Inter-Agency *Peace* Education Programme

Skills for Constructive Living

UNHCR

UNESCO

INEE

Inter-Agency

Peace Education Programme

Skills for Constructive Living

Teacher Training Manual

Level 2

Printed in France

Foreword

In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement of millions of children and young people, often under horrific circumstances. The world's poorest countries are most frequently those torn apart by internal conflict. Many countries face desperate poverty that aggravates internal division with the possible consequence of violence. Other desperately poor countries suffer the destabilizing effect of conflict in neighbouring states.

The programme that has been developed in these materials provides the life skills related to peace education and conflict minimisation and prevention to reach refugee and returnee children, youth and the wider community. These life skills will enable the participants to deal with related problems, including the social fragmentation problems of sexual harassment and exploitation, access to education (especially for girls), community caring as well as skills for constructive and non-violent living.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has collaborated with the United Nations High Commissioner for Refugees (UNHCR) to strengthen these constructive skills for living through the present "Inter-Agency Peace Education Technical Support Programme". This initiative has been made possible through the generous support of the Ministry of Foreign Affairs of Norway, Section for Humanitarian Affairs, Global Affairs Department, through the Funds in Trust programme of UNESCO which partly financed it from January 2004 to June 2005. UNHCR, in particular, has initiated and supported this programme from its inception in 1997 and has generously contributed financially and to its implementation in the field, in partnership with UNOPS.

In its mandate, UNESCO is committed to education for peace, human rights and dialogue between different cultures and civilizations. The Dakar "Education For All" (EFA) Plan of Action includes these principles and emphasizes the need to improve all aspects of quality education. In this framework, UNESCO has been concentrating special efforts in the crucial area of teacher training, with particular emphasis in African countries: this is also in accordance with the Norwegian strategy in multi-lateral and bi-lateral cooperation of making effective use of the funds to maximize concrete changes in developing countries.

The programme has been built on the solid foundation of the earlier Peace Education Programme developed by UNHCR since 1997, and later on adopted by the Inter-Agency Network for Education in Emergencies (INEE). It was upgraded with the input of both refugees and the host community. It also incorporates lessons learned from the external evaluation undertaken of the UNHCR programme in 2002 and has further responded to stated needs of people in both emergency and development situations. Education planners, teachers, refugee and returnee communities, staff of the UN partners as well as government authorities will find these materials useful for their peace-building efforts, especially if they have been trained on how to use them.

The work has benefited from the contributions of many students, community members, teachers and facilitators as well as UN and NGO personnel, too numerous to mention individually. However, special appreciation should be expressed to colleagues in UNESCO, especially the Division for the Promotion of Quality Education, in UNHCR, the Division of Operational Support and in UNOPS, the United Nations Office for Project Services in Geneva. A special acknowledgement should be given to the Senior Technical Adviser, Pamela Baxter, for the work and energy devoted to the project. The support of Margaret Sinclair, who was the originator of this programme, Anna Obura, whose evaluation provided both evidence of positive impact and valuable lessons learned and Jessica Walker-Kelleher, Jean Anderson and Karen Ross, who took on the task of upgrading the primary section of the formal education component, are likewise acknowledged.

The value of these endeavours and contributions will be multiplied, to the extent that the skills for peace-building, incorporated in these materials, become a standard component in situations of emergency and crisis, and for conflict prevention and reconstruction.

Mary Joy Pigozzi   Marjon Kamara
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Introduction

This manual is one of the components of the "Inter-Agency Peace Education Programme". The programme is designed for education managers of ministries dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government.

The implementation structure is based on the experience acquired over the eight years the programme has been in use, from 1998 to 2005.The programme has been evaluated by external experts and the new revised materials (2005) incorporate both the suggestions made in the evaluation and the feedback from the specialists who implemented it in the field.

Historically this programme has been restricted to refugee communities. However, it has expanded and moved into both refugee and returnee situations. With the partnership between UNESCO and UNHCR, in the framework of the Funds-in –Trust "Inter-Agency Peace Education Technical Support Programme" financed by the Ministry of Foreign Affairs of Norway in 2004 -2005, the project has been further developed to respond to the needs in situations of emergency and reconstruction and also into development situations as well. The programme is currently being implemented in eleven countries in Africa[1] and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.

The following is the table shows the list of materials and their uses which are the components of the Peace Education Programme. For a more complete presentation, see the booklet "Overview of the Programme".

The Materials[2]

Overview of the programme	A description of the components of the Peace Education Programme and the implementation structure of the programme.
Teacher Activity Kit Teacher Activity Book (TAB)	The teacher's main resource. It has a lesson-by-lesson curriculum for formal schooling, structured according to the children's cognitive and emotional development. Each teacher working in the programme needs his or her own copy of the kit.
Charts	Teaching resources (not teaching aids).
Story Book	More than thirty stories and songs which are referred to in the TAB. Each story reflects a particular aspect of Peace Education or responds to particular needs in the community (for example: HIV/AIDS, gender equality, girls' access to school.
Proverb Cards	Local proverbs for use especially in the 'analysis' lessons in the middle primary.
Community (Adult) Programme Facilitator's Manual for Community Workshops	A guide for facilitators conducting the Community Programme. Each facilitator should have a copy of this book.
Community Course Booklet	A handout booklet, which outlines the major concept areas covered in the community course.
Training Manuals Teacher Training Manual Level 1, Level 2 and Level 3	These manuals introduce teachers to the psychology of the course, curriculum theory, the rights-based approach and specifics of teaching the Peace Education Programme.
Facilitators Training Manual Level 1, Level 2, Level 3	In three parts, introducing the facilitators to the principles of adult learning, a rights-based approach and the psychology of learning as well as the specifics of the course.
Background Notes for both Teachers and Facilitators	A summary of the major points covered in the training sessions to be used as a reference.
Facilitators and Trainers Training Guide	A small booklet of training hints to ensure that the trainers have the basic skills and use interactive methodology.

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1. In order of implementation: Kenya (1998), Uganda (1999), Liberia (1999), Guinea (2000), Sierra Leone (2000), Democratic Republic of Congo (2000), Ethiopia (2000), Eritrea (2001), Cote d'Ivoire (2001) – but currently not operating, Somalia (2004), South Sudan (2004), Ghana (2004).
2. The titles in bold and underlined are separate sections of the programme. Titles in bold are separate books.

Contents

Training timetable

Day 1

0900 - 1000	Initial welcome and introduction (Review of Level 1 and expectations)
1000 - 1030	Quality systems – rights-based approach
1030 - 1045	Break
1045 - 1200	What are values?
1200 - 1300	Effective learning
1300 - 1400	Lunch break
1400 – 1430	Games from TAB
1430 – 1530	Characteristics of a good teacher (Part 2)
1530 - 1545	Break
1545 – 1630	TAB Activity Analysis
1600 - 1700	Games from TAB

Day 2

0900 - 0930	Revision of Day 1
0930 - 1030	Developmental psychology - Maslow
1030 - 1045	Break
1045 - 1300	Education theory
1300 - 1400	Lunch break
1400 – 1430	Games from TAB
1430 - 1530	TAB micro-teaching
1530 - 1545	Break
1545 – 1630	Effective communication
1630 – 1700	Games from TAB

Day 3

0900 - 0930	Revision of Day 2
0930 - 1030	Developmental theory (intellectual development: Bloom)
1030 - 1045	Break
1045 - 1200	Developmental theory (ethical development: Kohlberg)
1200 – 1300	Adjusting to different levels in the classroom
1300 - 1400	Lunch break
1400 - 1500	TAB micro-teaching
1500 – 1515	Break
1515 – 1630	Essential and non-essential information
1630 – 1700	Games/activities from TAB

Day 4

0900 – 0930	Revision of Day 3
0930 – 1100	Developmental theory (affective development: Bloom)
1100 – 1115	Break
1115 – 1300	Questioning skills
1300 – 1400	Lunch
1400 – 1500	Communication and group dynamics
1500 – 1530	TAB micro-teaching
1530 – 1545	Break
1545 – 1630	Positive feedback
1630 – 1700	Conclusion

Preliminary Note

This manual has been written for you as a trainer of teachers. It looks at 'good teaching' and the skills required to develop 'good teaching'. These skills are useful not just for a peace education programme but also for all aspects of the professional life of the teachers whom you are training. Remind the participants that they will receive their certificates at the end of the level 3 training.

While the programme is not really prescriptive, it has been through thorough trials. The order of the sessions has been developed to provide a balance. There are games included in the timetable; these are taken from the games in the TAB as it is imperative that these games be demonstrated; they are difficult to understand just from reading. Each time you play the games, it is worthwhile to have a short discussion about the reason for these games and the teaching point behind them.

It should be noted that all the training undertaken in the programme since 1998 has been done at three levels. With new or under-trained teachers this proved to be very necessary as it is difficult to absorb so much new information. With three sets of training, this has meant that revision has been built into the course (although it does not appear here). The daily revisions in this course are for the training only.

The philosophy of peace education asks for those involved in the programme to be good role models for the programme: this also applies to the trainers! It is expected that you will have internalized and actively demonstrate all the elements that are discussed in the TAB.

The sessions for this manual have been designed so that the key points for you are boxed. The work in ordinary text is what you share with the participants. If there are a series of boxes read from left to right and from the top of the page towards the bottom of the page.

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Use the discussion points raised by the participants as examples and to reinforce points made. (If the participants have psychological ownership of the programme, they will internalize much more of the content and the philosophy.)

In the appendices of this Training Manual there are games and activities for ice-breakers and revision. There are also revision questions based on the timetable, divided into the topics during the previous day's work.

Initial welcome and introduction

> Ensure that the participants are welcomed either by a senior official or welcome them yourself.
>
> Make sure that the people in the group actually do know each other from the Level 1 training. If necessary, use one of the introduction activities from Level 1.

Introduction of the course

Objectives To enable the group to focus on the content of the course, To help the teachers understand that the way that they teach is an illustration of human rights.	Lecture

> Start with a review of Level 1. Brainstorm in small groups.
>
> Ask participants to list what they have covered and mark with an asterisk those areas where they feel they need more work.

This training course has been designed to refine your skills, and your understanding of content and methodology in the teaching the Peace Education Programme, and to help you understand the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and your students. This means that everything that you understand by human rights should be applied in the classroom. Because PEP is a process programme, how you teach is just as important as what you teach.

Quality systems – a rights-based approach

Objectives
To enable the group to see how rights-based education has an impact on and links to peace education.
To help the teachers understand that as part of the learning system, peace education is an illustration of human rights.

Discussion and group work

Learning system

Education sectors

Learning   The learner   Teaching

Environment
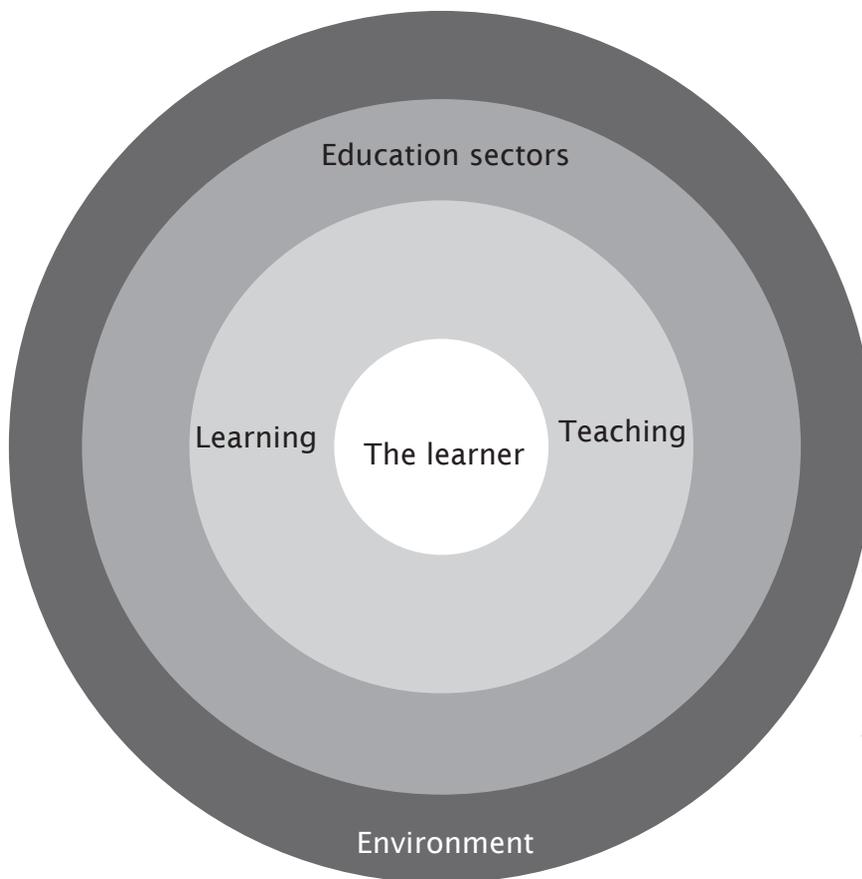
Draw the diagram on a flip chart (four flip chart sheets taped together), so that small cards can be attached to it.

Here the learner is at the centre. What happens if we put another element of the system at the centre?

[For instance, teachers. Then the system exists for the teachers but the learning outcomes will not exist, or they will not relate to the learning objectives.]

To ensure appropriate learning outcomes, we must see the learner as central; after all, the learner is the reason for the system.

Ask participants which elements within the learning system they are expected to deal with in their work. Write these on small cards and put them on the chart where the group thinks that they belong.

In terms of quality, the learner is *always* at the centre. Although this seems obvious, we often find ourselves in a situation where the learner hardly counts at all.

Draw arrows between the various circles and put cards against the arrows: knowledge, skills, values, attitudes.

Everything we do must keep the learner and the needs of the learner at the centre of our planning if we are to be truly effective.

What is the relationship/bridge between the inner circles (Learner; Teaching and Learning; Education sectors) and the Environment?

Draw arrows between the various circles and put cards against the arrows: knowledge, skills, values, attitudes.

Possible responses: everybody interlinks with the environment, everybody comes from the environment and the purpose of the learning is to fit the learner into the environment successfully.

What should be transferred for the inner circles to impact the environment and for the environment to influence the system?

Possible responses: there should be a transfer of knowledge, skills, values and attitudes.

What do *we* provide so that there is interaction among these components?

What *should* we provide?

How do we ensure that peace education is transferred to the community?

Open discussion with participants.

If we are serious about incorporating the community in our planning, what does it require of us to do this?

What do the learning/teaching components require of us in terms of peace education?

Much of what we should provide is very low cost; an attitude shift rather than a lot of money is required. Much of what we should and can provide is related to values.

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What are values?

Objectives
To enable the participants to understand how peace education is about values as well as skills.

To help the teachers understand that values should permeate all the work that they do.

Activity and group work

Brainstorm with the participants as to the values required by a peaceful society and therefore to be promoted through education.

Write the values listed on a flip chart.

Make sure that what are listed are actually values and not processes.

After categorizing the brainstorm results, check that what has been listed are really values held by a large group (not just the group in the room).

The guidelines for defining values should include that values are:

► Ideals
► Constructive
► Two-way (meaning reciprocal 'do unto others as you would have them do unto you')
► Held by a large group or a society
► Abstract (e.g. justice, tolerance)

Take the wall chart of the learning system (with the added notes) and place it on the floor.

Write the six most important values on the faces of the cube. Ask participants to form a circle around the chart so that everybody can see.

Give the cube to one participant and ask him/her to throw it (lightly) onto the chart.

Give me an example of one thing that can be done, in relation to the value shown on the cube and the subject on which it landed.

Keep the pace moving and ask for one quick example each time the cube is thrown – different people should throw it each time but anybody can answer. Stop the game after four or five throws.

'Values' is the area most of us historically have ignored in our thinking about education. Now we have some examples of how we role model and transfer values through our work in the various elements of the learning system.

What is the link between values (and how they are expressed in a school system) and rights?

Rights are simply values-in-action. They have been formalized internationally and so people tend to see them as legal instruments.

Rather than being assumed, it is now understood that rights (and the associated values) need to be structured so that learners can really understand what values and therefore what rights are important in a society.

Rights-based education is where we make sure that everything we do in a learning system reflects fundamental rights and that nothing contradicts them. This is the essence of peace education.

What does this mean?

As an example.

If you do not know the names of the students in the class, how can you show respect to the learner?

How does corporal punishment show respect and dignity?

If you are teaching a lesson with insufficient preparation, what 'values' are you demonstrating and what values are you ignoring?

Allow participants to discuss what this means; but if they speak only in generalities, ask the listed questions (or similar).

The 'cube' game gave us an opportunity to see some examples of what we can do to ensure a rights-based approach. For an overview of a rights-based approach to education, we need to look at the specifics of what rights-based means in terms of peace education.

Rights-based education

Lecture and discussion

Rights-based education is an emphasis on the approaches that we should use in all the work we do in an education system; what we teach, what the textbooks say, how we interact with each other, how we interact with the students and the families of the students, and most importantly how we teach – the methodologies that we use and the attitudes that we bring to teaching.

All education processes can be broken down into at least two components: content and methodology. It is not possible, however, to provide a rights-based approach unless these mutually reinforce each other. A rights-based approach relies more heavily on the methodology, the process of education, than on the content as this is likely to be dictated by the syllabus. In the Peace Education Programme, however, the content is equally as important as the methodology.

Methodology

There are two levels to the methodology, the system level and the individual teacher. Ultimately, neither can be truly effective without the other, although there is benefit in good quality teaching even where the entire system is not rights-based.

A true rights-based methodology requires a proactive involvement of all the school community in inclusive decision-making. [e.g. if the parents of the school are intimidated, shy, uninterested or especially poor, and so do not attend meetings, then the school/system needs to ensure that it can reach out to the community: home visits, other community meetings, open days, etc.]. The school/system also needs to ensure that the message to the community being portrayed by the teachers, administrators and officials is one that is proactive towards inclusion.

All members of the school community – officials, administrators, teachers, parents and students – have the right to be treated with dignity and respect. This should be the overriding principle. If this principle is truly implemented, then it is not possible to use corporal

punishment on children, as this is not treating them with dignity and respect. Equally, to keep parents in ignorance of what their child is learning, or to keep them waiting or to make them feel unwelcome in the school is contrary to the principle as this denies them respect. Similarly, it is not possible for a child to abuse a teacher or another child as this denies the respect and dignity of each individual. In short, it is not possible to play the 'power games' (so often seen in school systems) and be consistent with the principles of respect and dignity.

Within the classroom and at the level of the individual teacher, the rights-based approach can be very comprehensively implemented. It does, however, require the teacher to be trained in constructive classroom management techniques and to have internalized the concept of rights and constructive skills and attitudes for themselves.

'What are our rules?' (see Teacher Activity Book) is a way to help the students commit themselves through the discussion of the rules, to keep the rules. Class management relies heavily on the interest of the student and the planning of the teacher. Teachers who spend a disproportionate amount of time talking or disciplining students create boredom in the class, with further disruptive behaviour, failure to learn and sometimes student drop-out as a result.

Many teachers, even now, are trained to believe that a silent classroom is a good classroom. For these teachers, there is no difference between working noise (where small groups are discussing the work together) and disruptive noise (where students are simply talking and disrupting others). Teaching methodology that uses open discussion by the students is very often a teacher's greatest fear. But group work encourages not only co-operation and inclusion, but the practice of higher cognitive skills: analysis, critical thinking, negotiation and synthesis. These need to be planned for in the development of group work. When teacher preparation focuses on these elements, then working noise can be seen as truly productive. However, poor preparation will have negative results because unstructured group work may encourage exclusion, discrimination, laziness and exploitation. Group work is not just a matter of seating arrangement; it is a management skill that requires preparation (skill) from the teacher.

According to the Convention on the Rights of the Child, children have 'the right to an education, which develops their personality, talents, mental and physical abilities[1.] This is often interpreted in the school and education systems to mean mental abilities only and in extreme situations, reduced even further to a particular output (examination results), not individual potential. To provide an education programme for developing the full potential of each child requires using a variety of approaches to give each child an opportunity to utilize his or her preferred learning style. It also requires a classroom free of fear as it is not possible to develop a constructive personality in a state of constant fear. The practical classroom implementation of Article 29 of the Convention on the Rights of the Child includes:

▶ the provision of a range of activities with a range of groupings for the students (individual work, small groups, larger groups), research, role-plays[2], art, games and activities to demonstrate a teaching point;

▶ interactive teaching and learning to respect the right to be listened to and to promote the higher level cognitive and affective skills; with open questioning and building on the responses by the students, to move towards the teaching point of the lesson. Class discussions are very difficult for many teachers (and students) as the discussion must be structured (by the teacher) but the students have to feel confident that they can say what they think and feel.

▶ good questioning skills by the teacher with a mix of open and closed (but structured) questions, including questions that concentrate on the levels of analysis and synthesis (not just knowledge and comprehension). This style can be summed up as 'ask, don't tell'.

▶ a sound psychological environment provided both by the teacher and the system. Students should feel that there is a positive learning environment, where they feel safe: physically, mentally, emotionally and socially. The environment creates an atmosphere of trust, where the teacher consistently helps the students to find solutions and where learning is a constructive, pleasurable activity.

Handout on the application of the Convention on the Rights of the Child
(by Article)

Rights-based approach	Good pedagogical practices	Article
Inclusion (no discrimination based on sex, religion, status, ethnic/tribal group etc.)	Observation skills, small (and changing) groups, questioning Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied, and utilized as a resource where possible	2 28 30 18
Respect	Listening to all responses, never questioning as a punishment, courtesy for students, parents and teachers	
Learning according to potential	Range of activities and subjects, variety in methodology: not examination oriented	8,12,13
Protection	Knowledge and skills provided for students to enable them to deal with life problems (sexual and reproductive health, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying and constructive conflict resolution) as well as traditional subjects	16, 32, 33, 34
Equal opportunity	Proactive access to school/learning centres, (no exclusion on the basis of school fees) Equality of interactive learning based on inclusion, variety of activities to ensure that all participate, and use of the full range of cognitive and affective domains to ensure that every learner's potential and stage of development can be reached	2
Safety	*In loco parentis* – giving care and taking responsibility for well-being of the learner No corporal punishment of any kind	19, 34, 37

Give this to the participants as a handout (Appendix 1) and allow open discussion that may arise

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Effective learning

Objectives
To demonstrate the effectiveness of active learning in comparison with passive learning.

Individual and small group work

The essential point of peace education is that the children learn to internalize the knowledge they have learned in their peace education lessons.

Do they carry the information from school to the home?

Do they practise the skills they are taught?

Do they remember information and connect it to new things they have learned?

We have discussed the psychology of child development, but there is also another element in helping a child internalize knowledge: active learning. Unfortunately most of the learning that takes place in our schools is passive learning. This requires a lot of revision time, is often boring for the children and causes discipline problems. Nevertheless many teachers persist with passive learning because [*they think*] this is how they learned.

Ask the participants to write on a slip of paper or card two specific things they remember learning. (It is important that they write specific things, not courses or ideologies).

They should be able to write what it was they learned, who helped them learn, how they learned, why they learned.

Group the participants into groups of three and ask them to share their experiences and choose one thing for the group that is a good example of the learning that took place.

In the plenary group, a representative of each small group tells about the one thing the group has chosen that they learned: the content, method, situation and people.

List the responses on the flip chart/board in four columns under the four headings.

What (did you learn)?	Who (helped you learn)?	How (did you learn)?	Why (did you learn)?

How vividly do you remember learning what you have described? This is related to how you learned, how passive you were or how active.

You need to be aware that you remember things more effectively that you have actively learned.

After lunch play a game from the TAB

Characteristics of an effective teacher

Objectives
To have the group identify the qualities that they consider important in a good teacher.

To analyse and categorize those qualities so that the requisite skills can be acquired during this course.

Lecture, brainstorm and discussion

Being a good teacher in peace education is the same as a being a good teacher for any other subject. Many of the qualities of a good teacher and the behaviours that come from these qualities are the same as the qualities necessary for constructive living, that is, for peace education. You cannot teach children about constructive, peaceful behaviour and not practise it yourself; if you do that, it is hypocrisy.

It is necessary to be a role model to children as well as teaching them the content of the peace education programme.

We are going to do a brainstorm on the qualities required of a good teacher. Look at the rules for brainstorming. This is a time for all ideas, not for discussion of these ideas. First we will list as many ideas as we can and we will categorize them later. You do not need to raise your hand, just call out your idea and I will record it.

Rules for brainstorm

Ideas should be the 'first thing you think of' and not analysed

All ideas are accepted and no criticism allowed

Building on (or expanding on) other ideas is allowed

There is a time limit of fifteen minutes (approximately)

What are the qualities you would want to see in a good teacher?

Explain the rules of 'Brainstorm' to the group.
Write these on a board/flip chart.
Try not to write a formal list as this implies a priority or hierarchy.
Keep listing qualities/ characteristics until the group cannot think of any more or until fifteen minutes have passed.

Categorization A

Draw an outline picture of a person. Add features according to the characteristics stated in the brainstorm (e.g. big eyes for observant, big ears for a good listener, a heart for empathy). Ask if there is anything else the participants would draw onto the figure. The final figure becomes the 'categorization list' for the brainstorm.

Categorization B

Match similar ideas and name them conceptually (e.g. 'understanding the group' and 'caring for others' can be classified as 'empathy'). As each concept is written, erase the brainstorm idea from the board. At the end you will be left with a list of single word or phrase categories. Ask the participants if there are any other categories they would like to add.

Pairs and plenary

OR

Pair the participants and tell them that they have ten minutes to list the top ten qualities they consider essential in a good teacher.

After they have completed the lists, they are brought to the front (or read to the group) and new points are recorded on flipchart or board.

This may need to be done as a full categorization exercise depending on the complexity of the ideas that the pairs have.

Which of these qualities are natural and which can be trained?

If we decide that all the qualities are inherent, then there is no point in training to be a teacher.

In fact, most of these qualities or the components that together make up these qualities, can be learned. As an example, empathy is a quality, not a skill, but what sort of things can be learned to help develop the quality of empathy [listening, observation, analysis?

Each of us has the professional responsibility to be the best teacher that it is possible for us to be. This is not because we will be paid more, but because it is part of our own ethical development as human beings, and because the future of our community and society is in our hands.

TAB activity analysis

Objectives
To help the participants understand the activities and the structure behind them.
To familiarize the participants with the activities and how they are undertaken.

Small group work

Divide the participants into groups of three to five. The participants in each group should teach similar grade levels.

Give each group one activity. These activities should come from the units (in the *Teacher Activity Book*) on Communication, Emotions, Perceptions and Empathy, and Assertiveness.

The groups have 45 minutes to read through the activity and prepare it as a demonstration lesson.

Groups will teach their lessons over the next few days.

As there is a lot of variety in these units, it is more appropriate that you choose the lessons at the grade level consistent with the groups that you have formed and allocate them to the groups. This ensures variety and gives the participants a sense of the structure of the programme.

Choose lessons where you can see there may be difficulties when they are being taught.

Allow 30 minutes to develop the lesson and then ask two groups to demonstrate. The other groups should present their lessons according to the sample timetable.

The work you have just taught in the demonstration lessons covers the same skills as discussed in the section on the characteristics of a good teacher.

This means that you need to internalize these skills for yourselves as well as teaching them to the children.

After this session, play a game from the TAB

Developmental psychology

Objectives
To help the participants understand the stages that their students go through so that they can help the students develop and mature.
To give the participants some understanding of psychology that has been used in developing the programme.

Lecture and open discussion

Maslow's hierarchy of human needs

According to American psychologist Abraham H. Maslow, all human beings have a hierarchy of needs[3]. If the basic needs are not fulfilled, then a person cannot reach the higher levels. Maslow says that once these needs are fulfilled, they are not valued as highly as unfulfilled needs. e.g. if a person has adequate food, water and shelter, that person does not value these things; instead a person will want to belong (to be loved) or want to feel good about him/herself (self-esteem). However, practical experience shows that people can manage to strive for the higher levels even when their lower level needs are only partly fulfilled.

In peace education, the goal is to help people work through the higher levels towards self-actualization, as it is at this level where people are most likely to be able to work for peace at the level of transformation.

self-actualization

self-esteem

belonging

security

basic needs: food, water, shelter, sex
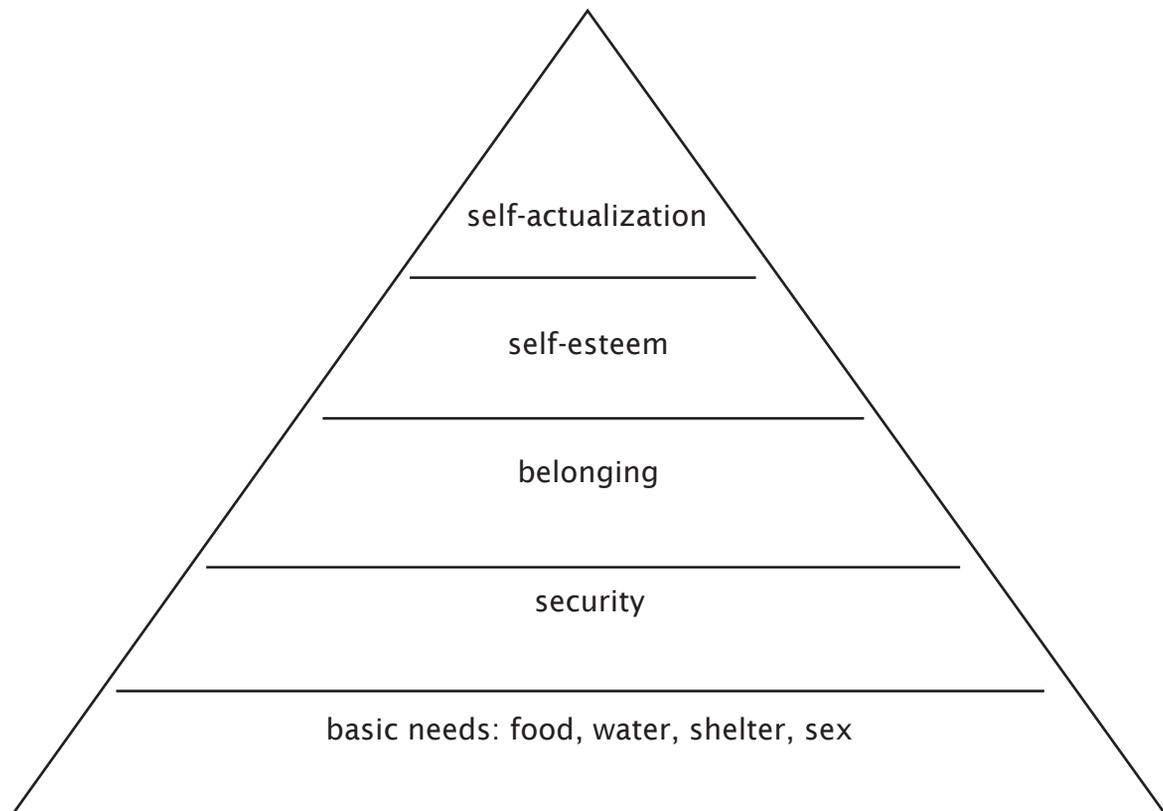
Level 1

At the most basic level are the needs to sustain physical life: food, water, shelter and the physiological needs.

Level 2

The second level is a need for security. In Maslow's terms, this is emotional security (a need to be loved), but within a conflict or post-conflict context it is also physical security, safety.

An experiment was done with baby monkeys. Two baby monkeys were given artificial 'mothers'. One was a wire model of a mother monkey but with a bottle attached so that the baby could feed. The second baby also had a wire model but this one was covered in fur and had arms that could 'cuddle' the baby (it also had a bottle attached so that the baby could feed). Although both baby monkeys had enough food the first baby monkey died. Why? Because it did not have the emotional security it needed. (The love it needed.)

A very sad human example was the orphaned children of Romania who were kept all day in cots and bottles of milk were just placed in the cots. The children were never held or cuddled. Many of these children are severely retarded both mentally and emotionally as a result.

One of the best aspects of traditional cultures, in terms of child raising, is the fact that children are carried by the mother or another older person all the time. This way the children feel the warmth of another person and feel secure.

Level 3

Once we as human beings feel secure, we feel that we belong to a group. In some cultures this is formalized by initiation, or teaching as to which group we belong to. Sometimes these groups are used to divide people by making comparisons between one group and another, and many of us are taught to fear or hate another group. This does not mean that the groups themselves are wrong. It does mean that as adults we have a very great responsibility not to use groups this way. Remember that the group to which we belong grows as we learn more about the world. A small child belongs to a group that he/she knows as the family. The second group may be that of the immediate community (the neighbours, the village or the extended family). The next group may be that of an age set, a tribe or clan, or a geographical group. Then there may be a national identity or an identity of continent (African, Asian, European and American). Sometimes people really understand that they belong to the group of humanity as a whole (people of the world).

Level 4

As we develop, we begin to understand more about ourselves. We know that we are part of a group, but we also become aware that we are not the same as everybody in the group. As we begin to understand that we are 'special' or unique, we develop a feeling of self-esteem. This is where we begin to understand ourselves and feel good about ourselves. People who do not feel good about themselves are usually very unhappy and often feel anger or frustration which they project towards other people. It is at this level where we begin to appreciate the differences in other people. How boring it would be if everybody was the same! Cultural diversity is the acceptance of other groups, knowing that they have the same rights that we do and that they are human beings who happen to belong to a different group and who are also unique and special.

20

Level 5

The highest level in Maslow's hierarchy says that when we feel comfortable with ourselves and we understand the world around us, we strive to become complete people. This is more than acceptance of others; it is truly understanding that it is the similarities and the differences that help us to be the best people that we can be. This is where we understand and accept responsibility for our own actions, where we understand ethics and live by them. Other people's well-being is important to us because we understand that we are all one group on this planet.

It is easy to see then that for peace education we are teaching children to strive towards self-actualization, not just to get them to say 'peace is a good thing'.

Education theory

<table>
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Objectives

To help the teachers understand the theoretical elements of the programme.

To give the teachers some knowledge of curriculum development.

To encourage the teachers to see the development process of peace education.

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Lecture

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In some places in the world formal schooling for an elite group has existed for hundreds of years. But mass schooling as a way of educating large groups of the population is not a very old tradition. Schools as we now know them were developed as societies changed and needed workers who had new skills that could not be found through traditional education (parents teaching their children).

Schools are now seen as providing a general education, which includes the socialization of the student, in addition to training for economic independence. This general education includes knowledge, skills and values for living. However, sometimes the values are not always those of the culture from which the children come and this can result in alienation between children and parents. It is important that parents understand what the school is teaching and that they are made welcome into the school community. This is part of the rights-based approach to education.

> It may be necessary to discuss with the participants that schools (as we now know them) may not have been part of their culture, but that all cultures have always educated their children. Schools for educating all children have now been adopted because they are a useful way of preparing children to 'fit into' a modern world.

School is now considered to be a socializing institution (along with the family, the religion and the community). This is part of the reason why we are teaching peace education in schools. We are teaching a form of socialization.

Many parents understand that schools are socializing institutions even if they never attended schools themselves. Sometimes they do not agree with the socialization values being taught in schools or they fear the new ideas that come as societies change (we all fear this to some extent). This is why some parents do not want their children to go to school or why in some cases boys are allowed to go to school but girls are not. When discussing this with parents in your community, remind them that while it is important for boys to go to school as they will have to provide for their families when they are men, girls grow up to be mothers and they are the first teachers of their children. If they are educated, then the children of the next generation will also be educated. This is how a country and a society can be rebuilt.

> Teachers need to be aware that what they teach and the way in which they teach it may be new to the society generally, and to parents and colleagues in particular. Rights-based education requires all teachers to teach through an attitude and methodology of human rights as well as teaching the content of rights.

Many of the values inherent in a school system are not traditional values of the society, but rather values that are seen to be valuable to the society for the future. This is because now schools lead society and do not always reflect society; schools are trying to prepare children for the future, whereas society often looks to the past, to traditions, culture and social ethics.

The school system generally and peace education in particular are built on a series of theories, in addition to their philosophical base in human rights. These theories are part of both education theory and developmental psychology.

Curriculum theory

The Peace Education Programme is a spiral curriculum in which concepts are built from a base of concrete examples. This is the same basis that is used in the development of most curricula.

> The theory is that, as children are initially self-centred and only slowly understand their place in the world, the way they learn, therefore, is to start by learning about themselves. The learning then broadens to encompass their world. In addition, children need to learn the same concepts at increasing levels of understanding; levels appropriate to their cognitive development. Thus in peace education there are some skills areas taught in every grade but using different activities and with greater depths of discussion and reflection in higher grades.

A curriculum is not just the way knowledge is organized within a subject, but also all the things that are taught in the school or learning institution: those things that we mean to teach and those things that we do not mean to teach. [*e.g. if we use corporal punishment then the children will learn that if you are bigger or stronger than it is right to beat or punish those that are smaller and less powerful. Many people, in fact, do believe this – hence the number of conflicts that we have in the world.*]

Concepts are developed by giving many examples to form an idea; ideas are then grouped to form a generalization. Similar generalizations are grouped to form a concept. It takes thousands of examples (pieces of data) to form a concept.

```
                    ┌─────────────────────┐
                    │      Concept        │
                    └─────────────────────┘
                         ↑           ↑

┌─────────────────────────────────────────────────────────────┐
│                     Generalizations                          │
│   Generalization ('sub-concepts') are validated and groups of│
│        generalizations together form a concpt               │
└─────────────────────────────────────────────────────────────┘
              ↑              ↑              ↑

┌─────────────────────────────────────────────────────────────┐
│                         Ideas                                │
│   Ideas must be categorized into 'like groups' and from their genesis│
│              generalizations are developed                  │
└─────────────────────────────────────────────────────────────┘
      ↑         ↑         ↑         ↑         ↑         ↑

┌─────────────────────────────────────────────────────────────┐
│               Data / experience / information                │
│  Masses of input require before grouping of data into ideas takes place│
└─────────────────────────────────────────────────────────────┘
  ↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑
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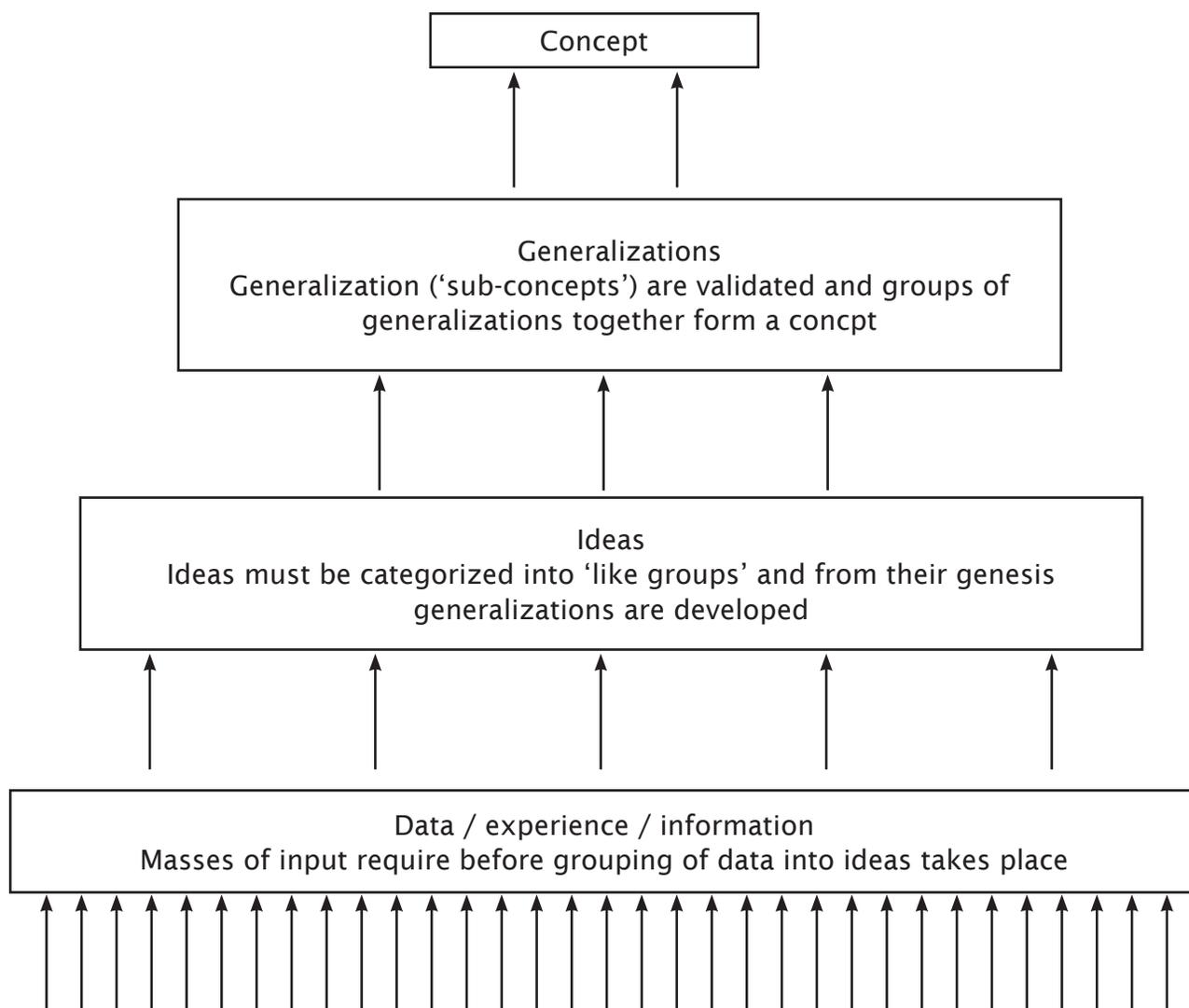
For example, how does a child form the concept of 'an animal'. A small child sees a goat and the parent says 'Look, a goat'. Next time the child sees a cow. For the child it looks the same: four legs, a tail, two ears, two horns, so the child says 'Look, goat'. 'No', says the parent, 'that is a cow'. The next time the child sees a dog … How long does it take for the child to build a concept of 'animal'. Think about giraffes, elephants, zebras and porcupines. How does the child enlarge their generalization to include these animals so that they develop a real concept of animal?

An example like 'animal' is a concrete concept as you can see the elements of the concept. Abstract concepts such as love, justice, peace and unity are much more difficult to understand as these are attitudes and values rather than things we can see and touch.

In peace education, because it is trying to develop and change attitudes and behaviour, it is necessary to tell the children why they are doing a particular example. i.e. you need to make the connection between the example and the concept.

Generally in education there is an understanding that the knowledge and skills taught have their concept reinforcement in the real world. So there is an understanding that there will be a transfer of knowledge from the *specific* to the *general*. This is not always so. Most of us see this in our daily life. Learning the names of the rivers of a country does not necessarily mean that you know which river you happen to be crossing at a particular time. Even though you learned addition in mathematics, this does not mean that you can necessarily

add up how much you will spend in a shop when you buy several things, unless you are given the opportunity to practise. In many subject areas, the transfer of knowledge is assured within the school subject, as it is used as a basis for the next 'block' of knowledge. However, between subjects it is often not used.

In peace education it is not enough to hope that there will be a transfer of information or attitude from the particular lesson to the rest of the child's life. We have to try and ensure that this will happen; the reinforcing 'spiral' of curriculum is more obvious in peace education than with most other subjects.

> The evidence is overwhelming that children will not necessarily undertake a transfer of learning. This is especially true when there is no support within the society for the information. This is why the Peace Education Programme has a Community Programme and a Public Awareness Programme.

What would you do if you were in a room with no windows and there was a fire and so much smoke that you cannot find the door?

You all know the basic physics necessary to save your lives. [*The basic physics is that hot air rises. If they know this then they should be able to apply the knowledge and realize that there is smoke-free air at floor level.*]

> After this session, play a game from the TAB

TAB micro-teaching

<table>
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Objectives

To help the participants understand the activities and the structure behind them.

To familiarize the participants with the activities and how they are undertaken.

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Small group work

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This time two of the small groups conduct their lesson. Ensure that the groups understand that the lessons are designed as "what happens if/when …"

Remind the other participants that they are to respond to the teaching as if they were the children.

Hand out the analysis sheets to all participants (one analysis sheet for each lesson that is to be taught). See Appendix II.

These are not lessons that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill, and all learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the teachers have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in who they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on the things that the teachers did well as well as where they were not so effective.

Effective communication (listening)

Objectives	Pairs work
To help the teachers to understand the importance of effective communication. To help the teachers improve their own communication skills.	

Listening

Listening is the most important part of communication.

It requires the listener to be interested, to hear what is said and to be able to clarify points and summarize information.

> Pair off the participants so that they are with people they do not know.
>
> Call them A and B. Give the 'As' five minutes to tell a story (perhaps about their childhood or something that has happened in their life) and then another five minutes for the 'Bs' to tell a story.
>
> They must not take notes but they can ask questions. Ask some of the 'As' to tell the stories told by their partners back to the large group.
>
> Ask the partners if the stories are accurate.
>
> Do the same thing with the 'Bs' and ask if the stories are accurate.

What are the elements of good listening?

As teachers, you must also be good listeners; otherwise, you will not know if the learners understand. Learning is revealed in what is said and what questions are asked by the learners.

This means that the learners must be given the opportunity to discuss, not just to repeat or memorize, information.

In addition, listening without bias and with emotional honesty is very important in peace education, as the teachers are role models for peace education.

> After this session, play a game from the TAB

Developmental theory (intellectual development)

Peace education is as concerned with intellectual development as any other subject or area of the curriculum. What is important in peace education, however, is to understand how these various areas of development fit together. Benjamin Bloom[4] developed several hierarchies. The diagram shows the hierarchy of learning (cognitive development). Children develop cognitively just as they develop physically, emotional and socially.

This taxonomy is hierarchical. This means that the lower levels of learning must come before the higher levels. Like the other hierarchies, people do not develop 'evenly' but rather we slide between levels according to situations. Bloom's taxonomy is used within activities in the programme, within concept areas and between concept areas.

Evaluation

Synthesis

Analysis

Application

Comprehension
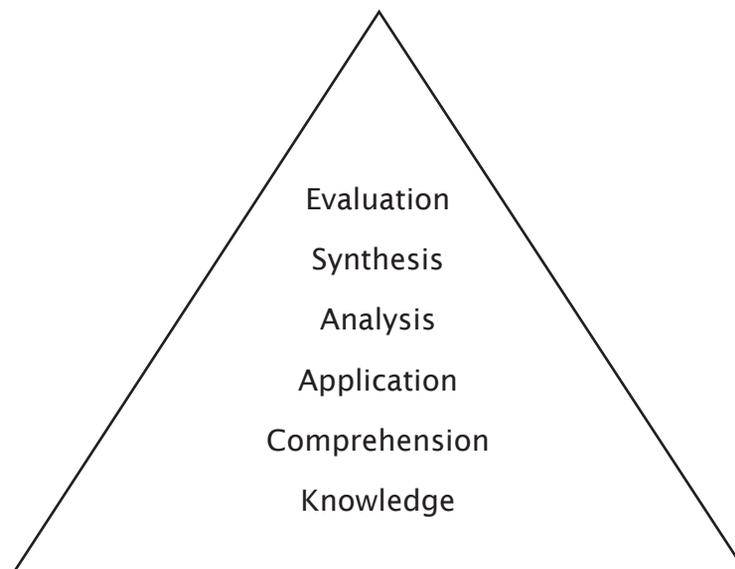
Knowledge

The taxonomy is usually drawn as a triangle to indicate the amount of time and effort required of each area required when learning. In other words, we need a set of knowledge or information in order to practise comprehension, good comprehension of a new topic before application, etc.

In many subjects in school we rely on just giving children knowledge and we hope that they will apply it. Rote learning is the most basic way of providing knowledge. Sometimes application of the knowledge happens automatically because of the way the curriculum is organized. People learn to read and then they practise reading by getting knowledge for other subjects or for pleasure; they don't read just to practise reading. But if this is the only way we teach, then learners can never respond to a new situation; they must always return to a solution or to knowledge that they have learned. In short, they cannot think for themselves. When this happens, people can easily be manipulated.

Often we see children fail because they have not understood how to apply knowledge or that they are supposed to apply it. In other cases, they have the knowledge (that is, they can answer the exam questions) but they do not understand what they are doing. When this happens, people forget the knowledge very quickly because it does not make sense to them.

Example: How do you find the area of a triangle? What is the formula? (1/2 length x breadth) Why is this the formula? (Because a triangle is half a rectangle). Children who do not understand that a triangle is half a rectangle will have to learn the formula, and if they forget it, then they cannot work out how to find the area of a triangle.

Teaching is not the same as learning. You can teach, but you do not know if the child has learned. Learning results when the student can comprehend (understand) the information, apply the knowledge and use it in everyday life, and analyse and synthesize the information to create new ideas.

Within peace education, it is not enough to know about peace and constructive behaviour; we want the children to apply it in their daily lives. This means that every time we teach peace education we are trying to help children understand, apply, analyse and evaluate their situations so that they can provide constructive alternatives to violence.

Developmental theory (moral or ethical development)

Because peace education has a strong ethical or moral base, it is also important to look at the ethical development of children. It is not enough to simply 'tell' the children and hope that they will obey. The best that can be hoped for is that the children may obey while you are present. They will almost certainly disobey in your absence. How many adults do you know who 'break the rules' ethically when nobody can see them?

As an example, do you think that God can see in the dark? For people who believe in God they will say that of course – God is omniscient. But these same people are also likely to break the ethical 'rules' of living, at night – abuse, adultery, rape, robbery – as if God cannot see them in the dark. Another example common to teachers is that children 'rebel' to see what will happen when they do. This is a stage in the development of children; they try the boundaries of living to see what happens. In other words, what will be the punishment?

Remember that any punishment that is violent 'tells' the children that peace education is not to be taken seriously. In addition, you need to keep in mind that the children will see evidence all around them in the community that violence is acceptable: videos, parental behaviour, fighting, war and the glamour often associated with violent 'heroes'. To reinforce the idea that ethical behaviour is something to strive for requires an understanding of the levels involved in developing ethics and for the teacher (and the school) to be consistent with this high level of ethics.

Kohlberg's moral hierarchy

Lawrence Kohlberg[5] developed his theories based on Piaget's work on child development (specifically moral development). Kohlberg looked at the stages of ethical development and how they reflected the stages of intellectual development. Each stage reflects a change in the social moral perspective of the individual. It is not possible to skip these stages, but people can be helped through them and guided to higher levels.

Preconventional [Stage 1]. This is the stage where individuals are egocentric and can only view the world from their own perspective. (This is the 'No Rules' level.) Rules are obeyed because they are backed by punishment and actions are dependent on avoiding the physical consequences. The child is egocentric, and therefore expects that everybody in his/her world is there for him/her.

> Ask the participants 'What is the first thing a child learns on coming to school?' Allow the discussion but point out that children do not learn to read; the first thing they learn is to sit still and obey the 'rules' of the school or classroom. This is why children pose discipline problems – they need to check if the 'rules' are real.

Preconventional [Stage 2]. While still egocentric, the individual understands that there is action/consequence and that this may work both ways. While a wrong action may be punished, a right action may be rewarded. For somebody at this stage it is a matter of what can be gained by a particular action. Here people do the right thing because there is benefit (to themselves) to be gained from it. Things are only right because they suit the individual.

*Conventional [Stage 3].*This is when individuals understand that there are certain rules in their own group or community and that these rules are necessary for the group to function. At this stage individuals self-identify with the rules and so obey them absolutely (because they are part of the group). Thus actions are determined by what the people around them perceive as being 'good'.

When children understand that there are rules, they assume that they are absolute. This means that the rules cannot be broken or changed in any way. Some adults remain at this stage, especially with deeply held values and beliefs. However, adults and children alike, we need to find out if the rules are really absolute and so there are attempts made to break the rules, but not get caught. From this comes the feeling that if we are not caught then we have not broken the rules; because if the rules really were absolute, then we would not be able to break them and not get caught!

In other words, the responsibility for keeping the rules belongs to the person monitoring or 'policing' the rules. This is usually characterized by an attitude that says, 'If I'm not caught I'm not guilty'. Most of us recognize this stage. Many people never get beyond this stage, in some areas of their lives.

In a school setting, children know that there are rules, and as they develop, they will 'try out' the rules to see if they are consistent. This is a normal part of development.

From the teacher's point of view it means that every time a child breaks the rules, the teacher must see the rule being broken and then discipline accordingly. Because the child does not 'own' the rules (i.e. they are imposed), then the child has no responsibility to keep the rules; the authority (the teacher) has all of the responsibility.

> Ask the participants if they can think of examples where this happens.
>
> Ask for some of the examples and allow discussion as to how this situation can be avoided or overcome.

Conventional [Stage 4]. Here the person understands that the whole society holds certain 'rules' (larger than the immediate group). This is the stage at which people are 'responsible members of society' and individuals act according to their role in society.

Post-conventional [Stage 5]. Here individuals act according to the 'principles behind the rules'. They understand that 'rules' can be modified according to a particular situation, but the modifications are always made according to the inherent 'fairness' in its broadest sense.

At this stage children begin to accept responsibility for keeping the rules. They will still appeal to a 'higher authority' when they cannot resolve a conflict but they are able to discuss the rules together. They have developed an understanding of why the rules exist, to make life easier. They understand the principle of the rule and so they know which rules can be modified without infringing on the principle of the rule. This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).

Example: Some boys want to play a game a football, but there is not enough time to play two 'forty-minute' halves, as they only have forty minutes to play. There are two rules they could change: one is the time limit of the game; the other is that the two teams should each play both ends of the field. Which rule is appropriate to modify?

The time limit because the essential 'fairness' of the game is not harmed but if the 'changing ends' rule was modified, this would favour one side.

Post-conventional [Stage 6]. This stage is the logical conclusion, but there is no empirical evidence to support it (as there is for the other five stages) [*i.e. no proof that we can see.*]. At this stage all actions are based on the reasoning of the ethical fairness principles from which moral laws are derived. The Universal Declaration of Human Rights has its principles at this level: that some elements of morality are greater than any single society or culture and are common to all human beings. It is at this stage where an individual does the 'right' thing because it is universally right and actions are consistent with this. At this stage individuals have reached a stage of understanding morality and live accordingly, because they have internalized the ethical rules and they understand that this is a 'right' way to live. This is a very high level and is not often reached by many people. Nevertheless it is towards this stage that we are trying, through peace education, to guide the children.

Post-conventional
(Principal conscience);

Post-conventional (Reasoning
based on principles).

Conventional (What society defines as right).

Conventional (What a group defines as right).

Preconventional (immediate interests);

Preconventional (Egocentric)
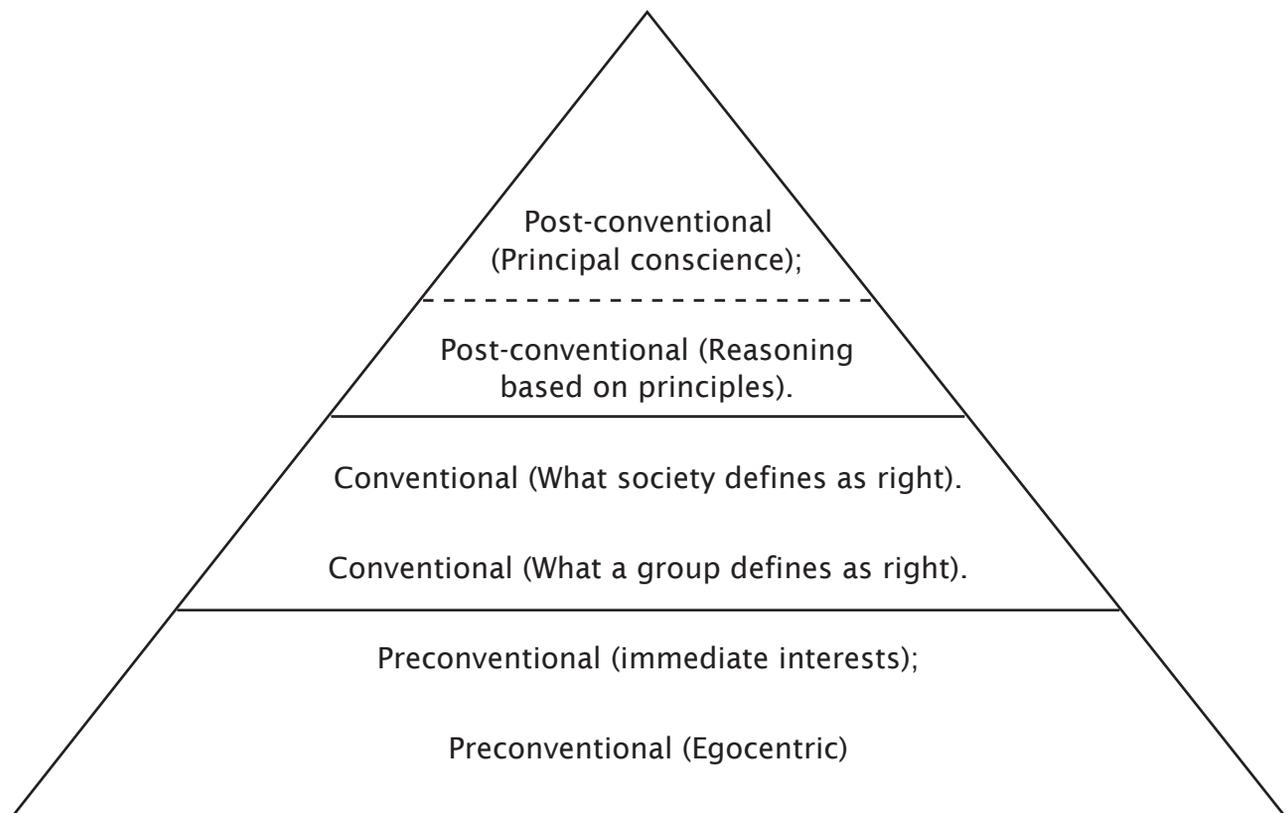
Ask the participants where they think they are in relation to Kohlberg's moral hierarchy. Most of us do not develop equally and many adults respond in different situations with any one of these levels.

Example: stealing is against the 'law' in every culture and religion. Stealing by cheating on others, stealing by theft, by power, or by position. Even though it is against every cultural and religious law, people still steal and often justify it to themselves so that they can claim they have done no wrong. If you take paper from this course and you use it for another purpose, that is stealing. Many people will say, 'Oh but these people are rich and I have nothing'. Recycling as a refugee (pretending to be newly arrived) is stealing, taking food rations and selling them to buy khat (for chewing) or alcohol is stealing (from your own family). Many people who do these things regard themselves as good people. Which stage of the hierarchy are they at?

The top level of Kohlberg's Moral Hierarchy matches the top level of Maslow' s Hierarchy

The Peace Education Programme for schools tries to take all these theories of child development into account, as well as the children's cognitive abilities, level of conceptual development and their level of moral development. You need to be aware of all these factors when looking at the programme and before substituting other lessons for the ones that are there.

It is important to help the teachers understand that they cannot expect a higher level from the child than the child's development allows. At the same time, they should encourage the child to move to the next level of the hierarchy.

Adjusting to different levels in the class

Objectives
To help the participants understand how to communicate effectively with the different levels within the class.

Small group work

List the characteristics of a class of standard or Grade 1 children (how well do they read, can they write independently, what behaviour patterns do they show) that need to be taken into account when teaching them.

Ask the participants to work in groups of five (with people they have not worked with before).

Now create a list of characteristics that need to be taken into account for a class of Standard 6 children (i.e. children in their sixth year of schooling).

Compare the lists

Now list the strategies that you would use to teach the groups differently, considering their different backgrounds and experiences.

Keep in mind the work already done: the characteristics of a good teacher and the necessity of matching backgrounds to link information the people already have.

If you do not have much time, ask each group to look at only one target audience, so that each group is looking at a different target audience.

Draw the following matrix and ask the groups to fill it in.
[Or it could be made as a handout.]

Grade level			
Length of lesson			
Language level			
Ability to read			
Ability to write			
Comprehension level			
Memory skills			
Listening skills			
Concentration			

Look at the levels in relation to the expectation for that grade. The language level should look at the vocabulary the children use, whether they speak in full sentences, whether they understand the language they use.

The ability to read should look at the tools the children use (phonetics, sight words, contextual clues, configuration clues, etc.) and whether they can read to the grade level (can they read the text books?).

Can the children write fluently? Are letters and words well-formed? Can they copy correctly from the blackboard? Can they compose sentences and then stories for themselves? Can they spell correctly?

Do the children understand the content of their lessons or are they memorizing them?

How much revision is required? Can the children remember the previous lesson and make the links to the new lesson?

Do the children concentrate or are they disruptive? How long do they concentrate for?

Ask these questions to guide the discussion groups. If the participants do not know the answers, this alone is a good indication that they cannot be offering a quality education.

Help participants to see that this knowledge of their students is essential for effective teaching.

Even within a class there are very different levels. You are teaching children, not grades or classes or subjects. The reason that grades have an age-grade correlation is because it limits the different development levels; it does not eliminate the differences. To successfully teach different levels you should know every child in the class. If you teach large classes or take different classes of children in different subjects, then you have to make an extra effort to be aware of the children's levels of understanding. Remember: it is your responsibility to make sure that the child learns.

Activity-based lessons help with different levels in the class because there are usually different parts of the activity that every child can do and so have a chance to learn. In addition, group work will help cater for different levels as children will teach each other by discussing in the group. It is possible to formalize this by asking children to work in pairs in which one child obviously understands and can help the other child to understand.

In peace education, the idea of discussion sessions in the lesson is to help children learn by listening to each other, by adding to one another's ideas and by working together. This encourages co-operation and helps cater for different levels in the class.

Adjusting to target groups and then teaching the specific group effectively can be summarized as:

▶ *TTT. Tell* what you are going to teach, (i.e. create a focus for the group); then *Teach* the group; then *Tell* them what you have just taught them (revision).

▶ *The link* between the new material and information and understanding the group already has. If you are talking to 8-year-olds, then be sure that the information that you are giving fits together with what they already know (not what you think they know or what you think they should know).

▶ *The background* of the class must be taken into account and used to make the learning meaningful. Use examples from their own lives. Remember that the children will interpret statements in very different ways unless you are very specific, because they bring all their previous experiences to the new experience.

TAB micro-teaching

Objectives
To help the participants understand the activities and the structure behind them.

To familiarize the participants with the activities and how they are undertaken.

Small group work

In this session two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as "what happens if/when …"

Remind the other participants that they are to respond to the teaching as if they were the children.

These are not lessons that demonstrate the correct response; they are activities and games designed to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological 'ownership' over the new knowledge and skill, and all learners must therefore be involved in the lesson. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the trainees have followed the lesson plan and how well they understand the lesson. Watch also for their basic teaching skills: blackboard work, observation of the class, whether there is bias in who they ask to respond to the questions, how well they listen and how clearly they communicate, and the level of language they use to their class.

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on the things that the teachers did well as well as where they were not so effective.

Essential and non-essential information

Trivia

Useful information

Essential
Information
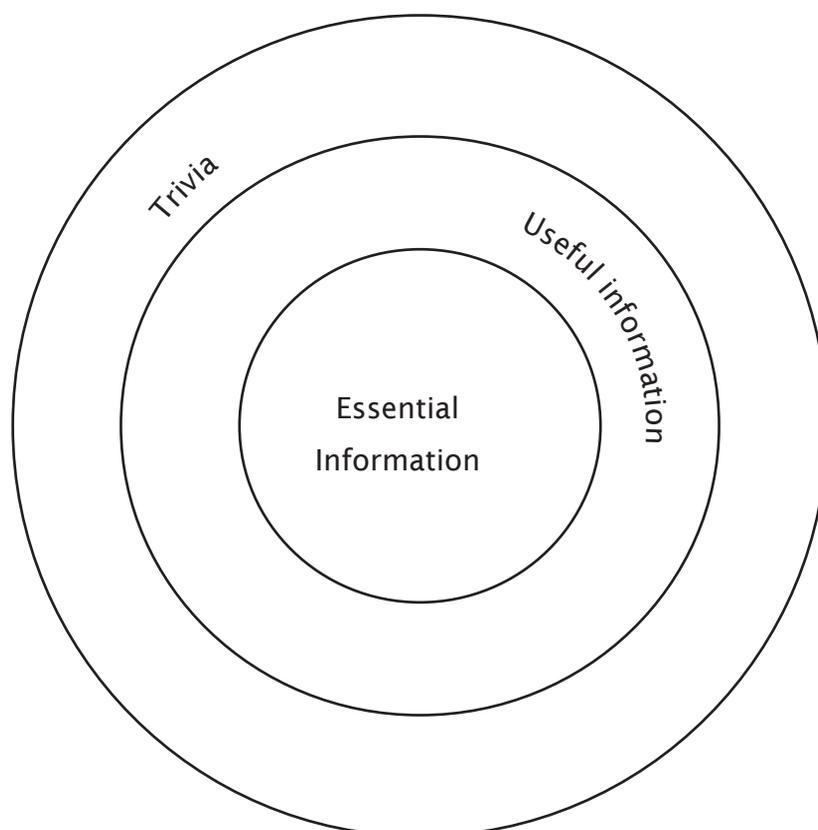
In every set of information there are essential points for the children to grasp, useful information for the children to know and other information, trivia or interesting information.

Tell the participants that there has been a car accident on the (local) road. Ask what information they would want to know about such an accident, e.g. any injured, any dead, how many involved, what sort of cars were involved, etc.

Ask: does anybody want to know what make of car was involved? what colour the cars are?

Pair off the participants. Ask them to write up the car accident as a newspaper report.

▶ What will be the headline?

▶ What will be the first paragraph?

▶ What will be the second paragraph?

Good newspaper reports put essential information at the beginning of the report and then the useful information and last are the interesting parts or the 'trivia'. (e.g. the colour of the cars).

If you cannot tell the difference between what is essential and what is useful or even what is trivial, then your lessons are likely to be a mixture of each and not clear to the learners. Clear communication requires that the most important information is clearly stated and is understood to be the most important. If the teacher has not made the distinction, then the learners will not be able to either.

Form groups of four and ask the participants to discuss how they teach a lesson. They should write up 'how to teach a ... lesson' (they should choose the actual subject and lesson). They need to write (on flip chart paper) a series of points and to put the essential information in one colour, useful in another colour and the trivia in a third colour.

Have the groups present their charts to the plenary and see if other groups agree.

Summarize the discussion by pointing out to the participants that we often teach unnecessary things we teach jargon, when plain everyday language is more appropriate and more easily understood. We teach detail when the learners don't yet have the concepts. We teach lessons that the learners don't need to learn, at the expense of those they do need to learn.

We need to look very carefully at the learners, their circumstances and the relevance of what we are teaching.

After this session, play a game or do an activity from the TAB.

Developmental theory

Objectives	Lecture and
To help participants understand the development of the programme and how it matches with the development of the learner.	small group work

We have already looked at Bloom's taxonomy of learning in the cognitive domain. However, Bloom has another taxonomy which helps us to understand the process of emotional and social (affective) development. As this is often how moral development is displayed, it is important to see how these interconnect in the overall development of the learner.

Affective domain   Cognitive domain
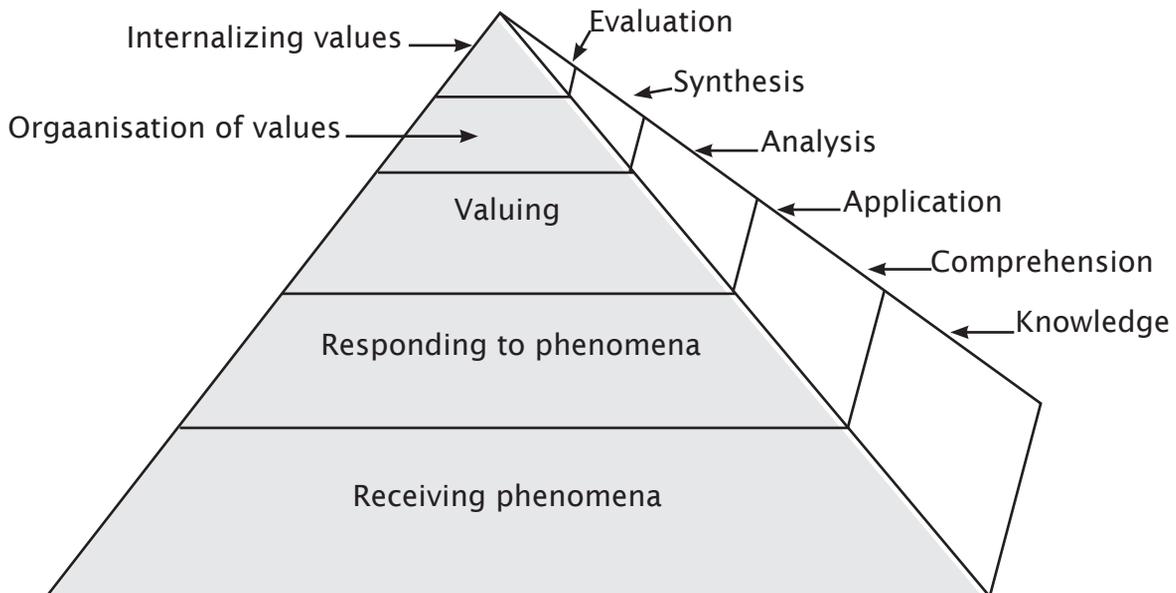
Often as teachers we are passing on knowledge. We assume that the learners are receiving it. Bloom says that it is a matter of emotional commitment, part of the affective domain that makes us decide to receive information. This is why people who have a bias against somebody simply do not hear, because they choose not to hear (or listen).

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

Responding to phenomena is when we begin intellectually to understand an idea such as similarities and differences, tolerance or mediation, in order to find peaceful solutions to problems. Then we decide how important it is (valuing) and then we prioritize before we make the values our own. Internalizing means that they are with us always. This is why it is difficult to change the values that we learned as a child, because these have been internalized.

Hand out the table below and work through it with the participants.

Point out that it is the combination of the cognitive (intellectual) and the affective (emotional) that is required for behaviour change, which is what we are seeking in peace education.

It is all these components of development together that form the holistic learner. In a process subject that is attempting behaviour change, it is necessary to look at all these elements and how they interact together.

Affective → Cognitive ↓	Receiving phenomena	Response to phenomena	Valuing	Organization of values	Internalizing of values
Knowledge	Knowledge is heard intelligently and willingly	Questions associated with the knowledge area and associated values	Can explain (and logically justify) the knowledge area with interest	Makes links between different pieces of knowledge and associated values	Recognizes simple value-loaded behavioural norms and concepts
	Superficial understanding with willingness	Can contribute to a real discussion with interest	Can synthesize these two to exhibit empathy	Understands and accepts responsibility for beliefs and values	Understands simple value-loaded behavioural norms and concepts
Application	Uses knowledge to build to the next level and makes the effort to link the knowledge to the next stage	In discussions can draw on disparate illustrations or viewpoints	Can make a value judgement through applying all components of the knowledge	Can prioritize issues and associated values (sees shades of grey rather than black and white)	Applies newly found norms and concepts to situations according to newly developed attitudes (but not automatically)
Analysis	Can listen with discrimination and recognize manipulation and bias	In discussions can draw on disparate illustrations or new points to support a reasoned analysis	Can make a valid value judgement through applying all components of the knowledge (using emotional honesty)	Can really prioritize issues and associated values	Understands complex value-loaded behavioural norms and concepts and their applicability, and applies them sometimes
Synthesis	Can listen and relate to associated pieces of knowledge	Can meld disparate points into a cohesive whole in discussions (the team builder/player)	Can create a new value-related point ('the intuitive leap') through application of the previous levels	Can verify the new value-loaded thought against other associated points of view (without bias)	After verification in terms of content and values, the process of internalizing proceeds through creative application in diverse circumstances
Evaluation	Has an opinion about what is listened to, an opinion based on all the facts	Asks perceptive questions about what is heard, to verify points	Matches what is listened to with existing value system	Accepts the ethics of new points and incorporates them into personal value system	Internalizes new and valid points into value system and alters attitudes and behaviours as a result

Questioning skills

Questioning skills are vital to good teaching. You should be able to lead the children to learn what you want them to learn, by asking the right questions.

Essentially there are two types of questions: *closed questions* and *open questions*

▶ Closed questions have a single correct answer. They rely on the knowledge and comprehension levels of Bloom's Taxonomy.

▶ Open questions are those that have a variety of answers and explore the higher levels of Bloom's Taxonomy: analysis, synthesis and evaluation.

▶ Open questions are those where we try to find out if the child understands, if the child can put together two pieces of information to come up with an answer, if the child can discover an answer that is not expressly written in the book.

These are sometimes called convergent and divergent questions. Convergent thinking (and so convergent questions to lead to that thinking) means to develop a single idea and so a single conclusion.

Example: Many stories have a 'moral' which is some-times stated at the end of the story. No matter how complex the story is or how many pieces of informa-tion there are in the story, the single conclusion of the story is supposed to be this moral.

An old grandfather lived with is son and the son's family. He was very old and helpless, needing help to eat and to keep clean. The son felt that the old man was just another mouth to feed and a lot of trouble as well. So one night he took a large basket and carried his old father to the basket and put him in. His small son asked what he was doing. The man told his son he was just taking the old man for a walk up the moun-tain. The small boy said 'Don't forget to bring back the basket'. His father was shocked and asked why. The small boy said 'Well I will need it to carry you up the mountain when you are old'.

This story is such a powerful piece of convergent thinking that there is really only one question that is needed to point out the 'moral' of the story.

Divergent thinking means that there may be many ideas and interpretations from infor-mation given. Many cultures have traditional stories about the origin of various aspects of nature; why the crow is black, why particular mountains are shaped the way they are, etc. These are examples of divergent thinking. When we ask divergent questions we are asking the learners to analyse the information and then to synthesize this information to develop new ideas. These then need to be 'checked' against other information for validity. Diver-gent thinking and divergent questions are very high level, but they will help the learner develop analytical thinking skills.

In an open discussion (large group), discuss the advantages and disadvantages of open and closed questions. List these on the board.

Too often teachers 'play' a 'game' called 'Guess what I'm thinking?'. This is where teachers ask a question and keep asking children until they get an answer that matches what they want to hear (or the answer that is in their head). If you do that, you have to be very sure that you can think of every question and every answer, and that nobody will ever have an answer that you have not thought of. It is an unfair 'game' to play, as you are not developing the child but simply boosting your own ego. Remember you are there for the benefit of the child; the child is not there for your benefit!

Evaluation

Synthesis

Analysis

} Higher level learning skills

Application

Comprehension

Knowledge

} Lower level learning skills
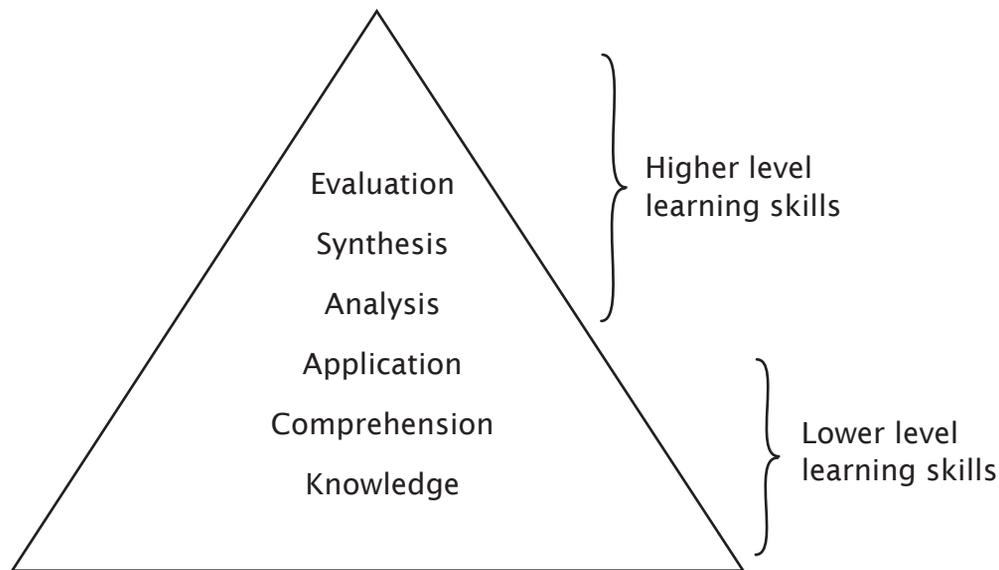
In relation to Bloom's Taxonomy, closed questions are those we ask to check the lower level learning skills and open questions are those we ask to help the child develop the higher level thinking skills. These too are cyclic. A closed question for a Grade 2 child may not be the same type of question as a closed question for a Grade 7 child.

Knowledge:	any question where the answer is a fact from the information given
Comprehension:	where the student understands the information and can relay it back with meaning (a retelling or internalizing of information)
Application:	where the student can apply the information to a different situation
Analysis:	where the student can 'take the information apart' and see the principle or ideas related to the information
Synthesis:	where the student can put the information, principles and ideas together in a way that a new outcome can be seen, in terms of a concept, plan of action, etc.
Evaluation:	where the student makes a judgement about the information and issues, and can then internalize the full knowledge ideas and concepts

Tell the participants a story (e.g. a fairy tale) that you know well but that they are not so familiar with.

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

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 20 minutes for this.

Ask for some 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 students.)

All the questions must be about the story.

Communication and group dynamics

Objectives

To help the participants understand communication in the context of group dynamics.

To help the participants to empathize with their learners in cross-cultural situations.

Large group work

Divide the participants into two groups. Ask the first group to go outside and wait.

Give each member of the second group five small cards [*any card will do, draw stars or small shapes on them*].

Explain to the group that they must not communicate with anyone unless they first swap a card. In other words, they do not speak to anyone who does not give them a card. If they want to speak to anyone, they must also give a card.

Tell the group outside to go inside and make friends with as many people as possible inside the room.

Let the two groups 'communicate' for about ten minutes.

Quietly give some members of the first group cards and then let them communicate with the members of the second group.

Bring the groups together and discuss how they felt trying to communicate when they did not understand the rules of the other group.

Repeat the exercise but this time the second group goes outside to wait.

The group inside is told that they should speak to people only if they greet them by saying 'Is your grandfather well?' The polite response is

'Fine and the chickens are also fine'. If neither the greeting nor the response is correctly given they are to assume that the people they are talking to have no manners and they should turn away.

Again tell the group outside to go in and make friends with as many people as possible.

Discuss as a large group what elements of communication are necessary to make a group work.

List these elements on the board or flip chart. Point out to the participants that a class is a group and has group dynamics, as do the various communities in which the participants live. Each group has different dynamics and it is difficult for people outside the group to really understand these. This leads very quickly to exclusion from a group. As teachers we have a responsibility to make sure that children are not excluded from any of the groups in the school. Discuss how this can be avoided.

Positive feedback

Objectives	Lecture
To help the participants understand positive reinforcement and its usefulness.	

Psychologists (the most famous of whom was Skinner) showed that positive reinforcement made learning more effective than punishment did.

Skinner measured the time it took for rats to learn their way around a maze (labyrinth). There were two forms of feedback. The first was an electric shock each time the rat went into a dead-end. The second was food at the 'right' end of the maze. The rats that received the food learned more quickly than the rats that received the shocks. As you can guess, the rats that received both positive and negative feedback learned most quickly.

Even without knowing about the experiments most parents know how effective the dual (two-part) approach is. As teachers, we seem to feel that children need to be corrected rather than praised. This means that we do not offer the positive feedback (if they were rats we would offer only shocks; never food!)

In many cultures it is considered bad manners to openly praise, and it is then difficult to accept praise. Each one of us likes to be told when we are doing a good job. But generalized praise often sounds patronizing. The teacher should analyse exactly what is good and comment on it. For example to say 'I liked your work' is not as effective as saying 'I liked the way you demonstrated with real objects and also the way you included the entire group when you were speaking'. You can be sure that in future the learner will always use real objects to demonstrate with where possible and will be even more careful about including the entire group.

It is more difficult to look for positive aspects to praise in a child. This is because many of us are trained to correct what is wrong rather than praise what is right. We need to keep in mind that, because we are teaching peace education, we should be offering a good role model by consistently praising what is done well, not just concentrating on those things which are done badly.

Punishment can often in fact reinforce negative behaviour. Often doing this makes the behaviour occur more often rather than less often. As an example: Suppose the rule of the class is to raise your hand before speaking, but each time you ask a question two or three children raise their hands and call out. You ask them to answer. This is reinforcing the negative behaviour of calling out before you have asked them to respond. You are in fact positively reinforcing negative behaviour! If the only time children receive attention is when they do something negative, they will naturally behave badly in order to get the attention.

We need to be good role models as children will often learn from the 'hidden agenda'. This means that they will learn from what we do more easily than learning from what we say.

If we do not explain clearly and adequately, if we do not provide the principles/concepts with a series of examples, then we cannot expect that our children will be able to provide good reasoning, nor will they be able to provide alternative solutions if something goes wrong, e.g. if you explaining the importance of empathy, you need to be able to give a series of examples of empathetic behaviour, the ability to put yourself in the place of others.

To tell children only when they are wrong is to limit all their actions. They may not do that particular thing again, but you have not explained what is correct. For behaviour change, it is necessary to explain what they should do, not simply what they should not do. It is not enough to say 'be good'. What does that mean?

In terms of learning, children need to be able to try out different reasoning. If they are told only what not to do, they will eventually not try anything at all. They will never try another way to see if it is right. We have all seen this in the classroom: if children answer incorrectly or are told over and over that they are incorrect, they will choose not to answer any questions because they don't want to be wrong.

This does not mean that you should accept a wrong fact or incorrect information. It means that you need to structure your questions carefully and listen carefully to the answers so that you can accept the small part that is correct and perhaps ask others in the class to 'build on this' to get the correct information.

To reject an answer is not to reject the child. There are many ways of saying 'no': try as far as possible to make a positive link between what the child has said and some element in the teaching process.

Positive feedback will aid the self-esteem of your class, make for easier relationships between you and the children, and encourage the children to become real and effective learners.

Evaluation of the course

Objectives	Individual work
To enable the participants to give their feedback on all elements of the course.	

This is the end of Level 2 of the teacher-training programme. We hope that you feel confident to teach the Programme.

Now we would like you to complete the evaluation sheets. This will provide feedback both to the course writers and to me as your trainer.

For each section there is a sheet with three columns.

Please put your initials in just one column on each sheet that best describes how you feel about this session.

> Put up the evaluation sheets around the wall. There should be one each for content, methodology, psychological environment and the facilitator.
>
> Read the column headings to the group.

Content

I understood and I will use the content	I think I understood but I need more work	I did not really understand

Methodology

I understood and I will use the methods demonstrated	I think I understood and I will try at least some of the methods demonstrated	I did not really understand and do not feel comfortable to use the methods

Psychological environment

I felt very comfortable and able to express my thoughts and opinions	Sometimes I felt comfortable to express myself but not entirely	I did not feel comfortable

Conclusion

This is the end of the second level of your teacher training. You are expected to teach peace education but also to keep note of those areas that you may have difficulty with: either the content of the lessons or where you do not understand the connection between what you are doing and the concept of peace.

Because you are expected to be a role model, you must internalize the messages and concepts of peace yourself if you are going to be an effective teacher. Think about where you can improve and note where you have succeeded.

Thank you and see you all at the Level 3 training.

Footnotes

1. Convention on the Rights of the Child, Article 29.

2. Unscripted dramas developed on a theme by the students themselves.

3. Abraham Maslow, Motivation and Personality, New York, N.Y., Harper & Row, 1954.

4. B. S. Bloom, (ed.) Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain. New York/Toronto, Longmans, Green, 1956.

5. Adapted from Robert N. Barger, Ph.D. University of Notre Dame, Notre Dame, Ind. Copyright 2000.

Appendix I

Handout on the application of the Convention on the Rights of the Child

(by Article)

Rights-based approach	Good pedagogical practices	Article
Inclusion (no discrimination based on sex, religion, status, ethnic/tribal group, etc.)	Observation skills, small (and changing) groups, questioning Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied, and utilized as a resource where possible)	2 28 30 18
Respect	Listening to all responses, never questioning as a punishment, courtesy for students, parents and teachers	Preamble 12,13
Learning according to potential	Range of activities and subjects, variety in methodology: not examination oriented	8,12,13
Protection	Knowledge and skills provided for students to be able to deal with life problems (sexual and reproductive health, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying, constructive conflict resolution) as well as traditional subjects	16, 32, 33, 34
Equal opportunity	Proactive access to school/learning centres (no exclusion on the basis of school fees) Equality of interactive learning based on inclusion, variety of activities to ensure that all participate, and use of the full range of cognitive and affective domains to ensure that every learner's potential and stage of development can be reached	2
Safety	In loco parentis – giving care and taking responsibility for well-being of the learner No corporal punishment of any kind	19, 34, 37

Appendix II

Analysis Sheet for TAB micro-teaching

Content

Does the lesson reflect the content in the TAB?

Yes
No

Does the lesson give you a clear indication of the connection to peace education?

Please describe:

Yes
No

_____

_____

_____

_____

Methodology

Did everybody in the group teach one component of the lesson?

Yes
No

Did they use the methodology outlined in the TAB?

Yes
No

If not, what alterations were made and why do you think they were made?

_____

_____

How would you describe the questioning skills of the teacher?

As if it were a test	
Questions without building on answers	
Building on the responses from the students	
Structured open questions	
Structured closed questions	
A mix of open and closed questions that create a genuine discussion	

How would you describe the manner of the teacher?

Formal		Friendly	
Warm		Articulate	
Bored		Open	
Uncaring		Careless	
Shy		Impatient	

Do you think that the students understood the point of the lesson? Why or why not?

_____

_____

_____

_____

Appendix III

Revision exercises

1. 'Hot Potato'. The participants sit in a circle and pass a ball (or similar object) from person to person. The teacher makes a noise (or plays music). When the noise/music stops the participant holding the object must answer a question. For a list of possible questions for this and other revision games/quizzes see Appendix IV.

2. 'Dog and Bone'. The participants form two equal teams. Each member of the first team has a number (e.g. from 1 - 15) and the second team are given the same numbers; so that there are two people in the room with the same number, one from each team. The teams line up opposite each other but as far away from each other as practicable. An object (a blackboard duster will do) is placed in the centre of the floor between the two teams. When the teacher calls a number, the two people with that number race for the object. The person who misses it must then answer a question.

3. 'Captain Ball'. Create teams of six to eight people (but all teams must be the same size). The teams line up and the first person stands about one metre in front of the rest of the team and faces the team. Each leader has a ball (or something to throw to the team members). When the teacher says 'go' the leader throws the ball to the first person who throws it back to the leader and then squats down. The leader throws it to the next team member who throws it back and squats down and so on. The last member of the team catches the ball and runs up to the leader. The team who comes first has to answer a question in order to score points (one for winning and one for answering the question). The whole team can get together to respond to the question. If they cannot answer the question, or if they get it wrong, the other team can try (and score a point).

4. 'Master mind'. Divide the participants into groups of four. Ask a question. The first team to respond by banging their hand on the table (or putting up their hand) gets to answer the question. Any member of the team can answer the question or they can get together and answer as a group. If they are wrong, they lose the point and the other teams have a chance to answer and so to score points.

Daily revisions

Divide the board or flip chart down the centre. On one side write

1. 'The Most Important Thing Learned' on the other side write 'The Part I Found Least Useful'. Either in small groups or individually ask people to fill in the two columns. If there is a large group, there can be several of these sheets and people can just move to them and fill them in. If they are unsure, go out of the room and leave them for ten minutes to complete the exercise.

2. Have sheets with each topic covered written on them, e.g. on sheet labeled 'Characteristics of a Good Teacher - Evaluation', draw a 'smiley face' on one side a 'straight face' in the middle and a 'frowning face' on the other side. Ask people to come and put a dot under the face they feel most closely resembles how they feel about that topic. (Was it worthwhile or awful?)

Appendix IV

Quiz questions

Day 2

1. Why is the learner at the centre of the learning system?
2. What should be transferred so that the circles impact on each other?
3. What do the teaching/learning components require in terms of peace education?
4. Give me two elements that define values.
5. What are two other elements that define values?
6. What is the link between values and rights?
7. Explain two elements of rights-based education.
8. Explain two more elements.
9. What are the key elements of effective learning?
10. Name three characteristics of a good teacher.

Day 3

1. Name the lower level needs in Maslow's hierarchy.
2. Name the higher level needs in Maslow's hierarchy.
3. Describe the experiments with baby monkeys.
4. Explain what this experiment shows.
5. Who developed the spiral curriculum model?
6. What is a curriculum?
7. What are the elements in developing a concept?
8. How are concepts developed?
9. What is the difference between a concrete concept and an abstract concept?
10. How do you clarify points when listening effectively?

Day 4

1. What are first three levels of Bloom's taxonomy?
2. What the higher three levels?
3. Where does the learning in peace education focus?
4. Why?
5. Kohlberg based his work on a very famous educational psychologist. Who was he?
6. What are the levels in Kohlberg's ethical/moral hierarchy?
7. What does this mean in relation to our teaching peace education?
8. Name three strategies that you could use when teaching Grade 1 learners.
9. Name three strategies that you could use when teaching Grade 6 learners
10. What does TTT mean in relation to how we teach?

Day 5

1. Describe the differences between essential and non-essential information.
2. What does this mean in relation to our teaching?
3. Bloom developed a theory about the affective domain. What type of development does it look at?
4. Name the first two levels of the affective domain.
5. Name the rest of the levels.
6. What is required for behaviour change?
7. Describe what you would expect from a learner who is responding to phenomena a the level of analysis.
8. Describe what you would expect from a learner who is organizing values at the level of synthesis.
9. What sort of questions need to be asked if we are going to test higher level learning skills?
10. Design a question that is at the level of synthesis.