach.*

## **Conclusion [05 minutes]**

Creating a constructive learning environment is much more a matter of the teacher's attitude than it is bricks and mortar. Teaching materials, support from education administration, community participation and the inclusion of all learners regardless of sex, family background, ethnic group, religion, abilities are all part of creating a rights-based constructive environment, but the key to all of these is the teaching and the understanding that a constructive child-friendly classroom is necessary for effective learning.

# Unit 78: Motivation in the Classroom

Principles and Pedagogy

**Objectives:** By the end of this unit students will:

- Understand the types of motivation
- Understand the differences between discipline and punishment

## Time allocation

Introduction	05 minutes
Activity 1: How do we motivate learners?	30 minutes
Activity 2: Motivation and Internalised Learning	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

Learners need to be motivated and this is the job of the teacher. Learners who are motivated and who develop a love of learning will become educated and well-rounded adults. Think back to the Unit on compound learning; the affective domain is what supports motivation. This is what we need to develop if we are to have a constructive classroom.

### Activity 1: How do we motivate learners? [30 minutes]

Essentially there are two types of motivation: extrinsic and intrinsic. All of us respond to at least one of these types of motivation. When we receive a salary or incentives for the work we do; that is extrinsic motivation. When we feel good about the work we do and we understand that we have done a good job; that is intrinsic motivation.

In school, learners initially respond to work if it is interesting, but they too, need extrinsic motivation, especially in the early years (before they develop a love of their subject). Every time you smile at a learner for work well done, or make a positive comment, or give them a good mark or a reward or praise, this is extrinsic motivation.

**Extrinsic motivation** is anything that is done from outside the student. This can be a reward, an acknowledgement of work well done (a smile, a pat on the arm) or even a tick against correct work.

When a learner does the work for the joy of learning, when a learner does even boring work because they understand that this is what has to be done and does it for no other reason, this is **intrinsic motivation**. When a learner understands that there is a joy and contentment in doing something well, and does it; then we call the learner disciplined. But the discipline comes from within the learner, not from outside or from somebody watching. What happens if there is nobody watching?

Think back to the compound learning pyramid. As we move up the pyramid and do what is right because it is right – this is what we call intrinsic motivation. When we no longer need an outsider telling us what to do; when we move beyond the reward and punishment level; as we develop self-esteem this is all intrinsic motivation and this is what we call discipline.

Good, constructive discipline helps the learner move from needing extrinsic motivation to gaining intrinsic motivation. Punishment will never help the learner towards intrinsic motivation. It is intrinsic motivation together with a development of the learner that helps the learner do the right thing because it is right ~ not because anybody is watching ~ not though fear of punishment ~ but because this is the way it should be done. This helps the learner to move up the pyramid of compound learning and assists in making constructive behaviours real.

### **Activity 2: Motivation and Internalised Learning [20 minutes]**

Because Emerging Issues is about attitude change, the way that it is taught is as important as what is taught. In some instances it is more important as children learn by modelling and the teacher is a role model.

Punishment (even passive punishment) teaches the children that violence (either explicit or implicit) is okay - even a good way of getting what you want. Classroom management should include positive reinforcement and peer management. This is where the class as a group decides on the rules, designs them themselves and arbitrates when the rules are ignored.

Ask students to form small groups and discuss the links between constructive motivation and internalised learning. Ask them to remember how people learn from previous Units and that only when information is internalised that behaviour and attitude changes can occur.

**Tell students that they have 10 minutes for this discussion.**

After 10 minutes, conduct a 'round robin' to get the feedback about the discussions. Points should include:

- *Internalised learning is about the link between the cognitive domain (the thinking part) and the affective domain (the 'heart'): the part we often call motivation: the beginning of compound learning.*
- *Learning is based on liking and respecting the 'teacher': motivation is based on the same thing.*
- *Constructive motivation is why we change behaviour and attitudes :internalised learning is how we change behaviour*

Because Emerging Issues is about attitude change, the way that it is taught is as important as what is taught. In some instances it is more important as children learn by modelling and the teacher is a role model.

**Conclusion [05 minutes]**

Motivation is a necessary pre-requisite for effective learning. It promotes constructive classroom management because when people are interested and want to learn then they will not need to be disciplined – they will discipline themselves: boredom, lack of preparation and not knowing the subject matter, all these things kill motivation and so effective learning.

# Unit 79: What is Reproductive Health?

Health and Environment

**Objectives:** By the end of this Unit students will:

- Explain the key components of reproductive health

## Time allocation

Introduction	05 minutes
Activity 1: Staying healthy	30 minutes
Activity 2: Reproductive health at each stage of life	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In this unit we will look what reproductive health means and how we can achieve and maintain this health.

The World Health Organisation defines reproductive health as:

... a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.

The definition also outlines the rights that men and women have to be informed and have access to “safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.”

### Activity 1: Staying Healthy [30 minutes]

If we know that reproductive health is about staying healthy in all matters relating to our reproductive system what does this mean in practice? List some ways that you think would keep a person (particularly a woman) healthy in terms of reproduction.

**Self-check responses** (these are not necessarily exhaustive)

- *Knowledge and information relating to safe sex and family spacing*
- *Practising safe sex (using a condom every time)*
- *Treating your body with care and consideration – and knowing that you are worth more than the price of a drink or some food*
- *Knowledge about your own body and physiology*
- *Basic hygiene (washing private areas thoroughly with lots of water)*
- *Right of access to appropriate health care*
- *Refer to medical professionals for any genital or reproductive problems*
- *For women: keeping very clean during menstruation and changing cloths frequently*

- *Eating nutritious food (especially when pregnant or nursing a baby)*
- *Avoiding any invasive 'surgery' in the genital area.*

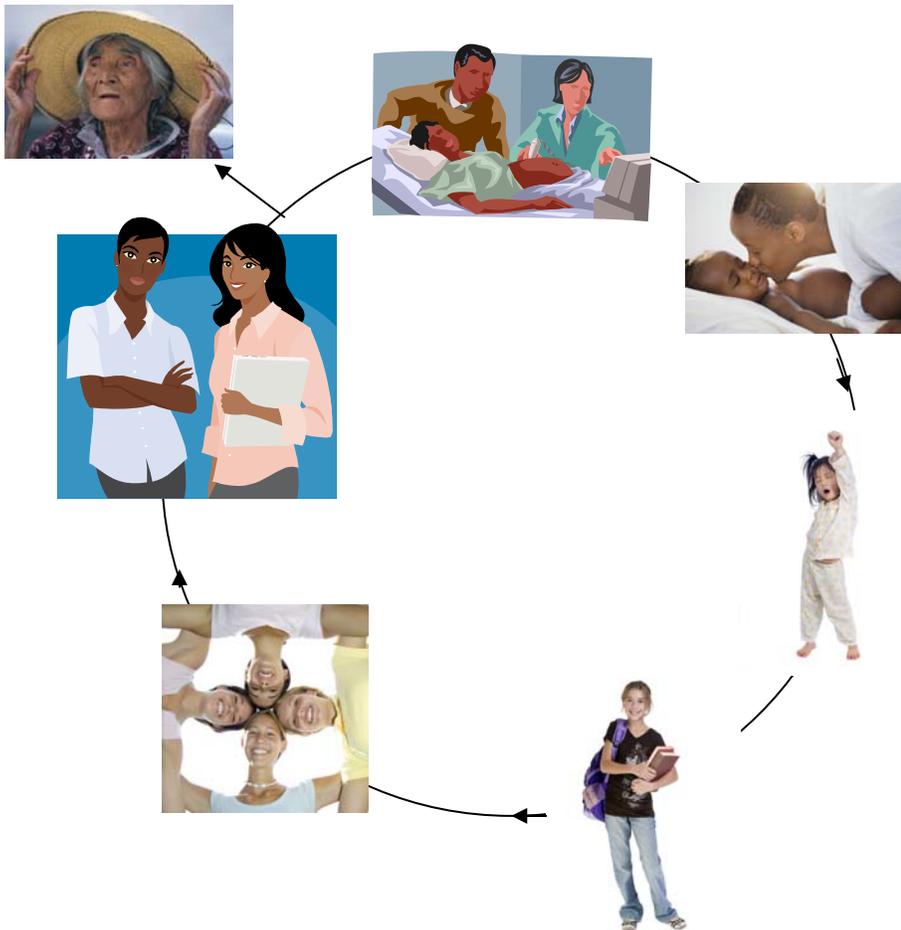
Ask students how they can promote the positive and constructive side of reproductive health.

**Activity 2: Reproductive health at each stage of life [20 minutes]**

Ask students to turn to their workbooks and look at the life cycle.

Ask them to label each stage in the cycle and then list ways that will support reproductive health at each level. List, if necessary, the particular needs of the levels and how these can be responded to.

**Tell the students that they have 15 minutes to complete the table.**



Adult woman	<i>Use of a condom Faithful partner Regular hygiene Nutritious food</i>
Pregnant woman	<i>Regular hygiene Nutritious food Sufficient rest and exercise Not carrying heavy loads</i>
Childbirth	<i>Support from female relatives Medical help if necessary Clean surroundings Breast feeding the baby immediately after birth (colostrum) Sexual abstinence until the birth canal is healed</i>
New baby	<i>Mother should have good nutrition in order to produce sufficient quality milk for the infant Cleanliness of the baby including its reproductive organs</i>
Child	<i>Regular hygiene Initiation to be non-invasive and good hygiene practised</i>
Adolescent	<i>Regular hygiene Sexual abstinence or consistent use of a condom Initiation to be non-invasive and good hygiene practised</i>

**Conclusion [5 minutes]**

Reproductive health is about being positively healthy and being able to take joy in the body's ability to reproduce healthily. It is not merely an absence of disease.

# Unit 80: Causes of Corruption

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand corruption
- Understand the causes of corruption

## Time allocation

Introduction	05 minutes
Activity 1: What are the causes of corruption?	20 minutes
Activity 2: Effects of corruption	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last Unit we looked at what corruption means. In this Unit we need to look at what causes corruption and then what the effects are. Remember that corruption is like putting one bad mango into the basket ... before long all the mangoes will be rotten.

### Activity 1: What are the causes of corruption? [20 minutes]

While there are many possible causes or reasons for corruption (many of which we have just seen) there are several that are key or basic causes:

- Greed
- The need to survive/ Poverty
- Opportunity

Discuss with the students the following:

Ask the students why it is somehow acceptable for greed to be a cause of corruption. Greed is the least honourable and most obvious cause of corruption. We all know of people in authority who drive big cars or live in big houses – all paid for by bribes they have collected or money they have appropriated from public funds – situations where we have no clean water because the money was taken by the official for building a big house.

The need to survive: this is perhaps the most understandable cause. There are some people who are so poor or whose salary structure is so bad that they ask for bribes in the same way that those with no money at all beg in the streets. Sometimes, the reason for this form of corruption is the greed level of corruption – that salaries are low because money has been taken by high officials.

Poverty contributes to the cycle of corruption – if very poor people have to pay bribes to get basic services then they feel justified in asking for extra when they provide a service. If there is simply not enough money to survive then it seems justified to ask for more from those who can pay.

Ask the students if there are other causes of corruption that have not been discussed. Allow discussion and add these causes to the list.

Discuss the fact that opportunity is what allows corruption to occur. Whether or not an individual feels that the corruption is justifiable – if there is no opportunity; there is no possibility.

Ask the students how we prevent the opportunity from occurring. Allow discussion and if necessary point out that a consistent monitoring, transparent procedures and sufficient checks and balances all allow corruption to flourish. Good systems force dishonest people to be honest – even when they are not honourable. The best prevention of course is to ensure that all people are honourable – but this may take some time.

**Activity 2: Effects of Corruption [30 minutes]**

Widespread corruption in a country or community is demoralizing for ordinary people and provides a poor role model for children, whom we are trying to raise to be honest and honourable citizens.

Ask the students to work in small groups and as the groups to discuss each of the four areas and what the effects are for each of the three groups. Ask the groups to think about the all the possible effects of corruption and to complete the table in their workbook.

**Tell the groups that they have 20 minutes to complete the table.**

To help you look at all the possible areas, complete this table

	For the children	For the honest teacher	For the dishonest teacher
Effects in the school	<i>Poor role models in terms of morals Disunity and resentment among pupils (between those who can pay for results and those who cannot)</i>	<i>Resentment and frustration Anger with those who bribe and accept bribes</i>	<i>Lack of quality teaching Low standard of education Lack of respect</i>
	For the students	For the parents	For the employers
Effects in the education system	<i>Poor examination results Inability to cope with higher levels of education</i>	<i>Lack of respect for the teaching profession Mistrust Pressure to pay so that children can succeed</i>	<i>Inadequately educated workforce Lack of development Money needing to be spent on training</i>

	For the authorities	For the ordinary people	For the very poor
Effects in the community	<i>Lack of respect from the community Lack of funding for the work necessary Failure of projects</i>	<i>Undermines the growth and development of the community Increased (hidden) costs added to household budget Lack of respect for those who are corrupt</i>	<i>Inability to have the necessary services Resentment and anger towards those asking for the bribes Lack of opportunity for future education and development</i>
	For the government	For the people in power	For the people
Effects in the country	<i>Lack of investment in the country Slow down or downturn of economic growth and development Undermining government projects Poor image internationally</i>	<i>Lack of respect Disunity amongst community groups Shame</i>	<i>Increased poverty Lack of respect for self, leaders and country No national pride</i>

After 20 minutes ask each group to provide feedback and remind all students to complete the table in their workbook with the responses provided by other groups.

### **Conclusion [05 minutes]**

Now we understand the causes and effects as well as the wide range of corruption. In the next Unit we will look at the long term effects of corruption and what we can do to prevent and minimise it.

# Unit 81: Sexual Abuse and Exploitation

Gender

**Objectives:** By the end of this Unit students will:

- Identify behaviours that reflect SEA
- Understand that SEA is an abuse against Human Rights and is professional misconduct

## Time allocation

Introduction	05 minutes
Activity 1: What is SEA?	20 minutes
Activity 2: What can we do?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

So far in this course we have looked at gender based violence and education of the girl child. Sometimes these come together in terms of sexual abuse and exploitation (SEA). While this is not always against girls – it is predominately a problem faced by girls.

### Activity 1: What is SEA? [20 minutes]

SEA is when a teacher or person in authority uses the power of the position to demand sexual favours from those who do not have the power to refuse. It is an abuse simply because it depends on the power relationship. But very often there is psychological and physical abuse as well.

Ask students to think of all the forms of SEA they know or have heard of.

Write these in a combined list.

Remind the students that this does not mean abuse because a person is a girl or a boy – this is to do with asking for or accepting or forcing somebody into sexual relations.

The list should include:

▪ <i>Sex in exchange for good grades</i>	▪ <i>Sex in exchange for fees payment</i>
▪ <i>Demand for sexual favours from the teacher based on the power of the teacher</i>	▪ <i>Verbal abuse which is sexual in nature towards either boys or girls</i>
▪ <i>Sex as a bribe for not completing school work</i>	▪ <i>Insecure school environment that allows sexual exploitation of children on their way to and from school</i>

## Activity 2: What can we do? [30 minutes]

Ask students to form small groups and turn to their workbooks. Ask them to discuss the points made about minimising or eliminating sexual exploitation and abuse and then discuss the steps that need to be taken to make these suggestions real.

**Tell the groups that they have 20 minutes to complete the discussion and the table.**

<b>Ways to minimise or eliminate SEA</b>	<b>Steps to implement</b>
Legislation and policies in place to make SEA illegal	<i>Advocacy to government Publicity of policies</i>
Implementation of policies	<i>Community to cross-check with school administrators who have supervision duties</i>
Code of conduct for teachers	<i>Code of conduct to be developed within the school (and the community) to explain and explore the need for honourable and professional behaviour</i>
Name and shame those involved	<i>A safe space for students to tell what has happened. People with integrity to publicise the names 'without fear or favour'</i>
FSU and the referral process for victims of SEA amongst children	<i>Bring representatives of the FSU (perhaps the social worker) to the school to inform both students and teachers on the referral process and the prosecution that can take place.</i>
Create checks and balances for exams/fees collection/homework	<i>SMC members can collect fees through the parents (not from the student direct); community members to supervise and support the teachers in exams homework marking</i>
Organise secure travel	<i>Develop school rules that students should always travel in groups and if necessary; supervised by community members</i>
Teach assertiveness to students (the ability to say no)	<i>Classroom discussions, Emerging Issues course in schools, developing a child-friendly classroom</i>

At the end of 20 minutes conduct a 'round robin' to get feedback from the groups. Explain to the students that the Sierra Leone Police Family Support Unit exists in every police station in Sierra Leone – and there is a referral process to protect victims and prosecute wrong-doers.

Remind the students to add other good suggestions to their own workbooks. Discuss that simply talking about this sort of abuse is a form of advocacy and public awareness that this is inappropriate behaviour. It denies every constructive thing we are trying to teach in Emerging Issues.

**Conclusion [05 minutes]**

Sexual exploitation is not the only form of abuse – there is physical and psychological abuse (called punishment) and abuses of power where the teacher demands services, just because s/he is the teacher (e.g. farm work, 'gifts' of soap or other items). All of these are unprofessional behaviours and deny a rights-based approach. This sort of teacher cannot be a positive role model to students because they are not acting with respect towards those for whom they have a duty of care.

## Unit 82: Sexually Transmitted Infections

Health and Environment

**Objectives:** By the end of this Unit students will:

- Understand the basics of STIs

### Time allocation

Introduction	05 minutes
Activity 1: What are sexually transmitted infections?	30 minutes
Activity 2: Symptoms and Effects	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

While reproductive health is about protection, safe practices, good nutrition and hygiene, this Unit is looking at what happens if we are infected with germs through sexual contact.

### Activity 1: What are sexually transmitted infections? [30 minutes]

Conduct a large group discussion by asking “Just looking at the name – what do think sexually transmitted infections are?”

Explain (if necessary) that these infections are germs that are passed from person to person as a result of unprotected sex. The reason they are called infections rather than diseases because often there is no illness for some time. This is especially dangerous as a person does not realise they are passing the disease from one person to another.

Form small groups and brainstorm for a list of sexually transmitted diseases (using the local terms).

Fill in the table with the disease in the left hand column and the symptoms in the right hand column.

### Allow 20 minutes for this activity

After 20 minutes ask the groups for feedback and allow discussion so that all groups agree on the description of the disease. Remind students that the definition is any disease that is primarily passed from one person to another through sexual contact: even when the person doing the infecting has no symptoms and perhaps does not know that they are infected.

## Activity 2: Symptoms and effects [20 minutes]

Ask the groups to look at the next table and to match (as far as possible) the locally understood diseases and to list them in the far right column.

**Allow 15 minutes for this activity**

Formal name	Symptoms	Effects	Local name
Bacterial vaginosis	Often no symptoms Vaginal itching Pain when urinating Milky or grey discharge (fishy odour)	Lower back and stomach pain Problems during pregnancy Increased risk of infant mortality	
Chlamydia	Often no symptoms Abnormal vaginal discharge Burning when urinating Bleeding between menstrual periods	Lower back pain Lower stomach pain Nausea Fever Pain during sex Bleeding Infertility Increased risk of HIV	
Genital herpes	Sometimes no symptoms Small red lumps or blisters on or near the penis or vagina Vaginal discharge Fever Headache	Life long infection (there is no cure)	
Gonorrhoea	Often no symptoms Pain when urinating Yellowish or blood stained discharge (for both men and women) Bleeding	Increased risk of contracting HIV Spread of infection to joints Increased risk of miscarriage	
Hepatitis B	Often no symptoms Mild fever Headaches and muscle pain Tiredness Diarrhoea Dark urine and whitish faeces Stomach pain Whites of eyes becoming yellow	Increased risk of other forms of hepatitis High risk of liver infection and scarring	
HIV	Often no symptoms for 10 years or more Extreme fatigue Rapid weight loss	Leads to AIDS High risk of being infected by a range of diseases especially	

	Frequent low grade fevers Frequent yeast infections in the mouth (thrush) Pelvic inflammatory disease	pneumonia	
Human Papillomavirus (HPV)	Often no symptoms Visible warts in the genital area including the thighs Sores on the genitals	Increased risk of cervical cancer	
Pubic lice	Itching Seeing the lice	Secondary infections from scratching	
Syphilis	Initially a single painless sore usually in the genital area but sometimes on the mouth Second stage: skin rash on hands and feet (not itchy) Fever Swollen lymph glands Sore throat Headaches Patchy hair loss Weight loss Muscle aches Tiredness	Mother to child transmission causing severe health problems and increased risk of infant mortality  Spread of infection throughout the body can cause blindness, heart disease “madness’ and death	
Trichomoniasis	Yellow green or grey discharge with a strong odour Painful sex and urination Itching in the vaginal area Lower abdominal pain		

After 15 minutes ask the students to note the similarities among the symptoms of the diseases. This makes it particularly important to go to a health centre to be tested: some diseases can kill you; some are easily cured with a course of antibiotics.

**Conclusion [05 minutes]**

Point out that because so many of these diseases do not have symptoms we call them infections – because people are already infected but do not realise that they have the disease. In the next Unit we will look at how to prevent these infections.

## Unit 83: Dealing with Corruption

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand how corruption is reinforcing the cycle of poverty

### Time allocation

Introduction	05 minutes
Activity 1: How do we deal with corruption?	40 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction: [05 minutes]

We can see now that corruption is destructive for every level of society. But we need also to look at how we can minimise and hopefully eliminate corruption.

### Activity 1: How do we deal with corruption? [40 minutes]

Put the students into pairs and assign one scenario to each pair (assign the same scenario to several pairs as required). Ask the pairs to identify the corruption practice and then decide how this could be rectified or prevented.

### Tell the pairs that they have 20 minutes to respond to their scenario

Scenario	Action for Solution/Prevention
A teacher politely tells the students that because the government salaries are so low he will need the students to pay extra so that he can live. Those students who cannot pay will not be allowed into class and cannot sit the exams.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i></p> <p><i>Talk to the School Support Committee to analyse the situation and discuss with the teacher alternative ways of support that do not target individual students. This response may include raising funds in the community as a whole.</i></p> <p><i>Report the teacher to the authorities if the teacher does not co-operate</i></p> <p><i>Name and shame the teacher publically</i></p>
Even though school fees have been abolished, a head-teacher of a school requires each student to pay 'special fees' either in money or in products (such as soap) in order to register in the school.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i></p> <p><i>Name and shame the head-teacher publically.</i></p> <p><i>Encourage the community to stand united against the corruption</i></p>
A teacher has some girls in his class who are not interested in working hard. Instead they come to the teacher offering sex in return for good examination marks. The	<p><i>Discuss the problem of corruption and dishonourable behaviour</i></p> <p><i>Do not allow a teacher and one or two students to spend time alone in the classroom: This requires consistent monitoring and disciplinary action if necessary.</i></p>

<p>teacher accepts the offer and has several girlfriends amongst his students.</p>	<p><b>Organising the assessment system so that a single exam is not the sole form of assessment: when the exam does not count for 100% of the marks it is more difficult to bribe for pass marks. Disciplinary action against the teacher (the girls should not be punished as such especially if they are under-age)</b></p>
<p>One student in class is very intelligent. She can do the work in class easily and has no problems with her homework but her family is very, very poor. She knows that if she cannot pay the teacher something extra, she will not be able to sit the exams. She decides to do homework for other students and be paid by them and so get the money she needs.</p>	<p><b>Discuss the problem of corruption and dishonourable behaviour Eliminate the initial corruption of the teacher asking for a bribe. Monitor the learning of students so that the other students do not need to ask for help. Supervise the homework through homework clubs so that cheating cannot occur</b></p>
<p>Three cars have been allocated to each government ministry by the World Bank. Often one or other of the cars from one ministry are seen at the supermarket, and one is seen outside a private school each morning (and two or three children get out each morning).</p>	<p><b>Discuss the problem of corruption and dishonourable behaviour Note the registration number and report the misuse of the vehicle to the ministry concerned, the anti-corruption commission and, if necessary the media</b></p>
<p>A civil servant refuses to process a form for a member of the public (even though it is his job) until a small fee is paid. This fee is sometimes called an express fee so that the form is processed quickly – but the member of the public feels convinced that if the fee is not paid the form will never be processed.</p>	<p><b>Discuss the problem of corruption and dishonourable behaviour Name and shame Work for solidarity so that nobody pays the “express fee” (when even a few people pay the bribe it reinforces the idea that the corruption is profitable)</b></p>
<p>International donors have given money to the community to dig a new well. The village chief calls a meeting and explains to the community that the donors require community</p>	<p><b>Discuss the problem of corruption and dishonourable behaviour Demand structures that are transparent and ensure that checks and balances for financial expenditure are in place. Demand that a committee rather than an individual</b></p>

<p>participation. He organises work rosters and the well is dug and lined by the community. Only a very small number of tools and material was delivered to the community. Soon after this the chief puts a new roof on his house and hosts a big party for his daughter's marriage.</p>	<p><b><i>manage the funding and dispersal of funds. Solidarity amongst the community members as a workforce Name and shame the chief and discuss publically the lack of respect</i></b></p>
<p>The community elder is resolving a dispute between two groups in the community. However, one group has very quietly offered money so that the judgment will be in their favour.</p> <p>The community is shocked when the decision is made because it seems so obvious that the wrong people have been punished</p>	<p><b><i>Discuss the problem of corruption and dishonourable behaviour Look for the option of a group decision rather than a single person.</i></b></p>
<p>A civil servant refuses to process a form for a member of the public (even though it is his job) until a small fee is paid. This fee is sometimes called an express fee so that the form is processed quickly – but the member of the public feels convinced that if the fee is not paid the form will never be processed.</p>	<p><b><i>Discuss the problem of corruption and dishonourable behaviour Name and shame Work for solidarity so that nobody pays the “express fee” (when even a few people pay the bribe it reinforces the idea that the corruption is profitable)</i></b></p>
<p>A committee is meeting to decide on the allocation of a tender to build a new road. One contractor has submitted a proposal that is quite expensive but it does not meet the specifications. However, the chairman of the committee is insistent that this is the quote that should be accepted. The committee is told that the contractor will meet the specifications and that everything will be all right.</p>	<p><b><i>Discuss the problem of corruption and dishonourable behaviour Create a system of checks and balances – and ensure quality consistent monitoring</i></b></p>

After 20 minutes ask for feedback around the room reminding students to record responses for the scenarios they did not complete.

**Conclusion [5 minutes]**

Corruption is endemic and the cancer of Sierra Leone. But each one of us is either part of the problem or part of the solution. Remember the levels of ethical development and ask ourselves where we belong

## Unit 84: Gender and Socio-cultural Practices

Gender

**Objectives:** By the end of this Unit students will:

- Understand the term culture
- Identify some of the socio-cultural practices in our communities

### Time allocation

Introduction	05 minutes
Activity 1: What do we mean by culture?	20 minutes
Activity 2: What do we mean by socio-cultural practices?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

Our society and cultures affect everything in our lives including our perceptions about gender and gender roles. In this unit we will look at the positive and negative effects of culture especially with regard to girls and women.

### Activity 1: What do we mean by culture? [20 minutes]

Culture refers to the behaviour patterns, beliefs and values of a particular group of people that are passed on from generation to generation.

A culture usually has several kinds of institutions. These include the family, religious, political, economic and educational structures. A cultural group can be large as a country (e.g. Sierra Leone) or as small as a tribe in a village. Whatever the size of a group, its culture influences the behaviour of its members.

Culture can change as people mix and relate to others from different groups. Education and economic development also modify cultural practices. For example, now we wear clothing made from fabric that we see as particularly African with embroidery and complex shaping of the clothes. But we did not always wear these clothes. But our culture changed and we absorbed new ideas and made the new things our own.

Culture often also means language, religion and common practices – and these are often summarised by proverbs and sayings. Sometimes these proverbs are used to reinforce negative stereotypes and sometimes to promote positive behaviours.

Cultural practices can have a positive or negative impact on the lives of its members.

**Exercise:** Think of at least three proverbs used within in your community. Decide whether they reinforce stereotypes and if so – turn the proverb around so that it promotes a positive image. For example: ‘A hen cannot crow’ (Mende proverb). This is interpreted as meaning that women should not take lead roles in family and community situations and should be quiet: what if the proverb was “A cock cannot lay eggs”?

**Tell students that they have 10 minutes for this exercise**

After 10 minutes ask the groups to read out their proverbs and their “new” proverbs that reverse the stereotypes. Explain that proverbs and cultural practices that promote stereotypes are designed to control groups in the society. In the 21<sup>st</sup> century when the world is changing so rapidly we need to think about which parts of culture and which practices of culture are still serving us well and which need to be set aside or gently forgotten.

**Activity 2: What do we mean by socio-cultural practices? [30 minutes]**

If culture refers to the “rules’ that define a particular group; the socio-cultural practices are the behaviours of the group as they abide by the “rules”. In Sierra Leone we would like to think that we have a culture that is common to all Sierra Leoneans. But there is such diversity in Sierra Leone: 16 ethnic groups each with their own language and customs; multiple religions and quite different geographical regions so that even food is different from area to area.

**Exercise:** In small groups determine what the common elements are that make a Sierra Leonean culture. Look at the table in the workbook and use it to guide the discussions.

**Tell the groups that they have 20 minutes to discuss these areas and complete the table.**

<b>Socio-cultural practices</b>	<b>Elements of culture that is common</b>
Rites of passage	All groups have rites of passage and many of them are very similar
Naming ceremonies	<i>Naming ceremonies common to all religions</i>
Marriage	<i>Formalised in front of family and friends a public promise A celebration</i>
Burial	<i>A commitment of the person to God generally with family and friends to comfort the bereaved</i>
Types of celebrations	<i>Religious, family, regional, national holidays</i>
Forms of celebrations	<i>Food, dancing, singing are common to all</i>

After 20 minutes ask the groups for feedback. Point out that they have just done a similarities exercise like the one in the peace part of Civics and Democracy theme.

Ask the large group about initiation and secret societies. According to the MICS (2005) membership is decreasing although 94% of girls aged between 15-24, said that they were members of the Bondo society. This makes membership of the secret society the single strongest cultural link across all religions, tribal groups and levels of education.

**Conclusion [05 minutes]**

So far we have looked at culture and socio-cultural practices but we have not related these to gender. This will come in the next Unit.

## Unit 85: Gender and Socio-cultural Practices II

Gender

**Objectives:** By the end of this Unit students will:

- Outline the advantages and disadvantages of socio-cultural practices
- Examine the effects of socio cultural practices on the lives of people

### Time allocation

Introduction	05 minutes
Activity 1: Advantages and disadvantages of socio-cultural practices	30 minutes
Activity 2: Is religion part of culture?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [5 minutes]

In the last Unit we looked at culture and some cultural practices. In this Unit we will build on this and look at the advantages and disadvantages in terms of the society and in terms of gender.

### Activity 1: Advantages and Disadvantages of Socio-Cultural Practices [30 minutes]

Ask students to individually list the advantages and disadvantages of the various socio-cultural practices by completing the table below.

	<b>Advantages</b>	<b>Disadvantages</b>
Naming ceremony	<p><i>It is a fundamental right</i></p> <p><i>It is a chance for the community and family to celebrate a new life and welcome the child into the community</i></p>	<p><i>None</i></p>
Secret societies (Initiation) for both males and females	<p><i>Provision of skills and knowledge in practical life skills</i></p> <p><i>Provides checks and balances to powerful leaders</i></p> <p><i>Fosters community ties</i></p>	<p><i>Promotes inequalities between men and women – the men’s societies have benefits for the society but the women’s societies have only disadvantages for the women.</i></p> <p><i>Initiation practice may include genital cutting which is a health hazard and for girls and women and an abuse of fundamental human rights</i></p>

Marriage	<i>Provides a socially acceptable structure for families and children</i>	<i>Can ignore the rights of women</i>  <i>Women are regarded as assets to be “bought” and “sold”</i> <i>Sometimes promotes early marriage (at puberty)</i>
Burials	<i>Supports grieving families</i> <i>Provides a spiritual structure</i>	<i>None</i>

Move around the room as the students are completing their workbooks. Choose several good examples and open the discussion after 15 minutes. Allow the discussion for 10 minutes and then move to the next activity.

**Activity 2: Is religion part of culture? [20 minutes]**

Discuss with students that in Sierra Leone there are three main religions: Islam (60%), Christianity (30%) and African indigenous religions (10%). Ask the students to outline (if they can) the key points of each of these.

**Note:** Do **not** allow any stereotypical or prejudicial statements to be made about any of the religions

- **Islam:** was introduced in Sierra Leone through the Futa Jallon Jihad for political and economic motives. Muslims believe there is one God and Mohammed (PBUH) is His Prophet. The principles of Islam include:
  - Acknowledgement that there is one God – Allah.
  - Prayer five times a day,
  - Fasting during the holy month of Ramadan,
  - Giving alms to the poor,
  - Making Hadj (going to Mecca)

This religion dictates the way of life of its followers. These include dress codes (dressing modestly) and the position of women and men in society.

- **Christianity:** was introduced in Sierra Leone through the freed slaves and the British who had Sierra Leone as a Protectorate. Christians believe that there is one God and that Jesus came in human form and died to pay for the sins of the world. Christians are required to
  - Worship only God,
  - Believe that Jesus Christ is their Saviour
  - Love others as they love themselves (that is to treat others as they would like to be treated – doing good to others).

This religion dictates the way of life of its followers. These include dress codes (dressing modestly) and the position of women and men in society.

- **Indigenous Religions:** This refers to the appeasing of the deities/gods who are believed to be in rivers and other natural features. Some traditional religion includes ancestor worship (those who have died).

**Exercise:** Form the students into small groups and ask them to think about how culture and religions are used to limit the rights that women and men have. As all the religions are used in this way it does not matter which religion you analyse with the culture. Nominate whether limitations apply to men or to women. Remember that the limitations must relate to the gender.

**Tell students that they have 15 minutes for this exercise**

After 15 minutes, ask the groups to make a very short presentation to the rest of the group. Groups should include:

- |   |  |  |
|---|--|--|
| ▪ <i>Limitations on the right to speak freely (women)</i>         | ▪ <i>Limitations on the right to marry freely (women and sometimes men)</i>                    | ▪ <i>Limitations on the way women dress</i>  |
| ▪ <i>Limitations on the behaviour of women</i>                    | ▪ <i>Limitations on the amount or level of education girls can have</i>                        | ▪ <i>Level and type of responsibilities to family (women and men)</i>                                      |
| ▪ <i>Creation of health hazards in initiation (women and men)</i> | ▪ <i>Reinforcement of inequality (women serving men – with religion used as the benchmark)</i> | ▪ <i>Loss/destruction of self-esteem and ability to take responsibility for themselves (women and men)</i> |

**Conclusion [05 minutes]**

Religion and culture are used in many places in the world to retain the power and control. Religion does not discriminate between women and men – the interpretation of religion creates the discrimination by using isolated texts from the Holy Scriptures. Culture is used to maintain the power of one group over another – sometimes particular groups or tribes and very often men over women. Both culture and religion have much to offer all of us: it gives us a framework in which to live; it provides us with a map to live constructively and to be the best people that we can be – but we cannot climb to the heights by walking on the backs of others. We must all walk together.

## Unit 86: Sanitation

Health and Environment

**Objectives:** By the end of this Unit students will:

- Understand the need for sanitation education
- Understand which methods are more effective.

### Time allocation

Introduction	05 minutes
Activity 1: What do we do now?	20 minutes
Activity 2: Prevention and minimisation	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

In the last Unit we looked at some of the general principles involved in hygiene. In this Unit we need to look at some of the specifics of sanitation.

While sanitation can mean “to keep things sanitary” (meaning clean) in this context it means safe disposal of excreta.

### Activity 1: What do we do now? [20 minutes]

Form small groups (different to the previous groups) and ask the groups to discuss and list all the ways that excreta (human urine and faeces) is disposed of. If this means peeing behind a building or by the side of the road then list these things. The lists should be on a flip chart.

**Tell the groups that they have 10 minutes for this activity.**

After 10 minutes ask the groups to hang their flip charts and ask one person to move around the room and highlight the common items in each chart.

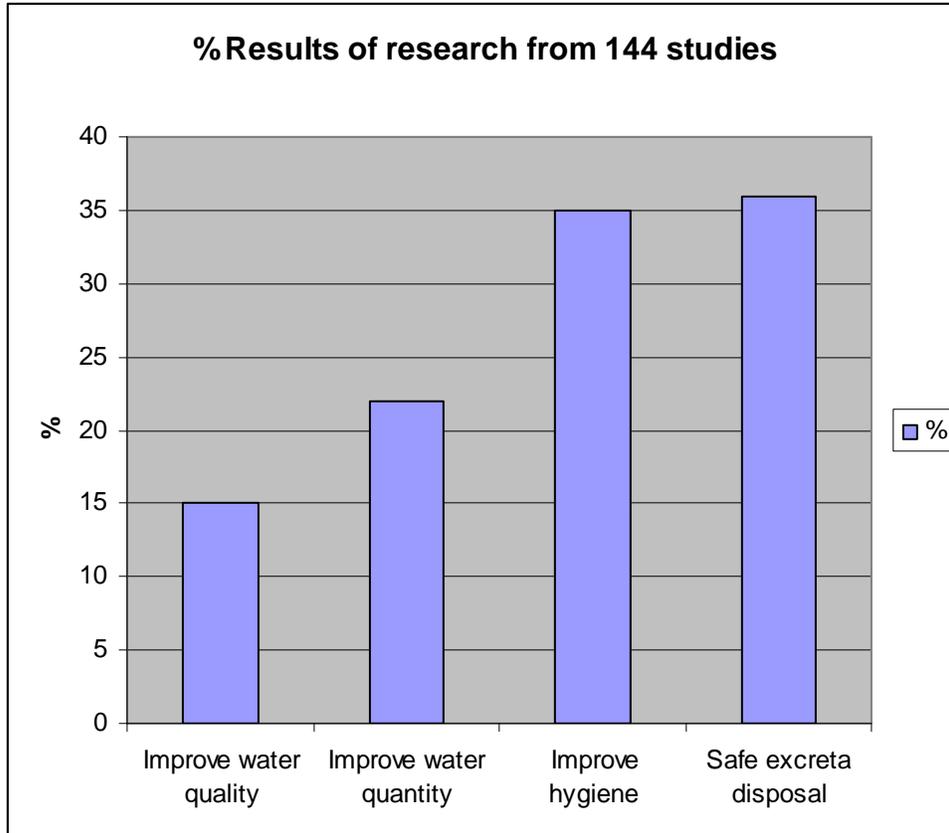
Ask the groups to nominate which of these methods of disposal are sanitary: that is which ones prevent problems of health and hygiene. Mark these with a different colour.

Point out that most of the ways we currently dispose of our human waste is unsanitary and creates health problems that are preventable. When babies get sick and die from diarrhoea; this is not God’s will, this is human waste – it is preventable.

**Activity 2: What does this mean? [20 minutes]**

Ask students to turn to their workbooks and to look at the graph.

This graph is the result of 144 studies. The vertical axis shows the % reduction in cases of diarrhoea by intervention. The horizontal axis shows the forms of intervention.



<p>What does the graph show?</p>	<p><i>It shows that improved water quality can prevent 1 in 6 cases of diarrhoea: but simply disposing of excreta safely can prevent 1 in 3 cases. (Twice as many cases can be prevented)</i></p>
<p>Given the results of this graph what would you do – improve the quality of the water or teach people to use latrines properly? (Remember to think about the costs of each of these interventions).</p>	<p><i>Teach them to use latrines properly – as it costs very little.</i></p>

Explain to the student that as well as creating a more pleasant living environment without the stink and flies we could save the lives of our children. In addition, safe excreta disposal also dramatically reduces skin and eye diseases and worm infestations. It should be kept in mind that worm infestations – although not visible have negative effects on growth, nutritional status (particularly levels of iron and vitamin A) which results in reduced physical activity, cognitive development, levels of concentration and school performance. When these things are put together with poverty and reduced food and hard work domestically we can see how this is makes the poverty cycle so much worse – and this is preventable.

**Conclusion [05 minutes]**

Being part of a poor country means that many solutions to problems are out of our reach. But sanitation and sanitary practices are not. They require a little effort, a little pride in our surroundings and ourselves and a little thought.

## Unit 87: Specific Negative Practices

Gender

### Objectives:

By the end of this Unit students will:

- Understand the negative consequences of FGC
- Understand the negative consequences of child marriage

### Time allocation

Introduction	05 minutes
Activity 1: Specific gender-based negative cultural practices: FGC	30 minutes
Activity 2: Child Marriage	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [5 minutes]

The previous Units on socio-cultural practices have looked at the generalisations of practices. In this Unit we shall look at two specific socio-cultural practices that are having a very negative effect on the girls and women of Sierra Leone.

### Activity 1: Specific Gender-based Negative Cultural Practices: FGC [30 minutes]

Describe the following:

Not so many years there was a very strong cultural practice of foot binding in China. Without bound feet, a girl could not find a good husband as she would not be desirable. Aunts, mothers and grandmothers insisted on this practice “for the good of the girls” and to be able to be proud of the family because of good marriages that would be made. This is how it was done: girls were taken as young as three years old. All the bones of the feet were broken and the toes pushed over so that the toenails dug into the sole of the foot. The feet were bandaged tightly to hold them in place. The bones had to be broken over and over again and tightly bandaged each time. The toenails would keep growing and cut the soles of the feet which would then become infected. The feet stank with the infections and strong perfumes were used to mask the smell. Women could not walk they could only hobble (take tiny steps) and this was considered “ladylike”. Because the women were unable to move freely they were considered useless and good only for having babies. It took many years of advocacy and many laws to outlaw the practice of foot-binding.

Ask the students to think about the story they just heard and relate it to the topic of female genital cutting. Genital cutting is circumcision of both males and females (cutting of sexual organs). While male circumcision has some historical and religious context, and because the cutting is of the foreskin; it is relatively safe (if practised hygienically). Female circumcision however has no religious background or justification but it is so common in Sierra Leone – the 2005 MICS

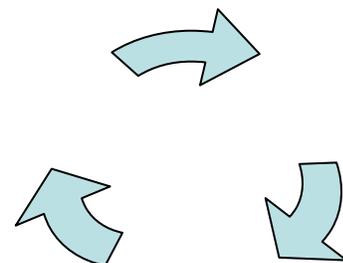
state that 85% of all women and girls in Sierra Leone have undergone FGC. The practice has multiple adverse effects for the girl concerned.

Ask the students to form small groups and together they should discuss the negative effects under the headings provided:

<b>Health:</b>	<i>Depending on the severity of the cutting, girls suffer severe side effects both at the time of circumcision and as they reach puberty. In addition there are very negative effects during and after childbirth. Sierra Leone has one of the highest rates of childbirth mortality in the world.</i>
<b>Psychological:</b>	<i>Girls are isolated, suffer extreme physical pain and often become withdrawn. This is compounded by being physically isolated from others just before and during the initiation.</i>
<b>Social:</b>	<i>Because the girls are isolated for long periods of time they lose contact with the normal social structure of school and friends. This isolation and the subsequent separation because they are considered to be adults after initiation means that they become withdrawn and feel that they cannot return to school because they are ready to be married. The 'jump' in development from child to adult is not psychologically healthy and may have long term behavioural effects.</i>
<b>Economics:</b>	<i>The initiation rites and subsequent marriages are costly. As FGC is predominately practised among the rural poor, these costs are draining on the whole family. The subsequent extreme poverty leads to hunger, malnutrition, sickness and the further spiral downwards in poverty. The continued poor health of the girl, from the medical effects of FGC are also draining on the economy of the family.</i>

**Tell the students that they have 15 minutes for this activity.**

Ask students to look at the second exercise in this activity in their workbooks and, in their small groups examine the links between the negative aspects of culture and the lack of development – look at the loss of education, economic loss and social



problems that often lead to conflict. Map these in a diagram similar to that shown in their workbook.

### **Activity 2: Early/Child Marriage [20 minutes]**

Closely linked to FGC is child marriage. These are both linked in Sierra Leone to initiation practices.

In small groups, ask the students to list all the aspects of child marriage that prevent girls from reaching their full potential. Tell the students to think of the aspects that include cultural aspects, education, family responsibility, psycho-social and physical health.

- *Age is not the primary determinant in marrying even though there is a policy that says that girls should not be married before eighteen years. Culturally however, a girl can be promised in marriage before or immediately after birth. In most cases, the girl is supported financially by the fiancée until she is initiated into the Bondo society. The marriage is consummated after the bride price is paid to the parents of the bride. The girls are generally aged between twelve and fifteen.*
- *In most cases, girls are withdrawn from schools and married to men that they do not choose, that they may not know and that they are not in a position to love.*
- *These factors adversely affect the girls physically, socially and psychologically.*
- *Bride price is a token given to parents of the bride by the bride groom or the parents of the bridegroom doing the marriage ceremony. As a result, girls are treated as posUnits and assets by their parents and as property by the husbands and their families.*

### **Conclusion [5 minutes]**

Many of the elements of culture are designed to give power to some members of the society and take it from other members of the society. Where this happens this contradicts Human Rights and often are the very structures that prevent development in the country. Socio-cultural practices support and structure our lives but if they are destructive then we need to modify them.

# Unit 88: Developing a Conducive Learning Environment

Principles and Pedagogy

**Objectives:** By the end of the Unit students will:

- Define the elements of a conducive learning environment
- Describe techniques for providing a conducive learning environment

## Time allocation

Introduction	05 minutes
Activity 1: What is a conducive learning environment	20 minutes
Activity 2: Creating the environment	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

Effective learning is necessary for behaviour change. One of the necessary pre-requisites for effective learning is a conducive learning environment. A conducive learning environment is one that welcomes the learners and the education community and is rights-based. But what does this mean in practical terms? In this Unit we will look at some of the elements that constitute a conducive learning environment.

### Activity: What is a conducive learning environment? [20 minutes]

Explain to the group that we are going to do a two-part brainstorm. Remind them of the 'rules' of brainstorming. Write "Physical elements" on one flip chart sheet and "Psychological elements" on a second flip chart sheet. These two sheets should be side by side.

Ask the group to give ideas about what the physical elements are that are associated with a conducive learning environment. Ask the same question for psychological elements.

<i>Physical elements</i>		<i>Psychological elements</i>	
<i>school buildings</i>	<i>water and sanitation</i>	<i>appropriate curricula</i>	<i>recognition of what the learner brings to the classroom</i>
<i>sufficient classrooms</i>	<i>appropriate furniture for students and teachers</i>	<i>unthreatening, learner-friendly environment: caring, empathetic teachers,</i>	<i>open acceptance of every learner</i>
<i>access for all</i>	<i>adequate number of trained teachers</i>	<i>no corporal punishment,</i>	<i>recognition of the role of the community (and therefore welcoming the community input into the school)</i>
<i>sufficient and appropriate text books and learning materials (maps, visual aids etc.)</i>	<i>Play areas and recreation equipment</i>	<i>constructive interactive methodology</i>	
		<i>equal dealing and good interpersonal relationships</i>	

After the brainstorm, ask how many people had thought only of the physical structure of the school and not of the psychological environment.

Explain that although the physical structure and infrastructure (support of materials etc.) is important, the real key to a conducive learning environment is the teacher (who provides the psychological environment). It is the teacher that provides the warmth and positive atmosphere of the classroom so that it is a 'safe space' intellectually and emotionally for the learner.

**Activity 2: Creating the environment [20 minutes]**

Ask the students to turn to their workbooks and in pairs write in ways that a psychologically conducive environment can be created. Tell students that they have 15 minutes for this exercise.

Move around the groups and choose a few really good examples to share with the group. Ask the students to keep these in mind for the future.

**Conclusion [05 minutes]**

Creating a conducive learning environment is a long process and requires considerable effort – however it is worth it because it is easier for effective teaching and learning to occur.

## Unit 89: Corporal Punishment

Human Rights

**Objectives:** By the end of the Unit students will:

- Understand the limitations of corporal punishment
- Be able to offer alternative classroom management techniques

### Time allocation

Introduction	10 minutes
Activity 1: Debate	40 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction [10 minutes]

Many people vent their frustration by acts of physical violence; not always towards those who create the frustration, but usually towards those who are powerless. (In English this is called 'kicking the cat'). If a teacher is frustrated or angry there is a tendency to hit the children as they are powerless.

Ask the group: "What happens when the learners are too big or old to be punished physically?"

We know that in this situation we do not hit any more – which proves the point about corporal punishment – we do it more for the feeling of power it gives us than for the 'good' that it does the child. This is the same mentality that allows domestic violence men hit women because (generally speaking) they are bigger and stronger and because we train women to accept and even agree with this. It is no wonder then that we, as a society, agree with corporal punishment.

### Activity 1: Debate [40 minutes]

We know from the previous Units that corporal punishment is not effective: it is not effective at teaching us what is right (only what is allowed), it is not effective at helping us towards independence (in fact it keeps us dependent) and it only works if there is a power inequity (think back to the conflict management continuum). However, many people in Sierra Leone firmly believe in corporal punishment (remember the statistics of 92% of children physically punished). If we are to help people understand the short-comings of corporal punishment we need to know what arguments they will use and what arguments can be used to counter these. So in this activity we are going to debate the issue.

*"Corporal punishment is necessary to teach effectively".*

Divide the students into two groups. Explain that they are going to take part in a debate.

The first group (A) will develop arguments to support the statement “Corporal punishment is necessary to teach effectively”.

The second group (B) will argue against the topic (i.e. they are arguing that corporal punishment is not necessary – in fact it is destructive).

Explain that there are particular rules for this debate:

Each point made must be different (that is, the same point cannot be repeated).

Side A has a ball, which they throw to somebody on side B after they make their first point. Side B must try to refute the point and then make a point of their own.

Then they throw the ball back to side A, who makes a new point and so on.

Explain to the students that each side must develop their own arguments, but they must also try to think of what the other side will say and develop arguments against their points.

**Tell the students that they have 15 minutes to prepare the arguments.**

Possible arguments in favour	Possible arguments against
<i>“Spare the rod and spoil the child” (religious justification)</i>	<i>“Let the little children come unto me”</i>
<i>“I was beaten and it did me good”</i>	<i>Actually it simply made you accept corporal punishment</i>
<i>Parents’ right to do as they think best with their children is sacred: any interference or legal restriction will destroy family privacy.</i>	<i>Children are not possessions – when parents hit children they send mixed messages – that pain and punishment are synonymous with love – with dangerous psychological effects.</i>
<i>Children must be taught to obey and physical punishment is necessary to accomplish this.</i>	<i>If obedience was taught through punishment no child would ever be hit more than once – and they are ... so the punishment does not work.</i>
<i>Many parents and teachers are under stress from difficult socio-economic conditions. Forbidding physical punishment would add to that stress and should await better standards of living.</i>	<i>This is an admission that punishment of children has to do with the adult’s frame of mind – not the child’s actions. This is not a valid argument in favour of punishment.</i>
<i>If corporal punishment is not used – what are the alternatives?</i>	<i>Positive methods (praising what is right rather than focusing on what is wrong) help children to learn more effectively and become constructive peaceful citizens.</i>

<p><b><i>Our children are used to hard physical work – only physical punishment will work</i></b></p>	<p><b><i>Brutalisation of children through labour is not a justification for further brutalization through corporal punishment</i></b></p>
	<p><b><i>Three key reasons for not using corporal punishment:</i></b></p> <ul style="list-style-type: none"> <li>▪ <b><i>It does not work</i></b></li> <li>▪ <b><i>It destroys the child's dignity and self-respect as it relies on public humiliation.</i></b></li> <li>▪ <b><i>It creates problems for the future in terms of physical and psychological damage.</i></b></li> </ul>

**Conclusion [05 minutes]**

It is easy to see that corporal punishment is not the most effective way to teach discipline but it is easy, it helps satisfy the need for power and it is habit. We know from problem solving that we need to respond not just to the logic of a problem but also to the emotions and values that they represent. This is for the next Unit.

# Unit 90: Different Facilitation Techniques

Principles and Pedagogy

**Objectives:** By the end of this Unit students will:

- Understand that there are advantages and disadvantages to various facilitation techniques.
- Be aware of which facilitation techniques are most suitable for given situations

## Timing Allocation

Introduction	05 minutes
Activity 1: Techniques, styles and needs	50 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

## Introduction [05 minutes]

Note: Using masking tape and four large cards, reproduce the quadrant areas as shown.

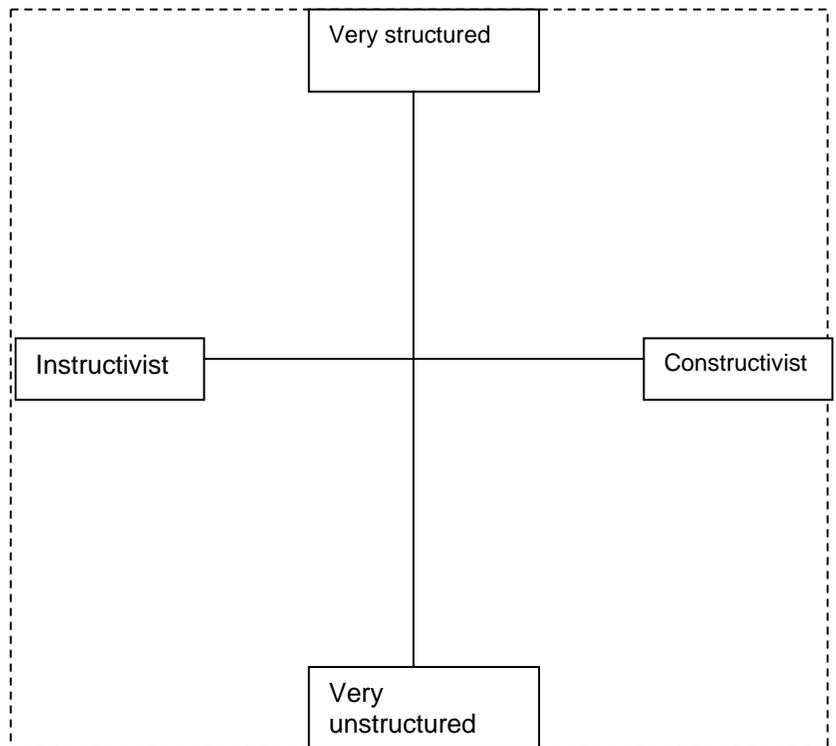
Explain to students that in this workshop they will experience a variety of facilitation techniques. This Unit is to find out which techniques are most appropriate for different situations.

### Activity 1: Techniques, styles and needs [50 minutes]

Ask students to stand on the line marked 'very structured' and 'very unstructured', where they feel most comfortable when facilitating.

Ask if anybody feels the need to move along the line and change positions according to the situation.

Explain that in fact, that they should be moving up and down the line. Ask why teaching styles should vary? *[Because learners learn differently, a variety of styles allows each learner to learn in a way most suitable to them; to avoid boredom and create 'pace' in the lesson; because active learning is the only way for people to internalise the learning.]*



Now ask the students to stand away from the quadrant diagram so that everyone can see it. (Outside the square)

Ask the students what they think instructivist means? [**To instruct; to tell**]. Then ask what constructivist means? [**To help construct or build the knowledge.**] Explain that it is not just possible to be structured as a facilitator it is necessary to provide constructivist learning activities. It is also possible to be unstructured as a facilitator but provide instructivist learning activities. Constructivist means to think about how people learn and to build the activities and discussion so that this learning can take place effectively: it is understanding and preparation.

Unprepared facilitators tend to be unstructured (unprepared) and so rely heavily on instructivist learning techniques as a way of keeping control. All constructivist learning techniques require a great deal of structure from the facilitator.

Note: Enough cards should be prepared for each student. One activity should be written on each card: **Hand out the** prepared cards, one to each student. Ask the students to look at the activity on the card and think carefully about where it belongs on the quadrants.

Explain that if they think it is very instructivist but unstructured then it should go into the outer part of the quadrant. If it is instructivist and very structured, where would it go? Tell the group that they may have to justify their decision to the rest of the group.

After the students have placed their cards choose **a few cards that are placed in interesting places** and ask the group why they think that they are placed appropriately. Discuss with the group if there is a disagreement about placement.

### **Conclusion [05 minutes]**

Explain that another reason for using a variety of teaching styles, in addition to the reasons which were given earlier, is to match to the type of learning. Some things are simply information and just need to be told to the whole group. This makes it instructivist and structured and that is fine. Think carefully about why you are using a particular method because this influences the way you approach the work and will influence the learning that occurs.

# Unit 91: Prevention of Sexually Transmitted Infections

Health and Environment

**Objectives:** By the end of this Unit students will:

- Understand how to prevent STIs

## Time allocation

Introduction	10 minutes
Activity 1: How do we prevent STIs?	40 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [10 minutes]

In the last Unit on STIs we looked at what STIs are and what the symptoms are. We also saw that there are several real dangers even before the dangers to your health: many STIs have no immediate symptoms so you can be infected and not know it. The second real danger is that many of the symptoms are very similar. Sometimes people are afraid to be tested because they are afraid of the most serious infections – when in fact most of the infections can be easily cured with antibiotics. But that is the cure - we all know that prevention is better than cure.

### Activity 1: How do we prevent STIs? [40 minutes]

Even though there is a wide range of sexually transmitted infections they have several things in common:

- They often have no symptoms at all which means they can be spread very easily
- Many of them have very similar symptoms
- They mostly have negative effects on babies – either a higher risk of babies dying in childbirth or of the babies being infected with the disease (which they have less chance of fighting).

Form the students into two teams and explain that team 1 will argue in favour of the ABC of prevention and how to educate people to prevent STIs.

Team 2 will outline all the arguments of culture, tradition and situation that mean that prevention is not possible.

**Tell the teams that they have 10 minutes to prepare their arguments**

<b>Possible team 1 arguments</b>	<b>Possible team 2 arguments</b>
<i><b>Don't have sex.</b> The best way to prevent any STI is to practice abstinence, or not having penetrative sex.</i>	<i>Premarital sex is very common – most girls under the age of 15 are sexually active. It is difficult to educate them against early sex because of the culture of initiation</i>
<i><b>Be faithful.</b> Have a sexual relationship with one partner who has been tested for STIs and is not infected is another way to reduce your chances of getting infected. Be faithful to each other, meaning that you only have sex with each other and no one else.</i>	<i>It is culture that in Africa men have sex with a range of women (and now many women have multiple sex partners as well). Videos and films are making this seem acceptable.</i>
<i><b>Use condoms.</b> Protect yourself with a condom EVERY time you have sex. Condoms should be used for any type of sex with every partner.  Condoms are such high quality these days that the sensations are the same as unprotected sex.</i>	<i>In our culture condoms are not “manly” and they reduce the pleasure of the man.  Sometimes the urge is sudden and men don't have a condom with them!</i>
<i><b>Have regular pelvic exams.</b> Talk with your doctor about how often you need them. Many tests for STIs can be done during an exam. Ask your doctor to test you for STIs. The sooner an STI is found, the easier it is to treat.</i>	<i>There are not enough health centres or hospitals in Sierra Leone for everybody to attend regularly.</i>

Allow the two teams to debate for 15-20 minutes thoroughly exploring all the arguments. Point out that the debate helps us to understand all the arguments and counter-arguments so that we can effectively advocate for safe sex and the prevention of sexually transmitted infections.

### **Conclusion [05 minutes]**

Sexually transmitted infections can make people more susceptible to HIV and can cause a host of other diseases and general ill-health. The prevention and cure of STIs is an important part of reproductive health.

## Unit 92: Child Marriage and Teenage Pregnancy

Gender

**Objectives:** By the end of this Unit students will:

- Understand some of the reasons for child marriage
- Be able to provide some responses to the issues of child marriage
- Understand some of the reasons for teenage pregnancy

### Time allocation

Introduction	10 minutes
Activity 1: Reasons for child marriage	20 minutes
Activity 2: Reasons for teenage pregnancy	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction [10 minutes]

In the MICS of 2005 it was reported that 36% of girls aged between 15-19 years are married or in union. That is one in every three teenage girls. Given that these girls are considered married and adults, it is not surprising that they become pregnant: child-bearing is part of their duty. Of this 36% more than half (58%) are married to men 10 years or more their senior. However, even the girls who are not married are falling pregnant. In recent research done within UNICEF showed that 8 of the 10 communities and organisations contacted said that “a lot” of girls drop out of school because of pregnancy. In Benevolent Secondary School in Gbendembu 19 girls got pregnant in a single academic year (2007/8). Both of these aspects are destructive for the future of our young women and both of them perhaps have similar causes.

### Activity 1: Reasons for child marriage [20 minutes]

Given that we have one in every three girls being a child bride we need to ask ourselves why. These girls suffer a much higher than normal maternal mortality (dying in childbirth) increased ill-health from protracted child-bearing (they have more children with less time between pregnancies).

Form small groups and ask them to turn to their workbooks and fill in the table thinking about realistic ways that these can be minimised.

**Tell the groups that they have 15 minutes to complete the table**

List reasons why girls are married under age	Identify ways that this can be minimised
<i>Poverty</i> <i>Protection of girls (by ensuring that a husband is there to protect them)</i> <i>Family honour</i> <i>Provision of stability for the family</i> <i>Passing of responsibility to the husband</i>	<i>Legislation prohibiting under-age marriage</i> <i>Policing of the laws</i> <i>Education of the girl</i> <i>Community sensitization</i>

After 15 minutes, ask for feedback from the groups. Discuss with the groups that the reasons are closely related to cultural traditions and views and that this needs to be sensitively handled if we are not to create a backlash. Point out that these girls are not likely to be in school so we have another group of girls that we need to analyse.

**Activity 2: What are the causes of teenage pregnancy? [20 minutes]**

Given the information above, and knowing that most young girls who are married or in union are less likely to be in school (according to the MICS “girls who marry as children receive little or no education”) so that the girls that we, as teachers are dealing with are probably not the girls who are married. Nevertheless many teenage girls even those outside of a marriage or union seem to get pregnant. The question then is why do you young girls get married under-age and why do so many girls become pregnant?

Form small groups and ask them to look at the table in their workbooks and complete the table. Make sure that the responses for minimising the problem are thoughtful and realistic.

**Tell the groups that they have 15 minutes to complete the table**

Identify reasons why young girls become pregnant	Look for ways that this can be minimised
<ul style="list-style-type: none"> <li>▪ <i>Lack of knowledge about their own bodies</i></li> <li>▪ <i>The desire to be an adult</i></li> <li>▪ <i>The need to feel wanted and needed</i></li> <li>▪ <i>False belief about protection against pregnancy</i></li> <li>▪ <i>Lack of knowledge about contraceptives</i></li> <li>▪ <i>Contraceptives are difficult to access and in some areas, they are not available at all.</i></li> <li>▪ <i>Girls are away from home and parental supervision when they attend secondary school</i></li> <li>▪ <i>The parents of the boys take no responsibility for the behaviour of their sons towards girls</i></li> <li>▪ <i>Physical excitement and passion</i></li> <li>▪ <i>Sexual abuse by teachers and other adults</i></li> <li>▪ <i>Sugar daddy syndrome</i></li> <li>▪ <i>Lack of dialogue between parents and their children, both boys and girls</i></li> <li>▪ <i>Defilement and rape</i></li> <li>▪ <i>No accurate information about sexual activity that would help them to defer sexual activity</i></li> <li>▪ <i>Peer pressure</i></li> <li>▪ <i>Poverty</i></li> <li>▪ <i>Traditional belief that the place of a woman is the home</i></li> <li>▪ <i>Government policy on girls' education</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Education in sexual and reproductive health</i></li> <li>▪ <i>Provide positive reinforcement to children for being children</i></li> <li>▪ <i>Provide love and care for children</i></li> <li>▪ <i>Training in assertiveness so that girls have practice in saying no</i></li> <li>▪ <i>Life skills so that girls understand how to take responsibility for themselves (rather than relying on others to 'police' them)</i></li> <li>▪ <i>Legislation to penalise teachers and other men who take advantage of under-age girls</i></li> <li>▪ <i>Teaching open communication skills to both adults and children</i></li> </ul>

After 15 minutes, ask the groups to give feedback. Discuss that often the girls are left in a helpless situation because they do not have the life skills necessary to act in an appropriate manner. Discuss with the students that every single reason relates to the lack of self-esteem of young girls. The culture that is supposed to protect and nurture them is, in fact, destructive.

### **Conclusion [05 minutes]**

In this Unit we have begun to look at what causes teenage pregnancy; both as a result of child marriage and as a result of behaviour in relation to school girls.

# Unit 93: Consequences of and Responses to Teenage Pregnancy

Gender

**Objectives:** By the end of this Unit students will:

- Examine the consequence of teenage pregnancy
- Discuss responses to teenage pregnancy and how to resist peer and other pressures.

## Time allocation

Introduction	05 minutes
Activity 1: What are the consequences?	20 minutes
Activity 2: Strategies to overcome or minimise the problems	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

In the last Unit we looked at some of the reasons why girls get married while very young and why teenage pregnancies are such a problem here in Sierra Leone. In this Unit, we will look at the specific consequences of pregnancy for the very young mother.

### Activity 1: What are the consequences? [20 minutes]

Ask students to look at the consequences of teenage pregnancy in the areas listed in the table

Area	Specific consequences
Physical health of Individual girl	<p><b>1 Increased risk of gynaecological complications: haemorrhage, sepsis, prolonged or obstructed labour and eclampsia resulting in fistula.</b></p> <p><b>2 Level of nutrition goes down if the girl is supporting an infant</b></p> <p><b>3 Increased risk of sexually transmitted diseases and HIV</b></p>
Mental/ psychological health of the girl	<p><b>1 Because of the social isolation and extreme hard domestic work, the girl's mental health will be fragile with possible depression</b></p> <p><b>2 Ignorance of mother and child care leading to uncertainty of child-raising techniques</b></p> <p><b>3 Withdrawal from peer group and friendships</b></p>

Academic effects	<p><b>1 Interrupted schooling at best and drop out at worst</b></p> <p><b>2 Follow on effects are a lack of knowledge of nutrition and child care and a lack of employable skills</b></p> <p><b>3 Creates a cycle of ignorance as she will not value education for her children as much as if she was educated.</b></p>
Effects in society	<p><b>1 Cycle of ignorance and poverty is maintained</b></p> <p><b>2 Increase in social problems relating to under-supervised children</b></p> <p><b>3 Cultural 'rewards' to young mothers which increases the prevalence</b></p>
Economic effects	<p><b>1 Child mothers cannot contribute economically</b></p> <p><b>2 More dependents on limited income means an increase in poverty</b></p> <p><b>3 the cycle of poverty is increased as there is less likelihood of education for mother or children</b></p>
Effects on the children (of child mothers)	<p><b>1 Lack of education</b></p> <p><b>2 Lack of maternal care</b></p> <p><b>3 Evidence shows that children of child mothers have many of their rights violated</b></p>

Given these effects what specific solutions can you devise? Keep in mind that this is a major behaviour change for a range of people at different levels; just telling people that this is wrong or unhealthy will not work.

**Activity 2: Strategies to address the problem [20 minutes]**

Ask students to discuss in their small groups and devise two strategies that will address the problem in a way that will help to change behaviour.

<i>Specific education on sexual and reproductive health</i>	<i>Meetings with opinion makers at the community level to create awareness of the dangers of child marriage and teenage pregnancy</i>
<i>Child Rights Bill to be enacted and implemented</i>	<i>High impact education and awareness programmes</i>

After discussing the strategies ask the groups which of these they feel they can implement in their own communities. Point out that behaviour change takes action and consistency from every person – every agent of change.

**Conclusion [5 minutes]**

Self-esteem is necessary for a healthy adult. Teenage pregnancy has its own detrimental effect on the girl, the baby and the society as a whole. It adds to the cycle of poverty, it limits development and creates a drain on the community. To help prevent this in the longer term; those elements that rob our girls of a feeling of self-worth must be changed.

# Unit 94: HIV/AIDS

Health and Environment

**Objectives:** By the end of the Unit students will:

- Understand some of the basic facts of HIV / AIDS
- Have some information about how HIV affects the immune system of the body

## Time allocation

Introduction	05 minutes
Activity 1: What are we talking about?	30 minutes
Activity 2: What is HIV?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

HIV/AIDS is not new any more; the virus that creates AIDS was discovered by the French in 1983 (and by the Americans in 1984). HIV and AIDS need to be dealt with separately if we are to understand what we are talking about and then how we deal with the effects. In this Unit we will look at what HIV/AIDS means and how it affects us physically. In the next Unit we will look at how it affects our society and what we can do.

### Activity 1: What are we talking about? [30 minutes]

Hand out three pieces of paper to each student and ask people to write one statement that they have heard about HIV or AIDS on each piece of paper. They do not have to believe the statement – it is just something that they have heard. This is an individual exercise.

#### Tell students that they have 5 minutes for this exercise

After 5 minutes collect up all the papers and mix them together and then hand them out to the students.

Form two groups and give each group a large piece of flip chart paper that looks like this:

Agree	Disagree	Don't know

Ask group members to sort their small pieces of paper into each of these columns, reaching agreement on where each statement should be placed and then tape them into place.

**Tell the groups that they have 15 minutes for this exercise.**

Ask both groups to justify their decisions. Group members must be prepared to say why they made the choices they did.

Discuss with the group, that this helps them to understand which of the statements are facts and which are simply prejudice and misinformation.

### **Activity 2: What is HIV? [20 minutes]**

Ask the students what HIV means. [*Human Immuno-deficiency virus*]

Now ask what this actually means – not just the words but the actual meaning. Discuss with the students that **human** refers to the fact that the virus only attacks humans; that it is a **virus** (a germ that is spread from person to person) and it takes away your ability to fight disease (your immune system).

Explain to the group that they have to imagine the human body as a country. The country has armed forces that fight the enemies that try to invade the country. But a secret force from the enemy kills off the army very, very quietly. You (the government of the country) do not realize it but your armed forces are disappearing and your country is left unprotected for any enemy who wants to invade. This is HIV. A person can have HIV for years and never know until an “enemy” attacks and the “army” that normally fights off the “enemy”; (the disease), is not there and the disease can take over.

**Exercise:** Form small groups and ask them to discuss not everything that they know about HIV/AIDS – but what makes HIV dangerous. Do not just say because it leads to AIDS – that is only one part. Think of all the things that makes HIV dangerous.

**Tell the groups that they have 10 minutes to discuss and make their list.**

After 10 minutes, ask the groups for feedback. The feedback should include:

- *HIV is invisible – there is no way to know if you are infected or not; only a test can determine*
- *HIV is slow – you can have been infected years ago and now be faithful to one person but the infection is already there (from your ‘wild’ days)*
- *HIV is predominately spread through unprotected sex with multiple partners; it is culturally inappropriate to talk about sexual behaviour in Sierra Leone and therefore people are shy to discuss or to be tested.*
- *HIV breaks down the body’s defences and leaves the person open to infections and diseases.*

### **Conclusion [05 minutes]**

Now that we know a little about HIV we need to look also at AIDS and then look at the effects to our society. Then perhaps we can find ways to minimise the effects.

## Unit 95: What do we know about AIDS?

Health and Environment

**Objectives:** By the end of the Unit students will:

- Understand some of the basic facts of AIDS
- Understand how the HIV virus is spread

### Time allocation

Introduction	05 minutes
Activity 1: AIDS	20 minutes
Activity 2: How the virus is spread	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last Unit we looked at HIV and what it means to us as Sierra Leoneans. In this Unit we will look at AIDS and see what we understand about this before we deal with how we can respond.

### Activity 1: AIDS [20 minutes]

Explain to the students that it is HIV that is destructive – this is the germ that kills off the body's defences and so exposes the body to any disease that comes along.

Ask the question: "Can you die from AIDS?" *[Technically the answer is no – you do not die of AIDS. AIDS is Acquired Immune Deficiency Syndrome. This just means that you have a situation where your immune system (the army that protects your body) has disappeared. This leaves you weak and vulnerable to any disease.]*

Ask students to brainstorm on all the serious diseases in Sierra Leone. Diseases that can kill. *[Diseases like pneumonia (lung infections), tuberculosis, and chronic diarrhea]*

When the list is complete, point out that any one of these serious diseases can kill; if a person has AIDS – because their body has no defences. Some of these are more common for AIDS patients than others but we need to be very careful not to create a situation where we create stigma for all sufferers of a particular disease.

### Activity 2: How is the virus spread? [30 minutes]

Ask the students to open their workbooks to the table and to circle the actions that can spread the virus. If some of the activities require special precautions or conditions these should be written at the side of the table. [Note: the behaviours that can spread HIV are in blue and italics]

**Tell students that they have 10 minutes for this activity.**

Tattooing <i>(Requires sterilized equipment)</i>	Coughing	Immunization	Shaking hands	Ear piercing <i>(Requires sterilized equipment)</i>
Hugging	Kissing	Sneezing	<i>Breast feeding a baby (Only if the mother is HIV positive)</i>	<i>Having multiple sex partners</i>
<i>Using un-sterilized needle or syringe to inject somebody (If a previous user is HIV positive)</i>	<i>Blood transfusion (Blood should be tested and equipment must be sterile)</i>	Using the same cooking utensils with an infected person	Spitting	<i>Using the same cutting instrument (blade or knife) on multiple patients without sterilizing</i>

After 10 minutes get the feedback from the students and point out in the discussion that the major way of becoming HIV positive is through unprotected sex with multiple partners. Even when you think you are clear and you trust your partner it is like looking into a series of mirrors: do you know that your partner's previous partners were free of HIV? What about their partners? The reflections in the mirrors go on and on and we can never be sure. Other ways of passing on HIV – un-sterilized needles and surgical equipment, breast-feeding, blood transfusions of infected blood or equipment, drug use with infected needles – all these are very minor ways of transmission: the major way is unprotected sex.

### Conclusion [05 minutes]

Now we understand more about HIV and AIDS. So far we have looked at this from a medical point of view. But as teachers we need to look at the social impact of HIV/AIDS

# Unit 96: Honesty and Transparency

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand what is involved in being transparent

## Time allocation

Introduction	05 minutes
Activity 1: Honesty	10 minutes
Activity 2: Levels of honesty	20 minutes
Activity 3: Transparency	10 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

As part of the work on civics and democracy we need to look at transparency, accountability and corruption and the effects these have on the education system and society as a whole. In this Unit we will look at transparency. Glass is transparent – you can see through it. When we talk about transparency in our dealings we mean that everybody should be able to see the processes. Accountability is closely related to transparency – if we are truly transparent then we are also accountable. But accountability is much more. It means being responsible for our own actions and not blaming others. The word corruption means to turn rotten – for example if one mango is bad it will make the whole basket of mangoes corrupt.

### Activity 1: Honesty [10 minutes]

Ask the large group (in a brainstorm) what makes an honest person or what they consider an honest person to be.

***A person is considered honest if s/he does not lie, steal or deceive others. But more than that a person needs to be totally truthful and show integrity.***

***A person is considered to be honest if s/he:***

- ***Tells the truth***
- ***Is genuine in dealing with others***
- ***Is not fraudulent (doesn't steal)***
- ***Is faithful and sincere***
- ***Is upright in principle and action***
- ***Is fair in dealing with others***
- ***Does not blame others***
- ***Takes responsibility for their own actions without excuses of lies***

***A person is considered dishonest if s/he does the following:-***

- ***Lies – either avoiding the truth or saying something that is not true***
- ***Blames others when s/he is at fault***
- ***Cheats in terms of money***

- ***Copies others' work and claims as his/her own***
- ***Steals goods, time or posUnits of others***

Ask the students to keep this in mind for the following activities

### **Activity 2: Levels of honesty [20 minutes]**

Explain to the students that honesty is at a range of levels.

- There is the honesty of not telling lies or obvious untruths;
- The honesty where the whole truth is told;
- Emotional honesty where you admit to yourself where you have been wrong or unjust (and then perhaps to others);
- Intellectually honest where you take all the facts into account (and find all the facts) before making a judgment and
- The honesty of taking responsibility for your own actions, without blaming others and without shifting responsibility to others.

These are high level ethical skills and attitudes. Initially honesty may be about not telling untruths (lies) and learning to say sorry when wrong; while a high level honesty is about taking responsibility for all that you say and do without blame or accusation.

Ask the students to read the story in their workbook

Read this story:

A mother hides some money in the house in a box in the cupboard. One teenage boy living in the house sees her hiding the money. Another small child suspects that the box holds something precious. One day when the mother comes home from the market she sees that the box has gone. She is angry and very worried and searches the yard and finds the box but it is empty. She asks everybody in the house, but nobody admits to touching the box or taking the money. Some days later, she sees that the teenage boy has two new shirts and new shoes. Immediately she suspects that he has taken the money. The boy says that he worked carrying bricks for a new building and earned the money himself. At the same time, the mother notices that the small child is not eating at mealtimes. Then the mother notices lots of candy wrappers pushed under the mattress of the small child. She does not know how the child got the candy. She brings the boy and the small child into the room to ask them. The small child says that the boy gave the candy. The mother does not know who to believe: did the boy earn the money and was he being kind to the small child? Did he steal the money and gave the candy to keep the small child quiet? Did the small child steal the money to buy candy?

### **What do you think?**

The small child starts to cry and finally admits to looking in the box and seeing that there was some money, took it and bought candy – so much candy that she made herself sick and could not eat at mealtimes. The mother is very angry and ashamed, angry at the small child and ashamed because she did not believe the boy. She punishes the child but cannot admit to the boy that she was wrong.

Ask the students:

- Who was honest and who was dishonest in this story?
- True honesty would mean that the child would admit that she took the money when the mother first asked. The only really honest person in the story was the boy. The small child was dishonest and the mother was dishonest because she could not admit to the boy that she was wrong.
- Can you see why the mother was also dishonest?

When we know we are wrong we should be honest enough to say so; even when we are hurt by it.

### **Activity 3: Transparency [20 minutes]**

Conduct a large group brainstorm and ask what transparency is.

Discuss the following points if necessary (i.e. if they are not raised by the students).

- Citizens of a country should have access to information about the way the government operates. For instance they need to know how much money is raised, and spent by the Local or Central Government, each month, each year.
- There is a need for concrete information relating to the running of the country, the school, the family etc. to be made available to all (not just on show in a government building but truly available)

When government, school head teachers or departments, make such information available to the public, we say they are transparent.

Transparency helps to prevent corruption that occurs when a select few have access to important information, allowing them to use it for personal gain.

### **Conclusion [05 minutes]**

Personal honesty is closely related to transparency. If you are honest as a person, then you have nothing to hide and so you are transparent. Some people keep information a secret not necessarily because they are cheating but because they like the power of knowing things that others do not. This is a different level of dishonesty that has to do with a lack of self-esteem and a tradition of secrecy.

# Unit 97: Accountability

Civics and Democracy

**Objectives:** By the end of this Unit students will:

- Understand what is involved in being accountable

## Time allocation

Introduction	05 minutes
Activity 1: Transparency and accountability	10 minutes
Activity 2: What does it mean to be accountable?	20 minutes
Activity 2: Who are the duty bearers?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

In the last Unit we looked at honesty and transparency. Closely tied to transparency is accountability. This requires quite a high level of intellectual and emotional honesty. In this Unit we will look at what is required for us to be accountable.

### Activity 1: Transparency and Accountability [10 minutes]

The issue of transparency and accountability should be a priority. While this impacts on teachers and education personnel, it must be remembered that we are teaching the citizens of the future and so they need to understand what it means to be transparent in all our dealings and accountable for our actions.

It must be remembered that transparency in teaching means being honourable and honest in our dealings. However it also means that we need to be consistent; that is our behaviour must match what we are teaching. This is what it means to be a good role model. To put it another way, we need to walk the walk not just talk the talk!

Transparency means to be open and honest, where we lay out the steps that we take so that everybody knows how and why particular actions have been undertaken. In the classroom this means that punishments must be in direct response to misdeeds and not the result of frustration or anger on the part of the teacher. It also means that when a question is asked of the teacher and the teacher does not know the answer, then the teacher says openly and honestly “I am sorry I do not know”; but then try to find out and report back to the class so that they know that you can be trusted. This is being accountable.

For the students, transparency and accountability means being honest and being responsible for their own actions.

### Activity 2: What does it mean to be accountable? [20 minutes]

Ask students to turn to their workbooks and complete the table individually.

**Tell the students that they have 10 minutes to complete the table**

Where should you be held accountable as a student?	<b><i>Not cheating or bribing to get through examinations, working hard to learn, being honest in your dealings with other people.</i></b>
Where should you be held accountable as a teacher?	<b><i>Thorough preparation and not cheating on the time the student has. Never asking the students to do something that you cannot do yourself Never lying to the students</i></b>
Where should builders be accountable?	<b><i>Not cheating on the materials, doing honest work, not cheating on how much the house materials cost.</i></b>
Where should politicians be accountable?	<b><i>In all dealings with others, in all matters of money, and in all levels of responsibility to their constituents</i></b>

After 10 minutes get feedback from the students and then discuss with the students:

- Accountability means taking responsibility for one's own actions and accepting the consequences (or righting the wrongs) caused by the actions. Government agencies, organisations that use public money, even businesses are all accountable to the people who provide the money. The government representatives are accountable to the people for all that they do and say.
- In Sierra Leone this has not been the situation and so it is difficult to understand that our political leaders are in fact responsible to us; the people.
- The people are responsible for obeying the laws of the country and responsible socially to their families and communities and also to make sure that we ask those accountable to explain their actions.
- The Truth and Reconciliation Commission was one way of holding people accountable for their actions. By asking people to admit where they have done wrong (to be honest) and for them to understand that they are accountable.
- Teachers are accountable to their students and to the parents of their students and ultimately to the communities in which they work. Being honest about what we know and do not know and treating the students with care and respect means that we are being accountable (doing our job well).

Point out that the same principles apply at each level. We cannot ask (if we are truly honest) for other people to be accountable if we do not hold ourselves accountable.

Equally though we have the right to ask for accountability. Asking that politicians be accountable for their actions is part of our civic participation duty – to bring issues to the attention of politicians and to hold them accountable.

### **Activity 3: Who are the duty bearers in our society? [20 minutes]**

Brainstorm with the students to find out who the duty-bearers are:

- Duty bearers are those who are in some way responsible for others.
- Teachers are duty-bearers as they are responsible for the welfare of the children in their care.
- Parents are also duty-bearers as they are the primary care-givers.
- Doctors and health workers are duty bearers as they are responsible for patient welfare.
- Police are duty-bearers as they are responsible for the safety and security of citizens.
- The government is the largest duty-bearer as they have overall responsibility for the security and welfare of all citizens.

Because of the recent history in Sierra Leone, it is not well-understood that the government and the agencies of the government (such as police, health workers, teachers and the representatives of government themselves) are duty-bearers and are accountable to the people whom they serve.

Often ordinary people do not understand the complexities of the problem and are not used to analysing situations so they cannot effectively empathise with the duty-bearers. In this sense each one of us has a duty to become better informed so that we can truly understand the duties involved for the particular duty-bearer.

Confrontation of duty-bearers and accusations simply makes people defensive. Assisting duty-bearers to fulfil their duties and publicly holding them accountable (but again not in an accusatory way) is more likely to be effective.

### **Conclusion [5 minutes]**

Accountability and transparency are not easy standards to live up to and there are always people who try to justify why they are not transparent and should not be held accountable. Most of these come down to being above the law (or wanting to be above the law). Duty bearers have more responsibility to be accountable – and this becomes very important as we work more in the area of rights and responsibilities.

# Unit 98: Human Trafficking

Human Rights

**Objectives:** By the end of this Unit students will:

- Be able to define human trafficking identify examples of it
- Discuss the causes and effects of human trafficking.

## Time allocation

Introduction	02 minutes
Activity 1: What do we mean by trafficking?	10 minutes
Activity 2: What is trafficking?	30 minutes
Activity 3: Which people have the potential to be exploited?	15 minutes
Conclusion	03 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [02 minutes]

Human trafficking is considered one of the most serious human rights violations. Governments, Human Rights organisations and the international community are all concerned about the increasing amount of trafficking and Sierra Leone is part of this problem. While there is no accurate data on the number of persons trafficked through Sierra Leone, the government, NGO's and other international institutions are working to minimise the problem.

### Activity 1: What do we mean by human trafficking? [10 minutes]

The UN defines trafficking as *“the recruitment, transportation, transfer, harbouring or receipt of persons by means of the threat or use of force or other forms of coercions, of abduction, of fraud, of deception, of the abuse of power or the position or vulnerability or to the given or receiving of payment or benefits, to achieve the consent, of a person having control over another person for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”*.

The Sierra Leone Anti-Human Trafficking Act of 2005 states: *“a person is engaged in the trafficking in persons if he undertakes the recruitment transportation, transfer, harbouring or receipts of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception of the abuse of power or position of vulnerability, or of giving or receiving of payment or benefit to deny the consent of a person having control over another person for the purpose of exploitation”*.

So in both the UN definition and the Sierra Leonean definition there are essentially three parts to human trafficking:

- Lying, threatening, using force, using power or the powerlessness of the other, giving or receiving money to get the person to agree
- Getting the people: recruiting, transferring, holding
- Exploiting the person including forced labour and sexual exploitation, slavery,

## Activity 2: What is trafficking? [30 minutes]

Ask the participants to look at the stories in their workbooks and answer the questions that follow before deciding the elements of trafficking.

Following this, read the case study and answer the following questions.

Idriss was the youngest child and only son of very poor parents. He understood his responsibilities well and wanted to help and support his family. His father encouraged him to 'act like a man' and help the family. One day some men visited the village and explained to everybody that there was good work to be had in Kono and it paid well. Idriss wanted to go but his mother said that he was too young at twelve years old to be leaving home to work. She said he should be on school. Idriss felt bad, he really wanted to bring the money home to his family and to have them feel proud of him.

Late that night he visited the men who had talked about the work. The man was very happy to talk to Idriss and told him that as Kono was a long distance they would need to leave very early the next morning. He said he should be ready at dawn the next day.

Idriss went home and packed his bags. He slept well and early the next morning he said goodbye to his mother who was tending the fire and told her that it was all decided – he was going to be a man and bring home money for the family. His mother was sad and shocked by his decision but at the same time she was proud of her son.

Little did she know of the conditions of the work in Kono. Her son was to become a slave working in water all day at back-breaking work all to send home a little money to his family.



Ruby wanted to be rich. She was tired of always being poor like everyone around her. So when a big man from the city came and took her to a restaurant and told her how pretty she was, she was very proud. He explained that there was a good life to be had in the city for a pretty girl like herself. Over the next few days he bought her clothes and shoes and jewellery; Ruby felt beautiful and really believed that there was a golden future for her. The big man promised her that this was so and he wouldn't have bought her all the pretty things if it wasn't true.

Ruby went to the city, based on the promise of a good life. It was only after she arrived that she realised the promises were false. Within days, Ruby was no better than a slave in the house of an old man with several wives. She was beaten by the women and the man used her in bed. Ruby could not escape and lamented the days she had listened to the sweet promises.

Vandi was probably the strongest man in the village. He worked hard and his strength was well-known in the area. One night he was coming home late and three men came out of the shadows and jumped on him beating him and tying him quickly. They threw a bag over his head and pushed him into the back of a truck. After two days of driving, the truck stopped at a big farm. Vandi had no idea where he was. He was untied and forced to work alongside other men. Food was short and the days were very long. Slowly the strength left Vandi. He felt old and broken.

To help you, ask yourself the following questions:

Is force being used?	Yes	No
Have promises been made (as far as you can see)?	Yes	No
Has coercion taken place (use of power and status)?	Yes	No
Is there exploitation of labour or person (either sexual or forced labour)?	Yes	No
Is the person underage?	Yes	No

If the answer to any of these questions is yes – then there is human trafficking. More importantly; any situation where a child is transported without their consent then it is trafficking – it does not have to involve force or coercion, the fact that the child is underage is enough.

Essentially there are two key causes for human trafficking: supply and demand. Both supply and demand depend on the denial of the most basic human rights.

- **Supply:** people who can be exploited because they are powerless, ignorant or desperate provide the labour (the supply).
- **Demand:** those who profit from human trafficking are those who want maximum profits and so demand cheap (or free labour), labour that cannot demand reasonable conditions of work (cleanliness, light, air flow, protection from weather and fixed working hours) and labour for exploitative work (such as commercial sex workers).

**Activity 3: Which people have the potential to be exploited? [10 minutes]**

Ask the students to read the table and mark whether the statements are true or false.

Mark true or false against the groups of people who you think are vulnerable to being exploited.

People who pay money to smugglers to be moved to a new country with the promise of a good job	T	
Well-educated people who are offered a job in a new place with transport costs paid by the organisation		F
A child whose parents are very poor and who accept money in return for the child going to work in a different area	T	
A young girl who travels long distances to school by herself	T	
A young person whose relatives promise to educate them	T	
A minor (underage child) who travels to the diamond mines to earn money to help his family	T	
A child who is adopted because their own parents have died and who is sent to school regularly and has a new school uniform and is happy with the situation		F
A poor family moving to the city in the hope that the father can find work		F
Children work on the farm of the teacher to pay for lessons	T	
Girls who are not permitted to go to school and who therefore only have domestic work or prostitution as saleable services	T	
A child who is fostered traditionally to a childless couple who are proud and happy to have a new son/daughter		F

**Conclusion [05 minutes]**

Human trafficking is very common and in some instances almost invisible. If a child is moved it is automatically trafficking – just because they are a child; but all forms of trafficking are almost the same as slavery- and unfortunately Sierra Leone has a reputation along with other countries in West Africa for modern day slavery.

## Unit 99: Effects of Human Trafficking

Human Rights

**Objectives:** By the end of this Unit students will:

- Discuss the effects of exploitation and trafficking
- Discuss what can be done to minimise this problem

### Time allocation

Introduction	05 minutes
Activity 1: What are the possible effects?	20 minutes
Activity 2: What can we do?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last Unit on human trafficking we looked at what trafficking actually is and who is vulnerable to this form of abuse. In this Unit, we will look at the effects of exploitation and trafficking.

### Activity 1: What are the possible effects of exploitation and trafficking? [20 minutes]

Ask students to work in groups of three (with somebody they have not worked with before). Ask the groups to open their workbooks and discuss and list the possible effects according to the table.

**Tell the groups that they have 15 minutes for this activity.**

Physical health (disease /illness):	<i>Any illness associated with confinement, poor hygiene, sexually transmitted diseases, malnutrition</i>
Emotional/ psychological health (trauma):	<i>Trauma, psychological disturbances: sleeplessness, aggression, withdrawal, depression</i>
Economic effects:	<i>Short term effects are positive for those who are doing the exploiting. Negative effects for the exploited as they move into cycles of increasing poverty</i>
Societal effects:	<i>Family and community breakdown Lack of education for the future citizens of the country Breakdown of trust between various parts of the community Resentment and potential for violence Shame of the nation because of Human Rights violations Fuels government and community corruption</i>

After 15 minutes ask the groups for their feedback (reminding them not to repeat what others have said).

Remind the groups to record any effects that they do not have that others may have mentioned.

**Activity 2: What can we do? [30 minutes]**

Ask the same groups to look at the lists they have made and to devise a strategy to minimise the emotional or psychological effects and a strategy to address the societal effects. These strategies should be presented in the form of action points.

**Tell the groups that they have 15 minutes to complete their strategies.**

Allow each group to present their strategies and ask the others for a critical analysis of the reality of the solutions proposed.

**Conclusion [5 minutes]**

Trafficking is a major problem in the world today. In Sierra Leone we have both formal and informal trafficking; this adds to the cycle of poverty and lack of development.

## Appendix 1: Basic Training Tips

These are divided into four areas: Content, Method, Environment and Product/Outcomes) which generally correspond to the way people think of a training workshop.

### **Content**

#### **Preparation**

- Prepare. Know what it is you're going to cover in each Unit.
- Ensure that you have all the materials and have prepared all the aids you need for each Unit.

#### **Implementation**

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate student comments into the message you are trying to teach.
- Create a mindset for your students: explain the learning objectives for each Unit.
- Allow for the input of the students on the elements of the course.
- Ensure that the Units have variety and use a range of methods to maintain the pace of the Unit or day. The Units have been designed this way; make sure to conduct all of the Unit activities.
- Units should be well planned, but make sure you are also flexible so that you can respond to the needs of the students.
- Conclude each Unit or day by synthesizing what has been covered. Summarizing and clarifying the key points of the Units help the students to focus on learning outcomes.
- Be sure to thank students for their time and attention.

### **Method**

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

### *Lecture*

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your students. [See the psychological environment.]

### *Brainstorming*

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- If the group is larger than twenty, divide it into at least two groups for the brainstorming activity.
- All students should contribute to the brainstorm.
- There should be no judgment of ideas offered; all ideas are accepted.
- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the ten minutes, the ideas should be categorized into groups according to the suggestions of the students.

### *Case studies/scenarios*

The case studies used in this training course, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the minimum standards and the indicators and the accompanying guidance notes. In this course, case studies are used to demonstrate where and how the minimum standards may be used, no matter what the phase (emergency, chronic crisis or early reconstruction).

This approach allows students to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

### *Group work*

Group work can be used for most discussions where you are drawing on the skills of the students. For brainstorming activities and for the preparation of demonstrations, you need groups composed of students with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Students in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials – if necessary, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
  - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once if you ask people to sit next to people they don't know at different times in the workshop.
  - Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 students and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
  - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
  - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the students. These feedback Units can (and should) be varied. A feedback Unit which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very

powerful, as can a 'gallery walk' where each group's conclusions are put up on the walls for everybody to walk to and read.

- Whatever methods you choose for a feedback Unit, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

### *Role-plays*

Role-plays are used to illustrate a point or concept you are trying to make.

- Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- Ensure that the students are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- Some role-plays require the students to take on certain characters, which you have prepared. Ensure that the students really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- At the conclusion of the role-play, ask the students to stay in role during the discussion on motives, etc. of the characters.
- There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion.

### *Debate*

Debates provide an opportunity for students to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

### ***Environment***

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

#### ***The Physical Environment***

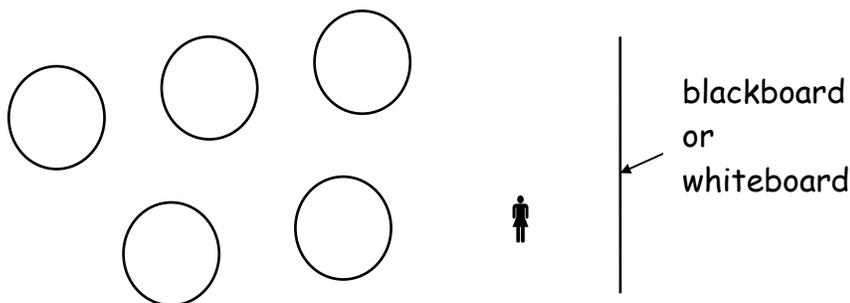
##### **The venue**

- Organize the seating so that there is no barrier between you and the students. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the students) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of students (that is, with your back to the sun). If the students cannot see you, they will lose interest.
- If there are desks or tables for the students, then stand for your training (unless you are having an open discussion). If the students are seated in a

- Classic seating arrangements are the horseshoe or hollow square.



- There are other arrangements which may be more suitable for your room or the type of training.



- The small tables mean that generally your groups are already formed (by table) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

### **Training equipment**

- Ensure that all students can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (For example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.

- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the Unit starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.
- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the students to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a Unit are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

### **Breaks**

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last at least twenty to thirty minutes. Students need this time to mentally ‘regroup’ and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the Unit (not just at break times).

### ***The Psychological Environment***

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the students. Having a facilitation partner helps Units to run more smoothly as one person can keep time while the other is conducting the Unit, and moving around groups is more timely and effective.

### **Manner**

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the students probably will as well.
- Never set yourself up as the master. The students are adult learners and deserve the respect of their age and experience.
- Learn the names of as many students as you can (or have name badges). Use individual’s names, not just to ask questions - if you refer to a point made by a student, acknowledge it by naming the person.
- Be genuinely interested in what your students have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.

- Listen to what students say, really listen. Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the student.
- Listen also when students talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the student be the 'good guy'.

### **Eye contact and voice**

- Make frequent eye contact, not staring (which intimidates students) but look at all the students.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the students to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all students to hear and with expression (a monotone will put your students to sleep).
- Use the level of language your students need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

### **Posture**

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
  - *the walker*: this is the one who walks ceaselessly up and down. Students become mesmerized by the pacing to and fro, and fail to listen to what is being said.
  - *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side.
  - *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
  - *the statue*: this one is perfectly still – no movement at all.
  - *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the students.

The psychological environment also depends to some extent on the students. Make sure that they know each other, that they feel psychologically comfortable

in each other's company. Many ice-breakers have just this purpose. *Never* make a fool of a student. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your students will also be courteous.

Training or facilitating should be enjoyable for both you and the students. It is a learning experience for everybody. Be sure to acknowledge what you learn from the students.

### ***Product/outcomes***

- The product or outcomes from any training should be tangible. If students make recommendations or decisions, ensure that these are followed.
- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask students to summarize what has been learned during a Unit or a day.
- Have revision Units built into the course. Make this a quiz or some form of game; the students should be able to discuss and build on each others' responses.
- If necessary, have follow up Units so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names).

**Appendix 3: Communication**

