

Emerging Issues Resource Book Pre-service Education 2nd Year



Photo by Ronja Hoelzer



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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 Cognitive Domain

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

Affective Domain

Receiving Phenomena	
Responding to Phenomena	
Valuing	
Organisation of values	
Internalising values	

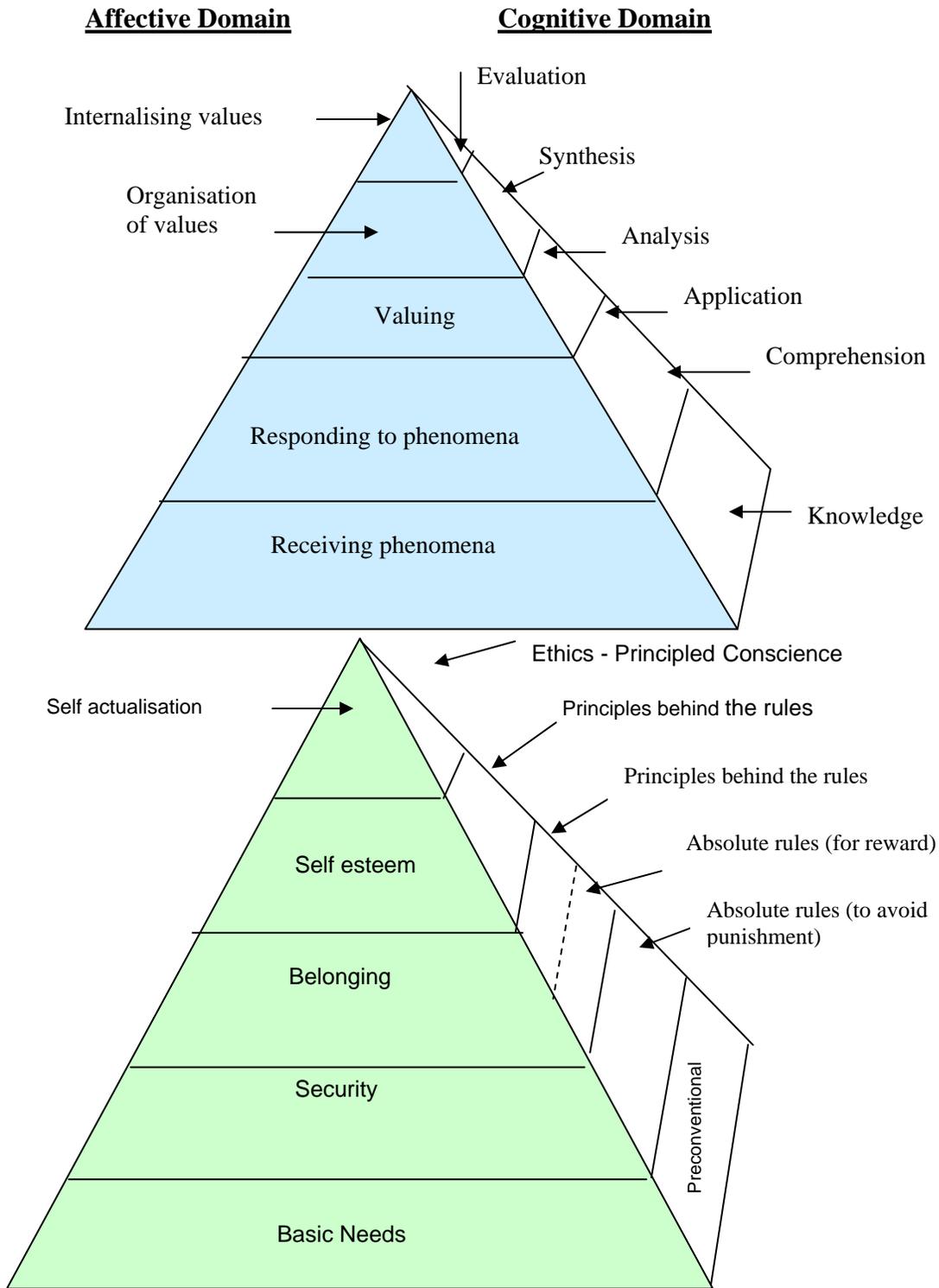
Activity 2: Kohlberg and Maslow

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:

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

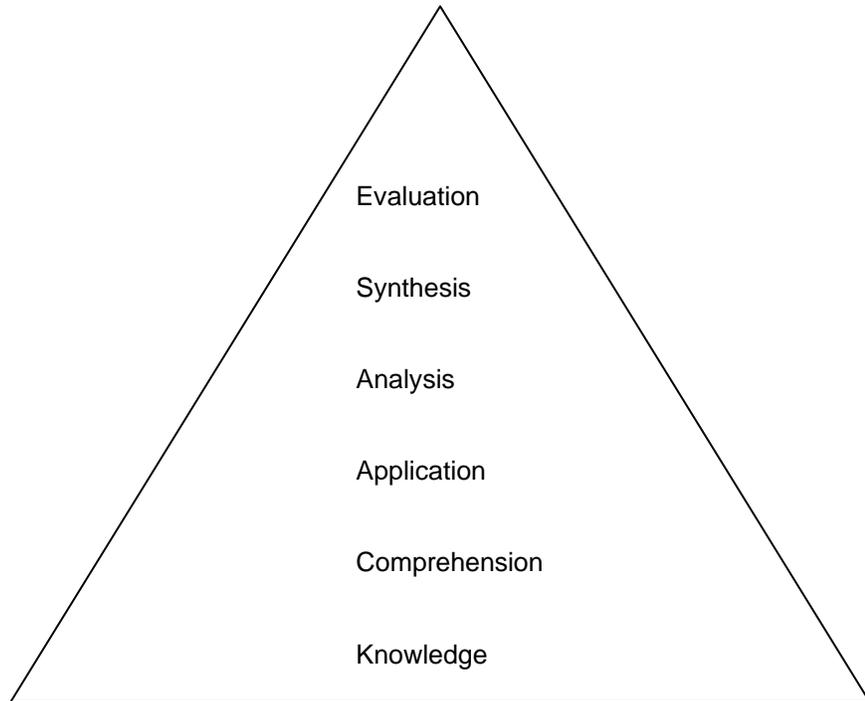
Principles and Pedagogy

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



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.

Activity 2: What practices follow from these policies?

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?

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.

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 peacefully 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.

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: 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.

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)

Activity 1: What do we mean by child labour?

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

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

¹ MICS, 2005 p57

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: 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. In the first column write the issues and then develop responses to combat these issues and minimise or eliminate them.

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.

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.

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.

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?

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

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?

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).

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

	Advantages	Disadvantages
One way communication		
Two way communication		

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.

Activity 1: The miscommunication cycle: Sometimes communication is based on what we assume about other people.

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.'

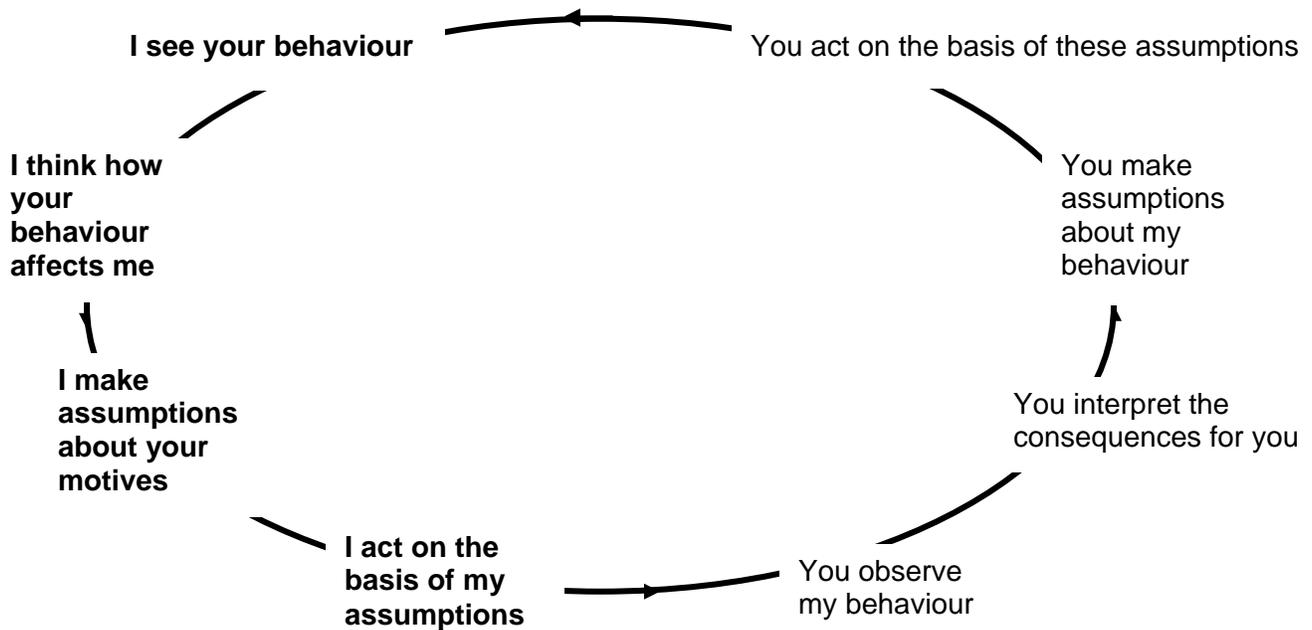
Yegbeh: 'See now he refuses to speak. What is he trying to prove? Well, I will just avoid him from now on.'

Does this drama 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



Activity 2: One 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?

Activity 2: What causes pollution? If pollution is waste that destroys our air, water and soil what are the causes of pollution?

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

What happens when we pollute the air?

What are the effects of soil pollution?



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 this unit we will look at what we can do to minimise the pollution in Sierra Leone.

Activity 3: How can we minimise pollution?

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		

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?

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?

- **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.

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?

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		

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.

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.

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?

Activity 2: Constructive classroom management

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?

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?

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.

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.

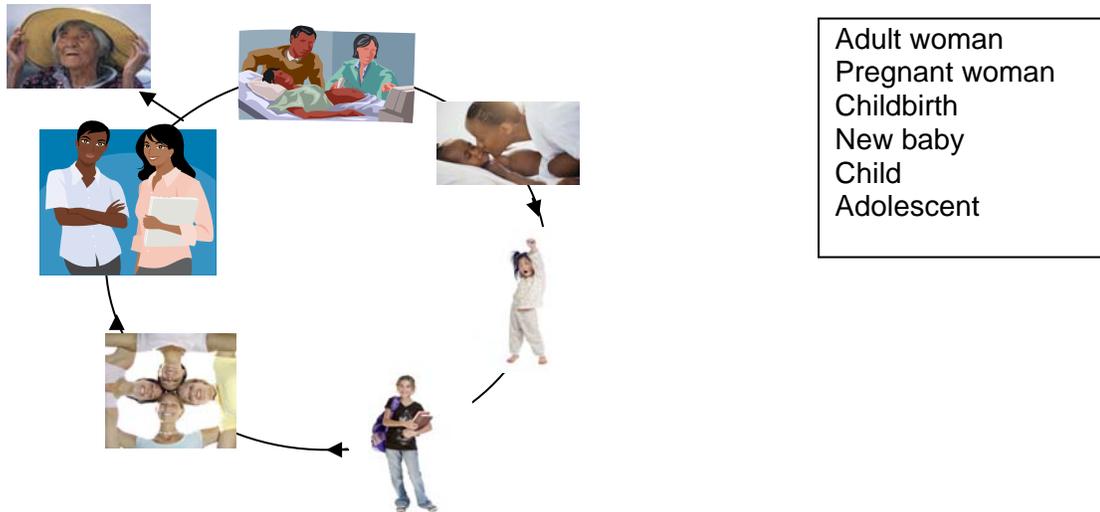
The World Health Organisation defines reproductive health as:

... 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?

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. 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?

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.

	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?

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.

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?

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	Increased risk of contracting HIV	

	Yellowish or blood stained discharge (for both men and women) Bleeding	Spread of infection to joints Increased risk of miscarriage	
Hepatitis B	Often no symptoms Mild fever Headaches and muscle pain Tiredness Diarrhoea Dark urine and whitish faeces Stomach pain Whites of eyes becoming yellow	Increased risk of other forms of hepatitis 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		

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**.

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?

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.

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

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:

	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).

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

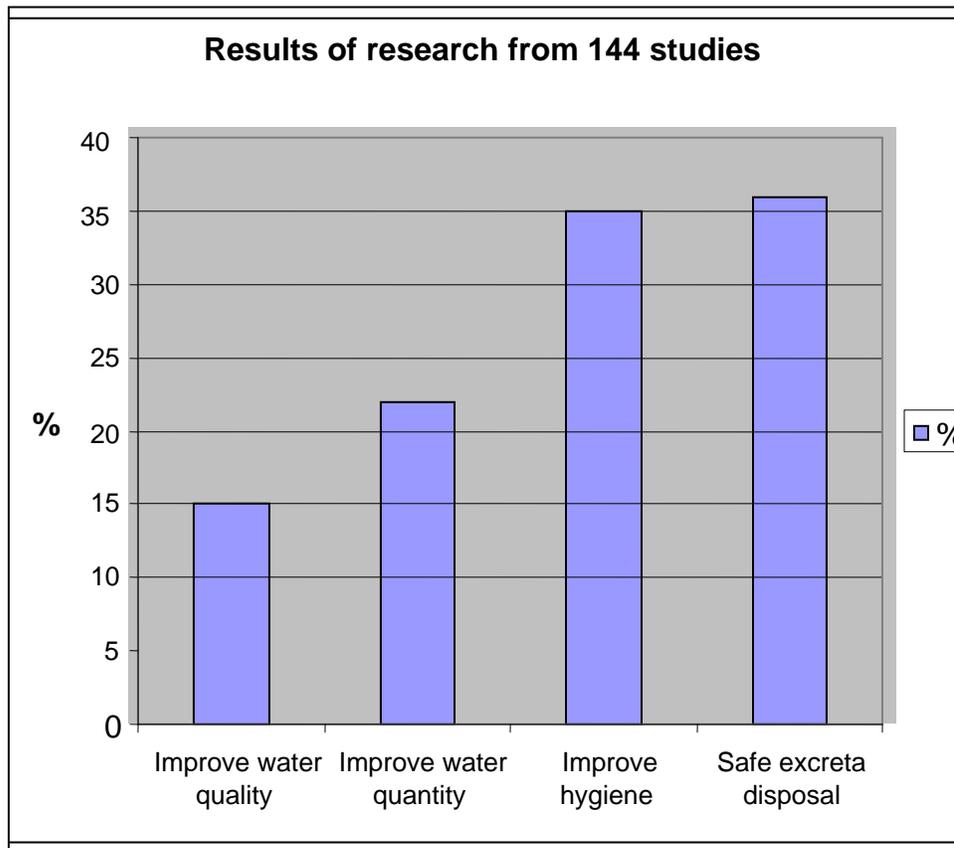
Objectives: By the end of this unit you will:

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

Introduction: In 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?

Activity 2: What does this mean?



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 is 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

Female circumcision 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.

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.

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?

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

Activity 2: Creating the environment

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.

Activity 1:

“Corporal punishment is necessary to teach effectively”.

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:

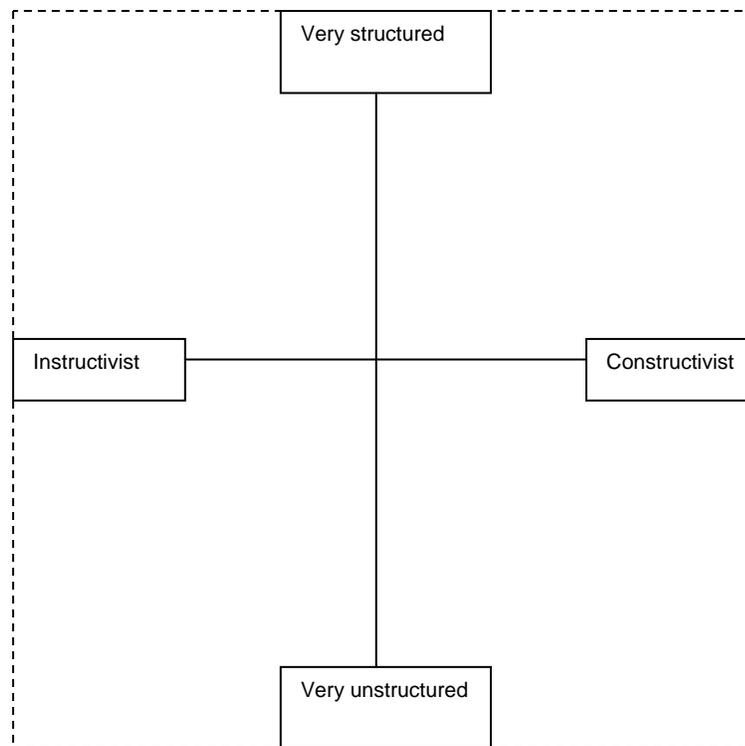
- Understand that there are advantages and disadvantages to various facilitation techniques.
- Be aware of which facilitation techniques are most suitable for given situations

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?

Activity 1: Techniques, styles and needs



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?

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.

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

Activity 2: What are the causes of teenage pregnancy?

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

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?

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)	

Activity 2: Strategies to address the problem:

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?

Agree	Disagree	Don't know

Activity 2: What is HIV?

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:

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.

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

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.

Activity 1: Honesty

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.

Activity 3: Transparency: Transparency helps to prevent corruption that occurs when a select few have access to important information, allowing them to use it for personal gain.

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: 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:

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.

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?	

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

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.

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.

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 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.

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.

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

Activity 2: What can we do?

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.