

Background Notes for Teachers

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 Organization (<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 into 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 is the table shows the list of materials and their uses which are the components of the Peace Education Programme. For a more complete presentation, see the booklet “Overview of the Programme”.

The 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.

Background

Peace education around the world generally appears in one of two forms. There is the “philosophical” approach which depends on the individuals reading the material and then taking the responsibility for incorporating the material into their programmes. The second approach is to provide a curriculum structure of skills and values.

The “philosophical method” has several assumptions built into it. The first is that the people reading the material can and will internalize what they have read. The second is that these people will have the freedom and expertise to incorporate it into their teaching and third that they understand the conceptual level of both the learners and the material and can structure the material, in association with their colleagues. This is in fact curriculum development. Very few teachers in the world can effectively create curriculum unless they are especially trained to do so.

The second approach works on the basis that not all of the above will happen automatically. Many of us who pride ourselves on our understanding of peace would have difficulty defining what we need to create peace and what we can do about it. The approach taken in this programme is that while many people wanted peace, very few knew how to achieve it and most people felt powerless in the face of the big issues that denote conflict.

This programme is not a conflict resolution programme. It is a peace education course designed to help people to minimize and prevent conflict by helping people to understand each other better. In this sense it is no different from many other programmes which are offered around the world.

It is different however, in its structure. After the initial research, it was found that many people understood very well what they wanted in terms of peace, but could not analyze the components and apply it to themselves and their families. The teachers are very often restricted by lack of training and by a very formal syllabus, and generally have few opportunities to discuss the elements of peace within the context of the classes they are teaching.

The peace education course in which you are training is an empowerment course. Every concept and attribute you teach you are also expected to possess yourself. Many of the skills of a good teacher, trainer or facilitator are also the skills of a peacemaker.

The aim of the programme is to give students the skills to help them deal constructively with conflict and to minimize destructive conflict. If they understand how conflicts arise, and they have the skills and attitudes to deal with them, then hopefully, there will be fewer insoluble problems.

These notes are meant to be used as a post-training resource for the teachers and are not meant as a training manual. (The training manual is a separate book.)

The teacher training component is introduced by explaining that, as this is a teacher training course; the course is focusing on two areas ~ content and method.

Its content concerns the activities in the Teacher Activity Book (TAB), the developmental psychology, classroom management techniques and philosophy of peace education.

The Method looks at the teaching strategies used in the TAB, which are built on the developmental psychology and the application of these through the management techniques.

In these notes the various theory aspects have been covered first, then classroom methodology and then content. There is very little content included here as the content issues were done as activities and discussion in the training.

All of the elements have been covered in the three teacher training courses that have been conducted. Several have been covered each time. This booklet is only a summary of these courses.

The teacher training levels were introduced by having a session on expectations in the initial level; for subsequent levels there was also a session on problems found and any issues that have occurred so far that needed discussion. These discussions have been very helpful in evaluating the materials and changes have been made accordingly. These sessions are not included in this booklet.

What is peace and what is conflict?

In the Level 1 training, participants did a whole group brainstorm on 'What is Peace?' This was written on the board and looked something like this:

absence of war/disturbance	living together	stability		
harmony	security	peaceful way	equality	unity
freedom from violence	justice	quiet atmosphere		
tolerance	freedom of speech	patience		
key to life	trust	no havoc or turbulence		
education	freedom	love	elimination of ignorance	

The points were not listed but written anywhere on the board. These points were discussed and categorised as follows:

- ▶ 'negative' definitions; absence of ...
- ▶ ideals and 'visionary' statements
- ▶ the 'mechanics of peace (how to achieve)
- ▶ internal or intrapersonal aspects to do with individual philosophy

The 'rules' of a brainstorm are that the points should be raised by the participants, not listed, but written anywhere on the board, and they should be short. After the brainstorm, the points must be categorized. It is suggested that as a teacher you think about the categories that may occur so that you can help the students to categorize, before you write the points up on the board.

Then the group did a brainstorm on 'What is conflict?'

mismanagement	absence of peace	disagreement		
misunderstanding	disorder	teasing	quarrels	
segregation	fighting	abuse	degradation (of people)	
despising	bias	harassment	lack of respect	
blackmail	torture	disputes	aggression	lack of.....
ignorance	miscommunication	lack of arbitration	corruption	
lack of human rights	lack of consultation	lack of protection		
poor attitude to peace				

Again the brainstorm was discussed and the elements categorized:

- ▶ absence of ...
- ▶ attitudes that negate peace
- ▶ outcomes from a lack of peaceful behaviour

This exercise is done to demonstrate the interconnections in the causes of conflict. Once we understand the interconnectiveness, we can begin to look for solutions and strategies to overcome and avoid conflict.

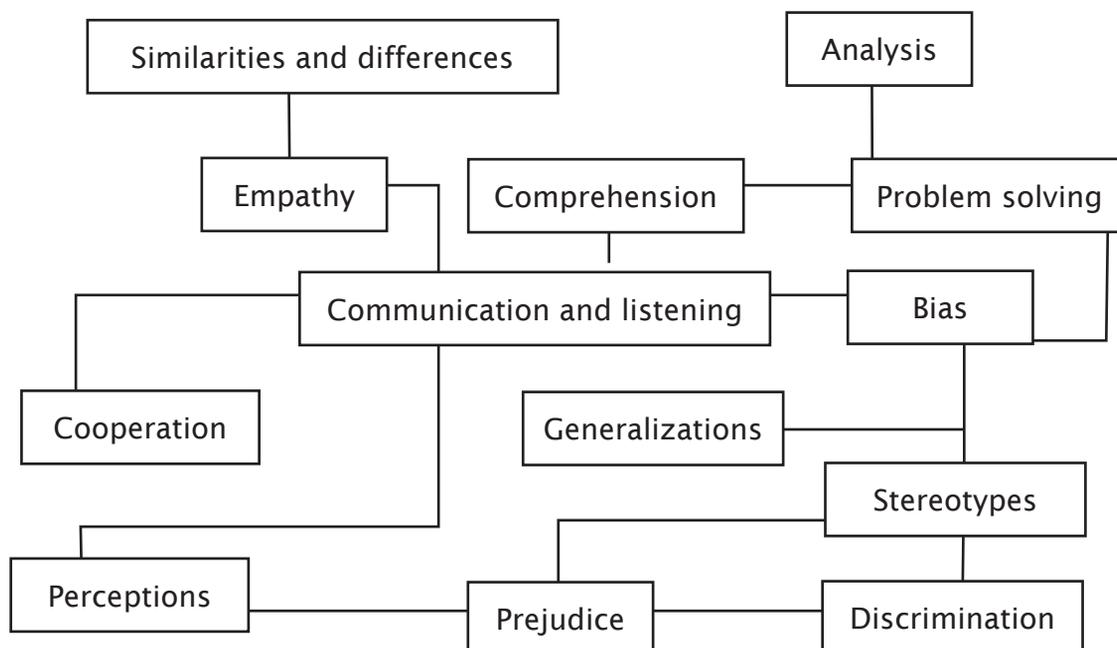
Remember: Most people will say that they want peace. Most of the time they do not recognise the elements that go towards creating a peaceful environment, this is your task as teachers; to build the values, attitudes, skills and knowledge that work towards peace. It is not sufficient to just tell the students that peace is a good thing. You have to teach the students how peace is accomplished and how a peaceful person acts. You have to help the students understand that peace begins with the individual and moves out to others.

Look at one element that had been listed: misunderstanding.

Four areas were listed that could help minimize this element:

- ▶ listening
- ▶ communication
- ▶ empathy
- ▶ co-operation

One of the key points to remember about Peace Education is that it does not have a linear development (as maths does). Instead peace education is more like a web where concepts and skills interconnect. It is necessary, therefore, for the 'spiral' of curriculum to take this web into account.



In the course there is a constant 'overlap' of topics and of skills, knowledge and values and attitudes. In addition, there are other economic, social and cultural factors which must be taken into account in schools which are in situations of educational emergencies:

- ▶ limited play areas
- ▶ overcrowded curriculum
- ▶ children who are older than expected in a particular grade
- ▶ language differences amongst the children
- ▶ minority group teachers.

The activities then have been designed to try to take all these elements into account:

For the younger grades the concepts concentrate on feeling rather than approaching it cognitively; in a thinking or theoretical way.

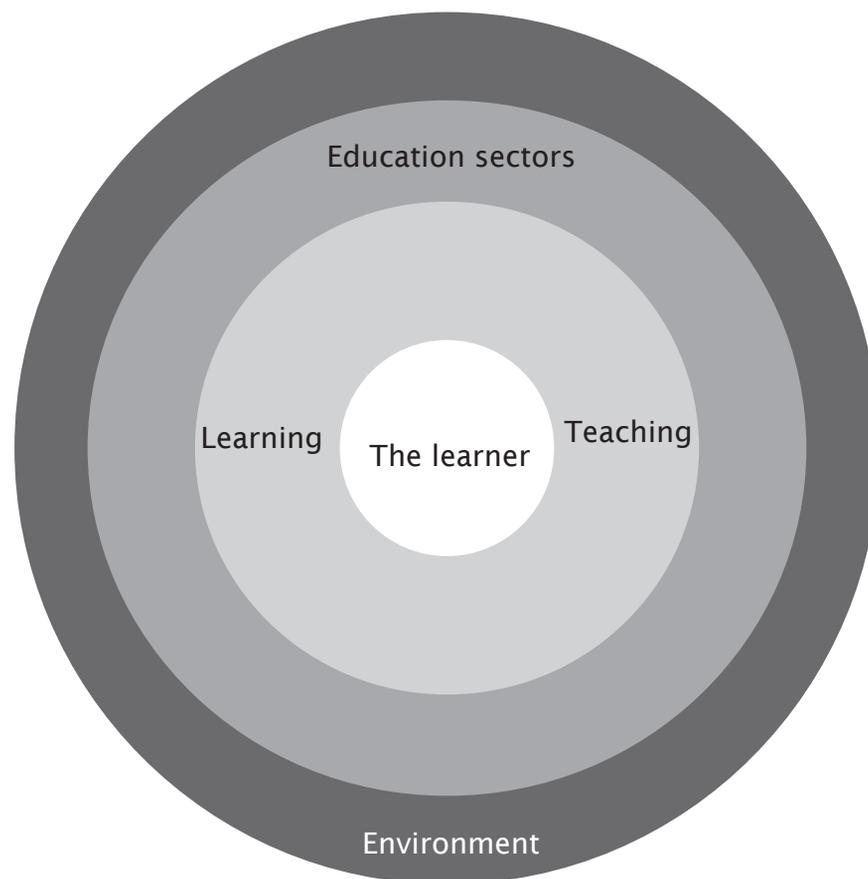
The senior grades have more complex activities and more difficult concepts.

It is essential to read and understand the teaching point in the discussion points in the Teacher Activity Book as this is the essence of the lesson and will help to make this transfer from the classroom to ordinary life.

Learning System

A Rights-based approach

The learning system



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

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

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

The relationship or bridge between the inner circles (Learner; Teaching and Learning; Education Sectors) and the Environment refers to the fact that we are all part of the environment. The purpose of learning is to fit the learner into the environment successfully. We need to ensure that knowledge, skills, values and attitudes are transferred from the learner to the environment keeping in mind that these will also impact on the learners as they are part of the environment.

What are values?

There is a distinction between what is valued (desired or held in high esteem) and actual values. Values are common to every society and culture and are ideals of behaviour and held by the society as a whole. Things that are valued are individual choices. They may be materials items, such as a house or a car, or attitudes - but they are not necessarily held by a large group.

The guidelines for defining values should include that values are:

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

Teaching ‘values’ is one of the reasons for schooling as part of society but it has often been subordinated by the skills acquisition necessary for economic stability.

The link between values (and how they are expressed in a school system) and rights is that rights are simply values-in-action. They have been formalized internationally and so people tend to see them as legal instruments.

Rather than being ‘assumed’ as part of the ‘hidden curriculum’, it is now understood that rights (and the associated values) need to be structured and incorporated in the education system so that learners can really understand what values and therefore rights are important in a society.

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

For example:

- ▶ If you do not know the names of the students in the class how can you show respect to the learner?
- ▶ How does corporal punishment show respect and dignity?
- ▶ If you are teaching a lesson with insufficient preparation, what “values” are you demonstrating (and which are you ignoring)?

For an overview of rights-based approach to education, we need to look at the specifics of what rights-based means in terms of peace education.

Rights-based education

Rights-based education has as its basis, an holistic approach where all the elements of an education system, what we teach, what the textbooks say, how we interact with each other, how we interact with the students and the families of the students, and how we teach, the methodologies that we use and the attitudes that we bring to teaching all reflect the principles of human rights.

Education processes can be broken down into at least two components: content and methodology. It is not possible, however, to provide a rights-based approach unless these mutually reinforce each other. A rights-based approach relies on the successful interaction of these two elements. While the content may be structured and discrete or integrated and part of the ‘hidden curriculum’, a rights-based methodology is the same.

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

A rights-based methodology requires a proactive involvement of all the school community in inclusive decision-making. [For example, if the parents of the school are intimidated or shy or uninterested and so do not attend meetings then the school/system needs to ensure that it can reach out to the community: home visits, other community

meetings, open days etc.].

All members of the school community: officials, administrators, teachers, parents and students have the right to be treated with dignity and respect. This alone should be the over-riding principle. If this principle is truly understood and implemented, then it is not possible to use corporal punishment on a child, as this is not treating them with dignity and respect. Equally, to keep parents in ignorance of what their child is learning, or to keep them waiting, or to make them feel unwelcome in the school, is contrary to the principle as this denies them respect. Similarly, it is not possible for a child to abuse a teacher or another child as this denies the respect and dignity of each individual. In short it is not possible to 'play the power games' (so often seen in school systems) and be consistent with the principle of respect and dignity.

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

"What are our rules?" (Unit 1 in the Teacher Activity Book) is a way to help the students commit themselves through the discussion of the rules, to keep the rules. Class management relies heavily on the interest of the student and the planning of the teacher. Teachers who spend a disproportionate amount of time talking or disciplining students create boredom in the class with further disruptive behaviour as a result.

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

According to the Convention on the Rights of the Child (CRC) Article 29; children have the right to an education, which develops their personality, talents, mental and physical abilities¹. This is often reduced to mental abilities only and in extreme situations, reduced even further to a particular output (examination results) not individual potential. To provide an education programme for developing the full potential of each child requires using a variety of approaches to give each child an opportunity to utilise their preferred learning style. It also requires a classroom free of fear as it is not possible to develop a constructive personality in a state of constant fear. The practical classroom implementation of article 29 includes:

- ▶ the provision of a range of activities with a range of groupings for the students (individual work, small groups, larger groups), research, role plays², art, games and activities to demonstrate a teaching point;
- ▶ inter-active teaching and learning to respect the right to be listened to and to promote the higher level cognitive and affective skills; with open questioning and building on the responses by the students to move towards the teaching point of the lesson. Discussions are generally very difficult for many teachers (and students)

as the discussion must be structured (by the teacher) but the students have to feel confident that they can say what they think and feel.

- ▶ Good questioning skills by the teacher with a mix of open and closed (but structured) questions, including questions that concentrate on the levels of analysis and synthesis (not just knowledge and comprehension). This style can be summed up as “ask don’t tell”.
- ▶ A sound psychological environment is provided both by the teacher and the system. This is one where the student feels that there is a positive learning environment, where the student feels safe: physically, mentally, emotionally and socially. The environment creates an atmosphere of trust, where the teacher consistently helps the students to find solutions and where learning is a constructive, pleasurable activity.

Handout

Rights based approach	Good pedagogical practices	CRC art.
Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	Observation skills, small (and changing) groups, questioning Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied and utilised as a resource where possible)	2 28 30 18
Respect	Listening to all responses, never questioning as a punishment, courtesy for students, parents and teachers	Preamble 12 &13
Learning according to potential	Range of activities and subjects, variety in methodology: not examination oriented	8,12 & 13
Protection	Knowledge and skills provided for students to be able to deal with life problems (SRH, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying, constructive conflict resolution) as well as traditional subjects	16, 32, 33, 34

Rights based approach	Good pedagogical practices	CRC art.
Equal opportunity	<p>Proactive access to school/learning centres, (no exclusion on the basis of school fees)</p> <p>Equality of interactive learning based on inclusion, variety of activities to ensure all participate and use of the full range of cognitive and affective domains to ensure that every learner's potential and stage of development can be reached.</p>	2
Safety	<p>In loco parentis in place of the parent - giving care and taking responsibility for well-being of the learner.</p> <p>No corporal punishment of any kind</p>	19, 34, 37

Effective Learning

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

- ▶ Do they carry the information from school to the home?
- ▶ Do they practise the skills they are taught?
- ▶ Do they remember information and connect it to new things they have learned?

One important element in helping a child internalize knowledge is active learning. Unfortunately most of the learning that takes place in our schools is passive learning. This requires a lot of revision time and it is often boring for the children. This then causes discipline problems. Nevertheless, many teachers persist with passive learning because they think this is how they learned.

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

This exercise was to illustrate how you actually learned particular skills that have been internalised (i.e. truly learned). The elements of effective learning were:

- ▶ You respected or liked the person who was teaching you.
- ▶ You learned by actually practising the skill.
- ▶ You were motivated to learn, usually to belong to a group (family or friends).

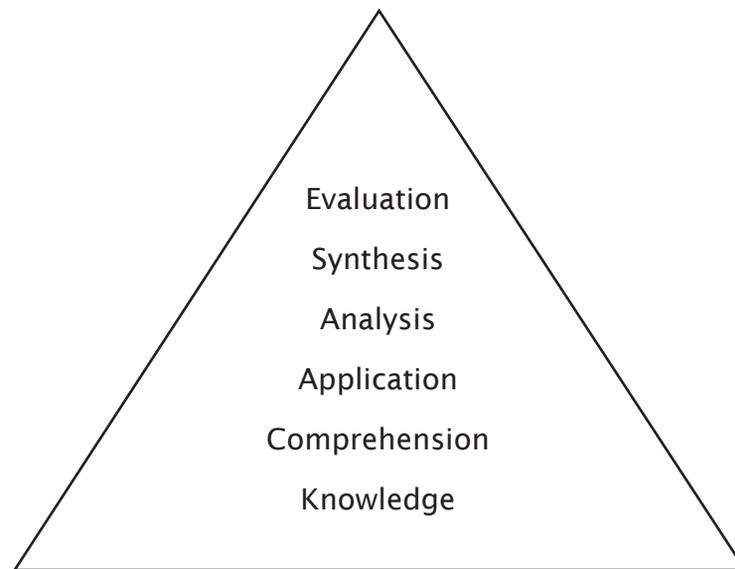
How clearly people remember what they have learned has to do with the level of interaction involved in learning. You need to be aware that you remember things more effectively if you have actively learned.

Developmental psychology

There are four theories that together created the psychological foundation for the programme. These interconnect and are generally easy to see in the students that you teach.

- ▶ Bloom's Taxonomy of Cognitive or Intellectual Development.
- ▶ Bloom's Taxonomy of Affective Development
- ▶ Kohlberg's Moral Hierarchy (adapted).
- ▶ Maslow's Hierarchy of Needs (adapted).

Bloom's Taxonomy of Cognitive Development



- Knowledge:** to learn information (or gather data)
- Comprehension:** to understand the information
- Application:** to be able to apply the information to a given situation
- Analysis:** to be able to take the information 'apart' to see what it really means
- Synthesis:** to put the information together in a way that produces a new insight
- Evaluation:** to judge the information in view of everything that is known and understood

This taxonomy is a hierarchy: this means that a person cannot analyse something about which there is no knowledge. However, in a schooling system, generally we spend all of our time on the lower learning skills (think about exams; do exams ask you to analyse what you have learned or just to apply it?).

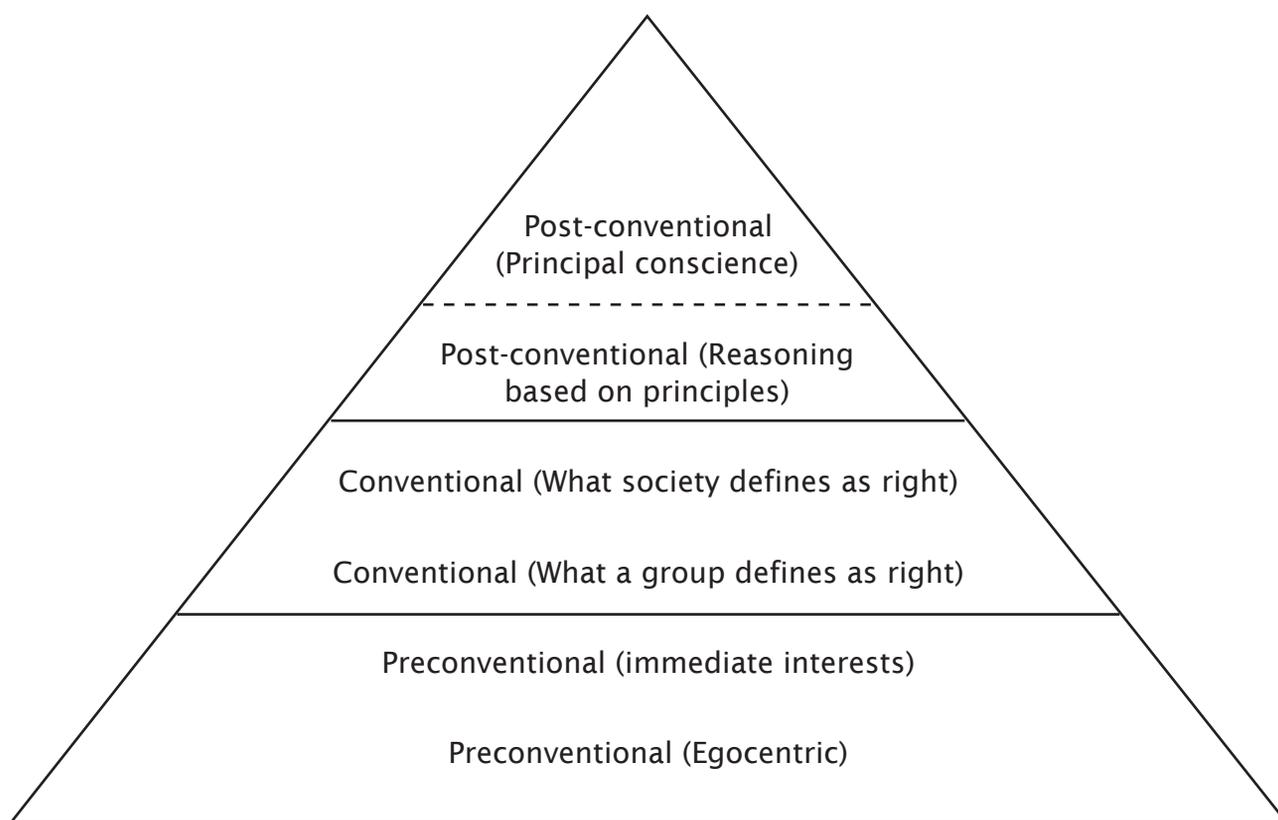
The lower learning skills (knowledge, comprehension and application) must be practised, but if this is done without the higher learning skills the students cannot internalize the learning. If you learn how to read, but you are never given any books, how long will you keep the skill of reading? If you do have books, but only very simple books, do they make you think? (For instance, do they ask you to analyze the information?). The higher learning skills are the gaining of true understanding and wisdom. If learning is just memorization, then there is no true knowledge or comprehension.

In the TAB, the lower grades concentrate on the lower level learning skills and the upper grades concentrate on the higher learning skills.

In Peace Education our aim is to have the children internalise the learning so that it is with them all their life.

There is a difference between learning and teaching. In peace education the emphasis is on what the children learn, not just what is taught. While there is a general understanding that there will be a transfer of skills, values and attitudes, from the classroom to real life, the peace education teacher must try to make sure that this happens. This requires good observation and dedication.

Kohlberg's Moral Hierarchy (adapted)



Kohlberg says that initially, a child does not have rules. The child is egocentric, and therefore expects that everybody in his world is there for him. The child does not understand that there is a society and has no understanding of the rules of that society.

As children develop, there is an understanding of rules, but children see the rules as they affect themselves (immediate interests). This means children will be “good” if they see that there is benefit in doing this.

The second level is when you obey the rules of the society and then the rules become absolute. Many people never get beyond this stage in some areas of their lives. In a school setting, the child knows that there are rules, and as they develop, they will ‘try out’ the rules to see if they are consistent. This is a normal part of development. This is usually characterized by an attitude that says “if I’m not caught I’m not guilty”. Most of us recognize

this stage. (The example given was driving through a red light in the middle of the night when there is no traffic ~ an example that was the experience of one of the participants. Remember that in this example it is not whether you drive through it is why you drive through.)

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

The next stage is where people have developed an understanding of why the rules exist, i.e. they understand the principle of the rule and therefore they know which rules can be modified without infringing on the principle of the rule.

This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).

Example. Some boys want to play a game of football, but there is not enough time to play forty minutes a side, as they only have half an hour to play. What do they do? There are two rules they could change.

One is the time limit of the game:

The second is changing ends:

Which rule is appropriate to modify?

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

The highest level of Kohlberg's Moral Hierarchy is that of true ethics, (actualization) where people do not need outside rules for them to behave in a constructive and positive way. They have reached a stage of understanding morality and live accordingly because they have internalized morality and ethics. This is a very high level and is not reached by many people. Nevertheless it is this stage that we are trying, through peace education, to guide children towards.

What does this mean in relation to peace education?

That it is not just a matter of teaching peace education.

We have to be true to the principles of peace education in our own attitudes and behaviour.

Keep in mind: a child cannot be forced to behave at a level beyond their development. Punishment will not make a child understand morality. The task of the teacher is to guide the child through the stages so that the child moves from one stage to the next and reaches the level of true morality.

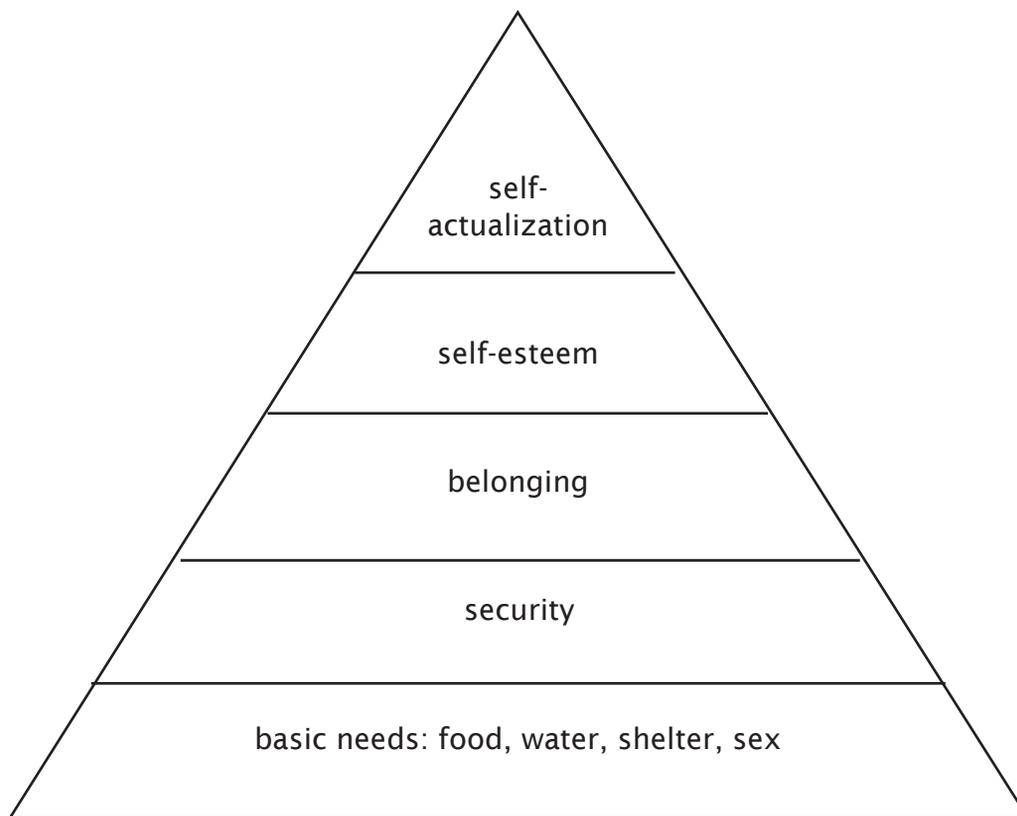
This level is what makes a peacemaker.

Maslow's Hierarchy of Needs (adapted).

Abraham H. Maslow says that there is a hierarchy of needs for all humans and that if the needs at the lower levels are not satisfied, then needs at a higher level cannot be satisfied. He breaks the hierarchy into two levels (these basically represent physiological needs and emotional/intellectual needs).

Maslow says that once these physiological needs are fulfilled they are not valued as highly as unfulfilled needs. For example, if people have adequate food, water and shelter, then they do not value these things: instead they will want to belong (to be loved) or want to feel good about themselves (self-esteem). However, practical experience shows that people can manage to strive for the higher levels even when their lower level needs are only partly fulfilled.

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



Level 1

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

Level 2

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

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

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

Level 3

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

Level 4

As we develop, we begin to understand more about ourselves. We know that we are part of a group, but we also become aware that we are not the same as everybody in the group. As we begin to understand that we are 'special' or unique, we develop a feeling of self-esteem. This is where we begin to understand ourselves and feel good about ourselves. People who do not feel good about themselves are usually very unhappy and often feel anger or frustration, which they project towards other people. It is at level 4 where we begin to appreciate the differences in other people. How boring it would be if everybody was the same! Cultural diversity is the acceptance of other groups knowing that they have the same rights that we do, and that they are human beings who happen to belong to a different group and who are also unique and special.

Level 5

Self-actualization is the highest level in Maslow's hierarchy. It is that stage that says that when we feel comfortable with ourselves and we understand the world around us we strive to become complete people. This is more than acceptance of others; it is truly understanding that it is the similarities and the differences that help us to be the best people we can be. This is where we understand and accept responsibility for our own actions, where we understand ethics and live by them, and where other people's well-being is important to us because we understand that we are all one, on this planet. It is when people truly understand themselves, their place in the world; when they have balance and harmony. In religious terms, this is when people are closest to God/Allah.

The stage of self-actualization matches the ethics level of Kohlberg and, if you think of evaluation as a life and not just a classroom experience, it also matches the evaluation level of Bloom's Taxonomy.

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

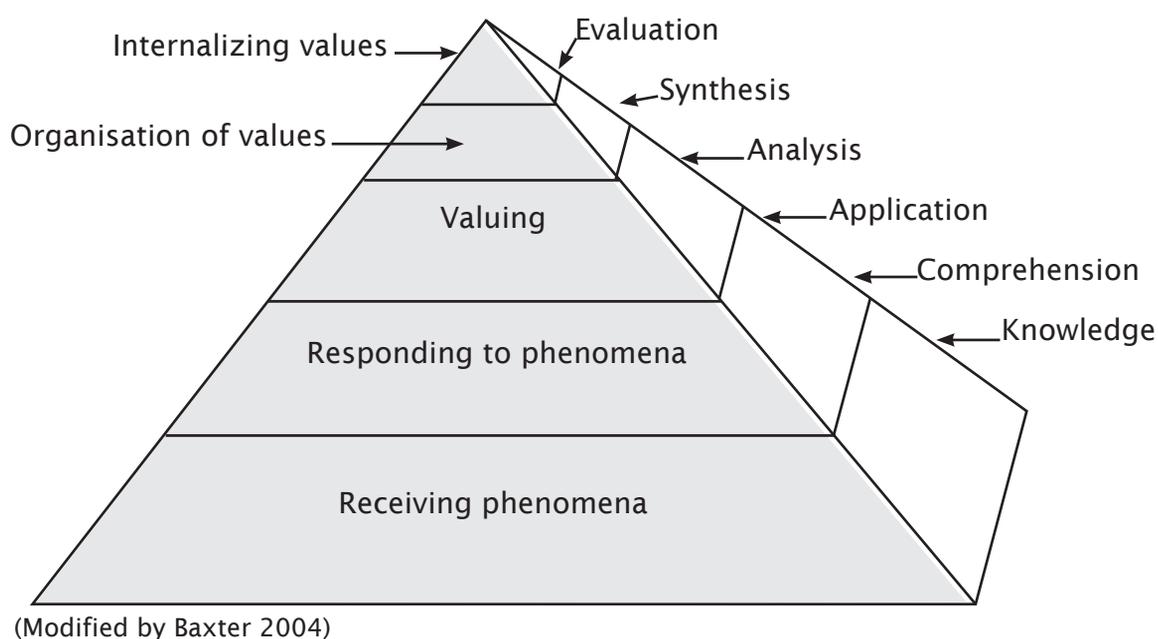
As noted earlier, Maslow says that once our needs have been satisfied, we no longer value them as much as those needs that have not been satisfied. This means that if we have enough food, then we don't care so much about food; if we truly feel that we belong to a group, it is not so important for us. This is an important lesson in terms of empathy. Just because we may not value something highly does not mean that other people do not.

When working with Aboriginal women in Australia, Pamela Baxter (the author) was discussing empowerment issues with the women. One woman said "Don't talk to me about equality of women when I am trying to make two small pieces of meat feed four kids." This demonstrates Maslow's Hierarchy: because her basic needs were not satisfied (or those of her children), she could not concentrate on the higher level needs.

Within peace education, we concentrate on the upper levels of the hierarchy. This is because these are the emotional/intellectual needs and these are the elements that lead to peace. It is the task of peace education teachers to help the students belong, to nourish their self-esteem and to help them towards self-actualisation.

Bloom's affective domain.

Benjamin Bloom developed a second taxonomy which helps us to understand the emotional and social development of humans. As this is often how the moral development is displayed in school, it is important to see how these interconnect in the overall development of the learner.



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

Receiving phenomena: Receives information willingly (wants to learn). The information does not have to be transmitted formally.

Responding to phenomena: Interacts with the information through reasoned discussion and questions, to build new information.

Valuing: Can explain the new information and justify it and associate other related knowledge to make a valid value judgement through sensitive and aware attitudes. Shows an ability to solve interpersonal problems and displays empathy.

Organisation of values: Makes links between different pieces of knowledge and associated values, and prioritizes the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts.

Internalising values: Recognizes value-laden information (and manipulation) and applies new values into behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).

Responding to phenomena is when we begin intellectually to understand it. Then we decide how important it is (valuing) and then we prioritize before we make the values our own. Internalizing means that they are with us always. This is why it is difficult to change the values that we learned as a child, because these have been internalized.

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

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

Some principles of education theory

School is one of the socialising institutions along with family, religion, social values or mores (social pressure) and traditions. Because school is formalized as an institution, sometimes the family tends to lose control and the child learns new and different values from what may have been taught by the family.

Peace education tries to circumvent this by the design of the programme which attempts to fit the wishes of the parents into the programme. However in a situation of conflict or post-conflict, many parents are illiterate and do not understand generally what the children are learning. The children are taught in a language the parents do not understand and often the parents feel isolated. This is important to remember when the children are learning peace education, as the subject is new and the parents need to be kept informed as to what the subject is about.

The TAB and the activities in the programme were designed taking into account the cognitive, emotional and ethical development of the child.

The Curriculum model is the Spiral Curriculum and Hilda Taba's³ concept development theories. This means that the concepts that begin to be developed in the early grades are dealt with again in the higher grades but at a different cognitive and ethical level. As well, the work in each of the grades is built on and expands the understanding gained in the previous grades. Thus the same concept and even the same activity can be done more than once, but it is shaped according to the cognitive development of the child.

The key issues from the Bruner's⁴ work that affect Peace education are:

- ▶ you can teach anybody anything if you break it into small enough 'learning chunks' and,
- ▶ everything you teach must connect to something the learner already knows (link).

Even very difficult concepts can be taught to young children, if they are taught in very small 'pieces'. If you think about it, reading is a very difficult skill. First the child must understand that those black 'squiggles' on the page actually have a meaning. Then from recognising letters, the child has to understand that these go together to form words. After the child can read full sentences, then he/she discovers that there is meaning in these sentences and stories.

Because reading is broken into very small 'pieces', the child learns to read. But if you gave a small child a dictionary and said "here go and read." Would the child be able to read?

Remember the idea to TTT (tell, teach, tell) helps students to connect the information to something they already know. By telling at the beginning of the lesson what is going to be taught, you focus the attention and then the students expect to learn what you have said they will. After teaching it, if you tell what has just been taught, the learning is reinforced and the student has a 'hook' for the next lesson where you will build on the learning that has already done.

This is why teachers must use examples that the students understand and are familiar with. It is also the reason the peace education programme asks for discussion as students who are actively involved in their learning will 'link' the information. This is when learning is internalised. Peace education is nothing more than some interesting games and activities unless the learning is internalised.

The TAB has been designed to work from the activities to the concept. As the students are still developing concepts it is not possible to work from the abstract (concepts) to the concrete (activities). The TAB has been designed to give the students as many examples as

possible to help them develop a particular concept. Nobody can develop a concept after a single example.

The students start from the active practice of the components of peace and these components refer back to peace education but there is no structural overview of 'what peace is' as the students do not generally have the capacity for conceptual analysis.

It is important that the 'hidden curriculum' match what we are consciously teaching. If we use violence to punish or 'motivate' students, it is very difficult to explain to the students that violence does not solve problems. We must all, as responsible adults, act as role models in order to effectively teach peace education.

Peace and conflict theory

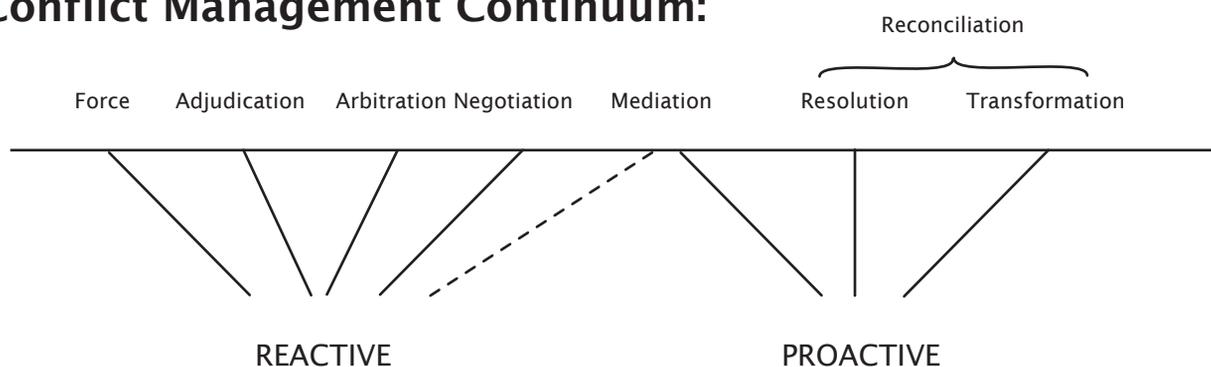
Many people say that they want peace but do not understand how it can be achieved. Most of us understand conflict very well, but even then we do not understand that some conflict management leads not to peace but to further conflict. In peace education, the aim is to help people achieve a true and lasting peace, not just for the individual, but through the individual to the community and then to the nation.

In the conflict management continuum, there are descriptions of the various types of conflict management strategies. In peace education, the aim is to have people resolve their conflicts rather than just manage them, as management usually has a further conflict inherent in the management.

For example, if force is used to maintain peace, then the people who have been 'under the gun' are likely to rise up one day against those holding the guns and more conflict will arise. If somebody is sentenced through adjudication to go to prison or to pay a fine, very often these people will feel anger against the person who caused their prison sentence or fine and may seek out that person and take revenge.

These conflict management options are too often short term, and do not lead to a durable peace. When people rely on outside elements to keep them peaceful, they take no responsibility for their own behaviour. This is not a way to peace. It is only when individuals take responsibility for their own actions, that there will be real peace (when everybody has reached self-actualization). As this is not likely, we still need the levels of adjudication and arbitration, but this should not prevent us from aiming for real peace through resolution and transformation.

Conflict Management Continuum:



Both sides or parties in the conflict should undertake conflict management.

Force is usually violence. The views of one party are forced upon the other party and so 'accepted' by them. This has the lowest level of mutual participation as one party is forcing its views on the other party.

Adjudication is the legal system that operates in society. It is a third party outside the two conflicting parties. The third party however has legal/judicial backing and can force the parties to comply. This requires all three parts of the legal system: somebody to catch the wrongdoer (usually the police), somebody to judge the wrongdoer and some form of punishment or penal system. This requires a stable society so that all three of these components exist and can work effectively without corruption.

Arbitration has more mutual participation as the two parties can choose the arbitrator and they choose to abide by the decision reached. The only backing the arbitrator has is through the pressures of society to make the two parties conform to the decision made by them and the arbitrator. Traditional law is very close to arbitration as the whole society helps to enforce the punishment.

Negotiation occurs without a third party; the two parties attempt to work out their differences themselves, but the resolution often depends on the power or perceived power of one of the parties, and leaves either party able to withdraw from the negotiations.

These conflict-handling approaches are primarily conflict management. They do not occur until after there is a conflict. As well, they do not attempt to resolve the underlying causes of the conflict.

Mediation is facilitated negotiation. It is positioned to the right of negotiation (on the continuum) because both parties have agreed to the idea of resolving the conflict rather than managing it. The mediator does not make the judgement; instead, the mediator facilitates the resolution.

Resolution is a mutual attempt to resolve the problem in such a way that relationships are constructively changed through the resolution of the problem. This does not mean that all the emotions have been resolved but the problem itself is resolved.

Reconciliation is when there is a durable solution. This is when true peace begins to grow. It means that there are no signs of resentment and there is a 'win-win' solution, so that both parties feel positive about the constructive outcome.

Transformation which is the highest level of mutual participation, is where there is a conscious decision by both parties to build new and better relationships (i.e. it impacts on the affective domain as much as on the cognitive domain). It is the practical manifestation of the changed attitudes and behaviour when there is no chance of the conflict reoccurring.

These conflict-handling approaches can be conflict prevention and minimization as well as management. They should occur before a conflict erupts. This is why they are proactive. As well, these conflict management approaches work to resolve the underlying causes of the conflict so that there is a sustainable solution.

Characteristics of an effective teacher

All teaching requires a teacher. However, not all learning requires a teacher. Teachers need to keep in mind that they are one of a group of people who help learners learn. Parents, religion and society generally all help to teach children about their society and about life.

The characteristics of an effective teacher were discussed because teachers are role models in society and for children. It is important to understand what our expectations of ourselves are, otherwise we don't understand what we are trying to fulfill.

This exercise was done in the training as a small group discussion, to find the top ten qualities the groups felt were necessary in an effective teacher.

The ideas were consolidated to fourteen qualities:

- Moral and professional integrity
- Professionally responsible
- Integration (with community, parents and children).
- Perceptive
- Empathetic and 'open'
- Creative
- Self-control and respect ~ worthy of respect and respect for others
- Leadership and guidance (offering guidance)
- Role model
- Sense of humour (actor)
- Punctual
- Observant
- Productive, energetic
- Clean

This list was discussed and it was agreed that these characteristics are important for every teacher, but for peace education teachers, they are vital.

As this is a new subject, there is a lot of pressure for teachers of peace education to be the 'perfect teacher.' As they are role models, it is important for the teachers to feel that they really want to teach in this area.

The list was divided into those things which are inherent talents and skills, and those that can be learned. The skills that can be learned are observation, listening, questioning, preparation, punctuality, self-control and classroom management skills.

The inherent talents include empathy, leadership, creativity and a sense of humour. These talents have skills elements in them and these skills can be taught so that the talents can be improved. It is, of course, no good having the talents if they are not used and practised. This practice needs to be done by those who want to become really effective teachers.

It should be remembered that when teachers are under stress, they revert to teaching the way they were taught: not the way they were taught to teach. Considering the conditions of teaching in post-conflict or refugee situations, teachers are under stress much of the time and need to keep this in mind; not as an excuse, but so that improvements can be made.

Teaching is not an easy profession, but it can be very rewarding. Teaching peace education requires a teacher who has the skills and attitudes listed, who embodies the concepts of peace education and who is a good role model for the students.

Body language

Body language is very culture specific. Generally, hands on hips, pointing at people and staring are considered aggressive in almost every culture.

Make eye contact with as many students as possible. If you never look at them they feel devalued ~ and part of your job is to help develop the self-esteem of the student. The length of the eye contact depends on culture but staring is not culturally appropriate for any group.

Be enthusiastic: move for a purpose, talk to your students, not at them. Your enthusiasm should be reflected in your eyes, your face, your body and your voice.

Use your peripheral vision: look at all the room even when you are concentrating on one student. You should 'look out of the corner of your eye' to see what people at the sides of the classroom are doing.

Remember that if you are right-handed you will concentrate on the right-hand side of the room. If you are left-handed you will concentrate on the left-hand side of the room. Make sure that you move so that all the class is in sight.

Classroom management

Classroom management is only putting into practice the characteristics of an effective teacher.

- ▶ At the beginning of a lesson, there is a need to focus the students' attention on the lesson. Greetings provide some of this focus and there are times when an 'ice breaker' (introductory game) can also help to focus. This focus provides a motivation for the students.
- ▶ Remember to vary your voice. Monotones are very boring. The students will be more interested if your voice shows your enthusiasm and excitement for the lesson.
- ▶ Be sure that your body language is not aggressive. If you need to help students at their desk, never lean over the desk from the front (this is a very aggressive stance). Psychologically it is much better to squat or sit down so that you are the same level as the student. Try to face the same way that the student is facing, but remember your peripheral vision so that you can still be aware of the rest of the class.
- ▶ Make contact with individual students; learn the names of the students in the class; even when the classes are very overcrowded, you should know the names of at least some of the students (not just the trouble-makers), make eye contact and notice and comment on the positive things that they do in class.
- ▶ Never physically punish a student. Punishment is in fact negative reinforcement, something negative which reinforces the behaviour anyway. If being punished is the only attention the student receives, then they may misbehave in order to have some attention. Rewards are positive reinforcement, they are given in response to constructive behaviour in the student. You need to be very aware of every good thing that a student does so that you can positively reward this behaviour.
- ▶ Listen! If you want a learner centred programme it is even more essential to listen to the students, not just when they talk to you but also when they talk to each other. You must listen to what is said and what is not said, and put yourself in the place of the learner to see why they would say the things they do (empathy).

Discipline.

Discipline is not just punishment. We all need discipline and children certainly need it if they are to become productive members of society, but we do not all need punishment. Punishment is when you do something negative to someone to 'teach them a lesson.' Punishment can be physical: beating or caning, or physical work, or withdrawal of privileges or prison. Punishment can also be psychological: humiliation, withdrawal from familiar things or people. When punishment is related to the crime and if people are aware that a particular punishment is the response to a crime, then they do the crime in full knowledge of the cause and effect. (That is, they understand that if they do this particular thing then there is a particular punishment).

In schools punishment is often both physical and psychological. Too often, punishment is random and unjustified. It occurs because the students have misbehaved, or because the teacher is not well prepared or because they are bored. Sometimes it occurs because the students are frustrated when they do not understand the work. Punishment in these cases is never justified.

Discipline can be seen in three areas:

Corporal punishment (beating)	Punishment	Positive Reinforcement
Structured beating unstructured beating	extra tasks humiliation sent from the room	praise extrinsic rewards smiles etc

If the teacher is well prepared for the lesson, if the lesson is interesting and the teacher is interested then most punishment is never needed. Students need to be motivated and this is the job of the teacher. Students who are motivated and who develop a love of learning will become educated and well-rounded adults.

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

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

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

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

Intrinsic motivation comes from within the person and does not need outside reinforcement. This is part of moving towards self-actualisation.

Good discipline helps the student move from needing extrinsic motivation to gaining intrinsic motivation. Punishment will never help a student towards intrinsic motivation. It is intrinsic motivation together with a development of the ethical hierarchy that helps a person do the right thing because it is right; not because anybody is watching, not through fear of punishment, but because this is the way it should be done.

There was a group brainstorm from one training session, to list the forms of punishment currently used in schools.

physical punishment	caning	manual labour
sent out of class		suspension from school
physiological tension ("I'll see you after class")		
humiliation both physical and psychological		

There are generally two categories of punishment: physical and psychological. There are times when punishment is necessary, but it should be unnecessary most of the time. Good teaching does not rely on punishment to maintain control; good teaching relies on preparation, empathy, classroom management and good humour.

- ▶ Physical punishment is a form of abuse. It is meant to deter the child but in the same way that prisons do not deter those who break the law, so punishment rarely deters a child. What it does do is to encourage the child to stay at level 2 of Kohlberg's ethical hierarchy and if he/she doesn't get caught then the rules haven't been broken. It is like a 'game' the children play called 'Lets see what we can do and not get caught'. It effectively turns the teacher into a 'policeman' trying to catch wrongdoers. In addition there have to be rules in place to catch every sort of wrongdoing, and it can be difficult to think of everything.

For example, If a teacher says 'no talking' and then turns to write on the board, usually the first thing to be heard is somebody whispering to a neighbour, so the teacher turns around quickly to catch the person talking. What do they see? A whole class looking very innocent! This is 'let's see what we can do and not get caught.' Generally the children will win because there is only one teacher and many students. This is not then, a discipline game, that you can win and you will become frustrated and angry and the respect the children should have for you will be destroyed.

- ▶ If manual labour is used as a punishment there is no reason for the child to see labour as anything but a punishment. When we stop to realise that much of our life is spent in labour, it seems unfair to make it a punishment. Is their whole life to be a punishment? When activities like 'watering trees' is a punishment then you cannot expect to turn the child into a conservationist. What happens if the child enjoys watering the trees and being out of class? Then there is no punishment. Rather there is an implied encouragement of the child to break the rules again and again so that he/she can do what he/she prefers doing.
- ▶ Sending students out of class or suspending them, sends a very strange message to that student and to the rest of the class. If school is supposed to be a learning time how can you learn if you are not in the class? If a student wants to be away from the class and free, then the message is simple; break the rules and you will be sent away. As peace education teachers it is not possible to teach a student (who probably needs the lessons) if that student has been sent from the room. In addition if a student is naughty in front of the teacher, how much more naughty will he/she be when the teacher cannot see?

- ▶ Psychological punishment is degrading and destructive. As peace education teachers; part of our job is to offer a warm, safe, constructive environment, which cannot happen if a student is ridiculed. There will be times, when for the flow of the lesson, you tell somebody that you will speak to them after class, but this should be said as a fact not as a threat.

It is obvious then, that if a peace education teacher cannot give punishment, then there must be other ways to keep control in the class. The biggest fear for teachers (all over the world) is a lack of discipline.

The question was asked; “What are the main reasons for a lack of discipline?”

Overwhelmingly the response was boredom.

The question was asked: “What can we do to prevent boredom?”

keep busy	teach them peace	tell stories	songs
keep them focused (but vary these)		give responsibilities	
debating		give them extra work	

It was discussed that giving students extra work, was close to punishment and is not likely to motivate them. All the other areas rely on the teacher not losing the attention of the class. Thus the teacher has to teach all the time and motivate but does not have to be a policeman.

Constructive classroom management:

- ▶ Don’t give a general instruction to be quiet (e.g. “sss”, or “quiet everybody”.) Every child can safely assume that you are talking to someone else. Speak by name to one child who is noisy and the others will very quickly be quiet.
- ▶ Create, with the class, a signal that means ‘silence’ (e.g. arms folded) and when you want silence, make this signal and the class should follow. Reward the children who are quick to respond with a smile and a positive word to help the others respond more quickly.
- ▶ Listen to the children, not just for the answer that you want, but for all that they have to say. Try to be comfortable about interruptions, but don’t allow yourself to be distracted from the subject.
- ▶ Ask if there are questions and then wait. Children do not always think quickly and should be allowed time. It is difficult to stay silent for thirty seconds; try it and see!
- ▶ Preparation is the key to avoiding discipline problems; this will help to “keep them busy”. If you are not prepared, don’t expect the children to respond positively.
- ▶ If you take total responsibility for keeping the discipline, then the children do not have to take responsibility and they are free to play the “Let’s not get caught” game. Give the children responsibility and work with them to establish the rules of the class, then they will help to keep order, because the rules belong to them. In addition, this is part of what you are trying to teach through peace education, so that each one of us takes responsibility without blame.

Lesson plans

Look again at Bloom's Taxonomy of Cognitive Abilities. All the areas of the taxonomy should be covered in the course of a lesson or unit of work.

1. Preparation.

This is essential. Even though the lesson plan has been done for you and there is no need to research your lesson, it is essential that you know why you are teaching this particular lesson. You should know the lesson well enough that you do not have to do more than glance at the book once you are in the classroom. Without preparation, your class will not respond positively, you will not be motivated to do well and so neither will they.

2. Introduction.

This is used to focus the children on what they are going to learn. It creates a 'mindset' for the class and you will find that they will learn more effectively when they know what they are supposed to learn. Otherwise you may be surprised at what they learn ~ which is not necessarily what you intended them to learn!

3. Content.

In the TAB this is divided into method and activity. This is because how you teach is just as important as what you teach. This is the main part of the lesson.

4. Revision.

This is the application section of Bloom's taxonomy and in the Teacher Activity Book it is part of the discussion section. The other revision is built into the on-going programme, where lessons (not activities necessarily) are repeated.

5. Conclusion.

Every lesson should have a conclusion. That is, a lesson should finish, not just stop. Remind the children what they have learned, focus them for the next lesson, tell them that they have done well and motivate them to keep the lesson in their minds. Never leave the children thinking that they have just played a game.

Lesson preparation has as its essence TTT: tell the children what you are going to teach them (focus or 'mindset' of the lesson), then teach the lesson and then tell them what you have just taught (summarising the lesson). Telling what you are going to teach helps to focus the children's attention on the coming lesson and is preparation for the learning. Teaching the lesson reinforces the work done previously and provides the next step for learning. Telling what they have been taught acts as reinforcement and helps them to begin internalising the knowledge and skills.

Remember that a good teacher will say the same thing five different ways. This is because children have different learning styles and if you teach in different ways, then you will make sure that every child in the class has learned. Remember that your job is not just to teach but to make sure that the children have learned.

There is also a hidden curriculum. Children learn as much and perhaps more from how you act and the rules that are in place than they learn from the words you say. Be sure that your body language, your facial expressions and the rules of the class all reinforce the words you say about peace education.

Questioning Skills

Questioning skills are vital for effective teaching. You should be able to lead the children to learn what you want them to learn by asking the right questions. Too often teachers ‘play’ a ‘game’ called “Guess what I’m thinking?” This is where the teachers asks a question and keeps asking until they get an answer that matches what they want to hear (or the answer that is in their head). If you do that, you have to be very sure that you can think of every question and every answer and that nobody will ever have an answer that you have not thought of.

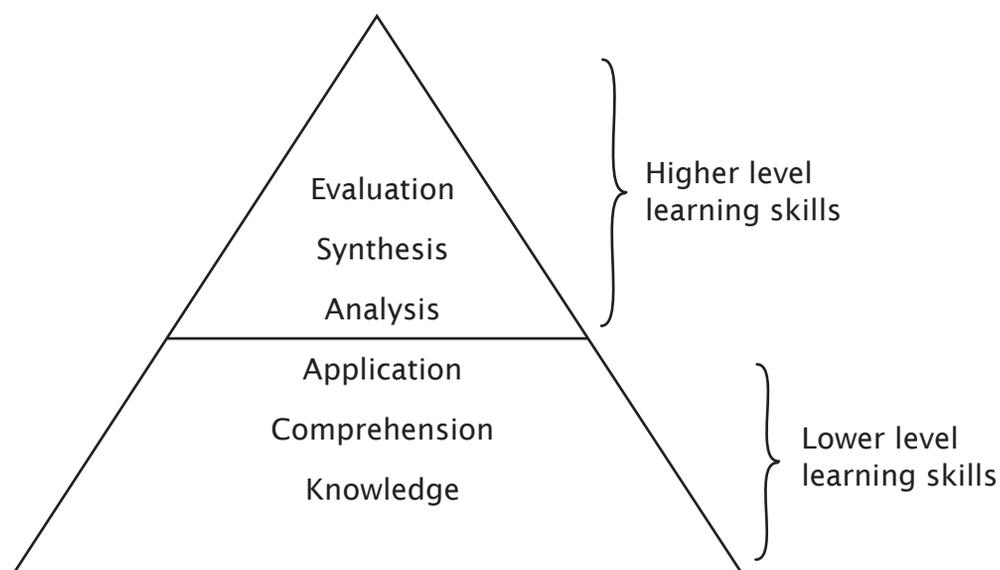
There are various types of questions that we should use for various types of situations. If you are reviewing content you can ask closed questions. Closed questions are those that have a single correct response. They are either right or wrong. (e.g. $3 + 2 = ?$). In an examination we tend to ask mostly closed questions to see if students have the knowledge and information required, but often, these are the only questions that we ask.

Open questions do not have a right or wrong answer. They ask the student to think, to understand, to analyze and synthesize and to evaluate. Open questions can be at the lower levels of learning, but they most often used at the higher levels of learning. Sometimes questions can sound open but are actually closed (especially if the teacher has only one response that he/she considers correct).

For example: A question like ‘what do you think would happen if...?’ This is only truly open if the students are encouraged to say what they really think. If the teacher has decided that there is only one thing to think that is acceptable and accepts only the answer that agrees with the one in his head, then the question is actually ‘closed’, but worse, that teacher is neither honest nor honourable.

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

Remember Bloom’s Taxonomy: if we ask only closed questions we are only asking for the lower level thinking skills. Usually only at the knowledge level, so we don’t even know if the student understands what they have written in the exam, we only know that they can reproduce it from memory. For peace education, where we are trying to develop attitudes and values, it is not enough to know the student can reproduce what has been taught. We must help the student through all the levels of learning and thinking.



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

- Knowledge:** any questions where the answer is a fact from the information given
- Comprehension:** where the student understands the information and can relay it back with meaning. (a retelling or internalising of information).
- Application:** where the student can apply the information to a different situation
- Analysis:** where the students can ‘take the information apart’ and see the principle behind the information.
- Synthesis:** where the student can put the information together in a way that a new outcome can be seen
- Evaluation:** where the student makes a judgment about the information and can then internalise the full knowledge and understanding

What is in the Teacher Activity Book (TAB)?

Content refers to what is taught. In Peace Education the content is what is in the TAB. Content must be given to the student in pieces small enough to be understood and the pieces must fit together logically (like a puzzle). It takes many, many pieces of information for a child to develop a concept. The TAB gives the student a chance to experience activities that will lead towards the development of a concept.

The course was designed in response to the community groups’ suggestions of what children should learn to give them the skills of constructive and peaceful living. Examples were discussed in the community groups and the religious leaders were consulted to make sure that the programme did not go against the teachings of the various religions. The parents said that they wanted their children to understand the causes of conflict, to listen better and communicate better so that there would not be misunderstandings and so that the children could understand the other person’s point of view.

Skills	Knowledge	Values & Attitudes
Listening Communication Problem Solving Mediation * Perceptions * Co-operation	* Negotiation * Perceptions Peace & Conflict Social Justice * Co-operation	Co-operation Empathy Respect & consideration * Social Justice * Human Rights

* These appear in more than one category as there are elements of each as both skills and knowledge and values. For example, there are skills that can be learned to improve perceptions but essentially, it is an understanding of how we perceive and what happens when we perceive things in particular ways.

The initial units are designed to help the students with skills and understandings that are intra-personal; within themselves. These things affect how they interrelate with others, but the skills themselves, are within a person.

Listening, communication and co-operation are all intra-personal skills and attitude areas. *Similarities and differences* is not a skills area; it is an awareness unit to help the student develop more positive attitudes towards others. *Empathy and perceptions* are also awareness units. It is through these awareness units, and the attitude of the teacher, that respect and consideration for others is fostered. From respect and consideration it is possible to develop the idea of social justice.

Problem solving, negotiation, mediation and conflict resolution are all interpersonal skills. They need all the intra-personal skills if they are to be effective, but essentially they have to do with dealing with others. The aim here is to help the student understand why people behave the way they do and how to effectively minimise conflict through that understanding.

Games and activities are used because students do not have enough life skills to be able to relate concepts to life experiences. Thus activities are provided to demonstrate the skills, knowledge and understanding that will lead to concept development.

Remember that students build concepts slowly and will not see the elements which are learned in each component lesson, but they will develop an understanding as the unit is completed.

Most lessons have been demonstrated during the trainings. The area that seems to be most difficult is that of problem solving.

Problem Solving Explanations

1. The problems in grades 1 and 2 are pure logic problems that depend on the child's experiences. They help them to analyse a situation (usually without realising it).
2. The 'house' problem is to help the children understand that even where there is only one solution to a problem there are often many ways of solving the problem. Just because a method of solving a problem is unfamiliar it does not mean that it should be disregarded.
3. The 'fox the goat and the cabbage' is a well-known problem. It can be solved through trial and error, but if the elements of the problem are identified then it is easier to solve.
4. The 'Numbers' problem is an exercise in logical deduction. It is possible to do by trial and error, but it is easier if the elements of the problem are worked out first.
5. The 'Snake and Houses' problem is similar, but there are also assumptions that people make. It is assumed that the snake must travel in a straight line across the compound.
6. The problem of the doctor is based on a very common assumption that certain professions are restricted to a particular gender group. While this may be true traditionally, it is not true in the 21st century, and creates a stereotype that causes problems unnecessarily.
7. 'Buses' is a problem to help the children look for a variety of solutions, rather than just the first solution. This attitude of looking for more than one solution is difficult and needs a lot of practise.

8. The 'nine dot' problem is to help children understand that often we make assumptions about a problem or a situation that makes it difficult to solve. First we need to be aware that we have made an assumption, and this requires us to be very honest with ourselves, so that we can ask ourselves if we are making assumptions that may not be true.
9. The 'Chessboard' problem is to help the children look carefully at all solutions, not just at the solutions that look easy, but at solutions that may last.
10. The 'mindbenders' problem is a straight exercise in logic and analysis. It helps the children to work through what is said, and to decide what is important in what is said. At first sight, it looks impossible, as there does not seem to be enough information, but if the information is analysed carefully the problem can be solved quite easily.
11. The 'winner' problem illustrates that sometimes it is more effective to look directly at the solution we want rather than attempting to work through the problem. This problem helps us to focus on the outcomes we want.
12. 'Solutions', 'the teacher' and 'the beautiful girl and the moneylender', are all problems where the solutions involve human values and attitudes and these impact on the solutions that people choose. The perspective of the problem solvers is the focus of the discussion.
 - ▶ People who have a legalistic perspective will usually go for the logical justice of punishment.
 - ▶ Some look for an historical/cultural precedent on which to base a judgment.
 - ▶ Some take a moral stance of saying that this or that action is morally or ethically wrong ~ often however this does not solve the problem.
 - ▶ Some say that if somebody else does wrong then it is justified to wrong in return. (Remember Kohlberg's Moral Hierarchy).
 - ▶ Some will look creatively for a solution; either tricking the suspected wrong doer or by thinking of a win-win solution.

Point out to the students that a solution is only a good solution, if it actually solves the problem and if it is lasting.

People will often extend the problem in order to try for a solution, point out that this cannot be done in real life; what is, is. The important lesson here is that human problems need thought and analysis and the simple or easy solution is not always the most appropriate.

Problem solving is the essence of both negotiation and mediation.

There is a tendency for the teacher to assume the role of mediator. This should be avoided or used as a last resort as it is important to teach the students how to solve their own problems to help them to take ownership of the solution. Otherwise the teacher is put into the role of policeman and the students can revert to the level in Kohlberg's ethical hierarchy of absolute rules and 'if you don't get caught you haven't broken the rules.'

Problem solving leads naturally into conflict resolution, including negotiation and mediation.

The main points about the conflict resolution units of the TAB are:

- ▶ All the skills previously learned are used to conflict resolution. People must be prepared to listen, to communicate clearly, to be without bias and be prepared to co-operate.
- ▶ It was felt that the students need to be reminded of these skills when they come to this section of the TAB.
- ▶ It was felt that, as far as possible, the students should be encouraged to find solutions for themselves and that teacher mediation would only be used as a last resort, although the teacher would help the students to try to find solutions.

Evaluation

Evaluation can be looked at in four sections:

- Content
- Method
- Psychological and physical environment
- Product or output

Content

This is what you are teaching. Evaluation is often done for this area through testing. Because in peace education there are no tests, the activities and the discussions themselves will be a form of evaluation. If the students can discuss intelligently and obviously have an understanding of the lesson, then you can judge that they have learned. You must take the distinction between students not paying attention because they are bored and students not paying attention because they do not understand. The first has to do with you and the methods you use, the second as to do with the content.

Method

This is how you are teaching. There is a close link between the method and the teaching environment, and obviously between the content and the method. Method is evaluated on how the children responded to the games and activities and whether they could see the connection between the activity and the concept.

Physical and psychological environment

The physical environment includes the number of children in the class, the space, the amount of furniture, the heat, the time of day and the noise level. Do not use these elements as 'blame' for a poor lesson. Note them and take them into account when doing your own lesson evaluation but they should not limit you in your teaching. They are challenges to work with, not barriers.

The psychological environment is you, the teacher. Your manner, your attitude to the children, whether you are enthusiastic about the lesson and the subject, how you manage the class, whether you use prevention to discipline the class or if you punish the class, your voice, body language and board work. All these things need to be evaluated by you in each lesson. Not necessarily formally, but at least to be aware of shortcomings and make them better in the next lesson.

Product or Outcomes

The product or outcome is the most difficult. Each lesson should be 'real', none of peace education is theory, all of it should be practised. Because concept development is slow, it will not be easy to see a change in behaviour or attitude. To cultivate a culture of peace will take some time but this is why there is also a community programme and a public awareness programme. Watch for behaviours all the time and use the teaching moment if there is a problem in the playground.

General Issues

- ▶ The long term objective of this programme is to give students the skills to help them constructively deal with conflict and to minimise destructive conflict. If they understand how conflicts arise and they have the skills and attitudes to deal with the components then hopefully, there will be fewer insoluble problems.
- ▶ The objectives in the TAB are written for a unit of work rather than for individual lessons. This is because it is not possible for the student to achieve these objectives in the course of a single lesson.
- ▶ The teachers are not required to write a lesson plan, as this is in the TAB. They are however required to write their lesson schemes showing which grades they are teaching, which lesson in the TAB they will be using and keep evaluation records of the lesson. *(It was pointed out to the participants that a lesson plan is for the lesson ~ not to be checked off by the head teacher or inspector).*
- ▶ The Peace Education teacher is a member of the school staff to which they are assigned. This is necessary for the programme to be truly accepted by the children and taken seriously. Peace Education is not and should not be treated as a second class subject.

Conclusion

Teaching is not an easy profession, and teaching in post-conflict situations or in refugee camps is even more difficult. These are not excuses for poor teaching, but are challenges to be overcome.

Peace education should be rewarding to teach; you and the students should enjoy the lessons.

These students are the leaders of tomorrow and everything we can do to help them to be good leaders by helping them develop the skills, knowledge, attitudes and values which will promote constructive and durable peace and solutions to problems will help us all.

Footnotes

1. CRC Article 29
2. Unscripted dramas developed on a theme by the students themselves
3. Taba, Hilda. *A Teacher's Handbook to Elementary Social Studies: An Inductive Approach*, 2nd Ed. Reading, MA: Addison-Wesley, 1971.
4. Bruner, J. (1973) *Going Beyond the Information Given*, New York: Norton. Bruner, J. (1983) *Child's Talk: Learning to Use Language*, New York: Norton. Bruner, J. (1986) *Actual Minds, Possible Worlds*, Cambridge, MA: Harvard University Press. Bruner, J. (1990) *Acts of Meaning* Cambridge, MA: Harvard University Press. Bruner, J., Goodnow, J., & Austin, A. (1956) *A Study of Thinking*, New York: Wiley. Gardner, H. (2001) 'Jerome S. Bruner' in J. A. Palmer (ed.) *Fifty Modern Thinkers on Education. From Piaget to the present*, London: Routledge.