

Emerging Issues Resource Book Distance Education 2nd Year Modules 3 and 4



Photo by Ronja Hoelzer



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Table of Contents

Unit 61: Developmental Psychology Revisited.....	6
Unit 62: Compound Learning	8
Unit 63: Higher Level Questions	9
Unit 64: Education of the Girl Child	12
Unit 65: Good governance	14
Unit 66: Child Labour	15
Unit 67: Responding to Child Labour Issues.....	17
Unit 68: Representative Democracy and Government.....	18
Unit 69: Road Safety	20
Unit 70: Types of communication.....	22
Unit 71: Communication and Miscommunication	23
Unit 72: Pollution	25
Unit 73: How Do We Deal with Pollution?	26
Unit 74: Corruption	27
Unit 75: Planning a Lesson	28
Unit 76: Classroom Management.....	30
Unit 77: Constructive Classroom Management.....	32
Unit 78: Motivation in the Classroom	33
Unit 79: What is Reproductive Health?	35
Unit 80: Causes of Corruption.....	36
Unit 81: Sexual Exploitation and Abuse	38
Unit 82: Sexually Transmitted Infections.....	39
Unit 83: Dealing with Corruption	41
Unit 84: Gender and Socio-cultural Practices	42
Unit 85: Gender and Socio-cultural Practices II	44
Unit 86: Sanitation.....	46
Unit 87: Specific Negative Practices	48
Unit 88: Developing a Conducive Learning Environment.....	49
Unit 89: Corporal Punishment	50
Unit 90: Different Facilitation Techniques	51
Unit 91: Prevention of Sexually Transmitted Infections.....	52
Unit 92: Child Marriage and Teenage Pregnancy	53
Unit 93: Consequences of and Responses to Teenage Pregnancy	54
Unit 94: HIV/AIDS	55
Unit 95: What do we know about AIDS?	56
Unit 96: Honesty and Transparency.....	57
Unit 97: Accountability.....	59
Unit 98: Human Trafficking.....	61
Unit 99: Effects of Human Trafficking.....	64
Answers to the Self-Check Questions.....	65

Unit 61: Developmental Psychology Revisited

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Revise the principles of developmental psychology.

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

Activity 1: Bloom’s Taxonomies; Cognitive and Affective

Draw the triangles and tables yourself to see what you remember. Refer to the tables if necessary. **This is a self-check activity**

Cognitive Domain

Knowledge:	
Comprehension:	
Application:	
Analysis:	
Synthesis:	
Evaluation:	

Affective Domain

Receiving Phenomena	
Responding to Phenomena	
Valuing	
Organisation of values	
Internalising values	

Activity 2: Kohlberg and Maslow

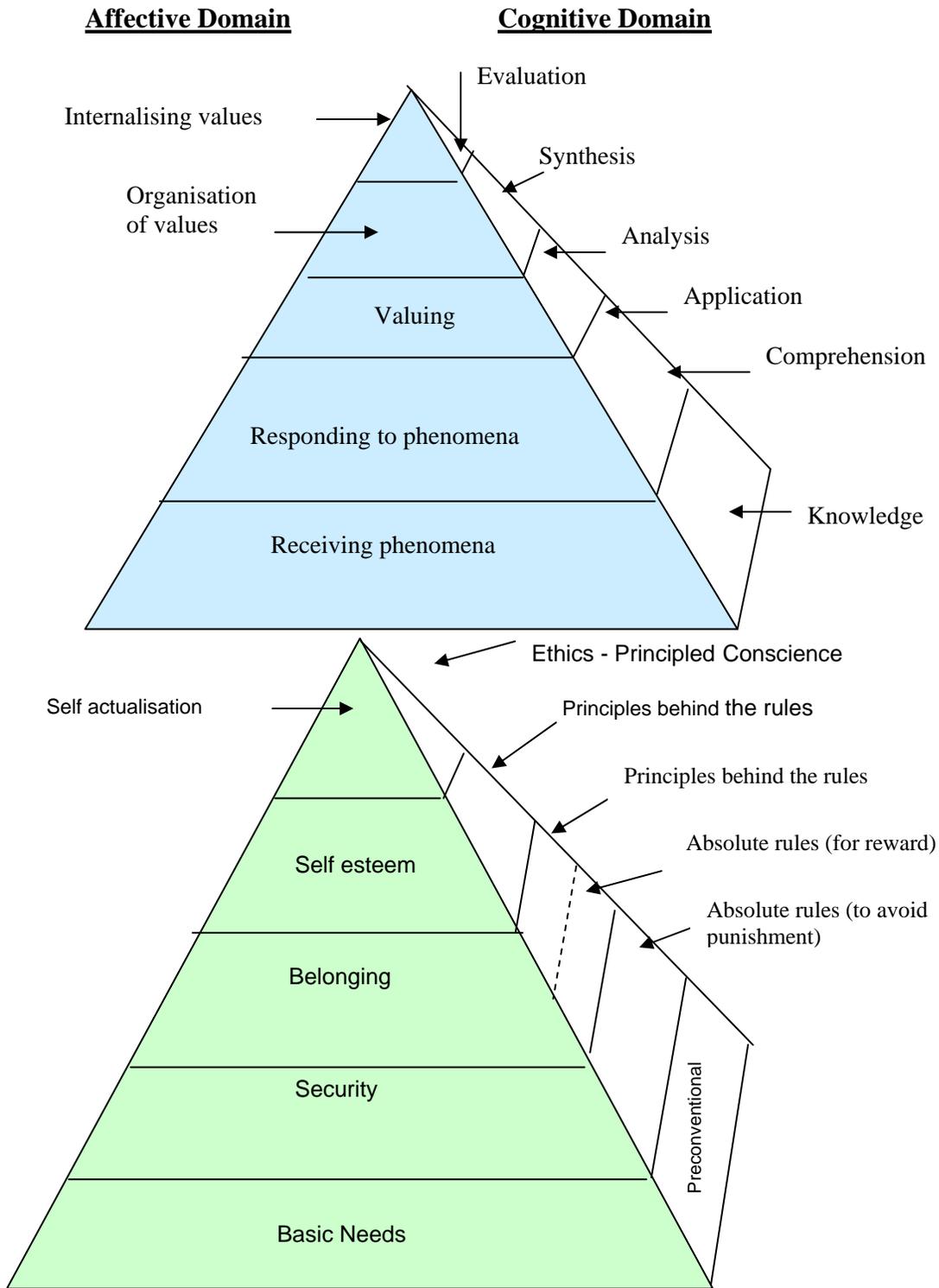
Draw the triangles and tables yourself to see what you remember. Refer to the tables if necessary. **This is a self-check activity**

Kohlberg’s Hierarchy

“No Rules” (Preconventional)	
“Absolute Rules” (Conventional)	
“Principles behind the Rules” (Post-conventional)	
“Ethics” (Principled conscience)	

Maslow’s Hierarchy

Basic needs	
Security	
Belonging	
Self-esteem	
Self-actualisation	



Conclusion

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

Unit 62: Compound Learning

Principles and Pedagogy

Objectives: By the end of this unit, you will:

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

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

Interaction of the domains: Read all the charts you have and combine them as a square based pyramid. It is the interaction of these four theories that creates compound learning.

Level 1 (lowest level)	We cannot gain knowledge if we are not willing to learn (receiving phenomena). Knowledge helps us to satisfy our basic needs but at this lowest level, we consider only ourselves when necessary. For example; if a person is starving they do not care about learning – they are interested only in satisfying their hunger. When people receive the phenomena willingly we often call this motivation.
Level 2	When we are at the level of comprehension – when we understand things we do this by responding to the things we learn. We view this understanding as a form of security (“knowledge is power”). At this same stage we begin to understand the rules of society (because we are at the early form of conventional behaviour) and we obey the rules to avoid punishment (and so reinforce our security).
Level 3	The cognitive level of application is still at the level of receiving phenomena because we need to test that we understand as part of our response. At the same time we test the ‘rules’ of the society because this stage matches the ‘conventional’ level of ethical development. We do this to check that we are secure and belong to the group. We are also moving towards responding to the rules of society for reward (so that people think we are good) as well as to avoid punishment.
Level 4	The cognitive level of analysis matches the level of valuing. This is when we “take apart” information and decide that it is worthwhile (we value it). We can only do this when we have a level of self-esteem (that is we know ourselves and trust ourselves to make a decision – not just trust what others in the group may tell us). In this way we try to match what we are valuing to ourselves and our society
Level 5	The level of synthesis matches the organisation of values – this is when we bring different parts together to make something new. At this level we understand the principle behind the rules and abide by the rules that are ethical but we know which rules can be modified (this is how we organise different values).
Level 6	This pinnacle of the pyramid is where we want to be – the best people that we can be. It is this level we are trying to reach in emerging issues. This is where we live right (whether anybody sees us or not) and we can do this because we truly understand ourselves and our place in the world, we judge fairly and objectively (evaluation) and our values are part of how we live and we live according to them consistently (this is how we act ethically all the time). It is here that we will not just change our behaviour but where we create constructive behaviour and attitudes in others.

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

Unit 63: Higher Level Questions

Principles and Pedagogy

Objectives: By the end of this unit you will:

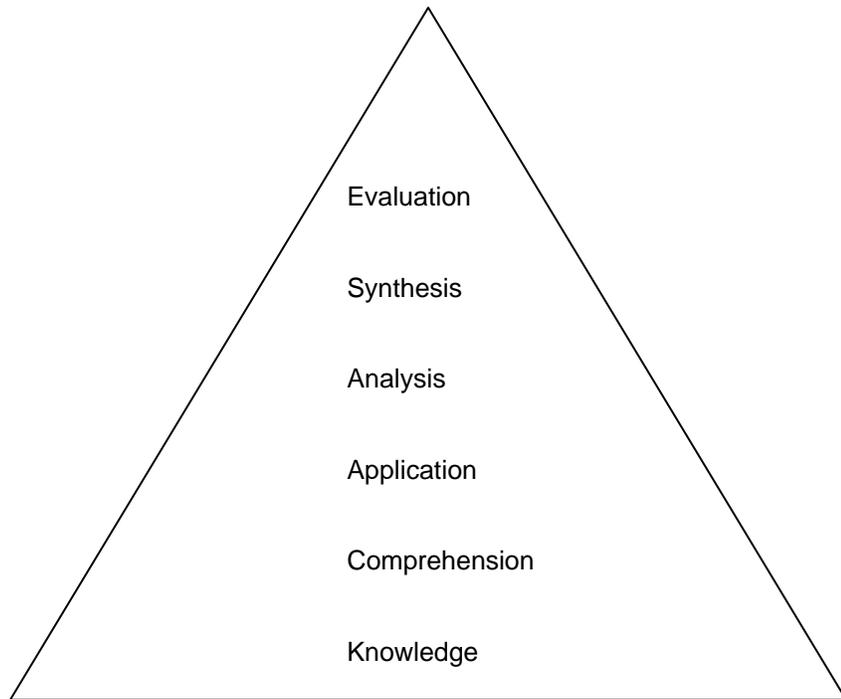
- Understand and be able to use questioning skills to help learn more effectively.
- Know and be able to use the most appropriate type of questions to ensure higher level learning

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

Activity 1: Review of Bloom’s Taxonomy Remember Bloom’s Taxonomy in the cognitive domain. To achieve behaviour change we need to help learners achieve at the higher levels. Otherwise a learner can be manipulated by false information because they cannot analyse; they cannot solve problems because they cannot synthesise and they cannot truly and objectively judge situations.

One way of doing this is to ask questions at increasingly higher levels to support the learners to think at these higher levels. Complete this table **without** reference to the earlier table in your workbook.

This is a self-check activity



Knowledge:	
Comprehension:	
Application:	
Analysis:	
Synthesis:	
Evaluation:	

Activity 2: Levels of Questions: Read the following story and then develop twelve questions about the story – two questions for each level. All the questions must be about the story. It is easier to list all the questions that you can think of and then to sort them into their levels

Possible story

The Three Bears

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

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

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

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

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

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

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

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

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

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

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

The End

This is a self-check activity

Knowledge (Answers can be found in the story)	
Comprehension (Shows an understanding of the story)	
Application (Can use the information in a different context)	
Analysis (Can 'take the information apart' to see the principles)	
Synthesis (Use the information to come to new conclusions)	
Evaluation (Judging the information)	

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

Unit 64: Education of the Girl Child

Gender

Objectives: By the end of this unit you will:

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

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

Why is there a global focus on girls' education?

64% of illiterate people in the world are women (UNESCO 2004). A more recent UN report states that approximately 77 million children are still out of school (the majority of whom are girls). In Sierra Leone the national literacy rate for men is 49% whilst that for women is 29%. These figures show that twice as many men are literate in comparison to women.

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



Photo by Ronja Hoelzer

Activity 1: What policies are in place for the promotion of girls' education?

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

Assignment: Write 200 words on what this means in relation to Sierra Leone. Remember that policies and projects have been designed locally to promote girls education and the achievement of the EFA and MDG.

There are some ideas in the answer section to help you.

Activity 2: What practices follow from these policies?

Write some dot points to respond to this question

This is a self-check activity

Should these girls be in school?



Photo by Ronja Hoelzer

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

Unit 65: Good governance

Civics and democracy

Objectives: By the end of this unit you will:

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

Introduction We have looked at a series of elements to do with constructive citizenship. But civics is also about government and it is one of the rights and duties of a citizen to have a role in government.

Activity 1: What do we mean by governance? Governance through politics has to do with the distribution and control of power and authority in any society or community in order to best serve the citizens of the country. **Self-check activity:** List examples of how power and authority are shared in the community. Explain how the power and authority is decided in these areas. Think about all the people and institutions that affect the way that people live.

Activity 2: What do we mean by good governance? Good governance relies on the community taking civic responsibility. Good governance is when the rule of law is applied equally to all people: rich or poor; male or female and no matter what group or tribe they belong to. Good governance is transparent and one where all people are held accountable for their actions and where checks and balances are in place to ensure honesty. People need to be aware of what their government is doing and how it is making decisions. For a government to be responsible, it must be transparent so that the people know what is happening. A transparent government holds meetings and allow citizens to attend. The media and public can get information about the activities of the government and the media is free to report it.

Elections must be held regularly, freely and fairly. Elections are one way in which citizens express their will by electing officials to represent them in government. Democracy insists that these elected officials are chosen and peacefully removed from office in a free and fair manner. Intimidation, bribery, corruption and threats to citizens during or before an election are against the principles of democracy. For free and fair elections to occur, most adult citizens should have the right to stand for government office. In addition, obstacles should not exist which make it difficult for people. In a country where there is no free and fair election, the consequence would be conflict leading to violence and destruction, and this threatens democracy. More than one political party must exist and participate in government. This is a multi-party system where the opposition exists to the party that wins the majority in elections. Multi-party systems provide voters with choice of candidates, parties and policies to vote for.

In contrast to the above, in an authoritarian form of government, the principles mentioned above do not necessarily apply. The rights that the citizens have to speak freely, participate in political decision making receive information, etc, are severely limited. Finally good governance is about what is best for all the citizens of a country – not just a few favoured people.

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

Unit 66: Child Labour

Human Rights

Objectives: By the end of this unit you will:

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

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

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

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

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

Assignment: Write 500 words answering the following questions:

Do you feel that this is true? Or do adults under-estimate how much work children actually do?

Activity 1: What do we mean by child labour? We are not talking about domestic chores that children undertake as part of their responsibilities towards the family. We are talking about any form of work that harms the child: anything that affects or deprives the child of its health, education, recreation and development.

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

Article 32 UN Convention on the Rights of the Child,

Article 15 of the African Charter on the Rights and Welfare of the Child,

Part 8 of the Child Rights Act 2007 Sierra Leone

Self-check activity: Write a list of all the forms of child work that you can think of and then categorise your responses into those that harmful to the child's welfare and

¹ MICS, 2005 p57

development and those that are responsibilities of family life. If there are some that are difficult to categorise keep them separate.

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

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

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

This child is carrying a headload of sand from the river. Is this child labour?



Photo by Ronja Hoelzer

Unit 67: Responding to Child Labour Issues

Human Rights

Objectives: By the end of this unit you will:

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

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

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

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

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

Activity 1: The issue of child labour: Look at the table and copy it into your assignment book. Think about what the particular issues are: what do we have to deal with in order to eliminate child labour? Devise strategies to combat these issues. So, in the first column write the issues and then develop responses to combat these issues and minimise or eliminate them. **This is a self-check activity**

Issues	Responses

Activity 2: Effects of child labour: It is understood that child labour affects every aspect of the child. Look at the table below and list the results of child labour in each of the sections shown. **This is a self-check activity**

Physical growth and well-being	
Mental health and development	
Social development	
Spiritual development	

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

Unit 68: Representative Democracy and Government

Civics and democracy

Objectives: By the end of this unit you will:

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

Introduction

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

Activity 1: Representation: Read this case study and discuss the questions below.

Self-check activity

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

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

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

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

Questions

What do you understand about representation from this story?

Why was the class happy with the election?

How does this reflect the idea of democracy?

Which qualities did the class expect of their class representative?

Activity 2: Representation in Sierra Leone: Sierra Leone is a constitutional republic (it became a republic on April 19, 1971 after a series of uprisings and problems between independence from the UK in 1961). Sierra Leone has a unicameral legislature (meaning a single house of Parliament) and the most recent elections were held in August 2007 with a runoff election for the President held in September 2007. The President is directly elected by the people.

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

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

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

Assignment: Discuss the role of ordinary citizens in the government structures of Sierra Leone. (500 words)

Conclusion

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

National level of government:

President of the
Republic of Sierra
Leone

Vice- President

Cabinet – comprising 20 ministries

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

Unit 69: Road Safety

Health and Environment

Objectives: By the end of this unit, you will be able to:

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

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

Activity 1: What is road safety? Road safety simply means the precautions one should take when using the road in order to avoid road accidents. It does not matter in what capacity a person uses the road whether as pedestrians, car and truck drivers and other road users like bicycle riders, Honda riders, omlanke riders and wheelbarrow riders – everybody should understand and apply road safety.

Look at the scenarios and then write how these could have been prevented

This is a self-check activity

Scenario
Vandi went to a party and spent the whole night drinking stout. Early in the morning he decided to go home, he was very drunk and tired as he stepped in his car. As he was passing Congo Cross he lost control over the car and hit a petty trader stand and a young man who was selling cigarettes. Later this young man died from his injuries.
A group of friends are walking home from football along the edge of the road. Because they are talking together they are side by side and so spread across the road. A car is overtaking a cyclist and hits a pothole in the road; the driver loses control and swerves into the group of friends. Three are taken to hospital with serious injuries.
Musa is a junior driver and driving from Makeni to Freetown he is approaching a village fast. At the junction to go inside the village there is a school. Because of the lunch break, the children are playing outside. Although there is a road sign indicating that Musa is approaching a school he still doesn't slow down, suddenly a child crosses the road and Musa manages to avoid hitting the child but he loses control of the car and drives straight into a house on the other side of the road.
Fatmata and Sia were late for school, and afraid of the punishment, they were running. When they got to the high way crossing, they didn't see the police man who was giving traffic instructions for people to wait for the on passing traffic, unfortunately Sia was hit by a car and was seriously injured.
Ramatu is a market woman and is carrying a head-load of corn. She is crossing a one way road and therefore only looks to the right since traffic is not supposed to come from the left. She hopes she is safe, but unfortunately an okada (a bike) ignored the road sign that says one direction and went in the street the wrong way anyway, before he knew it he hit Ramatu.
A young man is carrying a long head-load of wood. It is difficult for him to turn his head to look for traffic and he depends on his hearing to tell him when a car is coming. Also he walks along the edge of the road where the tarmac is as it is smoother than the stony edge. He comes to a section of the road where the tarmac has broken away and decides to cross the road – he cannot hear anything and so he steps into the middle of the road. A car comes over the hill overtaking a slow truck and is on the wrong side of the road. The young man does not see or hear the car as it is coming very fast. The car hits him and causes serious injury.

Activity 2: Staying safe: How do we stay safe on the roads? Depending on other people to obey the traffic signs is not enough. **This is a self-check activity**

Activity 3: Road signs: Look at the table and each of the signs below to explain what they signify. Explain which ones are mandatory (must be obeyed) and which ones are advisory). **This is a self-check activity**

Note that signs that are marked with red are usually mandatory and signs that are yellow are advisory. Do you know of any exceptions to this?

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

Unit 70: Types of communication

Civics and democracy

Objectives: By the end of this unit you will:

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

Introduction In this unit we will look at the advantages and disadvantages of the types of verbal communication.

Activity 1: Advantages and disadvantages of 1 & 2 way communication

Think about the advantages and disadvantages of both one and two way communication and then complete the table. **This is a self-check activity**

	Advantages	Disadvantages
One way communication		
Two way communication		

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

Assignment: Write 2 paragraphs on which type of communication is more appropriate for a rights-based experiential approach?

Conclusion Communication is the single most important element of constructive behaviour and peacemaking and you should be very clear about this importance.

Unit 71: Communication and Miscommunication

Civics and democracy

Objectives: By the end of this unit you will:

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

Introduction Open communication is where people are honest, where they listen and where they try to understand the other person's point of view. This is the cornerstone to peace and constructive behaviour. This sort of communication can only happen when both sides in the communication are willing to try. In this unit we are going to look at how to make our communication more effective to try to build this constructive behaviour.

Activity 1: The miscommunication cycle: Sometimes communication is based on what we assume about other people. This can be the result of the other person's body language, or their race, their level of education, their religion, their culture, their age, their sex. Not surprisingly, sometimes this type of communication is very faulty and can lead to misunderstandings and resentment.

Read this drama and then answer the questions.

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

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

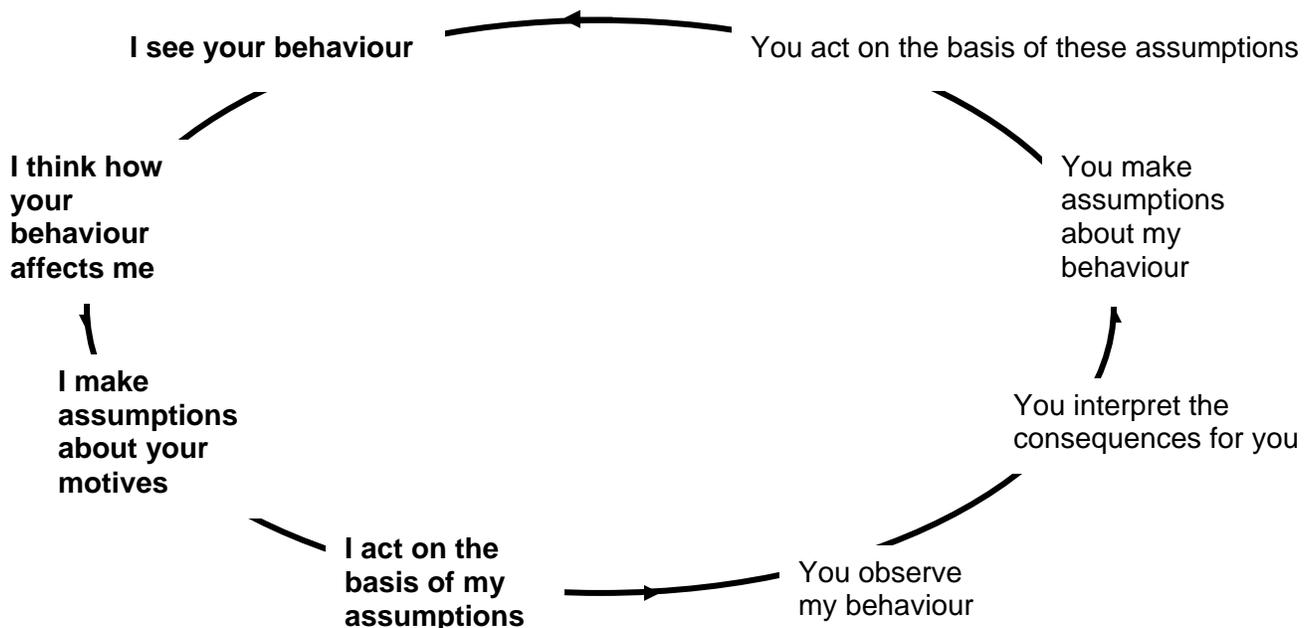
Yegbeh: 'See now he refuses to speak. What is he trying to prove? Well, I will just avoid him from now on.'

Does this cycle seem familiar?

Have you seen this and the misunderstandings that arise as a result?

Look at this cycle: does it reflect what just read in the mini-drama?

Miscommunication Cycle



Can the cycle be broken by true communication?

Where should the cycle be broken? (Remember the cycle of internal and external conflict).

Miscommunication often occurs without the people involved realizing it. In this case it is important to help people to really understand the miscommunication cycle and what it does to our relationships.

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

Activity 2: One and two way communication: Find a friend to do this activity with. Both of you should draw a simple picture (a house, an animal) but do not show this picture to each other.

Now describe your picture to your friend, without allowing your friend to see the picture and without being able to ask any questions. Your friend should draw exactly what you tell them to draw (but on a different sheet of paper to where they have their own drawing).

Now ask your friend to tell you to draw what they have drawn. But this time you should sit side by side so that your friend can see what is being drawn and you should ask questions so as to draw the most accurate drawing possible. But your friend should not show their picture. When you have finished, compare the two drawings and discuss the advantages and disadvantages of one-way and two-way communication.

Conclusion: Clear two way communication (when people talk to each other) is important to avoid misunderstanding and make sure that people have the information that they need. Good effective communication is one of the cornerstones of peace and prosperity.

Unit 72: Pollution

Health and Environment

Objectives: By the end of this unit, you will:

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

Introduction: You will remember that last time we looked at environment, we looked at pollution then. Now we will look at pollution in more detail.

Activity 1: What is pollution? What do you think pollution is? Any time one of the natural resources is damaged or destroyed by human activities and has an adverse effect on both the environment and the people – this is pollution. Dirty water, garbage and waste products left lying anywhere, plastic bottles and bags thrown into the bush: all of these things are evidence of pollution.

But there are other forms of pollution as well. Record as many as you can think of.

This is a self-check activity.

Some of this pollution cannot be seen, smelled or felt: this may be the most dangerous pollution of all.

Activity 2: What causes pollution? If pollution is waste that destroys our air, water and soil what are the causes of pollution? It seems obvious that it is these wastes. Pollution is the result of the harm done by these waste products.

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

This is a self-check activity

What happens when we pollute the air?

This is a self-check activity

What are the effects of soil pollution? Garbage, together with toxic (poisonous) waste such as oil, chemicals from mining and industry and sewage (urine and faeces) are left in the soil. What happens then? **This is a self-check activity**



It is worth remembering that not all garbage necessarily pollutes: some can even help create a better food cycle. Outline how this can be. **This is a self-check activity**

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

Unit 73: How Do We Deal with Pollution?

Health and Environment

Objectives: By the end of this unit, you will:

- Identify some ways to minimise pollution

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

Activity 3: How can we minimise pollution?

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

Soil Pollution

Potential solution	Adv.	Disadv.
Burning all refuse		
Banning chemical fertilizers		
Digging garbage dumps and burying all waste		
Burying only bio-degradable waste (waste that rots down into the soil and enriches it)		
Digging garbage pits and sprinkling lime and earth onto the waste every day		
Banning chemical spills from factories		
Creating recycling of metal, glass and wood		
Banning the use of plastic bags		

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

Air Pollution

Potential solution	Adv.	Disadv.
Banning old and poorly maintained vehicles		
Charcoal fires are banned		
Taller chimneys are built for the factories with 'traps' inside to catch the poisons in the smoke		
Banning of aerial spraying for mosquitoes, pesticide spraying of crops		

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

Water Pollution

Potential solution	Adv.	Disadv.
Banning dumping of garbage into water ways and the ocean		
Sewage treatment plants (so that raw sewage is not pumped into the sea); Clean public toilets at the beaches		
Strong enforced laws about chemical waste pumped into waterways		

Assignment: Develop one strategy that has most advantages and does not cause disadvantages for other areas of the environment.

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

Unit 74: Corruption

Civics and democracy

Objectives By the end of this unit you will:

- Understand corruption
- Understand the causes and effects of corruption

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

Activity 1: What is Corruption?

Assignment: Write a 500 word essay that highlights one form of corruption and its effects. Think about situations where there is no service provided if the bribe is not given; where there is teenage pregnancy because of sexual harassment; or where a student fails in a major examination because they bribed their way through earlier exams.

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

Unit 75: Planning a Lesson

Principles and Pedagogy

Objectives: By the end of this unit you will:

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

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

Activity 1: What are the elements of a lesson? Write as many elements as possible that you need to think about when planning a lesson.

There are five components of a lesson:

preparation;
introduction;
new content;
revision;
conclusion.

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

- **Preparation:** You should know the lesson well enough that you do not need the book. Preparation also includes preparing any materials you may need for the lesson, having questions ready to stimulate discussion, and being confident and enthusiastic about the lesson.
- **Introduction:** This is the first 'T' in **TTT**. You need to focus the attention of the learners on what they are going to learn. You also need to capture their attention, perhaps with a song or a game. Remember to focus their attention, not just on the activity they are going to do but also how that relates to Emerging Issues.
- **New Content:** This is the activity part of the lesson. It is the second 'T' in **TTT**. Give clear instructions and don't use 'stock phrases' which 'clutter' the instructions. Think about what you are teaching. Link the information that they are receiving in the new content to some knowledge or understanding that they already have.
- **Revision:** This is to reinforce the development of the concept associated with the activity the learners have just completed. **Revision is not a test.** Revision is to see whether the children understand and to help them if they do not. It acts as a reinforcement of the activity, the main idea and the concept. It is in this section of the class that you need to be very aware of how the learners are responding so that you will know if they understand. There is no point in asking them if they understand as they will almost always say 'yes' because they may be afraid of looking silly if they do not know. You need good questioning skills to guide the learners towards an understanding of the work they have done.
- **Conclusion:** The conclusion should 'round off' the lesson. It is a completion part so that the children are aware that one section links to another. This is the time when you make the connection for the learners between the activity and the concept. This is the last 'T' in **TTT** where you tell them what has already been taught.

Does your list respond to all these? Are there any areas that are not properly covered? Ask if there are additions or changes to be made.

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

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

Unit 76: Classroom Management

Principles and Pedagogy

Objectives: By the end of this unit you will:

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

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

Activity 1: How do you manage your classroom? List all the ways a class is managed. You should look at:

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

Look at the lists you have made and then analyse them as either negative or positive forms. **This is a self-check activity**

Forms of management	Negative forms of classroom management	Positive forms of classroom management
Classroom arrangement		
Psychological feel of the classroom		
Punishment		
Position of teacher		
Use of exams		
Manner of teacher		

Negative forms of management are where a teacher punishes a child, often without a full explanation of why the punishment is being administered. This is not to say that all negative forms of management are always bad. But what we are trying to establish is whether a teacher always uses punishment and whether the child understands the reasons for the punishment. [e.g. when a teacher on playground duty carries a stick or branch from a tree do they generally speak to the children who are misbehaving or are in the way, or do they tend to hit first and speak later?]

Self-check activity: Why do we as teachers, use negative forms of classroom management? If we are serious about the behaviour change aspects of Emerging Issues

we need to look at constructive ways of managing classrooms in order to have a rights-based classroom that reflects what we are trying to teach.

Activity 2: Discipline or punishment? Discipline is not just punishment. We all need discipline and learners certainly need it if they are to become productive members of society, but we do not all need punishment.

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

Self-check activity: What is punishment?

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

If discipline in the form of punishment is effective then it would never need to be used more than once. Punishment is designed to stop people from repeating certain behaviours (this is true for punishment under the law as well). According to the MICS (2005) 92% of children aged 2 – 14 are subjected to at least one form of physical or psychological punishment by a household member. 22% suffered severe physical punishment. The school is likely to be no different (as school reflects society).

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

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

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

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

Unit 77: Constructive Classroom Management

Principles and Pedagogy

Objectives: By the end of this unit you will:

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

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

Activity 1: If not corporal punishment then what?

Self-check activity: Write 100 words on the alternatives to corporal punishment.

Activity 2: Constructive classroom management List the effective measures for constructive classroom management. **This is a self-check activity**

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

Unit 78: Motivation in the Classroom

Principles and Pedagogy

Objectives: By the end of this unit you will:

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

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

Activity 1: How do we motivate learners? Essentially there are two types of motivation: extrinsic and intrinsic. All of us respond to at least one of these types of motivation. When we receive a salary or incentives for the work we do; that is extrinsic motivation. When we feel good about the work we do and we understand that we have done a good job; that is intrinsic motivation.

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

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

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

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

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

Activity 2: Motivation and Internalised Learning Because Emerging Issues is about attitude change, the way that it is taught is as important as what is taught. In some instances it is more important as children learn by modelling and the teacher is a role model.

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

Self-check activity: Discuss the links between constructive motivation and internalised learning. Remember how people learn and remember that only when information is internalised can behaviour and attitude changes occur.

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

Conclusion

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

Unit 79: What is Reproductive Health?

Health and Environment

Objectives: By the end of this unit, you will be able to:

- Explain the key components of reproductive health

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

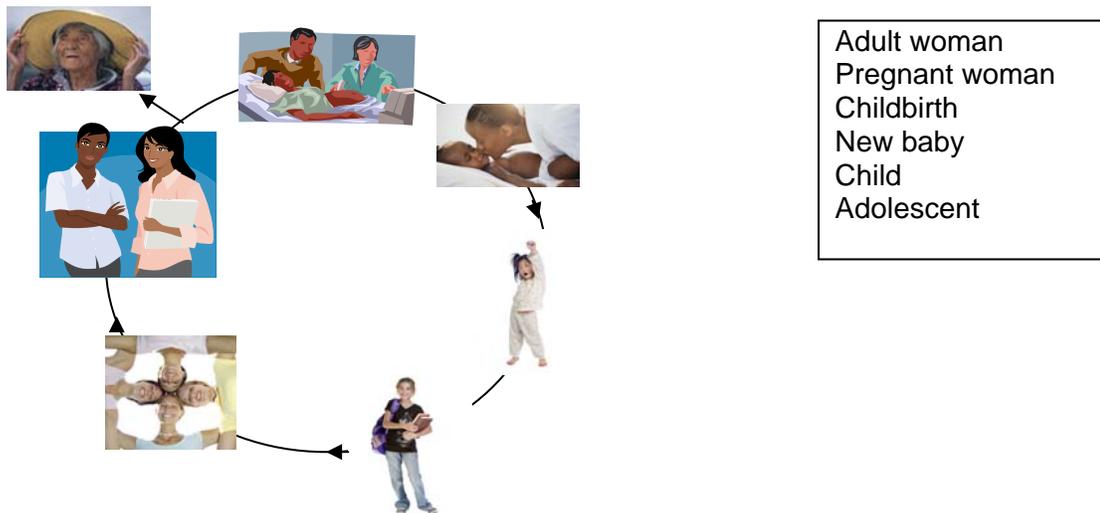
The World Health Organisation defines reproductive health as:

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

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

Activity 1: Staying Healthy: If we know that reproductive health is about staying healthy in all matters relating to our reproductive system what does this mean in practice? List some ways that you think would keep a person (particularly a woman) healthy in terms of reproduction. **Self-check activity** Think how you can promote the positive and constructive side of reproductive health.

Activity 2: Reproductive health at each stage of life: Look at the life cycle. List ways that will support reproductive health at each level shown. List, if necessary, the particular needs of the levels and how these can be responded to. **This is a self-check activity.**



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

Unit 80: Causes of Corruption

Civics and democracy

Objectives By the end of this unit you will:

- Understand corruption
- Understand the causes of corruption

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

Activity 1: What are the causes of corruption? While there are many possible causes or reasons for corruption (many of which we have just seen) there are several that are key or basic causes:

- Greed
- The need to survive/ Poverty
- Opportunity

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

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

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

Assignment: Are there other causes of corruption? Discuss these in one paragraph. Opportunity is what allows corruption to occur. Whether or not an individual feels that the corruption is justifiable – if there is no opportunity; there is no possibility.

Assignment: How do we prevent the opportunity from occurring?

Write 500 words explaining how we prevent the opportunity – remember that consistent monitoring, transparent procedures and sufficient checks and balances all stop corruption from flourishing. Good systems force dishonest people to be honest – even when they are not honourable. The best prevention of course is to ensure that all people are honourable – but this may take some time.

Activity 2: Effects of Corruption Widespread corruption in a country or community is demoralizing for ordinary people and provides a poor role model for children, whom we are trying to raise to be honest and honourable citizens.

Think about the all the possible effects of corruption and to complete this table.

This is a self-check activity

	For the children	For the honest teacher	For the dishonest teacher
Effects in the school			
	For the students	For the parents	For the employers
Effects in the education system			
	For the authorities	For the ordinary people	For the very poor
Effects in the community			
	For the government	For the people in power	For the people
Effects in the country			

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

Unit 81: Sexual Exploitation and Abuse

Gender

Objectives: By the end of this unit you will:

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

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

Activity 1: What is SEA? SEA is when a teacher or person in authority uses the power of the position to demand sexual favours from those who do not have the power to refuse. It is an abuse simply because it depends on the power relationship. But very often there is psychological and physical abuse as well.

Self-check activity: Think of all the forms of SEA you know or have heard of. This does not mean abuse because a person is a girl or a boy – this is to do with asking for or accepting or forcing somebody into sexual relations.

Activity 2: What can we do? Look at the table outlining the ways to minimise or eliminate sexual exploitation and abuse and then look at what steps need to be taken to implement these.

This is a self-check activity

Ways to minimise or eliminate SEA	Steps to implement
Legislation and policies in place to make SEA illegal	
Implementation of policies	
Code of conduct for teachers	
Name and shame those involved	
FSU and the referral process for victims of SEA amongst children	
Create checks and balances for exams/fees collection/homework	
Organise secure travel	
Teach assertiveness to students (the ability to say no)	

Remember that the Sierra Leone Police Family Support Unit exists in every police station in Sierra Leone – and there is a referral process to protect victims and prosecute wrong-doers. Simply talking about this sort of abuse is a form of advocacy and public awareness that this is inappropriate behaviour. It denies every constructive thing we are trying to teach in Emerging Issues.

Conclusion

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

Unit 82: Sexually Transmitted Infections

Health and Environment

Objectives: By the end of this unit you will:

- Understand the basics of STIs

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

Activity 1: What are sexually transmitted infections? What do you think the term sexually transmitted infections means?

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

This is a self-check activity Develop a list of sexually transmitted diseases using the local terms. Fill in the table with the disease in the left hand column and the symptoms in the right hand column. Remember that the definition is any disease that is primarily passed from one person to another through sexual contact: even when the person doing the infecting has no symptoms and perhaps does not know that they are infected.

Activity 2: Symptoms and effects: Match (as far as possible) the list you have made to this table.

Formal name	Symptoms	Effects	Local name
Bacterial vaginosis	Often no symptoms Vaginal itching Pain when urinating Milky or grey discharge (fishy odour)	Lower back and stomach pain Problems during pregnancy Increased risk of infant mortality	
Chlamydia	Often no symptoms Abnormal vaginal discharge Burning when urinating Bleeding between menstrual periods	Lower back pain Lower stomach pain Nausea Fever Pain during sex Bleeding Infertility Increased risk of HIV	
Genital herpes	Sometimes no symptoms Small red lumps or blisters on or near the penis or vagina Vaginal discharge Fever Headache	Life long infection (there is no cure)	
Gonorrhoea	Often no symptoms Pain when urinating Yellowish or blood stained discharge (for both men and women) Bleeding	Increased risk of contracting HIV Spread of infection to joints Increased risk of miscarriage	
Hepatitis B	Often no symptoms Mild fever	Increased risk of other forms of hepatitis	

	Headaches and muscle pain Tiredness Diarrhoea Dark urine and whitish faeces Stomach pain Whites of eyes becoming yellow	High risk of liver infection and scarring	
HIV	Often no symptoms for 10 years or more Extreme fatigue Rapid weight loss Frequent low grade fevers Frequent yeast infections in the mouth (thrush) Pelvic inflammatory disease	Leads to AIDS High risk of being infected by a range of diseases especially pneumonia	
Human Papillomavirus (HPV)	Often no symptoms Visible warts in the genital area including the thighs Sores on the genitals	Increased risk of cervical cancer	
Pubic lice	Itching Seeing the lice	Secondary infections from scratching	
Syphilis	Initially a single painless sore usually in the genital area but sometimes on the mouth Second stage: skin rash on hands and feet (not itchy) Fever Swollen lymph glands Sore throat Headaches Patchy hair loss Weight loss Muscle aches Tiredness	Mother to child transmission causing severe health problems and increased risk of infant mortality Spread of infection throughout the body can cause blindness, heart disease 'madness' and death	
Trichomoniasis	Yellow green or grey discharge with a strong odour Painful sex and urination Itching in the vaginal area Lower abdominal pain		

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

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

Unit 83: Dealing with Corruption

Civics and democracy

Objectives By the end of this Unit you will:

- Understand how corruption is reinforcing the cycle of poverty

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

Activity 1: How do we deal with corruption? Look at the following scenarios and identify the corruption practice and then decide on the action for **Solution/Prevention**.

This is a self-check activity

Scenario
A teacher politely tells the students that because the government salaries are so low he will need the students to pay extra so that he can live. Those students who cannot pay will not be allowed into class and cannot sit the exams.
A teacher has some girls in his class who are not interested in working hard. Instead they come to the teacher offering sex in return for good examination marks. The teacher accepts the offer and has several girlfriends amongst his students.
One student in class is very intelligent. She can do the work in class easily and has no problems with her homework but her family is very, very poor. She knows that if she cannot pay the teacher something extra, she will not be able to sit the exams. She decides to do homework for other students and be paid by them and so get the money she needs.
Even though school fees have been abolished, a head-teacher of a school requires each student to pay 'special fees' either in money or in products (such as soap) in order to register in the school.
International donors have given money to the community to dig a new well. The village chief calls a meeting and explains to the community that the donors require community participation. He organises work rosters and the well is dug and lined by the community. Only a very small number of tools and material was delivered to the community. Soon after this the chief puts a new roof on his house and hosts a big party for his daughter's marriage.
The community elder is resolving a dispute between two groups in the community. However, one group has very quietly offered money so that the judgment will be in their favour. The community is shocked when the decision is made because it seems so obvious that the wrong people have been punished
A civil servant refuses to process a form for a member of the public (even though it is his job) until a small fee is paid. This fee is sometimes called an express fee so that the form is processed quickly – but the member of the public feels convinced that if the fee is not paid the form will never be processed.
A committee is meeting to decide on the allocation of a tender to build a new road. One contractor has submitted a proposal that is quite expensive but it does not meet the specifications. However, the chairman of the committee is insistent that this is the quote that should be accepted. The committee is told that the contractor will meet the specifications and that everything will be all right.
Three cars have been allocated to each government ministry by the World Bank. Often one or other of the cars from one ministry are seen at the supermarket, and one is seen outside a private school each morning (and two or three children get out each morning).

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

Unit 84: Gender and Socio-cultural Practices

Gender

Objectives: By the end of this unit you will:

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

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

Activity 1: What do we mean by culture? Culture refers to the behaviour patterns, beliefs and values of a particular group of people that are passed on from generation to generation. A culture usually has several kinds of institutions. These include the family, religious, political, economic and educational structures. A cultural group can be large as a country (e.g. Sierra Leone) or as small as a tribe in a village. Whatever the size of a group, its culture influences the behaviour of its members.

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

Culture often also means language, religion and common practices – and these are often summarised by proverbs and sayings. Sometimes these proverbs are used to reinforce negative stereotypes and sometimes to promote positive behaviours. Cultural practices can have a positive or negative impact on the lives of its members.

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

Proverbs and cultural practices that promote stereotypes are designed to control groups in the society. In the 21st century when the world is changing so rapidly we need to think about which parts of culture and which practices of culture are still serving us well and which need to be set aside or gently forgotten.

Activity 2: What do we mean by socio-cultural practices? If culture refers to the “rules’ that define a particular group; the socio-cultural practices are the behaviours of the group as they abide by the “rules”. In Sierra Leone we would like to think that we have a culture that is common to all Sierra Leoneans. But there is such diversity in Sierra Leone: 16 ethnic groups each with their own language and customs; multiple religions and quite different geographical regions so that even food is different area from area.

Self-check activity

Socio-cultural practices	Elements of culture that is common
Rites of passage	
Naming ceremonies	
Marriage	
Burial	
Types of celebrations	
Forms of celebrations	

You have just done a ‘similarities’ exercise like the one in the peace part of Civics and Democracy theme.

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

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

Unit 85: Gender and Socio-cultural Practices II

Gender

Objectives: By the end of this unit, you will:

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

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

Activity 1: Advantages and Disadvantages of Socio-Cultural Practices: List the advantages and disadvantages of the various socio-cultural practices by completing the table. **This is a self-check activity**

	Advantages	Disadvantages
Naming ceremony		
Secret societies (Initiation) for both males and females		
Marriage		
Burials		

Activity 2: Is religion part of culture? In Sierra Leone there are three main religions in Sierra Leone: Islam (60%), Christianity (30%) and African indigenous religion (10%). Outline (if you can) the key points of each of these.

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

Like most religions, Islam dictates the way of life of its followers. These include dress codes (dressing modestly) and the position of women and men in society.

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

Like Islam, Christianity also dictates the way of life of its followers. These include dress codes (dressing modestly) and the position of women and men in society.

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

Self-check activity: Think about how culture and religions are used to limit the rights that women and men have. As all the religions are used in this way it does not matter which religion you analyse with the culture. Nominate whether limitations apply to men or to women. Remember that the limitations must relate to the gender.

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

Unit 86: Sanitation

Health and Environment

Objectives: By the end of this unit you will:

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

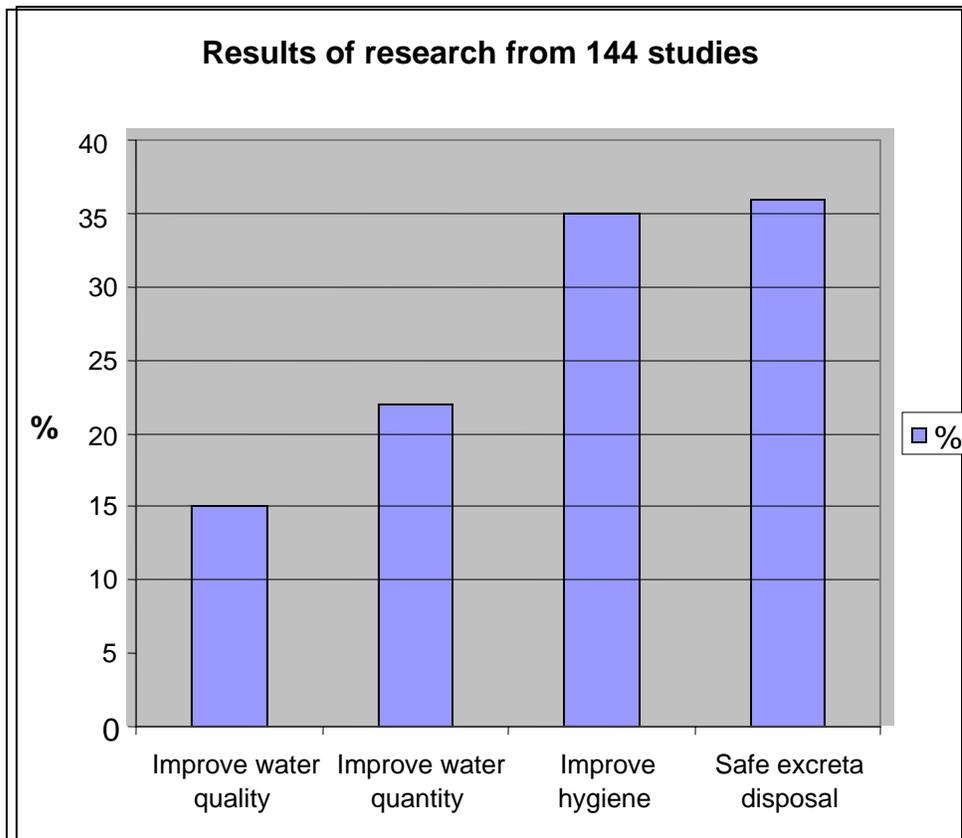
Introduction: In the last unit of health and hygiene, we looked at some of the general principles involved in hygiene. In this unit we need to look at some of the specifics of sanitation. While sanitation can mean “to keep things sanitary” (meaning clean) in this context it means safe disposal of excreta.

Activity 1: What do we do now? Think and list all the ways that excreta (human urine and faeces) is disposed of. If this means peeing behind a building or by the side of the road then list these things.

Which of these methods of disposal are sanitary? Which ones prevent problems of health and hygiene? Mark these with a different colour.

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

Activity 2: What does this mean? This graph is the result of 144 studies. The vertical axis shows the % reduction in cases of diarrhoea by intervention. The horizontal axis shows the forms of intervention.



.Self-check activity

What does the graph show?

Given the results of this graph what would you do – improve the quality of the water or teach people to use latrines properly? (Remember to think about the costs of each of these interventions).

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

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

Unit 87: Specific Negative Practices

Gender

Objectives: By the end of this unit, you will:

- Understand about a specific example of socio-cultural practices

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

Activity 1: Specific Gender-based Negative Cultural Practices: FGC

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

Think about the story and relate it to the topic of female genital cutting. Genital cutting is circumcision of both males and females (cutting of sexual organs). While male circumcision has some historical and religious context, and because the cutting is of the foreskin; it is relatively safe (if practised hygienically). Female circumcision however has no religious background or justification but it is so common in Sierra Leone – the 2005 MICS state that 85% of all women and girls in Sierra Leone have undergone FGC. The practice has multiple adverse effects for the girl concerned.

Think about the adverse effects and respond to these categories: **This is a self-check activity.**

Health:	
Psychological:	
Social:	
Economics:	

Activity 2: Early/Child Marriage: Closely linked to FGC is child marriage. These are both linked in Sierra Leone to initiation practices.

List all the aspects of child marriage that prevent girls from reaching their full potential. Think of the aspects that include cultural aspects, education, family responsibility, psycho-social and physical health. **This is a self-check activity**

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

Unit 88: Developing a Conducive Learning Environment

Principles and Pedagogy

Objectives: By the end of the unit you will:

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

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

Activity: What is a conducive learning environment? Make a table with the physical elements on one side and the psychological elements on the other side. What do you need in each of these lists to make a conducive learning environment? **This is a self-check activity.**

<i>Physical elements</i>	<i>Psychological elements</i>

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

Activity 2: Creating the environment

Assignment: Write 200 words on ways that a psychologically conducive environment can be created.

Conclusion

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

Unit 89: Corporal Punishment

Human Rights

Objectives: By the end of the unit you will:

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

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

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

Activity 1:

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

Assignment: Write 500 words on the topic *"Corporal punishment is necessary to teach effectively"*.

There are possible arguments in the self-check area to help you.

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

Unit 90: Different Facilitation Techniques

Principles and Pedagogy

Objectives: By the end of this unit you will:

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

Introduction

In Emerging Issues you are expected to use a variety of facilitation techniques. This unit is to find out which techniques are most appropriate for different situations.

Why should teaching styles vary?

Because learners learn differently, a variety of styles allows each learner to learn in a way most suitable to them; to avoid boredom and create 'pace' in the lesson; because active learning is the only way for people to internalise the learning.

Activity 1: Techniques, styles and needs

Draw a "map" for yourself similar to the one shown here.

The word instructivist means to instruct; to tell and constructivist

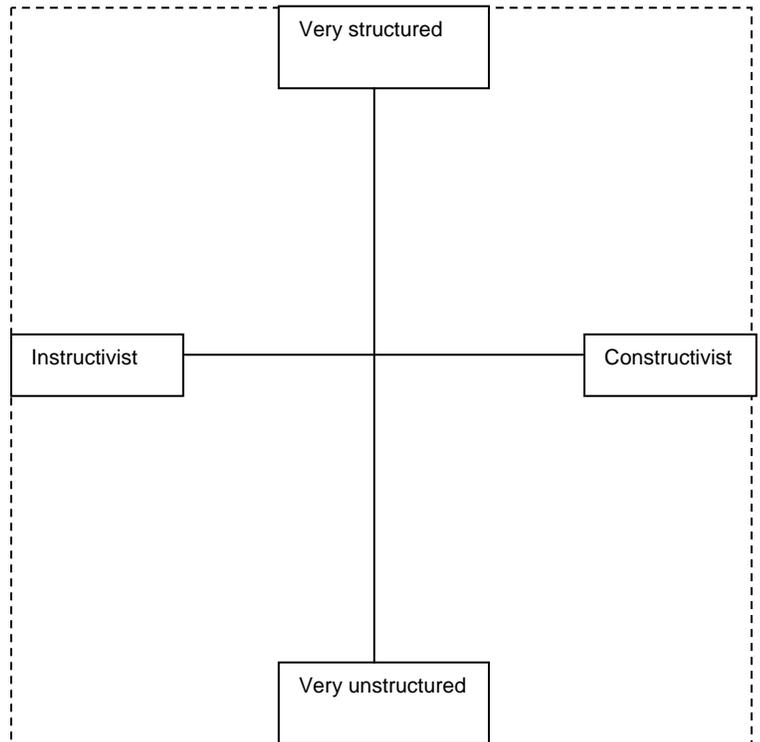
means to help construct or build the knowledge. It is necessary to be structured as a facilitator and equally necessary to provide constructivist learning activities. It is possible to be unstructured as a facilitator but provide instructivist learning activities.

Constructivist means to think about how people learn and to build the activities and discussion so that this learning can take place effectively: it is understanding and preparation.

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

List at least 20 different teaching styles (think about lectures, group discussions, story telling and so on) and then put them into the quadrant that they belong in.

If you think it is very instructivist but unstructured then it should go into the outer part of the quadrant (for example playing a game with rules). If it is instructivist and very structured, where would it go?



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

Unit 91: Prevention of Sexually Transmitted Infections

Health and Environment

Objectives: By the end of this unit you will:

- Understand how to prevent STIs

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

Activity 1: How do we prevent STIs? Even though there is a wide range of sexually transmitted infections they have several things in common:

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

Assignment: Write a 500 word essay outlining all the actions that need to be taken to prevent STIs and outline the arguments why this behaviour does not happen. Think about culture and tradition.

There are some outline arguments to help you in the self-check section.

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

Unit 92: Child Marriage and Teenage Pregnancy

Gender

Objectives: By the end of this unit you will:

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

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

Activity 1: Reasons for child marriage: Given that we have one in every three girls being a child bride we need to ask ourselves why. These girls suffer a much higher than normal maternal mortality (dying in childbirth) increased ill-health from protracted child-bearing (they have more children with less time between pregnancies). Fill in the table thinking about realistic ways that these can be minimised.

Self-check activity

List reasons why girls are married under age	Identify ways that this can be minimised
--	--

The reasons are closely related to cultural traditions and views and that this needs to be sensitively handled if we are not to create a backlash.

Also, these girls are not likely to be in school so we have another group girls that we need to analyse.

Activity 2: What are the causes of teenage pregnancy? Given the information above, and knowing that most young girls who are married or in union are less likely to be in school (according to the MICS “girls who marry as children receive little or no education”) so that the girls that we, as teachers are dealing with are probably not the girls who are married. Nevertheless many teenage girls even those outside of a marriage or union seem to get pregnant. The question then is why do so many girls become pregnant? Look at the table and complete it. Make sure that the responses for minimising the problem are thoughtful and realistic. **Self-check activity**

Identify reasons why young girls become pregnant	Look for ways that this can be minimised
--	--

Often the girls are left in a helpless situation because they do not have the life skills necessary to act in an appropriate manner. Every single reason relates to the lack of self-esteem of young girls. The culture that is supposed to protect and nurture them is, in fact, destructive.

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

Unit 93: Consequences of and Responses to Teenage Pregnancy

Gender

Objectives: By the end of this unit you will:

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

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

Activity 1: What are the consequences? Self-check activity: List the specific consequences of teenage pregnancy in the areas listed in the table.

Area	Specific consequences
Physical health of Individual girl	
Mental/psychological health of the girl	
Academic effects	
Effects in society	
Economic effects	
Effects on the children (of child mothers)	

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

Activity 2: Strategies to address the problem:

Self-check activity: Devise two strategies that will address the problem in a way that will help to change behaviour.

Which of these do you feel you can implement in their own communities? Behaviour change takes action and consistency from every person – every agent of change.

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

Unit 94: HIV/AIDS

Health and Environment

Objectives: By the end of the unit, you will:

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

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

Activity 1: What are we talking about? Write a list of everything that you know or have ever heard about HIV and AIDS. These may be things that you know are not true – but record everything you have ever heard. Put these things into three lists like the table below

Agree	Disagree	Don't know

Doing this exercise helps you to understand which of the statements are facts and which are simply prejudice and misinformation.

Activity 2: What is HIV? Do you know what HIV means? It stands for Human Immuno-deficiency virus. Now what does this actually mean? – Not just the words but the actual meaning. Human refers to the fact that the virus only attacks humans; that it is a virus (a germ that is spread from person to person) and it takes away your ability to fight disease.

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

What makes HIV dangerous? Do not just say because it leads to AIDS – that is only one part. Think of all the things that makes HIV dangerous. **This is a self-check activity**

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

Unit 95: What do we know about AIDS?

Health and Environment

Objectives: By the end of the unit, you will:

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

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

Activity 1: AIDS: It is HIV that is destructive – this is the germ that kills off the body’s defences and so exposes the body to any disease that comes along. Can you die from AIDS? Technically the answer is no – you do not die of AIDS. AIDS is Acquired Immune Deficiency Syndrome. This just means that you have a situation where your immune system (the army that protects your body) has disappeared. This leaves you weak and vulnerable to any disease.

Think about all the serious diseases in Sierra Leone. Diseases like pneumonia (lung infections), tuberculosis, and chronic diarrhoea]. Look at your completed list; any one of these serious diseases can kill; if a person has AIDS – because their body has no defences. Some of these are more common for AIDS patients than others; but we need to be very careful not to create a situation where we create stigma for all sufferers of a particular disease.

Activity 2: How is the virus spread? In the table, choose the actions that can spread the virus. If some of the activities require special precautions or conditions these should be written at the side of the table. **This is a self-check activity**

Mosquito bite	Coughing	Kissing	Shaking hands	Sneezing
Using the same cooking utensils with an infected person	Having multiple sex partners	Using un-sterilized needle or syringe to inject somebody	Using the same blade or knife on multiple patients without sterilizing	Ear piercing
Tattooing	Blood transfusion	Immunization	Spitting	Breast feeding a baby

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

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

Unit 96: Honesty and Transparency

Civics and democracy

Objectives: By the end of this unit you will:

- Understand what is involved in being transparent
- and accountability

Introduction [05 minutes]

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

Activity 1: Honesty

What makes an honest person? What do you consider an honest person to be? List all the elements of honesty that you can. **Self-check activity**

Activity 2: Levels of honesty: Honesty is at a range of levels.

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

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

Read this story:

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

What do you think?

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

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

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

Activity 3: Transparency: What is transparency? Citizens of a country should have access to information about the way the government operates. For instance the need to know how much money is raised, and spent by the Local or Central Government, each month, each year. There is a need for concrete information relating to the running of the country, the school, the family etc. to be made available to all (not just on show in a government building but truly available). When government, school head teachers or departments, make such information available to the public, we say they are transparent. Transparency helps to prevent corruption that occurs when a select few have access to important information, allowing them to use it for personal gain.

Assignment: Write 500 words on the elements of transparency required by government bodies

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

Unit 97: Accountability

Civics and democracy

Objectives: By the end of this unit you will:

- Understand what is involved in being accountable

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

Activity 1: Transparency and Accountability: The issue of transparency and accountability should be a priority. While this impacts on teachers and education personnel, it must be remembered that we are teaching the citizens of the future and so they need to understand what it means to be transparent in all our dealings and accountable for our actions.

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

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

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

Activity 2: What does it mean to be accountable? Complete the table.

This is a self-check activity

Where should you be held accountable as a student?	
Where should you be held accountable as a teacher?	
Where should builders be accountable?	
Where should politicians be accountable?	

- Accountability means taking responsibility for one's own actions and accepting the consequences (or righting the wrongs) caused by the actions. Government agencies, organisations that use public money, even businesses are all accountable to the people who provide the money. The government representatives are accountable to the people for all that they do and say.
- In Sierra Leone this has not been the situation and so it is difficult to understand that our political leaders are in fact responsible to us; the people.
- The people are responsible for obeying the laws of the country and responsible socially to their families and communities and also to make sure that we ask those accountable to explain their actions.

- The Truth and Reconciliation Commission was one way of holding people accountable for their actions. By asking people to admit where they have done wrong (to be honest) and for them to understand that they are accountable.
- Teachers are accountable to their students and to the parents of their students and ultimately to the communities in which they work. Being honest about what we know and do not know and treating the students with care and respect means that we are being accountable (doing our job well).

The same principles apply at each level. We cannot ask (if we are truly honest) for other people to be accountable if we do not hold ourselves accountable. Equally though we have the right to ask for accountability. Asking that politicians be accountable for their actions is part of our civic participation duty – to bring issues to the attention of politicians and to hold them accountable.

Activity 3: Who are the duty bearers in our society?

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

Because of the recent history in Sierra Leone, it is not well-understood that the government and the agencies of the government (such as police, health workers, teachers and the representatives of government themselves) are duty-bearers and are accountable to the people whom they serve. Often ordinary people do not understand the complexities of the problem and are not used to analysing situations so they cannot effectively empathise with the duty-bearers. In this sense each one of us has a duty to become better informed so that we can truly understand the duties involved for the particular duty-bearer.

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

Assignment: Look at the duty bearers in your community and list the duties and responsibilities each duty-bearer has (200 words).

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

Unit 98: Human Trafficking

Human Rights

Objectives: By the end of this unit you will:

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

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

Activity 1: What do we mean by human trafficking? The UN defines trafficking as *“the recruitment, transportation, transfer, harbouring or receipt of persons by means of the threat or use of force or other forms of coercions, of abduction, of fraud, of deception, of the abuse of power or the position or vulnerability or to the given or receiving of payment or benefits, to achieve the consent, of a person having control over another person for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.*

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

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

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

Activity 2: What is trafficking? Look at the stories in the book and answer the questions that follow before deciding the elements of trafficking.

Then read the case study and answer the questions.

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

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

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



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

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

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

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

To help you, ask yourself the following questions:

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

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

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

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

Activity 3: Which people have the potential to be exploited? Read the table and mark whether the statements are true or false. **This is a self-check activity**

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

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

Unit 99: Effects of Human Trafficking

Human Rights

Objectives: By the end of this unit you will:

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

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

Activity 1: What are the possible effects of exploitation and trafficking?

List the possible effects according to the table.

This is a self-check activity

Physical health (disease /illness):	
Emotional/ psychological health (trauma):	
Economic effects:	
Societal effects:	

Activity 2: What can we do?

Assignment: Look at the lists you have made and to devise a strategy to minimise the emotional or psychological effects and a strategy to address the societal effects. These strategies should be presented in the form of action points.

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

Answers to the Self-Check Questions

Unit 61: Developmental Psychology Revisited

Cognitive Domain

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

Affective Domain

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

Activity 2: Kohlberg

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

Maslow

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

Unit 63: Higher Level Questions

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

Activity 2

Knowledge (Answers can be found in the story)	<ol style="list-style-type: none"> <i>1. How many bears were there?</i> <i>2. What did the little girl eat?</i>
Comprehension (Shows an understanding of the story)	<ol style="list-style-type: none"> <i>1. Who was walking in the forest?</i> <i>2. Whose house did the little girl enter?</i>
Application (Can use the information in a different context)	<ol style="list-style-type: none"> <i>1. What do you think that bears normally eat for breakfast?</i> <i>2. Do you think that the bears walked in the forest often? (Why?)</i>
Analysis (Can 'take the information apart' to see the principles)	<ol style="list-style-type: none"> <i>1. Was the little girl right in her actions? Please explain.</i> <i>2. Why do you think that the little girl never went back to the house?</i>

Synthesis (Use the information to come to new conclusions)	<p><i>1. What was the shape of the three bowls? How do you know?</i></p> <p><i>2. Why do you think the story is about three bears when we know that bears do not live in houses and eat porridge?</i></p>
Evaluation (Judging the information)	<p><i>1. What name would you give to the little girl?</i></p> <p><i>2. What lessons does this story teach?</i></p>

Unit 64: Education of the Girl Child

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

Unit 65: Good Governance; What do we mean by governance?

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

Unit 66: Child Labour

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

Unit 67: Responding to Child Labour Issues; Issues of child labour

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

Effects of child labour

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

Unit 68: Representative Democracy and Government Representation

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

Unit 69: Road Safety; What is Road Safety?

Road user	How could this be prevented?
Vandi went to a party and spent the whole night drinking stout. Early in the morning he decided to go home, he was very drunk and tired as he stepped in his car. As he was passing Congo Cross he lost control over the car and hit a petty trader stand and a young man who was selling cigarettes. Later this young man died from his injuries.	<i>Having drunk so much over night, Vandi should not have left the party house, or should have left his car and used a taxi to go home.</i>
A group of friends are walking home from football along the edge of the road. Because they are talking together they are side by side and so spread across the road. A car is overtaking a cyclist and hits a pothole in the road; the driver loses control and swerves into the group of friends. Three are taken to hospital with serious injuries.	<i>The friends should have been walking behind one another and not side by side. The driver should have been more careful especially when overtaking.</i>
Musa is a junior driver and driving from Makeni to Freetown he is approaching a village fast. At the junction to go inside the village there is a school. Because of the lunch break, the children are playing outside. Although there is a road sign indicating that Musa is approaching a school he still doesn't slow down, suddenly a child crosses the road and Musa manages to avoid hitting the child but he loses control of the car and drives straight into a house on the other side of the road.	<i>When approaching a village you must always slow down, and not drive faster than 30mph. Secondly Musa should have paid attention to the road sign indicating that there is a school and therefore should have further reduced his speed. Normally you will reduce your speed to about 15mph when your driving in an area where there are children playing.</i>
Fatmata and Sia were late for school, and afraid of the punishment, they were running. When they got to the high way crossing, they didn't see the police man who was giving traffic instructions for people to wait for the on passing traffic, unfortunately Sia was hit by a	<i>Fatmata and Sia shouldn't have been running even though they were late. When you cross a road you <u>always</u> need to take time to stop and look to see if there is any traffic coming. First you look to your right hand side then</i>

<p>car and was seriously injured.</p>	<p><i>you look left then you look right again and only if there is no traffic you can cross the road. You shouldn't run when crossing, because the chance that you fall on the road is higher.</i></p> <p><i>Also the girls should have paid attention to the police officer, if they would have followed his instructions they would have been able to safely cross the road.</i></p> <p><i>When you want to cross a busy road look for a zebra crossing, according to the traffic rules a car or other traffic must stop when someone is crossing a zebra path.</i></p>
<p>Ramatu is a market woman and is carrying a head-load of corn. She is crossing a one way road and therefore only looks to the right since traffic is not supposed to come from the left. She hopes she is safe, but unfortunately an okada (a bike) ignored the road sign that says one direction and went in the street the wrong way anyway, before he knew it he hit Ramatu.</p>	<p><i>Ramatu should have looked in both directions, (even though this is difficult while carrying a head-load) and despite the fact that it is marked one-way.</i></p> <p><i>The Okada driver should not have ignored the signboard indicating that this was a one-way road.</i></p>
<p>A young man is carrying a long head-load of wood. It is difficult for him to turn his head to look for traffic and he depends on his hearing to tell him when a car is coming. Also he walks along the edge of the road where the tarmac is as it is smoother than the stony edge. He comes to a section of the road where the tarmac has broken away and decides to cross the road – he cannot hear anything and so he steps into the middle of the road. A car comes over the hill overtaking a slow truck and is on the wrong side of the road. The young man does not see or hear the car as it is coming very fast. The car hits him and causes serious injury.</p>	<p><i>Pedestrians should always walk on the side of the road facing the oncoming traffic. This way they can see all vehicles that are on the same side of the road as themselves.</i></p> <p><i>People carrying head-loads need to be especially careful because of the difficulty in turning their heads. Look and wait and then cross.</i></p> <p><i>Even though it is smoother on the tarmac to walk – the tarmac is for cars and pedestrians should stay off the road altogether.</i></p>

Activity: How do we stay safe?

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

Unit 69: Road Safety; Activity: Road Signs

		
<i>Stop and check for oncoming traffic (mandatory)</i>	<i>Sign for a one-way street and showing the direction of the traffic flow (mandatory)</i>	<i>Sign often at the wrong end of a one way street so that traffic does not enter and go the wrong way. (mandatory)</i>
		
<i>Sign for a pedestrian crossing and therefore warning drivers to take special care. (Advisory)</i>	<i>Speed sign (in this case for a school) (Mandatory)</i>	<i>No trucks on this road (Mandatory)</i>
		
<i>People crossing (Advisory)</i>	<i>Children crossing sign (Advisory)</i>	

Unit 70: Types of Communication

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

Unit 72: Pollution: Forms of pollution:

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

What happens when we pollute the water?

The water becomes polluted. If there are chemicals or material that does not rot down into the soil (such as plastic bags) then this remains in the water and kills the fish. Poisons from the rotting material are released into the water making it unfit to drink. But when people do use the water for washing, cooking and drinking, then they become sick. Thus pollution robs us of good health. It is not just that dumping rubbish in the water looks ugly – it is also dangerous.

What happens when we pollute the air?

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

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

Outline how waste can be recycled to improve the environment.

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

Unit 73: How do we Deal with Pollution?

Soil Pollution

Potential solution	Advantages	Disadvantages
Burning all refuse	<i>No vermin</i>	<i>Creates air pollution If plastics are burned then the air is poisoned</i>
Banning chemical fertilizers	<i>Clean soil</i>	<i>Need to educate farmers on non-chemical (organic) soil improvement.</i>
Digging garbage dumps and burying all waste	<i>No smell, no vermin, all waste in one area</i>	<i>Only the bio-degradable waste will rot down into the soil</i>
Burying only bio-degradable waste (waste that rots down into the soil and enriches it)	<i>No smell, no vermin, enriched soil full of nutrients, material acts as organic fertilizer</i>	<i>None</i>
Digging garbage pits and sprinkling lime and earth onto the waste every day	<i>If it is bio-degradable waste then this speeds up the process of breakdown</i>	<i>None</i>
Banning chemical spills from factories	<i>Clean soil and water</i>	<i>The chemical waste must go somewhere and so factories need to be encouraged to develop waste management strategies.</i>
Creating recycling of	<i>Reduction of waste, better</i>	<i>Some recycling requires</i>

metal, glass and wood	<i>use of limited resources, no waste</i>	<i>technical expertise not yet available in Sierra Leone</i>
Banning the use of plastic bags	<i>Saving of money, saving plant and animal life, clean soil and clean surroundings</i>	<i>Public will need to be educated on the harmful effects of plastic bags and sensitised to use sustainable carrying materials (cloth bags, baskets, natural wrapping materials such as banana leaves)</i>

Air Pollution

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

Water Pollution

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

Unit 76: Classroom Management

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

Why do we use negative forms of punishment?

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

What is 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,*
 - *physical work*
 - *physical pain is applied (e.g. burning),*
 - *withdrawal of privileges or prison.*
- *Punishment can also be psychological:*
 - *humiliation,*
 - *withdrawal from familiar things or people.*
- *In schools punishment is often both physical and psychological. If the physical punishment is truly fair and justified, then it may be of use (although there are so many disadvantages to physical punishment that it is not generally worthwhile). It is also contradictory to the rights-based approach and very often constitutes child abuse.*

Unit 77: Constructive Classroom Management: Corporal Punishment: Alternatives;

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

Unit 77 Constructive Classroom Management

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

Unit 78: Motivation in the classroom

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

Unit 79: Reproductive Health:

- Think how you can promote the positive and constructive side of reproductive health. (these are not necessarily exhaustive)
- *Knowledge and information relating to safe sex and family spacing*
 - *Practising safe sex (using a condom every time)*
 - *Treating your body with care and consideration – and knowing that you are worth more than the price of a drink or some food*
 - *Knowledge about your own body and physiology*
 - *Basic hygiene (washing private areas thoroughly with lots of water)*
 - *Right of access to appropriate health care*
 - *Refer to medical professionals for any genital or reproductive problems*
 - *For women: keeping very clean during menstruation and changing cloths frequently*
 - *Eating nutritious food (especially when pregnant or nursing a baby)*
 - *Avoiding any invasive 'surgery' in the genital area (such as FGC)*

Unit 79: Reproductive Health in the life cycle

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

Unit 80 Corruption: Effects of corruption

	For the children	For the honest teacher	For the dishonest teacher
Effects in the school	<i>Poor role models in terms of morals Disunity and resentment among pupils (between those who can pay for results and those who cannot)</i>	<i>Resentment and frustration Anger with those who bribe and accept bribes</i>	<i>Lack of quality teaching Low standard of education Lack of respect</i>
	For the students	For the parents	For the employers
Effects in the education system	<i>Poor examination results Inability to cope with higher levels of education</i>	<i>Lack of respect for the teaching profession Mistrust Pressure to pay so that children can succeed</i>	<i>Inadequately educated workforce Lack of development Money needing to be spent on training</i>
	For the authorities	For the ordinary people	For the very poor
Effects in the community	<i>Lack of respect from the community Lack of funding for the work necessary Failure of projects</i>	<i>Undermines the growth and development of the community Increased (hidden) costs added to household budget Lack of respect for those who are corrupt</i>	<i>Inability to have the necessary services Resentment and anger towards those asking for the bribes Lack of opportunity for future education and development</i>
	For the government	For the people in power	For the people
Effects in the country	<i>Lack of investment in the country Slow down or downturn of economic growth and development Undermining government projects Poor image internationally</i>	<i>Lack of respect Disunity amongst community groups Shame</i>	<i>Increased poverty Lack of respect for self, leaders and country No national pride</i>

Unit 81

Ways to minimise or eliminate SEA	Steps to implement
Legislation and policies in place to make SEA illegal	<i>Advocacy to government Publicity of policies</i>
Implementation of policies	<i>Community to cross-check with school administrators who have supervision duties</i>
Code of conduct for teachers	<i>Code of conduct to be developed within the school (and the community) to explain and explore the need for honourable and professional behaviour</i>
Name and shame those involved	<i>A safe space for students to tell what has happened. People with integrity to publicise the names 'without fear or favour'</i>
FSU and the referral process for victims of SEA amongst children	<i>Bring representatives of the FSU (perhaps the social worker) to the school to inform both students and teachers on the referral process and the prosecution that can take place.</i>

Create checks and balances for exams/fees collection/homework	<i>SMC members can collect fees through the parents (not from the student direct); community members to supervise and support the teachers in exams homework marking</i>
Organise secure travel	<i>Develop school rules that students should always travel in groups and if necessary; supervised by community members</i>
Teach assertiveness to students (the ability to say no)	<i>Classroom discussions, Emerging Issues course in schools, developing a child-friendly classroom</i>

Unit 83: Dealing with Corruption

Scenario	Action for Solution/Prevention
A teacher politely tells the students that because the government salaries are so low he will need the students to pay extra so that he can live. Those students who cannot pay will not be allowed into class and cannot sit the exams.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Talk to the School Support Committee to analyse the situation and discuss with the teacher alternative ways of support that do not target individual students. This response may include raising funds in the community as a whole.</i></p> <p><i>Report the teacher to the authorities if the teacher does not co-operate</i></p> <p><i>Name and shame the teacher publically</i></p>
A teacher has some girls in his class who are not interested in working hard. Instead they come to the teacher offering sex in return for good examination marks. The teacher accepts the offer and has several girlfriends amongst his students.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Do not allow a teacher and one or two students to spend time alone in the classroom: This requires consistent monitoring and disciplinary action if necessary.</i></p> <p><i>Organising the assessment system so that a single exam is not the sole form of assessment: when the exam does not count for 100% of the marks it is more difficult to bribe for pass marks.</i> <i>Disciplinary action against the teacher (the girls should not be punished as such especially if they are under-age)</i></p>
One student in class is very intelligent. She can do the work in class easily and has no problems with her homework but her family is very, very poor. She knows that if she cannot pay the teacher something extra, she will not be able to sit the exams. She decides to do homework for other students and be paid by them and so get the money she needs.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Eliminate the initial corruption of the teacher asking for a bribe.</i> <i>Monitor the learning of students so that the other students do not need to ask for help.</i> <i>Supervise the homework through homework clubs so that cheating cannot occur</i></p>
Even though school fees have been abolished, a head-teacher of a school requires each student to pay 'special fees' either in money or in products (such as soap) in order to register in the school.	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Name and shame the head-teacher publically.</i> <i>Encourage the community to stand united against the corruption</i></p>

<p>International donors have given money to the community to dig a new well. The village chief calls a meeting and explains to the community that the donors require community participation. He organises work rosters and the well is dug and lined by the community. Only a very small number of tools and material was delivered to the community. Soon after this the chief puts a new roof on his house and hosts a big party for his daughter's marriage.</p>	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Demand structures that are transparent and ensure that checks and balances for financial expenditure are in place.</i> <i>Demand that a committee rather than an individual manage the funding and dispersal of funds.</i> <i>Solidarity amongst the community members as a workforce</i> <i>Name and shame the chief and discuss publically the lack of respect</i></p>
<p>The community elder is resolving a dispute between two groups in the community. However, one group has very quietly offered money so that the judgment will be in their favour.</p> <p>The community is shocked when the decision is made because it seems so obvious that the wrong people have been punished</p>	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Look for the option of a group decision rather than a single person.</i></p>
<p>A civil servant refuses to process a form for a member of the public (even though it is his job) until a small fee is paid. This fee is sometimes called an express fee so that the form is processed quickly – but the member of the public feels convinced that if the fee is not paid the form will never be processed.</p>	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Name and shame</i> <i>Work for solidarity so that nobody pays the “express fee” (when even a few people pay the bribe it reinforces the idea that the corruption is profitable)</i></p>
<p>A committee is meeting to decide on the allocation of a tender to build a new road. One contractor has submitted a proposal that is quite expensive but it does not meet the specifications. However, the chairman of the committee is insistent that this is the quote that should be accepted. The committee is told that the contractor will meet the specifications and that everything will be all right.</p>	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Create a system of checks and balances – and ensure quality consistent monitoring</i></p>
<p>Three cars have been allocated to each government ministry by the World Bank. Often one or other of the cars from one ministry are seen at the supermarket, and one is seen outside a private school each morning (and two or three children get out each morning).</p>	<p><i>Discuss the problem of corruption and dishonourable behaviour</i> <i>Note the registration number and report the misuse of the vehicle to the ministry concerned, the anti-corruption commission and, if necessary the media</i></p>

Unit 84: Gender and Socio-cultural Practices

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

Unit 85: Gender and Socio-cultural Practices II

	Advantages	Disadvantages
Naming ceremony	<i>It is a fundamental right It is a chance for the community and family to celebrate a new life and welcome the child into the community</i>	<i>None</i>
Secret societies (Initiation) for both males and females	<i>Provision of skills and knowledge in practical life skills Provides checks and balances to powerful leaders Fosters community ties</i>	<i>Promotes inequalities between men and women – the men’s societies have benefits for the society but the women’s societies have only disadvantages for the women. Initiation practice may include genital cutting which is a health hazard and for girls and women and an abuse of fundamental human rights</i>
Marriage	<i>Provides a socially acceptable structure for families and children</i>	<i>Can ignore the rights of women Women are regarded as assets to be “bought” and “sold” Sometimes promotes early marriage (at puberty)</i>
Burials	<i>Supports grieving families Provides a spiritual structure</i>	<i>None</i>

Unit 85: Activity: Limitations

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

Unit 86: Sanitation; What does this graph show?

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

Unit 87: Specific Negative Practices

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

Unit 88: Developing a Conducive Learning Environment

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

Unit 89: Corporal Punishment

Possible arguments in favour	Possible arguments against
<i>"Spare the rod and spoil the child" (religious justification)</i>	<i>"Let the little children come unto me"</i>
<i>"I was beaten and it did me good"</i>	<i>Actually it simply made you accept corporal punishment</i>
<i>Parents' right to do as they think best with their children is sacred: any interference or legal restriction will destroy family privacy.</i>	<i>Children are not possessions – when parents hit children they send mixed messages – that pain and punishment are synonymous with love – with dangerous psychological effects.</i>
<i>Children must be taught to obey and physical punishment is necessary to accomplish this.</i>	<i>If obedience was taught through punishment no child would ever be hit more than once – and they are ... so the punishment does not work.</i>
<i>Many parents and teachers are under stress from difficult socio-economic conditions. Forbidding physical punishment would add to that stress and should await better standards of living.</i>	<i>This is an admission that punishment of children has to do with the adult's frame of mind – not the child's actions. This is not a valid argument in favour of punishment.</i>
<i>If corporal punishment is not used – what are the alternatives?</i>	<i>Positive methods (praising what is right rather than focusing on what is wrong) help children to learn more effectively and become constructive peaceful citizens.</i>
<i>Our children are used to hard physical work – only physical punishment will work</i>	<i>Brutalisation of children through labour is not a justification for further brutalization through corporal punishment</i>
	<i>Three key reasons for not using corporal punishment:</i> <ul style="list-style-type: none"> ▪ <i>It does not work</i> ▪ <i>It destroys the child's dignity and self-respect as it relies on public humiliation.</i> ▪ <i>It creates problems for the future in terms of physical and psychological damage.</i>

Unit 91: Prevention of sexually transmitted infections

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

Unit 92: Child Marriage and Teenage Pregnancy: Activity 1

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

Activity 2

Identify reasons why young girls become pregnant	Look for ways that this can be minimised
<ul style="list-style-type: none"> ▪ <i>Lack of knowledge about their own bodies</i> ▪ <i>The desire to be an adult</i> ▪ <i>The need to fee wanted and needed</i> ▪ <i>False belief about protection against pregnancy</i> ▪ <i>Lack of knowledge about contraceptives</i> ▪ <i>Contraceptive are difficult to access and in some areas, they are not available at all.</i> ▪ <i>Girls are away from home and home supervision when they attend secondary school</i> ▪ <i>The parents of the boys take no responsibility for the behaviour of their sons towards girls</i> ▪ <i>Physical excitement and passion</i> 	<ul style="list-style-type: none"> ▪ <i>Education in sexual and reproductive health</i> ▪ <i>Provide positive reinforcement to children for being children</i> ▪ <i>Provide love and care for children</i> ▪ <i>Training in assertiveness so that girls have practice in saying no</i> ▪ <i>Life skills so that girls understand how to take</i>

<ul style="list-style-type: none"> ▪ <i>Sexual abuse by teachers and other adults</i> ▪ <i>Sugar daddy syndrome</i> ▪ <i>Lack of dialogue between parents and their children, both boys and girls</i> ▪ <i>Defilement and rape</i> ▪ <i>No accurate information about sexual activity that would help them to defer sexual activity</i> ▪ <i>Peer pressure</i> ▪ <i>Poverty</i> ▪ <i>Traditional belief that the place of a women is the home</i> ▪ <i>Government policy on girls' education</i> 	<p><i>responsibility for themselves (rather than relying on others to 'police' them</i></p> <ul style="list-style-type: none"> ▪ <i>Legislation to penalise teachers and other men who take advantage of under-age girls</i> ▪ <i>Teaching open communication skills to both adults and children</i>
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Unit 93: Consequences of and Responses to Teenage Pregnancy

Activity 1: What are the consequences?

Area	Specific consequences
Physical health of Individual girl	<ol style="list-style-type: none"> 1 <i>Increased risk of gynaecological complications: haemorrhage, sepsis, prolonged or obstructed labour and eclampsia</i> 2 <i>Level of nutrition goes down if the girl is supporting an infant</i> 3 <i>Increased risk of sexually transmitted diseases and HIV</i>
Mental/psychological health of the girl	<ol style="list-style-type: none"> 1 <i>Because of the social isolation and extreme hard domestic work, the girl's mental health will be fragile with possible depression</i> 2 <i>Ignorance of mother and child care leading to uncertainty of child-raising techniques</i> 3 <i>Withdrawal from peer group and friendships</i>
Academic effects	<ol style="list-style-type: none"> 1 <i>Interrupted schooling at best and drop out at worst</i> 2 <i>Follow on effects are a lack of knowledge of nutrition and child care and a lack of employable skills</i> 3 <i>Creates a cycle of ignorance as she will not value education for her children as much as if she was educated.</i>
Effects in society	<ol style="list-style-type: none"> 1 <i>Cycle of ignorance and poverty is maintained</i> 2 <i>Increase in social problems relating to under-supervised children</i> 3 <i>Cultural 'rewards' to young mothers which increases the prevalence</i>
Economic effects	<ol style="list-style-type: none"> 1 <i>Child mothers cannot contribute economically</i> 2 <i>More dependents on limited income means an increase in poverty</i> 3 <i>the cycle of poverty is increased as there is less likelihood of education for mother or children</i>
Effects on the children (of child mothers)	<ol style="list-style-type: none"> 1 <i>Lack of education</i> 2 <i>Lack of maternal care</i> 3 <i>Evidence shows that children of child mothers have many of their rights violated</i>

Unit 93: Consequences of and Responses to Teenage Pregnancy

Activity 2: Strategies

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

Unit 94: HIV/AIDS

<ul style="list-style-type: none"> ▪ <i>HIV is invisible – there is no way to know if you are infected or not; only a test can determine</i> ▪ <i>HIV is slow – you can have been infected years ago and now be faithful to one person but the infection is already there (from your ‘wild’ days)</i> ▪ <i>HIV is predominately spread through unprotected sex with multiple partners; it is culturally inappropriate to talk about sexual behaviour in Sierra Leone and therefore people are shy to discuss or to be tested.</i> ▪ <i>HIV breaks down the body’s defences and leaves the person open to infections and diseases.</i>

Unit 95: What do we know about HIV/AIDS

[Note: the behaviours that can spread HIV are in bold and italics]

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

Unit 96: Honesty and Transparency: Activity 1: Honesty

<p>What makes an honest person? What do you consider an honest person to be? List all the elements of honesty that you can</p> <p><i>A person is considered honest if s/he does not lie, steal or deceive others. But more than that a person needs to be totally truthful and show integrity.</i></p> <p><i>A person is considered to be honest if s/he:</i></p> <ul style="list-style-type: none"> ▪ <i>Tells the truth</i> ▪ <i>Is genuine in dealing with others</i> ▪ <i>Is not fraudulent (doesn’t steal)</i> ▪ <i>Is faithful and sincere</i> ▪ <i>Is upright in principle and action</i>

- *Is fair in dealing with others*
- *Does not blame others*
- *Takes responsibility for their own actions without excuses of lies*

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

- *Lies – either avoiding the truth or saying something that is not true*
- *Blames others when s/he is at fault*
- *Cheats in terms of money*
- *Copies others' work and claims as his/her own*
- *Steals goods, time or possessions of others*

Unit 97: Accountability

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

Unit 98: Human Trafficking; Activity 3: Which people have the potential to be exploited?

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

Unit 99: Effects of Human Trafficking; Activity 1: What are the possible effects of exploitation and trafficking?

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