

Teacher Activity Book

Inter-Agency *Peace* Education Programme

Skills for Constructive Living



INEE

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Peace Education Programme**

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The ideas and opinions expressed in this work are those of the author and do not necessarily reflect UNESCO's point of view.

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UNESCO, United Nations Educational, Scientific and Cultural Organisation (<http://www.unesco.org>).

INEE, the Inter-Agency Network for Education in Emergencies, is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction (www.ineesite.org).

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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.

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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 in development situations as well. The programme is currently being implemented in eleven countries in Africa¹ and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.

The following 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 Materials²

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.

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.

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Teaching Methodology

This Activity Book has been written for you, the teacher of Peace Education. As part of this book, there are proverb cards. You should not feel limited to the proverbs on the cards as they come from only one or two cultures. Think of proverbs (to do with Peace) from your own or the children's culture and make your own cards where necessary.

This course has been based on the pedagogical theory that people learn best those things that they are involved in. This is part of a rights-based learning approach. Every lesson requires involvement from the children as active participants in their own learning; not just as empty containers to receive knowledge

This course has been designed as a cyclic curriculum. This means that the same concepts are taught year by year through different activities so that the children develop the concept for themselves. Do not assume that because a lesson has the same name as a lesson in another grade that it has exactly the same content. Each lesson has been written so that it is appropriate for the children in that grade. That is why the questions in the **Sample Questions** box are so important.

Because you are required to be part of a rights-based approach there are some different classroom management skills you will need to use.

Classroom Management

The most important and effective classroom management is your own preparedness and enthusiasm. This activity book has been designed so that there is no need for you to write lesson plans; they are already written for you. However you still need to prepare.

Be sure to read the whole lesson and do any preparation necessary before, not during, the lesson. You should know the lesson well enough not to actually have to use the book once you are in front of the class.

Remember that you are a role model: not just as a teacher, but as a Peace Education teacher. You need to have good listening and observation skills, you need to communicate clearly and you need to see what the potential problems are and deal with them to prevent them – not wait until they are problems and then try to deal with them.

Move freely around the class, read what the students have written (and comment favourably wherever possible) and check that they are working on the activity you have given them. If you need to stop and work with somebody try to face the same way they are facing and try to be at their level (not leaning over them). This has a strong psychological advantage, in that the child feels less threatened.

Preparation

Make sure you have all the necessary materials, the cards, the story books, pictures, scissors, paper etc. where it is required.

Read the stories before class so that you are familiar with the plot and the characters and so, if it is necessary for you to read the story aloud to the class you will not stumble.

Give instructions before you start the work. If the class is going to form into groups give them the directions for the group work before they start moving.

Positive Reinforcement

As far as is possible offer positive reinforcement rather than punishment. This is more constructive and peaceful and should encourage constructive classroom behaviour. This means that you should reward the good and positive behaviour of the children rather than concentrating on the bad behaviour. This will take practice if you have been used to only stopping negative behaviour.

Do not use a stick, cane or pointer. These are weapons and are often used as such. If the only motivation is fear, the children will learn nothing about what peace really is. Instead, if you use positive reinforcement; if you are motivated to keep the lessons interesting and motivate the children by talking with them rather than at them, you will have no need for punishment.

More than anything else; have fun teaching. Children will respond very positively if you are enthusiastic. This book has been written to ensure that you have a variety of activities to choose from to make your lessons meaningful and fun.

Lesson Plans

Lesson plans are there to help your lesson run smoothly and to ensure that you are prepared. Generally lessons have five parts and the main parts have been written for you in this book.

Preparation

All lessons start with preparation. Read the lessons for the day and make sure that you have all the items that are needed. Any items you may need are written in the **Teacher Instructions**.

The objectives written for each lesson are for the whole topic. This is because Peace Education is about values, attitudes and changing behaviour and these things cannot be achieved in one lesson.

Be sure that your objectives and the philosophy behind them are very clear. Your own behaviour and attitudes should reflect the philosophy of caring and constructive behaviour.

Introduction

Every lesson needs an introduction. These need take only one minute, but it is to focus the children's thoughts on what they are to do for this lesson and what you want them to think about.

Content

This is the **Directions and Method** and the **Discussion Sections**. This is because by telling you 'how to' conduct the lesson it is also telling you the content. The discussion session relies on your questioning skills to stimulate the discussion. The **Sample Questions** in the left-hand column is to help you with your questioning skills.

Content should be taught in a variety of ways: group work; brainstorm and categorisation; stories; role-plays; songs and poetry and discussions. There is almost no opportunity in these lessons on Peace Education for a lecture or for rote learning. Everything that needs to be learned needs to be really learned – assimilated and internalised by the learner. This is not possible if there is only rote learning.

Be sure that you understand the content very well. Never go to the lesson under-prepared. It shows a lack of respect for yourself as a professional and to your classes.

Revision

There is no real section on revision in the lesson plans in the book. Partly this is because the lessons build on one another and where a revision is specifically needed it is stated in the activity. However

there is a long time between lessons and it is worth asking the children “What did we do last lesson?” and revising in summary the main points of the last lesson.

Remember that revision is not a test, it should not be threatening to the children. It is an opportunity for you to see how well you have taught and what you may need to explain more fully.

Conclusion

Like the introduction, every lesson should have a conclusion. Lessons should finish not just stop. Finish a lesson with something positive – remarks about how well particular people have behaved, a song, a short story. Tell the children you look forward to seeing them next lesson.

New Methodology

There are several methods used in this course which may not be familiar to you. These are designed to teach effectively and to help you with classroom management.

Group Work

Many of the activities require group work. If you are used to keeping all the class together, this will be difficult for you to do initially. But children often learn better from each other than from a teacher and you are building trust within the groups and between you and the class if you trust that they will learn without you being the one offering the knowledge. This does not mean that you can sit and relax! You need to keep moving around the groups to make sure that they understand what they should be doing, that they are actually working, and so you can gather ‘teaching points’ for use when the groups come back together.

Brainstorming

Brainstorming is a way of getting ideas from the class quickly and without judgment. The children may need a lot of practice at this because it asks them to think quickly and to say whatever they are thinking. It also requires positive reinforcement from the teacher which encourages commitment from the class to sharing their ideas.

Rules of brainstorming:

- A brainstorm should last ten to fifteen minutes
- Only one person speaks at a time
- Listen to what others say
- No criticism of ideas is allowed
- Building on other people’s ideas is allowed
- All ideas are accepted
- No justification of ideas (you do not have to explain why you think this is a good idea.)

When you write the ideas from a brainstorm on the board, **do not** write them as a list. This sub-consciously reinforces the idea of a hierarchy (that some ideas are better than others). Write anywhere on the board, and fill the board from top to bottom. [This is the only time when your board work should not be neat and from left to right in columns.]

To get the ideas from the class and write them is only the first part of brainstorming. The second part is to categorise the ideas. When all the ideas are written, the ones that are similar need to be grouped together. Always ask the class which ones they think should be grouped together and ask if they think a particular idea belongs. It is these categories which will enable you to work with the ideas.

Discussion

Generally in traditional classrooms, discussion is strictly one-way communication. From the teacher to the child – and the only time you know if the message is received is when you test the children.

This reinforces the idea of rote learning (memory) and telling the teacher only what the teacher wants to hear.

Peace Education, however, is an attempt to change attitudes and behaviour and to develop constructive attitudes and behaviour for use in everyday life. It is therefore important that the children actively discuss the issues that are raised, that they feel free to talk to you (not just answer questions) and that there are times when you do not have the answer. There are problems raised in this book where you are not given an answer. This is to reinforce the idea that the children should discuss without knowing that there is a specific answer they should be trying to guess.

Questioning Skills

Because there are so many discussion lessons you will need to have very good questioning skills. Questions are usually 'closed' i.e. there is a specific correct answer, or 'open' where there is no specific answer. Very often as teachers we ask what is apparently an open question but in our minds we have an answer and we keep looking for a 'matching answer' from the class. This is not discussion.

The **Sample Questions** are to help you start the discussion and to give some guidance as to the types of questions used. Many of the questions have been designed to give the children extra information without telling them. **Use these questions.** You should not be limited to these questions but you should read them thoroughly before the lesson and use at least the ones printed.

Teaching Tips

General

- Remember that children learn more effectively when they receive positive feedback.
- Laugh and have fun with the children!
- Be sure that you have the attention of the class before you give any instructions.
- Decide with the students on a suitable signal for when you want the class to be silent (e.g. hands on head). When you make this signal, the children should also make it and stop talking.
- Speak in a normal voice but be very clear. Pitch your voice so that everybody can hear.
- Be sure that you have the attention of the class before you give any instructions.
- Say the instructions slowly and clearly. Ask if everybody understands what they have to do before starting the activity.
- If you need to, repeat the instructions using different words to make an activity clear to the students.
- Whenever a lesson requires equipment, make sure you come prepared.

For Reading Activities

- Read clearly and with expression. It is not necessary to read very slowly but you should clearly pronounce all the words.
- Read the story yourself before class so that you are familiar with all the words and the storyline.
- Look at the class often while you read.
- Show pictures if there are any.
- Sit close to the children while you are reading.
- Show the children that you are interested in the story.
- Use different voices for the characters if it is possible.
- Do not make the listening into a test.

For Group Activities

- While the children are talking move around the room and listen to the groups.
- Move around the room and watch the whole class (do not focus on just one or two pairs). This is to make sure that the children focus on what they are doing.

For Board Work

- Clean the chalkboard thoroughly so that the class can read whatever you write on it. A damp cloth works much better than a dry eraser.
- If you are writing in a language that is from left to right; your board work should also be from left to right.
- If the board is very long, divide it into columns so that the children know where to concentrate.
- **Never** talk while writing on the board - the students cannot hear properly or concentrate on what you are saying while you have your back to them.
- Write clearly and in large enough letters so that it is possible to read the board from the back of the room.
- **Never** write part of a word on the board
- Always stand to one side of the board when you have finished writing - never in front of it. How can the students read if you are standing in front of the writing?
- Think about what you are going to write before you start to make sure that the words are simple enough to be read by the class and that all the words fit on the board.
- Remember that if you stand on the right side of the board your vision is usually limited to the two thirds of the class on the left side. If you stand on the left hand side your vision is concentrated on the two thirds of the class on the right hand side. It takes concentrated effort to look at the 'blind side'. This will need practice. Use your peripheral vision to "see out of the corner of your eye" to check if anybody has raised their hand or who is not paying attention.

Grade 1

As this is the first year of Peace Education, it is important that the children understand why they are doing this subject. As this subject may not appear in the formal syllabus, it is important that the children are motivated and enjoy the lessons.

If any lesson takes more time than allocated, split it and finish it during the following lesson. Do not leave the discussion part of the lesson undone. You are teaching the foundation on which other grades will be building and it is important that the children understand that they are expected to think, discuss and contribute to Peace Education lessons.

There are many lessons that can be done several times. All the games can be played over and over. (Remember that young children like repetition). The story lessons can also be done several times but choose different stories each time. If there are not many books in the school or if they are unsuitable for grade 1, tell the children traditional stories (but make sure that they have a peaceful message).

Remember that lessons should be paced. Do not waste time saying things that do not mean anything. Be aware that if you use 'time fillers'; you will not finish the lesson in the time allowed.

For grade 1 introduce classroom rules but explain why these 'rules' exist. As far as possible do this as a democratic exercise. For example, if you are to work together then there must be some basic rules. Ask for suggestions from the class. Explain that in order for you to hear from everybody in the class there must be a rule about one person speaking at a time and that you can only respond to people who raise their hand. Explain that many of the lessons will take place outside and that you will need to show consideration to other classes when this happens by moving away from the classrooms and that you expect that they will do this quietly and quickly. Accept rules the children come up with if they are reasonable and fit into the philosophy of the course. If they cannot be adopted (because of school policy) be sure to explain this to the classes.

Lesson Requirements

Lesson number	You will need ...
Lesson 1	▪ A ball
Lesson 2	▪ The song ' Let's Join Together ' from the Story Book .
Lesson 3	▪ The poem ' The Time to Be Happy is Now ' from the Story Book .
Lesson 5	▪ The song ' We are One ' found in the Story Book .
Lesson 7	▪ The story ' But He's Different ' from the Story Book .
Lesson 8	▪ The song ' We are Leaves from One Tree ' from the Story Book .
Lesson 12	▪ Any story to read or tell but make sure that it is a peaceful story.
Lesson 17	▪ Some pictures to use as resource pictures. Make sure that they are not too complex.
Lesson 22	▪ Five or six balls (depending on the number of groups you have) to play Tunnel Ball.
Lesson 23	▪ Enough A4 sheets (one for each group you have) to cut up for the Jigsaw lesson.
Lesson 24	▪ Several balls to play Air Ball (one ball for each group).

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction – Ball Game

Objectives:

This lesson will help the students to:

- Learn the importance of Peace Education as a subject
- Understand and focus on Peace Education

Teacher Instructions

- This is the initial introductory lesson.
- Make sure that you have a ball for this activity.
- Introduce yourself by name and explain that this lesson is Peace Education.
- As this is an outdoor activity tell the children that they need to move outside quickly and quietly so as not to disturb the other classes.

Directions and Method:

- Explain to the children that this is a new subject called “Peace Education” and that this is a subject that will teach them how to live together more peacefully.
- Explain that there will be a lot of activities but every activity is to teach them more about themselves and others so that we can all live together in peace.
- Tell the class that now that you have introduced yourself and the subject; they should also be introduced to each other and to you as the teacher.
- Take the class outside and ask them to form a circle. Explain that they will now play a ball game.
- Each child must call out a person’s name and throw the ball to them.
- Throw the ball to one person and call their name as you do so. That student should throw the ball to another student while calling their name, and so on.
- Watch that all the children have the ball thrown to them and that no-body gets the ball more than once.
- Take the children back inside.

Sample Questions:

- ♣ Did you enjoy the game?
- ♣ How many students’ names do you remember?
- ♣ Why do you think it is important for us to get to know one another?

Discussion:

- ♣ Ask the children if they enjoyed the game.
- ♣ Ask them to try to remember the names of the other people in the class.
- ♣ Explain that getting to know one another is an important step for building communities and being peaceful.

Summary and Application:

Skill to practice: Get to know people in my class.

My task this week: Learn the name of one person I don’t already know.

Lesson 2: Song – Let's Join Together

Objectives:

This lesson will help the students to:

- Recognize the importance of Peace Education
- Understand and focus on Peace Education

Teacher Instructions

- The song is in the **Story Book**.
- This lesson can be used for any song about peace or some element of peace.

Directions and Method:

- Tell the children that they are going to learn a new song.
- Write the song on the board (even if the children cannot read as this provides reinforcement for the reading process). The song is in the **Story Book**
- Say one line of the song and ask the children to repeat it after you.
- Explain what the line means in their home language if necessary.
- Repeat this process for all of the song.
- Say the song through several times all together.
- Once the children can sing the song, introduce clapping and actions to suit the words.

Sample Questions:

- ♣ What do you think this song is about?
- ♣ How do you think we can make things better?
- ♣ If we stop fighting here at school, will that help to make peace?
- ♣ What sort of things do we need to know to be peaceful?
- ♣ How can we put things right?

Discussion:

- ♣ Explain that this means that each one of us has to learn to be peaceful with the people that we meet so that peace grows and grows.
- ♣ Tell the children that if we try, we can make peace in our lives.
- ♣ Explain that the Peace Education activities will help us learn how to prevent conflict and be peaceful in our every day lives.

Summary and Application:

Skill to practice: Try not to fight as a way of solving problems.

My task this week: Teach this song to one friend.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The students must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for students to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the students will see this. Be very careful not to show any bias during these lessons.

Lesson 3: Poem – The Time to be Happy is Now

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is a whole class activity, so you need to watch all the children.
- This can be used for any poem about peace or some element of peace.

Directions and Method:

- Tell the children that they are going to learn a new poem.
- Write the poem on the board (even if the children cannot read as this provides reinforcement for the reading process).
- Say one line of the poem and ask the children to repeat it after you.
- Explain what the line means in their home language if necessary.
- Repeat this process for all of the poem.
- Say the poem through several times all together.

Sample Questions:

- ♣ Did you understand the poem?
- ♣ What do you think the poem means?
- ♣ Why is Peace important?
- ♣ What kinds of things make you happy?
- ♣ Are there things you can do to be peaceful?
- ♣ What kind of work can you do together with your friends?

Discussion:

- ♣ Explain that this means that each one of us has to learn to be peaceful with the people that we meet so that peace grows and grows.
- ♣ Explain that this poem is a way to remember that peace is important in our lives.
- ♣ Tell the children that if we try we can make peace in our lives.

Summary and Application:

Skill to practice: Making new friends.

My task this week: Learn the poem and teach it to one friend.

Lesson 4: Mirrors

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is a pairs activity where the children need to change sides.
- Each child chooses a partner and then mimics the other as closely as possible. After two or three minutes, the children change sides.
- This game is to help the children mix in the class outside their immediate friendship group.
- Allow the children to choose their first partner from their friends but encourage the children to swap outside their immediate friends when it is time to change partners.
- This activity is to get the children used to the idea that they have more similarities than differences – that even children from different backgrounds run, jump and play just as they do.
- Encourage the children to use all their body space. This helps their emotional development.

Directions and Method:

- Explain to the students that they are going to play a game called mirrors.
- Ask them to choose a partner.
- The first person of each pair is looking into a mirror. The second person is the mirror.
- The first person should perform a series of movements that must be copied by the second child as completely as possible.
- Remind the children that they should use all their body space – squatting, jumping, waving their arms etc.
- After three minutes or so tell the children to swap. Now the first child is the mirror.
- After another few minutes stop the activity and ask the children to choose a new partner. Repeat the activity.
- The children should then choose another different partner and repeat the activity.
- After several turns stop the activity and ask the children to return to their seats.

Sample Questions:

- ♣ Was it easy or difficult to copy your partner's movements?
- ♣ Were your partner's movements similar to movements you usually make?
- ♣ What does this tell you about how similar we are?
- ♣ Do you think that we are similar to each other even though we look different?

Discussion:

- ♣ Ask the children if they understand the song.
- ♣ Ask the children if they enjoyed the game
- ♣ Explain to the children that the game of mirrors is a way of showing that we are all created by God and are the same in so many ways.

Summary and Application:

Skill to practice: Look for the similarities in somebody that I thought was different.

My Task this week: Ask someone new to play with me.

Lesson 5: Song – We Are One

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is a singing activity. Any peaceful or affirmative song may be used. The lesson should be repeated as often as possible, not always as a full lesson but sometimes to finish a lesson or start one if the students are restless.
- Make sure that the children understand what they are singing.
- The names of the countries represented in the class should be added to this song.

Directions and Method:

- Write the words to the song on the board (even if the children cannot read – it is good reinforcement for the reading process.) The song is in the **Story Book**.
- If the children do not understand the song in English, translate it for them so that they understand.
- Say the first line of the song and get the children to repeat it after you. Continue until they have learned the first verse.
- Put this verse to music and have the children sing with you. Sing the chorus, then the verse (with as many countries as the students in the class are from)
- Repeat this method with the chorus and any other verses.
- When the children know the song, introduce hand clapping, feet stamping and any other novelty movements to help the children enjoy the song.

Sample Questions:

- ♣ What do you think this song means?
- ♣ Do you think what this song says is true?
- ♣ If we really are all one as the song says, is it fair to dislike somebody because they come from a different place?
- ♣ What are some of the things that make us all the same?

Discussion:

- ♣ Discuss with the children that this song (We are One) is talking about how much we are the same even though we come from different places.
- ♣ Ask if the things that make us different are important or if the things that make us the same are important.
- ♣ Remind the children that we are all made by God and so we must be somehow the same and the differences are small, just enough to make us special.

Summary and Application:

Skill to practice: Make friends with somebody from a different background.
My task this week: Speak to a new friend from a different culture or nationality.

Lesson 6: How We Are the Same

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- The activity is a chalkboard and discussion lesson.
- Ask the children to think carefully before they respond and to think of as many things as they can.
- If they have difficulty thinking of similarities, bring two children to the front of the room and ask the class to look at them and see how they are the same.

Directions and Method:

- Ask the children to think of as many things as they can where people are the same as each other.
- List these things on the board.
- Ask questions to help the children's ideas: ask them about things such as the foods they eat, the kind of shelter they live in, the games they like playing, who is in their families, their physical similarities, what kinds of clothes they wear, etc.

Sample Questions:

- ♣ Does everybody eat? Point out that this is a similarity.
- ♣ What sort of food do you eat? Explain that most cultures in the world have the same food groups in their diet, but they are prepared differently, according to tradition.
- ♣ Are we all dressed? How do we dress?
- ♣ Do you like playing games?
- ♣ What games do you like?
- ♣ What kind of shelter do you live in?
- ♣ Who do you live with? Do you have brothers and sisters?

Discussion:

- ♣ Ask the children if they remember the games of the previous lessons.
- ♣ Point out to them that these games were to help them understand that differences are mostly on the surface but similarities are very deep.
- ♣ Discuss with the children that we are more the same than we are different. We are all created by God; we all need food, shelter, love and care. All babies are fed by their mother; we are all at school. Include anything else that the children listed.
- ♣ Explain to the children that when we look at how we are different we can become biased against other people, but there are many similarities between people that we cannot always see.
- ♣ Explain that bias is when you feel good or bad about a person before you know that person and that this judgement is based on something that makes them different; their colour, their clothing, whether they are a boy or girl, their religion, what they eat and so on. Discrimination is when you act badly towards somebody before you know them because of your bias.

Summary and Application:

Skill to practice: Looking for the good in other people.

My task this week: To treat other people the way that I would like to be treated.

Lesson 7: Story – But He’s Different

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others’ self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- You need the **Story Book** for this lesson.
- Ask the children to listen carefully, as there will be questions afterwards.
- Make sure to look at the whole class when you ask the questions.
- Make sure all the children have a chance to answer the questions: be aware of students who are dominating the lesson or being very quiet.

Directions and Method:

- Read the story to the children.
- When the story is finished ask the class the questions from the **Story Book**.
- When you ask the questions, accept responses from as many children as offer them. If a response is not obviously correct ask if the child can add more or if anybody else can help.
- When you have asked all the questions and received the answers, ask if the children liked the story.

Sample Questions:

- ♣ Does friendship depend on being the same nationality or tribe as the other person?
- ♣ Why do you think so?
- ♣ What stops people from being friends when they come from different backgrounds, when we are more the same than we are different?
- ♣ Do you feel sad if other people treat you badly because they see you as different?
- ♣ If you feel this way shouldn’t you help other people to feel good, because that is how you like to feel?

Discussion:

- ♣ Explain to the children that sometimes it is easier to see physical differences but that it is important to remember that even when we look different we are often very similar in ways we can’t see.
- ♣ Discuss with the children that feeling different happens to all of us but that when other people make us feel different then it makes us very sad.
- ♣ Explain that peace is the responsibility of each one of us and that nobody will ‘give’ us peace.
- ♣ Tell the children it is like saving money – each one of us alone can make a small contribution to peace, but when we all work together it can be a lot.

Summary and Application:

Skill to practice: Look for ways other people are like me.

My task this week: Invite one new person to play with me.

Lesson 8: Song – We Are Leaves of One Tree

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is a singing activity. Any peaceful or affirmative song may be used.
- **Never** teach a song about violence or a song that the students do not understand.
- If the children do not understand the song in English, translate it for them so they do understand.

Directions and Method:

- Write the words to the song on the board (even if the children cannot read – it is good reinforcement for the reading process.) The song is in the **Story Book**.
- Say the first line of the song and get the children to repeat it after you.
- Continue until they have learned the first verse.
- Put this verse to music and have the children sing with you. Repeat this method with the chorus and any other verses.
- When the children know the song, introduce hand clapping, feet stamping and any other novelty movements to help the children enjoy the song.
- Repeat this lesson as often as possible, not always as a full lesson but sometimes to finish a lesson or to start one if the children are restless.

Sample Questions:

- ♣ What do you think the song means?
- ♣ If people are similar does this mean that they might think and feel the same as we do?
- ♣ If you are upset because somebody calls you names, can you understand why other people would be upset if people call them names?
- ♣ What can you do to make sure that you do not hurt the feelings of other people?

Discussion:

- ♣ Discuss with the children that this song is talking about how while we may look different (like different flowers) we are still similar to each other.
- ♣ Remind the children that we are all created by God and so we must be somehow the same and the differences are small, just enough to make us special.

Summary and Application:

Skill to practice: Look for the similarities in others.

My task this week: Teach a friend this song.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practised often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the children.

Lesson 9: Leader Says

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- You may want to be the 'leader' the first few times until the children understand the game, but then choose a child to lead the game
- As leader, give directions and then perform the action yourself. The children should only obey when you preface your action with "Leader says"

Directions and Method:

- The leader should stand in front of the class.
- If you are not the leader, choose one child to be a leader.
- The leader gives a direction to the children: sometimes saying, "Leader says" and sometimes not, but the leader should always perform the action.
- The children do the action only if "Leader says"
- Anybody who does the action without the words "Leader says ..." is out and should sit down.
- The last child left in wins and becomes the new leader.

Sample Questions:

- ♣ Did you enjoy this game?
- ♣ Was it easier to watch what your friends were doing rather than to listen to the leader?
- ♣ Why do you think it is easier to do what everybody else is doing?
- ♣ Why do you think it is important to listen?
- ♣ What happens when we don't listen effectively?
- ♣ Do you think there are different types of listening? What are they?

Discussion:

- ♣ Ask the children whether the game was difficult or easy.
- ♣ Ask how many people watched instead of listening.
- ♣ Explain to the class that often we do not listen properly, but we do what we think has been said.
- ♣ This can cause problems if we misunderstand things.

Summary and Application:

Skill to practice: Remember that listening well is important for constructive and peaceful living.

My task this week: Listen very carefully to be sure that I understand.

Lesson 10: Directions, Directions

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This is a lesson series but you should not play it lesson after lesson. Rather spread the lessons out and mix them with other lessons but be sure to remind the class that this is an exercise in listening.

Directions and Method:

- Take the children out to the playground.
- Explain to the class that you are going to give them three instructions, which they must follow in the order that you give them.
- Give the children three instructions
- For example, run to the tree and circle it three times, then run to the left side fence, do three sit ups, run back here to me (teacher)
- If the class is very large, do the exercise in groups of ten with the remainder of the class watching to see if the group follows the instructions correctly.
- This can be made as complex a series of instructions as you think the children can handle: start with three or four instructions and increase the complexity over a series of lessons.

Sample Questions:

- ♣ Why did some people not follow all the instructions?
- ♣ Did anybody just follow what other people did?
- ♣ Does this happen in real life? (Just following others without thinking for yourself)
- ♣ Do you think that this can cause problems?
- ♣ How can you avoid these problems?

Discussion:

- ♣ If the class did not find it difficult try it again with four instructions rather than three, then five instructions instead of four, and so on.
- ♣ Ask if some people in the class copied what their friends did to help them remember
- ♣ Remind the class that listening is difficult and needs practice, but that it is very important to do well.

Summary and Application:

Skill to practice: To listen for myself and not to copy other people.
My task this week: Explain to a friend why it is important to listen well.

Lesson 11: Secrets

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Explain to the children that listening is important for all areas of our life; for learning in school and for learning in the community.
- If we listen well to others then we understand them better; if we understand them better then there is less chance of us fighting.
- We learn to respect because we listen and understand.

Directions and Method:

- Seat the class in a circle (or two concentric circles if the class is very large).
- Explain to the class that a secret will go from person to person in the class but they must listen very well in order to understand. Explain that each child in the class will whisper the sentence to the person sitting next to him or her until the sentence goes around the whole circle.
- Whisper a short sentence to the first child: say it clearly but only once.
- That child whispers to the next child in the circle and so on.
- Ask the last child what the secret is.
- Ask the first child what the secret was.
- Play the game again with a different secret, but this time go around the circle the other way.

Sample Questions:

- ♣ What was the secret at the beginning?
- ♣ Why do you think the secret was different at the end than it was at the beginning?
- ♣ Was it hard to understand what the person next to you was saying?
- ♣ What did you do to make sure you could hear what was being said?
- ♣ Do you think that you hear what people tell you and then find out that is not what they meant?
- ♣ What happens when you mishear things?
- ♣ Why is it important to listen well?

Discussion:

- ♣ Explain to the children that active listening is much more difficult than we think.
- ♣ Active listening needs practise because many of us listen only to a part of a message.
- ♣ Misunderstandings begin when we only listen to part of what is said, that is why it is so important to listen well.

Summary and Application:

Skill to practice: To actively listen as it is important for preventing misunderstandings.

My task this week: If I am not completely sure of what I have been told, ask to make sure I understand correctly.

Lesson 12: Story

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This is a story time lesson. Tell any peaceful story.
- If there is room, have the children sit near you on the floor. Otherwise make sure they are seated comfortably.
- Read the story (or a chapter of the story if it is long)
- Ask the children to listen carefully as you will ask them about the story when you have finished.

Directions and Method:

- Read or tell the class a short story. *(A story from the storybook or from any of the readers may be used. If you use a reader story you may need longer than the time allowed. Remember to read clearly, with expression, and to use different voices for the different characters if it is possible).*
- Ask different children in the class to retell the story in their own words.
- Ask other members of the class to add anything people left out.
- Ask the children to draw the story in four or five drawings (in chronological order, like a comic)
- Ask people to tell the story from the point of view of different characters.
- **This lesson should be repeated often using different stories, poems and songs so that the children also practise empathy as well as good listening skills.**

Sample Questions:

- ♣ What do you think is the theme of this story?
- ♣ What do you think the characters in the story felt?
- ♣ Why do you think some students understood the story differently than others?
- ♣ What happens when you don't listen to things carefully?
- ♣ Why is listening important for peace?

Discussion:

- ♣ Explain to the class that by listening to the story, not just the words, and by putting themselves in the place of the characters, they become better listeners.
- ♣ Explain that when the students really listen well they are able to have empathy for the characters and understand the characters' feelings.
- ♣ At the same time they must be careful not to put their own interpretations (bias) on the story.
- ♣ Ask the students if they've ever felt they were not listened to and how this made them feel.

Summary and Application:

Skill to practice: Understand that active listening is a way of showing respect.

My task this week: I will try to listen carefully whenever anyone speaks to me, even if I am not very interested in the subject.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the rules.
- ✓ Check for all communication skills, open questions, good body language and efficient observations. Comment on the good skills using the students' names where possible.
- ✓ Remind the class that good communication skills should be practiced all the time.
- ✓ If the results are not as good as you would hope, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 13: Mystery Drawings

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Divide the class into three or four groups (depending on class size).
- Choose one child per group and ask them to draw a picture large enough to fill an A4 sheet of paper.
- The rest of the class should sing a peace song while they are drawing.

Directions and Method:

- One child (in each small group) draws an object on a sheet of paper (it must be large enough to fill an A4 sheet).
- The sheet is folded so that it can be unfolded to show one part of the drawing at a time.
- The drawing should be on the outside of the sheet when it is folded so that one part of it is visible.
- The first section of the drawing is shown to the group and they try to guess what the drawing might be.
- After three guesses, one part is unfolded so that the person guessing has two parts of the picture to see.
- If they can't guess, after three tries, then another part is unfolded.
- The object of the game is to guess what is drawn without having to see the whole picture.

Sample Questions:

- ♣ How many guesses did it take before you could guess what the picture was about?
- ♣ Was it difficult to try to guess from only a small piece of information?
- ♣ What happens if you guess without having all the information?

Discussion:

- ♣ Discuss with the class that very often this is what we do instead of communicating properly - we guess and mostly we guess wrong.
- ♣ Explain to the class that communicating well is important in order to create peace.

Summary:

Skill to practice: It is important to get as much information as possible about things.
My task this week: Ask questions about things I don't understand instead of guessing.

Lesson 14: I Went to the Market and I ...

Objectives:
This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Seat the children in a circle (or several circles if there are a lot of children in the class).
- Remind the children to listen carefully.
- If there are a lot of children in the class demonstrate this game first with a few students and then divide the class into small groups of 4-5 (so that they don't have too many things to remember).
- It is not expected that the children will be very good at the game but it is good for memory training.

Directions and Method:

- Start the story by saying "I went to the market and bought a mango (or another food that is familiar to the children).
- The child next to you repeats what you have said and then adds another (different) item, for example, "I went to the market and bought a mango and a piece of bread."
- The game goes on around the circle with every child adding one more item after repeating all the items said so far.
- When the child cannot remember what was bought, that child should stand up.
- If you have several circles, check where the list gets to in each circle.

Sample Questions:

- ♣ Was this game easy to play?
- ♣ How did you remember what different people bought?
- ♣ Did you look at the people when they said what they bought? Did you make a list in your head?
- ♣ What are some other things you can do to remember what people say?

Discussion:

- ♣ Discuss with the children that listening and communication are like the two sides of a piece of paper; they cannot be separated.
- ♣ Tell the children that we all use different ways to remember things and they should practice whichever one suits them best.

Summary:
Skill to practice: Listen carefully whenever someone talks to me
My task this week: Think of ways to help me remember what people say.

Lesson 15: About Me ...

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity requires preparation the day before it is to be given
- Ask the children to bring one thing in from home that shows something about themselves or their family.
- Tell the children that they will have a chance to share this with the rest of the class.

Directions and Method:

- Ask a student to volunteer to be the first one to share what he or she has brought to the class.
- Explain to the class that each student will have a chance to share something about his or her background or culture, and that the class should pay attention.
- Give each student who wishes 2-3 minutes to share what he or she brought in or to tell something about themselves.
- Make sure every student who wishes to share has an opportunity, but do not force anyone to share who does not want to.

Sample Questions:

- ♣ Did you feel it was difficult to stand up in front of the class and share something about yourself?
- ♣ What do you feel is easier, speaking or listening? Why?
- ♣ Why do you think it is important to listen to what others say?
- ♣ Why do you think it is important to learn to speak clearly to others?

Discussion:

- ♣ Explain to the children that this was an opportunity for them to talk about themselves, but also a chance to practice speaking and active listening skills.
- ♣ Active listening needs practise because many of us listen only to a part of a message. Misunderstandings begin when we only listen to part of what is said, that is why it is so important to listen well.

Summary:

Skill to practice: Understand that speaking well is just as important as listening well.

My task this week: Try to be very clear when explaining things to other people.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the students won't be able to recognise emotions and culturally are not permitted to display them.
- ✓ Make sure the children are comfortable talking about emotions.
- ✓ Provide a safe emotional environment for the students.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognise and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 16: Making Faces

Objectives:

This lesson will help the students to:

- Recognise their own emotions and practice expressing them appropriately.
- Appreciate the ways in which emotions can affect behaviours

Teacher Instructions

- This activity requires you to act in front of the children.
- Think about the feelings you will be expressing so you can have examples ready if the children cannot think of times when they are happy, or angry, or sad.

Directions and Method:

- Stand at the front of the class and make a sad face
- Ask the children to make the same face.
- Then make a happy face and ask the children to copy your expression.
- Make an angry face and ask the children to copy.
- See if anybody in the class can make a different face to show another feeling.
- Make your expressions exaggerated so that the children can copy freely.
- If it helps the expression, use body language as well.

Sample Questions:

- ♣ What sort of face is this? (Ask after each different expression.)
- ♣ When your face is like this, what do you feel inside?
- ♣ What sorts of things make you happy?
- ♣ What sort of things makes you angry?
- ♣ Do you feel you want to fight people when you are happy?
- ♣ What feelings do you have when you argue or fight with someone?
- ♣ How do you feel when you are playing a game?
- ♣ How do you feel when you are in trouble?
- ♣ How do you feel when somebody takes something of yours?
- ♣ What other feelings can you demonstrate other than the ones we have talked about?

Discussion:

- ♣ Explain to the children that sometimes we don't recognise the things we feel inside.
- ♣ Explain that our feelings sometimes make us behave in ways that create problems for us.
- ♣ If we understand how we feel and what has made us feel this way, then we can control those feelings which may get us into trouble.

Summary and Application:

Skill to practice: Understand why we feel certain ways when different things happen to us.

My task this week: Talk to someone if I am upset or angry and explain why I feel this way.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.

Lesson 17: What am I Looking at?

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Make sure that you have some pictures as resource pictures.
- Ask the child who is describing the picture to describe everything as clearly as possible.
- Choose simple pictures.

Directions and Method:

- Ask one person from the class to volunteer for an exercise.
- Give one of the resource pictures and ask this child to tell very clearly what is in the picture. Everybody else should draw what s/he hears described.
- When the children have finished show the pictures to the class and discuss the differences shown in the drawings.

Sample Questions:

- ♣ What is different between the drawings and the resource picture?
- ♣ What did you understand this picture to be? (to the person holding the resource picture)
- ♣ What did you understand the picture to be? (to the rest of the class)
- ♣ What did you hear described? (to the people drawing)
- ♣ Why do you think there are differences in how we saw the picture?

Discussion:

- ♣ Discuss the differences between the pictures and ask the rest of the class why they felt that the person drawing drew things differently to the way they appeared in the resource picture. (Do not allow derogatory comments on the quality of the drawing).
- ♣ Explain to the students that our perceptions of things are based on our experiences and we may have different perceptions of the same things, such as pictures.
- ♣ Remind the children of previous exercises about communication and ask if they think communication problems are also a problem of perception?

Summary and Application:

Skill to practice: Understand that there are different ways of seeing things

My task this week: When I disagree with someone, try to understand their point of view before getting angry.

Lesson 18: Words, Words, Words

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This is a discussion lesson where you need responses from the children.
- If necessary ask directed questions to start the children talking.

Directions and Method:

- Ask the children for a list of words that are used to make people think negative things about another person or group (e.g. dirty, selfish, thieves, fighters etc.)
- List these words on the board.
- Ask the children for a list of words that can be used to make people think positive things about a person or group (e.g. helpful, caring, honest, etc.). List these words.
- If the lists are not equal ask the children why they think there are more words in one list than in the other.
- Explain that we should not use the negative words when we talk about or to people as these are hurtful and insulting and can lead to misunderstandings and conflict.

Sample Questions:

- ♣ Are the two lists are the same length? Why do you think this is so?
- ♣ Why do you think that people use these words?
- ♣ Are any of these words are used about the group to which you belong?
- ♣ When people describe other people in a positive or negative way, does everyone agree with them?
- ♣ Why do you think people have different opinions?
- ♣ Where do our opinions come from?
- ♣ List words that are positive that are used about people.

Discussion:

- ♣ Are the two lists are the same length? Why do you think this is so?
- ♣ Why do you think that people use these words?
- ♣ Are any of these words are used about the group to which you belong?
- ♣ When people describe other people in a positive or negative way, does everyone agree with them?
- ♣ Why do you think people have different opinions?
- ♣ Where do our opinions come from?
- ♣ List words that are positive that are used about people.

Summary and Application:

Skill to practice: Look for the good in others

My task this week: Find five good things about a group or person you have been told bad things about.

Co-operation

Teaching Tips

- ✓ Whenever you ask young children to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise children who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the children of how helpful it is to respect others.
- ✓ Make sure that you tell the children that these games are meant to help them to co-operate better.
- ✓ All of these lessons encourage children to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (e.g., NOT football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the children.
- ✓ Remind the children that co-operation is a choice that needs to be constantly made.

Lesson 19: Elephant and Palm

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- Demonstrate the actions the children are asked to make.
- Move the children quickly so that you are not wasting time in the lesson.

Directions and Method:

- Ask the children to stand in a circle with one child in the middle.
- The child in the middle calls out 'elephant' while pointing to a person in the circle.
- This person must bend over with their hands making a trunk.
- The people on either side of the trunk lift their outside arm to make an ear, so that all three make the elephant.
- When the children are used to this tell the child in the centre to call out 'palm tree' and point to somebody.
- The child who is pointed to should stretch up tall with their hands in the air and the ones either side put their arms out to the sides to be the palm fronds.
- Allow the children to continue until everyone has been pointed to and four or five children have had a turn in the centre.

Sample Questions:

- ♣ What happened in this activity?
- ♣ How did we show co-operation?
- ♣ Can you think of other animals/plants to use instead of elephant and palm?
- ♣ How would we need to co-operate to make these things?
- ♣ What happens if one of the three of you chooses not to work with the others?
- ♣ Who can tell me of a time when they were co-operative?
- ♣ Who can tell me of a time when they did not co-operate? Can you explain why?
- ♣ What examples do you see of people cooperating in school? At home?

Discussion:

- ♣ Discuss with the children that the success of this game depends on cooperating.
- ♣ Explain that these games are practice for working together co-operatively.

Summary and Application:

Skill to practice: Understand that working together requires co-operation.

My task this week: Think of one way I can co-operate better at home.

Lesson 20: Let's Sound Like Rain

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- If you want to do this activity outside, take the class away from the classrooms. Remind the children to be considerate of other classes.
- Ask the class to form a circle

Directions and Method:

- The leader (either you or a child you choose) starts tapping with two fingers into the palm of the hand.
- The person to the left of the leader in the circle repeats the action and so on around the circle.
- The sound should build up gradually; you may want to say count five taps from the person next to you before you start.
- When everybody is tapping with two fingers, the leader begins to tap with four fingers. This movement should then go around the circle again.
- When again everybody is doing the same action, the leader starts clapping. When everyone is clapping the leader also begins stamping one foot (while still clapping). After everyone is clapping and stamping one foot, the leader continues clapping and begins stamping both feet.
- When everyone is clapping and stamping both feet, the leader gradually begins to decrease the circle of noise by reversing the process, that is moves to clapping and stamping one foot, then to just clapping, then to tapping four fingers and finally to tapping only two fingers and then silence.
- Remind the children they cannot start the new action until the person next to them has started but they need to watch for when this happens.
- The 'rain' sound only comes when everybody co-operates: the children must not start their actions until the person on their right has already started.

Sample Questions:

- ♣ How does it sound if only one person makes the rain sound?
- ♣ How is it different if two, five, many people cooperate to make the rain sound?
- ♣ What other sounds can we make as a group that we cannot make alone?
- ♣ Who can clap with one hand?
- ♣ Can you clap with one hand if you co-operate with the person next to you?
- ♣ When have you heard people in your community make cooperative sounds?

Discussion:

- ♣ Ask the children if they enjoyed the game.
- ♣ Discuss with the children if it would be possible to sound like 'rain' if just one or two people did the tapping, clapping and stamping.

Summary and Application:

Skill to practice: Co-operating with somebody else to do something that I cannot do alone.

My task this week: Think of one thing at home that cannot be done alone, and offer to help.

Lesson 21: Fun with Numbers

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- This is a maths revision lesson.
- Be sure to check with the class' maths teacher to see that this work has been introduced to them. This is a reinforcement lesson using mathematics. It is not supposed to teach the maths concept.

Directions and Method:

- Form the class into small groups.
- When the children are learning initial number concepts and addition and subtraction, group the children according to the number they are learning. For example, if they are learning the number 5, then there should be five children in each group.
- Each group can then count themselves and learn how to make five by grouping together - four children and then one more, three children and two more.
- This is more effective if the children draw a circle on the ground and step inside when they are part of five.
- This can be done with all the numbers up to 9.

Sample Questions:

- ♣ Can you do this activity alone?
- ♣ What did you learn about working together in this activity?
- ♣ Is it easier to understand how numbers work by doing this together?
- ♣ How did it help to add one more to your group?
- ♣ Do you see how subtraction works?
- ♣ Could you do an activity like this for multiplication?
- ♣ How?

Discussion:

- ♣ Learning number can be very difficult but when we can see how we add and subtract, it is easier.
- ♣ Discuss that there are other ways of learning these things about number but that co-operating together to learn is more fun.
- ♣ Explain that many things are made easier when there is co-operation.

Summary and Application:

Skill to practice: Co-operate in my daily life to have fun and make things easier.

My task this week: Co-operate with somebody else to learn something new.

Lesson 22: Ball Game – Tunnel Ball

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- Make sure that you have enough balls for each team to have one.
- Explain the game to the children.
- Remind them of the need to consider other classes as they will be going outside.

Directions and Method:

- Form teams of six to eight children (separate groups of boys and girls if necessary).
- Each team makes a tunnel with their legs apart, except for the last child in the team.
- The leader rolls the ball along the ground through the tunnel, the last child catches it and runs to the front and repeats the process.
- The team that wins is the team whose leader makes it back to the head of the team first.
- A variation of this game, which would remove the competition between teams, would be to time each group in how fast they can get the leader back to the head of the team. Then, each team tries to improve upon its own time.

Sample Questions:

- ♣ What worked well for the team?
- ♣ If people competed in the team rather than co-operating did the team do well?
- ♣ When people helped each other in the team, did they do well?
- ♣ What will you do in your team next time we play?

Discussion:

- ♣ Explain that co-operation is not the same as obedience. Co-operation means seeing what needs to be done and doing it. If people helped each other in the game then they would be able to play better.
- ♣ Co-operation is important because it helps us to do things that we cannot do alone and it helps us to do some things much better than we can do alone.

Summary and Application:

Skill to practice: Co-operating with others to do things better.

My task this week: Try to co-operate when I am playing games with my friends and family.

Lesson 23: Jigsaw

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- There is preliminary work that has to be done for this activity.
- Cut up six sheets of A4 card into ten or twelve odd shaped pieces that will fit together again.
- Keep the pieces for each card together but separate from the others.
- Put these pieces in separate packets (envelopes).

Directions and Method:

- Form the children into six groups.
- Give each group a packet (envelope) with the cut pieces in it.
- Each group works together to put their pieces together to form a rectangle (there should be no pieces left over).
- The first team finished wins.

Sample Questions:

- ♣ How did you work together to make your rectangle?
- ♣ What actions/words helped you work together?
- ♣ Are there ways in which our class works together to make a whole?
- ♣ Can you think of ways in which our community members work together?

Discussion:

- ♣ Discuss with the children that real life is the same and if we want peace we must learn how to cooperate and we must be willing to try to co-operate. Co-operating with friends is easy – but to be willing to co-operate with people who are not friends takes courage and wisdom.

Summary and Application:

Skill to practice: Working together with others to do things better.

My task this week: Try to co-operate with someone I do not usually co-operate with.

Lesson 24: Ball Game – Air Ball

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- Make sure that you have enough balls for each team to have one.
- Demonstrate the game to the children before playing.
- Any team games can be played to enhance co-operation.
- Choose team games that all children can be involved in (that is, not football).

Directions and Method:

- This is a good game for developing the ball skills necessary for football, but the game should be played by both boys and girls.
- Form teams of six to eight children who then stand in a circle.
- The aim of the game is to keep the ball off the ground.
- If the children are very young, they should be allowed to use their hands as well. As their ball skills develop, the game can be modified so that the ball must be kept in the air using feet, bodies and heads only.
- The team who keeps their ball in the air the longest wins.

Sample Questions:

- ♣ What helped you be successful in throwing the ball to people in your group?
- ♣ What helped you be able to catch/receive the ball?
- ♣ Did you do this so that your team could keep the ball in the air longest?
- ♣ What else did you do to keep the ball in the air longer than others?
- ♣ Do you think that helping somebody else is co-operation?
- ♣ Can you tell about other ways that you co-operate?

Discussion:

- ♣ Discuss with the children that co-operation is very important in their culture and that good co-operation and understanding helps to solve problems.

Summary and Application:

Skill to practice: Understand that helping each other is co-operation.

My task this week: Ask a parent, teacher, brother, or sister if I can help with what he/she is doing.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some students will be insecure, so you need to encourage the children to try.
- ✓ You will need to be especially aware of children being cruel to each other, especially if they feel threatened by these activities.
- ✓ These problems are to help the children develop an understanding of looking at problems and working out possible solutions.
- ✓ They are not to be used to make the children guess what the “right” answer is in your mind.
- ✓ Do not tell the answers; instead ask directed questions so that the children really think about the answers.
- ✓ Use the teaching moment when there are problems in the classroom to help the children solve their problems.
- ✓ These are discussion lessons, so allow the children to discuss the solutions they may have before answering.
- ✓ Initially the children will refer problems to an authority. While this is not to be discouraged, the children need to be made aware that the people in authority are not always available.
- ✓ Point out to the children that even though now they may not be asked to solve problems, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ Encourage the children to think of ways that they can solve the problems.
- ✓ Talk to the children about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ When students are doing work from the book, you should expect the same standard of bookwork as any other lesson: clear writing, neat, no scribbles in their books.
- ✓ For the activities that depend on real conflict situations, be aware of biases the students may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the students empathize with the ‘other side.’
- ✓ Explain that they will need to use all the skills they have learned in Peace Education.
- ✓ Assure the children that they will do this work every year.

Lesson 25: Matching

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a matching exercise, so make sure that the children understand what they have to do.
- As this is a whole class activity, be sure to look at all the children in the class.
- Remind children that they must raise their hands when they want to respond to the question.

Directions and Method:

- Ask the children to find the two things which belong together in the list you give them.
- Read slowly and clearly. (If necessary use the home language of the children).
- Each time there is a match, ask the children why these two things belong together and, if necessary tell the children which group they belong to.

green, house, rice, yellow
 church (or mosque), baby, pencil, house
 grass, sand, flower, book
 bucket, cooking pot, chalkboard, tree
 water, bicycle, oil, prayer mat

Sample Questions:

- ♣ Why did you match these two things?
- ♣ What is the similarity between them?
- ♣ What other items might be similar to (belong with) the two that you paired?
- ♣ Why didn't the other items fit?
- ♣ Can you find ways that all the items are different (even those that you paired)?

Discussion:

- ♣ Ask the children if the matching exercise was easy or difficult.
- ♣ Explain to the children that thinking about these problems should help us to think about problems in real life.
- ♣ Discuss with the children whether real problems can be solved by children.
- ♣ Explain that problems usually start as something very small but get bigger because people do not try to solve them when they are small. If we try to solve our little problems then they will not have a chance to grow into big problems.

Summary and Application:

Skill to practice: Solving small problems and puzzles.

My task this week: Find two objects in my home and think of a way they are the same (size, colour, shape, etc.)

Lesson 26: Which is the Right Order?

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a whole class activity so be sure to look at all the children, especially those on your 'blind side'
- Read slowly and clearly. Wait for the children to respond.
- Children may be divided into teams to see which team can answer first.
- The teams should be allowed to discuss together.

Directions and Method:

- Ask the children to put these things in order from smallest to largest:
 baby, adult, girl,
 city, village, town
 house, school, latrine
 tree, forest, bush
 potato, rice (one grain), onion
- If necessary, draw the problem and discuss it with the children to help them find solutions.

Sample Questions:

- ♣ What did you do to solve the problem?
- ♣ Did you draw pictures of the things (even in your head) to see which was the smallest?
- ♣ Did you think it was easier to solve the problem when you could talk to somebody about it?
- ♣ Do you think that if we co-operated more we could solve real problems? Why do you think so?

Discussion:

- ♣ This is not a situation where they must be correct; this is to help them to think logically so that this skill may be built on in the following years work.
- ♣ Ask the children if they found these problems easy or difficult.
- ♣ Explain to the children that sometimes problems are easier to solve when people work together (co-operate) to find solutions.

Summary and Application:

Skill to practice: Solving small problems and puzzles.

My task this week: Find four objects in my home. Put them in order of size from smallest to largest. Then put them in order of size from largest to smallest.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 27: What Have You Learned About Peace?

Objectives:
This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- Explain to the class that this subject will continue next year and that they will be expected to remember the skills and values that they have learned this year.

Directions and Method:

- Ask the class what they have learned in Peace Education.
- Write up everything the class says they have learned. If they remember an activity but not the concept, group the activities and then write the concept to which they belong.
- If necessary remind the class of activities and ask them what they learned by playing that game.
- When everything is listed, summarize briefly what each topic was to help them understand.
- Ask the class if they feel peace education is worthwhile.

Sample Questions:

- ♣ What did you like about peace education this year?
- ♣ How can you use that in your daily life?
- ♣ Whose responsibility is it to create peace?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think.
- ♣ Explain that if we are to have peace it is every person's responsibility, not just the responsibility of the leaders.
- ♣ Ask if the children have enjoyed the class.

Summary and Application:

Skill to practice: Understand that peace requires continual practice.

My task this week: Choose one of the peace skills we reviewed today and see how many times you can use it in the next seven days.

Grade 2

The children may have done Peace Education in Grade 1. If this is the case, you should spend part of the first lesson revising what they remember from the previous year.

If this is the first year they have done Peace Education, it is important that the children understand why they are doing this subject. Read through the lessons in Grade 1 and if you think that the children in your class would benefit from any of these lessons (or if you feel they are more appropriate than the Grade 2 lessons for your classes) then substitute these lessons. Be aware that the topics go in a particular order because they build on each other. Therefore, if you substitute any lessons be sure that they come from the same topic area.

If any lesson takes more time than allocated, split it and finish it the following lesson. Never leave the discussion part of the lesson undone.

As in Grade 1 there are many lessons that can be done several times. All the games can be played over and over. (Remember that young children like repetition). The story lessons can also be done several times but choose different stories each time. If there are not many books in the school or if they are unsuitable for grade 1, tell the children traditional stories (but make sure that they have a peaceful message).

There are enough lessons for the teaching weeks in a school year. If you have more time than this, then review the list of lessons, work out how many lessons you will have each term and which topic and lesson you will be doing at the end of term. This will enable you to conduct repeat lessons in appropriate places through the school year rather than just filling in time at the end of the year.

Remember that lessons should be paced. Do not waste time saying things that do not mean anything. Be aware that if you use 'time fillers' you will not finish the lesson in the time allowed.

Lesson Requirements

Lesson number	You will need ...
Lesson 1	▪ At least one ball, or if you have more than one group, a ball for each group
Lesson 4	▪ A ball
Lesson 7	▪ The story ' But He's Different ' from the Story Book .
Lesson 11	▪ Any story to read or tell but make sure that it is a peaceful story.
Lesson 13	▪ Some bags and some objects for the children to describe
Lesson 14	▪ A large, but not too complex, picture
Lesson 16	▪ The 'Triangles' perception card
Lesson 19	▪ Four to six posters to cut up for Picture Puzzles
Lesson 21	▪ Paper for each group

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your children; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the children, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- You need a ball for this lesson.
- Introduce yourself by name and tell the class that this lesson is part of Peace Education.
- Explain that Peace Education must be learned all our lives.

Directions and Method:

- Explain to the children that this is a new subject called “Peace Education”
- Explain that Peace Education is a subject that will teach them how to live together more peacefully.
- Explain that there will be a lot of activities in this subject and that each activity will teach them more about themselves and others to help us all live together peacefully.
- Tell the class that now that you have introduced yourself and the subject they should also be introduced.
- Explain that you are going to take them outside and they will have a ball game.
- Each child must call out a person’s name and throw the ball to him/her.
- Everybody must listen as the ball should not go to the same person twice, and everybody should be introduced.
- Take the class outside and ask them to form a circle.
- Throw the ball to one person calling out the name as you do so.
- Watch that all the children have the ball thrown to them and that nobody gets the ball more than once.
- Take the children back inside.

Sample Questions:

- ♣ Was it easy to remember the names of the other students?
- ♣ How is this game different from other games you play?
- ♣ Why do you think knowing one another is important for peace?

Discussion:

- ♣ Ask the children if they enjoyed the game.
- ♣ Ask them to try to remember the names of the other people in the class.
- ♣ Explain that getting to know one another is the first step to creating peace.

Summary and Application:

Skill to practice: Get to know new people.

My task this week: Learn the names of two people I don’t know.

Lesson 2: What Are Our Rules?

Objectives:

This lesson will help the students to:

- Recognize the importance of class rules that everybody helps create
- Recognize and focus on the aims of this programme.

Teacher Instructions

- This lesson is to help establish a classroom where the principles of Human Rights are respected so that the children have a living model of Peace Education.
- As much as possible, make sure that the students are the ones who establish the rules with your help, rather than you dictating the rules to the students.

Directions and Method:

- Talk about rules in school and ask the students why they think rules exist.
- Explain that rules in any situation (at home, at school, in our society) are there so that everybody is treated fairly.
- Ask the children what rules they think there should be in a class about Peace Education. Write their answers on the board
- Explain that in Peace Education everybody should be treated equally and everybody should have a chance to speak when they have something to share.
- Tell the children that in Peace Education, we will learn about people and how sometimes they are treated badly because of the way they look or the way they speak. If this is not to happen in Peace Education, then there must be a rule for the class about the way they speak about others.
- Explain to the class that sometimes there will be games and activities in groups. To help people make new friends in the class, there needs to be a rule about how groups will be formed.

Sample Questions:

- ♣ What rule will make sure that everybody has a chance to speak?
- ♣ What rule should there be about being treated badly?
- ♣ What sort of rule will help people make new friends?
- ♣ What other rules they think are important for peace education.

Discussion:

- ♣ Discuss what Peace Education means in everyday life and that rules will help us to be peaceful
- ♣ Remind the students that they came up with these rules and that they belong to the whole class, not to the teacher.

Summary and Application:

Skill to practice: Understand that rules work when we make and follow them together
My task this week: Think of a time when breaking a rule caused negative things to happen.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The children must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for children to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the children will see this. Be very careful not to show any bias during these lessons.
- ✓ Remember to look for constructive and positive behaviour in the children and offer specific praise to the student when this occurs.

Lesson 3: Find Your Group

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This activity asks the children to form groups according to as many different attributes as you can find.
- You are not to group the children: they must do it themselves.
- You need to keep the activity moving by calling out a new group as soon as the children have had a chance to look at the groups they are in.
- This lesson provides the groundwork for much of the rest of the programme. It is therefore necessary to ensure that the lesson is a positive one.

Directions and Method:

- Explain to the children that they must form groups according to categories that you call out. They must find others who belong in their group as quickly as possible.
- Call out a series of categories, for example, everybody wearing something green, something red, something blue, something white, etc.
- Think about the categories before seeing the class but be aware that you may have to alter your plan according to the children.
- Once the children have found each other and have formed groups, call out new categories, for example, everybody wearing shoes, wearing sandals, wearing slippers (flip flops), wearing no shoes.
- Again as soon as the groups have formed and the children have a chance to check that everybody in the group should be in that group, call out a new category.
- After four or five different categories ask the children to sit down (if you are outside then they just need to gather around you) so that you can discuss the activity.

Sample Questions:

- ♣ Did you enjoy the game?
- ♣ How many different groups were you in?
- ♣ How did it feel to be in so many different groups?
- ♣ What groups are you in, in real life?
- ♣ How do you usually decide on what groups you are in?
- ♣ How do you usually act towards people in different groups than you?
- ♣ Is it fair to act badly towards somebody in a different group?

Discussion:

- ♣ Explain to the children that we all belong to many different groups but the groups should not stop us from learning and living together peacefully.
- ♣ Explain that the groups that we are in are often not things that we have a choice about (our age, whether we are boys or girls, our colour etc.) and so it is unfair to think or act badly towards others who are different to us.

Summary and Application:

Skill to practice: To treat people from other groups the way that I would like to be treated.

My task this week: Speak to someone new from a different culture or nationality.

Lesson 4: Ball Game – I Know Something

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is an outdoor activity which requires a ball or some other small object that can be passed between students
- Remind the children of the rules for going outside.
- Explain the activity to the class before going outside.

Directions and Method:

- Take the children outside and ask them to stand in a circle (or two if the class is very large).
- Explain to the children that when they receive the ball they must find somebody in their circle who they know is similar to themselves (for example, has some of the same likes and favourite things), then say what that thing is and throw the ball to that person.
- Continue around the circles until every child has had a turn.

Sample Questions:

- ♣ Was it difficult to think of who is similar to you?
- ♣ How many people in this class do you now feel are similar to you?
- ♣ In what ways are you similar to other children in this class?
- ♣ What about people you do not know? In what ways might you be similar to them?
- ♣ Do you think that perhaps even people you don't know might be more similar to you than they are different? What ways could you use to find out?
- ♣ Do you think that understanding other people helps us to be peaceful? Why?

Discussion:

- ♣ Discuss with the children that if we concentrate on differences then it is easy to develop a bias against people (a negative feeling about people because of the apparent differences).
- ♣ Explain to the children that we are different: what makes us special is that each person that God has created is unique. At the same time we have many similarities that help us to understand each other.
- ♣ Tell the children that it takes an effort to look for similarities, but it is worth it as this is how we build understanding of each other and then build peace.

Summary and Application:

Skill to practice: Look for similarities in others.

My task this week: Speak to someone new.

Lesson 5: Holidays – The Same but Different

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This activity is suitable only when there are a variety of cultures and religions represented in the class.
- This activity asks the children to talk about ways holidays are celebrated in their culture.
- Be **very careful** that nothing is said that is denigrating to any celebration.
- Be aware that students may not know about celebrations in different cultures. Ask for students to volunteer to share something about their holiday celebrations.

Directions and Method:

- Ask the students to name their favourite holiday.
- Write all of the answers on the board.
- Ask for volunteers to describe how their favourite holidays are celebrated within their culture.
- Write down these descriptions.

Sample Questions:

- ♣ How many different holidays do we celebrate?
- ♣ Do we celebrate the same holidays in different cultures?
- ♣ Do we all celebrate these holidays in the same way?
- ♣ What are some of the ways we celebrate different holidays?
- ♣ What is similar about the way we celebrate?
- ♣ What does this tell us about holidays?
- ♣ Has anyone ever made fun of a holiday you celebrate?
- ♣ How did this make you feel?
- ♣ Why do you think people say bad things about holidays or celebrations that are different from their own?

Discussion:

- ♣ Discuss with the children that we celebrate different holidays because in our cultures different days and events are important.
- ♣ Explain to the children that holidays are important in every culture even though the reason for them may be different.
- ♣ Remind the students that although holidays are different, they are all important and we should respect each others' different celebrations.
- ♣ Explain to the children that although we celebrate things differently, underneath all celebrations are ways for us to show respect for important parts of our cultures.

Summary and Application:

Skill to practice: Making friends from different backgrounds helps us get to know each other better.

My task this week: Make friends with somebody different to me.

Lesson 6: Sets

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This activity may be noisy so you might want to have the children do the activity outside, away from the classroom.
- Explain carefully to the children that they are looking for things they have in common.

Directions and Method:

- Have the class sit in a circle (separate circles for boys and girls if this is culturally appropriate)
- Pick 2-3 children in the group who have something in common (i.e. they are both wearing the same colour shirt, they are the same height, they are wearing denim pants, they have long hair, they are wearing shoes, etc.)
- Have these children stand in the centre of the circle.
- Ask the other students to decide what makes this group of children a 'set'.
- Once they have discovered the similarities, ask if there are other people who should be in this set.
- Ask the first 'set' to sit down and pick a new group of children to stand in the centre of the circle.
- Repeat for five or six different groups.

Sample Questions:

- ♣ Was it difficult to decide what the students had in common?
- ♣ What types of things did the students have in common?
- ♣ What was different about these students?
- ♣ Are the things that make people alike, always things that we choose about ourselves?
- ♣ Are there things we cannot control (like skin colour, religion, etc.)?
- ♣ How different does this make us from each other?
- ♣ What other things make us similar?

Discussion:

- ♣ **Discuss** with the children that sometimes we see only the most obvious similarities and differences between people.
- ♣ **Explain** that there are many things that make us alike that are not always easy to see.

Summary and Application:

Skill to practice: Look for similarities in others that are not easy to see immediately.

My task this week: Make a new friend from somebody in my 'set'.

Lesson 7: Story – But He’s Different

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others’ self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This story is in the **Story Book**.
- Ask the children to listen carefully

Directions and Method:

- Read the story ‘**But He’s Different**’ to the children.
- When the story is finished ask the class the questions from the **Story Book**:
- When you have asked all the questions and received the answers, go to discussion.

Sample Questions:

- ♣ Does friendship depend on being the same nationality or tribe as the other person?
- ♣ Why do you think so?
- ♣ What stops people from being friends when they come from different backgrounds, when we are more the same than we are different?
- ♣ Do you feel sad if other people treat you badly because they see you as different?
- ♣ If you feel this way shouldn’t you help other people to feel good, because that is how you like to feel?

Discussion:

- ♣ Explain to the children that sometimes it is easier to see physical differences but that it is important to remember that even when we look different we are often very similar in ways we can’t see.
- ♣ Discuss with the children that feeling different happens to all of us but that when other people make us feel different then it makes us very sad.
- ♣ Explain that peace is the responsibility of each one of us and that nobody will ‘give’ us peace.
- ♣ Tell the children it is like saving money – each one of us alone can make a small contribution to peace, but when we all work together it can be a lot.

Summary and Application:

Skill to practice: To look for how other people are similar to me.

My task this week: Tell a friend this story and explain why it is important to understand.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practised often in the classroom.
- ✓ Be aware that once the children are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the students.

Lesson 8: Leader Says

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- When teaching this game you (the teacher) should be the leader, but allow a child to be the leader once the game is played several times.
- Remember to do the actions yourself even when you don't say "leader says"
- The leader should stand in front of the class.

Directions and Method:

- Take the children outside away from the classrooms so that they do not disturb other classes.
- If you are not the leader, choose one child to be a leader.
- Tell the children that this game requires them to follow the movements of the leader, but that they must listen carefully and only follow if the leader says "Leader says"
- The leader gives a direction to the children: sometimes saying "Leader says" and sometimes not, but the leader should always perform the action.
- The children do the action only if "Leader says"
- Anybody who does the action without the words "Leader says ..." is out and should sit down.
- The last child left in wins and becomes the new leader.

Sample Questions:

- ♣ Was it easy to follow what the leader said?
- ♣ Did you ever do something without the leader saying "Leader says"?
- ♣ Did you ever follow your friends instead of listening?
- ♣ Did this help you get things right?
- ♣ What happens when you don't listen to what is being said?
- ♣ What happens when you act without making sure what was said is correct?

Discussion:

- ♣ Discuss with the children whether the game was difficult or easy.
- ♣ Explain to the class that very often we do not listen properly, but we act on what we think has been said.
- ♣ Often this can cause misunderstandings and lead to problems, because people can get angry when they are not listened to.

Summary and Application:

Skill to practice: Remember that not listening can create negative consequences.

My task this week: Check to make sure that what I think has been said is correct before acting on it.

Lesson 9: Directions, Directions

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Take the children out to the playground.
- Explain to the class that you are going to give them three instructions which they must follow in the order that you give them

Directions and Method:

- Give the children three instructions that must be done in the order in which you give them.
- For example, run to the tree and circle it three times, then run to the left side fence, do three sit ups, and run back here to me (teacher)
- If the class is very large, do the exercise in groups of ten with the remainder of the class watching to see if the group follows the instructions correctly.
- This can be made as complex a series of instructions as you think the children can handle.
- Start with three or four instructions and increase the complexity over a series of lessons.

Sample Questions:

- ♣ Was this a difficult exercise?
- ♣ Why did you feel it was difficult?
- ♣ Did any of you copy what your friends did to help you remember?
- ♣ What do you do to try to remember things you hear?
- ♣ Did anybody remember only the first thing to do?
- ♣ In real life, do you think that this happens? (where we only listen to the beginning of what we are being told?)
- ♣ What can you do to try to listen better?
- ♣ What happens when you do not listen carefully to what people say?
- ♣ Why is listening important for peace?

Discussion:

- ♣ If the class did not find it difficult try it again with four instructions rather than three.
- ♣ Remind the class that listening is difficult and needs practice, but that it is very important.
- ♣ Explain to the students that listening is important for peace because not listening leads to misunderstandings and can make people angry.

Summary and Application:

Skill to practice: Remember that paying attention can help prevent misunderstandings and conflict.
My task this week: If a friend is not listening well, explain to him or her why good listening is important.

Lesson 10: Secrets

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Explain to the children that listening is important for all areas of our life; for learning in school and for learning in the community.

Directions and Method:

- Seat the class in a circle (or two concentric circles if the class is very large).
- Explain to the class that a secret will go from person to person in the class but they must listen very well in order to understand. Tell the children that you will whisper a sentence to one child, and that he or she should whisper it to the person next to them, and so on until it goes around the entire circle.
- Whisper a short sentence to the first child. Say it clearly but only once.
- That child whispers to the next child in the circle and so on.
- Ask the last child what the secret is.
- Ask the first child what the secret was.
- Play the game again with a different secret, but this time go around the circle the other way.

Sample Questions:

- ♣ What was the difference between the message at the beginning and at the end?
- ♣ Why do you think the message changed?
- ♣ Do you think it is easy or difficult to listen well? Why do you think so?
- ♣ Do you ever understand only part of what is being said?
- ♣ What happens when you mishear things that people say to you?
- ♣ Why do you think listening well is an important skill to learn?
- ♣ Why is it important for peace?

Discussion:

- ♣ See if you and the children can figure out how the message changed as it went around the circle and what different things the children heard.
- ♣ Explain to the children that active listening is much more difficult than we think.
- ♣ Active listening needs practice because most of us listen only to a part of a message
- ♣ Discuss with the children that when we don't listen to the full message, we can misunderstand what is said and make people angry
- ♣ If we listen well to others then we understand them better, if we understand them better then there is less chance of us fighting.

Summary and Application:

Skill to practice: Remember that active listening must be practiced at home and at school.
My task this week: Ask questions when I am not completely sure I understand what is said.

Lesson 11: Story

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- You may choose any story or poem for this lesson. Make sure that it is non-violent.
- Read the story (or a chapter of a story if it is long).
- This lesson should be repeated often using different stories, articles, poems and songs so that the children also practice empathy as well as good listening skills.

Directions and Method:

- Ask the children to listen carefully as you will ask them about the story when you have finished.
- Read or tell the class a short story. *(A story from the Story Book or from any of the readers may be used. If you use a reader story you may need longer than the time allowed).*
- Ask different children in the class to retell the story in their own words.
- Ask other members of the class to add anything people left out.
- Ask different children if they can explain in just one sentence what the story was about. (What is the theme of the story?)
- Ask the class what they think the characters felt in the story.
- Ask people to tell the story from the point of view of different characters.

Sample Questions:

- ♣ Have you ever been angry when someone didn't listen to what you said?
- ♣ When you listen carefully to what others say, how does this help you understand them?
- ♣ Do you find it easier to understand what people are feeling and sympathize when you listen carefully to them?
- ♣ Why do you think this is?
- ♣ Why do you think it is important to understand not only the words being said but exactly what the speaker means?
- ♣ What happens when you do not listen carefully to what someone tells you?
- ♣ What examples can you give of this happening at school or in the community?

Discussion:

- ♣ Explain to the class that listening to the story, not just by listening to the words, but by putting themselves in the place of the characters, may make them better listeners
- ♣ At the same time they must be careful not to put their own interpretations (bias) on the story.
- ♣ Discuss with the class that being a good listener creates better communication and allows them to have empathy for other people
- ♣ Explain to the children that good listening means being interested in what the speaker has to say: this means showing respect to the speaker.
- ♣ Explain to the children that being a good listener can help keep things peaceful but that not listening leads to misunderstandings and can cause conflict.

Summary and Application:

Skill to practice: Remember that good listening requires showing respect to the speaker.

My task this week: Think of ways to show that I am listening well.

Better Communication

Teaching Tips

- ✓ Remember that the children will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the children's names where possible.
- ✓ Remind the class that good communication skills should be practised all the time.
- ✓ If communication amongst the children is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 12: What Can I See?

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This can be a whole class or a group activity.
- Remind the class of the rules of classroom behaviour before starting the lesson

Directions and Method:

- One child is chosen to start the game.
- That child describes something that can be seen but without naming the object. (For example: It has four legs and has papers on it. You lean on it to write. Answer: A table)
- The first person to guess correctly has the next turn.
- This game can also include describing children.
- Encourage the descriptions to be affirming descriptions – for example, this person is a girl, she is good at reading and at sport. She is very quiet in class but kind in the playground.)
- If necessary, remind the person who is 'in' (doing the descriptions) to choose from all the class and to ask for responses quickly to keep the pace moving.
- Make sure that the children who are describing use positive language when they are describing other children: do not allow derogatory or cruel comments.

Sample Questions:

- ♣ What skills did you have to use to play this game well?
- ♣ How did you decide what you were going to describe?
- ♣ Did you have to think hard about the item, so that you could describe it clearly?
- ♣ Did you have to think about all the parts of the item; what it looked like, its use, where it was?
- ♣ Was it easy to guess what was being described?
- ♣ Why is it important to have good communication skills?
- ♣ How can this help prevent conflict?

Discussion:

- ♣ Explain the difference between one-way and two-way communication: one way communication is like listening to the radio; if you miss a part you cannot ask the announcer to repeat or to explain a part you did not understand. Two-way communication makes sure that both the teller and the listener have the same understanding at the end.
- ♣ Explain that good communication is two way - the person who is speaking has the duty to say things clearly and the person who is listening has the duty to listen well – this is real communication.

Summary:

Skill to practice: Speaking and listening clearly.

My task this week: Practice listening carefully when someone is speaking with me.

Lesson 13: Mystery Bag

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity will require you to gather some objects and a bag that cannot be seen through (that is, nobody can see what object is in the bag)
- Explain to the class that there is a mystery object in the bag and one person will be chosen to feel the object and describe it to the class.
- The objects should not be too simple but they can be very ordinary, for example, a book is simple but a perfume bottle is not.

Directions and Method:

- Select one child to come to the front of the class.
- Explain to the child that they must feel the object and then describe what they feel. Remind the student feeling the object to speak clearly so that all the class can hear and try drawing the object.
- The rest of the class will try and draw what is described.
- The rest of the class may not ask any questions they must just listen.
- After five minutes or whenever the child finishes describing the object, ask those who were drawing to show their drawings.
- The child at the front of the room should take the object from the bag.
- Repeat the exercise with a different object and a different child at the front.

Sample Questions:

- ♣ Was it difficult to draw something they could not see?
- ♣ Was it difficult to not ask questions about the object?
- ♣ Did you find it difficult to describe something you could not see?
- ♣ What was easiest to describe about the objects?
- ♣ What did you describe first?
- ♣ Why is it important to be clear when you are describing things to other people?
- ♣ What does this tell you about communication?

Discussion:

- ♣ Explain that good communication is when both people clearly understand the information.
- ♣ Good communication is when the sender 'broadcasts' and the message is received and understood and the sender knows it is understood.

Summary:

Skill to practice: Speak clearly so that people understand what I am trying to say.
My task this week: Think about what I want to say before saying it.

Lesson 13: Mystery Bag

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity will require you to gather some objects and a bag that cannot be seen through (that is, nobody can see what object is in the bag)
- Explain to the class that there is a mystery object in the bag and one person will be chosen to feel the object and describe it to the class.
- The objects should not be too simple but they can be very ordinary, for example, a book is simple but a perfume bottle is not.

Directions and Method:

- Select one child to come to the front of the class.
- Explain to the child that they must feel the object and then describe what they feel. Remind the student feeling the object to speak clearly so that all the class can hear and try drawing the object.
- The rest of the class will try and draw what is described.
- The rest of the class may not ask any questions they must just listen.
- After five minutes or whenever the child finishes describing the object, ask those who were drawing to show their drawings.
- The child at the front of the room should take the object from the bag.
- Repeat the exercise with a different object and a different child at the front.

Sample Questions:

- ♣ Was it difficult to draw something they could not see?
- ♣ Was it difficult to not ask questions about the object?
- ♣ Did you find it difficult to describe something you could not see?
- ♣ What was easiest to describe about the objects?
- ♣ What did you describe first?
- ♣ Why is it important to be clear when you are describing things to other people?
- ♣ What does this tell you about communication?

Discussion:

- ♣ Explain that good communication is when both people clearly understand the information.
- ♣ Good communication is when the sender 'broadcasts' and the message is received and understood and the sender knows it is understood.

Summary:

Skill to practice: Speak clearly so that people understand what I am trying to say.
My task this week: Think about what I want to say before saying it.

Lesson 14: Show and Tell

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This lesson requires preparation. You need to find a picture that is large and clear.
- Explain to the class what the activity is about: three children will go outside and you will show the class a picture. The volunteers will come in one at a time and the picture will be described to them. The last volunteer will draw the picture.
- Remind the class that this is not a test of anybody's ability to draw, but rather how well things can be explained and listened to.

Directions and Method:

- Send three children from the room. Show the rest of the class the picture.
- Call one child back into the room.
- This child listens to a description from the rest of the class.
- The second child is called back and the first child describes what the picture is about from the description given by the class.
- Then the third child is brought back and listens to the second child's description.
- The third child can be asked to draw the picture from the description that has been given.
- Compare this with the original picture.

Sample Questions:

- ♣ Was the drawing like the original picture?
- ♣ How much changed between the description given to the first volunteer and the one given to the third volunteer?
- ♣ Did the information become less clear as the information was passed or did the description become clearer?
- ♣ Why do you think that the description gets worse when it goes from person to person?
- ♣ What can you do to make communication better?
- ♣ Is this what happens with gossip in the community?

Discussion:

- ♣ Discuss with the class why there were difficulties and where those difficulties occurred.
- ♣ Remind the class of what the activity has just taught them about listening to stories or descriptions about things without knowing all the facts.
- ♣ Ask if this happens sometimes in their community.
- ♣ Remind the class that communication can be used for good or for evil
- ♣ Explain to the class that it is important to use communication for good to help make peace in the community.

Summary:

Skill to practice: Telling information without adding to it or forgetting part of it.

My task this week: Try not to talk badly about people at school.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the children will not be able to recognise emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the children so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the children to break with their traditions but rather to recognise and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 15: Making Faces

Objectives:
This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This activity requires you to act in front of the children.
- If the children have done this activity in grade 1 make sure you use different expressions.
- Think about the feelings you will be expressing so you can have examples ready if the children cannot think of times when they are happy, or angry, or sad.

Directions and Method:

- Stand at the front of the class and make a sad face.
- Ask the children to make the same face.
- Then make a happy face and ask the children to copy your expression.
- Make an angry face and ask the children to copy.
- Ask the students if any of them can volunteer to make a face to show another emotion.
- Make your faces exaggerated so the children can copy freely. Use body language as well.

Sample Questions:

- ♣ What sort of face is this? (Ask after each different expression.)
- ♣ When your face is like this, what do you feel inside?
- ♣ How do you show people you are happy?
- ♣ How do you show people you are angry?
- ♣ How do you feel when you are playing a game?
- ♣ How do you feel when you are in trouble?
- ♣ How do you feel when somebody takes something of yours?
- ♣ Why is it important to understand how we are feeling?
- ♣ Does this help to control how we act?
- ♣ Have your emotions ever made you act in a way you felt sorry about later?
- ♣ How do you think understanding your own emotions can help you act in more peaceful ways?

Discussion:

- ♣ Explain to the children that sometimes we don't recognize the things we feel inside.
- ♣ These feelings sometimes make us behave in a way that makes a problem for us.
- ♣ If we understand how we feel and what has made us feel this way, then we can control our feelings. This can help us not get into trouble.
- ♣ Explain that when we are angry we can use techniques such as mediation and cooperative problem solving to prevent violence from starting.

Summary and Application:
Skill to practice: Understand that it is important to think about why we feel certain ways.
My task this week: If I am angry or upset, try to understand why and talk to someone I trust.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the children are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the children that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to children who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 16: Perceptions – Triangles

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Be sure that you have the triangle perception card ready.
- Draw a single triangle shape on the board.
- Move around the class when showing the card so that you can be sure that every one has seen it properly and everyone is involved.
- Remind the class that each person should say what they see, not just say what everybody else says.

Directions and Method:

- Explain to the class that you are going to show them a picture and that they should say what they see, even if it is different from what everybody else sees.
- Show the triangle perception card to the class and ask how many shapes ( like this) they can find.
- Move around the classroom getting as many different answers as possible.

Sample Questions:

- ♣ How many shapes like this can you see?
- ♣ How is it possible for some people to see some things and for others to see different things?
- ♣ Why do you think this happens?
- ♣ Does this make some people right and other people wrong?
- ♣ If somebody sees only one triangle does this make it a fact?
- ♣ Should we believe that what we see or what we hear is always a fact?
- ♣ Is it possible for us to believe things that are not true?
- ♣ Ask the children for a list of words that are used to make people think negative things about another person or group (e.g. dirty, selfish, thieves, fighters etc.)
- ♣ What perception do these words give us of people?
- ♣ Are these words always true?

Discussion:

- ♣ Explain to the class that there is no single correct answer; but that people see things in different ways
- ♣ Explain that these different ways of seeing things are called perceptions.
- ♣ Tell the children that perceptions are not necessarily right or wrong but that they are based on our past experiences.
- ♣ Discuss with the class that sometimes we have perceptions about things or people that we do not know, and so we don't know if they are right or wrong.
- ♣ Explain that perceptions that are negative can lead to stereotypes and discrimination.
- ♣ Remind the students of the work they have done on similarities and differences and that we must be very careful about making judgements about people just because their perceptions are different than ours.

Summary and Application:

Skill to practice: Understand that people have different perceptions because of different experiences

My task this week: Ask one student from a different culture than you to tell you about her traditions.

Lesson 17: Words, Words, Words

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This is a discussion lesson where you should ask the children for responses.
- If necessary ask directed questions to start the children talking.
- Guide the discussion but ask open questions.

Directions and Method:

- Ask the children for a list of words that are used to make people think negative things about another person or group (e.g. dirty, selfish, thieves, fighters etc.)
- List these words on the board.
- Now ask for a list of words that make people think positive things about others (e.g. caring, honest, intelligent, friendly, etc.)
- Explain that using the negative words when we talk about or to people can lead to misunderstandings and conflict as they are hurtful and insulting.

Sample Questions:

- ♣ Why do you think people use these words?
- ♣ Are any of these words used about the group to which you belong?
- ♣ Do you know people that have been called these names?
- ♣ Do you know other people who think they do not deserve these names?
- ♣ Why do you think there are more words in one list than the other?
- ♣ Do you think that it is easier to think bad things about people than good things?
- ♣ Why is this so?
- ♣ When you say bad things about somebody do you know these things are true or have you just heard this from other people?
- ♣ If you found good things about a person that has been called bad names would this change your mind about that person?
- ♣ Why do you think that people think badly of others?

Discussion:

- ♣ Explain that people have different points of view, called perceptions, and that these are different because of their different experiences.
- ♣ Discuss perceptions that the children have about different people, tribes, clans, and countries. *[Be aware that your own position must be totally neutral, even though your views are also affected by your perceptions].*
- ♣ Explain to the children that our perceptions are not always based on having met other people and that it is important to not judge people without knowing them.
- ♣ Discuss with the children that in Peace Education it is important to understand that people have different perceptions but at the same time we should not say negative things about people because this can cause discrimination and conflict.

Summary and Application:

Skill to practice: Checking that my perceptions are based on really knowing people.

Task for this week: If I disagree with someone, I will try to understand the situation from his/her point of view.

Co-operation

Teaching Tips

- ✓ Whenever you ask children to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise children who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the children of how helpful it is to respect others.
- ✓ Make sure that you tell the children that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage children to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all children can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the children.
- ✓ Remind the children that co-operation is a choice that needs to be constantly made.

Lesson 18: Freeze Tag

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This activity uses tag to encourage cooperative behaviour.
- After introducing the lesson (including how students are to freeze and unfreeze), move the students outside and remind the children to be considerate of other classes.

Directions and Method:

- In a defined space, designate a few students as “freezers” while the rest of the children move away ready to run. The freezers count to ten, and then chase the other children.
- When a student is tagged, he freezes in a stride position or with a hand extended.
- To unfreeze him, another child must either pass under his legs or shake his hand.
- The number of freezers can be adjusted to keep the game moving.
- When the students are tired or ready to move on, ask the children “How many of you unfroze your friends?” Have a brief discussion on this idea and how it felt to have helped someone (unfrozen them) or to have had someone help (unfreeze) you
- Return to the classroom to finish discussing the activity.

Sample Questions:

- ♣ What did you learn about working together from this activity?
- ♣ How can we relate this to our life together at school, at home, in the community?

Discussion:

- ♣ Discuss with the students how they co-operated with each other in order to succeed and how this felt.

Summary and Application:

Skill to practice: Co-operating in order to be peaceful.

My task this week: See something that needs to be done and do it to help somebody else.

Lesson 19: Picture Puzzles

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- This lesson requires some preliminary preparation from you.
- Cut up four to six large pictures (either printed or drawn).
- Explain to the class that they are going to work in groups and work together to put a picture together from the pieces you will give them.

Directions and Method:

- Form the class into four to six groups. The groups should not be larger than ten.
- Each group will work on putting together one picture. The pictures should be cut into enough pieces so that each child gets at least four pieces of the cut up picture.
- Give the pieces of the picture to the children in a group.
- Explain that these pieces make a picture and that they need to work together to make it.

Sample Questions:

- ♣ How difficult was it to do the puzzle?
- ♣ What was easy and what was not?
- ♣ Would it have been easy or more difficult if some people did not share their pieces?
- ♣ What helped the group start cooperating?
- ♣ Could the picture have been completed if some people did not co-operate?
- ♣ Are there times at home or at school where you do not co-operate?
- ♣ Who loses and how do we lose if we don't co-operate in the classroom?
- ♣ Why do you think so?

Discussion:

- ♣ Ask the children if the picture was easy to reassemble.
- ♣ Discuss what would happen if someone tried to put the picture together without co-operating.

Summary and Application:

Skill to practice: Understand that we have to be willing to help each other.

My task this week: Co-operate with someone with whom I do not usually co-operate and see what happens.

Lesson 20: Relay

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- These games can be played as a whole lesson until the children learn.
- This is an outdoor activity, so remind the class of the rules for going outside.
- The children will need to be divided into teams for the game.

Directions and Method:

- Ask the children to form teams of ten.
- Put half of each team at one end of the 'track' (the place where they are going to run) and half at the other end.
- The first child runs to the other end and touches hands (or passes a small object), to the first child at that end. This child who runs back down the track to the first team and touches hands or gives a small object to the third child, who runs down the track to the fourth child and so on until every child in the team has run.
- These races can also be novelty races so that each 'leg' of the race the child is asked to move differently; hopping, skipping, running backwards, etc.

Sample Questions:

- ♣ Was it possible for your team to win if you did not co-operate with each other?
- ♣ Does co-operation mean to help each other?
- ♣ Why do you think so?
- ♣ Do you need to be considerate of others on your team to co-operate with them?
- ♣ Do you need to co-operate with others even when you are not playing on a team with them?
- ♣ Why do you think so?

Discussion:

- ♣ Discuss with the children that they cannot win if they do not play together as a team.
- ♣ Explain that these games are practice for working together co-operatively.

Summary and Application:

Skill to practice: Understand that co-operation can be fun.

My task this week: Think about how to co-operate when I am playing a game with friends.

Lesson 21: Co-operative Drawing

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- Form groups of eight to ten children.
- Each group has a sheet of paper and a few pencils.
- The aim is to draw a picture as a group.
- There should be no discussion about the picture.

Directions and Method:

- The first child draws one part of the picture, and then passes the paper on for the next child who in turn draws one part.
- Young children are not generally at the stage of development to produce a picture that has perspective, or objects in relation to each other, so talk to the class about how the picture should be a scene e.g. the market, our school, a football game etc.
- The picture should be a complete picture not just a group of objects on a page.
- They should think of who else is in their group and the fact that the picture should be shared.
- When all the pictures are finished ask one child from each group to bring their picture to the front to show the rest of the class.
- Ask how co-operating made the picture different than if one person had drawn it alone.
- An extension of this activity is to compare/contrast this first result (when the students are not allowed to talk) with the pictures drawn when the group has been able to plan and has discussed the picture. What does this say about the value of communication?

Sample Questions:

- ♣ Was it difficult to draw as part of a group?
- ♣ How did you try to understand what the other people wanted in the drawing?
- ♣ Did you try to make a single picture or is your drawing just different things on the paper?
- ♣ Did everyone in your group contribute to the drawing? If not, what do you think happened?
- ♣ Did you have to think about the other people in your group and leave room for them to add to the drawing?
- ♣ Do you think that you and your group really co-operated to produce your picture?

Discussion:

- ♣ Discuss with the children what happened in their group.
- ♣ Ask what the advantages and disadvantages were of drawing in a group.
- ♣ Discuss with the children that co-operation is possible by thinking and putting yourself in the place of the next person. (How would you feel if?)
- ♣ Explain that this ability is called *empathy*.

Summary and Application:

Skill to practice: Understand that each person in a group can learn new ideas from the other group members.

My task this week: Ask somebody else for their ideas on how to do something better

Lesson 22: Tangles

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- Form the class into gender groups if it is not acceptable to have boys and girls holding hands with each other.
- Be sure that the children are not being pushed or pulled so that they are could be hurt.

Directions and Method:

- Ask two children to go and wait in a place where they will not be able to watch the tangle being formed - they will try to untie the tangle.
- Ask the group(s) to form a circle with everybody holding hands.
- Then ask the children to tangle the circle by stepping over, ducking under and twisting through one another's arms.
- At no time should anybody let go of the other person's hands.
- When the tangle is made, ask the children to come in from outside to untangle the group.
- The children holding hands should not let go hands.
- When the tangle has been untied (or after ten minutes) try again with new children to try and untie.
- After the children have completed the activity ask the children to return to their class and sit down.

Sample Questions:

- ♣ How did it feel to be part of the group tangling themselves?
- ♣ How did you feel trying to untangle? What was it easy? What was hard?
- ♣ Was it hard to make the tangle in the beginning?
- ♣ If it was easy to make why was it so hard to undo?
- ♣ When a problem starts can you see how this is similar? One small action and then another and another and then a big problem.
- ♣ Has anything like this ever happened to you?
- ♣ How can you stop this from happening?

Discussion:

- ♣ Discuss with the children how much they had to co-operate with each other in order to succeed.
- ♣ Explain to the children that the tangle shows us how conflict can happen. Each step is not too big and it is not too difficult. But when there are many small steps, the tangle becomes very complex and very difficult to untie. This is how conflict is as well.
- ♣ Only by co-operating together can we possibly get the knot undone.

Summary and Application:

Skill to practice: Understand that co-operation takes trust and effort.

My task this week: Think of one thing at home that cannot be done alone, and offer to help.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some children will be insecure, so you need to encourage the children to try.
- ✓ You will need to be aware that some students may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the students develop an understanding of looking at problems and working out possible solutions.
- ✓ The students should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the children really think about the answers.
- ✓ These are discussion lessons, so allow the children to discuss the solutions they may have before answering.
- ✓ Encourage the children to think of ways that they can solve the problems.
- ✓ Talk to the children about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the children will want to refer some problems to an authority. While this is not to be discouraged, the children need to be made aware that the people in authority are not always available.
- ✓ Point out to the children that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When children are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the children may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the children empathize with the 'other side.'

Lesson 23: Which One Doesn't Belong?

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is an exercise in categorisation, so make sure that the children understand what they have to do.
- As this is a whole class activity, be sure to look at all the children in the class.
- Remind children that they must raise their hands when they want to respond to the question.

Directions and Method:

- Tell the children that they must listen to the things you say and then think of the thing that does not belong.
- Read slowly and clearly. (If necessary use the home language of the children).
- When the children respond, ask why this thing does not belong and if necessary, tell the children which group they belong to.

spoon, red, plate, knife
book, chalkboard, flower, pencil
grass, fire, flower, tree
bucket, cooking pot, cup, bicycle
water, oil, bicycle, soda

Sample Questions:

- ♣ Can you group the things that belong together?
- ♣ Why do you think that this one is different?
- ♣ When you understand why something is different, does it make it easier to understand?
- ♣ Do you have to separate things like this outside of school?
- ♣ Do you think that learning to solve problems will help us to find peace?
- ♣ Why do you think so?

Discussion:

- ♣ Explain to the children that thinking about these problems should help us to think about problems in real life.
- ♣ Discuss with the children whether real problems can be solved by children.
- ♣ Explain that problems usually start as something very small but get bigger because people do not try to solve them when they are small. If we try to solve our little problems then they will not have a chance to grow into big problems.

Summary and Application:

Skill to practice: Solving small problems and puzzles.

My task this week: Find two objects in my home and find one way they are the same (size, colour, shape, etc.)

Lesson 24: Which is the Right Order?

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a whole class activity so be sure to look at all the children, especially those on your 'blind side'
- Read slowly and clearly. Wait for the children to respond.
- Students may be divided into teams to see which team can answer first.
- The teams should be allowed to discuss together.

Directions and Method:

- Ask the children to put these things in order from smallest to largest:
 - baby, adult, girl,**
 - city, village, town**
 - house, school, latrine**
 - tree, forest, flower**
 - potato, rice (one grain), onion**
 - stone, pebble, rock**
 - truck, bicycle, car**

- If necessary, draw the problem and discuss it with the children to help them find solutions.

Sample Questions:

- ♣ What did you do to solve the problem?
- ♣ Did you draw pictures of the things (even in your head) to see which was the smallest?
- ♣ Did you think it was easier to solve the problem when you could talk to somebody about it?
- ♣ Do you think that if we co-operated more we could solve real problems?
- ♣ Why do you think so?

Discussion:

- ♣ This is not a situation where they must be correct; this is to help them to think logically so that this skill may be built on in the following years work.
- ♣ Ask the children if they found these problems easy or difficult.
- ♣ Explain to the children that sometimes problems are easier to solve when people work together (co-operate) to find solutions.

Summary and Application:

Skill to practice: Solving small problems and puzzles.

My task this week: Find four objects at home. Put them in order of size from smallest to largest. Then put them in order of size from largest to smallest.

Lesson 25: What Goes Here?

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a whole class activity.
- Be sure to look at all the children (especially those on your 'blind side').

Directions and Method:

- Explain to the children that they are going to look at some problems.
- They will need to think about the problems and talk about their responses.
- Ask the children to think about these:
 - As a mouth is to a face, so a _____ is to a house.
 - As a ball is to football, so a _____ is to reading.
 - As a man is to a woman, so a _____ is to a girl.
 - As a calf is to a cow, so a _____ is to a woman.
 - As a voice is to singing, so a _____ is to clapping.
- Explain to the children that they need to make a picture in their heads of the first thing because they are looking for the way that the first thing belongs to the second thing.

Sample Questions:

- ♣ What is the relationship between a mouth and a face?
- ♣ What is the opening in a house? Can you see how these two things (a mouth and a door) are similar?
- ♣ Similar questions for the other examples can be asked if necessary.
- ♣ Do you think that looking for similarities between things that are different could help us to solve problems?

Discussion:

- ♣ Ask the children if they thought these problems were difficult or easy.
- ♣ Explain that problem solving is very important in peace, because we cannot get rid of problems; we can only learn to deal with them constructively and without violence.

Summary and Application:

Skill to practice: Solving small problems and puzzles.

My task this week: Think of a puzzle like these and make up a new one and share it with the class next time.

Lesson 26: Solutions

Objectives:
This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- Ask the children to discuss these problems with the children sitting at the same desk.
- Keep moving around the groups to check that the children are working together and looking for solutions.
- These problems may be spread over several lessons.

Directions and Method:

- Form the children into small groups.
- Give one problem to each group and ask the children to discuss it and to find as many ways as possible to find solutions.
- When the groups have solutions, bring the class back together and list all the solutions on the board.
- If the children say that they would go to a person in authority (parent, teacher etc.) ask what they would do if that could not happen.
- If their responses include violence or avoidance (running away) ask what would happen after that.
- **Problems**
 - One child takes another child’s pencil.
 - Two children have to share a textbook and one will not let the other see the book.
 - Children tease somebody who has no clothes to wear to school.
 - There is a test at school. One child tries to look at another child’s work to copy the answers.

Sample Questions:

- ♣ Was your solution fair?
- ♣ Do you think that both people in the problem would be happy with your solution?
- ♣ Do you think it is easier to solve problems if you try to see how the other person feels and thinks? Why do you think so?
- ♣ If this problem actually happened to you, what could you say to the other student to help solve the problem?

Discussion:

- ♣ Discuss with the children that problem solving belongs to each of us and that we cannot always rely on somebody else. That person may not be there, they may be biased against one or other of the people involved (i.e. they may favour one or the other), they may be tired.
- ♣ Explain that if the children listen to the other person, try to see things from the other person’s point of view, and if they try for a peaceful solution they may be able to solve their problems.

Summary and Application:
Skill to practice: Finding solutions to problems that are fair to everybody.
My task this week: Think “What is the best way to solve this?” before responding to a problem situation.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the children for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 27: Draw Peace

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- Explain to the class that this subject will continue next year and that they will be expected to remember the skills and values that they have learned this year.

Directions and Method:

- Ask students to name some of the topics and concepts they have learned in peace education this year. List these on the chalkboard.
- Tell the students that with these ideas in mind, they will now spend the next ten minutes drawing "Peace".
- Pair the students and have them describe their drawings to their partner. Take about two minutes per child for this sharing. The room is likely to be a bit noisy but it will be productive noise!
- Ask if there are volunteers to share what they have drawn with the whole class.

Sample Questions:

- ♣ What did you notice about your partner's picture that was similar to yours?
- ♣ What did you notice that was different?
- ♣ Do you think that you can do things that will help to make peace?
- ♣ If each of us tries to live more constructively will that help?
- ♣ What will you do to try to live more constructively?

Discussion:

- ♣ Discuss with the class that we have to be able to picture peace in order to bring it about.
- ♣ Explain that we each have a responsibility to help our pictures of peace become a reality.
- ♣ Thank the students for their efforts in peace education this year.

Summary and Application:

Skill to practice: Remember all the skills of peace and use them in my daily life.

My task this week: Show my picture at home and describe what I mean by it.

Grade 3

The children may have done Peace Education in earlier grades. If so then they should have a good idea about what Peace Education is. They will also be familiar with creating classroom rules. Do lesson 2 anyway as there may be new children in the class and all the children in the class should have ownership of the rules.

If this is the first year they have done Peace Education, it is important that the children understand why they are doing this subject. . You may want to substitute some lessons from earlier grades if you feel that the children need to have more of a basis than is provided by the activities in Grade 3. However, be aware that the topics go in a particular order because they build on each other. Therefore, if you substitute any lessons, be sure that they come from the same topic area.

If any lesson takes more time than allocated, split it and finish it the following lesson. Never leave the discussion part of the lesson undone. In particular ‘Angela’s Surprise’ (lesson 16) is a long story and the discussion that goes with the lesson is quite comprehensive. This may take two or even three lessons to accomplish. If you need to cut out lessons in order to finish the course, be sure to do the core lessons for each topic.

Remember that children need a lot of positive reinforcement. If you see positive, constructive peaceful behaviour whether it is in the classroom or anywhere else be sure to commend the children involved

Lesson Requirements

Lesson number	You will need ...
Lesson 5	▪ The story ‘ The Storm Tribe ’ from the Story Book .
Lesson 10	▪ Any story to read or tell but make sure make sure it is not a story with violence
Lesson 11	▪ Paper to distribute for drawings
Lesson 12	▪ A large, but not too complex, picture
Lesson 16	▪ The story ‘ Angela’s Surprise ’ from the Story Book
Lesson 17	▪ The perception card of the squares
Lesson 18	▪ The story ‘ Sara’s Choice ’ from the Story Book
Lesson 21	▪ As many balls as you have teams in the class
Lesson 22	▪ Several posters already cut up (before the lesson) for Picture Puzzles
Lesson 23	▪ Several long skipping ropes
Lesson 27	▪ The story ‘ Trouble with Friends ’ and Level I Negotiation Guide (see Annex 2)
Lesson 28	▪ The story ‘ Trouble with Friends ’ and Level I Negotiation Guide (see Annex 2)

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your children; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the children, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- This is the initial introductory lesson.
- Introduce yourself by name and explain that this lesson is part of Peace Education.
- If the class has done Peace Education in previous years review what they have already learned.

Directions and Method:

- Explain to the children that this is a new subject called “Peace Education.”
- Ask the class if they have any ideas about what this subject is. If the students have had this subject before, ask for a volunteer to explain what he or she thinks Peace Education is, and then ask for suggestions from other students. Write all ideas on the board.
- Circle any suggestions from the children that fit in with any of the concepts or issues that are part of the Peace Education programme, even if they are not in the same words as the topics you will be teaching.
- Praise the students for the other suggestions they raised and say that if there is time these will be discussed.
- Ask the children what they think the word peace means. Write all suggestions on the board.
- Ask what they think the word conflict means. Write all these words on the board.

Sample Questions:

- ♣ What do you think is the difference between absence of conflict and peace?
- ♣ Why do you think it is important to learn about peace education?
- ♣ What are important things to do to help create peace?

Discussion:

- ♣ Explain that peace and conflict may take many forms but that in the end it is important to try to work towards peace.
- ♣ Explain to the children that this course will give them some skills so that they can achieve peace and avoid conflict.
- ♣ Tell the students that this will not be easy, but reassure them that Peace Education is also a lot of fun.

Summary and Application:

Skill to practice: To work constructively so that in my home and class there may be peace.
My task this week: Explain to one family member the difference between peace and conflict.

Lesson 2: What Are Our Rules?

Objectives:

This lesson will help the students to:

- Understand the idea of class rules that create a peaceful classroom.
- Understand and focus on the aims of the programme.

Teacher Instructions

- This lesson is to help establish a classroom where the principles of Human Rights are respected so that the children have a living model of Peace Education.
- Guide the students in establishing rules but ensure that the process is as participatory as possible.

Directions and Method:

- Talk about rules in school and ask the students why they think rules exist.
- Explain that rules in any situation (at home, at school, in our society) are there so that everybody is treated fairly.
- Ask the children what rules they think there should be in a class about Peace Education. Write their answers on the board
- Explain that in Peace Education everybody should be treated equally and everybody should have a chance to speak when they have something to share.
- Tell the children that in Peace Education, we will learn about people and how sometimes they are treated badly because of the way they look or the way they speak. If this is not to happen in Peace Education, then there must be a rule for the class about the way they speak about others.
- Explain to the class that sometimes there will be games and activities in groups. To help people make new friends in the class, there needs to be a rule about how groups will be formed.

Sample Questions:

- ♣ What rule will make sure that everybody has a chance to speak?
- ♣ What rule should there be about being treated badly?
- ♣ What sort of rule will help people make new friends?
- ♣ What other rules they think are important for peace education.

Discussion:

- ♣ Discuss what Peace Education means in everyday life.
- ♣ Explain that rules will help us to be peaceful and that these rules belong to the whole class, not just to the teacher.
- ♣ Remind the children that by following these rules they can help create a peaceful environment in the classroom.

Summary and Application:

Skill to practice: Understand that rules are important for peace
My task this week: Think about what might happen if I break the rules

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The children must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for children to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the children will see this. Be very careful not to show any bias during these lessons.
- ✓ Remember to look for constructive and positive behaviour in the children and offer specific praise to the student when this occurs.

Lesson 3: Find Your Group and Mirrors

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- There are two separate activities in this lesson. Both have been done in earlier grades. (See lesson 4 in Grade 1 and lesson 3 in grade 2)

Directions and Method:

- Explain to the children that they must form groups according to what you call out. They must do this as quickly as possible and find others who belong in their group.
- Call out a series of categories, for example, everybody wearing something green, something red, something blue, something white.
- Think about the categories before seeing the class but be aware that you may have to alter your plan according to the children.
- Once the children have found each other and have formed groups, call out new categories, for example, everybody wearing shoes, wearing sandals, wearing slippers (flip flops), wearing no shoes.
- Again as soon as the groups have formed and the children have a chance to check that everybody in the group should be in that group, call out a new category.
- After four or five different categories ask the children to sit down (if you are outside then they just need to gather around you).
- Explain that now they are going to play another game this one called mirrors.
- Ask people to choose a partner.
- The first person of each pair is looking into a mirror. The second person is the mirror.
- The first person should perform a series of movements that must be copied by the second child as completely as possible. After a minute or so tell the children to swap. Now the first child is the mirror.

Sample Questions:

- ♣ How many different groups were you in?
- ♣ How did it feel to be in so many different groups?
- ♣ Were you in groups with other children that you felt were not similar to you?
- ♣ What do you think is important to remember about Mirrors?
- ♣ We have played these games before but now we are playing them in the same lesson. What do you think is the message of these games? In what ways are these games similar?

Discussion:

- ♣ Explain that both games are important in showing us how we are all similar in many ways
- ♣ Tell the children to remember about groups for next time.

Summary and Application:

Skill to practice: Look for people who belong to different groups and find how they are similar to me.

My task this week: Look at all the groups to which I belong.

Lesson 4: How We Are the Same

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- The activity is a chalkboard and discussion lesson.
- Ask the children to think carefully before they respond and to think of as many things as they can.
- If they have difficulty thinking of similarities bring two children to the front and ask the class to look at them and see how they are the same.
- This lesson provides the groundwork for much of the rest of the programme. It is therefore necessary to ensure that the lesson is a positive one.

Directions and Method:

- Explain to the children that they must form groups according to what you call out. They must do this as quickly as possible and find others who belong in their group.
- Ask the children to think of as many different ways as possible in which people are the same as each other.
- List these things on the board.
- Ask questions to help the children think of ideas, for example, are we all dressed? Do you like playing games? Where do you live? Do you have a shelter?
- Remember that the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes. Be aware of your own biases!
- The children need to come to the conclusion themselves that there are more similarities between people than differences.
- Encourage the children to look for similarities that are more than physical: they should also look at cultural and attitudinal aspects.

Sample Questions:

- ♣ Do we all eat?
- ♣ What kinds of foods do you eat? How do you prepare these foods?
- ♣ Do you remember the games we played last time?
- ♣ What is similar between this lesson and those games?
- ♣ Why do you think people concentrate on differences rather than focusing on how we are the same?

Discussion:

- ♣ Point out to them that the games played in other lessons help them understand that differences are mostly on the surface but similarities are very deep.
- ♣ Discuss with the children that we are more the same than we are different. We are all created by God, we all need food, shelter, love and care. All babies are fed by their mothers, we are all at school and anything else that the children listed.
- ♣ Explain that concentrating on differences can lead to bias and discrimination and that leads us to disliking people we do not even know, just because somehow they look different.

Summary and Application:

Skill to practice: Understand that we all belong to many different groups.
My task this week: Spend time with someone from a different background.

Lesson 5: Story – The Storm Tribe

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- For this lesson, you will need the **Story Book**.
- Ask the children to listen carefully as there will be questions afterwards.

Directions and Method:

- Read the story to the children.
- When the story is finished ask the class the questions from the **Story Book**.

Sample Questions:

- ♣ Do you know of situations like this where people are not allowed to be friends with each other?
- ♣ Why do you think this is so?
- ♣ Have you been in a situation something like the boys in the story?
- ♣ What did you do?
- ♣ Do you think it is right to dislike somebody that you don't know?
- ♣ What kinds of things do you do in your family or community that help everybody?

Discussion:

- ♣ Discuss with the class how they would feel if they were in the same position as the boys.
- ♣ Explain that when we think people are different we treat them as if they are enemies and this is not a way to be peaceful.
- ♣ Explain that the importance of this story is that it shows how we are able to overcome our differences and work together because of things that are important to all of us.

Summary and Application:
Skill to practice: Working together with somebody to help others.
My task this week: Invite someone new to join me when I play.

Lesson 6: Find My Friend

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- Remind the class of the rules of the classroom: no calling out, hands up, etc.
- Before the activity starts, remind the child at the front of the room to choose people to answer from all parts of the room.
- Pace the lesson so that it does not become very long and drawn out, if a child cannot think of attributes replace them with another child.

Directions and Method:

- Explain to the class that they are to think of a friend and good things about that friend.
- They cannot say what the person looks like.
- Remind the class to think of their 'friend' and the attributes of that friend before putting up their hand.
- Choose one person to come to the front and describe their friend. Example: She is good at maths, she always does her homework and she is friendly.
- The class is allowed three guesses to see if they can find the friend. Remind the children who are guessing to put up their hands.
- If they cannot guess after three turns, allow more description.
- When the child has been identified, choose a new person.
- After about ten people have described their friends, stop the activity for discussion.

Sample Questions:

- ♣ How did you feel when you heard good things said about you?
- ♣ Did you realise that you had these good qualities?
- ♣ Why do you think it is important to understand our good qualities?
- ♣ Is it hard to look for good things in people? Why do you think this way?
- ♣ Why do you think it is more difficult to make friends if we do not look for the good qualities in people?
- ♣ How can you make sure to look for the good qualities in the people around you instead of the negative things?

Discussion:

- ♣ Explain to the children that we must look for our good qualities, not to boast about them but that so we can build on them.
- ♣ Discuss with the children that it takes practice to think positively about others if we are used to thinking only negative things, but that it is very important to look for positive qualities in the people around us.
- ♣ Explain that it is easy to have conflict if we think negative things about people instead of looking for the good things, especially if we carry a lot of anger in our hearts.

Summary and Application:

Skill to practice: To look for others' good qualities.

My task this week: Try to think of the good qualities of someone I usually disagree with.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practised often in the classroom.
- ✓ Be aware that once the children are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the children.

Lesson 7: Leader Says

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- The leader should stand in front of the class.
- If the children have played the game before allow a child to be the leader.
- The leader should give directions and also perform that action.

Directions and Method:

- Take the children outside away from the classrooms so that they do not disturb other classes.
- If you are not the leader, choose one child to be a leader.
- Tell the children that this game requires them to follow the movements of the leader, but that they must listen carefully and only follow if the leader says “Leader says”
- The leader gives a direction to the children: sometimes saying, “Leader says” and sometimes not, but the leader should always perform the action.
- The children do the action only if “Leader says”
- Anybody who does the action without the words “Leader says ...” is out and should sit down.

Sample Questions:

- ♣ How did you decide whether to follow the leader’s actions?
- ♣ What was the difference between following the leader’s actions and his or her words?
- ♣ What do you think this says about active listening?
- ♣ Why is it important to pay attention to words and actions?
- ♣ What do you think makes someone a good listener?
- ♣ Why is being a good listener an important part of preventing conflicts?

Discussion:

- ♣ Discuss with the children whether the game was difficult or easy and why.
- ♣ Explain to the class that very often we do not listen properly, but we do what we think has been said.
- ♣ Ask the children if they have ever had somebody not listen to them, and how this made them feel.
- ♣ Discuss the fact that not listening can cause misunderstandings and anger.

Summary and Application:

Skill to practice: Remember that good listening involves paying attention to words and actions.

My task this week: Write a short three sentences explaining why listening is an important part of being peaceful.

Lesson 8: Directions, Directions

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Take the children out to the playground.
- Explain to the class that you are going to give them five instructions which they must follow in the order that you give them

Directions and Method:

- If the children have played this game before increase the number and complexity of the directions.
- Give the children three instructions that must be done in the order in which you give them, e.g. run to the tree and circle it three times, then run to the left side fence, do three sit ups, run back here to me (teacher)
- If the class is very large, do the exercise in groups of ten with the remainder of the class watching to see if the group follows the instructions correctly.
- If the children have played this game before increase the number and complexity of the directions.

Sample Questions:

- ♣ What was the most difficult part of this exercise?
- ♣ What was the importance of listening for this exercise?
- ♣ Did you copy your friend in order to remember what to do?
- ♣ What techniques can you use in order to remember what people say?
- ♣ What do you think is important to do in order to be a good listener?
- ♣ Why do you think being a good listener is important?

Discussion:

- ♣ If the class did not find the activity difficult try it again with six or seven instructions.
- ♣ Remind the class that listening is difficult and needs practice, but it is very important to do well in order to communicate well and understand others.
- ♣ Explain to the class that without good listening skills, it is easy to misunderstand things that people say and cause anger.

Summary and Application:

Skill to practice: Understand that being a good listener involves practice but that it is very important.

My task this week: Try to use new techniques I have learned for active listening.

Lesson 9: Secrets

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Explain to the children that listening is important for all areas of our life; for learning in school and for learning in the community.
- If we listen well to others then we understand them better, if we understand them better then there is less chance of us fighting.
- We respect because we listen and understand.

Directions and Method:

- Seat the class in a circle (or two concentric circles if the class is very large).
- Explain to the class that a secret will go from person to person in the class but they must listen very well in order to understand. Explain that you will whisper a secret to one student and that he or she should whisper it to the person next to them, and so on until the secret has gone around the circle.
- Whisper a short sentence to the first child. Say it clearly but only once. (If the children played this game last year make the 'secret' more complex).
- Make sure each child only whispers the secret once to the child next to him or her.
- When the secret has gone all around the circle, ask the last child what the secret is.
- Ask the first child what the secret was.
- Play the game again with a different secret, but this time go around the circle the other way.

Sample Questions:

- ♣ What was the difference between the secret at the beginning and the end?
- ♣ How do you think the secret changed from the beginning to the end?
- ♣ What was most important when you were listening to someone tell you the secret?
- ♣ Did you pass on the secret even if it didn't make sense to you?
- ♣ Did you try to make it make sense?
- ♣ What did you do?
- ♣ What happens when people do not listen well to what they are being told?
- ♣ What can you do to be a better listener?

Discussion:

- ♣ Try to trace the secret around the circle to figure out how it changed from the start to the finish.
- ♣ Explain to the children that active listening is much more difficult than we think.
- ♣ Active listening needs practise because most of us listen only to a part of a message and that is how misunderstandings begin.

Summary and Application:

Skill to practice: Remember that misunderstandings often occur when people do not listen well.
My task this week: When someone is angry with me, listen carefully to their reasons why instead of fighting.

Lesson 10: Story

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This is a story time lesson. Choose any non-violent story.
- Read the story (or a chapter of a story if it is long).

Directions and Method:

- Read or tell the class a short story. *(A story from the storybook or from any of the readers may be used. If you use a reader story you may need longer than the time allowed).*
- Ask different children in the class to retell the story in their own words.
- Ask other members of the class to add anything people left out.
- Ask different children if they can explain in just one sentence what the story was about. (What is the theme of the story?)
- Ask the class what they think the characters felt in the story.
- Ask people to tell the story from the point of view of different characters.
- This lesson should be repeated often using different stories, articles, poems and songs so that the children also practice empathy as well as good listening skills.

Sample Questions:

- ♣ What are the most important things to listen to when someone is telling you a story?
- ♣ What happens if we make judgements about things people tell us before knowing the whole story?
- ♣ How does listening to people help us to understand them and get to know them better?
- ♣ Why do you think it is important for us to pay close attention when people speak?

Discussion:

- ♣ Explain to the class that it is important to listen to the whole story and not just the words: so that they can put themselves in the place of the characters and have empathy for them.
- ♣ At the same time they must be careful not to put their own interpretations (bias) on the story or to other things they hear.
- ♣ Explain to the children that good listening means being interested in what the speaker has to say: this is showing respect to the speaker.
- ♣ Remind the children that not listening to what is said can cause misunderstandings and anger, but that listening well makes it easier to solve problems and create peace.

Summary and Application:

Skill to practice: Understand that good listening requires being open-minded and not making judgements.

My task this week: When someone says something I disagree with, I will listen carefully to their explanation.

Better Communication

Teaching Tips

- ✓ Remember that the children will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the children's names where possible.
- ✓ Remind the class that good communication skills should be practised all the time.
- ✓ If communication amongst the children is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 11: Mystery Drawing

Objectives:
This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Divide the class into three or four groups (depending on class size).
- Choose one child per group and ask them to draw a picture large enough to fill an A4 sheet of paper.

Directions and Method:

- Put the children into small groups.
- One child from each group should come to the front and draw an object on the paper you give out.
- The sheet is folded concertina style with the drawing on the outside of the sheet when it is folded, so that one part of it is visible.
- Each child returns to their group and shows one small part of the drawing to their group. The others in the group try to guess what the drawing might be.
- After three guesses, one part is unfolded so that the person guessing has two parts of the picture to see.
- If they can't guess after three tries, another part is unfolded.
- The object of the game is to guess what is drawn without having to see the whole picture.

Sample Questions:

- ♣ How many guesses did it take before you could guess what the picture was about?
- ♣ Why do you think it took some time to guess?
- ♣ Was it difficult to try to guess from only a small piece of information?
- ♣ What was easiest about guessing?
- ♣ What happens if you guess without having a lot of information?
- ♣ Can you think of any examples in real life where this happens?

Discussion:

- ♣ Discuss with the class that very often this is what we do instead of communicating properly – we guess and mostly we guess wrong.
- ♣ Ask the class if they can think of situations where they have thought something bad about a person and then as they discovered more about the person they found that what they originally thought was wrong. Allow the discussion to flow but do not allow derogatory remarks to be made about other people.
- ♣ Discuss with the class that guessing instead of finding out facts can create conflict because we can think bad things about people for no good reason.
- ♣ Explain to the class that in order to create peace it is important to try to always understand the whole situation before making judgements.

Summary:
Skill to practice: Have all the information before making a decision.
My task this week: Try not to judge until I have all the information.

Lesson 12: Show and Tell

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This lesson requires preparation. You need to find a picture that is large and clear.
- Explain to the class what the activity is about: three children will go outside and you will show the class a picture. The volunteers will come in one at a time and the picture will be described to them. The last volunteer will draw the picture.
- Remind the class that this is not a test of anybody's ability to draw, but rather how well things can be explained and listened to.

Directions and Method:

- Send three children from the room. Show the rest of the class the picture.
- Call one child back into the room.
- This child listens to a description from the rest of the class.
- The second child is called back and the first child describes what the picture is about from the description given by the class. The rest of the class cannot participate in this description.
- Then the third child is brought back and listens to the second child's description. The rest of the class cannot participate in describing the picture.
- The third child tries to draw the picture from the description that has been given.
- Compare this drawing with the original picture.

Sample Questions:

- ♣ How did the description given to the volunteers change? Did it become more or less clear?
- ♣ Why do you think that communication becomes very poor when information passes from person to person?
- ♣ How could you avoid or minimise the problems that occur when information is passed from person to person?
- ♣ What happens with gossip about people in the community is passed from person to person?
- ♣ Why do you think it is bad to pass information about people around the community?
- ♣ Why do you think there is a difference between this activity and gossip?

Discussion:

- ♣ Discuss with the class why there were difficulties and where those difficulties occurred.
- ♣ Remind the class that communication can be used for good or for evil. Remind them of what the activity has just taught them about listening to stories about things without knowing all the facts.
- ♣ Ask if this happens sometimes in their community. Ask the class what happens when information about people is passed around the community without all of the facts being clear.
- ♣ Explain to the class that talking about things without knowing all the facts can create conflict.

Summary:

Skill to practice: Have all the information before making a decision.
My task this week: Do not tell others about things if I do not have all the facts.

Lesson 13: What Is It?

Objectives:
This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Divide the class into small groups of 4-5.
- Explain to the children that the purpose of this game is to practice their describing skills.
- Remind the children that this is not a contest and that the object is to work on their communication skills, not to be the first ones done.

Directions and Method:

- Pick one student from each group and tell them that they are to describe an object to the rest of their group, but they **are not allowed to say the name of the object**. (If the children are very good at this, you can add additional rules such as not using colour in their description, etc.)
- For example, children can describe their classroom, the school, their town, etc., but they cannot say the name of what they are describing.
- Give each student 5 minutes to try to describe the object to the group; the group should guess what the object is
- If the children guess the object easily, pick a new student and have them describe a different object.

Sample Questions:

- ♣ Was it easy to guess what was being described?
- ♣ Was it easy to describe the object without using its name?
- ♣ What do you think is important to be able to do in order to communicate well?
- ♣ How do you think it is possible to improve your communication skills?
- ♣ What happens when we cannot communicate what we mean to other people?
- ♣ Why is it important to be a good communicator?

Discussion:

- ♣ Discuss with the class why there were difficulties and where those difficulties occurred.
- ♣ Remind the children that communication is important in order to create peace. If there is poor communication, people misunderstand each other and this can cause anger. Misunderstandings begin.

Summary:
Skill to practice: Remember that communication is much easier when all the information is available.
My task this week: Ask questions when I am unsure about something.

Lesson 14: Twenty Questions

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This exercise helps children to listen to each other, to think about the questions they ask and to understand how difficult it is to get information by asking 'closed' questions.
- Choose the first person, but from then on the leader is the person who correctly guesses the object.
- Explain to the class that the questions must be able to be answered with a 'yes' or a 'no'. They cannot ask questions that have two views (e.g. is it this or that?)
- The class should be able to build on each others' questions, so remind them to listen.

Directions and Method:

- The game can be played with the whole class but you may want to divide the class into two groups.
- The leader thinks of an object and then the group can ask up to 20 questions to try and discover the object.
- The leader can only answer yes or no, so the questions must be yes/no questions.
- Explain to the class that they need to ask general questions to begin with and then more specific questions so that it is easier to figure out the object. *(Otherwise it becomes just a guessing game.)*
- It is important that the group listen to one another's questions and the answer that is given because there are only 20 questions and they should not repeat questions.
- Remember to keep a count of the questions, so that you can stop the group when they have asked twenty questions. If nobody has guessed at the end of twenty questions, choose a new leader.
- Ask the leader to whisper the object to you the first few times. This way, you can keep a check on the questions and answers. If necessary, guide the class as to the type of questions they should ask, for example, is it alive? Does it move? Can you use it? Do we have it in this room?

Sample Questions:

- ♣ Was it easy to guess what the object was in fewer than 20 questions?
- ♣ What did you have to do in order to guess the object within the 20 questions?
- ♣ What kind of questions would have made it easier to guess the object?
- ♣ Why is it difficult to understand things fully when you can only ask closed questions?

Discussion:

- ♣ Explain to the class that if they think in categories rather than specifics it can help for example, 'is it alive?' rather than 'is it a goat?'
- ♣ If necessary create a chart on the board with the class moving from the general to the specific to help the children formulate their questions.
- ♣ Explain to the class that 'closed' questions are questions that can only be answered with yes or no, and that 'open' questions can be answered with much more detail.
- ♣ Explain to the class that good communication requires giving clear information and asking open questions to get as much information as possible.

Summary:

Skill to practice: Remember that good communication reinforces understanding of one another.

My task this week: Try to ask open questions in order to get more information about new things.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the children will not be able to recognise emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the children so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (for example, child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the children to break with their traditions but rather to recognise and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 15: When I Felt...

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This activity can be done in small groups or as a whole class.
- If you divide the class into groups, make sure each person in the group has a chance to share before coming back to a full class discussion.

Directions and Method:

- Ask the class for a volunteer to tell about a time that made them happy (or if you are doing the activity in small groups ask each member of the group to share a story about a time that made them happy). Ask the student to tell about this time with as much detail as possible.
- Then ask the class for a volunteer to tell about a time that made them extremely sad (or ask each group member to tell the rest of the group about their experience). Ask the student to give as much detail as possible.
- Ask the rest of the class what they think made these situations especially happy or sad.
- Ask the class if anyone else has similar experiences they would like to share.
- Ask the class if they can share experiences about being extremely angry, frustrated, joyful, and other emotions.

Sample Questions:

- ♣ What do you think made this experience so happy/sad?
- ♣ Who was important in making this experience happy/sad?
- ♣ What could you have done to make this situation less sad?
- ♣ What kind of other things make you happy or sad?
- ♣ What can you do to feel happier when you are sad?
- ♣ How do you stay happy?
- ♣ How do other people's emotions make you feel certain ways?
- ♣ Do you talk to other people about your emotions? Who?
- ♣ In what ways might it be bad to not share your feelings with others?
- ♣ How do you think talking to other people about your emotions helps create peace?

Discussion:

- ♣ Remind the class that it is OK to have all kinds of emotions but that there are things we can do to make ourselves feel better when we are not happy.
- ♣ Discuss with the children that sharing their feelings with other people is important so that other people understand why they do things.
- ♣ Explain that understanding emotions and actions is important for creating peace.

Summary and Application:

Skill to practice: Understand that sharing our feelings is important for creating understanding.
My task this week: If I am feeling angry, do not let it sit inside me but tell the person why I feel angry.

Lesson 16: Story – Angela’s Surprise

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- For this activity, you need the **Story Book**.
- Read the story before the class so that you are familiar with it.
- As this is a long story you may need to read the story in one lesson and discuss the emotions in the next lesson.

Directions and Method (1st lesson):

- Read the story ‘**Angela’s Surprise**’ to the class
- Ask the questions from the book (but do not make this a test).
- Ask the sample questions to stimulate discussion.

Sample Questions:

- ♣ What sort of feelings did Angela have?
- ♣ What sort of feelings did Angela’s mother have?
- ♣ Do you think that Angela’s feelings changed her behaviour?
- ♣ Do you think that Angela’s mother behaved differently at different times in the story, because of the way that she felt?
- ♣ Can you think of times when your behaviour changed because of the way you felt?
- ♣ Was this a good thing or a bad thing?
- ♣ If we know that we are sad or angry how do we stop ourselves behaving badly?
- ♣ Is this harder to do if we don’t recognize that we are sad or angry?

Discussion 2nd lesson):

- ♣ Discuss with the children that feelings (emotions) have a lot to do with the way we act and that if we don’t recognize the emotions then we cannot control them or understand why we feel as we do.
- ♣ Explain to the children that when we understand our emotions we are better able to control them.
- ♣ Explain that in Peace Education we are asked to discover why we act in ways that create conflict rather than ways that make peace. When we understand this we can change the things that make us fight.
- ♣ Explain that there are ways of dealing with our emotions in ways that help promote peace rather than conflict and that we learn about those methods through peace education.

Summary:

Skill to practice: Control emotions that make me offend or hurt other people.

My task this week: When I’m angry, instead of fighting, I will explain to the other person why I feel this way.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the children are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the children that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to children who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 17: Perceptions – Squares

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Make sure that you have the 'squares' perception card ready.
- Move around the class so that everyone can see the card.
- Draw a square on the chalkboard (NOT a rectangle).

Directions and Method:

- Show the 'squares' perception card (point to the square on the board).
- Ask the children to say how many squares they can see.
- Keep moving around the room until you have some different answers.
- Point out to the children that there are no right or wrong answers as they are asked what they see.
- Draw the squares diagram on the board and count how many squares there are (if the children really want to know). *There are 14 – the rest are rectangles*

Sample Questions:

- ♣ Why do you think some people saw more squares than others?
- ♣ Why do you think the number you saw is 'right'?
- ♣ How do we decide what is right if there is more than one answer?
- ♣ How is this similar to different opinions we have about people or groups?
- ♣ Why do you think it is important to take different opinions into account?
- ♣ How can understanding different points of view help us be more peaceful?

Discussion:

- ♣ Explain to the class that perceptions are developed by the way we think, the things we have been taught and our experiences.
- ♣ Explain that there is no "right" or "wrong" perception but that it is important to understand why other people have different opinions.
- ♣ Explain to the class that as long as our perceptions are not cruel or hurtful they are not harmful, but often perceptions are judgements and often these judgements are made without having enough information.
- ♣ Explain that perceptions that are negative can lead to stereotypes and discrimination. Remind the class of the work they have done on similarities and differences and that they should remember this when they are forming opinions.

Summary and Application:

Skill to practice: That understanding other people's perceptions is important for peace.

Task for this week: Read a story about someone from a different culture to me.

Lesson 18: Story – Sara’s Choice

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- You will need the **Story Book** for this lesson.
- Make sure the class is comfortable while you read the story.
- Read clearly and with expression and show the illustration to the class.

Directions and Method:

- Read ‘Sara’s Choice’ to the class.
- When you have finished the story ask the questions from the Story Book.
- Ask the sample questions to stimulate discussion.

Sample Questions:

- ♣ Did you feel that Sara was right in what she did?
- ♣ If the story was written from Lillian’s point of view how would the story be different?
- ♣ When you heard the part about Sara being afraid; were you a bit afraid?
- ♣ Why do you think that happened?
- ♣ When the girls laughed in the story, how did you feel?
- ♣ Is understanding how another person feels easy or difficult?
- ♣ Why do you think so?
- ♣ Why does understanding how another person is feeling help us to be peaceful?
- ♣ Do you think that this could help solve problems?
- ♣ When there is a problem in the future, will you try to understand how the other person feels?

Discussion:

- ♣ Discuss with the children that the story has been written with a bias. That is, it is deliberately told so that the reader will feel that Sara was right.
- ♣ Discuss with the children that the views they hold about Sara and her mother are just perceptions that the storyteller has tried to make the reader see.
- ♣ Explain that people often use their own perceptions to influence other people’s opinions.
- ♣ Ask the children to think of other examples where things they have read or been told have a bias to them.
- ♣ Discuss with the children that perceptions have to do with our emotions and so we are often not sure why we feel as we do. To analyse why we feel helps us to be emotionally honest with ourselves and each other.

Summary and Application:

Skill to practice: Understand that everyone around us has some bias or opinion.

Task for this week: Try to understand what the bias is in a story told at home.

Co-operation

Teaching Tips

- ✓ Whenever you ask children to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise children who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the children of how helpful it is to respect others.
- ✓ Make sure that you tell the children that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage children to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all children can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the children.
- ✓ Remind the children that co-operation is a choice that needs to be constantly made.

Lesson 19: Yurt Circle

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This activity maybe done indoors or out.
- Clear the area so there are no objects that children can fall on.

Directions and Method:

- Ask the children to stand in a circle holding hands. Form two circles if girls and boys may not hold hands.
- Number off 1-2-1-2-1-2. If there is an odd number of children, have the single student give directions.
- Tell the children that success in this activity depends on trust and cooperation.
- When the leader gives a signal, the 1's will lean into the circle and the 2's will lean outwards. Tell them to just lean a little bit at first.
- On a second signal, everyone will go back to upright.
- On the next signal, the 2's will lean forward and the 1's will lean backward.
- Continue alternating the directions for leaning and encourage the group to lean a bit further each time as long as all is going well.

Sample Questions:

- ♣ In this game how did we show co-operation?
- ♣ What would happen if somebody did not lean when their number was called?
- ♣ What would happen if somebody let go hands?
- ♣ Could you have the 'yurt' if that happened?
- ♣ What did we have to do in this game to be co-operative?

Discussion:

- ♣ Discuss with the children that the success of this activity depends on cooperating.
- ♣ Explain that these games are practise for working together co-operatively.

Summary and Application:

Skill to practise: Co-operate to have fun.

My task this week: Co-operate when playing so the game is more fun.

Lesson 20: Let's Sound Like Rain

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- If you want this activity outside take the class away from the classrooms. Remind the children to be considerate of other classes.
- Ask the class to form a circle.

Directions and Method:

- The leader (either you or a child you choose) starts tapping with two fingers into the palm of the hand.
- The person to the left of the leader in the circle repeats the action and so on around the circle.
- The sound should build up gradually; you may want to say count five taps from the person next to you before you start.
- When everybody is tapping with two fingers, the leader begins to tap with four fingers. This movement should then go around the circle again.
- When again everybody is doing the same action, the leader starts clapping. When everyone is clapping the leader also begins stamping one foot (while still clapping). After everyone is clapping and stamping one foot, the leader continues clapping and begins stamping both feet.
- When everyone is clapping and stamping both feet, the leader gradually begins to decrease the circle of noise by reversing the process, that is moves to clapping and stamping one foot, then to just clapping, then to tapping four fingers and finally to tapping only two fingers.
- Remind the children they cannot start the new action until the person next to them has started but they need to watch for when this happens.
- The 'rain' sound only comes when everybody co-operates: the children must not start their actions until the person on their right has already started.

Sample Questions:

- ♣ How does it sound if only one person makes the rain sound?
- ♣ How is it different if two, five, many people cooperate to make the rain sound?
- ♣ Who can clap with one hand?
- ♣ Can you clap with one hand if you co-operate with the person next to you?
- ♣ Are there sounds (like music) in your community that need co-operation?
- ♣ How many can you think of?

Discussion:

- ♣ Ask the children if they enjoyed the game.
- ♣ Discuss with the children if it would be possible to sound like 'rain' if just one or two people did the clapping and tapping.

Summary and Application:

Skill to practise: Co-operate so that I can do something that cannot be done alone.

My task this week: Co-operate with somebody new to achieve something they cannot do alone.

Lesson 21: Ball Game – Captain Ball

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- Make sure that you have enough balls for the teams to each have one.
- Explain the game to the children.
- Remind them of the need to consider other classes, as they will be going outside.
- Demonstrate any of the games the children are not familiar with.

Directions and Method:

- Form the class into teams of six to eight children (separate groups of boys and girls if necessary).
- The first child in each team is the captain.
- The captain stands facing the rest of the team who are lined up behind one another.
- The captain throws the ball to the first person who throws it back and then squats down, the captain throws the ball to the second person who throws it back and squats down and so on.
- The last person in the line keeps the ball and runs to the captain who stands in the front of the team and the game continues.
- The team who wins is the team whose captain gets back to the front first.
- You need to mark lines on the ground so that the teams and the captains are all the same distance apart. (About half a metre for younger children).

Sample Questions:

- ♣ What helped you be successful in throwing the ball to people in your group?
- ♣ What helped you be able to catch the ball?
- ♣ Did your team remind you to squat down after you had thrown the ball?
- ♣ What would happen if you didn't do this?
- ♣ If you dropped the ball did other people in your team help you to get it and throw it back?
- ♣ Do you think that helping somebody else is co-operation?
- ♣ Can you tell about other ways that you co-operate?

Discussion:

- ♣ Discuss with the children that many games ask for co-operation, but that co-operation should not be used only when playing but all the time to make sure that problems don't happen.
- ♣ Ask the children to think of times when they need to co-operate. Share these with the class.

Summary and Application:

Skill to practise: Co-operate to make sure that everyday tasks run smoothly.

My task this week: Help somebody in my community.

Lesson 22: Picture Puzzles

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This lesson requires preparation.
- You need as many pictures (posters) as there will be groups.
- These posters need to be cut into at least twenty pieces each.
- Explain to the class that they are going to work in groups and work together to put a picture together from the pieces you will give them.

Directions and Method:

- Form the class into four to six groups. The groups should not be larger than ten.
- Each group will work on putting together one picture. The pictures should be cut into enough pieces so that each child gets at least four pieces of the cut up picture.
- Give the pieces of the picture to the children in a group.
- Explain that these pieces make a picture and that they need to work together to make it.
- If this is done easily by the children then:
 - Divide each group into three sub-groups with one child who must go from group to group to gather the pieces needed.
 - Choose increasingly complex pictures for older children.

Sample Questions:

- ♣ Was it hard not to talk when you were putting your picture together?
- ♣ Could the picture have been completed if some people did not co-operate?
- ♣ Are there times at home or at school where you do not co-operate?
- ♣ Who loses and how do we lose if we don't co-operate in the classroom?
- ♣ Why do you think so?
- ♣ What do you think this means for co-operation in our daily lives?

Discussion:

- ♣ Ask the children if the picture was easy to reassemble.
- ♣ Discuss whether it would be possible to put the picture together without co-operating.

Summary and Application:

Skill to practise: Co-operating with people even if they are not my friends.

My task this week: Make a choice to co-operate with someone with whom I do not usually co-operate.

Lesson 23: Skipping

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This lesson requires equipment. Do not use individual skipping ropes (only group ones)
- This activity will help to reinforce co-operation.
- This is to be encouraged as it actively promotes girls physical activity.

Directions and Method:

- This should be with one rope for each team of six to eight children. The rope should be three to five metres long.
- The game requires two turners; these children should swap with others to ensure that everybody gets a chance of skipping.
- This game should be played by both boys and girls.
- The team stands to one side and the first child runs in, skips ten turns of the rope and runs out as the next child runs in.
- The first team to finish without mistakes (or getting tangled in the rope) wins.
- Modifications: *two ropes going in different directions* (the turners have one in each hand), this requires a lot of skill from the skippers, children skipping together, *two going in together*, joined by two more, etc. until the rope is full, or have children *enter the rope and leave it as a relay*, or *pepper* where the rope is turned very fast etc.
- This is a good opportunity to utilise songs (either traditional or specially developed songs about some aspect of peaceful behaviour).

Sample Questions:

- ♣ Did you enjoy skipping?
- ♣ How does co-operation improve this activity?
- ♣ Is it possible to skip if the turners do not co-operate with each other?
- ♣ Is it possible to co-operate if the turners do not co-operate with the skippers?
- ♣ How did you co-operate in this game?
- ♣ How did you communicate with each other to improve your cooperation
- ♣ Do boys usually skip? Why?
- ♣ Is it difficult to skip like this?
- ♣ Did you know that boxers and footballers skip when they are training? Why do you think this is so?

Discussion:

- ♣ These activities should be developed so that they become more challenging to the children.
- ♣ The children should discuss the level of co-operation needed for each of the activities.

Summary and Application:

Skill to practise: Co-operate even though it requires work because then nothing is too difficult.
My task this week: Ask someone to teach me a new skill so that I can help them with their work.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some children will be insecure, so you need to encourage the children to try.
- ✓ You will need to be aware that some children may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the children develop an understanding of looking at problems and working out possible solutions.
- ✓ The students should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the children really think about the answers.
- ✓ These are discussion lessons, so allow the children to discuss the solutions they may have before answering.
- ✓ Encourage the children to think of ways that they can solve the problems.
- ✓ Talk to the children about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the children will want to refer some problems to an authority. While this is not to be discouraged, the children need to be made aware that the people in authority are not always available.
- ✓ Point out to the children that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When children are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the children may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the children empathize with the 'other side.'

Lesson 24: What Goes Here?

Objectives:
This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a whole class activity.
- Be sure to look at all the children (especially those on your 'blind side').

Directions and Method:

- Explain to the children that they are going to look at some problems.
- They will need to think about the problems and talk about their responses.
- Ask the children to think about these:
 - As eyes are to a face, so _____ are to a house.
 - As music is to dancing, so a _____ is to reading.
 - As water is to drinking, so _____ is to eating.
 - As an egg is to a chicken, so a _____ is to a dog.
 - As a rope is to skipping, so a _____ is to football
- Explain to the children that they need to make a picture in their heads of the first thing because they are looking for the way that the first thing belongs to the second thing.

Sample Questions:

- ♣ What do eyes do?
- ♣ If you look at a house what is similar to eyes on a face?
- ♣ Similar questions may be asked for the other examples if required.
- ♣ Can you see how the egg and the chicken and the puppy and the dog are similar?
- ♣ How does looking for similarities help us to solve problems?

Discussion:

- ♣ Ask the children if they thought these problems were difficult or easy.
- ♣ Explain that problem solving is very important in peace, because we cannot get rid of problems; we can only learn to deal with them constructively and without violence.

Summary and Application:

Skill to practise: Solving small problems that occur.

My task this week: Think of a puzzle like these and make up a new one and share it with the class next time.

Lesson 25: The House

Objectives:
This lesson will help the students to:

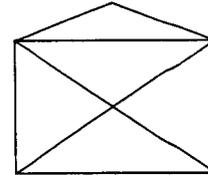
- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a whole class activity.
- Be sure to look at all the children (especially those on your 'blind side').

Directions and Method:

- Ask the children to choose a partner.
- Show the class the diagram of 'the house'.
- Explain that they must try to draw the house without lifting their pencil from the paper and without going over the same line twice.
- Allow the class some minutes to do this exercise.
- Check while the children are at their desks to be sure that they have followed the instructions. Make sure that they do not lift their pencils from the paper and that they do not go over the same line twice.
- While you are moving around the room encourage the children in their efforts and point out if they have tried the same solution over and over.



Sample Questions:

- ♣ Was this problem difficult or easy? Why do you think so?
- ♣ Did anybody find a different way to draw the house?
- ♣ Is it wrong if it is solved in a different way?
- ♣ Did you try a lot of different solutions?
- ♣ Did you talk about the problem before you tried to solve it?"
- ♣ What did you say that was helpful?
- ♣ Do you think that there are problems in real life where there is more than one possible solution?
- ♣ Is it hard to think of different ways to solve problems?
- ♣ Should we look only at the problem or only at the solution we want? Why do you think so?

Discussion:

- ♣ Ask those who solved the problem to come out to the board to show the others. Explain to the children that there may be more than one way to solve a problem, and that even when a problem looks as if it cannot be solved, there usually is a solution if we try different ways.
- ♣ Explain that problem solving is very important in peace, because we cannot get rid of problems; we can only learn to deal with them constructively and without violence.
- ♣ Ask if people tried the same solution over and over. Point out that we do this in real life, while we know that violence doesn't solve anything we try the same solution over and over.

Summary and Application:
Skill to practise: Trying many different solutions to find one that works.
My task this week: Ask a friend to help me find different solutions.

Lesson 26: Solutions

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- Ask the children to discuss these problems with the children sitting at the same desk.
- Keep moving around the groups to check that the children are working together and looking for solutions.
- These problems may be spread over several lessons

Directions and Method:

- Form the children into five small groups.
- Give one problem to each group and ask the children to discuss it and to find as many ways as possible to solve the problem.
 1. Two friends are playing with a ball. A third child comes and asks to play, the first child says 'yes' and the second says 'no'.
 2. A child comes to school late for three days in a row, the teacher is angry with the child.
 3. Three children go to the teacher and complain because the teacher is favouring another child in class.
 4. There is a book at home for reading. The sister who goes to school has borrowed the book. Her little brother takes the book and is pretending to read it and will not give it back.
 5. Everybody is lined up waiting to go into class, one child is late and tries to push into the line at the top.
- When the groups have solutions, bring the class back together and list all the solutions on the board.
- If their responses include violence or avoidance (running away), ask what would happen after that.

Sample Questions:

- ♣ Do you think that it is fair to exclude somebody from a game?
- ♣ Would you like it if somebody refused to play with you?
- ♣ Should the student be punished for being late? Why do you think so?
- ♣ Will punishment solve the problem?
- ♣ How should the children tell the teacher?
- ♣ If the children or the teacher get angry, do you think that they can solve the problem?
- ♣ Will force (that is, the sister grabbing her book) solve this problem?
- ♣ If the sister gets angry with the brother, will that solve the problem or make it worse?
- ♣ Why do you think the latecomer wanted to be at the front?
- ♣ What do you think is the real problem – being late or pushing to the front?
- ♣ Was your solution fair to everybody involved?
- ♣ Do you think that the people in the problem would be happy with your solution?

Discussion:

- ♣ Discuss with the children that problem solving is the responsibility of each of us and that we cannot always rely on somebody else. That person may not be there, they may be biased against one or another of the people involved (i.e. they may favour one or the other), or they may be tired.
- ♣ Explain that if the children listen to the person (or people) that they are having the problem with, try to see things from the other's point of view, and try for a peaceful solution; they may be able to solve their problems.
- ♣ Discuss whether anger solves a problem or makes it worse and how we need to deal with our emotions constructively if we want to be successful at solving problems.

Summary and Application:

Skill to practise: Encourage the children to think of problems they have now and how they solve them.

My task this week: Think of all the skills that are needed to solve problems constructively and practice them.

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for children to use in resolving interpersonal conflicts.
- ✓ The Guide gives student a framework for negotiating when there is a problem and will be the basis for the questions.
- ✓ The key to using this Guide is to start early and repeat often. The children will internalize the process as they have experience with it and see its effectiveness.
- ✓ The Guide consists of four levels that are increasingly complex and are used as children progress through the programme.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the children are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if people at the side of the class have their hands raised.
- ✓ When working with senior children remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and to utilise the skills they have learned here.

Lesson 27: Trouble with Friends

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You will need the **Level I Negotiation Guide** (see Annex 1) and the **Story Book** for this lesson.
- This is a discussion activity.
- This will be very new to the children so you will need to work through each step with them

Directions and Method:

- Read the story '**Trouble with Friends**' in the **Story Book**
- Use the comprehension questions so that the children understand the point of the story.
- Draw the **Level I Negotiation Guide** on the chalkboard.
- Fill this in with the children by discussing the **Sample Questions** and then fill in the spaces for person 1 and person 2 (Samuel and John).

Sample Questions:

- ♣ What does Samuel say to invite John to talk about the problem?
- ♣ What happened from John's point of view?
- ♣ What happened from Samuel's point of view?
- ♣ What does it mean to brainstorm?
- ♣ Why didn't the idea work of one person going the other person's house?
- ♣ What solutions did work?
- ♣ How did each person feel after they worked out the problem?

Discussion:

- ♣ Discuss with the children that good negotiators are people who keep the idea of peace in their mind more than ideas of their own pride and their own position.
- ♣ Explain to the children that people who can do this are worthy of great respect.
- ♣ Discuss how the problem was successfully solved and look at the steps involved in solving the problem.
- ♣ Discuss how this guide would be useful in situations where we need to negotiate.
- ♣ Look at the guide to see which steps are most important.

Summary and Application:

Skill to practice: Ask questions to define and then to solve problems that occur.

My task this week: To remember that steps in the guide.

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage children to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the children who have prepared their role play, but have not yet performed it, do not carry the emotions of the conflict role play with them.

Lesson 28: Introduction to Mediation – Role and Responsibilities

Objectives:

This lesson will help the students to:

- Understand what is involved in mediation.
- Develop skills in a conflict resolution process which can help in daily life.

Teacher Instructions

- You will need the **Level I Negotiation Guide** and the **Story Book** for this lesson

Directions and Method:

- Ask the children if they know what a mediator is.
- Explain that a mediator does not find solutions or tell people what to do.
- Write the **Level I Negotiation Guide** on the board.
- Summarize the story '**Trouble with Friends**' from last week and ask the children if they remember the story.
- Using the Negotiation Guide discuss how a mediator could have helped Samuel and John.

Sample Questions:

- ♣ If the boys could not solve their problem together, can you explain how a mediator would help?
- ♣ If somebody tells you what to do, do you always take their advice?
- ♣ If you come to a decision yourself, do you then follow your 'advice'?
- ♣ Can you see why a mediator should not give advice?
- ♣ Why does a mediator need all the skills used in negotiation?
- ♣ How could a mediator help the boys?
- ♣ Are there other questions the mediator should ask?
- ♣ If you were the mediator what would you say?

Discussion:

- ♣ Discuss that when people come to their own decisions they are more likely to abide by those decisions. So the role of the mediator is to help the people with a problem, not to solve it for them
- ♣ Explain that both people have to want the mediator's help and they need to agree that a particular person can mediate for them.

Summary and Application:

Skill to practice: Remember the skills on the Negotiation Guide and try to use them when I have a problem.

My task this week: Explain to a friend (who is not in my class) what mediation is.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the children for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 29: One Thing I Want to Remember

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- You will need a container of some kind (hat/bucket/ piece of cloth) to hold the children’s small pieces of paper.

Directions and Method:

- Ask children to name some of the topics and concepts they have learned in peace education this year. List these on the chalkboard.
- Then write the following on the board. “One thing I want to remember from peace education is” and give a few examples of how one could finish the sentence.
- Tell children that they will now all have a few minutes to finish the sentence on the board for themselves and write their sentence on a small piece of paper. Let the children know that these will be read aloud but that they do not need to include their name on the paper.
- Collect the pieces in your container. Redistribute the papers and have the sentences read out loud by another person. (In other words, nobody should read their own paper) If time is short, select a few to be read.
- Tell the children that, over the summer and next year, you hope to see them using the things that they want to remember.

Sample Questions:

- ♣ What did you notice about the sentences?
- ♣ Were they very similar? Different? Why do you suppose that is?
- ♣ Did you choose your topic because it is the most important thing about peace or because it was the most fun?
- ♣ Did you think it would be fun to learn about peace?
- ♣ Do you think that this helps you to be peaceful?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think and takes practice.
- ♣ Explain that if we are to have peace it is every person’s responsibility, not just the responsibility of the leaders..
- ♣ Thank them for their efforts

Summary and Application:

Skill to practice: Understand the range of skills needed to build and maintain peace.

My task this week: Share your sentence with a family member or friend.

Grade 4

As the children should have done Peace Education in earlier grades, use the first lesson to review what they have learned in previous years. They will also be familiar with creating classroom rules. Also do lesson 2 as there may be new children in the class and all the children in the class should have ownership of the rules.

If any lesson takes more time than allocated, split it and finish it the following lesson. Never leave the discussion part of the lesson undone. If you need to cut out lessons in order to finish the course, be sure to do the core lessons for each topic.

Remember that children need a lot of positive reinforcement. If you see positive, constructive peaceful behaviour whether it is in the classroom or anywhere else be sure to commend the children involved.

Lesson Requirements

Lesson number	You will need ...
Lesson 5	▪ A ball
Lesson 8	▪ The Active Listening Rules from Annex 1
Lesson 13	▪ The story ' 300 Cows ' from the Story Book
Lesson 15	▪ The story ' The Blind Men and the Elephant ' from the Story Book
Lesson 16	▪ The proverb cards
Lesson 17	▪ Four or five balls
Lesson 20	▪ Several long skipping ropes
Lesson 21	▪ The story ' The Class Bully ' from the Story Book
Lesson 24	▪ The ' Principles of Negotiation ' from Annex 3
Lesson 25	▪ The Level I Negotiation Guide from Annex 2
Lesson 26	▪ The ' Summary of Skills, Values and Concepts ' from Annex 4

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- Introduce yourself by name and explain that this lesson is the beginning of the Peace Education program.
- If the children did Peace Education in previous years ask them to review everything they can remember.

Directions and Method:

- Ask the class if they have any ideas about what Peace Education is. If they have participated in Peace Education before, ask for a volunteer to talk about what he or she did. Write down the students' ideas.
- Circle any suggestions from the children that fit in with any of the concepts or issues, which are part of the Peace Education programme. These may be in different words than in the book, but if the ideas are similar circle them.
- Tell the class that if there is time they will discuss the other topics suggested.
- Ask the children what they think the word peace means.
- Write all suggestions on the board.
- Ask what they think the word conflict means.
- Write all these words on the board.

Sample Questions:

- ♣ What do you think causes conflict?
- ♣ What kind of conflict exists other than war and fighting?
- ♣ When people quarrel without fighting, is that conflict?
- ♣ How can we avoid conflict?
- ♣ Why do we need to learn about things that lead to peace?
- ♣ Do you think that you have to be strong to be peaceful? Why?
- ♣ Do you think it is easy to be peaceful? Why?
- ♣ What do you think is necessary to create peace?
- ♣ What can you do to make your home more peaceful?

Discussion:

- ♣ Explain to the children that this course is going to give them some skills so that they can achieve peace and avoid conflict.
- ♣ Tell the students that these skills can be used both at school and at home.
- ♣ Explain that this is not easy and it is not for people who are afraid, as peace is hard work.
- ♣ Reassure the students that the Peace Education course should be a lot of fun.
- ♣ Explain that Peace Education must be learned and practiced all our lives.

Summary and Application:

Skill to practice: Understand the importance of peace.

My task this week: Write a short essay on why peace is important to me.

Lesson 2: What Are Our Rules?

Objectives:

This lesson will help the students to:

- Help the children become familiar with the idea of rules that create a peaceful classroom.
- Help the children understand and focus on the aims of the course.

Teacher Instructions

- This lesson will help establish a classroom where the principles of Human Rights are respected so that the children have a living model of Peace Education.
- As much as possible, let the students establish the rules with you only guiding them.

Directions and Method:

- Explain that rules in any situation (at home, at school, in our society) are there so that everybody is treated fairly.
- Ask the children what rules they think there should be in a class about Peace Education.
- Remind the class that Peace Education is based on Human Rights, in which all people are treated equally. Ask the students what classroom rules will help enforce the principle of Human Rights.
- Write down their suggestions on the board.
- Remind the students that consideration and co-operation are necessary for peace and ask what types of rules are necessary to reinforce this. Write these suggestions down as well.

Sample Questions:

- ♣ What other rules do you think we need for Peace Education?
- ♣ Why do you think rules are necessary in our lives?
- ♣ How do rules help us to behave better?
- ♣ Do you think it is necessary to punish people who break the rules? Why or why not?
- ♣ What kind of punishments can help people learn not to break the rules but still not hurt them?
- ♣ Do you think people who help design rules are more or less likely to break them? Why?
- ♣ How can we make sure that everyone abides by the rules we create for ourselves in this class?
- ♣ How does following the rules help create a peaceful classroom?

Discussion:

- ♣ Explain that rules are necessary in order to make sure that everyone is treated fairly and equally.
- ♣ Tell the class that the rules they have established will be used throughout the whole Peace Education program.
- ♣ Remind the class that they can add additional rules in the future if they feel something is missing.

Summary and Application:

Skill to practice: Understand that rules work because we all make and follow them together.

My task this week: Think of a situation where breaking the rules might lead to conflict.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The students must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for students to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the students will see this. Be very careful not to show any bias during these lessons.
- ✓ Remember to look for constructive and positive behaviour in the children and offer specific praise to the student when this occurs.

Lesson 3: Cross if You...

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- Make sure each student has a bag or similar object they can place behind them when they are sitting in the circle.
- Encourage students to list different kinds of things they have done or different types of characteristics (it is important that students see all kinds of similarities, not just physical ones)

Directions and Method:

- Have every student but one sit in a circle with a place marker behind them.
- Pick one student to stand in the middle of the circle. This child calls out something about him/herself. Example something they like, favourite hobbies, something they have done, etc. The child should say, "Cross if you have..." For example, "Cross if you have green eyes," "Cross if you like football,"
- The children who are similar to the student in the middle should cross the circle and find an open seat of someone else who answered.
- Since there is one less place marker than there are students, one student should be left standing in the middle. He/she gets to pick the next question.
- Continue the activity until all children in the class have had a chance to stand in the middle.

Sample Questions:

- ♣ How many students were able to cross when you asked the question?
- ♣ Were there any times when you were the only person to move?
- ♣ How did you feel?
- ♣ How did you feel when lots of people moved at the same time that you did?
- ♣ Did you know that these students were similar to you in this way before participating in the activity?

Discussion:

- ♣ Discuss with the children that similarities are not always easy to see
- ♣ Explain that although we are all a little bit different, as humans we all are very similar and have many of the same needs (food, shelter, etc.)
- ♣ Explain that we also are very similar in our emotions and things that make us happy make other people happy as well. Things that make us angry or sad make other people angry or sad. It is important not to do things to other people that if done to us would make us upset.

Summary and Application:

Skill to practice: look for similarities that I cannot see easily.

My task this week: Make a friend with somebody who crossed the circle when I did.

Lesson 4: Belonging

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is an outdoor activity so remind the children to be considerate of others and move quickly and quietly.
- Remind the children that 'similar' does not mean 'the same' but only 'somehow the same'
- Watch carefully and listen to the groups to make sure that they are looking for similarities.

Directions and Method:

- Ask the children to find a partner who is a friend.
- Each pair now has to find another pair who they don't know.
- Each group of four children talks and find five things about all four of them that are similar (NOT physical attributes).
- Each group of four then finds another group of four and the eight children try to find two things about all of them that are similar (these can be broad topics: for example, if they don't all like football but they all like playing some sport – then that is a similarity)

Sample Questions:

- ♣ Did every pair find some similarities with another pair?
- ♣ What did you find that was similar to other pairs?
- ♣ Were the similarities between two pairs (four children) easier to find than similarities among all 8 children?
- ♣ What kinds of things did you find that were similar to all 8 children in the group? How were these different from the similarities between pairs?
- ♣ Why do we like certain people?
- ♣ Is it easier to be friends with someone when we feel there are similarities between us?
- ♣ Do you feel that you could have more friends now? Why?

Discussion:

- ♣ Discuss with the children what sort of similarities they found with others.
- ♣ Discuss whether the friends who were the first pair already had similarities – is that why they were friends?
- ♣ Explain to the class that the groups that we belong to are usually based on some similarities.
- ♣ Explain that there are many ways in which people can be similar and that sometimes it is easier to find these similarities than other times, but that we should always look for the similarities between people.
- ♣ When we exclude people from a group it is usually because we look for the differences rather than the similarities.

Summary and Application:

Skill to practice: Look for similarities because I know this is important for creating positive relationships.

My task this week: Talk to someone new in the class and ask him/her about himself/herself.

Lesson 5: Ball Game – I Know Something

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is an outdoor activity which requires a ball or some other small object that can be passed between students
- Remind the children of the rules for going outside.
- Some of the children may have already participated in this activity in previous years. If they remember the activity, ask them to explain it to the other students.
- Explain the activity to the class before going outside.

Directions and Method:

- Take the children outside and ask them to stand in a circle (or two if the class is very large).
- Explain to the children that when they receive the ball they must find somebody in their circle who they know is similar to themselves (for example, has some of the same likes and favourite things), then say what that thing is and throw the ball to that person.
- Continue around the circles until every child has had a turn.

Sample Questions:

- ♣ Was it difficult to think of who is similar to you?
- ♣ How many people in this class do you now feel are similar to you?
- ♣ In what ways are you similar to other children in this class?
- ♣ Do you think that perhaps even people you don't know might be more similar to you than they are different? What ways could you use to find out?
- ♣ Why is it important to look for similarities between ourselves and other people?
- ♣ How do you think that understanding other people helps us to be peaceful? Why?

Discussion:

- ♣ Discuss with the children that if we concentrate on differences then it is easy to develop a bias against people (a negative feeling about people because of the apparent differences).
- ♣ Tell the children that it takes an effort to look for similarities, but it is worth it as this is how we build understanding of each other and then build peace.
- ♣ Discuss with the children different ways they can use to look for similarities between themselves and other people.

Summary and Application:

Skill to practice: Understand that finding similarities is important for creating positive relationships.

My task this week: Look for similarities between myself and everyone I meet.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practised often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the children.

Lesson 6: Secrets

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Review the **Active Listening Rules** in Annex 1.
- Explain to the children that listening is important for all areas of our life; for learning in school and for learning in the community.
- If we listen well to others, then we understand them better. If we understand them better, then there is less chance of us fighting.
- We respect because we listen and understand.

Directions and Method:

- Explain to the class that we are going to play a game about listening.
- If the children have played this game in previous years of Peace Education, make sure that the sentence is more complex.
- Seat the class in a circle (or two concentric circles if the class is very large).
- Explain to the class that a secret will go from person to person in the class but they must listen very well in order to understand. Tell the children they are only to tell the person next to them the secret one time, but that they must be very clear when they speak.
- Whisper a short sentence to the first child. Say it clearly but only once.
- That child whispers to the next child in the circle and so on.
- When the secret has gone all the way around the circle, ask the last child what the secret is, then ask the first child what the secret was.
- Play the game again with a different secret, but this time go around the circle the other way.

Sample Questions:

- ♣ Have you ever said something that was misunderstood? How did this make you feel?
- ♣ What did you do as a result?
- ♣ Can you think of a time when you have misunderstood what others have said? What did you do then?
- ♣ What are ways you can think of to be a better listener?
- ♣ What are some ways active listening can make our school and community more peaceful?

Discussion:

- ♣ Explain to the children that active listening is much more difficult than we think.
- ♣ Active listening needs practice because most of us listen only to a part of a message and that is how misunderstandings begin.
- ♣ Active listening requires us to check on what we think we have heard.

Summary and Application:

Skill to practice: Remember that active listening is a way of understanding all the facts of a situation.

My task this week: I will listen carefully and ask questions instead of judging.

Lesson 7: Listening

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Explain to the class that this is an exercise to see how well they listen.
- Explain that they will have to choose something from the list to talk about when they are the 'speaker' and must listen to what their friend talks about when they are the 'listener'.

Directions and Method:

- Ask the children to choose a partner.
- One of the pair is the speaker, the other the listener.
- The speaker talks for a minute about any topic on the list.
- The listener must not interrupt the speaker.
- At the end of the time the listener repeats as closely as possible what the speaker said.
- The two children then change roles.
- **Suggested topics:** my family, my favourite subject (and why), sport, my favourite food, my home, boats, singing, birds, trees, food distribution
- Tell the children that if they wish they can speak about additional topics, that these are just suggestions.

Sample Questions:

- ♣ How well did the listeners do in each case? (Ask the speakers).
- ♣ When you were listening, did you find it difficult to remember all the things told to you?
- ♣ What do you think you can do to make yourself a better listener?
- ♣ Do you think that if you listen well, you will understand the other person better?
- ♣ Why is this important for peace?

Discussion:

- ♣ At the end of the activity **ask** the class if they found it difficult to actively listen to an uninterrupted talk.
- ♣ Discuss with the class the advantages of listening well. Explain that listening well makes it easier to understand and empathise with other people and that listening well is important for solving problems.
- ♣ Ask if there are any disadvantages.

Summary and Application:

Skill to practice: Understand how being an active listener can help solve problems.
My task this week: Use good listening techniques for all of my classes and at home.

Lesson 8: Active Listening Rules

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This activity is a discussion and board work lesson with the whole class and then in pairs.
- If the students need more work after doing this activity, do specific exercises on active listening.

Directions and Method:

- Discuss with the class what is necessary to be a good listener.
- Record the answers on the chalkboard. Try to group the responses that belong to similar categories, such as: 'interested,' 'understanding,' 'knows what I am talking about,' 'gives good advice,' etc.
- After grouping the responses, repeat the previous lesson ("Listening"), practicing the skills the students have identified.
- Explain to the class that active listening has a set of rules and that if these rules are practiced then listening and communication are much more efficient.
- Ask the students to copy down the rules (see **Annex 1**) and to try to practice them whenever they listen to other people.

Sample Questions:

- ♣ Does effective listening mean that we need to ask questions?
- ♣ Why do you think that paraphrasing information helps us to understand?
- ♣ Why does summarizing information help us to understand better?
- ♣ Is it possible to listen well without doing these things?
- ♣ What situations require us to listen but not to ask questions?
- ♣ How do we know that we have not misunderstood?

Discussion:

- ♣ In a general class discussion after the "Listening" activity, ask if the speaker felt that they were really being listened to when the listener practiced these skills.
- ♣ Ask the students why they feel listening is important.
- ♣ Explain to the students that becoming a good listener is difficult and takes time, but that becoming a good listener is important in maintaining peace.

Summary and Application:

Skill to practice: Remember that active listening requires practice and time.

My task this week: Practice the 'rules' of good listening each day.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the children's names where possible.
- ✓ Remind the class that good communication skills should be practised all the time.
- ✓ If communication amongst the children is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 9: What/Who Can I See?

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This can be a whole class or a group activity.
- Remind the class of the rules of classroom behaviour before starting the lesson.
- Make sure that the children who are describing use positive language when they are describing other children: do not allow derogatory or cruel comments.

Directions and Method:

- One child is chosen to start.
- That child describes something that can be seen but without naming the object. (For example, she is kind to others and works hard in class)
- If necessary, remind the person who is 'in' (doing the descriptions) to choose from all the class and to ask for responses quickly to keep the pace moving.
- The first person to guess correctly has the next turn.
- This game can also include describing children.
- Encourage the descriptions to be affirming descriptions.

Sample Questions:

- ♣ What do you have to do to describe things well?
- ♣ When you are listening, what kinds of things do you listen for in order to be able to guess what is being described?
- ♣ Can you think of any situations in which you had to guess what someone was talking about?
- ♣ What happens if you make a guess about what is being said without having all the information?
- ♣ When is easy to understand other people?

Discussion:

- ♣ Ask the children what skills they had to use to play this game well.
- ♣ If the children only mention listening ask if, when they were describing, they had to think about what they would say.
- ♣ Explain that communication can be either one-way or two-way: one way communication is like listening to the radio; if you miss a part you cannot ask the announcer to repeat or to explain a part you did not understand. Two-way communication makes sure that both the teller and the listener have the same understanding at the end.
- ♣ Explain that good communication between people is two way – the person who is speaking has the duty to say things clearly and the person who is listening has the duty to listen.

Summary:

Skill to practice: Remember that good communication requires both speaking and listening well
My task this week: Be very clear when I am speaking to someone.

Lesson 10: Retelling the Story

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This is a demonstration lesson.
- The story that you tell should be quite complex and full of detail.
- Make sure that the point of adding and taking away parts of the information gets across to the children.

Directions and Method:

- Ask for three children to come to the front of the class.
- Two of these children should go outside (where they cannot hear).
- Tell the rest of the class that they need to listen carefully.
- The child at the front of the class is going to be told about something that has happened. They must try to remember and tell the next person outside.
- Tell the child (and the class) the story, as it is written below.

One day I was walking to school and I saw some friends playing football. I asked them why they were not in school and they said it was a holiday. I went to school anyway and there were normal lessons. Three of my other friends asked about the friends who were missing. I said I saw them playing football and they said it was a holiday. Then my school friends ran off telling everybody it was a holiday. The teacher said I was bad for telling lies and then my friends were brought back to school and had to do extra work because they had been absent. I also had to do extra work.

- One of the two children from outside is called in and the first child retells the story to the second one.
- The class should note what is said but should not help.
- The third child is brought in and the second child tells the story – again, the rest of the class should not help.
- The third child retells the story to the class.

Sample Questions:

- ♣ How much of the story was left out or changed from the first repetition to the second? From the second to the third?
- ♣ Do you think that the volunteers telling the story listened well?
- ♣ What did you have to do to remember the whole story?
- ♣ What would the story have been like if five people had been told the story rather than three?
- ♣ Do you think that the characters in this story listened well? Why?

Discussion:

- ♣ Discuss with the class how much of the story was left out or changed.
- ♣ Explain that this often happens in communication between people. Only part of the story is heard, judgements are made before all the facts are known.
- ♣ People remember only what is important to them.
- ♣ Sometimes people will ‘make up’ a part of the story so that it makes sense to them. When you point this out be sure that you reinforce the fact that people do not do this in order to deceive, this happens because your brain will try to make sense of what it hears.

Summary:

Skill to practice: Remember the relationship between listening well and acting peacefully.
My task this week: If I hear wrong information, I will make sure to correct it.

Lesson 11: Twenty Questions

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Choose the first person to start, but from then on the leader is the person who correctly guesses the object.
- Explain to the class that the questions must be able to be answered with a 'yes' or a 'no'. So they cannot ask questions that have two views (e.g. is it this or that?)
- The class should be able to build on each others' questions, so remind them to listen.
- It may be necessary to give an example when you think of an object. Choose something simple such as 'book' or 'chair'.
- If necessary guide the class as to the type of questions they should ask.

Directions and Method:

- The game can be played with the whole class but you may want to divide the class into two groups.
- The leader thinks of an object and then the group asks questions to try and discover what the object is.
- Tell the leader to choose different students to ask questions. The leader can only answer yes or no.
- It is important that the group listen to one another's questions and the answer that is given so that they do not repeat questions.
- The group cannot ask more than twenty questions.

Sample Questions:

- ♣ Was this game easy or difficult?
- ♣ What kind of questions did you have to ask to guess the object in 20 questions or less?
- ♣ Was it difficult to remember the questions that had already been asked?
- ♣ Why do you think it is more difficult to understand when you can only ask closed questions than when you can use open questions as well?
- ♣ When do you think it might be useful to only ask closed questions?
- ♣ When is it important to ask open questions?

Discussion:

- ♣ This exercise helps children to listen to each other, to think about the questions they ask and to understand how difficult it is to get information by asking closed questions.
- ♣ It should also encourage empathy by helping the group try and understand the way the leader thinks so that they can ask more appropriate questions.
- ♣ Explain to the class that if they think in categories rather than specifics it can help e.g. 'is it alive?' rather than 'is it a goat?'
- ♣ If necessary create a chart on the board with the class moving from the general to the specific to help the children to formulate their questions.
- ♣ Explain to the class the difference between closed and open questions: closed questions can be answered by 'yes' or 'no' or an answer that everybody agrees is correct, but open questions allow space for many more details in the answer and different answers and ideas.

Summary:

Skill to practice: Learn to listen to every person when they speak.
My task this week: Use open questions to try to learn about a new friend.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the children will not be able to recognise emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the children so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognize and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 12: Drama – Acting Emotions

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a small group activity, so you will need to form the groups quickly – either two desks of children are one group, or count quickly and form groups of six or seven.
- If you give examples for the emotions plays, give them before you divide the class into groups.
- Give a time limit before the class moves into groups (five minutes)
- Listen to what is being said in each group but guide only where necessary.

Directions and Method:

- Divide the class into small groups
- Ask each group to make a short play that demonstrates an emotion.
- You may want to give a particular emotion to each group.
- The plays need only take a minute or two.
- If the class needs help to think of situations give some examples:

Joy:	being chosen to play on the sports team
Sadness:	not being allowed to play with friends because there is work to be done
Anger:	somebody pushes ahead of you in a queue
Frustration:	somebody older than you says bad things about you and you cannot make people believe you
Loneliness:	all the class goes off to play together and leave you alone.

Sample Questions:

- ♣ What happens when you feel a certain way?
- ♣ How do you behave when you feel this way?
- ♣ When you see someone else with a particular emotion, does it affect the way you feel?
- ♣ How do your emotions affect the way you act?
- ♣ What are some ways of preventing your emotions from making you act in negative ways?

Discussion:

- ♣ When each group is performing their play, the rest of the class should watch and see if they can identify the emotion.
- ♣ Discuss with the class that emotions are not always displayed but even when they held deep inside, they usually affect our behaviour, even though we may not recognize this. Sometimes we don't understand why we act as we do and so we 'blame' other people or other things for our behaviour.
- ♣ Explain that our behaviour is our own responsibility and that we should not let other people or situations make us behave in negative ways.
- ♣ Explain that understanding your own emotions can help you be more peaceful.

Summary and Application:

Skill to practice: Understanding my own emotions is important for communicating well and being peaceful.

My task this week: Think about ways I can control my emotions and not act in negative ways.

Lesson 13: Story – 300 Cows

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a story lesson so make sure that you have the **Story Book** with you and have read the story beforehand.
- Make sure that the children are comfortable and focused.

Directions and Method:

- Read the story to the children and then ask them to describe how they think the people in the story felt.
- Read again the parts of the story where emotions are described.
- Ask the children if they were that person how would they feel.
- Explain to the children that if they think they can understand how the person in the story felt that this is called empathy.
- Ask the questions at the end of the story (but not as a test).
- Use the sample questions to stimulated discussion

Sample Questions:

- ♣ What feelings did Houda have?
- ♣ How did she show those feelings?
- ♣ What did Houda do to try to control her actions?
- ♣ Did it help Houda to talk calmly to other people about her problem?
- ♣ Do you think it was better that the elders talked to Houda’s father rather than the teacher or Houda?
- ♣ Why do you think so?
- ♣ Would the story have been the same if Houda had tried to convince her father? Explain.

Discussion:

- ♣ Discuss with the class (if necessary) what has happened to Houda and ask the children to try and imagine themselves in a similar position.
- ♣ Discuss with the children how they would feel; would they do anything differently to what Houda did?
- ♣ Discuss with the children that the character’s emotions affected their behaviour; ask the children if there were other ways the character could have reacted.

Summary and Application:

Skill to practice: Remember that communicating emotions calmly to others helps create understanding.

My task this week: Write a short essay explaining what kinds of things make you happy and why.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to students who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 14: What am I Afraid of...?

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This activity can be done in small groups or as a whole class
- For this activity it is important to make sure that the students all have a chance to speak without being interrupted.
- Make sure everyone who wants to participate has the chance to do so.

Directions and Method:

- Ask the students to give examples of things they are afraid of. Write down everything that is said on the board.
- When everyone who wants to has given an example, ask for one student to read someone else's fear off the board (not the one he or she suggested).
- Ask the student to explain why he/she thinks this is something somebody would be afraid of.
- Have students explain other students' fears until everyone has had a chance to speak.

Sample Questions:

- ♣ Why do you think someone might be afraid of certain things?
- ♣ Are you always afraid of these things?
- ♣ How does it feel to try to explain someone else's fears?
- ♣ How does it help you understand someone else when you have to explain their feelings?
- ♣ Could you help another person feel better when you understand their feelings?
- ♣ Can you understand that people sometimes get angry when they are afraid?
- ♣ Would you become angry in return?
- ♣ What would help?

Discussion:

- ♣ Explain to the class that being able to understand someone else's perception is called empathy.
- ♣ Discuss the fact that empathy is important for peace because when we understand how people feel it is easier for us to avoid conflict with them.

Summary and Application:

Skill to practice: Understand that empathy is an important part of peace

My task this week: When someone confides in me, I will actively listen to understand why they feel that way.

Lesson 15: Story – The Blind Men and the Elephant

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Make sure that you have the **Story Book**.
- This is a story lesson so make sure that the class is comfortable and listening before you begin to read.
- Read clearly and with expression.
- Show the illustration to the class.

Directions and Method:

- Read the story to the class.
- Use the sample questions to stimulate discussion.

Sample Questions:

- ♣ What did each of the blind men think they were touching?
- ♣ Why do you think they thought these things?
- ♣ Why would it have been different if they could see clearly what they were touching?
- ♣ What happens when we make judgements without having all the information we need?
- ♣ Do you think it is wise to make judgements about people without knowing them?
- ♣ How can we make sure that our perceptions are accurate?
- ♣ Why is having accurate information important for peace?

Discussion:

- ♣ Discuss with the children that often our perceptions come from not enough information or understanding.
- ♣ Explain that making judgements before we really know the situation is a way towards conflict, not towards peace.
- ♣ Remind the children that they are all equal (remind them of the rules of the class for Peace Education) and should not judge each other.

Summary and Application:

Skill to practice: Understand that it is important not to judge based on misperceptions

My task this week: Talk to someone I don't always agree with and try to get to understand them better.

Lesson 16: Proverbs

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This activity requires materials (the proverb cards) make sure you have enough for the whole class.
- This is a small group activity where you will need to make sure that you move around to every group.
- Explain what the groups are to do before asking the children to choose a partner.

Directions and Method:

- Ask the children to choose a partner.
- Give each pair a proverb card.
- Explain to the children that they are to discuss the proverb and decide what it means.
- Choose some pairs to come to the front of the class to tell their proverb and then explain what they have decided it means.
- Allow the class to ask questions or add comments.
- If the groups have an easy proverb they should try to create a new proverb with the same message.

Sample Questions:

- ♣ What is the deeper meaning of this proverb other than just the words it says?
- ♣ Why do you think the words of the proverb mean different things on their own than the whole proverb does together?
- ♣ How do you think that proverbs and stories help us to understand other people and situations better?
- ♣ How can proverbs help us learn?
- ♣ What are some other proverbs in your culture?

Discussion:

- ♣ Discuss with the class that often we use proverbs and stories to provide an *analogy* for something that we do not feel comfortable talking about.
- ♣ The analogy must be able to explain the situation in a way that does not threaten anybody and sometimes offers a wise solution.
- ♣ This allows people to learn from the advice given without “losing face” – the person giving the advice is not directly criticizing and the person receiving does not have to acknowledge to an outsider that he/she was wrong. The proverb lets the person receiving the advice understand what is acceptable in our culture and society.
- ♣ Point out to the children that proverbs are often the accumulated (gathered) wisdom of a culture. These proverbs are part of their cultural heritage, something that they can add to but that no one can take away.

Summary and Application:

Skill to practice: Proverbs are important ways of helping us learn what is acceptable and will help keep peace.

My task this week: Learn by heart one of the proverbs we discussed in class.

Co-operation

Teaching Tips

- ✓ Whenever you ask young children to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise children who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the children of how helpful it is to respect others.
- ✓ Make sure that you tell the children that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage children to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the children.
- ✓ Remind the children that co-operation is a choice that needs to be constantly made.

Lesson 17: Ball Game – Tunnel Ball

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- Make sure that you have enough balls for this game.
- Explain the game to the children.
- Remind them of the need to consider other classes, as they will be going outside.
- Demonstrate any of the games the children are not familiar with.

Directions and Method:

- Make teams of six to eight children (separate groups of boys and girls if necessary).
- The team makes a tunnel with their legs apart, except for the last child in the team.
- The leader rolls the ball along the ground, through the tunnel; the last child catches it and runs to the front, and repeats the process.
- The team that wins is the team whose leader (the person who started) makes it back to the head of the team first.

Sample Questions:

- ♣ Did you help each other so that you could win?
- ♣ How did you co-operate?
- ♣ Did you have to be told by members of your team to make the tunnel with your legs?
- ♣ Did you have to watch and listen to other people in your team in order to be co-operative?

Discussion:

- ♣ Ask the children who were in the winning team if they helped each other so that their team could win.
- ♣ Discuss with the children why co-operation is so important and that it does not just mean obeying parents and teachers, but being helpful when they can.
- ♣ Discuss with the class why co-operation is important for peace.

Summary and Application:

Skill to practice: Co-operate so that we can all win.

My task this week: When I have finished playing a game, think about how I co-operated.

Lesson 18: Group Writing

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- Before forming the children into groups, explain the activity.
- Give out the paper once the groups have been formed.
- Explain that the story can only be written by the group, not by one or two children in the group. They must also make sure that the story does not finish too quickly or others in the group will not have a turn.
- The story should not be discussed before the writing begins.
- This encourages the children to read each others' work and to try to make an understandable story.

Directions and Method:

- Form groups of eight to ten children.
- The first child writes a sentence to start a story, and then passes it to the next person in the group, who also writes a sentence and so on through the group.
- When the stories are finished ask the groups to choose one person from their group to come out and read their story to the class.
- Point out that all stories have a beginning, a middle and an end. If there are ten children in the group, then three people should concentrate on the beginning, four on the middle and three on the end.
- Remind the students that the stories can have several characters, but they must have something in common that explains why they are in the story.

Sample Questions:

- ♣ If you were one of the first people to write, did you find the story had been changed?
- ♣ Do you think your writing made it easier or more difficult for your friends who came after you?
- ♣ Did you think about the people who had to write after you?
- ♣ If you were one of the last people to write, was it difficult to add to the story?
- ♣ Did you remember how many people were to come after you? Did you leave part of the story untold so that they could add their part?
- ♣ What happened that you didn't expect?
- ♣ Why do you think that this activity requires co-operation?
- ♣ Did you co-operate?
- ♣ Could you make a better story next time, by co-operating more?

Discussion:

- ♣ Discuss with the children what was difficult about writing as part of a group and what was fun.
- ♣ Ask what the advantages and disadvantages were.
- ♣ Discuss with the children that co-operation is possible by thinking and putting yourself in the place of the other person. (How would you feel if...?)
- ♣ Explain that this ability is called empathy.

Summary and Application:

Skill to practice: Co-operate and share ideas with others so that we can have better ideas to choose from
My task this week: Co-operate with others to solve problems

Lesson 19: Can't We Count to Ten?

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- This activity encourages cooperative behaviour to accomplish a group goal.

Directions and Method:

- If the class is large, request 20 volunteers who would like to show how well they can cooperate, otherwise tell the whole class that they will be taking a little cooperation test.
- Have **all** the students (volunteers and observers) close their eyes.
- Tell the class that the volunteers' challenge is to count to ten (or twenty) as a group, but they must obey the following rules. Everyone must keep their eyes shut, No two people may speak at the same time. The group may not speak except to say a number. If two people talk at the same time, the group must begin again at one. When you say, "Begin," they may start.
- Allow the volunteers 10 to 15 minutes to try this. As they will soon see, it is not as easy as it sounds.
- Occasionally, a class can do this on the first try. If this happens, congratulate them on a job well done. If the class is like many, they might not be able to do it at all.
- If they have trouble, one way to solve this is by falling into a pattern. For example, each student could take responsibility for a number, moving to the right or left of the student who begins it.
- An extension of this activity for the large classes that have had to choose volunteers would be to build to up to including the entire class in the attempt.

Sample Questions:

- ♣ What made it hard to cooperate in the activity?
- ♣ How difficult was it to cooperate without seeing what others are doing?
- ♣ What kinds of things make cooperation more difficult?
- ♣ What kinds of thing make cooperation easier?

Discussion:

- ♣ Discuss with the students how they co-operated with each other in order to succeed and how this felt.

Summary and Application:

Skill to practice: Pay attention to other people to make co-operation more effective.

My task this week: Practice co-operation with people in my class.

Lesson 20: Skipping

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This lesson requires equipment. Do not use individual skipping ropes (only group ones)
- You will need the skipping ropes from the kit.
- This activity will help to reinforce co-operation.
- This is to be encouraged as it actively promotes girls' physical activity.

Directions and Method:

- This should be with one rope for each team of six to eight children. The rope should be three to five metres long.
- The game requires two turners; these children should swap with others to ensure that everybody gets a chance of skipping.
- This game should be played by both boys and girls.
- The team stands to one side and the first child runs in, skips ten turns of the rope and runs out as the next child runs in.
- The first team to finish without mistakes (or getting tangled in the rope) wins.
- Modifications: two ropes going in different directions (the turners have one in each hand), this requires a lot of skill from the skippers, children skipping together, two going in together, joined by two more, etc. until the rope is full,. Have children enter the rope and leave it as a relay, pepper where the rope is turned very fast etc.
- This is a good opportunity to utilize songs (either traditional or specially developed songs about some aspect of peaceful behaviour).

Sample Questions:

- ♣ Who had to co-operate so that the skipping was a success?
- ♣ Could you have skipped if you had no 'turners'?
- ♣ Could you have skipped as a group, if people did not all jump together?
- ♣ If one person tripped, could the others keep skipping? Why not?
- ♣ Why is it necessary for us to co-operate in group activities?
- ♣ Why is co-operation necessary for peace?

Discussion:

- ♣ These activities should be developed so that become more challenging to the children.
- ♣ The children should discuss the level of co-operation needed for each of the activities

Summary and Application:

Skill to practice: Be willing to co-operate with others

My task this week: Talk with a family member about your experience in this activity.

Analysis

Teacher Tips

- ✓ Each time you do one of these lessons refer to the fact that the children are analysing the content of the story.
- ✓ Make sure that you have read and have prepared questions for each of the stories that you read to the children.
- ✓ Go through the comprehension questions when you have finished reading each story.
- ✓ Do not ask the questions as if they are a test. All the questions are deigned to stimulate discussion, so ask the questions in a normal conversational voice and really listen to the responses.
- ✓ All the stories in the Peace Education programme have comprehension questions and activities associated with them. While only some of these are analysis questions, the following specific activities to improve the skills of analysis can also be undertaken

Lesson 21: What Would Happen If?

Objectives:

This lesson will help the students to:

- Develop an ability to analyse information.
- **Analyse situations in order to deal with them constructively.**
- **Practice predicting consequences.**

Teacher Instructions

- This is a reading comprehension and analysis lesson.
- You need the **Story Book** for this lesson.
- For this lesson read “**The Class Bully**”
- Make sure that you read the story first so that you know where you will stop.
- Almost all the stories in the Peace Education programme have comprehension questions and activities associated with them. While only some of these are analysis questions, specific activities to improve the skills of analysis can also be undertaken.

Directions and Method:

- Read the story “**The Class Bully**” to the children.
- Ask the children to look at the way the characters behave and give reasons why this may be so.
- Ask ‘what would happen if ...?’ at various points in the story to see if the children can predict consequences of actions.
- Use the questions in the **Story Book** to start the children thinking analytically and then use the **Sample Questions** to stimulate discussion

Sample Questions:

- ♣ What do you think will happen next?
- ♣ What were the major events in this story?
- ♣ How else could this story have finished?
- ♣ Do you think that Susan was a bully because she felt out of place and lonely?
- ♣ By analysing the story does it make it easier to understand the meaning?
- ♣ If you analyse problem situations will they be easier to solve?
- ♣ Is it possible to analyse if your emotions are stronger than your ability to think?
- ♣ What does this tell you about the importance of analysis in making peace?

Discussion:

- ♣ Discuss with the children that analysis is the ability to look at things logically and objectively. It requires careful listening/reading and an awareness of the writer’s or speaker’s point of view.
- ♣ Explain to the children that analysis helps us to perceive bias in the things that people say which helps us recognize prejudice.
- ♣ Explain to the children that the analysis work they have done is to help them to practice the skill of analysis. Point out that this means that they will have to think more carefully before they speak as well as each one of us has biases that can sometimes limit our thinking.

Summary:

Skill to practice: Analyze the things I read and hear, so that I understand all the facts and behaviours.

My task this week: Practice analysing information so that I can understand situations better.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some children will be insecure, so you need to encourage the children to try.
- ✓ You will need to be aware that some children may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the children develop an understanding of looking at problems and working out possible solutions.
- ✓ The children should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the children really think about the answers.
- ✓ These are discussion lessons, so allow the children to discuss the solutions they may have before answering.
- ✓ Encourage the children to think of ways that they can solve the problems.
- ✓ Talk to the children about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the children will want to refer some problems to an authority. While this is not to be discouraged, the children need to be made aware that the people in authority are not always available.
- ✓ Point out to the children that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When children are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the children may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the children empathize with the 'other side.'

Lesson 22: The Fox, the Goat and the Cabbage

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- This is a story problem for small groups.
- Put the children into groups before telling the story.
- Move around the groups to ensure that they are working and to make sure that all the children are involved.

Directions and Method:

- Tell the children the story.

A man went to the market and bought a goat and a cabbage. On the way home he caught a fox and decided to take it home as well. To get home he had to cross a river but his boat would only take him and one other thing. If he left the goat and the cabbage, the goat would eat the cabbage, if he left the fox and the goat, the fox would eat the goat. How does he get them all home safely?

- Tell them to work in their groups to find solutions.
- When the groups have a solution, ask a representative to come and explain it to the class.
- Ask if any other group has a different solution.

Sample Questions:

- ♣ Did any group get a solution?
- ♣ Did you all work together to find the solution?
- ♣ How did you get the solution? Did everybody give ideas or did one or two people give ideas and the rest tried to see if they would work?
- ♣ Did you make any assumptions about this problem?
- ♣ Did you assume that it was necessary to take all the things across the river just once?

Discussion:

- ♣ Explain that many times a group working together has a solution where only one person would fail. This is how problems are often solved traditionally in Africa.
- ♣ Discuss how drawing a problem sometimes makes it easier to solve. This is called 'visualizing'. This helps us to see the solution we want.
- ♣ This problem is one that shows that we need to be careful about assumptions we make as this stops us from getting a solution.
- ♣ It also shows us that it is sometimes easier to work on solutions as a group.
- ♣ Explain to the class that each problem solving activity shows them something else about problem solving. Revise what they have learned so far: that problems often have more than one solution or ways of finding a solution and that sometimes we need more than one solution to find be really effective.

Summary and Application:

Skill to practice: Listening to others to find the best solution to a problem.
My task this week: Work on a puzzle with somebody else and build on the ideas we have together

Lesson 23: Numbers

Objectives:

This lesson will help the students to:

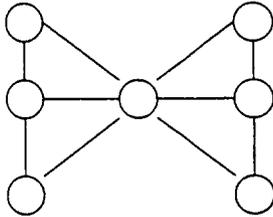
- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- Remind the class of the rules for whole class discussion (no calling out answers, hands up, listening to others).

Directions and Method:

- Draw the diagram on the board.



- Ask the children to write the numbers 1, 2, 3, 4, 5, 6, 7 in the circles so that the circles joined by the lines all add up to 12.
- Move around the room to check how the children are working.

Sample Questions:

- ♣ How many people just tried to solve the problem by putting one number into a circle and then trying all the other numbers to see what would work?
- ♣ Did anybody work out first, which numbers added up to 12?
- ♣ Did anybody work out that the middle number is 4 and so it should go into the middle circle?
- ♣ Can you see how to do the problem now?
- ♣ Why do you think we use 'trial and error' to solve problems?
- ♣ Do you think we look for all possible solutions when we have problems or do we only look at the solutions that we have tried before (even if they didn't work)?

Discussion:

- ♣ Ask the children for their answers.
- ♣ Ask them how they tried to solve the problem.
- ♣ Discuss that often we try to solve real problems through 'trial and error' (trying the same way over and over even though it didn't work).
- ♣ Explain that fighting to solve a problem is like this. We know that people get hurt and sometimes die, property is damaged or destroyed and in the end nobody really wins, but we keep on fighting even though we know it doesn't solve anything.
- ♣ Problem solving means that we have to use all the intelligence that God granted us. It is not intelligent to try and solve a problem in a way that we know has failed. We must look for successful solutions.

Summary and Application:

Skill to practice: Look for constructive non-violent solutions to problems

My task this week: When trying to solve a problem check that I am not making the same mistake more than once.

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for children to use in resolving interpersonal conflicts.
- ✓ The Guide gives children a framework for negotiating when there is a problem and will be the basis for the questions.
- ✓ The key to using this Guide is to start early and repeat often. The children will internalize the process as they have experience with it and see its effectiveness.
- ✓ The Guide consists of four levels that are increasingly complex and are used as children progress through the programme.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the students are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if children at the side of the class have their hands raised.
- ✓ When working with senior students remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and to utilise the skills they have learned here.

Lesson 24: Principles of Negotiation

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- Use the **Principles of Negotiation** (Annex 3) for this lesson.
- This is a revision and extension activity from the previous lesson.
- The point of this lesson is to keep the problem and the people separate.

Directions and Method:

- Explain that negotiation is when the two people involved try to work out a solution without a third person. Explain that buying something in the market is a simple negotiation where both people win. Because the person gets what they want and the seller gets the price they agree on.
- Explain that negotiation is only unfair if the two people do not consider each other equal.
- Remind the children that negotiation is a summation of all the skills they have learned so far.
- Point out that conflicts escalate, not because the problem gets worse but because the people do.
- Ask the class to name the qualities they think are necessary for a good negotiator.
- Categorize their responses and summarize with these principles:
 - Keep the problem and the people separate
 - Concentrate on responding to needs not positions
 - Use active listening
 - Find as many options as possible to answer the other person's needs
 - Be as objective as possible

Sample Questions:

- ♣ What makes a problem get bigger?
- ♣ If people do not get upset and angry would the problem get worse?
- ♣ If the people involved in a problem all used active listening, co-operation, empathy and good problem solving skills how might that help solve the problem?
- ♣ What do you think is needed to be a good negotiator?
- ♣ If you are angry or stubborn how does that affect your ability to negotiate?
- ♣ How would you negotiate fairly?
- ♣ Do you have ideas for managing the emotions so they do not get in the way of a solution?

Discussion:

- ♣ Discuss with the children that good negotiators are people who keep the idea of peace in their mind more than ideas of their own pride and their own position.
- ♣ Discuss that when people get angry or frustrated they can often make a situation worse by insults or speaking rashly
- ♣ Explain to the children that these people who can do this are worthy of great respect.

Summary and Application:

Skill to practice: To keep calm when negotiating and not to insult or respond when other people insult me so that I can solve the problem.

My task this week: To practice breathing deeply and counting to 10 before speaking when I get angry

Lesson 25: Let's Negotiate

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- Negotiation will be a new concept for most students and they will often look at situations where negotiation fails.
- As the students are asked to develop their own role-plays, move around the class to make sure that the role-plays are appropriate for negotiation.
- Refer to **Level I Negotiation Guide** in Annex 2.

Directions and Method:

- Ask the class what they would define negotiation.
- Explain (if necessary) that it is a process where two people who have a problem try to find an agreement so that they can meet as many of each other's needs as possible
- In negotiations people often argue about their feelings or actions, and solutions cannot be found unless both parties look at their needs rather than their feelings.
- Ask the class to think of situations where negotiation may be needed to solve a problem.
- Encourage the class to think of as many different kinds of situations as possible.
- Review the **Level I Negotiation Guide** (see Annex 2) for questions that can be asked during negotiations.
- Ask for volunteers to role-play one of the situations (or use one of the role-play cards on conflict resolution).
- Ask the rest of the class to watch the negotiation. Then discuss it using the sample questions.

Sample Questions:

To the negotiators:

- ♣ What went well?
- ♣ What did you find difficult?

To the class:

- ♣ What did you see them do well?
- ♣ Would you done anything differently?
- ♣ What happens if one person in a negotiation has a lot more status than the other person?
- ♣ What happens if a settlement is negotiated but the weaker person is not happy with the result?

Discussion:

- ♣ Discuss with the class that all the other skills they have learned so far are used in successful negotiation.
- ♣ Discuss with the class what happens when there is resentment in one person, if that person feels they have been forced into a solution that they do not believe in.

Summary and Application:

Skill to practice: Applying all the things I have learned in Peace Education lessons to negotiation situations

My task this week: Be aware of my emotions and keep control of them when trying to negotiate

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage students to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the students who have prepared their role play, but have not yet performed it, do not carry the emotions of the conflict role play with them.

Lesson 26: Mediators: Facilitating Negotiation

Objectives:

This lesson will help the students to:

- Understand what is involved in mediation.
- Develop skills in a conflict resolution process which can help in daily life.

Teacher Instructions

- This is a role-play lesson.
- You need the **Summary of Skills, Values and Concepts** in Annex 4.

Directions and Method:

- Ask the children if they know what a mediator is.
- Explain (if necessary) that a mediator does not find solutions or tell people what to do.
- Explain that because a mediator's role is to help others negotiate they must be able to help others to use the skills we have been learning in peace education.
- Ask the students to name these skills and values. Finish the revision by using the **Summary of Skills, Values and Concepts** found in Annex 4.
- Form the class into small groups of three.
- Two of the groups think of a conflict situation to act out. (If necessary, they can choose one from the unit on problem solving.)
- The third child in each group acts as the mediator and facilitates their negotiations.
- The role-plays should only be two or three minutes long.
- After the groups have role-played once on their own, ask for volunteers to show their role-play to the class. Watch several of the role-plays and then ask the class the **Sample Questions**.
- After the discussion, write up the responsibilities of a mediator on the chalkboard

Sample Questions:

- ♣ What skills did the mediator show in your group?
- ♣ Has the mediator helped resolve the problem? If so, how?
- ♣ Did the mediator tell people what to do?
- ♣ Did the mediator help the two people to find a solution?
- ♣ Did the mediator talk more or listen more?
- ♣ Has the mediator fulfilled his/her responsibilities? If so, how?

Discussion:

- ♣ Discuss with the children that all the skills they have been learning in peace education should be used.
- ♣ Explain that when people are too angry or too hurt or sometimes too embarrassed to listen properly and to communicate clearly to the other person a mediator can be very useful to help them to calm their feelings and talk to each other through the mediator.
- ♣ Discuss with the class when a mediator is needed.
- ♣ List the responsibilities of a mediator

Summary and Application:

Skill to practice: Use the skills I have learned in peace education to be constructive in solving problems.

My task this week: Explain to a friend (who is not in my class) what a mediator should do.

Conflict Resolution

Teacher Tips

- ✓ As many of these lessons involve reading the story, remember to speak clearly and to read the story yourself before the lesson.
- ✓ Remember to move around the groups during group work to make sure that everyone is involved.
- ✓ The questions/statements should be written on the board. Remember to write clearly and from left to right.
- ✓ Be sure to remind the class that children who act out part of the story are taking on the characters in the story and should not be judged.
- ✓ Make sure that children who have been acting characters from the story have the time to be themselves before the end of the lesson.

Lesson 27: Introduction to Conflict Resolution

Objectives:

This lesson will help the students to:

- Understand what is involved in conflict resolution.
- Develop skills in conflict resolution which can help them in daily life.

Teacher Instructions

- This lesson introduces an important distinction between a problem and a conflict.
- Be aware of the links yourself and be prepared to ask questions to help the children see that a problem is made worse when emotions are involved.

Directions and Method:

- Congratulate the children for learning so many skills this year to help solve problems in their own lives. Explain that what they are doing when they solve problems, either on their own or with the help of a mediator, is preventing conflict and creating peace.
- Draw two columns on the board and label one 'Problem' and the second 'Conflict.'
- Discuss with the class, situations that they view as problems and those that they see as conflicts. (This distinction is important but sometimes hard to see at first. Be patient with the children's ideas.)
- Choose a problem and a conflict to discuss together as a large group.
- Discuss the links between the problem and the conflict and how a problem can develop into a conflict.
- List the links so that the children can see how a problem grows (for example: insults, gossip, revenge)
- Divide the class into small groups and have them choose two situations from the problem list and two from the conflict list.
- Ask the groups to find the similarities and differences between the problem situations and the conflict situations.
- Ask groups to share what they have learned.

Sample Questions:

- ♣ When people quarrel without fighting, is that conflict?
- ♣ What makes this a problem?
- ♣ What skills or principles could be important to use to solve this problem?
- ♣ What makes this a conflict?
- ♣ What skills or principles are important to use to resolve this conflict?
- ♣ What kind of overlap do you see between the two?
- ♣ Do you recognize any differences?
- ♣ What does this tell you about preventing conflict and building peace?

Discussion:

- ♣ Discuss any differences found between the two columns.
- ♣ Discuss with the children that there is an important difference between a problem (which can be solved) and a conflict (which can only be managed until relationships are transformed). All the skills that they have been learning in Peace Education are important both for problem solving as well as the prevention and resolution of conflicts.

Summary and Application:

Skill to practice: Managing my emotions so that I do not allow a problem to become a conflict.
My task this week: Remember the skills and principles to resolve a problem.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 28: What Have You Learned About Peace?

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- Explain to the class that this subject will continue next year and that they will be expected to remember the skills and values that they have learned this year.

Directions and Method:

- Ask the class what they have learned in Peace Education.
- Write up everything the class says they have learned. If they remember an activity but not the concept, group the activities and then write the concept to which they belong.
- If necessary, remind the class of activities and ask them what they learned by playing that game.
- When everything is listed, briefly summarize each topic.
- Ask the class if they feel peace education is worthwhile.

Sample Questions:

- ♣ What did you find worthwhile in peace education this year?
- ♣ How can you use that in your daily life?
- ♣ Whose responsibility is it to create peace?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think.
- ♣ Explain that if we are to have peace it is every person’s responsibility, not just the responsibility of the leaders.
- ♣ Ask if the children have enjoyed the class.

Summary and Application:

Skill to practice: Understand that peace requires continual practice.

My task this week: Choose a peace skill that we reviewed today and see how many times I can use it this week.

Grade 5

This is the first of the senior grades. It is assumed that the students have done Peace Education in earlier grades. They should also be familiar with creating classroom rules. Do lesson 2 as a reminder and to reinforce that the students themselves develop and therefore must abide by these rules. In addition there may be new students in the class and everybody should have 'ownership' of the rules.

Never leave the discussion part of the lesson undone. If you need to cut out lessons in order to finish the course, be sure to do the core lessons for each topic.

Grade 5 builds on the skills areas and reinforces the values and attitudes areas. Never leave out a whole topic.

Remember to pace your lessons so that they stay interesting for the students. Do not waste time saying things that do not mean anything. Be aware that if you use 'time fillers' you will not finish the lesson in the time allowed.

Remember that we all need positive reinforcement. If you see positive, constructive peaceful behaviour whether it is in the classroom or anywhere else be sure to commend the students involved. Try to break the habit of only looking for destructive behaviour.

Lesson Requirements

Lesson number	You will need ...
Lesson 4	▪ The story ' The Storm Tribe ' from the Story Book
Lesson 7	▪ The Active Listening Rules from Annex 1
Lesson 14	▪ The Perception cards of the women (you can choose either of the women cards; choose the one that is most appropriate for the class.)
Lesson 15	▪ The story ' Broken Trust ' from the Story Book
Lesson 18	▪ Several posters (already cut up) for the groups to do Picture Puzzles
Lesson 21	▪ The poem ' Homeless ' from the Story Book
Lesson 23	▪ The story ' The Beautiful Girl and the Money Lender ' from the Story Book
Lesson 24	▪ The story ' What is the Problem? ' from the Story Book ▪ The Level II Negotiation Guide from Annex 2
Lesson 25	▪ The Level II Negotiation Guide from Annex 2 ▪ The ' Principles of Negotiation ' from Annex 3 ▪ The story ' What is the Problem? ' from the Story Book
Lesson 28	▪ A container of some kind (hat/bucket/ piece of cloth)

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated learn about Peace Education
- Focus on the aims of this programme.

Teacher Instructions

- Introduce yourself by name and explain that this is the first lesson in Peace Education.
- If the students have done Peace Education in previous years, review what they have learned.

Directions and Method:

- Ask the class to think of the first thing that comes to mind when they hear the term “Peace Education.” Write all of their ideas on the board.
- Circle any suggestions from the students that fit in with any of the concepts or issues, which are part of the Peace Education programme, even if they are not in the same words you would use.
- Reassure the class that if there is time they will discuss the other suggestions (which are not circled) as well.
- Ask the class what they think the word peace means. Write all suggestions on the board.
- Ask what they think the word conflict means. Write all these words on the board.

Sample Questions:

- ♣ Why do you think conflict happens?
- ♣ What kinds of conflict exist other than war and fighting?
- ♣ What conflicts do you think are most common?
- ♣ Do conflicts always include violence?
- ♣ How can we avoid conflict?
- ♣ What do you think makes someone a peaceful person?
- ♣ Why do we need to learn about things that lead to peace?
- ♣ Why do you think it is important to be strong to be peaceful?
- ♣ Do you think it is easy to be peaceful? Why?
- ♣ What do you think is necessary to create peace?
- ♣ Who do you think can have the most influence in creating peace in your community?
- ♣ What are some ways your culture makes peace or prevents conflict?

Discussion:

- ♣ Explain to the students that this course is going to give them some skills so that they can achieve peace and avoid conflict.
- ♣ Explain that this is not easy and it is not for people who are afraid, as peace is hard work although the Peace Education course should be a lot of fun.

Summary and Application:

Skill to practice: Understand the difference between peace and conflict

My task this week: Explain to a family member why peace is important at home and at school

Lesson 2: What are Our Rules?

Objectives:

This lesson will help the students to:

- Recognize the importance of class rules that creates a peaceful classroom.
- Understand and focus on the aims of the programme.

Teacher Instructions

- This lesson will help establish a classroom where the principles of Human Rights are respected so that the students have a living model of Peace Education.
- Let the students think of the rules as much as possible. Guide the students but let them think of rules themselves.

Directions and Method:

- Explain that rules in any situation (at home, at school, in our society) are there so that everybody is treated fairly.
- Ask the students what rules they think there should be in a class about Peace Education. Write their ideas down on the board.
- Remind the class that Peace Education is based on Human Rights and the idea that all people are treated equally. Ask what rules are necessary to make sure the class follows the idea of human rights. Write these down.
- Remind the students that consideration and co-operation are necessary for peace. Ask what rules are necessary to make sure that consideration and cooperation are used in the classroom.

Sample Questions:

- ♣ Why are rules necessary?
- ♣ What other rules do you think are important for peace education?
- ♣ Are you prepared to follow the rules you have helped create?
- ♣ What do you think would happen if there were no rules in the classroom?
- ♣ Who should enforce the rules we have just created?
- ♣ What should happen when somebody breaks a rule?
- ♣ What do you think the 'rules' of Human Rights are?
- ♣ Human Rights are about treating people equally and with respect. Do our rules help us to do this?

Discussion:

- ♣ Explain that these rules will help keep the classroom peaceful and that they should be followed through all of the Peace Education activities.
- ♣ Explain that since these are rules the students have created they will be expected to follow them even more than other classroom rules.
- ♣ Tell the students that if they think of additional rules they should let the class know.

Summary and Application:

Skill to practice: Rules in the school and community help keep us peaceful.

My task this week: Discuss with my family rules at home that can help us be peaceful.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The students must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for students to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the students will see this. Be very careful not to show any bias during these lessons.
- ✓ Remember to look for constructive and positive behaviour in the students and offer specific praise to the student when this occurs.

Lesson 3: To the Centre of the Circle

Objectives:
This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is an outdoor lesson so ensure that the students move quickly and quietly outside.
- Explain the activity clearly to the class.
- Keep the activity moving quickly and allow the students to make their own decisions about whether or not to move.

Directions and Method:

- Form the class into a circle and stand in the centre.
- Explain to the class that you are going to say a statement. If they agree that the sentence refers to them, they should step into the circle. If they agree a lot they should step further into the circle (even to the centre).
- If they do not agree they should stay where they are.
- Ask the class to look around them at the end of each statement to see who else agrees with the sentence.
- Say the sentences one at a time. Between sentences, the students should see who else stepped forward and then go back to the circle.

▪ I like to climb trees	▪ I am shy
▪ I am a curious person	▪ I am wearing shoes with ties
▪ I like to learn	▪ I like music
▪ I like dancing	▪ I like to solve problems
▪ I am good at drawing	▪ I like eating beans
▪ I am often late for school	▪ I am stubborn

- Add as many other statements as you can think of – these are only some examples of statements that can be used.

Sample Questions:

- ♣ How many people stepped forward into the circle with you?
- ♣ Did you think how much you were like the statement and move further into the circle if you agreed a lot?
- ♣ How many times did you move all the way into the circle? Did other people move all the way into the circle with you?
- ♣ When you only agreed a little and took one small step did other students do the same, or were there students who stepped all the way into the circle?
- ♣ Did you realise before this activity that other students were so similar to you?
- ♣ Do you think it is easier to be friends with people who have similarities to you?

Discussion:

- ♣ Discuss with the students how people are similar.
- ♣ Point out that differences are obvious and superficial but that we have to look for the similarities and this means that we need to get to know people.
- ♣ Explain that most of our dislike of other groups comes because we don't realise how similar they are to ourselves. This is why it is so important to find the similarities between people.

Summary and Application:

Skill to practice: Understand that it is important to find the similarities among people.

My task this week: Write a short essay about why seeing similarities among people is important for peace.

Lesson 4: Story – The Storm Tribe

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- You will need the **Story Book** for this lesson.
- Ask the students to listen carefully as there will be questions afterwards.
- Speak clearly and slowly and with expression.
- Show the class the accompanying illustrations.
- The questions after the story may be answered in the students' books but it is less threatening if they are done orally.

Directions and Method:

- Read the '**The Storm Tribe**' to the students or ask one or two good readers to read the story to the class.
- When the story is finished ask the class the questions from the book. Use the sample questions to promote discussion.
- When you have asked all the questions, ask if the students liked the story and move into the discussion.

Sample Questions:

- ♣ Have you been in a situation like the boys faced?
- ♣ Why do you think that the elders and the communities did not like each other?
- ♣ Why do you think the boys felt that the animals were smarter than people?
- ♣ Does anybody here have friends outside their cultural or national group? Why or why not?

Discussion:

- ♣ Discuss with the class how they would feel if they were in the same position as the boys and what they would do if they were in the same situation.
- ♣ Explain that when we think people are different we treat them as if they are enemies and this is not a way to be peaceful.
- ♣ Explain that the importance of this story is that it shows how we are able to overcome our differences and work together because of things that are important to all of us.

Summary and Application:

Skill to practice: Remember that we all share universal needs.

My task this week: Work together with someone new on a school project.

Lesson 5: Find My Friend

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This is a lesson on affirmations and similarities and differences.
- Remind the class to think of their 'friend' and the attributes of that friend before putting up their hand.
- Pace the lesson so that it does not become very long and drawn out; if a student cannot think of attributes replace the student with somebody else.
- Make sure that the students who are guessing put up their hands and that the student at the front chooses from all sectors of the class.

Directions and Method:

- Explain to the class that they are to think of a friend and good things about that friend.
- They cannot say what the person looks like.
- A student is chosen to come from the class to stand in the front. This person describes his/her friend. For example, she is good at maths, she always does her homework and she is friendly.
- The class tries to guess the friend. If they cannot guess after three turns, allow more description.
- When the friend has been identified, choose another student.
- After about ten people have described their friends, stop the activity for discussion.

Sample Questions:

- ♣ Do you think that looking for good things about people rather than bad things helps us to be friends?
- ♣ Is it more difficult to fight with people who think well of you?
- ♣ Do you think that looking for the positive in others helps us to be peaceful? How?
- ♣ Is it hard to find good things about people who belong to different groups? Why do you think this is so?
- ♣ Have you ever looked for the good things in people from other groups before?
- ♣ Will you try to do this from now? What will you do to try to find good things in people?

Discussion:

- ♣ Explain to the students that we must look for our good qualities, not to boast about them but that so we can build on them.
- ♣ Discuss with the students that it takes practice to think positively about others if we are used to thinking only negative things, but that it is important in order to live peacefully.
- ♣ Explain that it is easy to have conflict if we think negative things about people instead of looking for the good things as we carry a lot of anger in our hearts.

Summary and Application:

Skill to practice: Look for the positive things in others.

My task this week: Praise a friend or family member for good things they do.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practised often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the students.

Lesson 6: Listening

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This lesson requires preparation.
- On slips of paper (one for each student) write topics. Some of these may be the same but there must be enough slips for each person in the class.
- Explain very clearly what the class should do.

Directions and Method:

- Explain the activity before asking the students to choose a partner. (For example, you will be asked to listen to another person tell you about something and then you will have to tell that person as much as you can remember of what they told you. Are there any questions? Now choose a partner to work with.)
- Ask the students to choose a partner they do not normally work with.
- Give each student a slip of paper with a topic on it.
- One of the pair is the speaker, the other the listener.
- The speaker talks for a minute about the topic on their paper.
- The listener must not interrupt the speaker.
- At the end of the time the listener repeats the speaker as closely as possible.
- The two students then change roles.
- Suggested topics: fire, school, water, farming, herding animals, religion, the future, trees, maths, geography, birds, favourite food, celebrations, music, history of my country, eyes, pencils, reading, languages of the world

Sample Questions:

- ♣ How difficult was it to talk about these topics?
- ♣ What did you do, to make it easier for you to listen and remember?
- ♣ How do you know if someone is really listening to you?
- ♣ What makes somebody an active listener?
- ♣ Why do you think it is important to be a good listener?
- ♣ What happens if people do not try to listen to each other?
- ♣ Can you see why active and effective listening is important for peaceful and constructive behaviour?

Discussion:

- ♣ At the end of the activity ask the class if they found it difficult to actively listen to an uninterrupted talk.
- ♣ Discuss with the class how they could have listened more effectively if they had been allowed to discuss.
- ♣ Discuss with the class the advantages of listening well.
- ♣ Discuss with the students that good listening is essential if we are to be peacemakers. It is through listening that we learn the facts, and the other person's point of view.

Summary and Application:

Skill to practice: Remember that good listening is essential in order to avoid miscommunication.

My task this week: Try to use good listening skills at home and with all of my friends.

Lesson 7: Active Listening Rules

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This activity is a discussion and board work lesson with the whole class and then in pairs.
- If the students need more work after doing this activity, do specific exercises on active listening.

Directions and Method:

- Discuss with the class what is necessary to be a good listener.
- Record the answers on the chalkboard. Try to group the responses that belong to similar categories, such as: 'interested,' 'understanding,' 'knows what I am talking about,' 'gives good advice,' etc.
- After grouping the responses, repeat the previous lesson ("Listening"), practicing the skills the students have identified.
- Explain to the class that active listening has a set of rules and that if these rules are practiced then listening and communication are much more efficient.
- Ask the students to copy down the rules (see **Annex 1**) and to try to practice them whenever they listen to other people.

Sample Questions:

- ♣ Why do you think that paraphrasing information helps us to understand?
- ♣ Why does summarising information help us to understand better?
- ♣ When do you think it may be important to get the details of information?
- ♣ Is it possible to listen well without doing these things?
- ♣ What situations require us to listen but not to ask questions?
- ♣ How do we know that we have not misunderstood?

Discussion:

- ♣ Discuss with the students whether they think they are good listeners.
- ♣ Explain that many cultures have specific ways of listening to a story that reinforces active listening rules. See if the students can identify what people do to practice good listening in their own culture and in other cultures.
- ♣ Explain that active listening means that we have a chance to understand others much better.

Summary and Application:

Skill to practice: Remember that good listening may look different depending on culture.

My task this week: Find out ways my culture traditionally practices good listening skills.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the students' names where possible.
- ✓ Remind the class that good communication skills should be practised all the time.
- ✓ If communication amongst the students is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 8: Retelling the Story

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Make sure that the students are aware of the point about adding and taking away parts of the information gets across to the students.
- If you tell a different story then the story that you tell should be quite complex and full of detail.

Directions and Method:

- Ask for three students to come to the front of the class.
- Two of these students should go outside (where they cannot hear).
- Tell the rest of the class that they need to listen carefully.
- The child at the front of the class is going to be told about something that has happened. They must try to remember and tell the next person outside.
- Tell the child (and the class) the story, as it is written below.

One day I was walking through the village and I thought I saw some people hiding in the bushes nearby. I thought they were bandits, so I started to hurry away. Just then three men came walking towards me, looking very fierce. I thought they were also bandits and I didn't know where to run. I saw an old lady waving to me and I thought she might hide me so I started to run towards her. She looked afraid and turned away. Just then one man called out and some boys came out of the bushes laughing and begging their fathers not to beat them. They had been hiding because they did not want to do their chores. The old lady had showed the men where the boys were hiding.

- One of the two students from outside is called in and the first student retells the story to the second one.
- The class should note what is said but should not help.
- The third student is brought in and the second student tells the story – again, the rest of the class should not help.
- The third student retells the story to the class.

Sample Questions:

- ♣ What was left out of the story?
- ♣ What was put into the story?
- ♣ Did anybody change the 'order' of the story?
- ♣ Why do you think that this happened?
- ♣ Why does making judgements without all the facts cause conflict?

Discussion:

- ♣ Discuss what was left out of the story or changed.
- ♣ Explain that this often happens. Only part of the story is heard. Judgements are made before all the facts are known. People remember only what is important to them.
- ♣ Explain that people will 'make up' a part of the story so that it makes sense to them. Reinforce that people do not do this in order to deceive, but that this happens because our brains try to make sense of what we hear.
- ♣ Explain that without knowing all the facts there is greater potential for misunderstanding, which can cause conflict.

Summary:

Skill to practice: Remember that without all the information there is a greater chance of misunderstandings.

My task this week: I will listen carefully and ask questions if I do not understand everything that is said.

Lesson 9: Reporters

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.
- Understand that communication is best undertaken when the person asking, allows the other to answer completely rather than cutting them short

Teacher Instructions

- Explain what the class has to do before asking them to find a partner.
- Make sure that they choose a partner they have not worked with before.
- As this is a group (pairs) activity, make sure you move around the class.

Directions and Method:

- One student should interview the other by asking questions and making notes of the answers.
- This interview should be about five minutes long.
- If the students cannot think of questions to ask give some starter questions; favourite subjects in school, favourite food, music, etc, background, family, things that have happened in their lives.
- After the first interview, the students should change so that the other student has a chance of asking the questions.
- When both students have had an opportunity to interview, choose some pairs to report to the class what they found out about each other during the interview.

Sample Questions:

- ♣ How many times did the person you were interviewing answer the question with 'yes' or 'no'?
- ♣ What sort of questions did you ask where the other person talked and explained?
- ♣ What questions made it easiest for you to get the most information?
- ♣ Is it easier to ask closed questions or open questions?
- ♣ If you need a lot of information or if you are interested in the person what kind of question should you ask?
- ♣ When does it make sense to ask closed questions?

Discussion:

- ♣ Discuss with the class how difficult it was to think of questions to help with the interview.
- ♣ Explain that questions where there is a yes/no answer are called 'closed' questions. These questions are difficult to think of when you are trying to get information.
- ♣ 'Why' questions, some 'what' and 'when' questions are 'open' questions.
- ♣ These get more information and are more interesting.
- ♣ The open questions probably help communication better than closed questions because the person has a chance to tell what they think and feel rather than waiting for you to ask them.
- ♣ Explain that when we communicate well, it is less likely that there will be misunderstandings and anger.

Summary:

Skill to practice: Communication is best when people speak and listen carefully.

My task this week: Ask open questions to discover new things about my friends and listen to their answers.

Lesson 10: Observers

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity is to demonstrate all the skills of listening and communication.
- Explain the activity clearly to the class before putting the students into groups.

Directions and Method:

- Ask the students to form groups of three.
- Remind the class that good communication involves speaking clearly, thinking about what you are going to say and then saying it so that the message is clear to the listener.
- It also involves good listening skills, paying attention to the speaker, paraphrasing, asking questions to be sure of understanding.
- One student in each group is the speaker, another the listener and the third is the observer.
- The speaker must speak for three minutes. Then the listener can ask questions and paraphrase what the speaker has said.
- The observer notes how each of the other two communicate, what skills they show and where they did not demonstrate the skills.
- Each student should have a turn in each position.
- Continue until all the students have had the chance to be speakers, listeners and observers.

Sample Questions:

- ♣ Which role was easiest to play (observer, speaker, listener)? Why?
- ♣ Which was the most difficult? Why?
- ♣ How did you decide whether the listener and speaker were using their skills as well as possible?

Discussion:

- ♣ After each round of talking, stop the class and ask the observers what they observed.
- ♣ Be sure to praise the students who have done well.
- ♣ When the activity is finished, discuss with the students what skills they have learned for good communication.
- ♣ Ask the students why these skills are important and how communication is essential for peace.

Summary:

Skill to practice: Remember that good communication involves many different skills.

My task this week: Observe others' good communication skills and think about how I can learn from them.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the students will not be able to recognise emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the students so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognize and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 11: Body Language

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This activity is an outdoor activity.
- The class expresses an emotion through their body language.
- This allows for a range of emotions and the students should be encouraged to express different emotions from each other even if they cannot name the emotion (e.g. frustration).

Directions and Method:

- Stand the class in a circle.
- Explain to the class that in this activity they have to express the emotion through their body language, for example, the way they stand or sit, what they do with their arms, the look on their face, how they hold their head, etc.
- The student who starts, acts out his/her emotion and then the next student in the circle acts out the same emotion and then his or her own emotion (ideally a different emotion from the first student).
- All the students should have a turn acting out their own emotion plus that of the person standing next to them.
- Encourage the students to think of feelings that nobody else has demonstrated.

Sample Questions:

- ♣ What different emotions did you see demonstrated?
- ♣ What are some other emotions that you sometimes feel but are not easy to demonstrate?
- ♣ Are there times when it is not good to show your emotions?
- ♣ What do you do then?
- ♣ If you are angry but you cannot show it do you become angry with somebody else (somebody younger or less important)?
- ♣ Is this fair?
- ♣ Why do you think it is important to understand your emotions?
- ♣ Does understanding make it easier to control the emotion and the effect it has on the way you behave?

Discussion:

- ♣ List the emotions that were demonstrated by the students.
- ♣ Introduce some emotions that they probably feel but cannot express: "How do you feel when...– you are not allowed out to play, have to fetch water, are wrongly accused in school etc.
- ♣ Do not dwell only on negative emotions, look for positive ones such as joy, contentment, happiness.
- ♣ Be sure to discuss with the class the various emotions and what each emotion means.
- ♣ Ask the class which emotions are acceptable and which are kept hidden and under what circumstances they are kept hidden

Summary and Applications:

Skill to practice: Remember there are situations in which it is not acceptable to express some emotions.
My task this week: Think of one situation in which it is not acceptable to express emotions and one situation in which not expressing emotions could have a negative effect.

Lesson 12: How Bad is It?

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a whole class activity, with perhaps some individual work.
- It is designed to help the students grade their emotions so that they can then judge if their reactions to these emotions are appropriate.
- *This exercise is quite difficult and may need to be repeated several times. It is not easy to view things comparatively, especially emotions. If anger is too difficult to begin with, try a positive emotion.*

Directions and Method:

- Explain to the class that this activity is about gradation of emotions, which is a way of seeing how the same emotion can occur with different strengths in different situations.
- Explain to the class that in this activity they will be asked to show the difference between things that make them only a little bit angry and things that make them very, very angry.
- Draw a line down the centre of the room on the floor or draw a line along one wall. Mark the line into ten even sections. Number the sections 1 - 10.
- Ask the class what would make them angrier than anything else. Once the class has agreed that thing becomes 10 (e.g. a friend betraying them).
- Now ask what thing should be 1, something so minor that it is just annoying, allow the class to discuss. When they have agreed it becomes 1 (e.g. breaking a pencil).
- Choose several people to tell about times that they have been angry and ask them where they would put this situation on the scale from 1-10.

Sample Questions:

- ♣ Think of times when you have been angry. What made you angry and where would you put it on the scale of 1 – 10?
- ♣ Where do you others think that incident should be (how much worse than breaking a pencil 2 steps? 4 steps? How much less than being betrayed? 1 step? 3 steps?)
- ♣ How often have you been very angry at something that was really quite small?
- ♣ Why do you think you were so angry?
- ♣ Had something else made you angry earlier?
- ♣ Is it fair to be angry with somebody when it was something else that made you angry?
- ♣ If we understand why we are angry, does that make it easier to control our anger?
- ♣ How do different situations affect your emotions?

Discussion:

- ♣ Explain to the class that it is important to realise that there are gradations of feelings and that by understanding this they can learn to analyse their emotions and their reactions.
- ♣ Explain to the class that analyzing their own emotions will help them to respond appropriately to different situations.
- ♣ Remind the students that it is always important not to let our emotions guide our actions and that it is important to think before we act so as to avoid conflict. There are steps we can take to help avoid conflict when we are very angry.

Summary and Application:

Skill to practice: Analyzing emotions can help me respond appropriately.

My task this week: Ask at home how emotions are handled traditionally in my culture.

Lesson 13: Traditions

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This lesson requires preparation from you to find out how emotions are handled in various different cultures.
- The aim is for the students to recognize their traditional ways of dealing with emotions and to understand when and where these are effective.
- This is a group activity, which requires some bookwork.

Directions and Method:

- Divide the class into five groups.
- Ask each group to discuss and list ways they have been told (by their community) to handle various emotions.
- The groups should also discuss who told them to behave this way (e.g. parents, grandparents, community elders, teachers, neighbours etc.).
- When the groups have a list of ways of dealing with emotions, ask the groups if they see these ways demonstrated by other people in the community.
- Ask if the people who demonstrate these ways have the respect of others in the community?
- Ask the students why they think this may be so.

Sample Questions:

- ♣ What are some of the traditions that you have learned help you to control your emotions?
- ♣ How are you taught these things?
- ♣ Has anything changed that makes these traditions inappropriate now?
- ♣ Why is it important to understand our emotions?
- ♣ How does understanding our emotions make it easier to control them?
- ♣ Does it make it easier to control your negative emotions if you understand why the other person acts the way they do? What are some examples of this from your own experience?

Discussion:

- ♣ Discuss with the students that communities develop ways of dealing with all human problems.
- ♣ Sometimes these do not work when circumstances change and then we have to look for new solutions.
- ♣ Discuss that when we know why certain things are in our culture then we know how to modify them for the changing circumstances.
- ♣ Remind the class that although traditions and ways of dealing with emotions are different, they serve the same purpose and it is important for us to respect them all.

Summary and Applications:

Skill to practice: Understand my own culture's way of handling emotions.

My task this week: If someone is angry at me, ask them to explain why rather than getting in a fight.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to students who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 14: Perceptions – Women

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Be sure that you have the perception cards of the women.
- Remind the class that each person should say what they see, not just say what everybody else says.
- Move around the class when showing the card so that you can be sure that every one has seen it properly and everyone is involved.

Directions and Method:

- Use the perception cards and show them to the class asking what they see.
- Move around the classroom getting as many different answers as possible.
- When there are some different answers, explain that there is no single correct answer; people see things in different ways.
- Ask if anybody can see it in the same way that somebody else has described, or if they can only see it their own way.

Sample Questions:

- ♣ What different things did people see in the card?
- ♣ Why do you think that we see things differently?
- ♣ What do you think will happen if people really believe that their perceptions are the truth?
- ♣ What happens when people act on untruthful perceptions?
- ♣ How can you tell the difference between truth and perceptions?
- ♣ Why is it important to listen to other people's points of view?
- ♣ Why do you think it is important to try to see things a different way than you usually do?

Discussion:

- ♣ Explain to the class that perceptions are developed by the way we think, the things we have been taught and our experiences.
- ♣ Discuss with the class the fact that there is no one right or wrong perception.
- ♣ It is important to try to see beyond your own perception and understand other people's point of view.
- ♣ Explain to the class that as long as our perceptions are not cruel or hurtful they are not harmful, but often perceptions are judgements and often these judgements are made without having enough information. This can lead to stereotypes and to conflict.
- ♣ Explain that when we can see other people's point of view we have empathy with those people and that helps us be more peaceful.

Summary and Application:

Skill to practice: Understand that people have different perceptions based on their knowledge and experiences.
My task this week: Think back to an argument you had recently. Try to explain the other person's side to a friend.

Lesson 15: Story – Broken Trust

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This lesson requires the **Story Book**.
- Read clearly and with expression, or let two or three students read the story to the class.

Directions and Method:

- Read the story “Broken Trust” to the class.
- Ask the questions at the end of the story to make sure that the students really understand the story.
- Use the sample questions to stimulate discussion.

Sample Questions:

- ♣ Do you know of a situation where trust has been broken?
- ♣ Has this caused a problem?
- ♣ How difficult is it to regain trust if you have betrayed someone?
- ♣ How do we overcome the problem of broken trust?
- ♣ What lessons have you learned in Peace education that would help you to regain trust?

Discussion:

- ♣ Explain that trust is built on mutual respect between people and that this respect requires an understanding of other people’s situations.
- ♣ Discuss with the class that our perceptions of other people are not always correct and therefore it is important to get to know people before making judgements about them and about what their life is like.
- ♣ Explain that understanding other people and having empathy for them is important for avoiding conflict and achieving peace.

Summary and Application:

Skill to practice: Having empathy for others is an important part of maintaining their trust and respect.

My task this week: Try to understand the reason why some people act differently than me.

Lesson 16: How Do You Feel?

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This lesson requires preparation from you. Prepare the role-play cards so that there are enough for the class.
- This is a 'pairs' activity and role-play.
- If there are too many role-plays for one lesson this lesson can be extended to the following lesson.
- These role-play cards only give the situation, not how the person should act, so move around the groups to make sure that the students have ideas as to how they should act.

Directions and Method:

- Ask the students to choose a partner.
- Give out the role-play scenarios; one to each pair. *[You will have to make copies and some pairs will then have the same role-play – this does not matter, it will be good for the class to see how different children react].*
- Ask for a volunteer pair to act out their role-play in front of the class.
- Ask the audience who they think is right and who is wrong.
- Allow more role-plays to happen so that all five of the set have been performed.
- Now ask the students to change roles, but tell them that they should keep in mind how it felt when they were 'on the other side'.
- This understanding of how the other person feels is called empathy.

Sample Questions:

- ♣ How are the role-plays different?
- ♣ How did you feel playing the first role?
- ♣ How did you feel playing the other role but still keeping in mind the way you felt when you played the first role?
- ♣ What do you think the following saying means: "Do unto others as you would have them do unto you"?
- ♣ How is this different from "Do unto others as they do to you"?
- ♣ What are some ways you think empathy can be improved in the class? In your community?

Discussion:

- ♣ Discuss as a class how empathy can be improved in the classroom and in the playground.
- ♣ Discuss with the students that having empathy means not trying to get revenge or pay back.
- ♣ Tell the class that it requires a great deal of courage to try to see things from another person's point of view.
- ♣ Explain to the class that even though it is difficult, having empathy is very important for avoiding conflict.

Summary and Application:

Skill to practice: It is important to try to understand other people's point of view

My task this week: Try to think of ways I can be more empathetic at home and at school.

Co-operation

Teaching Tips

- ✓ Whenever you ask students to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise students who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the students of how helpful it is to respect others.
- ✓ Make sure that you tell the students that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage students to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the students.
- ✓ Remind the students that co-operation is a choice that needs to be constantly made.

Lesson 17: Stone Carry

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This activity requires preparation as every student will need a small flat stone (or something similar) that can be carried on one's head.
- This activity is a variation of the Freeze tag lesson (Grade 2 Lesson 18) and encourages cooperative behaviour to accomplish a group goal.
- After introducing the lesson (including how students are to freeze and unfreeze and the goal of the game), move the students outside and remind the children to be considerate of other classes.

Directions and Method:

- Draw two long lines on the ground (between 15-20 metres apart).
- Distribute the stones and have the students place them on their heads. Give everyone a chance to walk around a little bit. They are not allowed to use their hands to hold the stone in place.
- The goal of the game is to have everyone move from one line to another. If a stone falls, that child is frozen. The only way to get unfrozen is for someone to pick up the stone and put it back on the child's head. (But if their stone falls while they are helping, they are also frozen until someone helps them.)
- Start the game, reminding the children that the goal is to get to the other line. Playing the game yourself allows you demonstrate how to help others.
- It often only takes a few minutes for everyone to be frozen. Replay the game a few times, trying to improve the group's chance of getting everyone to the other line.
- Return to the classroom to discuss the activity.

Sample Questions:

- ♣ How difficult was it to do?
- ♣ How did you feel when you couldn't move?
- ♣ Did you ask people to help you?
- ♣ Did you help others?
- ♣ What other ways can we help people?
- ♣ What other ways did people help you?
- ♣ How can we relate this to our life together?

Discussion:

- ♣ Discuss with the students how they co-operated with each other in order to succeed and how this can be related to their daily lives.

Summary and Application:

Skill to practice: Co-operate to help others succeed.

My task this week: Find someone who seems to need help and co-operate with them to finish the task.

Lesson 18: Picture Puzzle

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities.

Teacher Instructions

- This lesson requires preparation from you.
- Cut up as many pictures (or posters) as you have groups (about eight)
- Keep the pieces of each picture separate.
- This activity is a small group activity requiring trust and co-operation.
- The groups must not speak when trying to find the pieces to the picture and each student should hold the pieces they were given.

Directions and Method:

- Divide the class into groups.
- The groups should not be larger than ten.
- Cut up any large pictures (either printed or drawn), one for each group.
- Because these are senior students the pictures should be quite complex.
- Each group will work on putting together one picture. The pictures should be cut up into enough pieces so that each child gets at least four pieces of the cut up picture.
- Together the group must put the picture back together by putting their individual pieces together.
- The group cannot talk to each other.
- If this activity is too simple: then divide each group into three sub-groups with one person who must go from group to group to gather the pieces needed.

Sample Questions:

- ♣ Was the picture easy to reassemble?
- ♣ What made it difficult?
- ♣ Was it easier or more difficult when you could not talk about which pieces you needed?
- ♣ How well did you co-operate?
- ♣ Did you try to share ideas even though you couldn't speak?
- ♣ Did anybody in your group get angry? Why?
- ♣ Does this happen in life when we are trying to solve a problem?
- ♣ What have you learned about co-operation from this activity?
- ♣ How important do you think co-operation is?

Discussion:

- ♣ Discuss whether it would be possible to put the picture together without co-operating.
- ♣ Discuss with the students how important co-operation is in solving problems.
- ♣ Explain that when people co-operate and use empathy (understanding the other person's point of view) many problems can be avoided.
- ♣ Explain that frustration and anger are emotions that do not achieve peace.

Summary and Application:

Skill to practice: Be willing to help others.

My task this week: Co-operate with someone with whom I do not usually co-operate.

Assertiveness

Teacher Tips

- ✓ You will need to explain very carefully the principles behind assertive, aggressive, and submissive behaviour and remember that there will be differences of opinion in what is appropriate behaviour for particular groups. For example, what is seen as assertive in one group may be seen as aggressive in another.
- ✓ Definitions of these behaviours:
 - ***Assertive behaviour** is when the person states “I” rather than “You”. There is no blame involved in assertive behaviour, no accusations. The person looks at both his/her own needs and the other person’s needs. He/she is not intimidated by another person’s aggressive behaviour, nor do they take advantage of another person’s submissive behaviour. An assertive person respects the rights and feelings of others as well as their own rights.*
 - ***Aggressive behaviour** is when a person knows what they want and demands it without regard to the rights or feelings of the other person. If an aggressive person feels an injustice has been done, they are quick to blame somebody else and they may take pride in intimidating others.*
 - ***Submissive behaviour** is when a person allows the other person’s wishes to always override their own. A submissive person puts the other person’s rights above their own. They will accept blame and injustices without speaking out and bury resentment inside.*
- ✓ Do not accept biased statements from the students ~ point out any bias and briefly review the meaning of the term if necessary.
- ✓ When you are doing a group activity, form the groups quickly either by counting off a certain number of students or by asking the students at every odd row of desks to turn to face the students behind them.
- ✓ Move around groups while they are working, but do not interfere unless the group obviously does not understand.
- ✓ Correct groups or guide them while they are in their small groups. Do not wait for groups to bring their ideas to the rest of the class and then correct them. This prevents negative ideas being presented to the whole class and prevents students from feeling foolish.

Lesson 19: What Is Assertiveness?

Objectives:

This lesson will help the students to:

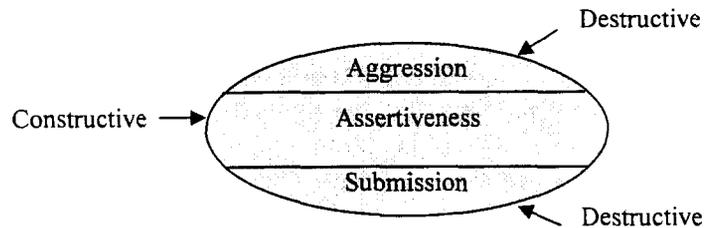
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a chalkboard and discussion activity.
- Draw the diagram on the chalkboard before the lesson.

Directions and Method:

- Draw the diagram below on the board.



- Discuss the diagram and the meaning of each of the words.
- Write the definitions that the class agrees upon for each of the words.
- Discuss why assertiveness has been labelled constructive behaviour while aggression and submission have been labelled destructive behaviours.

Sample Questions:

- ♣ What is aggression?
- ♣ Why is aggressive behaviour labelled 'destructive'?
- ♣ What are some examples of aggressive behaviour?
- ♣ Why do people think that sometimes aggressive behaviour is good?
- ♣ Will you always have the power if you are aggressive?
- ♣ What is submission?
- ♣ Whose rights are denied when people are submissive?
- ♣ Does being submissive mean being respectful?
- ♣ Can you be respectful without being submissive?
- ♣ Whose rights are accepted if there is assertive behaviour?
- ♣ Why is it important that all people's rights are acknowledged?
- ♣ How does this help develop constructive peaceful behaviour?

Discussion:

- ♣ Assertiveness is not the same as 'a bit aggressive'. Assertive is making sure that everybody's rights are accepted. It does not mean that one side is disrespected.
- ♣ Aggression and submission are both destructive behaviours because when people's rights are not acknowledged it leads to conflict.
- ♣ Although these are culturally determined, if we keep in mind that all people have the right to dignity and respect then we will only be assertive, no matter how angry we become or how frightened we may be.
- ♣ Assertive behaviour takes skill, practice and courage.

Summary:

Skill to practice: Making sure that I respect the rights of others as well as my own.

My task this week: Practice being assertive rather than aggressive or submissive.

Lesson 20: What Do You Think?

Objectives:
This lesson will help the students to:

- Develop and practice appropriate assertiveness in their daily lives.
- Recognize and differentiate aggressive, assertive, and submissive statements.

Teacher Instructions

- This is a small group activity to categorise statements as aggressive, assertive or submissive.
- Write the words aggressive, assertive and submissive across the board.

Directions and Method:

- Form the class into small groups of four to five children per group.
- Explain that you are going to read some statements. In their groups, they must decide whether each statement is aggressive, assertive or submissive.
- They should number each statement and write what they have chosen for each, as we will discuss all the responses at the end.

▪ Read out the following statements:

1. <i>'Stop that shouting!'</i>	2. <i>'I know you'll think I'm mad but...'</i>
3. <i>'This is only my opinion, but I think we could try...'</i>	4. <i>'I feel frustrated when I talk to you but you don't listen'</i>
5. <i>'You're just being stupid when you talk like that'</i>	6. <i>'Let the others go ahead to the party, I will stay and do this work'</i>
7. <i>'I need to think about what you have said before I make a decision'</i>	8. <i>'But I want to go now and I don't see why we should all have to wait'</i>
9. <i>'You're afraid, everybody else says it will be okay; you must be just stupid'</i>	10. <i>'If you feel like that, that is your opinion, but I can't agree'</i>

- Move around the groups while they are working but do not interfere unless a group obviously does not understand.
- When all the groups have finished, ask how many groups thought each statement was aggressive, assertive, or submissive. Write the number of each under the appropriate word on the chalkboard.
- Do not comment on the responses given by the groups until you have all the responses to all the statements.

Sample Questions:

- ♣ How does tone of voice affect our perceptions of people's aggression?
- ♣ What is an example of something you heard a girl/woman say that was assertive? Is it still assertive if a boy or man says the same thing?
- ♣ What is an example of something you heard a boy/man say that is assertive? Is it the same if a girl or woman says it?
- ♣ How does understanding the differences between these types of responses lead us towards peace?

Discussion:

- ♣ Ask the groups why they chose the responses that they did.
- ♣ Discuss that when people call other people cruel names this is always aggressive.
- ♣ Discuss also that when other people's needs are always put first, that is submissive.
- ♣ Remind the students that assertive behaviour is when a person treats others with respect, listens to the other person's point of view, and states her/his own point of view clearly but not aggressively.
- ♣ Discuss with the students that assertive behaviour is when *both* parties are treated with respect, respect for others and respect for self.

Summary:
Skill to practice: Differentiate between statements that are assertive, aggressive, and submissive.
My task this week: I will make assertive rather than aggressive or submissive statements.

Analysis

Teacher Tips

- ✓ Each time you do one of these lessons refer to the fact that the students are analysing the content of the story.
- ✓ Make sure that you have read and have prepared questions for each of the stories that you read to the students.
- ✓ Go through the comprehension questions when you have finished reading each story.
- ✓ Do not ask the questions as if they are a test. All the questions are deigned to stimulate discussion, so ask the questions in a normal conversational voice and really listen to the responses.
- ✓ All the stories in the Peace Education programme have comprehension questions and activities associated with them. While only some of these are analysis questions, the following specific activities to improve the skills of analysis can also be undertaken.

Lesson 21: Poetry – Homeless

Objectives:

This lesson will help the students to:

- Develop an ability to analyse information.
- **Analyse situations in order to deal with them constructively.**

Teacher Instructions

- You need the **Story Book** for this lesson.
- This is a comprehension activity with the emphasis on analysis.
- As these are senior students you should be able to ask for some skilled analysis.
- You may use the poem ‘Homeless’ or any of the stories, poems, songs and articles to help the students develop the skill of analysis.

Directions and Method:

- Read, or ask the students to read ‘**Homeless**’
- Ask what the poem is about and what feelings it creates in the reader?
- Go through the questions in the **Story Book**
- Use the **Sample Questions** to stimulate discussion

Sample Questions:

- ♣ What emotions does this poem make you have?
- ♣ Can you empathise with the characters?
- ♣ What else do you need to know before being able to really understand the poem?
- ♣ Does knowing that the author is a refugee help in analysing the meaning of the poem?
- ♣ How does analysis help you to understand?
- ♣ Why is this important for constructive and peaceful behaviour?

Discussion:

- ♣ Discuss with the students that analysis is the ability to look at things logically and objectively. It requires careful listening/reading and an awareness of the writer’s or speaker’s point of view.
- ♣ Explain to the students that analysis helps us to perceive bias in the things that people say which helps us determine whether those people hold prejudices.
- ♣ Explain to the students that the analysis work they have done is to help them to practice the skill of analysis. Point out that this means that they will have to think more carefully before they speak as well as each one of us has biases.

Summary:

Skill to practice: Question the opinions and information I am given to become more skilled at analysis.

My task this week: Use my understanding of empathy to really analyse situations.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some students will be insecure, so you need to encourage the students to try.
- ✓ You will need to be aware that some students may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the students develop an understanding of looking at problems and working out possible solutions.
- ✓ The students should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the students really think about the answers.
- ✓ These are discussion lessons, so allow the students to discuss the solutions they may have before answering.
- ✓ Encourage the students to think of ways that they can solve the problems.
- ✓ Talk to the students about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the students will want to refer some problems to an authority. While this is not to be discouraged, the students need to be made aware that the people in authority are not always available.
- ✓ Point out to the students that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When students are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the students may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the students empathize with the 'other side.'

Lesson 22: Snakes and Houses

Objectives:
This lesson will help the students to:

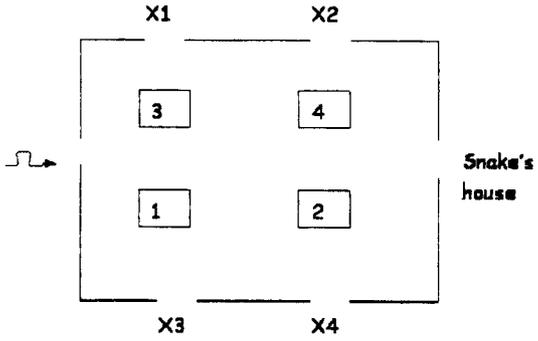
- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- Have the picture ready on a card or draw it clearly on the board.

Directions and Method:

- Draw the diagram on the chalkboard.



- Explain that the Xs represent four men who each live in the house with the same number as they have. The arrow represents the snake.
- The snake lives in the house opposite (outside the compound).
- Each of the men and the snake must go home by going into the compound, but without crossing the tracks of the snake or each other.
- How do they do it?
- Do not allow the students to change the story – the men and the snake must all pass through the compound and must not cross each other's tracks and you cannot kill the snake.

Sample Questions:

- ♣ Why was the problem difficult?
- ♣ Did you try different ways or did you find yourself trying the same way over and over?
- ♣ Are there different ways to solve this problem?
- ♣ Did you make assumptions when trying to solve this problem (like the snake will go in a straight line across the compound)?
- ♣ If you found different ways to solve the problem, is one way right and the other way wrong?
- ♣ Does this happen in real life when we make assumptions that do not lead us to a solution?
- ♣ Do we often think that our way of solving problems is the only way?

Discussion:

- ♣ Discuss with the students what assumptions they made when trying to solve the problem.
- ♣ Explain that this problem should make them think about how difficult it is to solve a problem when assumptions are made (as this often gives wrong information).
- ♣ Discuss problems that they have seen which were not solved because of assumptions made. [Note: this is difficult, as people don't usually know that they have made assumptions.]
- ♣ Ask the students to think back to all the problems they have done in Peace Education classes and what they have learned from all the different kinds of problems.

Summary and Application:

Skill to practice: Checking all the facts to make sure that I am not making assumptions

My task this week: List all the principles I need to be a good problem solver

Lesson 23: The Beautiful Girl and the Moneylender

adapted from Edward de Bono

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- You will need the **Story Book** for this lesson.
- This is a story and small group lesson.
- Tell the story before you ask the class to form small groups.
- Make sure that the groups are different to other groups that have been formed for other lessons.

Directions and Method:

- Explain that you are going to tell a story and that the class is to try to find a solution to the problem in the story.
- Explain that they must try to find a solution that helps *both* the girl and her father.
- Read the story “**The Beautiful Girl and the Moneylender**” that is in the **Story Book**.
- Form the class into groups of eight to ten.
- Allow the groups ten minutes to try and find a solution.
- Bring the groups back together for the discussion.

Sample Questions:

- ♣ Was this problem more difficult than the others you have worked on? Why?
- ♣ What is the problem from the father’s point of view? From the moneylender’s? From the girl’s? Are the problems all the same?
- ♣ Can you find a solution where nobody is hurt or made a fool of?
- ♣ When our values affect how we see things, does that make it more difficult to solve the problem fairly?
- ♣ Does anybody suffer with the solution you found?
- ♣ If the moneylender does not get his money but is not shamed before others is that acceptable?
- ♣ Why or why not?
- ♣ Did anybody propose a solution where the moneylender did not get to marry the girl and was not exposed as a cheat either?

Discussion:

- ♣ Explain that there is no single correct answer to this story.
- ♣ Ask groups for their answers.
- ♣ Once you get the same answer, ask if any groups have a different answer.
- ♣ Explain that solutions that involve a loss on somebody’s part (freedom, dignity, choice) are generally not sustainable and then another problem will occur which has the same basic cause (such as revenge).
- ♣ One answer is the girl takes out a stone and fumbles and drops it on the path. As it is not possible to tell which stone she dropped she says, ‘Oh, I am sorry, but I know we can look in the bag and see which colour stone is still in the bag and then we will know which stone I pulled out!’
- ♣ The most important thing here is not that there is an answer but that the students learn that often there are many solutions to a problem, and some solutions allow a ‘win-win’ result while others only allow a ‘win-lose’ solution.

Summary and Application:

Skill to practice: Think of solutions that are “win-win” when confronted with problems.

My task this week: Look for several solutions to any problem that I may have

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for students to use in resolving interpersonal conflicts.
- ✓ The Guide gives student a framework for negotiating when there is a problem and will be the basis for the questions.
- ✓ The key to using this Guide is to start early and repeat often. The students will internalize the process as they have experience with it and see its effectiveness.
- ✓ The Guide consists of four levels that are increasingly complex and are used as students progress through the programme.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the students are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if people at the side of the class have their hands raised.
- ✓ When working with senior students remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and to utilise the skills they have learned here.

Lesson 24: What is the Problem?

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You will need the **Level II Negotiation Guide** (Annex 2) and the **Story Book**.
- Have the Guide on the chalkboard
- The sample questions are just suggestions – add or delete questions depending on the class' focus.

Directions and Method:

- Read part 1 of the story “**What is the Problem?**” to the class or have one or two good readers read it. This story involves two potential friends who end up very hurt and angry.
- Go through the comprehension questions with the class.
- Draw the **Level II Negotiation Guide** (see Annex 2) on the chalkboard.
- Go through the **Sample Questions** to fill in the guide
- Use the guide to explore what might have happened instead to have produced a more constructive outcome. Start at the point when angry words started.
- Ask the class to brainstorm all the possible solutions that they can find.
- Discuss how the guide can be used for solving problems.

Sample Questions:

- ♣ How could one have invited the other to talk? (What words could they use?)
- ♣ Is this a good time for them to talk? How could they calm down in order to be better ready to talk reasonably?
- ♣ Where would be the best place for them to go to talk? In front of Kris's mother's stand? In the street?
- ♣ What happened from each person's point of view? Why is it important that each person know what actually happened to the other person? What is gained by having the two parties share the information about what happened?
- ♣ How has this problem affected each person? Include both the practical effects and the feeling effects.
- ♣ What is the real problem here from each person's point of view? What needs to be fixed?

Discussion:

- ♣ Test the brainstormed list of solutions by asking the following for each:
 - Would you be happy with this solution?
 - Is this solution fair for both people?
 - Is this solution realistic?
- ♣ Discuss which solution is the best one.
- ♣ Discuss using the Negotiation Guide for solving problems. Would you change the questions?
- ♣ Discuss how the Guide might be applied to the students' own lives.

Summary and Application:

Skill to practice: Using the steps in the Negotiation Guide when I have a problem

My task this week: Before I get angry, remember to ask the other person to talk about the problem.

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage students to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the students who have prepared their role play, but have not yet performed it, do not carry the emotions of the conflict role play with them.

Lesson 25: Mediation: Facilitating Negotiation

Objectives:

This lesson will help the students to:

- Understand what is involved in mediation.
- Develop skills in a conflict resolution process which can help in daily life.

Teacher Instructions

- This is an extension activity from the previous lesson.
- You will need the **Level II Negotiation Guide** (Annex 2), the **Principles of Negotiation** (Annex 3), and the **Story Book**.

Directions and Method:

- Remind the students that a mediator’s role is to be a model of good negotiation. A mediator uses all the skills we have learned in peace education and helps those in conflict to use them too.
- Briefly review the steps in the **Level II Negotiation Guide** (see Annex 2).
- Summarize part 1 of the story ‘**What is the Problem?**’ and read part 2 from the **Story Book**.
- With one student volunteer as the mediator and two students as the disputants, act out the story in more detail. The mediator should help the disputants by asking appropriate questions and summarizing the answers. The mediator may refer to the guide as much as is needed.
- At the end of the mediation, have the class reflect on the solutions and the process with the questions in the **Sample Questions**.

Sample Questions:

To the mediator:

- ♣ What was the most effective part of your mediation?
- ♣ What was the most difficult?

To each disputant:

- ♣ What questions helped you solve the problem?
- ♣ Did the questions help you to see the problem more clearly?
- ♣ Did the questions help you to see the difference between fact and feelings?
- ♣ Do you feel that the solution is fair?

To the class:

- ♣ What parts of the mediation process were most effective?
- ♣ What parts were not so effective?
- ♣ How fair and lasting do you think this solution is?
- ♣ What skills of peace education did the mediator use?
- ♣ When do you think being a mediator would be effective?
- ♣ When do you think you should not try to be a mediator?

Discussion:

- ♣ Discuss with the students how a mediator can help people come to a solution and what the process is to do that.
- ♣ Discuss when being a mediator is appropriate and when it is not.

Summary and Application:

Skill to practice: Use the questions in the Negotiation Guide when I am faced with a problem.
My task this week: Remember the steps involved in the Negotiation Guide and use them when necessary.

Conflict Resolution

Teacher Tips

- ✓ As many of these lessons involve reading the story, remember to speak clearly and to read the story yourself before the lesson.
- ✓ Remember to move around the groups during group work to make sure that everyone is involved.
- ✓ The questions/statements should be written on the board. Remember to write clearly and from left to right.
- ✓ Be sure to remind the class, that students who act out part of the story, are taking on the characters in the story and should not be judged.
- ✓ Make sure that students who have been acting characters from the story have the time to be themselves before the end of the lesson.

Lesson 26: Drama – What is the Conflict?

Objectives:

This lesson will help the students to:

- Understand what is involved in conflict resolution.
- Develop skills in conflict resolution which can help them in daily life.

Teacher Instructions

- This lesson introduces an important distinction between a problem and a conflict.
- Be aware of the links yourself and be prepared to ask questions to help the students see that the links include emotional reactions, revenge and bias.

Directions and Method:

- Revise the differences between a problem and a conflict and the link between the two.
- Explain to the class that they will divide into groups and develop a role play that they will act for the rest of the class.
- This must be about a real problem they know of that is growing towards a conflict. If it is a local problem they should change the names of those involved to respect the individuals' privacy.
- Divide the class into groups. Allow the groups five minutes to prepare their drama.
- Ask the first group to perform their drama.
- Discuss with the class what the people in the role-play really need (which may be different from what they ask for). Write the following questions on the board to guide discussion:
 - Is this different to the position they have taken?
 - What does each person in the conflict need?
 - What is stopping them from getting what they need?
- Repeat this process with several of the role-plays until the class can distinguish between the position taken by the people in the role-play and their underlying needs.

Sample Questions:

- ♣ Are the characters angry or proud or stubborn?
- ♣ Does this stop the conflict from being solved? How?
- ♣ What does each side want?
- ♣ What does each side actually need?
- ♣ If they had no bad feelings towards the other side, what would have to happen to make one side happy?
- ♣ Does this hurt the other people?
- ♣ What would have to happen to make both sides happy?
- ♣ Could the conflict have been avoided? How?
- ♣ What are some of the principles you have been learning that could be useful in these situations?

Discussion:

- ♣ Discuss with the class that conflict resolution should focus on the needs of each person while acknowledging the emotions or position.
- ♣ Discuss that the position that people take is often determined by their status, emotions and sometimes by fear. The needs of each person are determined by something that is necessary.
- ♣ Explain to the class that conflict resolution cannot be taught by just doing some activities in class. They must be prepared to think of these skills and principles try to use them, each time a conflict arises.

Summary and Application:

Skill to practice: Remember to acknowledge positions but respond to needs when looking at conflicts.

My task this week: Recognise the difference between positions and needs

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 27: I Used to ...

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- You will need a container of some kind (hat/bucket/ piece of cloth) to hold the students' small pieces of paper.

Directions and Method:

- Ask students to brainstorm some of the topics and concepts they have learned in peace education this year. List these on the chalkboard.
- Then write on the board, "I used to (think/feel/believe) ... Now I..." and give a few examples of how one could finish the sentence. (For example: I used to lose my temper often. Now I manage my emotions by breathing deeply. I used to think that my point of view was right. Now I understand that we can have different points of view.)
- Tell students that they should write their sentence on a small piece of paper. They should not put their name on the paper.
- Collect the pieces in your container. Redistribute the papers and have the sentences read out loud by another student. (In other words, nobody should read their own paper) If time is short, select a few to be read.
- Tell the students that you hope to continue to see these changes and developments again next year.

Sample Questions:

- ♣ What did you notice about the sentences?
- ♣ Were they very similar?
- ♣ Were they different?
- ♣ Why do you suppose that is?
- ♣ Did you choose your topic because it is the most important thing about peace or because it was the most fun?
- ♣ Did you think it would be fun to learn about peace?
- ♣ Do you think that this helps you to be peaceful?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think and takes practice.
- ♣ Explain that if we are to have peace it is every person's responsibility, not just the responsibility of the leaders.
- ♣ Thank them for their efforts

Summary and Application:

Skill to practice: Understand the behaviour of every individual is important when it comes to peace.

My task this week: Share your sentence with a family member or friend.

Grade 6

As the students are now in a senior grade the work this year emphasises the synthesis of the skills, values and attitudes, which are components of peace. Therefore, in this grade, there is less emphasis on intra-personal skills (those within ourselves) and more on skills that relate to others. This means that the students must use the intra-personal skills from previous years, and you, as the teacher, need to watch for these skills and reinforce them.

If this is the first year the class has done Peace Education, it is important that the students understand why they are doing this subject. Go through some of the lessons in the earlier grades if you feel that they are more appropriate, or where you feel that the students need extra work in particular skill areas. Be aware, however, that the topics go in a particular order because they build on each other. If you substitute any lessons, be sure they are from the same topic area.

Remember that we all need positive reinforcement. If you see positive, constructive peaceful behaviour, whether it is in the classroom or anywhere else, be sure to commend the students involved. Try to break the habit of only looking for destructive behaviour.

Lesson Requirements

Lesson number	You will need ...
Lesson 8	▪ The Active Listening Rules from Annex 1
Lesson 10	▪ The picture cards
Lesson 12	▪ To research the traditions used by the cultures represented by the students to deal with their emotions
Lesson 13	▪ The vase and two faces perception card
Lesson 14	▪ The role-play cards
Lesson 15	▪ The proverb cards or a list of proverbs that are more suitable for your students
Lesson 19	▪ The story ' What Debra Should Do ' from the Story Book
Lesson 25	▪ The story ' How Can We Decide? ' from the Story Book ▪ The Level III Negotiation Guide from Annex 2
Lesson 26	▪ The story ' How Can We Decide? ' from the Story Book ▪ The Level III Negotiation Guide from Annex 2

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- Introduce this lesson as the first as part of the Peace Education program.
- If the students have done Peace Education in previous grade, review the material they have already covered.

Directions and Method:

- Ask the students to tell you what they think of when they hear 'Peace Education.' If they have already participated in the Peace Education program, ask for a volunteer to tell about what they did as part of the program.
- Ask the students what they think the word peace means. Write all suggestions on the board.
- Ask what they think the word conflict means. Write all these words on the board.
- Ask the students what they think are the causes of conflict. (If necessary go through each suggestion they have made about what conflict is and ask what causes it). Write these on the board.
- Explain that Peace Education is meant to help deal with and avoid these conflicts in order to help achieve peace. Relate specific conflicts and their causes to different parts of the Peace Education course (for example: disagreements can be solved by mediation, etc.)

Sample Questions:

- ♣ Why do you think conflict exists?
- ♣ What are some ways you can think of for dealing with conflicts?
- ♣ How do you think it is possible to avoid conflict?
- ♣ Why do you think peace is important?
- ♣ What do you think is necessary in order for peace to exist?
- ♣ How do you think you can help create peace in your community?
- ♣ What traditions are there in your culture to help maintain peace?

Discussion:

- ♣ Reassure the students that if they don't have answers to these questions it is OK; that they will learn a lot more about peace throughout the programme.
- ♣ Discuss that act that peace is more than an absence of war (or conflict) and therefore there are skills for all of us to learn if we are to achieve long lasting peace.
- ♣ Explain to the students that this course is going to give them some skills so that they can achieve peace and avoid conflict.
- ♣ Explain that creating peace is hard work but that the Peace Education course should be a lot of fun.

Summary and Application:

Skill to learn: Understand the importance of peace

My task this week: Write a short essay about a situation in which disagreements were solved peacefully

Lesson 2: What Are Our Rules?

Objectives:

This lesson will help the students to:

- Recognise the importance of class rules that create a peaceful classroom.
- Understand and focus on the aims of the course.

Teacher Instructions

- This lesson should help establish a classroom where the principles of Human Rights are respected so that the students have a living model of Peace Education.
- Let the students establish the rules as much as possible with you guiding them but not telling them what to do.

Directions and Method:

- Ask the students why they think rules are important.
- Ask the students what rules they think there should be in a class about Peace Education.
- Write down all of the answers the students give.
- Remind the class that Peace Education is based on the idea of Human Rights and equal treatment of all people. Ask what classroom rules will help make sure everyone is treated fairly and equally. Write these down.
- Remind the students that consideration and co-operation are necessary for peace. Ask what rules will help the classroom be a place of consideration and cooperation. Write these down.
- At the end of the activity ask for a few volunteers to write a chart of the rules that can hang in the classroom. If more than a few students want to participate, create more than one chart and hang them all up.

Sample Questions:

- ♣ Why are rules necessary?
- ♣ Who should enforce the rules we have just created?
- ♣ What should happen when somebody breaks a rule?
- ♣ What do you think the 'rules' of Human Rights are?
- ♣ Human Rights are about treating people equally and with respect. Do our rules help us to do this?
- ♣ How can you try to make sure these rules are followed outside of the classroom?
- ♣ What rules are there in your culture for keeping things peaceful?

Discussion:

- ♣ Explain that Peace Education will help us be peaceful but only if we follow the rules.
- ♣ Remind the class that these are their rules that they have established and therefore expectations for them to follow the rules are even higher than for other rules.
- ♣ Tell the class that they should feel free to suggest other rules as the program continues if they feel something is missing.

Summary and Application:

Skill to learn: Rules help maintain peace when we make and follow them together.
My task this week: Think of one additional 'rule' that is important for Peace Education.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The students must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for students to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the students will see this. Be very careful not to show any bias during these lessons.

Lesson 3: Find Your Groups

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This lesson provides the groundwork for much of the rest of the programme.
- The aim is to ask the students to form groups according to as many different attributes as you can find. These need to be called out as soon as the students have had a chance to look at the groups they are in. Then the groups should change.
- Think about the categories before seeing the class but be aware that you may have to alter your plan according to the children.
- Never be afraid to respond to the needs of the class, but respond to their needs not your own.

Directions and Method:

- Explain to the students that they must form groups according to what you call out. They must do this as quickly as possible and find others who belong in their group.
- As the students may have done this activity in an earlier grade, make the categories more abstract: for example, everybody who likes maths, everybody who likes eating, everybody who likes English.
- If you use these types of categories there should be an opportunity for discussion about what happens when a person belongs to two or more groups, but can only join one.
- Again as soon as the groups have formed and the students have a chance to check that everybody in the group should be in that group, call out a new category.
- After four or five different categories ask the students to sit down (if you are outside then they just need to gather around you).

Sample Questions:

- ♣ How difficult was it to find your groups?
- ♣ How did it feel to be in so many different groups?
- ♣ How do you usually decide what groups you should be in?
- ♣ If the groups were based on similarities, why do you think that we concentrate on differences?
- ♣ How do you usually act towards people in different groups than you?
- ♣ Were there times when you felt you could have been on two groups at the same time? What did you do?
- ♣ Do you think that this happens in real life? What do we do then?
- ♣ Is it fair to act badly towards somebody in a different group?

Discussion:

- ♣ Discuss with the students that groups are necessary for societies, but that when we discriminate between groups this causes conflict.
- ♣ Discuss with the students that we are similar to some people for some reasons and other people because of other reasons, but that it is always important to look for similarities rather than concentrating on differences.
- ♣ Tell them to remember about groups for next time.

Summary and Application:

Skill to learn: Understanding that groups are not grounds for exclusion.

My task this week: Write a short essay explaining where exclusion from a group has caused a conflict.

Lesson 4: All the Different Families

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- For this activity, you need the **Story Book**.
- Ask the students to listen carefully as there will be questions after the story.
- Speak slowly and clearly with expression.
- Show the class the accompanying illustrations.

Directions and Method:

- Read the story 'All the Different Families' or ask one or two good readers to read the story to the class
- When the story is finished, discuss the questions in the **Story Book** and then discuss the questions below.

Sample Questions:

- ♣ Are there families that are different from each other in your community?
- ♣ Are there families that are excluded because they are different?
- ♣ What happens to these families?
- ♣ Can you think of ways that different families could be included?
- ♣ If women have limited rights in your society, do families that have no father or man in the family suffer more than others?
- ♣ Can you think of ways that this problem could be solved?

Discussion:

- ♣ Discuss with the students the fact that families can take many different forms but that all types of families are equally good and important.
- ♣ Remind the students that even though they might have different kinds of families, underneath all 'families' are the same and are groups of people who care about and love each other.
- ♣ Discuss with the class how social inequities may be caused because some types of families are excluded.

Summary and Application:

Skill to learn: That 'differences' are not to be feared.

My task this week: Write a short essay about the types of families in your community and how they are similar.

Inclusion and Exclusion

Teacher Tips

- ✓ These exercises can be difficult for the students if they are sharing things they have never shared before.
- ✓ Be sure to create a warm and supportive environment for the students.
- ✓ When students are 'excluded' as part of an activity, offer them an opportunity to talk afterwards if they so wish.
- ✓ Remind students that these activities are only demonstrations and that nobody should hold negative emotions in their heart.

Lesson 5: Who Are You?

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognise the motivations that lead to conflict.

Teacher Instructions

- This is an individual and whole class activity.
- Be aware that some students may not feel comfortable about sharing aspects of themselves.
- Use yourself as an example.

Directions and Method:

- Begin by describing who you are – name, relationships (married or single, parent), what you do, where you come from, your hobbies, your likes and dislikes etc. Use as many different parts of your identity to describe yourself as possible.
- Ask the students to write down as many parts to their identity as they can think of.

Sample Questions:

- ♣ How many people wrote down their colour?
- ♣ How many wrote down their sex? Their age? Their tribe or nationality?
- ♣ Why did you write these things?
- ♣ Do you have a choice about these things?
- ♣ How many people wrote down their hobbies or the things that they like to do?
- ♣ Do we have a choice about these things?
- ♣ What is the first thing you notice about new people you meet? Do you react differently if this person is part of a group you belong to than if he or she is not?

Discussion:

- ♣ Ask the students on what basis the groups that we belong to are formed. [*These are usually on the basis of colour, gender, ethnicity, tribe/ clan etc.*]
- ♣ Ask the students why they think that groups are based on these divisions (which, after all nobody has any control over).
- ♣ Ask students what divisions exist that we do have control over.
- ♣ Discuss with the group that when we create a group we exclude certain people - this is what makes a group; the fact that some people are not part of the group.
- ♣ Discuss with the students that we all belong to many different groups and that people who might not belong to one group belong to other groups we are a part of.
- ♣ Sometimes the formation of groups leads to conflict without anything else happening; the fact that some people are excluded can lead to resentment and a wish to create a rival group.

Summary:

Skill to learn: Remember that excluding people can lead to conflict.

My task this week: Play with children in addition to the ones I usually play with.

Lesson 6: Exclusion Game

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognise the motivations that lead to conflict.

Teacher Instructions

- This is an outdoor activity; remind the students to be considerate of others and not to injure anybody.
- Remind the students that this is only a game and that the feelings they have from this game should not be held.
- Explain that they will be doing an activity to demonstrate exclusion.
- Make sure the exclusion of any one student is only for a minute or two, as the emotions raised can be painful.

Directions and Method:

- Ask the students to form a circle and stand together very closely so that nobody can get into the circle.
- This may need to be done with a single sex group depending on the culture of the participants (i.e. whether it is acceptable for opposite sex participants to hold hands).
- Keep one (extroverted) person outside the group and then ask that person to try to get into the circle.
- Note what the person who was excluded does and says when they are excluded from the circle.
- After one or two minutes switch so that the student who was excluded now enters the circle and a new student is excluded.
- Try to make sure that different groups of students are excluded: girls, boys, shorter or taller students, students from different backgrounds, etc.
- When the class is sitting down again ask the students who were excluded how they felt when they were excluded and how their feelings changed when they tried different things.

Sample Questions:

- ♣ How did it feel to be excluded from the group?
- ♣ How did it feel to rejoin the group after you were excluded? How did it feel to be excluded after you were a part of the group?
- ♣ Did the students who were excluded represent different groups of people? How were they similar to or different from the students in the group?
- ♣ What do people do when they are excluded from a particular group?
- ♣ How does excluding others make members of different groups not like each other?
- ♣ Why are these groups so important to us?
- ♣ Does this mean that people who do not belong to our group are not as good as we are?

Discussion:

- ♣ Discuss what impact groups have on the way we live and the level of peace we have.
- ♣ Discuss the fact that excluding people can create conflict and therefore it is important to find similarities and include people instead of focusing on differences.

Summary:

Skill to learn: Understand that exclusion can create negative emotions and lead to conflict.

My task this week: Invite someone new to work with me on a school project.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom: listen to everything the children say - NOT just those things, which agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practiced often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher. Good listening is an essential element of good teaching and you should be a role model for the students.

Lesson 7: Why Won't You Listen To Me?

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This is a demonstration lesson using volunteers.
- Choose two students who are extroverted and who will act well.
- If you demonstrate, make sure not to act like the teacher. This exercise will be more effective if you enjoy yourself with the students.
- Watch the class to make sure they are concentrating

Directions and Method:

- Ask two students to come to the front of the room.
- One must tell about something that happened to them or their family, the other person should listen but act out poor listening behaviour. *(If the students cannot identify poor listening behaviour discuss it with the class first - or act the part of the listener yourself. Poor listening behaviour should include disinterest; watching other people, yawning, looking away, interrupting with their own story, belittling, showing exasperation etc.)*
- Repeat the exercise, this time with the listener telling the story and the speaker acting the part of a good listener.
- Ask the class what else would show good listening behaviour.
- The list should be written on the board and include things like: looking at the speaker, agreeing, not interrupting, paraphrasing (summarising what the speaker says).

Sample Questions:

- ♣ Who can remember the rules for active listening?
- ♣ What are some ways you can practice good listening?
- ♣ How do you know if someone is being a good or bad listener when you are speaking to them?
- ♣ Do you get frustrated when people do not listen to you properly? Why?
- ♣ Why do you think learning about listening is important for peace education?

Discussion:

- ♣ Explain that listening is important in order to understand and empathise with whoever is talking and learn about their opinion.
- ♣ Discuss with the students that misunderstanding is a major cause of conflict and fighting. If we learn to listen more effectively we are less likely to misunderstand what the other person is saying.

Summary and Application:

Skill to practice: Understand that good listening and good communication are necessary for maintaining peace.
My task this week: Listen carefully to other people's reasoning instead of making judgements or fighting.

Lesson 8: Active Listening Rules

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This activity is a discussion and board work lesson with the whole class and then in pairs.
- If the students need more work after doing this activity, do specific exercises on active listening.

Directions and Method:

- Discuss with the class what is necessary to be a good listener.
- Record the answers on the chalkboard. [*You should get responses that can then be grouped under headings such as interested, understanding, knows what I m talking about, gives good advice*].
- After grouping the responses, ask the students to divide into pairs. One of the students should speak for one minute about any topic and the other student should practice the good listening skills the class identified.
- Explain to the class that active listening has a set of rules (see **Annex 1**) the same as most other things and that if these rules are practiced then listening and communication are much more efficient.
- Ask the students to copy down the rules and to try to practice them.

Sample Questions:

- ♣ Why do you think that paraphrasing information helps us to understand?
- ♣ Why does summarising information help us to understand better?
- ♣ When do you think it may be important to get the details of information?
- ♣ Is it possible to listen well without doing these things?
- ♣ What situations require us to listen but not to ask questions?
- ♣ How do we know that we have not misunderstood?

Discussion:

- ♣ In a general class discussion, ask if the speaker felt that they were really being listened to when the listener practiced these skills.
- ♣ Ask the students if after practising these skills in the activity if they feel there are other skills that should be added to the list on the board.

Summary and Application:

Skill to practice: Practice using the rules of active listening.

My task this week: Think of additional ways to be an effective and active listener.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the rules.
- ✓ Check for all communication skills, open questions, good body language and efficient observations. Comment on the good skills using the students' names where possible.
- ✓ Remind the class that good communication skills should be practiced all the time.
- ✓ If the results are not as good as you would hope, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 9: Retelling the Story

Objectives:
This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- Make sure that the students are aware of the point about adding and taking away parts of the information gets across to the students.
- Sometimes students will 'make up' a part of the story so that it makes sense to them. When you explain this, be sure to reinforce that people do not do this in order to deceive; this happens because our brains try to make sense of what we hear.

Directions and Method:

- Ask for three students to come to the front of the class. Two of these students should go outside (where they cannot hear).
- Tell the rest of the class that they need to listen carefully.
- The child at the front of the class is going to be told about something that has happened. They must try to remember and tell the next person outside.
- Tell the child (and the class) the story, as it is written below.

One day I was at the water point and I saw some people start a fight. There was a small boy with two buckets and a big girl with a cooking pot. The small boy was shouting at the girl and another boy ran away and then threw a stone at the line.

Behind the children were two old ladies who were talking about the food distribution meeting. They started to shout at the boy who ran away. I wanted to call the security people but it was only children fighting.

Then a man came, talked gently to the old ladies and took the buckets away from the small boy who ran away after the other boy. The girl with the cooking pot called the man 'Dad' and the two boys were playing football near the school.

- One of the two students from outside is called in and the first student retells the story to the second one. The class should note what is said but should not help.
- The third student is brought in and the second student tells the story with no help from the class. The third student retells the story to the class.

Sample Questions:

- ♣ When you hear the story only once, is it easy to remember it?
- ♣ What kinds of things help you remember the story so that it is easy to tell somebody else?
- ♣ How different was the story the last time it was told from the first time it was told?
- ♣ Why is it important to tell the whole story without any wrong information and with all the information?
- ♣ Have you ever been told the wrong information? What happened as a result?
- ♣ Why is it important to communicate clearly?

Discussion:

- ♣ Discuss with the class how much of the story was left out or changed.
- ♣ Explain that this often happens in communication between people. Only part of the story is heard, judgements are made before all the facts are known.
- ♣ Ask the class what they think the story would have been like if five people had been told the story rather than three.

Summary:
Skill to practice: Understand that listening well can help create better understanding.
My task this week: Use good listening skills at school and at home.

Lesson 10: Two-Way Communication

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity requires you to have picture cards ready.
- Be sure that you have enough pictures for the class.
- This is a pairs activity; ask the students to choose partners they have not worked with before.

Directions and Method:

- Ask the students to choose a partner.
- Ask the students to sit back to back with their partner.
- Explain to the students that they are going to describe a picture to somebody and that the other person should draw the picture.
- The second person cannot ask questions and the first person cannot see what is being drawn.
- One of the pair chooses a picture card, but does not show it to the other person.
- When the drawings are finished the students should check the drawing against the picture and discuss what was difficult about the task.
- Allow the second student to choose a picture card.
- Repeat the exercise but this time the two students can ask questions and discuss but not show the picture.

Sample Questions:

- ♣ When you were describing the picture, did you have to be very clear?
- ♣ Was it difficult to try to draw something you couldn't see?
- ♣ Were the explanations you received clear?
- ♣ What made the explanations clear?
- ♣ Was it easier to draw when you could discuss the picture? Why?
- ♣ What are the advantages in not being able to ask questions?
- ♣ What are the advantages in being able to ask questions? (In two-way communication)
- ♣ What are the disadvantages?
- ♣ Does good communication rely on good listening?
- ♣ What have you learned from this exercise?
- ♣ Why do you think good communication is important?

Discussion:

- ♣ Discuss with the whole class which method used better communication and why.
- ♣ Explain that two-way communication (where questions can be asked and information shared) is more effective than one-way communication, which can lead to misunderstanding.
- ♣ This means that both sides have to listen carefully to what is being said and check to make sure that they are getting the right message.
- ♣ Discuss with the class the advantages and disadvantages of two-way communication. Discuss with the class that true and constructive communication tries to make sure that proper understanding is taking place. There is no room for false pride or impatience, the important thing is to ensure understanding and two-way communication has a way to check that the message that is sent is the one received.

Summary:

Skill to practice: Remember that the point of good communication is to try to create proper understanding.

My task this week: I will ask questions when I do not completely understand something and not make judgements until I have all the facts.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the students won't be able to recognise emotions and culturally are not permitted to display them.
- ✓ Make sure the children are comfortable talking about emotions.
- ✓ Provide a safe emotional environment for the students.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognise and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 11: Can You See What They Feel?

Objectives:

This lesson will help the students to:

- Recognise their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a small group activity.
- The groups are asked to develop a role-play that shows various emotions. (This should not be a long story about emotions but a role-play where the actors are expressing various emotions.)
- You must watch the role-plays very carefully to make sure that you recognise the emotions to use in the questions.

Directions and Method:

- Put the class into small groups and give them five minutes to develop a role-play. If this is difficult for them to do use the role-play cards.
- When each group is performing their role-play, remind the rest of the class to watch as they are expected to be able to recognise the emotions being shown.
- Stop the role-play at an emotional point and ask the class what they think the actors are feeling at the time.
- Allow the actors to finish their role-play and ask them how they felt at different points in the role-play. Make sure that the actors have the opportunity to talk and discuss their feelings when they have finished the role-play – especially as this role-play is on emotions.
- Remember that the emotions being acted can very easily become real and the students will need some time to ‘come out’ of their role.

Sample Questions:

- ♣ How do you think the character feels right now?
- ♣ How did you feel at the point in the role-play when it was stopped?
- ♣ Was it easy to separate your own emotions from the emotions of the character you were acting out?
- ♣ What was the difference between the emotions you felt and your actions?
- ♣ Why is it important to separate emotions from actions?
- ♣ What are some ways we can use to prevent our emotions from affecting our actions in negative ways?

Discussion:

- ♣ Point out that even though people are only acting, sometimes the emotions they are acting become ‘real’ to them.
- ♣ Discuss the fact that often feelings influence the way we act. If we are sad, we are likely to act badly towards others. If we are happy, we are pleasant to those around us.
- ♣ It can also be true that if we act in a certain way those actions can influence the way we feel.
- ♣ Thus if we act in a positive and happy way we can influence our feelings.
- ♣ Explain that it is important to try to use alternative ways than violence to act on our emotions. Some of these methods will be taught in future lessons: mediation, conflict resolution, and negotiation.

Summary and Application:

Skill to practice: Remember that emotions can influence the way we act.

My task this week: Find out what traditional ways my culture uses to handle emotions.

Lesson 12: Traditions

Objectives:

This lesson will help the students to:

- Recognise their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This lesson requires preparation from you to find out how emotions are handled in various different cultures.
- This is a group activity, which requires some bookwork.
- Move around the groups to make sure that everybody is involved in the discussions.
- Direct the group discussions when necessary.

Directions and Method:

- Divide the class into five groups.
- Ask each group to discuss and list ways their culture traditionally handles various emotions.
- The groups should also discuss who told them about the tradition and said they should behave this way (e.g. parents, grandparents, community elders, teachers, neighbours etc.).
- When the groups have a list of ways of dealing with emotions ask the groups if they see these ways demonstrated by people in the community (that is, whether the traditions are still used today) and if the people who demonstrate traditional ways of dealing with emotion have the respect of others in the community.

Sample Questions:

- ♣ Who in your community practices these traditions?
- ♣ Why are these people respected or not respected?
- ♣ Who taught you about these traditions?
- ♣ Do the traditions that you have learned help you to control your emotions?
- ♣ When are these traditions still used in your community?
- ♣ Do you think these traditions are appropriate in the situation you live in now? Why or why not?
- ♣ Why is it important to understand our emotions?
- ♣ How does understanding our emotions make it easier for us to control them?
- ♣ How does understanding other people's actions help you to control your own emotions?
- ♣ How does understanding emotions help maintain peace?

Discussion:

- ♣ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ♣ The point of doing this work on emotions is not to encourage the students to break with their traditions but to recognise and understand themselves and others better so as to deal with them in a positive and peaceful way.
- ♣ Ask the students to give examples of when they have used traditional forms of handling emotions

Summary and Application:

Skill to practice: Remember that understanding our emotions helps us to control them.

My task this week: If I am angry, instead of fighting tell the other person why I feel this way.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.

Lesson 13: Perceptions – Vase/Two Faces

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognise that perceptions and empathy make true communication more effective.

Teacher Instructions

- Make sure that you have the vase/two faces perception card.
- Move around the room so that everyone has a chance to see the card.
- Remind the class that each person should say what they see, not what everybody else says.

Directions and Method:

- Use the perception card given and show it to the class. Ask the students what they see.
- Move around the classroom getting as many different answers as possible.
- When there are some different answers, explain that there is no single correct answer; people see things in different ways.
- Ask if anybody can see it in a way that somebody else has described or if they can only see it their own way.

Sample Questions:

- ♣ Why do you think we see things in different ways?
- ♣ How do you think that the experiences we have had influence the way we see things? Why do you think this is so?
- ♣ If I asked you to draw a house, what would you draw? What do you think somebody who lives in Europe might draw? Somebody who lives where there is a lot of snow and ice?
- ♣ How do you think that perceptions (what we see and the way we see it) affect our feelings about other people?
- ♣ What happens when these feelings are negative?
- ♣ What happens when we judge people on our perceptions?
- ♣ What happens if our perceptions are not the truth and we make judgements based on misperceptions?
- ♣ How do you think our perceptions can have an effect on peace?

Discussion:

- ♣ Explain to the class that perceptions are developed by the way we think, the things we have been taught and our experiences.
- ♣ Explain to the class that as long as our perceptions are not cruel or hurtful they are not harmful, but often perceptions cause us to make judgements, and sometimes these are made without having enough information.
- ♣ Explain that perceptions that are negative can lead to stereotypes and discrimination.
- ♣ Remind the students of what they learned about stereotypes in the lessons on 'Similarities and Differences' and ask them why these can prevent peace.
- ♣ Read the story of '**The Blind Men and The Elephant**'. Ask the students if they think that the men's perceptions were accurate.

Summary and Application:

Skill to practice: Understand that different perceptions are fine but that they should not become judgements
My task this week: When I disagree with someone, I will try to understand their opinion instead of quarrelling.

Lesson 14: How Do You Feel?

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognise that perceptions and empathy make true communication more effective.

Teacher Instructions

- In advance of this lesson, prepare the role-play cards so that there are enough for the class.
- This is a 'pairs' activity and role-play.
- If there are too many role-plays for one lesson, this lesson can be extended to the following lesson.
- These role-play cards only give the situation, not how the person should act. Move around the groups to make sure that the students have ideas about how to act. Essentially one person must be right and one must be wrong in the role-play.

Directions and Method:

- Ask the students to choose a partner.
- Give out the role-play scenarios; one to each pair. [*You will have to make copies and some pairs will then have the same role-play — this does not matter, it will be good for the class to see how different children react*].
- Have a student pair act out their role-play.
- Ask the audience who they think is right and who is wrong.
- Allow more role-plays to happen so that all five of the set has been performed.
- Now ask the students to change roles, but to keep in mind how it felt to be 'on the other side'.
- This understanding of how the other person feels is called **empathy**

Sample Questions:

- ♣ How did the role-plays change after the students changed roles?
- ♣ How did it feel when you knew what it was like to be on the other side?
- ♣ Because you experienced both sides of the conflict, did you feel empathy for the other side? Why?
- ♣ Do you think this made you more considerate?
- ♣ How would you try to see how the other person might feel in a real life conflict?
- ♣ Do you think that many of the conflicts in the camp/community are caused because people don't practice empathy? What could change this?
- ♣ What do you think this saying means: 'Do unto others as you would have them do unto you' not do unto others as they do to you.'?
- ♣ Why do you think it is important to practice empathy?

Discussion:

- ♣ Discuss as a class how empathy can be improved in the classroom and in the playground.
- ♣ Discuss with the students that this is opposite to revenge or pay back.
- ♣ It requires a great deal of courage to try to see things from another person's point of view.
- ♣ Discuss with the students whether knowing how it feels to be the 'loser' affects the 'winner'. If it does not make them more considerate why do they think this is so. Explain that much of the conflict at camp level happens because people don't practice empathy.

Summary and Application:

Skill to practice: Understand that practicing empathy can help avoid conflict.
My task this week: Think of ways I can be more empathetic at home and at school.

Lesson 15: Proverbs

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognise that perceptions and empathy make true communication more effective.

Teacher Instructions

- This is small group activity that needs the proverb cards.
- If you feel the proverb cards are not suitable or you know of proverbs that belong to the culture of the students then use them instead.

Directions and Method:

- Ask the students to choose a partner. Give each pair a proverb card.
- Explain to the students that they are to discuss the proverb and decide what it means.
- Choose some pairs to come to the front of the class to tell their proverb and then explain what they have decided it means.
- Allow the class to ask questions or add comments.
- If the groups have an easy proverb they should try to create a new proverb with the same message.

Sample Questions:

- ♣ What does this proverb mean?
- ♣ What is the difference between the superficial meaning of the words in the proverb and the proverb as a whole?
- ♣ Why do you think these meanings are different?
- ♣ What are some other proverbs about peace in your culture?
- ♣ Why do you think proverbs are useful?
- ♣ How do you think proverbs can help us in our perceptions of other people and groups?
- ♣ In what ways can proverbs help create empathy?

Discussion:

- ♣ Discuss with the class that often we use proverbs and stories to provide an *analogy* for something that we do not feel comfortable talking about.
- ♣ The analogy must be able to explain the situation in a way that does not threaten anybody and sometimes offers a wise solution.
- ♣ Explain that proverbs are a way of teaching about things that might be embarrassing if they were said in a more direct way.
- ♣ Explain that proverbs therefore are ways of showing us other perceptions and therefore can help us have empathy

Summary and Application:

Skill to practice: Proverbs are ways of teaching us what is right and wrong and about other perceptions.

My task this week: Learn one or two of the proverbs discussed in class.

Co-operation

Teaching Tips

- ✓ Whenever you ask young children to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise children who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the children of how helpful it is to respect others.
- ✓ Make sure that you tell the children that these games are meant to help them to co-operate better.
- ✓ All of these lessons encourage children to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (e.g., NOT football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the children.
- ✓ Remind the children that co-operation is a choice that needs to be constantly made.

Lesson 16: Tangles

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This activity has a number of lessons that can be learned. The primary one is co-operation.
- The second lesson to be learned is how easy it is for conflict to develop and escalate
- Form the class into gender groups if it is not acceptable to have boys and girls holding hands with each other.

Directions and Method:

- Ask two students to go outside and wait in a place where they will not be able to watch the tangle being formed. These two students will try to untie the tangle.
- Ask the group(s) to form a circle with everybody holding hands. At no time should anybody let go of the other person's hands.
- Then ask the students to tangle the circle by stepping over, ducking under and twisting through one another's arms.
- When the tangle is made, ask the two students to come in from outside to untangle the group. The group should co-operate by following the directions given by these people.
- Time how long it takes for outside people to undo the knot.
- Try a second variation of the 'tangle'. Form the tangle a second time. The second time the group has to untangle itself. Time this as well.

Sample Questions:

- ♣ How did you feel when you tried to untie the 'knot'?
- ♣ Was it an easy thing to do or was it difficult?
- ♣ What made it difficult?
- ♣ Could you see how the knot was made?
- ♣ What does this knot tell you about conflict?
- ♣ Was it difficult to do any one of the steps to tie the knot?
- ♣ Isn't this the same as conflict? One small step then another and another?
- ♣ Why was it so easy to untie the knot when the group untied themselves?
- ♣ What does this tell you about co-operation?
- ♣ If we were to co-operate do you think we could solve problems? Why do you think so?

Discussion:

- ♣ Discuss with the students how much they had to co-operate with each other in order to succeed.
- ♣ Only by co-operating together can we possibly get the knot undone.
- ♣ Reinforce the idea of how easy it is to resolve conflict when there is co-operation among all those involved and how difficult it is when we rely on outside help.

Summary and Application:

Skill to practice: If I see the small steps of conflict, co-operate to solve these before they grow into a real conflict
My task this week: Put effort into the things I do especially when working with others.

Lesson 17: Message

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- This activity encourages cooperative behaviour to accomplish a group goal.
- After introducing the lesson, move the students outside and remind the children to be considerate of other classes.

Directions and Method:

- Divide the class into gender groups if it is not acceptable to have boys and girls holding hands with each other.
- Form a circle/circles, including yourself, and let the students know that there should be a comfortable amount of space between each person, so no one is too stretched or too squeezed.
- Explain that you are going to send a non-verbal message around the circle.
- Start by lightly, but visibly, squeezing the hand of one of the students next to you. Move your clasped hands inwards a bit so everyone in the circle sees what you are doing. That student should then pass the message to their neighbour and so on until you receive it back again.
- Try sending the message in each direction and then in both directions at the same time. If the students are successful with this, begin timing the message. Establish a time and try to better it.
- Try timing with everybody's eyes closed except the teacher's.
- If the students have not had success with the message, try a variation (ie. clapping, or finger snapping) and bring the activity to a close.
- If appropriate, return to the classroom to discuss the activity.

Sample Questions:

- ♣ How successful was the message?
- ♣ When was it successful?
- ♣ When was it not successful?
- ♣ What did you learn about working together from this activity?
- ♣ Can you think of how what we learned here can be helpful with our friends and families?

Discussion:

- ♣ Discuss with the students how they co-operated with each other in order to succeed and how this felt.

Summary:

Skill to practice: Working together and learn from our mistakes, so that we can eventually reach a common goal.
My task this week: Find 5 ways that will make it easier for me to co-operate next time

Assertiveness

Teacher Tips

- ✓ You will need to explain very carefully the principles behind assertive, aggressive, and submissive behaviour and remember that there will be differences of opinion in what is appropriate behaviour for particular groups. For example, what is seen as assertive in one group may be seen as aggressive in another.
- ✓ Definitions of these behaviours:
 - *Assertive behaviour is when the person states “I” rather than “You”. There is no blame involved in assertive behaviour, no accusations. The person looks at both his/her own needs and the other person’s needs. He/she is not intimidated by another person’s aggressive behaviour, nor do they take advantage of another person’s submissive behaviour. An assertive person respects the rights and feelings of others as well as their own rights.*
 - *Aggressive behaviour is when a person knows what they want and demands it without regard to the rights or feelings of the other person. If an aggressive person feels an injustice has been done, they are quick to blame somebody else and they may take pride in intimidating others.*
 - *Submissive behaviour is when a person allows the other person’s wishes to always override their own. A submissive person puts the other person’s rights above their own. They will accept blame and injustices without speaking out and bury resentment inside.*
- ✓ Do not accept biased statements from the students – point out any bias and briefly review the meaning of the term if necessary.
- ✓ When you are doing a group activity, form the groups quickly either by counting off a certain number of students or by asking the students at every odd row of desks to turn to face the students behind them.
- ✓ Move around groups while they are working, but do not interfere unless the group obviously does not understand.
- ✓ Correct groups or guide them while they are in their small groups. Do not wait for groups to bring their ideas to the rest of the class and then correct them. This prevents negative ideas being presented to the whole class and prevents students from feeling foolish.

Lesson 18: What Is Assertiveness?

Objectives:

This lesson will help the students to:

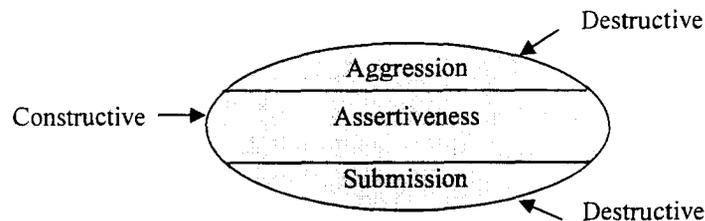
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a chalkboard and discussion activity.
- Draw the diagram on the chalkboard before the lesson.

Directions and Method:

- Draw the diagram below on the board.



- Discuss with the students the diagram and the meanings of the words.
- Write the definitions that the class agrees upon for each of the words.
- Discuss why assertiveness has been labelled constructive behaviour but that both aggressive and submissive behaviour has been labelled destructive behaviour.

Sample Questions:

- ♣ Why do you think that aggressive behaviour is labelled 'destructive'?
- ♣ Why do people think that sometimes aggressive behaviour is good?
- ♣ What is submission?
- ♣ Why do people think that sometimes submissive behaviour is good?
- ♣ Have you seen situations where people have been hurt because they were aggressive or submissive?
- ♣ Whose rights are denied when people are aggressive or submissive?
- ♣ Whose rights are accepted if there is assertive behaviour?
- ♣ Is it right to deny people's right to dignity and respect just because you have the power?
- ♣ Why is it important that all people's rights are acknowledged?
- ♣ How does this help develop constructive peaceful behaviour?

Discussion:

- ♣ Aggression and submission are both destructive behaviours because when people's rights are not acknowledged it leads to conflict.
- ♣ Power is often used as an 'excuse' for aggression. This does not mean that it is right.
- ♣ Keep in mind that all people have the right to dignity and respect. If we live by this, then we will only be assertive, no matter how angry we become or how frightened we may be.
- ♣ Assertive behaviour takes skill, practice and courage.

Summary:

Skill to practice: Making sure that I respect the rights of others as well as myself.

My task this week: Practice recognising and showing respect and assertiveness.

Lesson 19: Story – What Should Debra Do?

Objectives:
This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- Make sure you have the **Story Book** and that you have read the story so that you are familiar with it.
- Draw the chart shown below on the chalkboard.
- This is partly a review lesson. Be sure that you are fully aware of the previous lesson.

Directions and Method:

- Review the definitions of assertiveness, aggression and submission.
- Read the class the story ‘**What Should Debra Do?**’
- Divide the class into groups of four or five to discuss what they think Debra should do. Remind them to think of assertive responses.
- After the students have decided what steps Debra could take, ask them to choose one of their assertive responses and decide what Debra should say. They should use the chart on the chalkboard to develop their statements.

<i>What you will say:</i>	<i>Principles of assertiveness:</i>
‘There is a problem about ...’	Make sure you depersonalize the problem.
‘I feel ...’	Make sure you do not blame the other person.
‘Because ...’	You should say why you feel as you do.
‘Do you understand my problem?’	You are clarifying the problem.
‘Would you be able to ...?’	You are presenting options.

- Use the **Sample Questions** to help stimulate discussion
- Ask the groups to share their assertive statements and discuss.

Sample Questions:
 Ask these questions for the possible actions that Debra might take

- ♣ What might be the result of this action/statement for Debra?
- ♣ For the other person?
- ♣ What are the possible short term results of these actions?
- ♣ What are the long term results?

Discussion:

- ♣ Ask if the groups can decide what Debra should do, after looking at ways she can act without being aggressive or submissive.
- ♣ Explain to the class that assertiveness might be much more difficult at first than simply giving in or becoming angry and abusive. It takes control and effort but it is worthwhile as it allows for constructive outcomes.

Summary:

Skill to practice: Differentiate between statements that are assertive, aggressive, and submissive
My task this week: I will make sure that my language and actions are assertive, not aggressive or submissive.

Lesson 20: Matrix

Objectives:
This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a chalkboard and discussion activity.
- Draw the chart on the chalkboard before the students come to class.

Directions and Method:

- Remind the students of the last lesson. Ask questions about their views on how Debra should act.
- Draw the chart on the chalkboard:

Behaviours:	Constructive	Destructive	
	Assertive	Aggressive	Submissive
Elements of Behaviour			
Possible Positive Effects			
Possible Negative Effects			

- Ask the students to describe the behaviour of somebody who is assertive, aggressive and submissive.
- Fill in the first part of the chart.
- Ask the students to think about what happens as a result of these behaviours (both positive and negative).
- Fill in the chart.
- If the discussion reflects attitudes of gender stereotype, remind the students of what they have learned about stereotypes.

Sample Questions:

- ♣ Why do you think that both aggression and submission are viewed as destructive behaviours?
- ♣ Do you think that people around you see aggression as being acceptable behaviour for females? For males?
- ♣ Do you think that people around you see submission as being acceptable behaviour for females? For males?

Discussion:

- ♣ Ask the students to look at the chart to see if the effects of the behaviours are there.
- ♣ Discuss with the students how assertiveness is a functional behaviour and ask them to think about situations where they could be assertive rather than aggressive or submissive.
- ♣ Explain to the class that assertiveness is much more difficult than simply giving in or becoming angry and abusive. It takes control and effort but it is worth it as it allows for constructive outcomes.

Summary:

Skill to practice: Understand the positive and negative effects of aggressive, and submissive behaviour.
My task this week: Look at the assertive, aggressive, and submissive behaviours I have and look for the positive and negative effects of each of these behaviours.

Lesson 21: What Can I Say?

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a review lesson, which asks the students to apply the lessons they have learned about assertiveness. Be sure that you are fully aware of the previous lesson.
- Move around the groups to check that their phrases are appropriate before bringing the class together.

Directions and Method:

- Ask the students to think back to the steps in being assertive.
- Draw the chart on the chalkboard.

<i>What you will say:</i>	<i>Principles of assertiveness:</i>
'There is a problem about ...'	Make sure you depersonalize the problem.
'I feel ...'	Make sure you do not blame the other person.
'Because ...'	You should say why you feel as you do.
'Do you understand my problem?'	You are clarifying the problem.
'Would you be able to ...?'	You are presenting options.

- Divide the class into groups of five or six.
- Each group should think of specific situations they have had difficulty with and list phrases or sentences that might be said for each section. [Some examples are below.]

There is a problem about...	I feel ...	Because....	Do you understand my problem?	Would you be able to...?
the noise level	frustrated	it means I cannot get my work done	Can you see what I mean?	turn the radio down at 21:00?
the money I loaned you	bad	I have to ask for the money	Do you understand what I'm saying?	return the money immediately or tell me why you cannot?
going out with you alone	nervous	I don't know you so well	Can you see why I feel uncomfortable?	wait until we know each other better?

- Bring the groups back together to share the sentences they have written so that each student has a list of phrases and sentences as a resource.

Sample Questions:

- ♣ Did it help you to discuss your real-life conflicts with your classmates?
- ♣ Do you think that you could use these statements in real life to help you get through difficult situations?
- ♣ Can you think of other helpful statements to use in difficult situations?

Discussion:

- ♣ Discuss with the class the usefulness of having some phrases already in mind so that if the need arises to be assertive, there will be a response ready.
- ♣ Allow the class to discuss themselves the appropriateness of the responses and which circumstances require which responses.

Summary:

Skill to practice: Understand the benefits of using assertive phrases rather than submissive or aggressive phrases.
My task this week: Try to use some of these assertive phrases when I have a problem

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some students will be insecure, so you need to encourage the children to try.
- ✓ You will need to be especially aware of children being cruel to each other, especially if they feel threatened by these activities.
- ✓ These problems are to help the children develop an understanding of looking at problems and working out possible solutions.
- ✓ They are not to be used to make the children guess what the 'right' answer is in your mind.
- ✓ Do not tell the answers; instead ask directed questions so that the children really think about the answers.
- ✓ Use the teaching moment when there are problems in the classroom to help the children solve their problems.
- ✓ These are discussion lessons, so allow the children to discuss the solutions they may have before answering.
- ✓ Initially the children will refer problems to an authority. While this is not to be discouraged, the children need to be made aware that the people in authority are not always available.
- ✓ Point out to the children that even though now they may not be asked to solve problems, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ Encourage the children to think of ways that they can solve the problems.
- ✓ Talk to the children about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ When students are doing work from the book, you should expect the same standard of bookwork as any other lesson: clear writing, neat, no scribbles in their books.
- ✓ For the activities that depend on real conflict situations, be aware of biases the students may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the students empathise with the 'other side.'
- ✓ Explain that they will need to use all the skills they have learned in Peace Education.
- ✓ Assure the children that they will do this work every year.

Lesson 22: The Train Company

Objectives:

This lesson will help the students to:

- Develop the ability to recognise the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- Explain to the class that this is an exercise in brainstorming.
- The Brainstorming Ideas are available on a chart.
- If this brainstorming is done in groups move around the class to make sure that this is happening.
- Remind the students of the lessons they have learned about problem solving in previous years: logic, assumptions, look at all possible solutions.

Directions and Method:

- Explain the rules of brainstorming:
 - Only one person speaks at a time
 - No criticism of ideas allowed
 - Building on other people’s ideas is allowed
 - All ideas are accepted
 - No justification of ideas
 - Brainstorm should last ten to fifteen minutes
- Form the class into groups of eight to ten.
- Explain to the groups that they are to try to find as many solutions as possible to the problem.
- Tell the class the problem:

A train company has decided that the trains are very overcrowded, that too many people are travelling on them, especially in the rush hours (going to and from work). The company cannot afford to buy new trains so they must find a way of carrying people where they need to go and at the right time, but only with the trains that they already own. How many ways can you think of to solve their problem?

- Allow the class fifteen minutes to brainstorm for solutions.
- Group the solutions so that similar solutions or strategies are categorised together.

Sample Questions:

- ♣ What were your solutions?
- ♣ Which solutions are similar or belong together?
- ♣ Which solutions need others in order to work?
- ♣ Which solutions would work by themselves?
- ♣ Which solutions are practical?

Discussion:

- ♣ This was a real problem in Japan and the trains have been modified in particular ways to try to solve the problem. Think what ways they could be.
- ♣ Explain that many problems do not have a single solution; often a variety of solutions solve the problem most effectively.
- ♣ Explain that many problems are like this, but that often we do not accept solutions that are unfamiliar and so we say that they are not solutions. Often we need to open our minds and really consider potential solutions.

Summary and Application:

Skill to practice: Listening to all potential solutions and keeping an open mind to find the best solution.
My task this week: Use all the skills of problem solving to solve a real problem in my life.

Lesson 23: Winner!

Objectives:

This lesson will help the students to:

- Develop the ability to recognise the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a problem solving activity which is first completed by individuals and then discussed as a whole class.
- If they are still concrete thinkers (and most primary school students will be), then they may want to draw diagrams. This should be allowed.
- If they draw a diagram, it will probably look something like the one in **Annex 5**.
- If the students do not work out the problem this way, *do not* show the diagram.

Directions and Method:

- Read the problem to the students and ask them to solve it individually.

There is going to be a big knockout football competition with 16 teams entering the competition. A knockout competition is one where, once a team loses a game, it is out of the competition and there is no chance. The organizers have a problem: how many games need to be played altogether in the knockout competition in order to have one winner at the end of the competition?

- Move around the room to check how the children are working.
- Once the students have worked out the problem on their own, ask for volunteers to share their solutions.
- Once you get the same answer, ask if anyone has a different answer.
- Discuss whether there are other ways of solving this problem.

Sample Questions:

- ♣ How did you get your answer? What was the process that you followed?
- ♣ How many winners should we have at the end?
- ♣ How many losers are there?
- ♣ If at the end of the competition, we only want one winning team, how many teams must have lost their games?
- ♣ If the losers stop playing once they have lost, how many games must be played?
- ♣ If you counted up the number of games did you count correctly?
- ♣ Was it easy to make a mistake by adding up the number of games?
- ♣ Why were you so sure that you were correct in your answer?
- ♣ Can you see how this causes other problems when it happens in daily life?

Discussion:

- ♣ If the children have tried to solve the problem using a linear thinking process (first 8 games, then 4, then 2, then 1), explain this process.
- ♣ Point out that in each game there will be one loser and one winner. Only the winner gets to play another game, the team that loses is out of the competition.
- ♣ If you look at the problem differently and concentrate on the solution (which is one winner) this often helps to solve the problem with fewer errors ($16-1=15$)
- ♣ Explain that many problems can have solutions if they are viewed from the perspective of ‘What do we want to achieve?’ rather than attempting the problem by working through it.
- ♣ Discuss any real life problems where this approach might be useful. [Look at issues such as insufficient textbooks, sporting equipment, land, environment or pastoral disputes.]

Summary and Application:

Skill to practice: Look for solutions rather than concentrating on the problem

My task this week: Stay open to looking at problems from a different perspective.

Lesson 24: The Teacher

Objectives:

This lesson will help the students to:

- Develop the ability to recognise the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- Remind the students to think of all the lessons they have learned about problem solving.

Directions and Method:

- Ask the class what they think a ‘win-win’ solution is.
- Summarise their comments by saying that a ‘win-win’ solution is one that both sides feel happy about.
- Ask the children to think of as many ‘win-win’ solutions as they can for the following problem.

The teacher had some money in the drawer of her desk. At break time, all of the students left the room except for two who had not finished their work. The teacher went to the staff room for a cup of tea. Later that day the teacher discovered the money was missing and suspected the two students who had stayed in the classroom. The students said they did not take the money and there was no money to be found in their belongings. What should the teacher do?

- Write the solutions on the board as they are suggested.

Sample Questions:

- ♣ What does the teacher need to know?
- ♣ What questions can the teacher ask to get important information?
- ♣ Do any of your solutions assume that the two students are guilty?
- ♣ Why did you make that assumption?
- ♣ Could anything else have happened?
- ♣ Is your solution win-win, win-lose or lose-lose?
- ♣ What do you think win-win means?
- ♣ What do you think win-lose means?
- ♣ What do you think lose-lose means?
- ♣ Is it possible that somebody else took the money later in the day?
- ♣ Are your solutions fair to everybody concerned? Are you sure?

Discussion:

- ♣ Discuss with the children the possible solutions and whether they are win-win solutions.
- ♣ Discuss whether the children think that punishment is necessary and, if so, what kind of punishment is appropriate.
- ♣ Explain that this problem concerns values, which makes it more difficult to solve than ones that have a line of logic.
- ♣ Discuss whether this lesson has an obvious solution. Many students will assume guilt. If so, explain that this has been done and discuss alternative explanations with the students.
- ♣ Explain that generally people do not try for a ‘win-win’ solution. Because emotions get involved people feel the need to have more power than the other person. This does not lead to peace; rather it leads to resentment and a desire for vengeance. Many times solutions are ‘win-lose’ or even ‘lose-lose’.

Summary and Application:

Skill to practice: Search for win-win solutions to make sure that the solutions last.

My task this week: To analyse possible solutions to see which type they are.

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for students to use in resolving interpersonal conflicts. The Guide gives student a framework for negotiating when s/he is a party to the problem and will be the guide for the questions s/he can ask when s/he is a third party facilitator.
- ✓ The key to using this Guide is to start early and repeat often. The students will internalize the process as they have more and more experience with it and see its effectiveness.
- ✓ Guide Level I – the teacher’s role is to model using the guide by referencing a story and how the characters demonstrate good use of steps included in the guide. Repeat this step often during the first exposure.
- ✓ Guide Level II – to present a story in which the guide is not followed and the characters in the story end up upset. The teacher’s role is to point out the negative effects and help the students use the guide to develop how things might have worked out well.
- ✓ Guide Level III – to present a story in which a problem is presented, but the outcome is unspecified. The teacher’s role will be to facilitate the students in becoming the characters in the story and working out a constructive outcome. Other variations include:
- ✓ Level IV – to present a story in which two characters are unable to work out a problem and they seek out a third party to help them.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the class are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if people at the side of the class have their hands raised.
- ✓ When working with senior students remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and utilise the skills learned here.

Lesson 25: How Can We Decide?

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You will need the **Negotiation Guide Level III** and the **Story Book** for this lesson.
- This is a small group and discussion activity.

Directions and Method:

- Read or have the students read the story 'How Can We Decide?' in the **Story Book**.
- Form groups of three to four.
- Ask the groups to create a constructive solution to the problem using the questions in the **Negotiation Guide**.
- When they have completed the **Guide**, have the students present their findings and solutions to the class.
- They may discuss the outcomes or act out the scene according to time constraints.
- After the presentations, use the **Sample Questions** to summarize the findings.

Sample Questions:

- ♣ What happened in your group?
- ♣ Were there differences of opinions as to how one of the characters might feel or think?
- ♣ What did you learn from hearing the other groups' responses?
- ♣ Did anyone come up with new questions that were useful in solving this problem?
- ♣ How do you think you might apply this **Guide** to your own life?
- ♣ How might you be able to remember the steps?

Discussion:

- ♣ For a solution to be lasting, it is necessary for the people involved in the problem to work out the solution together. Solutions that are imposed are not long-lasting because there is often resentment from one person or the other.
- ♣ Discuss real situations where the students have seen this happen (for example; school rules where people break the rules but they try not to get caught).
- ♣ Discuss how negotiation provides a win-win solution where both people work together to really solve the problem rather than just stopping it.

Summary and Application:

Skill to learn: Finding constructive peaceful solutions to problems
My task this week: Practice the steps to find peaceful solutions

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage students to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the students who have prepared their role-play, but have not yet performed it, do not carry the emotions of the conflict role-play with them.

Lesson 26: Mediators: Facilitating Negotiation

Objectives:

This lesson will help the students to:

- Understand what is involved in mediation.
- Develop skills in a conflict resolution process which can help in daily life.

Teacher Instructions

- You will need the **Story Book** and the **Level III Negotiation Guide III** for this lesson.
- Write the Level III Negotiation Guide on the chalkboard or have it on a large chart.

Directions and Method:

- Revise what a mediator is and what their responsibilities are.
- Explain, if necessary, that a mediator does not find solutions for people, but instead helps people to come to their own solutions. All the skills of negotiation are needed for a mediator.
- Read the story '**How Can We Decide?**' from the **Story Book** or ask one or two good readers to read it to the class.
- Ask students to think back to how they solved this problem during the last lesson.
- With one student volunteer as the mediator and two students as the disputants, act out the story in more detail. The mediator may refer to the guide as much as is needed. The mediator should not be the mother.

Sample Questions:

- ♣ Why was a mediator necessary?
- ♣ Did both girls agree on the choice of a mediator?
- ♣ Are there questions in the guide that the mediator should have asked?
- ♣ If you were the mediator, what would you have done?
- ♣ If you were the girls, what would you have done?
- ♣ Do you think the problem has been solved?

Discussion:

- ♣ Discuss with the students that mediation is simply a way of helping people who cannot see the other person's point of view to be able to talk to each other.
- ♣ Discuss with the students what else the mediator could have done.
- ♣ Discuss what would be likely to happen if the mediator had not been available or if the girls refused to participate in the mediation.

Summary and Application:

Skill to learn: When I have a problem, ask myself the questions from the Guide to try to solve it.
My task this week: Memorise the steps in the Negotiation Guide to help me in problem situations.

Conflict Resolution

Teacher Tips

- ✓ When the conclusion is a small group activity make sure you move around the class to see that everyone is involved.
- ✓ The questions/statements should be written on the board.
- ✓ Be sure to let the children 'come out' of their role-play, remind the class that this role-play is written and people must play the characters given to them.

Lesson 27: Conflict Resolution: Needs and Positions

Objectives:

This lesson will help the students to:

- Understand what is involved in conflict resolution.
- Develop skills in conflict resolution which can help them in daily life.

Teacher Instructions

- This is a follow on from the role-play lesson in Negotiation.
- You need the Story Book for this lesson
- It is an analysis lesson. Make sure that the students analyze and do not just give their opinions (that is, they should be able to justify what they say).
- Remember all the rules about discussion lessons.
- Draw the **Conflict Analysis Chart** (see Annex 6) on the board before the class begins.

Directions and Method:

- Ask for a summary of the story ‘How Can We Decide?’
- Explain that we need to look at the story from the perspective of Positions and Needs. Positions generally involve what we want and are based on emotions and status. Needs are what is required to come to a solution.
- Explain that it is very difficult to respond to people’s wants except by acknowledging their emotion and attitude, but needs can be responded to and resolved.
- Read the story or have two good readers read it aloud to the class.
- Discuss the positions of the characters in the story (choose an example to start for example, was pride a position of any of the characters?).
- Fill in the **Conflict Analysis Chart**.

Sample Questions:

- ♣ What did Sharon and Jane do in the story that was decided by their emotions and not by their needs?
- ♣ What do Sharon and Jane actually need?
- ♣ Can their needs be met?
- ♣ Can their positions be met?
- ♣ When you look at the needs section of the chart can you see how this problem can be resolved?
- ♣ How do you acknowledge the positions of each person without harming the other person?
- ♣ How can working from positions rather than needs turn a problem into a conflict?
- ♣ What does this tell you?
- ♣ What happens when people in a conflict defend their position? Does this resolve the problem or make it worse?

Discussion:

- ♣ Discuss with the class whether many conflicts occur because people fight according to their position rather than their needs.

Summary and Application:

Skill to practice: Recognize when I am acting from position rather than need so that I can solve the problem.
My task this week: Practice analyzing my attitudes when I have a problem so that I focus on needs.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 28: My Vision of Peace

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- As these are grade 6 students their drawings should reflect of outcomes and positive impact of peace.
- Move around the class while they are drawing to encourage the 'vision' and outcomes of peaceful and constructive behaviour.

Directions and Method:

- Ask students to brainstorm some of the topics and concepts they have learned in peace education this year. List these on the chalkboard.
- With these ideas in mind, ask them to spend the next ten minutes drawing 'My Vision of Peace'.
- Ask if there are volunteers to share what they have drawn with the whole class.
- Discuss the activity.

Sample Questions:

- ♣ Do people have similar visions for peace?
- ♣ What did you notice that was different about the various pictures?
- ♣ Is peace all of these things?
- ♣ How can we work together to make these visions a reality?
- ♣ What significance do you see of these pictures for our community?

Discussion:

- ♣ Discuss with the class that we have to be able to picture peace in order to bring it about.
- ♣ Explain that we each have a responsibility to help our pictures of peace become a reality.
- ♣ Thank the students for their efforts in peace education this year.

Summary and Application:

Skill to learn: Use my 'vision' to make life more constructive.

My task this week: Practice the skills I have learned this year.

Grade 7

It is assumed that that the students have done Peace Education in previous years. This means that the students must use the intra-personal skills from previous years, and you, as the teacher, need to watch for these skills and reinforce them.

In Grade 7 there are no lessons on Conflict Resolution as it is assumed that they have covered this topic in Grade 6. If this is not so, be sure to do these lessons from the Grade 6 section. There are more problems in Grade 7 as it is expected that the students are more analytical and should be able to think their way through the problems.

Lesson Requirements

Lesson number	You will need ...
Lesson 2	▪ The Conflict Management Continuum from Annex 7
Lesson 8	▪ The Active Listening Rules from Annex 1
Lesson 14	▪ The perceptions card – two women
Lesson 19	▪ The story ' Saying No ' from the Story Book
Lesson 21	▪ The story ' Working Together ' from the Story Book
Lesson 23	▪ A chessboard or a picture of one
Lesson 24	▪ The story ' The Beautiful Girl and the Moneylender ' from the Story Book
Lesson 26	▪ The Conflict Resolution cards ▪ The Level III Negotiation Guide from Annex 2
Lesson 27	▪ The story ' Friends or Football? ' from the Story Book
Lesson 28	▪ The story ' Who Can Help? ' from the Story Book ▪ The Level IV Negotiation Guide from Annex 2
Lesson 29	▪ The story ' The New Clothes ' from the Story Book ▪ The Elements of a Conflict from Annex 8
Lesson 30	▪ The ' Summary of Skills, Values and Concepts ' from Annex 4

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- Introduce yourself by name and explain that this is the first lesson in the Peace Education course.
- If the class has done Peace Education in previous years then review what they remember of the course.
- Explain that Peace Education must be learned all our lives.

Directions and Method:

- Ask the class to explain what they think Peace Education is. Write these ideas down.
- Circle any suggestions from the students that fit in with any of the concepts or issues, which are part of the Peace Education programme.
- Explain that this programme will cover these specific topics in Peace Education but that if there is time we will discuss the other subjects the students thought of.
- Ask the students what they think the word peace means.
- Write all suggestions on the board.
- Ask what they think the word conflict means.
- Write all these words on the board.
- Ask the students what they think are the causes of conflict. (If necessary go through each suggestion they have made on types of conflict and ask what causes this conflict).
- Write these on the board. Relate them to different topics in the Peace Education course.

Sample Questions:

- ♣ If there is no war, do we have peace? What makes you think so?
- ♣ What needs to happen in order for there to be peace?
- ♣ Why do you think conflicts exist?
- ♣ How can conflicts be resolved peacefully?
- ♣ Why do you think peace is important?
- ♣ What things are possible when there is peace that are not possible when there is conflict?
- ♣ What are some things you can do to make your community more peaceful?

Discussion:

- ♣ Discuss the fact that peace is more than an absence of war (or conflict) and as such there are skills for all of us to learn if we are to achieve long lasting peace.
- ♣ Explain that the skills learned in Peace Education can be used both in and out of school and all throughout life.
- ♣ Explain that this is not easy and that peace is hard work but that the Peace Education course should be a lot of fun.

Summary and Application:

Skill to learn: Understand the definition of peace

My task this week: Explain to one friend the difference between absence of war and true peace

Lesson 2: Theory Background

Objectives:

This lesson will help the students to:

- Become familiar with the subject
- Be motivated to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- This is the theory background to the idea of peace and conflict.
- When explaining the **Conflict Management Continuum**, draw it on the board so that the students can see the relationship between the types of conflict management. (See Annex 7.)

Directions and Method:

- Explain to the students that in the last lesson they looked at a definition of peace and a definition of conflict and that in this lesson they are going to look at some of the background theory of peace and conflict.
- Explain to the students that conflict is managed in a variety of ways, some more effective than others.
- Show the students the Conflict Management Continuum and explain it to them: the conflict management continuum shows which techniques are reactive (looking back) forms of managing conflict and which are proactive (forward-looking) forms of managing conflict.
- Conflict suppression and conflict management are reactive forms. With these techniques is no effort to understand the root causes of conflict, in some cases there is no effort made to even listen to both sides of the story.
- Reactive forms of conflict management are limited and the "peace" gained this way is also limited. In this situation we see waves of conflict or cycles, which have a strong element of revenge (as a result of being suppressed last time).
- Conflict resolution and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. There is a renewed interest all around the world in these proactive approaches. Although they are difficult to use, these techniques do the most to ensure that all sides of the story are heard and taken into account.

Sample Questions:

- ♣ What examples from your own experience can you give of these different techniques?
- ♣ Why do you think proactive approaches are important?
- ♣ What peaceful techniques are used traditionally in your culture to resolve conflicts?

Discussion:

- ♣ Ask the students for examples for each of these techniques.
- ♣ Discuss which ones are most commonly used in our society.
- ♣ Tell the students that Peace Education will help them learn proactive forms of managing conflicts.

Summary and Application:

Skill to learn: Understand the difference between reactive and proactive peace.

My task this week: Write one example of each kind of conflict management technique.

Similarities and Differences

Teaching Tips

- ✓ In these lessons the children are being challenged about attitudes they have held from babyhood. Do not lecture them on right and wrong attitudes.
- ✓ The students must come to the conclusion themselves that there are more similarities between people than differences.
- ✓ In order for students to do this you will have to ask open questions and perhaps provide the links of similarity.
- ✓ Be aware that if you show bias yourself, the students will see this. Be very careful not to show any bias during these lessons.
- ✓ Remember to look for constructive and positive behaviour in the students and offer specific praise to the student when this occurs.

Lesson 3: Find Your Groups

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- This lesson provides the groundwork for much of the rest of the programme. It is therefore necessary to ensure that the lesson is a positive one.
- The aim is to ask the students to form groups according to as many different attributes as you can find. These need to be called out as soon as the students have had a chance to look at the groups they are in. Then the groups should change.
- Think about the categories before seeing the class but be aware that you may have to alter your plan according to the students.

Directions and Method:

- Explain to the students that they must form groups according to what you call out. They must do this as quickly as possible and find others who belong in their group.
- Call out a series of categories. The students may have played this in earlier grades, so the categories you call out should be abstract and not focus on physical attributes, for example people who are good at school, people who are good at sport, people who don't like beans etc.
- Once the students have found each other and have formed groups call out new categories, for example, everybody wearing shoes, everyone who likes maths, everyone who likes chicken, everyone who likes music etc.
- Again as soon as the groups have formed and the students have a chance to check that everybody in the group should be in that group, call out a new category.
- After four or five different categories ask the students to sit down (if you are outside then they just need to gather around you).

Sample Questions:

- ♣ What does this tell you about the groups you are in, in life?
- ♣ Why do some groups cause problems and other groups not?
- ♣ Why does it seem that some groups are more important than others?
- ♣ Does it really matter that we are in different groups? Why do you think so?
- ♣ What happened when you could have been in two groups at the same time?
- ♣ What does this tell you about groups?

Discussion:

- ♣ Discuss with the class that groups are often arbitrary (made without choice).
- ♣ We often look at the simple things we can see to put people into groups.
- ♣ We all belong to many groups in life and if we look for similarities rather than differences then it is easier to be peaceful.
- ♣ Explain that this game demonstrates that we are alike in so many ways.

Summary and Application:

Skill to learn: To look beyond the groups that people are in and to look at the individual.

My task this week: Think of the groups you belong to and explain why the people in each are different.

Lesson 4: How We Are the Same

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- The activity is a blackboard and discussion lesson.
- Ask the students to think carefully before they respond and to think of as many things as they can.

Directions and Method:

- Ask the students to think of as many things as they can where people are the same as each other.
- List these things on the board.
- Ask questions to help the students' ideas: Ask the students about more than their physical similarities, but also hobbies, things they do, places they live, what their families are like, etc. Ask the students to look for as many similarities as possible between different cultures that they know of.

Sample Questions:

- ♣ Do you all belong to groups that are important in your culture?
- ♣ Do you have dreams for the future?
- ♣ What do you want to do when you leave school?
- ♣ Do you think other people want similar things to what you want?
- ♣ Do you want to marry and have a family?
- ♣ Religion is an area where people concentrate on differences, but what are the key similarities?
- ♣ Do you want to be successful?
- ♣ Does 'success' mean that you have to compete with others?
- ♣ How does this impact on finding things in yourself that are similar to others?
- ♣ Why do you think people concentrate on their differences rather than how they are the same?
- ♣ How do you think that this concentration can lead to conflict?

Discussion:

- ♣ Discuss with the students that we are more the same than we are different. We are all created by God, we all need food, shelter, love and care. All babies are fed by their mothers, we are all at school, we all have hopes, and anything else that the students listed.
- ♣ Explain that concentrating on differences can lead to bias and discrimination, but thinking about similarities helps us become friends with people we do not know.
- ♣ Explain that bias is when you feel good or bad about a person before you know that person and that this judgement is based on something that makes them different. Discrimination is when you act badly towards somebody before you know them because of your bias.

Summary and Application:

Skill to learn: That differences do not mean that conflict is necessary.

My task this week: Think of ways in which all people in the world are similar.

Lesson 5: Find My Friend

Objectives:

This lesson will help the students to:

- Act in ways that improve their and others' self-esteem
- Look for positive attributes in themselves and others

Teacher Instructions

- Since the students may have done this in earlier grades ask them to describe different friends or new things about their friends.
- Remind the class to think of their 'friend' and the attributes of that friend before putting up their hand.
- Pace the lesson so that it does not become very long and drawn out, if a student cannot think of attributes replace them with somebody else.
- Make sure that the students who are guessing put up their hands and that the student out the front chooses from all sectors of the class.

Directions and Method:

- Explain to the class that they are to think of a friend and good things about that friend.
- They cannot say what the person looks like.
- A student is chosen to come from the class to stand out the front. This person describes his/her friend. For example, she is good at maths, she always does her homework and she is friendly.
- The class tries to guess the friend.
- If they cannot guess after three turns, allow more description
- When the friend has been identified, choose another student.
- After about ten people have described their friends, stop the activity for discussion.

Sample Questions:

- ♣ Do you think that looking for good things about people rather than bad things helps us to deal constructively with conflict?
- ♣ Is it hard to find good things about people who belong to different groups?
- ♣ Why do you think this is so?
- ♣ Is it really possible to find good things in people that we don't really know?
- ♣ What responsibility does this give us in terms of unknown groups?
- ♣ How will you try to find the good things in people?

Discussion:

- ♣ Explain to the students that we must look for our good qualities, not to boast about them but that so we can build on them.
- ♣ Discuss with the students that it takes practice to think positively about others if we are used to thinking only negative things.
- ♣ Discuss with the students different ways we can try to focus on positive attributes and remind ourselves not to look for negative things in other people.
- ♣ Explain that it is easy to have conflict if we think negative things about people, instead of looking for the good things, as we carry a lot of anger in our hearts.

Summary and Application:

Skill to learn: Look for the good qualities in people to help us avoid conflict and achieve peace.
My task this week: Write a short essay saying in which you explain the best qualities in your closest friend.

Inclusion and Exclusion

Teacher Tips

- ✓ These exercises can be difficult for the students if they are sharing things they have never shared before.
- ✓ Be sure to create a warm and supportive environment for the students.
- ✓ When students are 'excluded' as part of an activity, remind them and the class that this is only an activity and that the 'exclusion' is not real. Offer them an opportunity to talk afterwards if they so wish.
- ✓ Remind students that these activities are only demonstrations and that nobody should hold negative emotions in their heart.

Lesson 6: Exclusion Game

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognize the motivations that lead to conflict.

Teacher Instructions

- Remind students that they are not to injure anybody in this game.
- This is an outdoor activity so remind the students of the need to be considerate of other classes and move quietly and quickly away from the classroom.
- Explain to the students that they will be doing an activity to demonstrate exclusion.
- Make sure the exclusion of any one student is only for a minute or two, as the emotions raised can be painful.

Directions and Method:

- Ask the students to form a circle and stand together very closely so that nobody can get into the circle.
- This may need to be done with a single sex group depending on the culture of the participants (i.e. whether it is acceptable for opposite sex participants to hold hands).
- Keep one (extroverted) person outside the group and then ask that person to try to get into the circle.
- Note what the person who was excluded does and says when they are excluded from the circle.
- Note the ways the group uses to keep the student out of the circle.
- After one or two minutes switch so that the student who was excluded now enters the circle and a new student is excluded. Try to vary the kinds of students who are excluded: girls and boys, students from different backgrounds, etc.
- When the class is sitting down again ask the person who was excluded how they felt when they were excluded and how their feelings changed when they tried different things.

Sample Questions:

- ♣ What groups do people belong to?
- ♣ Do you choose to be a part of these groups?
- ♣ Why do you think we group ourselves so that other people are excluded?
- ♣ Are there times in your life when you have felt excluded? If so, how did it make you feel? Have you tried to join groups you were excluded from?
- ♣ Is it important to belong to groups?
- ♣ If there was no discrimination about other groups or towards people who do not belong to our group, would these groups be bad?
- ♣ How can we try to make sure that we find similarities between people and include them in groups instead of excluding them?
- ♣ What do we have to remember about people who do not belong to our group?

Discussion:

- ♣ Discuss what impact groups have on the way we live and the level of peace we have.
- ♣ Explain that many of the groups that we belong to are not choices we make. We have no choice about our colour, our sex, our age, our nationality or tribe.
- ♣ Explain that groups by themselves are not a problem; it is only when we discriminate against those who are not in our groups that we have a problem.
- ♣ Discuss with the students how they felt when they were excluded and could not get into the circle. Explain that people often become angry when they are excluded and that this can create conflict. This is why it is important to try to make everyone feel included.

Summary:

Skill to learn: To withhold judgement of people just because they are in a different group.
My task this week: Think of positive things to say about people who are from different groups to me.

Lesson 7: Story – The Class Bully

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognize the motivations that lead to conflict.

Teacher Instructions

- For this lesson, you need the story book.
- Ask the students to listen carefully as there will be questions afterwards.
- Speak clearly and slowly, and show the class the accompanying illustrations.

Directions and Method:

- Read the story, “The Class Bully” or ask one or two good readers to read the story to the class.
- When the story is finished ask the class the comprehension questions from the book.
- When the class is finished, move on to the sample questions and discussion.

Sample Questions:

- ♣ What sort of things did Susan do when she was being a bully?
- ♣ Why did Anne understand how Susan felt?
- ♣ How did Anne make friends with Susan?
- ♣ Why was Susan a bully?
- ♣ Do you ever feel that nobody likes you?
- ♣ How do you react?
- ♣ Do you think that bullies are people who have been excluded?
- ♣ Have you ever been bullied by someone in school before? How did you react?
- ♣ What do you think makes people act like bullies?
- ♣ How is it possible to stop people from being bullies? What can you do to include them?

Discussion:

- ♣ Discuss with the students that bullies often act the way they do as a reaction to being excluded, or because they feel inferior.
- ♣ Explain that bullying is a type of conflict and that exclusion is a way of creating conflict.
- ♣ Explain that this is one of the reasons why it is so important to try to find similarities between people and include them in groups.

Summary:

Skill to learn: Remember that excluding people can lead to conflict because it creates negative feelings.

My task this week: Mix with students in addition to the ones I usually play with.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practiced often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the students.

Lesson 8: Listening

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This lesson requires preparation.
- On slips of paper (one for each student) write topics. Some of these may be the same but there must be enough slips for each person in the class.
- Explain very clearly what the class should do.

Directions and Method:

- Explain the activity before asking the students to choose a partner. (e.g. You will be asked to listen to another person tell you about something and then you will have to tell that person as much as you can remember of what they told you. Are there any questions? Now choose a partner to work with.)
- Ask the students to choose a partner they do not normally work with.
- Give each student a slip of paper with a topic on it.
- One of the pair is the speaker, the other the listener.
- The speaker talks for a minute about the topic on their paper.
- The listener must not interrupt the speaker.
- At the end of the time the listener repeats as closely as possible what the speaker said.
- The two students then change roles.
- **Suggested Topics:** Fire, School, Water, Farming, Herding animals, Religion, The Future, Trees, Maths, Geography, Birds, Favourite Food, Celebrations, Music, History of my Country, Shoes, Eyes, Pencils, Reading, Languages of the world
- Summarize by writing up the **Active Listening Rules** (see Annex 1)

Sample Questions:

- ♣ How difficult was it to talk about these topics without any interruptions? How difficult was it to listen?
- ♣ What was most important to make it easier for you to listen and remember?
- ♣ How did you know if someone really is listening to you?
- ♣ Why do you feel that it is important that people listen to you closely when you speak?
- ♣ How do you feel when people do not listen to you?
- ♣ What can you do to be a better listener?
- ♣ Why do you think listening well is important for peace?

Discussion:

- ♣ At the end of the activity ask the class if they found it difficult to actively listen to an uninterrupted talk.
- ♣ Discuss with the class the advantages of listening well.
- ♣ Discuss with the students that good listening is essential if we are to be peacemakers. It is through listening that we learn the facts, and the other person's point of view.

Summary and Application:

Skill to practice: Understand that listening well can help prevent conflicts.

My task this week: Write a short essay explaining the advantages of listening well in my community.

Lesson 9: Active Listening Rules

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This is a board work lesson with the whole class.
- Review points that were made in the previous lesson.

Directions and Method:

- Discuss with the class what is necessary to be a good listener. Remind them of what they said in the last lesson.
- Record the answers on the blackboard. [*You should get responses that can then be grouped under headings such as interested, understanding, knows what I m talking about, gives good advice*].
- Explain to the class that active listening has a set of rules the same as most other things and that if these rules are practiced then listening and communication are much more efficient.
- Ask the students to copy down the rules and to try to practice them.

Sample Questions:

- ♣ What does it mean to clarify information?
- ♣ Why does this help?
- ♣ Why does summarising information help us to understand better?
- ♣ When do you think it may be important to get the details of information?
- ♣ How do you know if the details are important?
- ♣ Is it possible to listen well without doing these things?
- ♣ What situations require us to listen but not to ask questions?
- ♣ How do we know that we have not misunderstood in these situations?

Discussion:

- ♣ In a general class discussion, ask students if they feel that they are really being listened to when they speak.
- ♣ Ask students if they feel they are listened to by other students more now that they have discussed active listening skills.
- ♣ Ask the students what is different about the way in which they listen when they practiced these skills.
- ♣ Ask students to share some of their experiences using active listening skills outside of the classroom.
- ♣ If the students need more work then do specific exercises on active listening.

Summary and Application:

Skill to practice: Remember that active listening includes paraphrasing and clarifying what has been said.

My task this week: Try to use these active listening skills when I am at home and at school.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the students' names where possible.
- ✓ Remind the class that good communication skills should be practiced all the time.
- ✓ If communication amongst the students is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 10: Reporters

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.
- Understand that communication is most effective when the person asking, allows the other to answer completely rather than cutting them short.

Teacher Instructions

- Explain the activity before asking the students to find a partner.
- Make sure everyone chooses a partner that they have not worked with before.
- Move around the class during the activity.

Directions and Method:

- One student should interview the other, asking questions and making notes of the answers.
- This interview should be about five minutes long.
- If the students cannot think of questions to ask, give some suggestions: for example, favourite subjects in school, favourite food, music, etc.; background; family; things that have happened in their lives.
- After the first interview, the students should change so that the other student has a chance of asking the questions.
- When both students have had an opportunity to interview, choose some pairs to report to the class what they found out during the interview.

Sample Questions:

- ♣ When did you get most information?
- ♣ When are you most likely to misunderstand?
- ♣ What happens when you don't think of the right question to ask?
- ♣ Why do you think the kind of question you ask can make such a difference?
- ♣ What sort of words do we use when we ask open questions?
- ♣ Why is it important to try to understand things as well as possible?
- ♣ What can you do to improve your communication skills?

Discussion:

- ♣ Discuss with the class how difficult it was to think of questions to help with the interview.
- ♣ Explain that questions where there is a yes/no answer are called 'closed' questions. These questions are difficult to think of when you are trying to get information.
- ♣ Open questions help communication better than closed questions because the person has a chance to tell what they think and feel rather than waiting for you to ask him/her.
- ♣ Explain that communication is important as it is a way of understanding other people and their point of view.
- ♣ Tell the class that good communication is especially important with people you have just met because you know the least about them and there is the greatest potential for misunderstanding.

Summary:

Skill to practice: Understanding the importance of good communication

My task this week: Try to make sure I use open questions.

Lesson 11: What's the Game? Birthday Line

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This activity can be used with other co-operative, non-competitive games if you know games that the students have not yet played.
- This can potentially be an outdoor game; if it is, make sure to remind the class of the rules for outdoor activities.

Directions and Method:

- Before playing the game, pick one student and tell that student the directions to the game without letting the rest of the class hear. Clearly state all of the directions as indicated below:
 - This game requires the students to line up in the order of their birthdays (with the person whose birthday is closest to 1 January at the front of the line and the person closest to 31 December at the end of the line.
 - The students cannot speak but must communicate without words to line up in the correct order.
 - When the students have lined up, ask them to state their birthdays so that they can check to see if they completed the activity correctly.
- Have the student explain the rules to the rest of the class.
- The class should then play the game through once before the discussion.
- If the rules were not clear, after discussing the game and explaining the rules play it again.

Sample Questions:

- ♣ Was it easy to play the game the first time around?
- ♣ Was it easy or difficult to explain the game to the whole class?
- ♣ What did you do to remember the rules so you could explain them?
- ♣ Why is it important to be clear when explaining how to do something?
- ♣ What was most difficult about this game?
- ♣ What did you have to do in order to line up in the correct order, since you couldn't speak?
- ♣ What does this tell you about non-verbal communication?

Discussion:

- ♣ Discuss with the class how difficult it is to explain something new after hearing it only once.
- ♣ Explain to the class that it is important to be clear in explanations because other people have to follow your directions and if they are not clear the activity will not be done properly.
- ♣ Discuss with the class the fact that non-verbal communication can be extremely effective if it is done well.
- ♣ Remind the students that good communication is important for peace.

Summary:

Skill to practice: Good speaking skills are essential for complete understanding.

My task this week: I will think very carefully about what I say so that it is easily understood.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the students will not be able to recognize emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the students so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognize and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 12: What Do You Feel...?

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This activity can be done with the whole class or in small groups
- If the activity is done in groups, ask the questions to the whole class and give the groups a chance to discuss their responses separately before coming back to the class.
- A list is provided of different situations you can ask the students about. Try to incorporate additional situations or ask students to come up with situations of their own.

Directions and Method:

- Explain to the students that this is an activity to help them think of appropriate and inappropriate ways of dealing with different emotions.
- Tell the students that for each situation listed, they should state what emotion they would feel and then give an example of an appropriate way to respond as well as an inappropriate response.
- Ask them about the situations listed below (add more as necessary):

Sample Questions:

- ♣ What do you feel when you're blamed for something you didn't do?
- ♣ How does you feel when you work really hard for something and you succeed?
- ♣ What do you feel when your team loses at a game?
- ♣ What do you feel when a teacher praises your work?
- ♣ What do you feel when you do poorly on an exam because you didn't study?
- ♣ What do you feel when your parent hasn't understood you?
- ♣ How do you feel when your friends don't speak to you?

Discussion:

- ♣ List some of the emotions students bring up and the ways they would respond to situations.
- ♣ Ask students why they feel these are appropriate or inappropriate responses.
- ♣ Explain that this activity is important as a way of learning to understand different emotions that might arise in situations in their every day lives.
- ♣ Explain to students that understanding the appropriate response to their emotions is very important because it helps prevent conflict and maintain peace.

Summary and Application:

Skill to practice: Understand that there are appropriate and inappropriate ways of responding to our emotions.
My task this week: Think of situations that make me feel a certain way and find appropriate ways to handle these.

Lesson 13: Drama – Acting Emotions

Objectives:
This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a small group and whole class activity.
- Remind the class that the role-plays should be very short and just express the emotion; they do not have to tell a long story.
- If there are too many role-plays for one class this can carry over into the next lesson.

Directions and Method:

- Divide the class into small groups.
- Assign each group a particular emotion and ask the group to make a short play demonstrating this emotion.
- The plays need only take a minute or two. Remind each group to listen to the other groups as they would like to be listened to.
- If the class needs help to think of situations give some examples:

Joy:	being chosen to play on the sports team
Sadness:	not being allowed to play with friends because there is work to be done
Anger:	somebody pushes ahead of you in a queue
Frustration:	somebody older than you says bad things about you and you cannot make people believe you
Loneliness:	all the class goes off to play together and leave you alone.

Sample Questions:

- ♣ What other situations can you think of that would cause the same emotion as the one in the role-play?
- ♣ What other ways could be used to handle these emotions other than the way they were portrayed in the role-plays?
- ♣ What ways do you usually use to express your emotions?
- ♣ What are some of the negative consequences of acting on your emotions without thinking?
- ♣ What techniques can be used to prevent emotions from causing conflict?

Discussion:

- ♣ When each group is performing their play, the rest of the class should watch and see if they can identify the emotion.
- ♣ Help the students to explore the more abstract emotions and identify them with the students.
- ♣ Discuss with the students that emotions do not necessarily have to be indulged, but they should be able to recognize their emotions and understand what these emotions are and how they affect attitudes and behaviour.
- ♣ Ask the students to talk to the leaders in their community how emotions are traditionally handled.

Summary and Application:

Skill to practice: Remember that it is important to understand our emotions in order to act appropriately.
My task this week: Talk to leaders in my community to ask how emotions are traditionally handled.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to students who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 14: Perceptions – Women

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Be sure that you have the perception card of the women ready.
- Move around the class when showing the card so that you can be sure that every one has seen it properly and everyone is involved.
- Remind the class that each person should say what they see, not just say what everybody else says.

Directions and Method:

- Use the perception card of the women and show it to the class asking what they see.
- Move around the classroom so that you can get as many different answers as possible.
- When there are different answers, explain that there is no single correct answer; people see things in different ways.
- Ask if anybody is able to see the picture in the same way that somebody else has described although that is not the way he/she saw it before.

Sample Questions:

- ♣ Why do you think that people see things differently?
- ♣ What do you think happens when people believe that only their perception is correct?
- ♣ How do you think people act when they can see things only according to their own perceptions? What if their perceptions are not the truth?
- ♣ What is the difference between truth and perceptions?
- ♣ Why do you think it is important to understand this distinction?
- ♣ Why should you listen to other people’s points of view?
- ♣ How does understanding other people’s point of view help achieve peace?

Discussion:

- ♣ Explain to the class that perceptions are developed by the way we think, the things we have been taught and our experiences.
- ♣ Reassure the class that there is no right or wrong perception when our perceptions are based on full information.
- ♣ Explain to the class that as long as our perceptions are not cruel or hurtful they are not harmful, but that often we make judgements based on our perceptions and that this can be problematic when perceptions are based on incorrect or not enough information.
- ♣ Explain that perceptions that are negative can lead to stereotypes and discrimination.
- ♣ Remind the class of the work they have done on stereotypes and ask why they think this can create conflict.
- ♣ Read the story of “**The Blind Men and The Elephant**”. Ask the students if they think that the men’s perceptions were accurate.

Summary and Application:

Skill to practice: Perceptions that are inaccurate can lead to discrimination.

My task this week: When I disagree with a friend, I will try to understand his/her perceptions.

Lesson 15: Standing in Another's Shoes

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This role-play activity requires you to concentrate on what the actors are doing.
- Make sure that they understand that they are to take 'how they felt' into account after they swap roles.
- If there is not enough time to do all the role-plays, choose pairs that you think will perform well as the initial groups.

Directions and Method:

- Ask the students to find a partner and hand out the role-play cards for conflict resolution.
- Give the students time to read their cards and then ask one pair to perform their role-play.
- Stop the role-play at the point of the conflict and ask the two actors to swap roles.
- Be aware that this may be difficult for them as they will still be 'in role' from the original character.
- If necessary give them a moment or two and discuss the role-play so far.
- Ask the two actors do the role-play again up to the same point, but in swapped roles.
- Stop it again and ask how they feel.

Sample Questions:

- ♣ How did you feel when you switched roles? Did you act the same way your partner did when he or she played that role?
- ♣ How did taking into account what you felt in the other role affect what you did?
- ♣ Do you think that people take the other side into account when there is conflict? Why or why not?
- ♣ What do you think empathy means?
- ♣ Why do you think empathy is important for avoiding conflicts?

Discussion:

- ♣ When the role-plays have been done a second time ask if the students felt differently once they knew what it felt like to be "on the other side". [*Don't be distressed if the students "took their revenge" – but point out that this is what they have done*]
- ♣ If they did not feel or act differently discuss what they did feel and why they felt like that [vengeful].
- ♣ If they did feel differently explain that this is the beginning of empathy.
- ♣ Ask the class if they know of any proverbs that explain this idea of empathy.
- ♣ Explain that empathy means seeing things from the other person's point of view and feeling as though the other person feels (understanding how they feel).

Summary and Application:

Skill to practice: Understand that empathy requires understanding someone else's point of view
My task this week: Find a proverb relating to empathy and discuss it with my family.

Co-operation

Teaching Tips

- ✓ Whenever you ask students to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise students who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the students of how helpful it is to respect others.
- ✓ Make sure that you tell the students that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage students to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the students.
- ✓ Remind the students that co-operation is a choice that needs to be constantly made.

Lesson 16: Group Writing

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- As these are senior students, it is reasonable to ask for a comprehensive story.
- Impress on the students that there must be no discussion about the story.
- This is a group activity, so move around the groups as they are working.
- If necessary discuss the fact that the story has to be structured and make sense and that everybody must have a turn.

Directions and Method:

- Form groups of eight to ten students. Each group has a sheet of paper.
- The first person writes a sentence or short paragraph to start a story, and then passes it to the next person in the group, who also writes a sentence or paragraph and so on through the group.
- It is important to discuss with the class that the story can only be written by the group, not by one or two people in the group.
- As well they must not make the story finish too quickly or others in the group will not have a turn.
- The story should not be discussed before the writing begins. This encourages the students to read each other's work and try to decide how other people are thinking.
- If you need to structure the story, point out that all stories have a beginning, middle and an end. If there are ten students in the group, then three should concentrate on the beginning, four on the middle and three on the end.
- Remind the students that the stories can have several characters, but they must have something in common that explains why they are in the story together.

Sample Questions:

- ♣ What are the advantages and disadvantages of group writing?
- ♣ Did you get more ideas when writing together?
- ♣ Was it easy to follow the other person's thoughts?
- ♣ Would it have been easier if you could talk about the story?
- ♣ Would everybody have contributed if you had been able to talk?
- ♣ By not talking did it force you to read what others had written?
- ♣ Did it tell you something about how other people thought?

Discussion:

- ♣ Discuss with the class whether or not it was difficult to write as part of a group.
- ♣ Discuss with the students how much they had to co-operate with each other in order to succeed.
- ♣ Discuss that co-operation is possible by thinking and putting yourself in the place of the next person. (How would you feel if ...?)
- ♣ Explain that this ability is called empathy.

Summary and Application:

Skill to practice: Co-operate and share ideas with others so that we can have better ideas to choose from
My task this week: Co-operate with others to solve problems

Lesson 17: Story – Working Together

Objectives:

This lesson will help the students to:

- Understand the concept of co-operation.
- Co-operate through a variety of activities

Teacher Instructions

- You will need the **Story Book** for this exercise.
- Review the **Teaching Tips** about reading activities

Directions and Method:

- Read ‘**Working Together**’ to the class or have one or two good readers read it to the class.
- Go through the comprehension questions in the **Story Book**
- Refer to the **Sample Questions** to stimulate discussion

Sample Questions:

- ♣ Why is it better to co-operate to solve problems?
- ♣ Have you seen times when people could have co-operated to get something that they wanted?
- ♣ Are there things that you would like to do that require co-operation?
- ♣ What will you do about these things now?
- ♣ How does this story apply to situations you might have experienced or know of in your community?
- ♣ What do we learn from these boys’ experience that could be helpful in bringing peace?

Discussion:

- ♣ Discuss with the class that co-operation provides good ideas (providing that we can freely accept and build on other people’s ideas) as well as building on the strengths of the group.
- ♣ Discuss why a range of talents and ideas is necessary to bring about constructive and peaceful solutions to problems.
- ♣ Discuss with the class how they link lessons from this story to their experiences in the community.

Summary and Application:

Skill to practice: Co-operate even when sometimes I have doubts and try something new.

My task this week: Solve problems by co-operating with others and using their talents as well as my own.

Assertiveness

Teacher Tips

- ✓ You will need to explain very carefully the principles behind assertive, aggressive, and submissive behaviour and remember that there will be differences of opinion in what is appropriate behaviour for particular groups. For example, what is seen as assertive in one group may be seen as aggressive in another.
- ✓ Definitions of these behaviours:
 - **Assertive behaviour** is when the person states “I” rather than “You”. There is no blame involved in assertive behaviour, no accusations. The person looks at both his/her own needs and the other person’s needs. He/she is not intimidated by another person’s aggressive behaviour, nor do they take advantage of another person’s submissive behaviour. An assertive person respects the rights and feelings of others as well as their own rights.
 - **Aggressive behaviour** is when a person knows what they want and demands it without regard to the rights or feelings of the other person. If an aggressive person feels an injustice has been done, they are quick to blame somebody else and they may take pride in intimidating others.
 - **Submissive behaviour** is when a person allows the other person’s wishes to always override their own. A submissive person puts the other person’s rights above their own. They will accept blame and injustices without speaking out and bury resentment inside.
- ✓ Do not accept biased statements from the students – point out any bias and briefly review the meaning of the term if necessary.
- ✓ When you are doing a group activity, form the groups quickly either by counting off a certain number of students or by asking the students at every odd row of desks to turn to face the students behind them.
- ✓ Move around groups while they are working, but do not interfere unless the group obviously does not understand.
- ✓ Correct groups or guide them while they are in their small groups. Do not wait for groups to bring their ideas to the rest of the class and then correct them. This prevents negative ideas being presented to the whole class and prevents students from feeling foolish.

Lesson 18: What Is Assertiveness?

Objectives:

This lesson will help the students to:

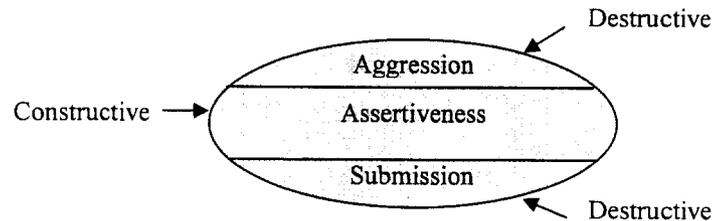
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a blackboard and discussion activity.
- Draw the diagram on the chalkboard before the lesson.

Directions and Method:

- Draw the diagram below on the board.



- Discuss with the students the diagram and the meanings of the words.
- Write the definitions that the class agrees upon for each of the words.
- Discuss why assertiveness has been labelled constructive behaviour but that both aggressive and submissive behaviour has been labelled destructive behaviour.

Sample Questions:

- ♣ Why do you think that aggressive behaviour is labelled 'destructive'?
- ♣ Why do people think that sometimes aggressive behaviour is good?
- ♣ Why do people think that sometimes submissive behaviour is good?
- ♣ Whose rights are denied when people are aggressive or submissive?
- ♣ Why do you think that some people are expected to be submissive or aggressive because of their gender?
- ♣ What does this mean for equality?
- ♣ Whose rights are accepted if there is assertive behaviour?
- ♣ If we claim that it is good to treat others as we would like to be treated how do we explain aggression?
- ♣ If we do treat others the way that we would like to be treated is this being assertive?
- ♣ How does this help develop constructive peaceful behaviour?

Discussion:

- ♣ You will need to explain very carefully what the words mean and remember that there will be bias in what is appropriate behaviour for particular groups. For example, what is seen as assertive in one group may be seen as aggressive in another.
- ♣ Make sure that the students understand that these terms have no value judgements attached to them; only people make the value judgements.

Summary:

Skill to practice: Think about the rights that others have and that I have before speaking or acting.
My task this week: Practice assertive behaviour.

Lesson 19: Saying No

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- You will need the **Story Book** for this lesson
- Revise the definitions of assertive, aggressive and submissive.
- Remind the students that these terms have no value judgements attached to them; only people make value judgements.

Directions and Method:

- Read 'Saying No' to the class or have one or two good readers read it to the class.
- Go through the questions in the **Story Book**.
- Remind the class of the definitions of assertiveness, aggression and submission.

Sample Questions:

- ♣ What actions do you think were aggressive in this story?
- ♣ Do you think that Cornelius was submissive? Why do you think so?
- ♣ Who was assertive in the story?
- ♣ Why do you think that Joseph's father did not want him to go out?
- ♣ Who do you think proved himself the 'real' man in the story?

Discussion:

- ♣ Discuss aggression, submission and assertiveness. Help the students to pinpoint their assumptions about gender roles with respect to submission and aggression.
- ♣ Discuss with the class that assertiveness means that people care about the other people and themselves.

Summary:

Skill to practice: Understand that saying 'no' in a non-aggressive way is an important part of being assertive.

My task this week: Reflect on one time that I said no this week. Discuss with a friend or family member the situation and my reasons for saying no and whether I was assertive or aggressive.

Lesson 20: What Can I Say?

Objectives:

This lesson will help the students to:

- **Develop and practice appropriate assertive speech patterns in their daily lives.**
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a review lesson, which asks the students to apply the lessons they have learned about assertiveness. Be sure that you are fully aware of the previous lesson.
- Draw the chart on the chalkboard before class.
- Move around the groups to check that their phrases are appropriate before bringing the class together.

Directions and Method:

- Ask the students to think back to the steps in being assertive.
- Draw the chart on the chalkboard.

<i>What you will say:</i>	<i>Principles of assertiveness:</i>
'There is a problem about ...	Make sure you depersonalize the problem.
'I feel ...'	Make sure you do not blame the other person.
'Because ...'	You should say why you feel as you do.
'Do you understand my problem?'	You are clarifying the problem.
'Would you be able to ...?'	You are presenting options.

- Divide the class into groups of five or six.
- Each group should think of specific situations they have had difficulty with and list phrases or sentences that might be said for each section. [Some examples are below.]

There is a problem about...	I feel ...	Because....	Do you understand my problem?	Would you be able to...?
my marks in the exam	hurt and frustrated	I studied very hard	Can you see what I mean?	look at my paper again to check the marking?
doing so many chores after school	frustrated	the others are doing less	Do you understand how I feel?	look at all the chores and divide them more equally?
having sex with you	rushed	I don't know you so well	Can you see why I feel nervous?	wait until we know each other better and I have finished school?

- Bring groups back together to share the sentences they have written so that each student has a list of phrases and sentences as a resource.

Sample Questions:

- ♣ Did it help you to discuss your real-life conflicts with your classmates?
- ♣ Do you think that you could use these statements in real life to help you get through difficult situations?
- ♣ Can you think of other helpful statements to use in difficult situations?

Discussion:

- ♣ Discuss with the class the usefulness of having some phrases already in mind so that if the need arises to be assertive, there will be a response ready.
- ♣ Allow the class to discuss themselves the appropriateness of the responses and which circumstances require which responses.

Summary:

Skill to practice: Understand the benefits of using assertive phrases rather than submissive or aggressive phrases

My task this week: Try to use some of these assertive phrases when I have to solve a problem

Analysis

Teacher Tips

- ✓ Each time you do one of these lessons refer to the fact that the students are analyzing the content of the story.
- ✓ Make sure that you have read and have prepared questions for each of the stories that you read to the students.
- ✓ Go through the comprehension questions when you have finished reading each story.
- ✓ Do not ask the questions as if they are a test. All the questions are deigned to stimulate discussion, so ask the questions in a normal conversational voice and really listen to the responses.
- ✓ All the stories in the Peace Education programme have comprehension questions and activities associated with them. While only some of these are analysis questions, the following specific activities to improve the skills of analysis can also be undertaken.

Lesson 21: Story – Working Together

Objectives:

This lesson will help the students to:

- Develop an ability to analyze information.
- Analyze situations in order to deal with them constructively.

Teacher Instructions

- You will need the **Story Book** to read ‘**Working Together**’
- This is a comprehension activity with the emphasis on analysis.
- As these are senior students you should ask for some skilled analysis.
- Use any of the stories, poems, songs and articles to help the students develop the skill of analysis.

Directions and Method:

- **Read**, or ask the students to read ‘**Working Together**.’ (If you have several stories or poems then it is not necessary for all the students to read the same story). The class may be divided into groups and each group can read a different story.
- **Ask** why particular characters in the story act as they do. i.e. ask the students to look at the way the characters behave and give reasons why this may be so.
- **Leave** the story unfinished and ask the students to think of the ending.

Sample Questions:

- ♣ How did the boys understand the idea of co-operation
- ♣ Why is it important to understand why people act as they do?
- ♣ Is it necessary to understand people’s emotions as well as the facts of the situation?
- ♣ Why is analysis important for problem solving?
- ♣ Can you find particular biases or points of view in the articles and stories you have read?

Discussion:

- ♣ Discuss with the students that analysis is the ability to look at things logically and objectively. It requires careful listening/reading and an awareness of the writer’s or speaker’s point of view.
- ♣ Explain to the students that analysis helps us to perceive bias in the things people say, which helps us determine whether those people hold prejudices.
- ♣ Explain to the students that these exercises help them to practice the skill of analysis. Point out that this means that they will have to think more carefully before they speak and confront their own biases.

Summary:

Skill to practice: Analyzing my own behaviour to see bias or ignorance.

My task this week: Practice my skills of analysis in all that I do and listen to and read.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some students will be insecure, so you need to encourage the students to try.
- ✓ You will need to be aware that some students may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the students develop an understanding of looking at problems and working out possible solutions.
- ✓ The students should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the students really think about the answers.
- ✓ These are discussion lessons, so allow the students to discuss the solutions they may have before answering.
- ✓ Encourage the students to think of ways that they can solve the problems.
- ✓ Talk to the students about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the students will want to refer some problems to an authority. While this is not to be discouraged, the students need to be made aware that the people in authority are not always available.
- ✓ Point out to the students that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When students are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the students may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the students empathize with the 'other side.'

Lesson 22: Nine Stars

Objectives:
This lesson will help the students to:

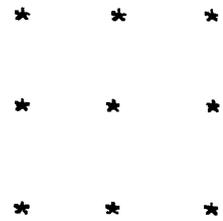
- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is the first in a series of problem solving lessons.
- This first problem is to demonstrate that often we are bound by assumptions that we make when trying to solve a problem (in this case that the lines cannot go outside the 'square' formed by the dots).
- This activity can cause frustration in the students so be sure to encourage them as you move around the room.

Directions and Method:

- Form the class into small groups or pairs.
- Draw nine stars on the board in a three by three square on the board.
- Ask the groups to copy this diagram and then give them the problem.
- They have to join all the stars using four straight lines and without lifting their pencil from the paper.
- Give the groups ten minutes to complete the exercise.
- Move around the room and encourage the groups as they work.
- Ask those who think they have been successful to come and demonstrate on the board.
- Explain to the groups not to be limited by their assumptions.



Sample Questions:

- ♣ How did you attempt to solve the problem?
- ♣ Did you use trial and error?
- ♣ Did you try to analyze the problem?
- ♣ How did you try to analyze the problem?
- ♣ What made solving this problem so difficult?
- ♣ Did you think that you had to 'keep inside the box'?
- ♣ What made you think this?
- ♣ Why do people not think about drawing outside the boundaries of the nine stars?
- ♣ Do we make assumptions like this in our ordinary lives?
- ♣ Do you think that this stops us from solving some problems?

Discussion:

- ♣ Very often we are limited in our ability to solve problems because we don't really listen to the facts. Instead we think things are a particular way and we work on a supposition that may not be true at all.
- ♣ Recognising that we make assumptions is not easy because we see them as truths. It means that we need to check all the facts and stay open-minded about the situation.

Summary and Application:

Skill to practice: Keeping an open mind about possible solutions to problems

My task this week: Look for times when I use assumptions rather than facts.

Lesson 23: Chessboard

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- Be sure you have a chessboard or a picture of one. A chessboard has eight by eight alternate black and white squares.
- This problem demonstrates that sometimes it is better to have a little now and have a better long-term solution.
- It also demonstrates that people who are solving problems need to look at all the possible solutions before choosing one – not choose the first solution that appears.

Directions and Method:

- Put the students in small groups for the discussion part of the lesson.
- Show the students a chess board (or a picture of one) and then tell the story:

A man did a favour for a very powerful prince. The prince called him to the palace and offered him a reward. “You can have 10 000 gold coins now” (and the prince picked up a bag of money) or ... and here the prince showed the man his chess board, “You can have one gold coin today” and then the prince put one coin on the first square of the chessboard. “Then, every day I will place double the number of coins on the next square. So tomorrow I will put two coins on the second square and then the next day, I will put double that on the third square and so on. Do you understand?” The man nodded. “Well” said the prince, “What do you want – the bag of money or the coins on the chessboard?”

- Ask the students what they think the man should do.
- Let them discuss either as a general discussion or in small groups what they think the man should do and why.
- When they have had ten minutes to discuss amongst themselves ask the questions:

Sample Questions:

- ♣ How did you try to solve the problem?
- ♣ Did you use trial and error?
- ♣ Did the group come to a decision?
- ♣ Do all the groups agree with the decision?
- ♣ What did you do to try and come to a decision?
- ♣ What made solving the problem so difficult?
- ♣ Did you try to solve the problem by drawing or trying it out?
- ♣ Did you work through the problem logically or did you just guess?
- ♣ Do you sometimes just guess when there are real problems?
- ♣ Does this mean that you always have the best solution ... or just the first one?

Discussion:

- ♣ Explain to the students that this is called geometric progression.
- ♣ Demonstrate with soda bottle caps how quickly the “money” grows.
- ♣ Explain that some problems follow a line of logic. If you work out the first step and then the second, you can work out the answer. Be sure to explain that not all problems are like that. Sometimes there are different and more effective ways of working out problems.

Summary and Application:
Skill to practice: Working through problems without giving up
My task this week: Look for the best solution, not just the first solution to any problem I may have.

Lesson 24: The Beautiful Girl and the Moneylender

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems

Teacher Instructions

- You will need the **Story Book** for this lesson.
- Because this problem has human values attached to the proposed solutions, it may generate a lot of discussion.
- This is to be encouraged, as the students need to understand that people offer solutions based on their emotions and attitudes as much as their logic.

Directions and Method:

- Explain that you are going to tell a story and that the class is to try to find a solution to the problem in the story.
- Explain that they must try to find a solution that helps *both* the girl and her father.
- Read the story “**The Beautiful Girl and the Moneylender**” that is in the **Story Book**.
- Form the class into groups of eight to ten.
- Allow the groups ten minutes to try and find a solution.
- Bring the groups back together for the discussion.

Sample Questions:

- ♣ Does anybody suffer with the solution you found?
- ♣ Think carefully! If anybody was punished in your solution, did they deserve the punishment?
- ♣ How did you come to your answer?
- ♣ Did anybody propose a solution that ‘tricked’ the moneylender?
- ♣ Can you find a solution where nobody is actually hurt?
- ♣ Is your answer fair to all the people?
- ♣ Did you think that the moneylender deserved to have something bad happen to him? Why do you think that?
- ♣ Did anybody say that the father deserved to go to prison? Why or why not?
- ♣ Did anybody say that the girl should marry the moneylender?
- ♣ If so, ask, ‘Why are the girl’s wishes less important than the father’s or the moneylender’s?’ Remember that in Human Rights we are all equal.
- ♣ When our values affect how we see things, does that make it more difficult to solve the problem fairly?

Discussion:

- ♣ Explain that there is no single correct answer to this story.
- ♣ Ask groups for their answers.
- ♣ Once you get the same answer, ask if any groups have a different answer.
- ♣ One answer is the girl takes out a stone and fumbles and drops it on the path. As it is not possible to tell which stone she dropped she says, ‘Oh, I am sorry, but I know we can look in the bag and see which colour stone is still in the bag and then we will know which stone I pulled out!’
- ♣ The most important thing here is not that there is an answer but that the students learn that often there are many solutions to a problem, and some solutions allow a ‘win-win’ result while others only allow a ‘win-lose’ solution.

Summary and Application:

Skill to practice: Think of solutions that are “win-win” when confronted with problems.
My task this week: Be aware of my emotions and attitudes when dealing with a problem.

Lesson 25: Problem Analysis

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- As this is a whole class and small group discussion, remember to look at all the class and not to ignore your 'blind side'.
- As this activity depends on real conflict situations, be aware of biases the students may show when telling you the problems.
- Ask questions to get the full story and help the students empathise with the 'other side' of the conflict situation.

Directions and Method:

- Form small groups of four or five.
- Ask the students to think of any real problem situation between two people that they have recently seen or experienced.
- Ask the students to analyze the problem by answering the questions that are written on the chalkboard.
 - What is wrong?
 - What outcome does each person want?
 - What is fair for each person?
 - What is most important for each person?
 - What things do both sides agree on?
 - Is one person absolutely right and the other person absolutely wrong?
 - Is either side willing to admit that they are wrong? Why or why not?
 - Is either side angry? Does anger affect how they act? Is the anger justified?
 - Can the two people solve their problem?
- Remind the students that they need to be very honest in their thinking.
- When the groups have answered the questions, ask them to think of ways that the problem could have been avoided or minimised (what could have been done differently?)
- Discuss whether this analysis helps to find a solution that both people feel is 'real' and lasting. Point out that analysis helps to keep our emotions and attitudes from overcoming our ability to solve problems.

Sample Questions:

- ♣ Why are people oriented problems not so easy to solve and hardly ever have one correct solution?
- ♣ What do you think a win-win solution is?
- ♣ How can we make sure that there is a win-win solution?
- ♣ If we do not find a solution that works for both sides in a problem situation will the solution be a lasting one?
- ♣ What sort of constructive skills do we need to solve problems effectively?

Discussion:

- ♣ Explain that most problems can be solved if they are dealt with early and not allowed to escalate into a conflict.
- ♣ If the solution is going to bring peace then it should be a win-win solution, a solution to a conflict or problem where nobody loses.
- ♣ For a win-win solution there is no place for revenge or resentment, a peaceful solution has to be seen as the most important thing.
- ♣ Point out to the class that all the skills they have practiced in the earlier activities are used in problem solving: listening, co-operation, analysis, empathy, critical thinking.

Summary and Application:

Skill to practice: Using all the skills of peacemaking to solve problems

My task this week: Look for win-win solutions to situations.

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for students to use in resolving interpersonal conflicts.
- ✓ The Guide gives student a framework for negotiating when there is a problem and will be the basis for the questions.
- ✓ The key to using this Guide is to start early and repeat often. The students will internalize the process as they have experience with it and see its effectiveness.
- ✓ The Guide consists of four levels that are increasingly complex and are used as students progress through the programme.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the students are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if people at the side of the class have their hands raised.
- ✓ When working with senior students remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and to utilise the skills they have learned here.

Lesson 26: The Shared Book

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help in every day life.

Teacher Instructions

- You need the **Level III Negotiation Guide Level**.
- This is a discussion and role-play lesson.

Directions and Method:

- Review the negotiation process – that is, where two people who are in a conflict try to find an agreement so that they can meet as many of each other's needs as possible.
- Explain that in negotiations people often argue about their feelings or actions, and solutions cannot be found unless both parties look at their needs rather than their feelings.
- Ask for volunteers to role-play '**The Shared Book**', which is one of the conflict resolution role-play cards.
- Ask the rest of the class to watch the negotiation and then discuss the sample questions:
- If there is time, ask for two different volunteers to do the same role-play and observe if and how the outcome is different. Discuss why this might be.

Sample Questions:

To the negotiators:

- ♣ What went well?
- ♣ What did you find difficult?

To the class:

- ♣ What did you see them do well?
- ♣ Would you try doing anything different
- ♣ What happens if one person in a negotiation has a lot more status than the other person?
- ♣ What happens if a settlement is negotiated but the weaker person is not happy with the result?

Discussion:

- ♣ Discuss with the class that all the other skills they have learned so far are used in successful negotiation.
- ♣ Discuss with the class what happens when there is resentment in one person, if that person feels they have been forced into a solution that they do not believe in.

Summary and Application:

Skill to learn: That negotiation is a method of finding the best possible solution for both people.

My task this week: Practice my negotiation skills by using critical thinking and analysis.

Lesson 27: Friends or Football?

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You need the **Level IV Negotiation Guide** (see Annex 2) and the **Story Book**
- This is a discussion and role-play lesson.

Directions and Method:

- Review the definition of negotiation (from previous work).
- Explain that in negotiations people often argue about their feelings or actions, and solutions cannot be found unless both parties look at their needs rather than their feelings.
- Read the story “**Friends or Football?**” in the **Story Book**.
- Review the **Level IV Negotiation Guide** (see Annex 2).
- Ask for volunteers to negotiate the situation.
- Ask the rest of the class to watch the negotiation and then discuss the sample questions:
- If there is time, ask for additional volunteers to do the same role-play and observe if and how the outcome is different. Discuss why this might be.

Sample Questions:

To the negotiators:

- ♣ What went well?
- ♣ What did you find difficult?

To the class:

- ♣ What did you see them do well?
- ♣ Would you try doing anything different?
- ♣ Can you show us what you would have done instead?
- ♣ Why do you think there are different ways of doing things?
- ♣ Are the different ways constructive or do they make the situation worse?
- ♣ What constructive skills did you see being used in this negotiation?
- ♣ How could you use these skills in your daily life to successfully negotiate problem situations?
- ♣ Why is it easier to negotiate a problem rather than allowing it to become a conflict?

Discussion:

- ♣ Discuss with the class that all the other skills they have learned so far are used in successful negotiation.
- ♣ Discuss with the class what happens when there is resentment in one person, if that person feels they have been forced into a solution that they do not believe in.

Summary and Application:

Skill to learn: To use the guide to help me solve problems

My task this week: To ask questions before getting angry

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage students to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the students who have prepared their role-play, but have not yet performed it, do not carry the emotions of the conflict role-play with them.

Lesson 28: Analyzing Mediation

Objectives:

This lesson will help the students to:

- Understand what is involved in mediation.
- Students will learn the role and responsibilities a mediator
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You will need the **Story Book** and the **Level IV Negotiation Guide** for this lesson.
- Write the Negotiation Guide on the chalkboard or have it on a large chart.

Directions and Method:

- Revise what a mediator is and what their responsibilities are.
- Explain, if necessary, that a mediator does not find solutions for people, but instead helps people to come to their own solutions. Mediators need all the skills of negotiation.
- Read the story “**Who Can Help?**” from the **Story Book** or ask one or two good readers to read it to the class.
- Use the comprehension questions to help the students to understand the story.
- Use the **Negotiation Guide** to discuss with the students how the mediator in the story behaved.

Sample Questions:

- ♣ Why was a mediator necessary?
- ♣ Did both girls agree that the older girl should mediate?
- ♣ Are there questions in the guide that the mediator should have asked?
- ♣ If you were the mediator, what would you have done?
- ♣ If you were the girls, what would you have done?
- ♣ Do you think the problem has been solved?

Discussion:

- ♣ Discuss with the students that mediation is simply a way of helping people who are upset or angry to be able to talk to each other.
- ♣ Discuss with the students what else the mediator could have done.
- ♣ Discuss what would be likely to happen if the mediator had not been available or if the girls refused to participate in the mediation.

Summary and Application:

Skill to learn: When I have a problem, ask myself the questions from the Guide to try to solve it.

My task this week: Memorise the steps in the Negotiation Guide to help me in problem situations.

Conflict Resolution

Teacher Tips

- ✓ As many of these lessons involve reading the story, remember to speak clearly and to read the story yourself before the lesson.
- ✓ Remember to move around the groups during group work to make sure that everyone is involved.
- ✓ The questions/statements should be written on the board. Remember to write clearly and from left to right.
- ✓ Be sure to remind the class, that students who act out part of the story, are taking on the characters in the story and should not be judged.
- ✓ Make sure that students who have been acting characters from the story have the time to be themselves before the end of the lesson.

Lesson 29: Drama – What is the Conflict?

Objectives:

This lesson will help the students to:

- Understand what is involved in conflict resolution.
- Develop skills in conflict resolution which can help them in daily life.

Teacher Instructions

- You need the **Story Book** for this lesson
- This is an analysis lesson, which asks the students to recognize the elements of conflict (see Annex 8) and to identify possible conflict resolution skills and principles.
- Write the first set of questions on the board before class to save time.
- Remind the students about all the rules for discussion lessons.

Directions and Method:

- Revise the difference between a problem and a conflict and the links between them. (A problem being something that can be resolved and a conflict something that can only be managed until relationships are transformed.)
- Read the first page of the story ‘**The New Clothes**’.
- Ask the students to think about these questions while listening.
 - What is the conflict?
 - Are the people involved in the conflict acting out their feelings? (Or are they hiding their feelings behind another argument?)
 - Is the conflict made worse by the feelings the people have?
 - Is there more than one level to the conflict?
- Discuss with the class the first seven questions in the comprehension section.
- Divide the students into pairs and have them list the skills and principles they recognize that could be needed to resolve this conflict. (List contributions on the board.)
- Ask for volunteers to come to the front of the room and try to resolve this situation using the skills they have been learning in Peace Education. If time allows, encourage a few pairs to come to the front and act-out an end to the story.
- Leave time at the end of the lesson to finish reading ‘**The New Clothes**’.

Sample Questions:

- ♣ How did you think the problem was best resolved?
- ♣ Did the people acting out the story use better skills than the character in the story?
- ♣ What did they do?
- ♣ What feelings were demonstrated by the characters?
- ♣ Did those feelings make the problem worse?
- ♣ How could the problem have been prevented?
- ♣ What are the levels?
- ♣ What does this teach you about conflict resolution?

Discussion:

- ♣ Discuss what might have happened if Steve, John, and Martin had not used conflict resolution skills.
- ♣ Explain to the class that conflict resolution cannot be taught by just doing some activities in class.
- ♣ They must be prepared to think of these skills and try to use them, each time a conflict arises.

Summary and Application:

Skill to practice: Practice all the skills of peace education to solve problems in a constructive way.

My task this week Look for constructive alternatives to problems and conflicts I see around me.:

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 30: What Have You Learned About Peace?

Objectives:

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- Explain to the class that this subject will continue next year and that they will be expected to remember the skills and values that they have learned this year.
- Write up the '**Summary of Skills, Values and Concepts**' on a chart for the class (see Annex 4).

Directions and Method:

- Ask the class what they have learned in Peace Education.
- Write their answers on the chalkboard. If they remember an activity, ask what the topic behind the activity was (that is, the lesson learned).
- If necessary, remind the class of activities and ask them what they learned by playing that game.
- When everything is listed, ask various students to summarise the topics.
- Put the chart '**Summary of Skills, Values and Concepts**' on the board or wall.
- Ask the class if they feel peace education is worthwhile.

Sample Questions:

- ♣ What did you find worthwhile in peace education this year?
- ♣ How can you use that in your daily life?
- ♣ Whose responsibility is it to create peace?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think.
- ♣ Explain that if we are to have peace it is every person's responsibility, not just the responsibility of the leaders.
- ♣ Ask if the children have enjoyed the class.

Summary and Application:

Skill to learn: Understand that peace requires continual practice.

My task this week: Choose one of the peace skills we reviewed today and see how often you can use it this week.

Grade 8

This is often the final year of the Peace Education course in primary school. It is also, probably, the year when students do an external examination and therefore have less time and commitment to a non-examinable subject. This means in turn, that you, as the teacher, and the course itself, will be the only motivational factors that the students have. It is important then, that you are well prepared for teaching this programme.

Reinforce in every lesson (if necessary) that this course is a life skills course –that is, it is necessary for all their lives. It is also a process course, which means that the course is designed to change attitudes and behaviours from those that are destructive to those that are constructive. It is important for the students to recognize that Peace Education should not stop when the course is over.

Lesson Requirements

Lesson number	You will need ...
Lesson 2	▪ The Conflict Management Continuum from Annex 7
Lesson 4	▪ Small cards (enough for half the class)
Lesson 6	▪ The Active Listening Rules from Annex 1
Lesson 12	▪ The perception card of the men
Lesson 13	▪ Articles or stories with comprehension questions
Lesson 16	▪ The story ' True Love ' from the Story Book
Lesson 20	▪ The poem ' Looking Forward to the Next Parting ' from the Story Book
Lesson 23	▪ The story ' Friends or Football? ' from the Story Book ▪ The Level IV Negotiation Guide from Annex 2
Lesson 24	▪ The Level IV Negotiation Guide from Annex 2 ▪ The Principles of Negotiation from Annex 3 ▪ The story ' Friends or Football? ' from the Story Book

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Introduction

Teaching Tips

- ✓ As a Peace Education teacher you are expected to be a positive role model for the children in your classes.
- ✓ You need to be cheerful, alert and enthusiastic about your lessons.
- ✓ Remember these lessons may not be part of the formal syllabus, so fear of failing will not be a motivation for your students; only you and the way the lessons are presented plus the content will be the motivation.
- ✓ Introduce Peace Education as a topic explaining how many lessons they will have but that these lessons are only in school.
- ✓ Explain that Peace Education must be learned all our lives.
- ✓ As a Peace Education teacher you are expected to be a positive role model for the students in your classes.
- ✓ Answer any questions as they arise. Remember this is new to the students, although the effects are not.

Lesson 1: Introduction

Objectives:

This lesson will help the students to:

- Become familiar with you and with the subject
- Motivate themselves to learn about Peace Education
- Focus on the aims of this programme

Teacher Instructions

- Introduce yourself by name and explain that this lesson is part of the Peace Education programme.
- If the students have done Peace Education in previous years then review what they have learned.

Directions and Method:

- Explain to the students that this is a new subject called 'Peace Education'
- Ask the class if they have any ideas about what this subject is. Write all ideas on the board.
- Circle any suggestions from the students that fit in with any of the concepts or issues that are part of the Peace Education programme, even if they are in different words than you would use.
- Explain that the other suggestions will be discussed if there is time.
- Ask the students what they think the word peace means.
- Write all suggestions on the board.
- Ask what they think the word conflict means.
- Write all these words on the board.

Sample Questions:

- ♣ Why is peace important in our lives?
- ♣ Is conflict just fighting and war? Why do you think so?
- ♣ What are the causes of conflict?
- ♣ What can we do to try to eliminate the causes of conflict?
- ♣ How do we behave now? Are we peaceful or do we carry the seeds of conflict inside us with the way that we behave?
- ♣ What can we do to try to make ourselves more peaceful?
- ♣ How is it possible to work towards peace in our school? In our community?
- ♣ What are some possibilities when there are peace that cannot happen when there is conflict?

Discussion:

- ♣ Discuss the fact that peace is more than an absence of war (or conflict) and as such there are skills for all of us to learn if we are to achieve long lasting peace.
- ♣ Explain to the students that this course is going to give them some skills so that they can achieve peace and avoid conflict.
- ♣ Discuss with the students that they can use these techniques out of school as well and in their community as a whole.
- ♣ Explain that creating peace is hard work but that the Peace Education course should be a lot of fun.

Summary and Application:

Skill to learn: Understand why peace is important in the community.

My task this week: Write one example of how peace has created a new opportunity in your community.

Lesson 2: Theory Background

Objectives:

This lesson will help the students to:

- Recognize different approaches to mitigating and resolving conflicts
- Focus on the aims of this programme

Teacher Instructions

- This is the theory background to the idea of peace and conflict.
- When explaining the **Conflict Management Continuum**, draw it on the board so the students can see it visually. (See Annex 7.)

Directions and Method:

- Remind the students that in the last lesson they looked at a definition of peace and a definition of conflict and that in this lesson they are going to look at some of the background theory of peace and conflict.
- Explain to the students that conflict is managed in a variety of ways, some more effective than others.
- Show the students the Conflict Management Continuum and explain it to the class:
- The conflict management continuum shows which techniques are reactive (looking back) forms of managing conflict and which are proactive (forward-looking) forms of managing conflict.
- Conflict suppression and conflict management are reactive forms in which there is usually no effort to understand the root causes of conflict, and often no effort made to even listen to both sides of the story.
- Reactive forms of conflict management are limited and the 'peace' gained this way is also limited. In this situation there are waves or cycles of conflict. These often have a strong element of revenge (as a result of one side being suppressed previously).
- Conflict resolution and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. There is a renewed interest all around the world in these proactive approaches, because although they are difficult, they are the most likely to take all sides into account.

Sample Questions:

- ♣ What examples from your own experience can you give of these different techniques?
- ♣ Why do you think proactive approaches are important?
- ♣ What techniques are used traditionally in your culture to resolve conflicts?
- ♣ What techniques do you think are best for resolving conflicts at school? At home?

Discussion:

- ♣ Ask the students for examples for each of these areas.
- ♣ Discuss which techniques are most commonly used in our society.
- ♣ Explain that Peace Education focuses on proactive forms of conflict management.
- ♣ Explain that it is more important to prevent conflict than to know how to resolve it.

Summary and Application:

Skill to learn: Understand the difference between conflict management techniques.
My task this week: I will think of ways of preventing conflict instead of fighting.

Inclusion and Exclusion

Teacher Tips

- ✓ These exercises can be difficult for the students if they are sharing things they have never shared before.
- ✓ Be sure to create a warm and supportive environment for the students.
- ✓ When students are 'excluded' as part of an activity, remind them and the class that this is only an activity and that the 'exclusion' is not real. Offer them an opportunity to talk afterwards if they so wish.
- ✓ Remind students that these activities are only demonstrations and that nobody should hold negative emotions in their heart.

Lesson 3: Who Are You?

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognize the motivations that lead to conflict.

Teacher Instructions

- This is an individual and whole class activity.
- Be aware that some students may not feel comfortable about sharing aspects of themselves.
- Use yourself as an example.

Directions and Method:

- Begin by describing who you are – name, relationships (married or single, parent), what you do, where you come from etc. List as many different components of your identity as you can think of.
- Ask the students to write down who they are and write down as many things as they can.
- Ask the students how many wrote down their age, how many wrote their nationality, how many wrote their tribe or clan, how many their sex, etc, as well as how many wrote down aspects of who they are that they have control over.

Sample Questions:

- ♣ Which things on your list do you have a choice about? e.g. Do you have a choice about being male or female, a choice about your colour, your tribe or clan or ethnicity or nationality? Do you have a choice about the work you do, the hobbies you have etc.
- ♣ Do you have friends who are not the same tribe or clan as you?
- ♣ Do you have friends of a different nationality to you? *[Groups are usually on the basis of colour, gender, ethnicity, clan etc.]*
- ♣ Why do you think groups are formed on the basis of things about ourselves over which we have no choice? [e.g. colour, sex, tribe etc.]
- ♣ Is this way of grouping people fair?
- ♣ Are groups ever formed on the basis of things over which we do have a choice?
- ♣ When does this happen? Are these groups important?
- ♣ Are groups that are formed on the basis of choice more or less important than groups that are formed on the basis of those things over which we have no control? Why do you think this is so?
- ♣ What happens when a person is not allowed to be part of a group because of the way they look or because of other things they cannot control?

Discussion:

- ♣ Discuss with the group that when we create a group we exclude certain people – this is what makes a group; the fact that some people are not part of the group.
- ♣ Explain that there are some groups we belong to over which we have no control, but that we also form groups based on likes and dislikes and that we are all in many groups with different people.
- ♣ Sometimes the formation of groups leads to conflict without anything else happening; the fact that some people are excluded can lead to resentment and a wish to create a rival group.
- ♣ This is why it is important to look for things that are similar between people in different groups, so that people understand they are the same and therefore less likely to create conflict.
- ♣ Explain to the students that exclusion is the beginning of stereotypes – when we make judgements based on how a person looks and that judgement allows us to treat that person differently (usually badly), when we don't know that person at all. This becomes discrimination.

Summary:

Skill to learn: Remember that excluding people can create stereotypes and discrimination
My task this week: Write a short essay explaining why exclusion can cause conflict.

Lesson 4: You Don't Belong

Objectives:

This lesson will help the students to:

- Understand themselves and where they fit into society.
- Recognize the motivations that lead to conflict.

Teacher Instructions

- There is preparation for this lesson.
- Make a set of small cards (or slips of paper) perhaps with stars or something similar drawn on them.
- There should be enough cards for half the class.

Directions and Method:

- Divide the class into two groups. Separate the two groups so that you can talk to each group secretly.
- Tell the first group that they belong to a society (culture) where people give each other cards when they want to speak.
- If somebody tries to talk to them without giving a card, they are obviously rude and have no manners and should be ignored.
- Ask this group to use their cards (give one to each person) and talk to each other.
- Keep at least one card to yourself.
- Tell the second group to go and make friends with as many people as they can.
- Watch the activity and then quietly give the card you kept to somebody from group 2 and check to see if they understand the significance of the card.
- After a few minutes, pause the activity and take the cards back from group 1. Speak to group 2 secretly and give them a nonsense phrase as the introduction to conversation. Again if the other person doesn't respond correctly they are ignored. (For example, how is your grandfather? He is well and the chickens are healthy.)
- Tell group 1 to go and make friends with as many people in the other group as possible.

Sample Questions:

- ♣ How did you feel when nobody would talk to you?
- ♣ How did you feel when you ignored the people who didn't belong?
- ♣ Did you feel like you were being rude?
- ♣ Was it easier to speak to other people once you understood the rules of the group?
- ♣ How do you feel now (after playing the game) about people that you have been rude to in the past?
- ♣ Do you think you now have more understanding about how other people feel when they are excluded?
- ♣ What will you do in the future to make sure that people are not excluded?

Discussion:

- ♣ Discuss with the students that the feelings that each group had when they were excluded are the same for all people who are excluded.
- ♣ Discuss with the students that feeling excluded often makes people angry and this makes people act in ways that cause conflict or violence.
- ♣ Exclusion generally leads to mistrust and a lack of communication. Both of these are causes of conflict.

Summary:

Skill to learn: Remember that excluding people can lead to mistrust and conflict.

My task this week: I will include as many people as possible in activities and games both in and out of school.

Listening

Teacher Tips

- ✓ Listening belongs to the basic skills area and must be taught in the early stages, both in the normal school curriculum and in Peace Education.
- ✓ It should be taught continuously as it is a skill that many adults practice poorly.
- ✓ Remember that when listening is highly refined it eliminates bias and the possibility of manipulation.
- ✓ This means that your class may ask more 'why' questions than they did previously.
- ✓ Use active listening yourself in the classroom (see Annex 1): listen to everything the children say – **not** just those answers or comments that agree with your own thoughts.
- ✓ All songs and poetry also involve listening and these should be practiced often in the classroom.
- ✓ Be aware that once the students are conscious of the elements of good listening, they will expect it of you as a teacher.
- ✓ Good listening is an essential element of good teaching and you should be a role model for the students.

Lesson 5: Listening

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- Explain very clearly what the class is supposed to do.
- Ask the students to choose a partner they do not normally work with.

Directions and Method:

- Give the explanation before asking the students to choose a partner. (For example, you will be asked to listen to another person tell you about something and then you will have to tell that person as much as you can remember of what they told you. Are there any questions? Now choose a partner to work with.)
- Ask the students to choose a partner.
- One of the pair is the speaker, the other the listener.
- The speaker talks for a minute about any topic they choose.
- The listener must not interrupt the speaker.
- At the end of the time the listener repeats as closely as possible what the speaker said.
- The two students then change roles.
- When you record the students' responses, make a chart with 'Advantages' written on one side of the page and 'Disadvantages' on the other, with a line down the middle in between, like so:

Sample Questions:

- ♣ How well did the listeners do in each case? (Ask the speakers).
- ♣ What are specific things you do to show that you are listening to the person who is speaking?
- ♣ Does this mean that the person is really listening (or are they perhaps just asking)?
- ♣ What can you do in situations when people are not listening to help them understand how important it is?
- ♣ How is listening related to peace education?

Discussion:

- ♣ Discuss with the class the advantages of listening well.
- ♣ Ask if there are any disadvantages. Put the responses of the class onto a chart and keep for future discussions.
- ♣ Discuss with the students that good listening is essential if we are to be peacemakers. It is through listening that we learn the facts, and the other person's point of view.

Summary and Application:

Skill to practice: Remember that active listening can help the speaker be understood.

My task this week: When I am unclear about something, use active listening skills to clarify what is being said.

Lesson 6: Active Listening Rules

Objectives:

This lesson will help the students to:

- Understand that active listening is a skill
- Understand that listening is a part of communication and an element to understanding each other better

Teacher Instructions

- This activity is a discussion and board work lesson with the whole class and then in pairs.
- Make sure that the pairs are different to the previous lesson.

Directions and Method:

- Discuss with the class what is necessary to be a good listener.
- Record the answers on the chalkboard. [*You should get responses that can then be grouped under headings such as interested, understanding, knows what I m talking about, gives good advice*].
- Explain to the class that active listening requires that people consciously listen (use body language, make eye contact etc.) and that it has 'rules' that make sure that we understand what it is that we hear.
- Ask the students to copy down the active listening rules (see **Annex 1**) and to try to practice them.

Sample Questions:

- ♣ Is it possible to listen effectively if we don't look as if we are listening?
- ♣ If this is so, why do we have to 'act' the part of being a good listener?
- ♣ Why does this help?
- ♣ Is it possible to listen well without doing these things?
- ♣ Which is most important, to listen effectively using the 'rules' or to act as a good listener?
- ♣ How do we know that we have not misunderstood?

Discussion:

- ♣ In a general class discussion, ask students if they feel that they are really being listened to when the listener practices good listening skills.
- ♣ Explain to the students that it is important to always practice good listening skills, outside of the classroom as well as at school.
- ♣ Ask students to practice their good listening skills at home and to share stories of how they used these skills.
- ♣ If the students need more work then do specific exercises on active listening.

Summary and Application:

Skill to practice: Remember that good listening requires practice and time.

My task this week: Write a short essay explaining a situation in which I used active listening skills and was able to avoid conflict.

Better Communication

Teaching Tips

- ✓ Remember that the students will also be watching you to see that you too, have good communication skills.
- ✓ Make sure to speak clearly and explain all of the instructions.
- ✓ Ensure that you are a role model for all communication skills; use open questions, good body language and efficient observations.
- ✓ Comment on the good skills using the students' names where possible.
- ✓ Remind the class that good communication skills should be practiced all the time.
- ✓ If communication amongst the students is very poor, repeat communication lessons every few weeks in amongst other concept lessons.

Lesson 7: Charades

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This is a group activity that does not come back to the whole class until the discussion.
- This means that you must move around the class to ensure that the groups understand what they are to do and that they are carrying out the activity correctly.
- If there are particularly good charades, ask these people to perform them for the class.
- Remind the class that the whole proverb or saying must be acted out.

Directions and Method:

- Ask the students to choose a partner.
- Now each team of two chooses a partner team. (So that there are four people playing together.)
- The first team chooses a well-known saying or word.
- They can discuss it together but not with their partner team.
- The first team then acts this out (without speaking) and the second team must guess what the proverb or saying is.
- When the second team guesses the charade, they choose a word, phrase or proverb and act it out for the first team.

Sample Questions:

- ♣ What did you find difficult about this game? What was easy about it?
- ♣ What did you need to do so that the other team could guess what you were acting out?
- ♣ What would have made it easier to guess what the word or proverb was?
- ♣ Do you think it is possible to understand how people feel just by the way that they look?
- ♣ Can you show me how somebody looks when they are tired? When they are sad? When they are frustrated?
- ♣ How does body language help us to communicate?
- ♣ Can you tell when somebody is not telling the truth? How does their body language change?
- ♣ What does body language show us that words cannot?

Discussion:

- ♣ Discuss with the class that 'body language' can sometimes communicate a great deal more than we think, and that to communicate effectively our body language should match what we are trying to say.
- ♣ Acting to describe a word or phrase helps us to think about the meaning of the word and helps us to learn to match our body language and our normal communication.

Summary:

Skill to practice: Good communication in order to resolve conflicts constructively.
My task this week: Practice using body language that reflects what I am trying to say.

Lesson 8: Observers

Objectives:

This lesson will help the students to:

- Practice communication skills essential for peace.
- Appreciate that understanding is a positive attribute.

Teacher Instructions

- This is a continuous small group activity so move around the class to check on the work being done.
- The activity needs to be stopped every three minutes so that the observer can report back on the listening and communication skills in their groups.
- Remind the students that this is not a gossip or chat session. They are expected to talk about a meaningful topic.

Directions and Method:

- Ask the students to form groups of three.
- Remind the class that good communication involves speaking clearly, thinking about what you are going to say and then saying it so that the message is clear to the listener.
- It also involves good listening skills, paying attention to the speaker, paraphrasing, and asking questions to be sure everyone understands.
- One student in each group is the speaker, another the listener and the third is the observer.
- The speaker must speak for two minutes, then the listener can ask questions and paraphrase what the speaker has said.
- The observer notes how each of the other two manage, what skills they show and where they did not demonstrate the skills.
- Each student should have a turn in each position. After each two-minute round of talking, stop the class and ask the observers what they observed.

Sample Questions:

- ♣ What are some of the elements of good communication?
- ♣ Did the listeners paraphrase the speakers?
- ♣ Did the speakers explain clearly what they were talking about?
- ♣ What techniques were used to make sure the message was clear?
- ♣ What did the listener do to show that he or she was listening carefully to the speaker?
- ♣ What other ways are there to communicate effectively?
- ♣ Why is good communication important?
- ♣ What happens when people do not communicate well?

Discussion:

- ♣ Remind the class that good communication skills should be practiced all the time.
- ♣ If the results are not as good as you would hope, repeat communication lessons every few weeks in amongst other concept lessons.
- ♣ Remind the class that good communication is important in order to prevent misunderstandings and create peace.

Summary:

Skill to practice: Good communication skills to avoid conflict.

My task this week: I will listen closely and ask questions if there is information I do not understand.

Handling Emotions

Teaching Tips

- ✓ The lessons on emotions will probably be difficult in the beginning as many of the students will not be able to recognize emotions and culturally may not be permitted to display them.
- ✓ Provide a safe emotional environment for the students so that they can feel comfortable talking about their emotions.
- ✓ Explain that if we cannot identify our emotions it is not possible to deal with them.
- ✓ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) and that hiding emotions may be a sign of respect to others in the community.
- ✓ In doing work on emotions the point is not to encourage the students to break with their traditions but rather to recognize and understand themselves and others better so as to deal with emotions in a positive and peaceful way.

Lesson 9: Drama – Acting Emotions

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a small group and whole class activity.
- Remind the class that the role-plays should be very short and just express the emotion; they do not have to tell a long story.
- This can be carried over to another lessons if there are too many role-plays for one lesson

Directions and Method:

- Divide the class into small groups and ask each group to make a short play that demonstrates an emotion.
- You may want to give a particular emotion to each group.
- The plays need only take a minute or two.
- If the class needs help to think of situations, give some examples:

Joy:	Passing my examination with good marks
Sadness:	Having somebody I care for not liking me
Anger:	Being betrayed by somebody I trusted
Frustration:	Having people gossip and say things that are not true about me.
Loneliness:	When my friends and family have left me alone.

Sample Questions:

- ♣ What other ways could be used to handle these emotions other than the way they were portrayed in the role-plays?
- ♣ What are some other emotions that could be easily demonstrated in a play?
- ♣ In what ways do you usually express your emotions?
- ♣ What are some emotions that are harder to show directly?
- ♣ Why do you think these emotions are more difficult to portray?
- ♣ How are emotions such as ‘love’ expressed in different situations?
- ♣ What techniques can you use to show your emotions so that people understand how you feel?
- ♣ Why is it important to do this?

Discussion:

- ♣ When each group is performing their play, the rest of the class should watch and see if they can identify the emotion.
- ♣ Help the students to explore the more abstract emotions and identify them with the students. *(For example, many young people will claim to ‘love’ another person in order to have sex. The students should be able to discuss what ‘love’ is; how parents love their children, how family members love each other. Help them identify elements of love – caring, understanding, thoughtfulness, support for the other person. Ask if there is another word for what they feel when they want sex. By helping the students demystify and take away the romantic language, they will be able to use their knowledge about safe sex, which they often have, but don’t use because they feel ‘in love’.)*
- ♣ Discuss that emotions do not necessarily have to be indulged, but that people should be able to recognize and understand their emotions and how they affect attitudes and behaviour.
- ♣ Explain that acting on emotions without thinking rationally can have negative effects, but that it is possible to control them by understanding them.

Summary and Application:

Skill to practice: Understand how emotions can cause conflict if they are not controlled.

My task this week: I will identify my emotions and not act on them until I understand the consequences.

Lesson 10: How Bad Is It?

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a whole class activity, with perhaps some individual work.
- It is designed to help the students grade their emotions so they can then judge if their reactions are appropriate.
- *This exercise is quite difficult and may need to be repeated several times. It is not easy to view things comparatively, especially not emotions. If anger is too difficult, begin with a positive emotion.*

Directions and Method:

- Explain to the class that this activity is about gradation of emotions, which is a way of seeing how the same emotion can occur with different strengths in different situations.
- Explain to the class that in this activity they will be asked to show the difference between things that make them only a little bit angry and things that make them very, very angry.
- Draw a line down the centre of the room on the floor or draw a line along one wall.
- Mark the line into ten even sections. Number the sections 1 - 10. Ask the class what would make them angrier than anything else would.
- Once the class has agreed that thing becomes 10 (for example, a friend betraying them).
- Now ask what thing should be 1, something so minor that it is just annoying. Allow the class to discuss. When they have agreed it becomes 1 (e.g. breaking a pencil).
- Choose several people to tell about times that they have been angry and ask them what level of anger they had.

Sample Questions:

- ♣ Think of times when you have been angry. What made you angry and where you would put it on the scale of 1 – 10?
- ♣ Where do others think that incident should be? How often have you been very angry at something that was really quite small?
- ♣ How did other things that happened that day affect your feelings?
- ♣ How does understanding why we are angry make it easier for us to control our anger?
- ♣ How would you react differently to something that made you very angry than to a situation that only annoyed you a little bit?
- ♣ Do you think it is appropriate to act the same way to all the situations that make you angry?

Discussion:

- ♣ This exercise helps the students to realise that there are gradations of feeling.
- ♣ With guidance from you as the teacher they can learn to analyze their emotions and their reactions.
- ♣ This in turn will help them to respond appropriately.
- ♣ **Remind the students to ask at home how emotions are dealt with traditionally. They should bring this information to the next lesson.**

Summary and Application:

Skill to practice: Understand that we have different levels of the same emotion in different situations.
My task this week: Ask a leader in my community how emotions are traditionally dealt with in my culture.

Lesson 11: Traditions

Objectives:

This lesson will help the students to:

- Recognize their own emotions and practice expressing them.
- Appreciate the ways in which emotions can affect behaviours.

Teacher Instructions

- This is a group activity, which requires some bookwork.
- Move around the groups to make sure that everybody is involved in the discussions.
- Direct the group discussions when necessary.

Directions and Method:

- Divide the class into five groups.
- Ask each group to make a list of different ways they have learned to handle various emotions. If necessary ask directed questions, such as ‘How do you feel when...?’
- The groups should also discuss who told them to behave this way (e.g. parents, grandparents, community elders, teachers, neighbours etc.)
- When the groups have a list of ways of dealing with emotions ask the groups if they see these ways demonstrated by other people in the community and if the people demonstrating these methods have the respect of others in the community.

Sample Questions:

- ♣ Who in your community taught you the traditional ways of handling emotions?
- ♣ Are these people respected by others in the community when they use these traditional methods? Why or why not?
- ♣ Do you feel that these ways of handling emotions are appropriate for you? How?
- ♣ How do you feel when you have to do something your family has asked you to do that you don’t want to? What do you do?
- ♣ Even if you don’t show that you are angry, how do feel inside?
- ♣ How can you try to understand why you have been asked to do certain things?
- ♣ How do feel when somebody does something bad to you?
- ♣ Do you retaliate? Do you try to understand why they may have done this thing?
- ♣ What can you do to understand why people act in certain ways?
- ♣ What are some ways you can respond to people’s actions without becoming angry or creating conflict?
- ♣ Why does your culture ask you to behave in certain ways?
- ♣ How do these ways help keep things peaceful?

Discussion:

- ♣ Discuss the fact that traditional ways of dealing with emotions may change according to who you are (e.g. child or adult) or the situation you are in and that hiding emotions may be a sign of respect to others in the community.
- ♣ Remind the students that although different cultures have different ways of handling emotions, they all serve the same purpose and all the different methods should be respected.
- ♣ Tell the students that this activity is not meant to have them break with their traditions but is a way to recognize and understand themselves and others better so as to deal with them in a positive and peaceful way.
- ♣ Explain that dealing with emotions is important to understand why others act in certain ways. This can prevent you from becoming angry and help keep the peace.

Summary and Application:

Skill to practice: Work within my cultural traditions to control my emotions and achieve peace.

My task this week: Write a short essay about how controlling emotions is important for keeping things peaceful.

Perceptions and Empathy

Teaching Tips

- ✓ Be aware that these activities may involve powerful emotions that the students are not used to sharing.
- ✓ Make sure that you create a warm and supportive environment.
- ✓ Reassure the students that if any of them want to come talk that they are always welcome to do so.
- ✓ Remember to offer specific praise to students who display constructive peaceful behaviour.
- ✓ Ensure that the lessons are discussions and not lectures.

Lesson 12: Perceptions – Men

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- Be sure that you have the perception card of the men (in the archway) ready.
- Move around the class when showing the card so that you can be sure that every one has seen it properly and everyone is involved.
- Remind the class that each person should say what they see, and not repeat what everybody else says.

Directions and Method:

- Use the perception card and show it to the class asking what they see.
- Move around the classroom and get answers from as many students as possible..
- Ask if anybody can see it in a different way once somebody else has described it or if they can only see it one way.

Sample Questions:

- ♣ What are some of the different ways you saw the picture of the men?
- ♣ Why do you think that we see things differently?
- ♣ What do you think is the 'true' picture? Is there one?
- ♣ What do you think happens when people believe that only their perceptions are right?
- ♣ What happens when people act only according to their perceptions? What if their perceptions are not the truth?
- ♣ How can you tell the difference between truth and perceptions?
- ♣ Why is this distinction important?
- ♣ Why should you listen to other people's points of view?
- ♣ Why is it important to try to see things in more than one way?
- ♣ Can you name some examples of times when understanding a different perspective has helped you?

Discussion:

- ♣ Explain to the class that perceptions are developed by the way we think, the things we have been taught and our experiences.
- ♣ Reassure the class that perceptions are not right or wrong; they are all valid as long as they are based on complete information.
- ♣ Explain to the class that as long as our perceptions are not cruel or hurtful they are not harmful, but that perceptions that are negative can lead to stereotypes and discrimination.
- ♣ Discuss with the class that perceptions often lead to judgements and that if these judgements are made without having enough information it can create conflict.
- ♣ Explain that learning from others, cooperating, and engaging in joint problem solving are ways of preventing judgements based on misperceptions and ways of helping achieve peace.
- ♣ Read the story of '**The Blind Men and The Elephant**'. Ask the students if they think that the men's perceptions were accurate.

Summary and Application:

Skill to practice: In accurate perceptions can lead to discrimination

My task this week: Speak to my family about perceptions and ways of understanding other's points of view.

Lesson 13: Does it Say What it Means?

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This is a self-directed lesson in which students work individually.
- It will require you to have enough stories or articles for each person in the class.
- This activity may be a double lesson; so that the stories are read and the questions answered in the first lesson and the discussion takes place in the second lesson. You will need to summarize what happened in the first lesson at the start of the second lesson.

Directions and Method (1st lesson):

- Have the class read any of the Peace Education stories, articles or books that include comprehension exercises.
- Ask the students to write the answers to the comprehension exercises in their books (The students should write the title of the story, article or book and then just number the answers).
- When the students have answered the questions bring the whole class together for a discussion.

Sample Questions:

- ♣ What is bias?
- ♣ When we use certain words to describe things or situations or people that give a particular view and that then influence our feelings, is that bias? Why or why not?
- ♣ Has there ever been a time when you understood that there was a bias in what you were being told?
- ♣ How often do you recognize that there is bias in what you are being told or what you are saying?
- ♣ How do biases influence what you think about something you are told?
- ♣ What is the difference between bias and perceptions?

Discussion (2nd lesson):

- ♣ Discuss with the students that bias can be either positive or negative.
- ♣ Ask students to give examples of positive and negative bias and how that affected their thinking.
- ♣ Ask the class if the views they hold are given as facts in the story (can they show examples in the story) or if they have that opinion because of the way that the writer has written.
- ♣ If there are no illustrations in the story ask the students what pictures they 'see' in their minds when they are reading the story.
- ♣ Explain to the students that each person will 'see' a different picture because each person has different experiences and that these experiences affect our perceptions.
- ♣ Explain that the more points of view we understand, the more accepting we are of differences and this can help us be more peaceful.

Summary and Application:

Skill to practice: Understand that bias is everywhere but that it can be both positive and negative
My task this week: Talk to my family about bias and why it affects our opinions.

Lesson 14: Sharing

Objectives:

This lesson will help the students to:

- Understand how other people see the world
- Recognize that perceptions and empathy make true communication more effective.

Teacher Instructions

- This is a lesson that requires sensitive teaching.
- Be aware that some students may have very powerful emotions that they may share.
- Move around the groups ready to support such students.
- Begin the lesson with some basic ground rules that the students determine.
- The students will need a lot of support here to be able to articulate what they might feel in a given situation.
- Allow plenty of time for discussion before writing if necessary.

Directions and Method (1st lesson):

- Explain to the students that they are going to work in small groups and discuss situations where they have felt strong emotions, both positive ones and negative ones.
- Explain that many of us have felt very strong emotions and that it is important to establish some ground rules for the lesson.
- Ask the class what they feel ought to be ground rules in this lesson. Help them develop the rules but **DO NOT GIVE THEM THE RULES**. These may include: no laughing, no scoffing, be honest, be sympathetic practice active listening, etc.
- Divide the class into small groups and ask each group to list situations where they felt strong emotions. (If they cannot readily think of any situations give some examples, such as the birth of a baby brother or sister, passing exams, being confirmed in the church, fighting in the market, being cheated at food distribution, or running away from the fighting at home).
- The group should discuss each situation and then swap the stories within the group, so that each student has a story that does not belong to them.
- Ask the students to write how they would feel if this were to happen to them and what they would have done.
- Remind the students that empathy with another person means trying to understand – so there should be no negative comments and no criticism of another person's views or actions.

Sample Questions:

- ♣ How do you think you would have felt if this had happened to you?
- ♣ Why do you think it is important to consider other people's feelings, especially when they have very strong emotions?

Discussion (2nd lesson):

- ♣ Discuss with the whole class that empathy (understanding the other person's point of view) means that they need to be very honest with themselves, and be able to recognize the feelings of the other person and understand why they might feel that way.
- ♣ Explain that having empathy is important in order to engage in problem solving and for resolving conflicts.

Summary and Application:

Skill to practice: Empathy is an essential part of problem solving and conflict resolution.
My task this week: Try to have empathy for a friend who tells me about having strong emotions.

Co-operation

Teaching Tips

- ✓ Whenever you ask students to perform an action, demonstrate it for them first.
- ✓ The activities in these lessons can be used many times and should be spread out amongst other lesson topics as well. They are especially good to use if you have a few spare moments at the end of a lesson. Co-operation is a value which should be reinforced often.
- ✓ Remember to praise students who you observe co-operating in other areas of the school life.
- ✓ As many of these activities are outdoor activities, remind the students of how helpful it is to respect others.
- ✓ Make sure that you tell the students that these games and activities are designed to help them to co-operate better.
- ✓ All of these lessons encourage students to watch and listen to each other.
- ✓ All of these lessons require co-operation in groups, so you should move among the groups to make sure they are working together and watch for 'teaching points' that can be raised in discussions.
- ✓ Any of the game-playing lessons can be played later in the course, in between the more difficult lessons.
- ✓ Point out that the winning teams in game-playing lessons are not necessarily better at the game, but they co-operated with each other well.
- ✓ Any team games can be played to enhance co-operation, but make sure you choose games that all students can play (for example, **not** football).
- ✓ Make sure you participate in games like skipping. This will help break down barriers between you and the students.
- ✓ Remind the students that co-operation is a choice that needs to be constantly made.

Lesson 15: Human Knot – Analogy

Objectives:	Teacher Instructions
<p>This lesson will help the students to:</p> <ul style="list-style-type: none"> ▪ Understand the concept of co-operation. ▪ Co-operate through a variety of activities. ▪ Understand that conflict is created by many small steps and it is easier to prevent these rather than attempting to solve a complex conflict. 	<ul style="list-style-type: none"> ▪ This activity has a number of lessons that can be learned. The primary one is co-operation. ▪ The second lesson to be learned is how easy it is for conflict to develop and escalate ▪ Form the class into gender groups if it is not acceptable to have boys and girls holding hands with each other.

Directions and Method:

- Ask two students to go outside and wait in a place where they will not be able to watch the tangle being formed. These two students will try to untie the human knot.
- Ask the group(s) to form a circle with everybody holding hands. At no time should anybody let go of the other person's hands.
- Then ask the students to tangle the circle by stepping over, ducking under and twisting through one another's arms.
- When the knot is made, ask the two students to come in from outside to 'untie' the group. The group should co-operate by following the directions given by these people.
- Time how long it takes for outside people to undo the knot.
- Form the knot a second time with everybody included. The second time the group has to untie itself. Time this as well.

Sample Questions:	Discussion:
<ul style="list-style-type: none"> ♣ How did you feel when you tried to untie the knot? ♣ Was it an easy task or a difficult task? ♣ Why was it quicker to untie the knot the second time? ♣ Why is it so easy to make the knot and so hard to untie it? ♣ Did you have to co-operate with each other to untie the knot? ♣ What would have happened if just one person had refused to co-operate? ♣ Do you think conflict works this way? Each step building a conflict is small but at the end it is very complex? Do you think this is true? 	<ul style="list-style-type: none"> ♣ Discuss with the students how much they had to co-operate with each other in order to succeed. ♣ Explain to the students that the human knot is sometimes used as a symbol for conflict. Each step is not too big and it is not too difficult. But when there are many small steps, the knot becomes very complex and very difficult to untie. This is how conflict is as well. ♣ Only by co-operating together can we possibly get the knot undone.

Summary and Application:

Skill to practice: If I see the small steps of conflict, co-operate to solve these before they grow into a real conflict
My task this week: Put effort into the things I do especially when working with others.

Assertiveness

Teacher Tips

- ✓ You will need to explain very carefully the principles behind assertive, aggressive, and submissive behaviour and remember that there will be differences of opinion in what is appropriate behaviour for particular groups. For example, what is seen as assertive in one group may be seen as aggressive in another.
- ✓ Definitions of these behaviours:
 - ***Assertive behaviour** is when the person states “I” rather than “You”. There is no blame involved in assertive behaviour, no accusations. The person looks at both his/her own needs and the other person’s needs. He/she is not intimidated by another person’s aggressive behaviour, nor do they take advantage of another person’s submissive behaviour. An assertive person respects the rights and feelings of others as well as their own rights.*
 - ***Aggressive behaviour** is when a person knows what they want and demands it without regard to the rights or feelings of the other person. If an aggressive person feels an injustice has been done, they are quick to blame somebody else and they may take pride in intimidating others.*
 - ***Submissive behaviour** is when a person allows the other person’s wishes to always override their own. A submissive person puts the other person’s rights above their own. They will accept blame and injustices without speaking out and bury resentment inside.*
- ✓ Do not accept biased statements from the students – point out any bias and briefly review the meaning of the term if necessary.
- ✓ When you are doing a group activity, form the groups quickly either by counting off a certain number of students or by asking the students at every odd row of desks to turn to face the students behind them.
- ✓ Move around groups while they are working, but do not interfere unless the group obviously does not understand.
- ✓ Correct groups or guide them while they are in their small groups. Do not wait for groups to bring their ideas to the rest of the class and then correct them. This prevents negative ideas being presented to the whole class and prevents students from feeling foolish.

Lesson 16: Story – True Love

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- You will need the **Story Book** for this lesson
- Revise the definitions of assertive, aggressive and submissive.
- Remind the students that these terms have no value judgements attached to them; only people make value judgements.

Directions and Method:

- Ask one or two good readers to read ‘**True Love**’ to the class, or read it yourself.
- Stop reading before any of the endings.
- Ask the students what they think Consolata should do.
- Repeat the definitions of assertiveness, aggression, and submission for the students.
- Read the three endings (or ask a student to read them).
- Ask the students which ending was aggressive, which was assertive, and which was submissive.

Sample Questions:

- ♣ Which ending do you like the best?
- ♣ Why do you like that ending?
- ♣ If Consolata were submissive, who would be hurt?
- ♣ If Consolata were aggressive, who would be hurt?
- ♣ If Consolata were assertive, who would be hurt?
- ♣ Do you think it is good for Consolata to be assertive? Why or why not?

Discussion:

- ♣ Discuss which ending the students liked better.
- ♣ Ask the students why they preferred that ending.
- ♣ Discuss with the students the need to respect ourselves but at the same time to be sure to be aware of the thoughts and feelings of others.
- ♣ Discuss with the class that *assertive* people care about other people and about themselves.

Summary:

Skill to practice: Understand that assertiveness is not a lack of respect; rather it shows respect for all concerned.
My task this week: Think of when I have been aggressive or submissive, instead of assertive. Think about how I could have changed my behaviour to be assertive and more respectful of myself as well as the others.

Lesson 17: Matrix

Objectives:
This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a chalkboard and discussion activity.
- Draw the chart on the chalkboard before class.

Directions and Method:

- Remind the students of the last lesson. Ask questions about their views on how Debra should act.
- Draw the chart on the board, if you have not already:

Behaviours:	Constructive		Destructive	
	Assertive	Aggressive	Submissive	
Elements of Behaviour				
Possible Positive Effects				
Possible Negative Effects				

- Ask the students to describe the behaviour of somebody who is assertive, aggressive and submissive.
- Fill in the first part of the chart.
- Ask the students to think about what happens as a result of these behaviours (both positive and negative).
- Fill in the chart.
- If the discussion reflects attitudes of gender stereotype, remind the students of what they have learned about stereotypes.

Sample Questions:

- ♣ Why do you think that both aggression and submission are viewed as destructive behaviours?
- ♣ What are some of the negative consequences of submissive behaviour?
- ♣ If a girl is pressured into having unprotected sex and becomes HIV+ who else is likely to suffer from the consequences?
- ♣ If somebody is submissive to a bully in the school yard, what are the negative consequences?

Discussion:

- ♣ Ask the students to look at the chart to see if the effects of the behaviours are there.
- ♣ Discuss with the students how assertiveness is a functional behaviour and ask them to think about situations where they could be assertive rather than aggressive or submissive.
- ♣ Explain to the class that assertiveness is much more difficult than simply giving in or becoming angry and abusive. It takes control and effort but it is worth it as it allows for constructive outcomes.

Summary:
Skill to practice: Understand the positive and negative effects of the different types of behaviour.
My task this week: Practice constructive assertiveness.

Lesson 18: What Can I Say?

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertive speech patterns in their daily lives.
- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a review lesson, which asks the students to apply the lessons about assertiveness. Be sure that you are fully aware of the previous lesson.
- Draw the chart on the chalkboard before class.
- Move around the groups to check that their phrases are appropriate before bringing the class together.

Directions and Method:

- Ask the students to think back to the steps in being assertive.
- Draw the chart on the chalkboard.

<i>What you will say:</i>	<i>Principles of assertiveness:</i>
‘There is a problem about ...’	Make sure you depersonalize the problem.
‘I feel ...’	Make sure you do not blame the other person.
‘Because ...’	You should say why you feel as you do.
‘Do you understand my problem?’	You are clarifying the problem.
‘Would you be able to ...?’	You are presenting options.

- Divide the class into groups of five or six.
- Each group should think of specific situations they have had difficulty with and list phrases or sentences that might be said for each section. [Some examples are below.]

There is a problem about...	I feel ...	Because....	Do you understand my problem?	Would you be able to...?
getting married	hurt and frustrated	I really want to finish school	Do you understand how I feel?	delay this until I have finished my studies and have a job that will help the family?
the money I loaned you	taken advantage of	I don't know what the problem is	Do you understand how I feel?	tell me when the money can be returned?
having sex with you	Afraid	we need to take precautions against becoming HIV+...	Can you see why I am worried?	either use a condom or not have sex?

Sample Questions:

- ♣ Did it help you to discuss your real-life conflicts with your classmates?
- ♣ Do you think that you could use these statements in real life to help you get through difficult situations?
- ♣ Can you think of other helpful statements to use in difficult situations?

Discussion:

- ♣ Discuss with the class the usefulness of having some phrases already in mind so that if the need arises to be assertive, there will be a response ready.
- ♣ Allow the class to discuss themselves the appropriateness of the responses and which circumstances require which responses.

Summary:

Skill to practice: Understand the benefits of using assertive rather than submissive or aggressive phrases.

My task this week: Try to use some of these assertive phrases when I have to solve a problem

19: Role-play – Which One Are You?

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a role-play activity with a whole class discussion.
- Allow time for the small groups to develop their role-play.

Directions and Method:

- Form small groups and ask them to develop a role-play based on a conflict situation they know.
- Ask the actors to decide if their characters are aggressive, assertive or submissive.
- The rest of the class should watch each role-play and see if they agree with the actors' interpretations.
- You will have to move around the groups and perhaps help the groups to shape their acting so that the characters are appropriately aggressive, assertive or submissive.
- Remember that the role-plays where everybody is submissive may be very short! Explain to those groups that this is good as long as their characters show the appropriate actions.
- Remind the students of all the skills they have learned so far, especially listening and empathy so that they should be trying to see the other person's point of view.
- Guide this discussion so that there is a constructive solution to the problems that they may raise. e.g. emotional control, listening, communication, empathy, a lack of blame and a lack of bias.

Sample Questions:

- ♣ What were some of the results you noticed when you were role-playing a submissive situation? An aggressive situation? An assertive situation?
- ♣ Do you think that the same assertive strategies you used today will work in all situations? If not, what might some alternative situations and strategies be?

Discussion:

- ♣ Lead the class to find ways of dealing with people who act aggressively (without becoming aggressive in return).
- ♣ Allow the class to discuss the difficulties involved where one person is trying to be controlled and assertive but another character is aggressive.

Summary:

Skill to practice: Understand that being assertive may be unfamiliar at first, but if we are serious about peace then it is important to try assertive behaviour.

My task this week: Practice appropriate assertive behaviour.

Lesson 19: Role-play – Which One Are You?

Objectives:

This lesson will help the students to:

- Develop and practice appropriate assertiveness in their daily lives.

Teacher Instructions

- This is a role-play activity with a whole class discussion.
- Allow time for the small groups to develop their role-play.

Directions and Method:

- Form small groups and ask them to develop a role-play based on a conflict situation they know.
- Ask the actors to decide if their characters are aggressive, assertive or submissive.
- The rest of the class should watch each role-play and see if they agree with the actors' interpretations.
- You will have to move around the groups and perhaps help the groups to shape their acting so that the characters are appropriately aggressive, assertive or submissive.
- Remember that the role-plays where everybody is submissive may be very short! Explain to those groups that this is good as long as their characters show the appropriate actions.
- Remind the students of all the skills they have learned so far, especially listening and empathy so that they should be trying to see the other person's point of view.
- Guide this discussion so that there is a constructive solution to the problems that they may raise. e.g. emotional control, listening, communication, empathy, a lack of blame and a lack of bias.

Sample Questions:

- ♣ What were some of the results you noticed when you were role-playing a submissive situation? An aggressive situation? An assertive situation?
- ♣ Do you think that the same assertive strategies you used today will work in all situations? If not, what might some alternative situations and strategies be?

Discussion:

- ♣ Lead the class to find ways of dealing with people who act aggressively (without becoming aggressive in return).
- ♣ Allow the class to discuss the difficulties involved where one person is trying to be controlled and assertive but another character is aggressive.

Summary:

Skill to practice: Understand that being assertive may be unfamiliar at first, but if we are serious about peace then it is important to try assertive behaviour.

My task this week: Practice appropriate assertive behaviour.

Analysis

Teacher Tips

- ✓ Each time you do one of these lessons refer to the fact that the students are analyzing the content of the story.
- ✓ Make sure that you have read and have prepared questions for each of the stories that you read to the students.
- ✓ Go through the comprehension questions when you have finished reading each story.
- ✓ Do not ask the questions as if they are a test. All the questions are designed to stimulate discussion, so ask the questions in a normal conversational voice and really listen to the responses.
- ✓ All the stories in the Peace Education programme have comprehension questions and activities associated with them. While only some of these are analysis questions, the following specific activities to improve the skills of analysis can also be undertaken.

Lesson 20: Poetry – Looking Forward to the Next Parting

Objectives:

This lesson will help the students to:

- Develop an ability to analyze information.
- Analyze situations in order to deal with them constructively.

Teacher Instructions

- This is a comprehension activity with the emphasis on analysis.
- The students are to look critically at the material.

Directions and Method:

- Read, or ask the students to read ‘**Looking Forward to the Next Parting**’
- Ask what the poem is about and what feelings it creates in the reader?
- Go through the questions in the **Story Book**
- Use the **Sample Questions** to stimulate discussion

Sample Questions:

- ♣ What emotions does this poem make you have?
- ♣ Can you empathise with the characters?
- ♣ What else do you need to know before being able to really understand the poem?
- ♣ Does knowing that the author is a refugee help in analyzing the meaning of the poem?
- ♣ How does analysis help you to understand?
- ♣ Why is this important for constructive and peaceful behaviour?

Discussion:

- ♣ Discuss with the students that analysis is the ability to look at things logically and objectively. It requires careful listening/reading and an awareness of the writer’s or speaker’s point of view.
- ♣ Explain to the students that analysis helps us to perceive bias in the things that people say which helps us determine whether those people hold prejudices.
- ♣ Explain to the students that the analysis work they have done is to help them to practice the skill of analysis. Point out that this means that they will have to think more carefully before they speak as well as each one of us has biases.

Summary:

Skill to practice: Analyze situations to recognize bias or misinformation.

My task this week: Reread the poem to find deeper meanings in it and write my own poem to explain how I feel.

Problem Solving

Teacher Tips

- ✓ These problem solving activities will need a very supportive environment because some students will be insecure, so you need to encourage the students to try.
- ✓ You will need to be aware that some students may feel threatened by these activities. Create a supportive environment and keep the exercise problems light-hearted.
- ✓ These problems are to help the students develop an understanding of looking at problems and working out possible solutions.
- ✓ The students should not guess what the answer is they think you want to hear. So be sure to stay open-minded yourself and genuinely welcome a variety of responses.
- ✓ Remember these exercises are not a test.
- ✓ Do not tell the answers; instead ask directed questions so that the students really think about the answers.
- ✓ These are discussion lessons, so allow the students to discuss the solutions they may have before answering.
- ✓ Encourage the students to think of ways that they can solve the problems.
- ✓ Talk to the students about the fact that there are usually several ways of solving problems but, generally, we are used to one way and so often we cannot think of other ways.
- ✓ Initially, the students will want to refer some problems to an authority. While this is not to be discouraged, the students need to be made aware that the people in authority are not always available.
- ✓ Point out to the students that even though they may not be asked to solve problems now, they will come across problems that they can solve themselves without always going to the authorities.
- ✓ When students are doing work from the book, you should expect the same standard of bookwork as any other lesson.
- ✓ For the activities that depend on real conflict situations, be aware of biases the students may show.
- ✓ When dealing with conflict situations, ask questions to get the full story and help the students empathize with the 'other side.'

Lesson 21: Mindbenders

Objectives:
This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a problem solving activity that requires group work and logical thinking.
- If the groups cannot manage the problem, bring the class together and work it out step by step.
- If after five minutes they cannot get started, draw the matrix on the board (without any answers) and suggest that this may help.

Directions and Method:

- Divide the class into small groups and then give them this problem:

Sara, Assefa, Ahmed and Mariam attend four different schools; Tolerance, Peace, Unity and Harmony. Match each person with the school they attend by using the following clues.
 Sara is the cousin of the girl who attends Harmony.
 Assefa's school played football against Unity last week.
 The girl who attends Peace used to live next door to a boy named Nelson.

- Assefa and Ahmed are boys. Sara and Mariam are girls
- Give the groups fifteen minutes to try and solve the problem. Ask what answers they have found.
- Check the answers for logical thinking and ask the groups how they tried to solve the problem.
- Draw the following chart on the chalkboard and, with the class, fill it in using the clues.

	Tolerance	Peace	Unity	Harmony
Sara				
Assefa				
Ahmed				
Mariam				

Sample Questions:

- ♣ When you first heard the problem did you think there was enough information to solve it?
- ♣ How did you solve the problem?
- ♣ Did anybody use 'If this is so therefore ... that must....' as a method of solving the problem?
- ♣ Did you have to look for information that was hidden or inferred?
- ♣ Does this happen in real problems?

Discussion:

- ♣ Discuss how easily assumptions can give us the wrong information.
- ♣ Discuss how this is a problem of logic. There are no moral or values issues, it is just a series of logical steps.
- ♣ Remind the students that there are problems that are just logic but to solve them, active listening is essential as is keeping an open mind (that is, not making assumptions). Nothing needs to be added to the story (this only makes things confusing). Just work with the facts.

Summary and Application:
Skill to practice: Listen to all the facts and think through all aspects of problems
My task this week: Practice using logic and critical thinking.

Lesson 22: The Doctor

Objectives:

This lesson will help the students to:

- Develop the ability to recognize the process of problem solving.
- Find alternative and constructive ways to solve a variety of problems.

Teacher Instructions

- This is a story problem and should be done as a whole group activity.
- Do not allow students to alter the story in an effort to find solutions.
- The assumptions are generally so ingrained here that many students will be disbelieving when you tell them who the doctor is.

Directions and Method:

- Tell the class the story:

A man and his son went to visit a village that was two days travel away. On the first night the son had an accident and broke his leg. The father managed to get a ride back to town with the son and took him straight to the hospital. The nurses checked him and said he needed an operation. The nurses called the doctor who was on duty and the operating room was prepared. The doctor came into the room where the boy was lying and looked at him and said
 ‘I cannot operate on this boy because he is my son’.
 Who was the doctor?

- Allow the students time to think about their answers and remind them (if necessary) to look at the facts of the story and to be aware of their own biases and attitudes.

Sample Questions:

- ♣ Did you make any assumptions when thinking about this problem?
- ♣ Did you try to change the story to make it fit into your own assumptions?
- ♣ What happens when we do this?
- ♣ Can you see you we view our assumptions as truths?
- ♣ How do we overcome this?
- ♣ What does this mean in terms of solving problems?

Discussion:

- ♣ Discuss how easily assumptions can give us the wrong information.
- ♣ Discuss how assumptions limit our ability to solve problems.
- ♣ If students have never had the experience of a female doctor, they will probably not consider it as an answer – even after you tell them.
- ♣ Point out that there are women doctors in the world and the assumption that only men are doctors is not a fact – it is only an assumption.

Summary and Application:

Skill to practice: Looking openly at problem situations without making assumptions
My task this week: Try to recognize assumptions I make when dealing with situations.

Negotiation

Teacher Tips

- ✓ Many of these lessons are based on a simple process for students to use in resolving interpersonal conflicts.
- ✓ The Guide gives student a framework for negotiating when there is a problem and will be the basis for the questions.
- ✓ The key to using this Guide is to start early and repeat often. The students will internalize the process as they have experience with it and see its effectiveness.
- ✓ The Guide consists of four levels that are increasingly complex and are used as students progress through the programme.
- ✓ The activities in this section should not be lectures but real discussions.
- ✓ Remember that the views of the students are as valid as your views.
- ✓ Ask directed questions if necessary to stimulate discussion. Remember, however, that directed questions are only to help the discussion. If you ask all directed questions then you will keep control but you will not have a discussion: only a question and answer session
- ✓ Remember to use your peripheral vision so that you can see if people at the side of the class have their hands raised.
- ✓ When working with senior students remember that they are probably involved in negotiations in real life and should be encouraged to think about these situations and to utilise the skills they have learned here.

Lesson 23: Friends or Football?

Objectives:

This lesson will help the students to:

- Understand what is involved in negotiation.
- Develop skills in a conflict resolution process which can help them in every day life.

Teacher Instructions

- You need the **Level IV Negotiation Guide** (Annex 2) and the **Story Book**
- This is a discussion and role-play lesson.

Directions and Method:

- Review the definition of negotiation (from previous work).
- Explain that in negotiations people often argue about their feelings or actions, and solutions cannot be found unless both parties look at their needs rather than their feelings.
- Read the story 'Friends or Football?' in the **Story Book**.
- Review the **Level IV Negotiation Guide**.
- Ask for volunteers to negotiate the situation.
- Ask the rest of the class to watch the negotiation and then discuss the sample questions:
- If there is time, ask for additional volunteers to do the same role-play and observe if and how the outcome is different. Discuss why this might be.

Sample Questions:

To the negotiators:

- ♣ What went well?
- ♣ What did you find difficult?

To the class:

- ♣ What did you see them do well?
- ♣ Would you try doing anything different?
- ♣ Can you show us what you would have done instead?
- ♣ Why do you think there are different ways of doing things?
- ♣ Are the different ways constructive or do they make the situation worse?
- ♣ What constructive skills did you see being used in this negotiation?
- ♣ How could you use these skills in your daily life to successfully negotiate problem situations?
- ♣ Why is it easier to negotiate a problem rather than allowing it to become a conflict?

Discussion:

- ♣ Discuss with the class that all the other skills they have learned so far are used in successful negotiation.
- ♣ Discuss with the class what happens when there is resentment in one person, if that person feels they have been forced into a solution that they do not believe in.

Summary and Application:

Skill to learn: To use the guide to help me solve problems

My task this week: To ask questions before getting angry

Mediation

Teacher Tips

- ✓ Because mediation is simply facilitated negotiation, many of these lessons are based on the negotiation process introduced in the last topic. Therefore the Negotiation Guide is used to encourage students to think about mediation as facilitated negotiation rather than as a totally different strategy.
- ✓ The **Principles of Negotiation** (see Annex 3) should also be used as a guide to encourage more effective facilitated negotiation.
- ✓ Role and responsibilities of a mediator:
 - **Role:** to help all parties follow a good negotiating process.
 - **Responsibilities:** to treat both parties equally and fairly and to allow the problem-solvers to make their own decisions.
- ✓ If you have a large class make sure that the students who have prepared their role-play, but have not yet performed it, do not carry the emotions of the conflict role-play with them.

Lesson 24: Mediators: Facilitating negotiation

Objectives:

This lesson will help the students to:

- Learn the role and responsibilities of a mediator
- Practice being a mediator

Teacher Instructions

- This is an extension activity from the previous lesson.
- You will need the **Level IV Negotiation Guide** (Annex 2), the **Principles of Negotiation** (Annex 3) and the **Story Book**.

Directions and Method:

- Revise with the class the role of mediation.
- Review the steps in the **Level IV Negotiation Guide** explaining that mediators need to use these steps to help facilitate the negotiation.
- Read 'Friends or Football?' from the **Story Book**.
- With one student volunteer as the mediator and two students as the disputants, act out the story in more detail. The mediator should help the disputants by asking appropriate questions and summarizing the answers. The mediator may refer to the guide as much as is needed.
- At the end of the mediation, have the class reflect on the solutions and the process using the **Sample Questions**.

Sample Questions:

To the mediator:

- ♣ What worked most effectively?
- ♣ What was the most difficult?

To each disputant:

- ♣ What questions helped you solve the problem?
- ♣ Did the questions help you to see the problem more clearly?
- ♣ Did the questions help you to differentiate between fact and emotion?
- ♣ Do you feel that the solution is fair?

To the class:

- ♣ What parts of the mediation process were most effective?
- ♣ What parts were not so effective?
- ♣ How fair and lasting do you think this solution is?
- ♣ Are there other questions the mediator might have asked?
- ♣ What skills of peace education did the mediator use?
- ♣ What other skills might s/he have used?
- ♣ When do you think being a mediator would be effective?
- ♣ When do you think you should not try to be a mediator?
- ♣ If everybody used the skills learned in peace education, would you need mediation?

Discussion:

- ♣ Discuss with the class the importance of mediation as facilitated negotiation.
- ♣ Explain that the solution will be lasting only if the disputants really agree and believe in the solution. Status or power to 'make' people agree with each other will not be lasting. This is one of the reasons the mediator should not provide a solution.
- ♣ Discuss with the class the situations that should be able to be solved by people themselves and those times when a mediator is needed.

Summary and Application:

Skill to learn: Practice using the processes and the guide always.

My task this week: Think how I could use the guide more effectively in my daily.

Conflict Resolution

Teacher Tips

- ✓ As many of these lessons involve reading the story, remember to speak clearly and to read the story yourself before the lesson.
- ✓ Remember to move around the groups during group work to make sure that everyone is involved.
- ✓ The questions/statements should be written on the board. Remember to write clearly and from left to right.
- ✓ Be sure to remind the class, that students who act out part of the story, are taking on the characters in the story and should not be judged.
- ✓ Make sure that students who have been acting characters from the story have the time to be themselves before the end of the lesson.

Lesson 25: Resolving Conflict

Objectives:
This lesson will help the students to:

- Understand what is involved in conflict resolution.
- Develop skills in conflict resolution which can help them in daily life.

Teacher Instructions

- This lesson builds on the previous two lessons and the story ‘Friends or Football?’
- It is an application lesson and a culmination of all the skills, principles, and values that have been learned in Peace Education.
- Write the following on the board before class.
WHO is involved?
WHERE does it happen?
WHAT is said (or done)?
HOW does it end?
IS IT RESOLVED (or just stopped)?

Directions and Method:

- Ask the students to recall the difference between a problem and a conflict. (A problem being something that can be resolved and a conflict something that can only be managed until relationships are transformed.)
- Have the students briefly summarize the story ‘Friends or Football?’ from last week’s lesson.
- Ask the students to imagine how this problem between Joshua and Peter might have escalated into a conflict involving more community members.
- Discuss the elements that would move this conflict from two boys to something that involved the community.
- Using these elements discuss the conflict that might develop.
- Divide the class into groups of three or four and explain that the groups will have the next five minutes to brainstorm and answer the questions on the board.
- Remind the class of the lessons they have learned about working together and cooperation.
- Ask the groups to try to resolve the conflict situation discussed.
- Discuss the process.

Sample Questions:

- ♣ Were you able to find ways to resolve the situation?
- ♣ If you feel the conflict could not be resolved, why is this?
- ♣ If you feel the conflict could be resolved, were there any relationships that were transformed?

Discussion:

- ♣ Discuss with the class some of the conflict resolution skills and attitudes they have learned in Peace Education which they felt could help resolve their situations.
- ♣ Explain to the class that often what we see as the problem is not the real conflict. Sometimes the real conflict is buried very deeply and it is difficult to understand both what it is and what caused it.
- ♣ Explain that until we can solve the real problem behind the conflict, there will not be a resolution. The conflict can be stopped, but not resolved.

Summary and Application:
Skill to practice: Recognize the links between a problem and a conflict and eliminate these from my behaviour.
My task this week Analyze my behaviour to recognize where my attitudes might move a problem to a conflict.

Conclusion

Teacher Tips

- ✓ This is the final lesson for the year.
- ✓ Encourage and praise the students for the steps they have made towards being constructive, peaceful people.
- ✓ Thank them for their thoughts and ideas and their work during the year.

Lesson 26: What Have You Learned About Peace?**Objectives:**

This lesson will help the students to:

- Review what they have learned
- Remember and use these skills in their every day life.

Teacher Instructions

- This is the concluding lesson for the year.
- Explain to the class that this subject will continue next year and that they will be expected to remember the skills and values that they have learned this year.

Directions and Method:

- Ask the class what they have learned in Peace Education.
- Write their answers on the chalkboard. If they remember an activity, ask what the topic behind the activity was (that is, the lesson learned).
- If necessary, remind the class of activities and ask them what they learned by playing that game.
- When everything is listed, ask various students to summarize each topic.
- Ask the class if they feel peace education is worthwhile.

Sample Questions:

- ♣ What did you find worthwhile in peace education this year?
- ♣ How can you use that in your daily life?
- ♣ Whose responsibility is it to create peace?

Discussion:

- ♣ Discuss with the class that peace education is not easy because it is helping to change the way they think.
- ♣ Explain that if we are to have peace it is every person's responsibility, not just the responsibility of the leaders.
- ♣ Ask if the children have enjoyed the class.

Summary and Application:

Skill to learn: Understand that peace requires continual practice.

My task this week: Practice the skills of peace.

Annexes

Annex 1: Active Listening Rules

1. Listen to what the person is really saying.
2. Check that you have heard correctly by *paraphrasing* what the speaker has said and asking “Is this what you mean?”
3. When the speaker has finished, summarise the main points and check with the speaker that your interpretation is accurate.
4. If the speaker is emotional (angry or sad), be very careful to listen to what is actually being said but remember to acknowledge the emotions.
5. Ask for *clarification* to check that you have the whole story.
6. Ask questions to fill in the details of the story if they are important.

Paraphrasing – saying the same thing in different words.

Clarification – to make ideas or information clear.

Annex 2: Negotiation Guide

Level I

Step in Problem Solving	Questions to ask	Person 1	Person 2
Agree to talk	<ul style="list-style-type: none"> ▪ Can we talk about this? 		
Clarify what happened	<ul style="list-style-type: none"> ▪ Can you say what happened? 		
Clarify the effects	<ul style="list-style-type: none"> ▪ How did/do you feel about it? 		
Clarify desired outcome(s)	<ul style="list-style-type: none"> ▪ What do you want to see happen? ▪ What do you think will solve the problem? 		
Brainstorm	<ul style="list-style-type: none"> ▪ How many solutions can we find? 		
Choose solution(s)	<ul style="list-style-type: none"> ▪ Is this solution fair for each person? ▪ Is this solution realistic? 		

Level II

Step in Problem Solving	Questions to ask	Person 1	Person 2
Agree to talk	<ul style="list-style-type: none"> ▪ Can we talk about this? 		
Clarify what happened	<ul style="list-style-type: none"> ▪ Can you say what happened? 		
Clarify the effects Practical Emotional	<ul style="list-style-type: none"> ▪ How did this affect you? ▪ How did/do you feel? 		
What is the problem?	<ul style="list-style-type: none"> ▪ What is the problem from your point of view? ▪ What do we need to fix? 		
Clarify desired outcome(s)	<ul style="list-style-type: none"> ▪ What do you want to see happen? ▪ What is most important for each person? ▪ What do you think will solve the problem? 		
Brainstorm	<ul style="list-style-type: none"> ▪ How many solutions can we find? 		
Choose solution(s)	<ul style="list-style-type: none"> ▪ Would you be happy with this solution? ▪ Is this solution fair for each person? ▪ Is this solution realistic? 		

Level III

Step in Problem Solving	Questions to ask	Person 1	Person 2
Agree to talk	<ul style="list-style-type: none"> ▪ Can we talk about this? ▪ Is this a good time to talk? ▪ Where can we go to talk about this comfortably? 		
Clarify what happened	<ul style="list-style-type: none"> ▪ What happened from your point of view? 		
Clarify the effects Practical Emotional	<ul style="list-style-type: none"> ▪ What are the practical effects of this problem for you? ▪ Have the effects changed/multiplied? ▪ How did you feel then? ▪ How do you feel now? 		
What is the problem?	<ul style="list-style-type: none"> ▪ What questions need to be answered so we have all the information we need? ▪ What is the problem from your point of view? ▪ What do we need to fix? 		
Clarify desired outcome(s)	<ul style="list-style-type: none"> ▪ What do you want to see happen? ▪ What is most important for each person? ▪ What are the underlying needs? 		
Brainstorm	<ul style="list-style-type: none"> ▪ How many solutions can we find? 		
Choose solution(s)	<ul style="list-style-type: none"> ▪ Would you be happy with this solution? ▪ Is this solution fair for each person? ▪ Is this solution realistic? 		

Level IV

Step in Problem Solving	Questions to ask	Person 1	Person 2
Agree to talk	<ul style="list-style-type: none"> ▪ Can we talk about this? ▪ Is this a good time to talk? ▪ Where can we go to talk about this comfortably? ▪ Who needs to be at the table? 		
Clarify what happened	<ul style="list-style-type: none"> ▪ What happened from your point of view? 		
Clarify the effects Practical Emotional	<ul style="list-style-type: none"> ▪ How did this affect you? ▪ How does this affect you now? ▪ Who else is affected? ▪ How did/do you feel? 		
What is the problem?	<ul style="list-style-type: none"> ▪ What is the problem from your point of view? ▪ What is wrong? ▪ What do we need to fix? ▪ What is stopping each person from getting what s/he needs? ▪ What prejudices or assumptions do we have about each other? ▪ What actions and emotions are getting in the way of our cooperating? 		
Clarify desired outcome(s)	<ul style="list-style-type: none"> ▪ What do you want to see happen? ▪ What are the underlying needs? ▪ What is most important for each person? ▪ Who else will be affected by this outcome? 		
Brainstorm	<ul style="list-style-type: none"> ▪ How many solutions can we find? ▪ What power/resources does each of us have to contribute to a positive outcome? 		
Choose solution(s)	<ul style="list-style-type: none"> ▪ Would you be happy with this solution? ▪ Is this solution fair for each person? ▪ Is this solution workable realistic? ▪ Is it lasting? 		

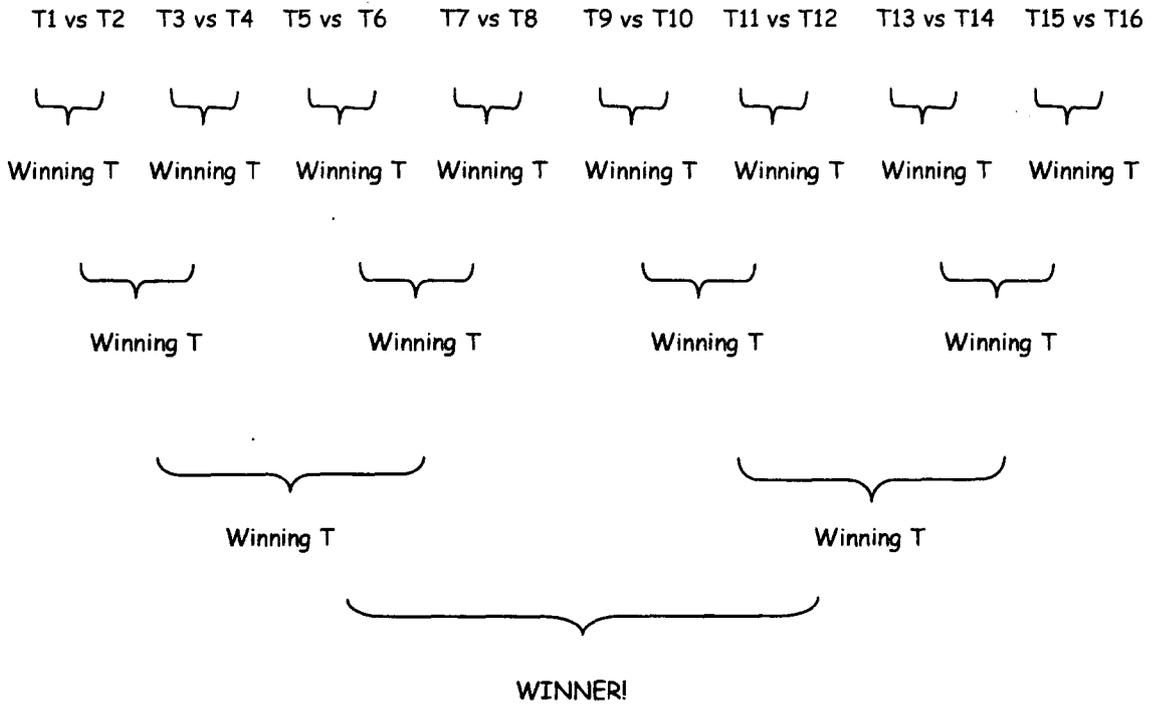
Annex 3: Principles of Negotiation

- Look at the problem objectively, without concentrating on the personalities involved.
- Actively listen to the other person.
- Concentrate on responding to needs (of the other person) not positions (that is, not their perceived status or emotional state).
- Find as many options as possible to answer the other person's needs.
- Be as objective as possible.

Annex 4: Summary of Skills, Values and Concepts

- We are all more similar than we are different.
- Actively listen, with an open heart and put yourself in the place of the other person.
- Practice better communication, so that we say what we mean without speaking from our anger or our fear.
- Co-operate to find solutions – even when it is difficult.
- Recognize your emotions and do not allow them to negatively affect your behaviour.
- Acknowledge the emotions of others by understanding that they may be speaking from their anger and by apologizing when you have created the anger or hurt.
- Recognize that other people have a different point of view and that they have the same right to express their view as you do yours.
- Understand the other person's point of view by putting yourself in the other person's place.
- Understand that there are often many ways of solving problems.
- Understand that a 'win-win' solution is the only sort that will last.

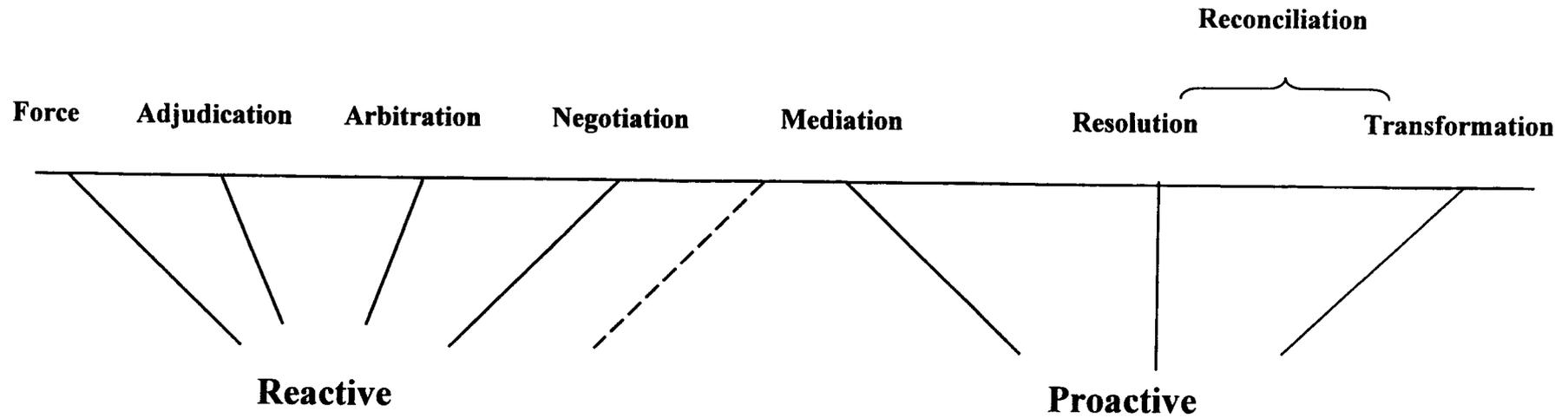
Annex 5: Problem Solving Diagram – Grade 6



Annex 6: Conflict Analysis Chart

First person	Second Person
Positions (Sharon)	Positions (Jane)
1	1
2	2
3	3
4	4
Statement of the problem (as you see it)	
Needs (Sharon)	Needs (Jane)
1	1
2	2
3	3
4	4

Annex 7: Conflict Management Continuum



Annex 8: Elements of a Conflict

- What is the conflict?
- Are the people involved in the conflict acting out their feelings? (Or, are they hiding their feelings behind another argument?)
- Is the conflict made worse by the feelings the people have?
- Is there more than one level to the conflict?
- Is this different to the position they have taken?
- What does each person in the conflict need?
- What is stopping them from getting what they need?