

Teacher Training Manual -1

Inter-Agency *Peace* Education Programme

Skills for Constructive Living



INEE

**Inter-Agency
Peace Education Programme**

Skills for Constructive Living

Teacher Training Manual

Level 1

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.

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Preliminary Note

This manual has been written for you as a trainer of teachers. It is vital that your trainee teachers first participate in a Community Workshop for Peace Education. This will give them the opportunity to explore the skills, values attitudes and behaviours necessary for peaceful constructive living for themselves, before attempting to teach it to others.

The manual looks at 'good teaching' and the skills required to develop 'good teaching'. These skills are useful not just for a Peace Education Programme but also for all aspects of the professional life of the teachers whom you are training. Tell the participants that they will receive certificates at the end of their level 3 training.

While the programme is not really prescriptive, it has been through thorough trials. The order of the sessions has been developed to provide a balance. There are games included in the timetable; these are taken from the games in the *Teacher Activity Book (TAB)*. It is imperative that these games be demonstrated; they are difficult to understand just from reading.

It should be noted that the experience of all the training undertaken in the programme over seven years has been done at three levels. With new or under-trained teachers, this proved to be very necessary as it is difficult to absorb so much new information. Some elements of revision have been built into the second and third levels. The daily revisions in this course are for this level of training only.

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

The sessions for this manual have been designed so that key points for you are boxed. The work in ordinary text is what you share with the participants.

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

The appendices of this Training Manual include games and activities for ice-breakers and revision. There are also revision questions based on the timetable, divided into the topics covered on the work of the day before.

Timetable:

Day 1

0900 - 0915	Initial welcome and introduction
0915 - 0945	Introduction of the course
0945 - 1030	Introduction of participants
1030 - 1045	Break
1045 - 1115	Game (Captain Ball)
1115 - 1200	Expectations of the course
1200 - 1300	Introduction of the Peace Education Programme
1300 - 1400	Lunch break
1400 - 1430	Game (skipping)
1430 - 1530	Elements of the programme
1530 - 1545	Break
1545 - 1700	TAB familiarization

Day 2

0900 - 0930	Revision of Day 1
0930 - 1030	Background theory of peace and conflict
1030 - 1045	Break
1045 - 1300	Developmental psychology
1300 - 1400	Lunch break
1400 - 1430	Game (Air Ball)
1430 - 1530	TAB activity analysis
1530 - 1545	Break
1545 - 1630	Characteristics of an effective teacher
1630 - 1700	Games (Elephant and Palm, Twenty Questions)

Day 3

0900 - 0930	Revision of Day 2
0930 - 1030	Effective listening
1030 - 1045	Break
1045 - 1300	TAB micro-teaching
1300 - 1400	Lunch break
1500 - 1545	Effective communication (including one and two-way communication)
1545 - 1600	Break
1600 - 1700	Effective communication (including one and two-way communication) (continued)

Day 4

0900 - 0930	Revision of Day 3
0930 - 1030	TAB micro-teaching
1030 - 1045	Break
1045 - 1215	Questioning skills
1215 - 1300	TAB micro-teaching
1300 - 1400	Lunch break
1400 - 1530	Teaching and learning styles
1530 - 1545	Break
1545 - 1630	TAB micro-teaching
1630 - 1700	Games (Find My Friend, Groups and Mirrors, Ball Games)

Day 5

0900 - 0930	Revision of Day 4
0930 - 1045	Classroom management
1045 - 1100	Break
1100 - 1300	TAB micro-teaching x 2
1300 - 1400	Lunch break
1400 - 1430	Games (Human Knot)
1430 - 1530	Planning a peace education lesson
1530 - 1545	Break
1545 - 1600	Activities (What Can I See? What is our Picture?)
1615 - 1700	Conclusion and closure

Day 1: Initial welcome and introduction

Ensure that the participants are welcomed by a senior official or welcome them yourself.

Make sure that when you are introduced or when you introduce yourself that you let the participants know that this course is devoted to peace education in schools; how it can be taught and what skills, knowledge and attitudes are necessary to ensure that this programme is successful.

Introduction of the course

Objective

To enable the group to focus on the content of the course.

Lecture

This training course has been designed so that you become familiar with the content of the Peace Education Programme and understand the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and your students. The methodology of this course and the way you are expected to teach the INEE Peace Education Programme (PEP) is a rights-based approach. This means that you understand that human rights should be applied in the classroom. Sometimes this will be very different from the way that you have been teaching. Because this is a process programme how you teach is just as important as what you teach.

There are several things you need to keep in mind about this course.

- ▶ This course is generally not an examinable subject.
- ▶ Unlike most subjects, this course is about attitudinal and behavioural change.
- ▶ You may be a semi-specialist teacher.

Emphasize these points and allow discussion of this.

It is essential that the teachers really understand the ramifications of this.

Therefore

- ▶ you should not expect changes in attitudes and behaviour to occur quickly, so
- ▶ you will need to be highly motivated as a teacher,
- ▶ you will need to be able to focus and motivate the class (because you cannot use the examinations as a motivation), and
- ▶ you need to be a role model of constructive and peaceful behaviour.

Method
(how)

Content
(what)

Lecture

Introduction

Draw two columns on one side of the board.

Label one 'Content' and the other 'Method'.

Under content write 'Introduction'.

Under method write 'Lecture'

This list will be filled in according to what is taught and how it is taught. The demonstration of method is part of the learning during the course.

- ▶ How you teach is just as important as what you teach.
- ▶ Your manner and attitude are as important as any activity you may do.

In this course we will cover both method and content. Every time we use a new or different method, this method will be explained to you.

Make notes about how this method is used as well as making notes about the content.

Sometimes a new method will be demonstrated by using it, to teach a part of the content. For example, if I want to show you that small groups are an effective way to learn, then you will be asked to work in small groups. Use this course to learn the methods as these will make your teaching more effective and more enjoyable.

These methods are those you should transfer to your classroom work. Some of them will not be familiar and some, you will feel, may make you lose control of the class. We will look at these problems during this course.

In your own notes, you need to be aware that there is a duality about what and how you are learning.

Peace education is not easy to teach; everything we do and say, everything we think and feel must be seen as if through a pair of glasses, glasses that look for peace.

Introduction of the participants

Objectives

To ensure that the participants know each other
To allow the group dynamics to develop.

Large group activity
Individual and pairs
activity

1. Start with your name and then ask the name of the person to your left.

That person then says his/her name and asks the name of the next person and so on around the circle. Each person says their own name and then the name of the person next to them.

There are several ways to introduce the participants to each other. Choose the most suitable for your group.

2. This activity is similar to the first, but ask the participants to think of an adjective that starts with the same letter as their name. They then introduce themselves by their name and their adjective (e.g. Sensible Sarah). Then continue as above.

Be sure that the participants understand 'adjective'. Be sure to demonstrate, not just with your own name but with another participant as well

3. The participants stand in a circle. The first person throws a ball (or other small object) to a person, saying their own name, and then giving the name of the person to whom they have thrown the ball. This continues, not around the circle but across the circle in any order. Nobody should be introduced more than once (i.e. they should not have the ball thrown to them more than once). Continue until every person has been introduced.

This works only if the participants know each other slightly, or if some participants know each other. You need to watch carefully to make sure that the ball does not go to the same person more than once and that the ball is not thrown to somebody without a name being called.

4. Give each participant a blank card and say 'Write your name, school and your hobby on the card'. Put all the cards in a box and mix them up. Ask the participants to select a card and find that person and introduce themselves and find out more about the person whose card they have.

Ask participants to introduce the person whose card they have to the rest of the group.

It is important to have enough time as this activity takes longer than the others.
It is excellent if the people have to work closely together later on.

Expectations of the course

Objectives

To enable the facilitator to understand and cater to the needs of the group.

To focus the attention of the participants on the objectives of the course (to develop their 'mind set').

Small group activity

Ask the participants to discuss what they expect to achieve from this course.

Put participants into small groups.
As this is the first group activity simply count off five (or six) people into groups around the room.

Give a sheet of flipchart paper to each group and ask the members to discuss as a group their expectations and then write them on the sheet.

Put up all the charts at the front of the room and categorize the points into groups.

Explain to the participants, that in a categorization exercise, you (the teacher/facilitator) must develop some initial categories by quickly reading what is on the lists. If there are expectations that are totally outside the course (e.g. how to achieve peace in a particular country, point out that this would take much longer than the length of this course.)

Go through the lists and tell the participants where these expectations come in the course.

If appropriate, discuss the types of expectations that particular groups may have e.g. theory, pedagogy, elements of peace education, implementation strategies, practical implementation (timetables, etc.), evaluation, outreach, etc.

Introduction of the Peace Education Programme

Objectives

To help the participants understand the background to the Peace Education Programme.
To initiate an understanding of Peace education amongst the participants.

Large group/small group activity
(Brainstorm)

We are going to look at peace and conflict.

The method that we will be using is 'brainstorm'.

This method has certain rules that the group should follow.

Brainstorm rules

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

All ideas are accepted and no criticism allowed (this is to allow for a free flow of ideas and thoughts).

Building on (or expanding on) other ideas is allowed. (this is so each person's ideas become part of the group thinking. It also stops limiting participants to 'one correct response');

There is a time limit of fifteen minutes (approximately). (This is to keep the group work moving at a pace so that ideas are generated, but people do not become bored);

What do you mean by 'peace': (if I say 'peace', what is the first thing you think of?)

What words describe peace? What are the images of peace? Is it long term or short term? Tell me everything about peace you can think of. Just describe it in one word or two.

After the initial brainstorm, the group should categorize the lists they have. Similar ideas and concepts should be grouped together to provide a concise summary for presentation.

Group participants according to the colour of their clothes so that you have groups of four or five.

Brainstorm may be done as a large group activity (if you can write quickly on the board or if there is no flip chart paper) or in small groups.

The papers about peace will describe both passive peace and active peace. The participants will probably not have used those terms. If they have mentioned an absence of war or violence, then that is a passive peace.

If they mention harmony, tolerance, understanding, then they are talking about active peace.

Point out after the presentations that passive peace is very narrow in its perspective. It leaves people powerless because the causes of war and violence have been complicated and ill-feeling has escalated because so many wrongs have happened.

Active peace, on the other hand is a set of skills, values and attitudes that, if internalized by people, can lead to the harmony and understanding that we call 'peace'.

Now we are going to do a second brainstorm which is to look at 'conflict'. What words come to mind to describe it, what are the causes, are they long term or short term?

This programme of peace education has been designed to help children and their teachers to learn the skills and values of peaceful and constructive behaviour, because peace does not belong only to governments and leaders but to each person.

If we all practise the skills of peace, this will help the country move towards having governments and leaders who also practise these skills.

Look at the papers to see if the groups have explained the idea of open (overt) conflict and hidden (covert) conflict. If they have not, look at the things they have listed.

Poverty, lack of freedom, tribalism, racism and sexism are all forms of covert conflict. They are not directly causes of conflict but they create an opportunity for conflict.

Domestic violence, war and inter-ethnic clashes are all forms of overt conflict. Many groups will also look at the causes of conflict: miscommunication, inability to solve problems, lack of respect, inequalities, etc.

Explain to the participants that it is not suggested that they would necessarily use this activity with their class, although it may be useful with upper primary and secondary students. With younger children, it is better to start with the activities that demonstrate the active form of peace.

After the lunch break, play the skipping games and allow a short discussion about how these games encourage co-operation and the various levels of co-operation (between the two turners, between those turning and those skipping, between the skippers and any specific co-operation you witnessed).

Elements of the Peace Education Programme

Objectives

To help the participants develop an understanding of the elements of a Peace Education Programme.

Large group discussion
Small group work

Use the 'conflict' part of the previous brainstorm. After categorizing the conflict elements, ask the participants what is the cause of this element.

Then ask what could be done to eliminate or minimize this cause. Write these suggestions on the board.

Divide the participants into small groups.

Using the list generated give each group one suggestion from the list of ways to minimise causes of conflict that is relevant to peace education.

Allow the groups fifteen minutes to discuss ways they can teach this concept.

Explain that this 'teaching' must be an activity: it is not permitted to simply tell the students. (e.g. better listening and communication). Many teachers simply demand that the children listen to them but you need to ask what activities can be developed to help children understand the importance of listening. What activities can be developed to help the children to listen more effectively?

Bring the groups back to plenary to discuss the activities they have developed. If necessary allow for some micro-teaching so that the groups can demonstrate their activity.

It may be that the activities are not particularly suitable, but persevere with the assignment as the participants need to understand exactly it is that what the activities are trying to promote

Which elements are suitable and which are not? Why?

The lessons in the Peace Education Programme have been designed exactly as you are now trying to do.

This programme is about changing behaviour and building constructive attitudes in children so that they understand what is necessary to build peace. It is not enough to teach these topics passively (lecturing). The students need to be able to see what happens when certain behaviours are practised in order to learn different, constructive behaviours.

Teacher Activity Book (TAB) familiarization

Objectives

To give the participants a basic understanding of the design of the *Teacher Activity Book*.

To familiarize the participants with the methodology of the TAB.

Lecture and discussion

Hand out the Teacher Activity Kits and allow the participants to go through the materials.

Explain the lesson layout, and the overview of topics and activities.

Look quickly at all the components: the *Teacher Activity Book*, and the charts, the *Story Book* and the cards that are needed for the various activities.

All the lessons in this programme are activity-based and rely totally on the game or activity being played and on lessons drawn from this specific experience. If the game is not played, then there is no teaching, only 'preaching', and the learners will not identify with and internalize the skills and values that the lesson introduces.

Each lesson is structured to build on previous lessons and to reinforce the learning. Because this programme aims to change behaviour, the lessons do not have individual objectives. The group of lessons for a topic has an objective and each lesson in the group helps to work towards this objective. This is why you should not take the lessons out of order because the curriculum structure is inbuilt within the lessons.

The *charts* are not designed as teaching aids (they are not big enough). They are teaching resources. This means that while they cannot be held up for the class to read; they can be fixed on the wall for the learners to read later.

The *Story Book* is designed for use in the 'Analysis' lessons. However, if the school is short of readers, then they can also be used as general readers. The stories are graded, so be aware of the level of the story before asking a class to read the book. Generally, children can listen to and understand a story that has a higher language level than they can read.

The *role-play cards* are a resource in case the students cannot make up their own stories. They are designed so that there are two cards for each story, one for each person (or side of the conflict). The two sides should not read each other's cards. The spacing on the cards is to show where the 'other side' has a part to play.

The proverb cards are a guide for an 'Analysis' lesson. These are culturally specific, so that if they do not suit the culture of the learners, find proverbs from their own cultural background. [Note: in fact many cultures have very similar proverbs, but each claims them as their own. This is another example of how we really are more similar than we are different.]

Later in this course you will be asked to prepare and teach a lesson from the TAB. The book is now yours; put your name on it and study it carefully. If you read it thoroughly, you will find that it has the content, the methodology and the lesson plans already incorporated as well as the philosophy behind the programme.

End of Day 1

Day 2. Theory: Background of peace and conflict

Revision of Day 1. See questions in Appendix III

Objective
 To give the teachers some understanding of the development of conflict and peace, and how to provide activities to enhance peaceful and constructive behaviour

Lecture and discussion

Look at the categories in the conflict brainstorm. Your categories will probably include

- ▶ absence of peace
- ▶ attitudes (interpersonal and state)
- ▶ results and outcomes (torture, disputes, corruption)

Although life is full of conflict and, without some conflict (at least of ideas), we would not progress or develop new ideas, it is important to remember that here we are discussing violent conflict. Violent conflict is not only war and fighting but also emotional and mental violence.

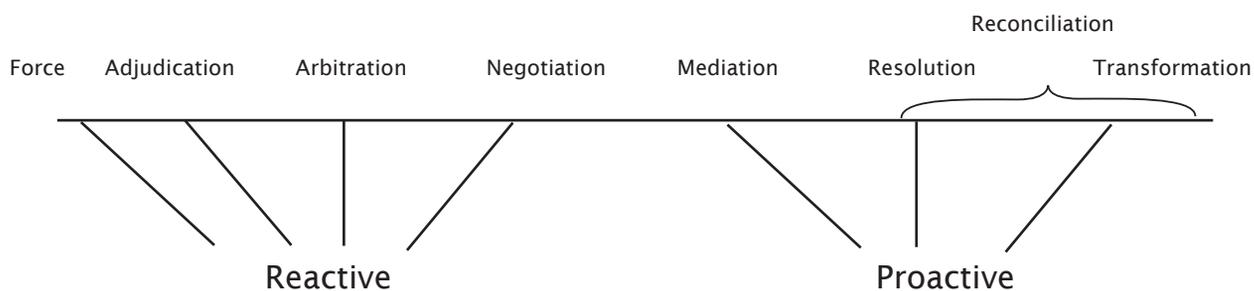
Choose one of the elements that appear and ask what causes it.

Analyse the 'cause' with the group until you get to a behaviour or attitude.

e.g. corruption. Why are people corrupt? What makes some people corrupt and others not, despite suffering the same hardships? Participants will usually say that corrupt people are greedy.

Ask the group what we can do to minimize these causes.

Explain to the group that this course is looking at the prevention of conflict as well as at minimizing it when it appears. So we are looking at those skills, values and attitudes that will help provide constructive alternatives to conflict.



Explain the Conflict Management Continuum.

Force is often violence, but it may also be psychological force or the force of status and authority. It is when one person or party accepts the views of the other person or party, even when these views are damaging or wrong. The 'peace' that is attained is that of resentment and subservience. Generally this is not a sustainable peace. It relies on power and if the power is challenged or lost, then there is violence. If peace is defined as mutual participation, then the use of force is not 'peace' as there is no mutual participation; one party is forcing the other party.

The 'Pax Romana' of the Roman Empire in classical times is probably the most famous example of the 'force' type of peace. A more recent example is that of the Soviet Union, where disparate groups were held together by the force of Communism. When the Soviet Union was dismantled, the 'force' disappeared. There has been a lot of conflict since, in various countries that were once part of the USSR. There is peace only as long as nobody challenges the people at the top. Dictatorships are often 'peaceful' because of the use of force.

Adjudication is a legal system put into place to judge right and wrong. This system has three components: some type of police/security (who often use force), a judgement system and a punishment system. In Western law these three are separated, in traditional law they are often combined. Adjudication of a dispute depends on one person (or 'side') being right and the other being wrong (or more right or more wrong). The responsibility for creating a 'peace' is with the authorities, not with the individuals. As soon as the authorities take over, there is no responsibility from the individual. Because of this, there is a minimal level of mutual participation.

Arbitration is a non-binding system of deciding who is right and who is wrong. It has more mutual participation as the two parties can choose the arbitrator and they choose to abide by the decision reached. This is enforced by societal pressure but it does not usually have any legal backing.

Negotiation occurs when the two parties attempt to work out their differences themselves. If the two parties act fairly and without using power tactics, this can be successful. However, it requires open and honest communication if it is to be successful. It leaves either party able to withdraw from the negotiations.

Mediation is used in the 'textbook' sense, not in the way many traditional societies use the term. The traditional way is a combination of counselor, arbitrator and mediator.

These conflict-handling approaches are primarily conflict management. They do not attempt to resolve the underlying causes of the conflict. As a result these are 'reactive' approaches.

Mediation is facilitated negotiation, with outside, objective help. In mediation the two parties have agreed to the idea of trying to resolve the conflict together rather than just managing it. The mediator does not make the judgement; rather, 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 underlying problem. This means that both parties need to use all possible constructive skills and attitudes to effectively create a solution that leaves minimal resentment or feeling of injustice.

Reconciliation is not a conflict management skill by itself. However, if there has been a lot of anger and hurt in the course of the conflict, the two people or parties need to reconcile in order to have a better situation in the future. While reconciliation is a process of its own, one of the keys to reconciliation is forgiveness. Without forgiveness, there is a chance that there will be continued resentment and the potential for conflict.

Transformation is where there is a conscious decision by both parties to build new and better relationships (i.e. it impacts on the affective domain; feelings, as much as on the cognitive domain).

These are techniques for conflict resolution rather than just conflict management. They attempt to solve issues before they become conflicts (or become conflicts again). They are proactive (taking action in advance).

Conflict suppression and conflict management are reactive forms. Generally there is no effort to understand the root causes of conflict. In some cases there is no effort made to even listen to both sides of the story.

Reactive forms of conflict management are limited and the 'peace' gained this way is also limited. In this situation, we see waves of conflict or conflict cycles that have a strong element of revenge (as a result of being suppressed last time).

Conflict resolution, and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. They require all the skills and knowledge that are components of the Peace education course.

As teachers we should not only teach about proactive forms of managing conflict but also teach in a constructive and proactive manner. The students should have the role model of constructive problem-solving rather than a role model that relies on power.

This is not to say that there is no need for adjudication, arbitration and negotiation: there will always be the need for these. What it does mean is that there will be less need for these management strategies; and they will be more constructive and durable if the people involved understand the components of peace.

Activity

Small groups

In your small groups look at the different parts of the Conflict Management Continuum and find examples within your own communities for each of the areas shown in the continuum.

Group participants according to the type of shoes they are wearing so that you have groups of four or five.

Collect the examples from the small groups.

Compile the examples and discuss in the large group.

Developmental psychology

Objective

To give the participants a basic understanding of the psychology that has been used in developing the programme

To help the participants understand the stages that their students go through so that they can foster development

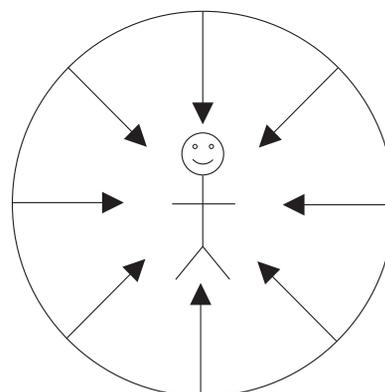
Lecture and discussion

There are a several theorists in psychology whose ideas have been utilized in the Peace Education Programme. Some will be discussed in the education theory section and some will be discussed in Level 2. In this session we will look at an overview of the principles of child development.

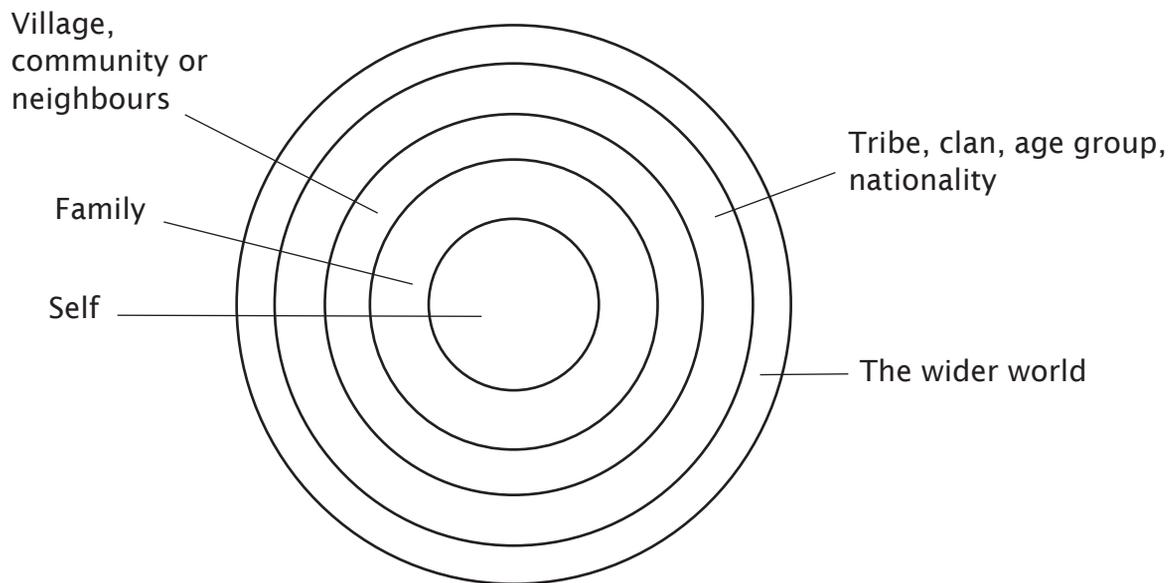
We can see these principles if we observe ourselves and the people around us. Although the theorists look at the development of children, development is not consistent and even as adults, in some areas of our lives, we are 'stuck' at certain levels. Often our inherent value system (the system in which we were raised) and our religion are where we are least developed psychologically.

1. The first level is where we are *egocentric*. i.e. young children assume that the world revolves around them and that the people in the child's world are there for the benefit of the child. Egocentricity is necessary at the beginning of our lives because it helps us to survive. But as we grow, we understand that other people exist and that they have rights as well. When we think that everything should be as we want it to be and that we are the most important people, then we are being egocentric.

You cannot ask very young children to co-operate because they are not yet at that stage of development. They are at the stage of parallel behaviour where each child acts but not in relation to anyone else. (At this stage, mothers do not count as they are seen by the child as security rather than as a person.) Some people stay at this level for the rest of their lives!



2. Interaction comes as we grow and develop and we come to understand that we are not the centre of the world but that other people also deserve consideration and respect. This is part of the socialization process. As small children want to be like adults, they mimic and try adult skills and values. This is when societies teach children what is acceptable in the society and what is not acceptable. This is also a time when children develop friends and interact with other children (rather than just alongside them).



You see adults at this stage when they have no desire to accept anything outside their own knowledge or experience. When people resist knowing or understanding others, there is no empathy and so conflicts are more likely to occur. These adults still feel that they and the things that they know are the only reality.

Interaction goes in concentric circles. First the group closest to you (usually family) is known and accepted. Gradually the next circle (the community or village) becomes known and accepted and then the next (age group or clan).

Ethnocentricity often comes from a combination of these first two stages. This is where a person is not egocentric but can only relate to those people who are very similar (often from the same ethnic group). The word 'ethno' is from Greek, meaning, 'to belong'. The more exposure a person has to wider circles the more they begin to relate to others from those circles.

Have you changed in your relation to other ethnic groups since your childhood?

Has your view of the world changed?

Do you eat food that is not your traditional food?

Do you send your children to mixed schools?

Have your views about your own ethnic or social group changed?

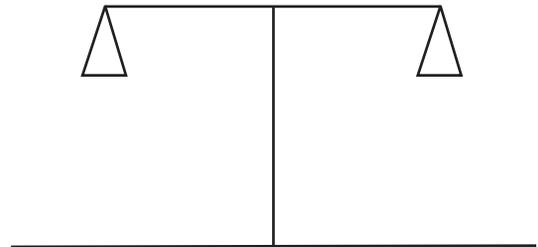
If appropriate, form small groups for them to discuss this issue.

Do you raise your children differently?

Have your views on religion changed?

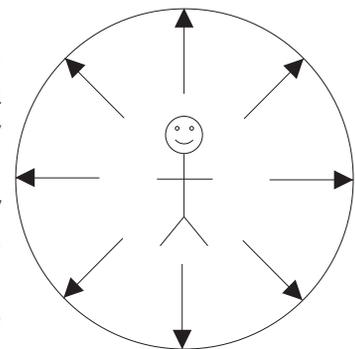
The point is that the 'widening circles' happen more quickly in superficial areas of life and are much slower to change in the area of values.

3. *Balance.* This stage is where we try to see the world as it really is and we begin to understand our place in it. At this stage, children will play 'reality' games (and they will modify the rules to suit the reality of the situation). This stage can be seen when we begin to understand that 'our people' are not the only people, 'our beliefs' are not the only beliefs and our way of behaving is not the only way. This is a difficult stage even for adults as it requires a deep sense of belonging and much self-esteem to move away from our comfortable old mind-set (and it is comfortable because it is what we are used to). This is the beginning of real maturity.



Allow discussion of this and ask the participants in what areas of their lives they feel that they have reached this stage. Point out that we will look at the theorists a little later in the course so that they will understand more about belonging and self-esteem.

4. *Intrinsic actualization.* This is a stage few of us reach but which the human psyche aims for. This is where we do what is right because it is right behaviour for a compassionate human being (not because somebody else may be watching us). It requires us to study and learn from people who are different to ourselves and to really understand that even people who are very different to ourselves have much to offer. It also requires us to listen to and absorb the realities of others (using empathy) even when this is uncomfortable psychologically. This stage is when we see that we are part of the world and that the world is part of us; that we are truly all one family on a very small planet.



What does this mean in relation to peace education?

- ▶ All of the work in peace education is to help us and our students move towards the highest levels of human development. This will help achieve peace as people will live together more constructively.
- ▶ We need to recognize the development level of the learners to ascertain what is possible for them to internalize. We can create activities and situations which help the learner to develop and so to move from one level to another. We must analyse the level of the learners so that we can move through the levels logically. (This is called entry-point behaviour).
- ▶ We must understand what we are trying to help our learners achieve in terms of values and attitudes.
- ▶ We need to understand the levels in terms of psychological development theories and see where they fit together.

Remember: we do not develop evenly as human beings. Although the levels are sequential, we do not always progress evenly; rather we may be at one level in some respects and at quite a different level for others. This is why people can learn facts and concepts academically and understand them as academic truths, without internalizing them. The internalizing of knowledge, information and attitudes means that we have to fit other truths into the schema (the view) we have already built. In other words we have to link the new information to what we already know. Jerome Bruner, an educational psychologist, said that you can teach anybody anything as long as you break it down into small enough pieces and as long as you always link it to something previously known.

In terms of peace education, this is why it is necessary to use examples that are drawn from (or relate to) the culture or group with whom you are working. Sometimes it is better to use related examples, as real examples for complex concepts often touch people's deep beliefs. [E.g. if you discuss the causes of conflicts, discuss an example from another country (but one they know the history of), not the country of origin of the participants].

After the lunch break play 'Air Ball' and allow a short discussion about how this game encourages co-operation and about the various levels of co-operation.

TAB activity analysis

Objectives

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

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

Small group work

Divide the participants into groups according to the grades they teach. Each group should have three to five people in it. The groups should correspond to early childhood, middle primary, upper primary and junior secondary; they do not have to be grade by grade.

Give each group one lesson at the level at which they teach. These activities should come from the units of Similarities and Differences, Inclusion and Exclusion and Effective Listening.

Do not assign the lessons that use the games that you will use during the training.

The groups have this session of forty-five minutes to read through the activity and prepare it as a demonstration.

Groups teach their sessions during the activities 'TAB Micro-teaching'.

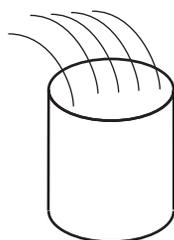
Characteristics of an effective teacher

Objective

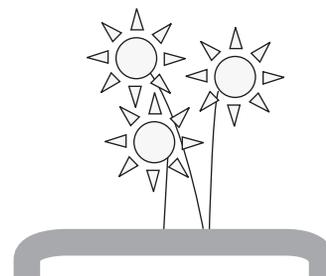
To help the participants understand the philosophy of rights-based teaching.

Lecture and discussion

Ask the group how they teach. Do they assume that the child knows nothing or do they build on what the child already has? Allow the discussion from this question. Many teachers will say that the child knows nothing and that is their job to teach the child. Ask if this is really so. What do they do if they discover that the child already knows the content of the lesson?



Do you fill the empty water pot?



Do you help the flowers to grow?

Draw these pictures on the board. Ask the participants which teacher they are.

The 'water pot' teacher is one who assumes that they have all the knowledge and they are there to 'fill the student'. Because most of us are trained to pass on 'content', it very often feels that this is both true and right. However, we are only one part of the child's learning. Children learn from their families, their friends and their society. To use this 'water pot' method can be very tiring. As a teacher you must be very sure that you know everything and never make a mistake. You must be ready with the learning that the child needs (because you cannot keep pouring water if the pot is full can you?) This type of teacher is not suited for teaching peace education as this philosophy can lead to arrogance and the abuse of power. This type of teaching means that the learner will always be reliant on a teacher to tell them what to think and what to know. They can never become independent thinkers. This means that they can be very easily manipulated by people in authority, and this manipulation of people is how conflicts can turn into war.

The 'helping the flowers' teacher understands that there are other teachers in the life of the child. These teachers also understand that their role is to help the child learn and eventually to learn independently. This is an easier and more rewarding way to teach as the learning belongs to the child. You are not expected to know everything – you are expected to help children learn things that they need to know.

After this session, play the games Elephant and Palm and/or Twenty Questions, and discuss what these games demonstrate in terms of peace education.

End of Day 2

Effective listening

Revision of Day 2. See questions in Appendix III

Objective

To help the participants to understand the skills of effective listening and how necessary it is for the classroom

Activity and discussion

How well do you listen to the learners in your class?

How do you know you are listening effectively?

Ask the group to think about these questions:

Many teachers assume that the skill of listening should be a skill for the learner, not the teacher. But if this is true, how does the teacher know when the children understand?

If learning is reduced to memorization, then the learner only has to remember, but we all know that the remembering doesn't last.

Hands up the people who recently attended a religious service. Was there a sermon? What was it about?

Most people, even those who say it was a good sermon, cannot remember it after they leave the place of worship.

Who listened to the news on the radio this morning? What were the top news stories?

Again, people generally cannot remember more than one or two news items. This is because people are listening passively and not effectively. Too often when we are teaching, the children 'listen' the same way.

But listening to the teacher is only one side; the teacher must also listen to the learners. By listening to them, the teacher knows what is understood and what problems the learners are having, and can then help them to learn more effectively.

Failing to listen effectively and with empathy to people on the 'other side' of a conflict often leads to violent conflict, so this skill is needed as a tool of peace.

Activity.

- ▶ Send three people out of the room and then tell the group that you are going to tell a story to the first person who is to listen and then tell it to the second person who will tell it to the third person, who will tell it to you.
- ▶ The listeners should listen carefully but they cannot ask questions.
- ▶ The group is to listen carefully to the story and see what happens, what detail is lost, what extra things are put into the story and how it changes from person to person.
- ▶ When the three people have retold the story, ask the group what was the difference between the first story and the final story.

Ask these questions:

- Were any of the stories accurate?
- What changed in the retelling?
- Was anything left out in the story?
- Was what was left out important to the story?
- Was anything added to the story?
- Why do you think that this happened?
- Did events or characters change in the story?
- What does this tell us about the way that we listen?
- Is it enough to get 80 per cent of the story correct?
- Does this lead to misunderstandings and confusion?

Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman's child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water and supporting him to the village. When she arrived at the village she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby so she was grateful for that. Because as she no longer had any food to take to her relatives, she decided to go home. When she arrived home, her friend and the sick child were home and the child was slowly getting better.

As a teacher you have a general responsibility to help the learners to really learn and understand what you are teaching. As a peace education teacher you have a further responsibility to demonstrate the skills and values associated with constructive and peaceful living. To listen well is the first skill that you, a teacher, should have, as this is how you come to really understand the learners in your care.

TAB micro-teaching

Objective

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

Small group work

This time two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when ...'
Remind the other participants that they are to respond to the teaching as if they were the children.

These are not lessons that demonstrate the 'correct' response; they are activities and games to show what happens in real life. For example, in the game Directions; Directions many teachers think that the children have failed if they do not follow the directions accurately. The game is designed so that children reflect real life behaviour. We listen to only a part of the information, we follow others and don't think for ourselves. If every child listened and followed directions accurately, there would be no teaching point in the activity. The lessons are designed like this so that the learners can see how they respond and how they can do better.

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

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

At the end of the lesson, ask for feedback from the whole group – those who taught and those who were receiving the lesson, and then give your own feedback. Remember to comment on what the teachers did well as well as on where they were less effective.

Effective communication

Objectives

To help the teachers to understand the importance of effective communication.

To help the teachers to improve their communication skills.

Lecture and demonstration

Many of the attributes associated with peace education are elements of communication. Open communication – where people are honest, where they listen and where they try to understand the other person’s point of view – is one of the cornerstones to peace.

This sort of communication can only happen when both sides involved in communicating are willing to try.

Many conflicts have arisen because of one-way communication. This is unfortunate when we consider that much of the communication in schools is one way, from the teacher to the student. We need to look at the effectiveness of one-way communication and see if perhaps we can improve the situation.

One-way and two-way communication

Objectives

To demonstrate the limitations of one-way communication

To demonstrate the advantages of two-way communicationskills

Pairs work

This exercise takes some preparation. You will need half as many bags as you have participants and an object for each bag. The object can be anything: a hairbrush, ornaments (these are very good), any small office equipment (stapler, scissors, etc.), perfume bottles, etc. Do not use clothing or books.

Activity 1

Divide the group into pairs.
Give one of each pair a bag with an object inside.
The bag holder is not allowed to look in the bag, but is to put their hand in the bag, feel the object and describe it to their partner.
The partner draws what the bag holder describes.
The partner is not allowed to ask any questions.
Give the pairs five minutes to describe and draw the objects.
After five minutes, ask those who were drawing to show their drawings. At the same time let their partners remove the objects from the bag.

Activity 2

Ask for four volunteers.
Send two out of the room and show the picture of the geometric shapes to the other two. Remind them not to show their picture to anybody. Ask for one of them to wait for the second part of the exercise.
Invite one of the other volunteers back inside. Explain that they are going to draw what the other person tells them. They cannot ask any questions (this is 'one-way communication').
The 'instructor' (the participant with the drawing) stands behind the flipchart (or with his/her back to the board).
The 'instructor' describes the picture to the participant at the flip chart (the 'artist').
The 'artist' draws the picture based on the instructions given.
If you are using a flip chart, turn to a new page. If you are using a board, ensure that you can reproduce the drawing and then clean the board.
Ask the second 'instructor' to come forward and bring in the second volunteer from outside. This time the instructor can watch what the artist is doing and make comments on it, and the artist should ask questions (two-way communication).
When the drawing is completed, compare the two drawings (redraw the first drawing if necessary).
Ask the volunteers how they felt when they were either instructing or drawing.
Show the participants the original drawing.
Ask the group which drawing is the most accurate.
Discuss why this is so.
Draw the following chart on the board:

	One-way communication	Two-way communication
Advantages		
Disadvantages		

What are the advantages of one-way communication?

What are the disadvantages?

What are the advantages of two-way communication?

What are the disadvantages?

What responsibilities do we have if we are going to use one-way communication?

Why do we use one-way communication when two-way communication is proven to be more effective?

With the participants, fill in the chart. It is usual to get diametrically opposed advantages and disadvantages: i.e. the advantages of one-way communication are the disadvantages of two-way communication. *[To ensure clear instructions, check for correct 'receiving' of information, make sure that the information is in short simple statements, etc.]*

Remember that asking questions such as 'Are we together?' and 'Do you understand?' (with the whole class saying 'Yes') is not two-way communication.

The TAB is written, so that there is (or should be) a lot of two-way communication, not just teacher-student but also student-student. This is done so that the students feel that the information is truly theirs, they have psychological ownership of the knowledge and skills, without which they cannot truly understand and internalize them.

Two-way communication is also necessary for peaceful interaction between people. People have a responsibility to listen carefully, to communicate clearly, and to clarify points and summarize information so that the communication is clear and precise.

End Day 3

Day 4. TAB micro-teaching

Revision of Day 3.
See questions in Appendix III

Objectives

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

Small group work

Two of the small groups conduct the lesson. Ensure that the groups understand that the lessons are designed as what happens if/when ...?

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

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

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as on where they were less effective.

Questioning skills

Objectives

To help participants understand different techniques of questioning and to use these appropriately

Lecture and small group work

Questioning skills are vital to effective teaching. You should be able to lead the children to learn what you want them to learn by asking the right questions. Essentially there are two types of questions.

Closed questions are those where there is a definite correct answer. If you are reviewing content, you can ask closed questions. They request one answer which is either right or wrong. (e.g. $3 + 2 = ?$). [*If the question is 'What number combinations equal 5?' what is the answer?*] The answers then may go to infinity depending on how well the child understands the concept of number. Many teachers assume that the answer they have in mind is the only correct answer, and often this is not so. There may be many correct answers. This question is an open question because there are many answers each one of which may be correct. In an examination, we tend to ask mostly closed questions to see if the child has the knowledge, but often these are the only questions that we ask.

Open questions do not have a single correct answer. They ask the student to think, to understand, to analyse, and synthesize and to evaluate. These are higher level cognitive skills and very important in peace education. Sometimes teachers ask what sounds like an open question but they treat it as a closed question (i.e. they want the answer that they have in mind). This is called 'Guess what the teacher wants to hear' and it is a very unfair game to play. If you do play this game (whether you know it or not), then sooner or later the learners will not respond to questions at all as they cannot be sure of 'guessing' correctly. For example, a question such as 'What do you think would happen if.....?' is only truly open if the student is encouraged to say what they think will happen. If the teacher is sure that only one thing that happens is acceptable and accepts an answer that agrees with his/her own answer, then the question is actually closed and the teacher is not honourable.

- ▶ Open questions are those that have a variety of answers (not a list 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.

For peace education, where we are trying to develop attitudes and values, it is not enough to know that the student can reproduce what has been taught.

If the children cannot understand, how will they discover that a statement may have bias? If they cannot understand and put together pieces of information, how will they solve problems, taking into account all the factors?

If they cannot evaluate, how will they be able to judge fairly?

We must help the student through all the levels of learning and thinking. But the higher-level learning skills are especially important for peace education.

Discuss the notion that true open questions ask 'why?', 'What do you think?' 'Is there another way?', 'what else can you add?'

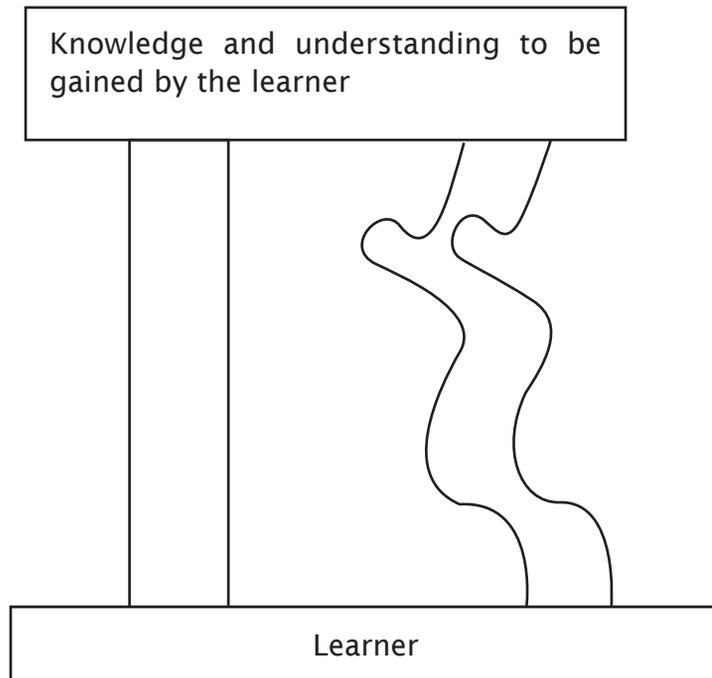
Never accept just the answer that agrees with your own ideas.

Remember, your job is to help the children to discover, not to prove how clever you are.

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

Discuss why open questions help develop the learner's thinking ability and why this is important in the process of education and peace education.

Draw a diagram similar to this on the board.



Point out to the participants that all of us as teachers are trying to get our learners from where they are (in the lower box) to a new level by helping them to learn new knowledge, skills or understandings.

Essentially there are two ways of questioning that help the learners move from one level to the other.

Ask the participants how are the animals taken to market (traditionally) or how ploughing animals are taken to the fields? Generally they are either led with a rope or, if there are a number of them, then the animals start walking and the person taking them simply throws a stone or switches them when they go too far off the track. The person taking them does not lead but follows. Which is most effective? Ultimately, both ways get the animals to the destination.

This is what questioning is like. You can use the ladder approach where each step is a question and the questions are closed questions but structured to build on each other. Or you can use the path approach where you only need to ask an occasional question to keep the learners on track. Both methods will get to the desired learning and both require work from the teacher. The ladder approach requires thorough planning and very structured questions so that each one builds on the previous one. The teacher must listen well to the responses to be sure that this building takes place. And every question needs to be planned, and thought through, even though some of them may never be used.

Remember; these questions are not a test: they are to help the learners discover new information.

The open approach requires fewer questions but the teacher needs to understand exactly the knowledge or understanding so that they can ask the correct questions when necessary. This type of questioning allows a greater ownership of the knowledge discovered by the learner, but it requires much skill and practice by the teacher.

Most of us use a combination of both types of questions, structured closed questions and then open questions.

TAB micro-teaching

Objectives

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

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

Small group work

This time is for two of the small groups to conduct their lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when ...'

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

Remember that the lessons are activities and games to show what really happens. The discussion that comes from the activity should lead the learner to the desired skill (remember your questioning techniques).

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

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

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

Teaching and learning styles

Objective

To demonstrate the various types of teaching and the strengths and weaknesses of these.

Individual and small group work

Give each participant a length of cord.
Read out the instructions on 'How to Tie a Bowline Knot'. *[Appendix III]*
As you read, the participants should be attempting to tie the knot.
Check to see how many participants have tied the knot correctly.

You have just had a short lecture on the 'Bowline Knot'

Now give each participant a copy of the instructions on 'How to Tie a Bowline Knot'.
The participants should try to tie the knot from reading the instructions.
Check to see how many participants have tied the knot correctly.

You have now been involved in participatory learning.

Take the participants who can tie the knot and match them with those who cannot.
Let them demonstrate how the knot is tied.
All participants should now be able to tie the knot.

Now the group has been involved in exploratory learning.

- ▶ Which method is better?
- ▶ Are there particular circumstances where one method is better than another?
- ▶ When and why?

TAB micro-teaching

Objectives

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

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

Small group work

This time is for two of the small groups to conduct their lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when ...'

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

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

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

After this session, play the games Find My Friend, Groups and Mirrors and the game Ball Games, and discuss what these games demonstrate in terms of peace education.

End of Day 4

Day 5. Classroom management

Revision of Day 4.
See questions in Appendix III

Objective
To enable the participants to utilize constructive methods of classroom management

Lecture and small group work

What are the elements of classroom management?

List these on the board.

If there are only discipline measures, ask what causes the discipline problems in the class.

List these on a table as below.

Discipline problems	Causes
Talking	
Not paying attention	
Rudeness	
Not knowing the work	

Discuss the problems and fill in the causes according to the participants responses. Explain that we will deal with discipline separately but that there are other components of classroom management that they need to think about.

Draw this chart on the board and ask the participants if these are part of classroom management. Add other elements to the list according to the group's suggestions.

When the left-hand column is complete, form small groups and ask them to fill in the right hand column according to how they actually respond to these elements.

Remind the groups that they need to be very honest in their responses.

Physical layout of room	
Use of exams	
Position of teacher	
Manner of teacher	
Level of preparation	
Interaction with the class	
Group work	
Homework	
Punishment (type and frequency)	

We can consider curriculum as comprising four components: content, methodology, environment and output/product. Classroom management is how the teacher implements all of these elements.

Content

If the teacher is not comfortable with his/her own knowledge of the content, then they will 'fill in time' rather than teaching, so that their own lack of understanding will not be obvious. Generally, teachers in this position will not allow any questions, and control everything in the class leads to boredom among the learners.

There is no substitute for thorough preparation. The teacher needs to know and understand not only the content but also how they are going to move the learners from a state of unknowing to a state of knowing.

Methodology

Good teaching is based on a rights-based approach. This constructive class management means that all your interactions with the learners should reflect the principles of human rights and the rights of the child. That means that you treat the children with respect (as you would like to be treated) and that you fulfill your professional responsibilities to teach so as to ensure that the students learn.

The most effective way of teaching in a way that is rights-based is to vary your teaching. Rather than just talking at the class or writing everything on the board, discuss, play games that make the 'teaching point' that you want, and encourage group work and working together. This is active teaching that will promote active learning.

Environment

The physical environment is the one over which you often have least control. Where you do have control about how the classroom is arranged, make sure that you can move around to see all the students and reach them if they need help. If the blackboard is your main teaching aid; be careful where you stand (so that you are not hiding what is written) and remember that your focus is on one side of the room more than the other. Be sure to turn away from the board and deliberately look at all parts of the room. Remember that you also have control over how pleasant your room is to be in. Posters and charts on display, papers and books stored when not in use all help to create a pleasant environment as well as being constructive teaching practice.

The psychological environment is where you have most control. Your manner with the learners will truly demonstrate the rights-based approach. If you act as if you are a dictator, then you can expect that the learners will rebel or feel rebellious (most people do with a dictator). Either they rebel openly or they become completely passive and refuse to participate. Either will cause you discipline problems and weaken learning outcomes.

Output or product is the result of teaching and learning. Constructive classroom management will result in products that are genuine and lasting. The result is learners who are happy with what they have accomplished and so they are more likely to learn constructively in the next cycle of learning.

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

Discipline and motivation

What is discipline?

Is discipline always punishment?

What happens when the learners are too big or too old to be punished?

In your small groups, discuss the types of discipline that you use and that are used in your school.

List these on your flip chart paper.

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 to someone which they do not want, 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, or 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. If the physical punishment is truly fair and justified, then it may be of use (although there are so many disadvantages to physical punishment that it is not generally worthwhile). It is also contradictory to the rights-based approach.

Too often punishment is random and unjustified as it occurs when the children have misbehaved because the teacher is not well prepared or because the children are bored or frustrated because they do not understand the work.

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

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

Remember that children's level of development is such that they will 'test out' the rules to see if they always work and that, generally, if they are not caught, they feel that they are not guilty.

Form the participants into small groups

Move around the groups to see if there are any constructive disciplines being discussed.

After fifteen minutes bring the groups together to discuss what they have listed.

Ask whether these are effective forms of discipline.

Match these charts to the ones on causes of discipline problems.

Allow the groups to further discuss their own responsibilities as teachers to minimize the causes of discipline problems.

If punishment is their only response, discuss this.

The first lesson in the TAB is one on developing rules in the classroom. This lesson is designed so that the children themselves develop the rules because it is only in this way that they feel they that they 'own' the rules and therefore they are motivated to keep the rules. If the teacher imposes the rules, then it is the teacher's responsibility to make sure that the rules are kept.

If the teacher is well prepared for the lesson, if the lesson is interesting and the teacher is interested, then discipline is rarely needed. Children need to be motivated and this is the job of the teacher. Children who are motivated and who develop a love of learning will become educated and well-rounded adults.

If motivation is the job of the teacher, how do we motivate the learners?

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

Extrinsic motivation is encouragement 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 child does the work for the joy of learning, when a child 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 child understands that there is a joy and contentment in doing something well, and does it, then we call the child disciplined. But the discipline comes from within the child, not from outside or from somebody watching. What happens if there is nobody watching?

Good discipline helps the child move from needing extrinsic motivation to gaining intrinsic motivation. Punishment will never help the child towards intrinsic motivation. It is intrinsic motivation together with the personal development of the child that helps the child do the right thing because it is right, not because anybody is watching and not through fear of punishment; but because it is right.

Since peace education teachers cannot give punishment, then they must use other ways to keep control in the class.

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 students, not just for the answer that you want but for everything they have to say. Try to be comfortable about interruptions but don't allow yourself to go off the subject.

- ▶ Ask if there are questions and then wait. People do not always think quickly and should be allowed time. It is difficult to stay silent for thirty seconds. Try it and see!
- ▶ Preparation is the key to avoiding discipline problems; this will help to 'keep them busy'. If you are not prepared, don't expect the learners to respond positively.
- ▶ Praise children for good work and good behaviour. This requires good observation of what the child does. The praise must always be meaningful and as accurate as possible. 'Look at Anne waiting quietly with her hand raised.'

TAB micro-teaching

Objectives

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

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

Small group work

This time is for two of the small groups to conduct their lesson. Ensure that the groups understand that the lessons are designed as 'what happens if/when ...?'

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

Remember that these are activities and games aimed at making a teaching point. The discussion from the activity should explore the objective of the lesson.

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

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

At the end of the lesson, ask for feedback from the group and then give your own feedback. Remember to comment on what the teachers did well as well as on where they were less effective.

After lunch, play the game 'The Human Knot' and discuss the elements of conflict that are demonstrated and the levels of co-operation and what these demonstrate in terms of peace education.

Planning a peace education teaching lesson

Objective

To help the group understand the elements of a lesson, and how to plan and present it.

Lecture and small group work

We can consider that there are five elements in any teaching session: **preparation; introduction; new content; revision and reflection;** conclusion. Think of it as TTT: **tell** what you are going to teach, **teach** it and then **tell** what you have just taught.

Preparation: You should know the lesson well enough that you do not need the book. Preparation also includes preparing any materials you may need for the lesson, having questions ready to stimulate discussion, and being confident and enthusiastic about the lesson.

Introduction: This is the first 'T' in TTT. You need to focus the attention of the children on what they are going to learn. You also need to capture their attention, perhaps with a song or a game. Remember to focus their attention, not just on the activity they are going to do but also how that relates to peace education.

New content: This is the activity part of the lesson. It is the second 'T' in TTT. Give clear instructions and don't use stock phrases that clutter the instructions. Think about what you are teaching. e.g. if you are doing the 'similarities and differences' lesson where the children are finding different groups that they are in, then they must find their group; you should not place them in the group. The lesson is not about colours, so don't waste time chanting the name of the colour to the children and having them chant it back to you. Link the information that they are receiving in the new content to some knowledge or understanding that they already have.

Revision and reflection: In the TAB this is usually the discussion session. This is to reinforce and strengthen the *development of the concept* associated with the activity the children have just completed. *Revision is not a test.* Revision is to see whether the children understand and to help them if they do not. It acts as a reinforcement of the activity, the main idea and the concept. It is in this section of the class that you need to be very aware of how the children are responding so that you will know if they understand. There is no point in asking them if they understand as they will almost always say 'yes' because they may be afraid of looking silly if they do not know. You need good questioning skills to guide the children towards an understanding of the work they have done.

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

Remember in your planning and preparation that all the parts of the lesson need to be covered.

It is not good teaching to spend twenty minutes introducing a lesson if the time for the lesson is only thirty minutes.

It is also negative for the children (and the programme) if they only do the activity and not the discussion. This means that they are not learning about peace education: they are only playing games. The programme will then lack integrity, as it will not actually be teaching the children anything.

After the break, do the activities 'What Can I see?' and 'What is our picture?', and discuss these activities and what these demonstrate in terms of peace education.

Divide the group into five small groups and ask each group to look at one of the elements of the 'planning of a teaching session'.

Let the groups discuss for ten minutes and then bring their points to the plenary group.

Evaluation of the course

Objective

To enable the participants to give their feedback on all elements of the course;

Individual work

This is the end of Level 1 of the teacher-training programme. We hope that you feel confident to teach the Peace Education Programme.

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

Hand out the evaluation sheets and give the participants time to complete them. Emphasize that they are not expected to sign their names and that you would like them to be as constructive and honest as possible.

Conclusion

Although this is only Level 1 of the teacher training, it is important to start teaching the Peace Education Programme. However, it is also important to keep note of those areas that you may have difficulty with: either the content of the lessons or where you do not understand the connection between what you are doing and the concept of peace.

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

Thank you and see you all at the Level 2 training.

Appendix I

Analysis sheet for TAB micro-teaching

Content

Does the lesson reflect the content in the TAB?

Yes
No

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

Yes
No

Please describe:

Methodology

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

Yes
No

Did they use the methodology outlined in the TAB?

Yes
No

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

How would you describe the questioning skills of the teacher?

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

How would you describe the manner of the teacher?

Formal	
Uncaring	
Bored	
Warm	
Shy	

Friendly	
Articulate	
Open	
Careless	
Impatient	

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

Appendix II

Revision exercises

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

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

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

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

Daily revisions

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

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

Appendix III

Quiz questions

Day 2

1. Name three expectations people have about this course.
2. What sort of methodology is the basis of this Peace Education Programme?
3. What are we trying to develop or change in the learners by teaching peace education?
4. What are two elements in teaching that are closely intertwined?
5. Name three people in the course who you did not already know.
6. What is the basis for the way that the lessons are designed in the TAB?
7. Name three things that were listed appeared on the board to describe peace.
8. What are the two types of conflict?
9. Explain a 'brainstorm' activity.
10. Name three other expectations people have for this course.

Day 3

1. Name three parts of the Conflict Management Continuum.
2. Explain the three sections of the Conflict Management Continuum just mentioned;
3. Name three other parts of the Conflict Management Continuum.
4. Explain these three sections.
5. Which sections are reactive?
6. Which are proactive?
7. Where does this Peace Education Programme fit along the Continuum?
8. What are the generalized four levels in developmental psychology described in this course?
9. Explain these four levels.
10. What are the two basic types of teachers discussed yesterday? Explain these types.

Day 4

1. Describe what happens when people hear information.
2. What is the difference between active listening and passive listening?
3. Describe two activities from the TAB that were part of the TAB micro-teaching.
4. What are the elements of open communication?
5. Name three advantages of two-way communication.
6. Name three advantages of one-way communication.
7. What are the responsibilities the speaker has if they are going to use one-way communication?
8. Why is it important for learners to communicate with each other as well as to the teacher?
9. Why is two-way communication necessary for peaceful interaction?
10. Name three people who made presentations yesterday.

Day 5.

1. What are the two basic types of questions?
2. Describe these types.
3. What is the game 'Guess what the teacher wants to hear'?
4. What is the difference between the 'guiding the animals to market' type questions and the 'leading the animals to market' type questions?
5. How do we create a 'ladder of questions'?
6. How many people were successful in tying the knot when they just had the lecture?
7. How many people were successful when they learned interactively?
8. What does this tell you about teaching styles?
9. Describe two activities that were done yesterday.
10. Explain why these activities are part of peace education.

Appendix IV.

Peace Education Teacher/Facilitator Training Evaluation Sheet

General

Were your expectations of the course fulfilled?

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Please explain which sections were fulfilled and if this was useful, and which sections were not.

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Content

1. The course covered the content of peace education, classroom methodology, some developmental psychology and some philosophy of peace education.

Do you agree? Please explain.

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Please describe sections of the course that were most useful to you. If you feel that the course was not useful, or that parts of it were not useful, please describe those parts.

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2. Which sections of the course had information that was new to you?

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3. Which sections of the course were most helpful to you and why?

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4. What additions would you make to the content of the course?

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5. Are there any subjects/topics you would like to see in a follow-up course? Please list.

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Method

6. Were there any methods demonstrated in the course that were new to you?
Please list them.

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7. Which of these methods would you use?

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Environment: Physical

8. How would you rate the training venue?

excellent good fair poor very poor

Give reasons for your choice.

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.....

Environment: Psychological

9. Did you feel comfortable expressing your views during the course?

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Why or why not?

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.....

10. Do you feel that a trust has been developed among participants, and between participants and the facilitators? Please give reasons for your answer.

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11. What do you think of the facilitator(s)' understanding of the content of the course?

excellent good fair poor very poor

Give reasons for your choice.

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12. What do you think of the facilitator(s)' attitude and manner during the course?

excellent good fair poor very poor

Give reasons for your choice.

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Outcome/product

13. Do you have any suggestions for improving this course? Please list.

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14. Do you have any other comments you wish to make?

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Thank you for completing this evaluation questionnaire.