National School Based Peace Education Program

Student Workbook

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Help the Afghan Children (HTAC)

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Grades 7-8

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Lesson 1: Introduction to the Peace Education Program

Please chart the answers to the following questions in the appropriate columns below.

1. What sorts of skills do you need to minimize conflict?
2. What knowledge do you need to minimize conflict?
3. What values are needed in order to minimize conflict?
4. What behaviors are needed to minimize conflict?

Activity 1

Skills	Knowledge	Values	Behaviors

Activity 2

Write your goal for peace education:

If you have time, draw a border around your goal before cutting it out and hanging it on the wall.

Lesson 2: What is Conflict?

What is conflict? List words that you associate with conflict.

From the list above, place the words into the following categories:

Causes of conflict -

Results of conflict -

Elements of conflict that are both causes and results -

Discussion questions

1. When is conflict negative? Can you find examples in the list we brainstormed that illustrate this?

2. Sometimes conflict is considered to be positive – that is it can have a positive outcome. Can you find examples in the list we brainstormed that illustrate this?

3. What can we do to manage the causes of conflict?

4. Do you think that these causes (such as greed) are the same for individuals as they are for groups and even countries? What does that tell us about managing conflict?

5. Do the results of conflict create more conflict? In what situations might that be true? What does this tell us about managing conflict?

Lesson 3: Definitions of Conflict

In Lesson 2, we brainstormed words we associate with conflict. Refer back to the list and note below examples of personal conflict (within themselves and with others), local, national or international conflict. If they were not on the list from Lesson 2, and you can think of some examples, add them below.

Personal Conflict (within oneself or between two or more people) –

Local Conflict –

National Conflict –

International Conflict –

A Definition of Conflict: In the chart below, consider what conflict means including what it sounds like, how it feels, where it happens, and any other details that you might consider when defining the word. Write your definition here:

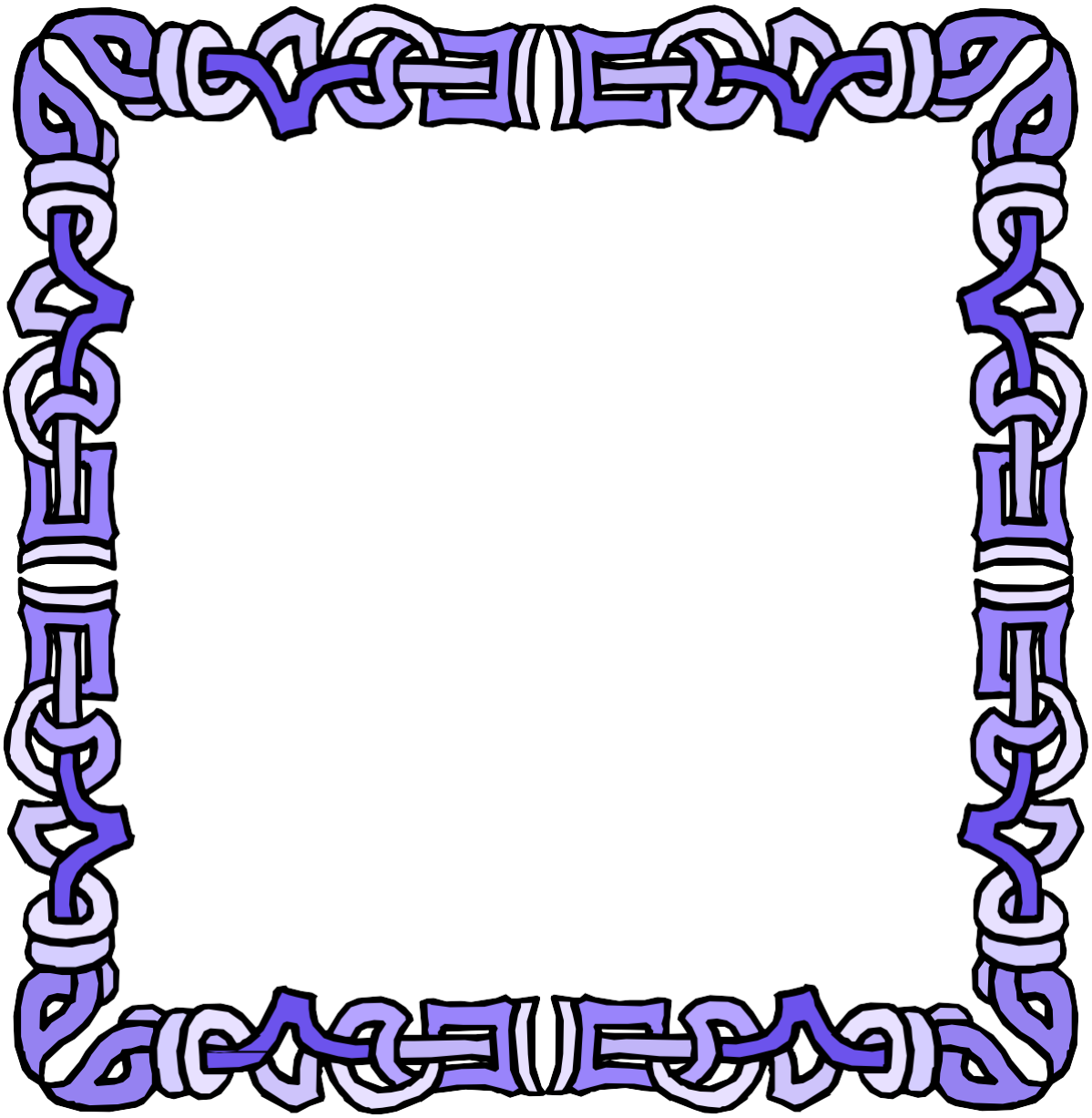
From the definition you have created, identify key words that fit into any of the columns below.

Who	What	When	Where	Why

From the list above and the class discussion, what is the class definition of conflict?

Lesson 4: **What** is Peace?

Discuss and develop your definition of peace. Write your definition in the box.



Cut out your definition and hang it on the wall

Discussion Questions

1. What are the essential ingredients for peace?

2. Is conflict necessary for there to be peace?

3. Has your perspective of peace changed? In what ways?

4. What can we gain from learning about peace?

Lesson 5: Conflict and You

Complete the table by checking the box that best fits how you usually handle conflicts – select frequently, occasionally, or rarely. Be honest! You will not be turning these in. These are for your own personal reflection. Before answering the questions, determine whether you will answer the questions as if you are handling conflicts with your parents, your friends, your brothers and sisters, or at school.

How do you usually handle conflict?			
Technique	**Frequently**	**Occasionally**	**Rarely**
Avoid the person			
Change the subject			
Try to understand the other person"s point of view			
Try to turn the conflict into a joke			
Admit you are wrong even if you do not believe it			
Give in			
Apologize			
Try to find out specifically where you agree and where you disagree to try to narrow the conflict			
Try to reach a compromise			
Pretend to agree			
Go to another person to decide			
Threaten the other person			
Physically fight the other person			
Whine and nag until you get your way			
Give in but make sure the other person knows how much you are suffering			

Sometimes we react differently depending on who the other person is in the conflict. After all, you are not likely to talk to your parents the same way as you talk to your friends.

Discussion Questions

1. Are all the ways you handle conflict now constructive ways?

2. Why do you think we use ineffective ways of handling conflict?

3. Do the same conflicts keep happening?

4. Are there conflicts where we use ineffective techniques?

5. Why do you think we use different techniques with different groups of people?

In the chart below, indicate which techniques you use with which people. Use the list of techniques in the chart on the previous page. So for instance - 1. Avoid the person. Place that number in the box or boxes next to the person or people that you feel that you use that technique. Some techniques listed on the prior page, the ones you checked as “rarely”, you may not use below.

	Techniques you use currently	**Techniques you might be able to use**		**Techniques you use currently**	**Techniques you might be able to use**
Parents			Teenagers		
Older people			Children		
Teachers			Friends		
Strangers			Elders		

Lesson 6: Conflict Management Styles

Read these descriptions to get a good understanding of the characteristics outlined.



Dolphins live together in groups called pods. They hunt as a group using a „language" of whistles and clicks to work together to round up fish for the whole group. If a dolphin is injured or sick the rest of the group will help it to the surface to breathe. Dolphin babies are protected by the whole group in times of danger.



Sharks are generally alone. They compete with other predators and each other for food. They swim continuously and look for food all the time. If sharks are threatened they will attack immediately.



A tortoise cannot attack; only defend. It moves slowly, it is vegetarian and so is not a threat to anybody else. If threatened, a tortoise can withdraw totally into its shell.



A chameleon eats insects and is very good at camouflage. Most chameleons can change colour to blend with their surroundings. They do not attack (except to eat) and their camouflage is their defence. They can become almost invisible to their enemies.



Foxes sometimes live in groups and sometimes alone. They sometimes live in family groups with only one breeding pair but at other times there may be three or four family groups living together. They eat meat but also vegetables. They live in the wild but also in urban areas, which each require different types of compromise with the environment.

Activity 2

Write the definitions of the conflict styles below. When you have completed the definitions, label the animals in the first activity with the conflict management style that they best represent.

Competing
Collaborating
Compromising
Avoiding
Accommodating

Discussion Questions

1. Did you all agree on the matching of the animal to the word?

2. Why do you think we try to match animals to the conflict management styles?

3. What style do you use with your best friends generally?

4. What style do you use with your brothers or sisters?

5. What style do you use with your parents?

6. Do we tend to use different styles with different people? Why?

Lesson 7: Conflict Management Styles II

Read the scenario and write the conflict management style represented in each one.

Yaseen came to football practice and saw Saber kicking the ball with some other boys while they waited for the coach. Just then the ball hit a very sharp rock and burst. Yaseen was upset because it was his ball and he had loaned it to the team when the old ball burst. Now his ball was ruined as well. The boys yelled their frustration an kicked away the ruined ball.

Ending 1 Avoiding	Ending 2 Accommodating	Ending 3 Collaborating	Ending 4 Competing	Ending 5 Compromising

Activity 2

Develop a one minute role play based on the scenario provided by your teacher that illustrates the conflict management style you were assigned.

You have 2 minutes to develop your role plays without using the word on the paper.

Conduct the role plays and ask the other students to identify the style portrayed.

Lesson 8: Conflicts can grow

Read the story below that your teacher assigns to you and/or your group and complete the questions.

Story 1.

Mariam and Aisha were sharing a textbook during class because there were not enough for each person. Aisha was a much faster reader and became impatient with Mariam because she wanted to turn the page and read on. The more Aisha sighed and tapped her fingers the more slowly Mariam read. Finally Aisha took the book away to her side of the desk and quickly read the rest of the chapter. She kept her hand on the book and kept it on her side of the desk. Mariam tried to grab the book back but could not, so she grabbed Aisha"s exercise book instead. Aisha grabbed for her book and the cover tore off. Aisha was so angry that she pinched Mariam hard on the arm. Mariam had tears in her eyes; she kicked hard at Aisha"s legs under the desk. The disturbance brought the teacher to their desk. "What is the problem?" asked the teacher.

What do you think was the initial cause of the conflict?

_____

_____

_____

State each action that made the conflict get bigger

_____

_____

_____

What could be done differently to stop the conflict from getting worse? What could Mariam do differently? What could Aisha do differently?

_____

_____

_____

Story 2

Ahmed and Khalid were close friends. They always walked together to school and sang songs to pass the time on the long walk. One day Ahmed"s family all slept late. There was a birthday family celebration the night before and everyone had worked hard to prepare and then had stayed up late singing and talking. Ahmed was late getting to the corner where he usually met Khalid to go to school. There was no-one there so Ahmed hurried to school. But that morning, Khalid was early. He had waited for a long time but nobody came.
At school, Ahmed was punished for being late and had to stay in class during the break. He had no chance to talk to Khalid. After school Ahmed looked for Khalid so that they could walk home together, but he was a long way down the road and walking very fast. Ahmed had to run hard to catch up.
"Wait for me," he called. Khalid started to run and yelled over his shoulder for Ahmed to go away.
Ahmed was upset that he was made to look a fool in the street. He picked up a stone and threw it at Khalid. It hit him in the back.
Khalid stopped and turned back. He rushed at Ahmed and pushed him to the ground. Ahmed was really angry now because his clothes were dusty and he knew his mother did not have time to wash clothes every day. And his shirt was torn as well. He closed his eyes and hit Khalid as hard as he could. His fist hurt so much and he was shocked to see blood on his hand. Khalid"s nose was bleeding and there was blood all over his shirt. An old auntie came and scolded the two boys. She took each one by the ear and marched them to the well to get cleaned up.

What do you think was the initial cause of the conflict?

_____

_____

_____

State each action that made the conflict get bigger

_____

_____

_____

What could be done differently to stop the conflict from getting worse? What could Khalid do differently? What could Ahmed do differently?

_____

_____

_____

Story 3

Sediq and Riaz were brothers. While Sediq loved Riaz he was often frustrated because Riaz followed him around all the time and wanted to be with him, use his things and basically just be a nuisance. Sediq went out with some friends and left Riaz behind. Riaz was angry and so he took Sediq"s bike. It was really too big for him to ride but he went out into the street with it and was riding it towards the park. A huge truck drove past blaring its horn and Riaz was shocked and a bit frightened and he wobbled badly and crashed the bike into a tree. He hurt his elbow and there was blood on his knee but the worst thing was the bike.
The front wheel was completely bent. Riaz would have to carry it home it was too damaged to even wheel it. Just then Sediq and his friends turned the corner. Sediq saw his bike and his little brother and he was so angry. He yelled at Riaz in front of everybody, snatched his bike and rushed home. He took a box of cars that Riaz loved and threw them into the rubbish and then picked up and started tearing Riaz"s books. Riaz had followed him home and was crying and shouting. Their mother stopped them. "What happened?" she asked

What do you think was the initial cause of the conflict?

_____

_____

_____

State each action that made the conflict get bigger

_____

_____

_____

What could be done differently to stop the conflict from getting worse? What could Rayid do differently? What could Sediq do differently?

_____

_____

_____

Lesson 9: Listening – Directions, Directions

Your teacher will provide directions on how to play the Listening Game. When you have completed the game, answer the following questions.

Discussion Questions

1. What was the most difficult part of this exercise?

2. Why was listening important in this exercise?

3. What strategy did you use to remember and follow the instructions? Did you copy a friend; count the number of things that had to be done?

4. What do you think is important to do in order to be a good listener?

5. Why do you think being a good listener is important?

Lesson 10: Listening – Retelling the Story

Your teacher will provide directions on how to play a Listening and Retelling Game. When you have completed the game, answer the following questions.

Discussion Questions

1. Did anybody change the „order" of the story?

2. What was left out of the story?

3. What was put into the story?

4. Why do you think that these differences happened?

5. What do you think happens in real life when we assume that what we hear is accurate?

6. What should you do to make sure you are hearing and repeating the information accurately?

Lesson 11: Listening rather than just hearing

Look at the symbol. As you read through the following paragraph, label the symbol below.

It comes from China (the Japanese symbol is almost identical) and it means to actively listen. The symbol is made up of smaller symbols that when put together create a representation of active listening. The first symbol is **„you"** (meaning I am focusing on you). The next is **„eyes"** and then **„ears"** (good listening requires paying attention). The next symbol is **„undivided attention"** which reinforces the eyes and ears. Perhaps the most important symbol is the last one – **„heart"**

What do you think the heart symbolizes?



Develop and draw your own symbol below that incorporates all these parts of active listening.

Lesson 12: Effective Communication

Today you will do an activity that helps you learn effective communication. Wait to begin the activity until the teacher explains the directions.

Discussion Questions – Part 1 of the Activity

1. Were the two patterns the same?

2. How difficult was it to make the pattern without being able to ask questions, or to see what your partner had done?

3. How difficult was it to give precise and accurate information?

4. What could you have done differently to help your partner be more accurate?

Discussion Questions – Part 2 of the Activity

1. Was the pattern more accurate?

2. Was it easier when you could ask questions?

3. What does this tell us about effective communication?

4. Who has the responsibility for effective communication?

5. How will you communicate differently in the future?

Lesson 13: What is Bias?

Bias is a leaning towards one side of an issue and may be done through language – words that we use – or through our actions. Bias gives a particular impression that is not a lie but is not quite the truth either (or at least not the whole truth). Bias is also the things that we do not say. For example, if someone doesn"t like someone, they may not tell others of their good qualities; only their bad qualities.

Write the words that are charted on the board or discussed under the two columns below.

Positive	Negative

Lesson 14: The Bias Cycle

What is the definition of each of the words below?

Bias:

Stereotype:

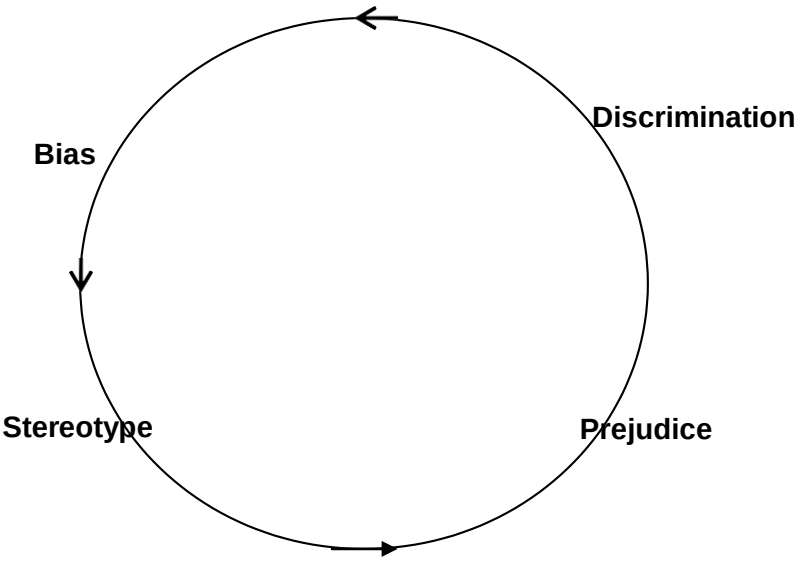
Prejudice:

Discrimination:

Chart the answers from your class discussion below.

Bias	Stereotype	Prejudice	Discrimination

Activity 2



Discussion Questions

1. If we start with bias and go down the circle to stereotype and around to prejudice and discrimination what happens at the top of the circle**.**

2. Where the cycle can be broken?

3. How might the cycle be broken?

4. Who is responsible for breaking the cycle?

5. Why should the cycle be broken and what can you do to break the cycle in your own life?

6. Can we have peaceful classrooms, schools or communities when we have a lot of bias, discrimination, stereotyping, or prejudice?

7. What can we do as students to help reduce bias, stereotyping, discrimination, or prejudice in the classroom, school, or the community?

Lesson 15: Perceptions

What do you see in the picture below?



Answer: Look closely, you should be able to see a rabbit and a duck.

Lesson 16: Trust Circle

Trust is an element in building relationships. Without trust it is very difficult to cooperate with others or to solve problems. Trust takes a long time to build and a very short time to break. Trust t is necessary if we are to build and rebuild relationships and know who we can take advice from and who we need to be wary of.

The teacher will explain the activity.

Discussion Questions

1. What happened to your circle?

2. Did you not really trust that there would be somewhere to sit (and so the circle fell down)?

3. What did you learn about trust during this exercise?

4. Can you think of examples in your own life where it was important to trust someone?

5. Is trust important to cooperation or making peace? Why? Why not?

6. Do discussions with friends and family require you to trust them when taking advice about nutrition, fashion, books to read, taking drugs?

Lesson 17: Building and Breaking Trust

We may have different levels of trust with different people and this may affect problem solving.

Discussion Questions - Part 1

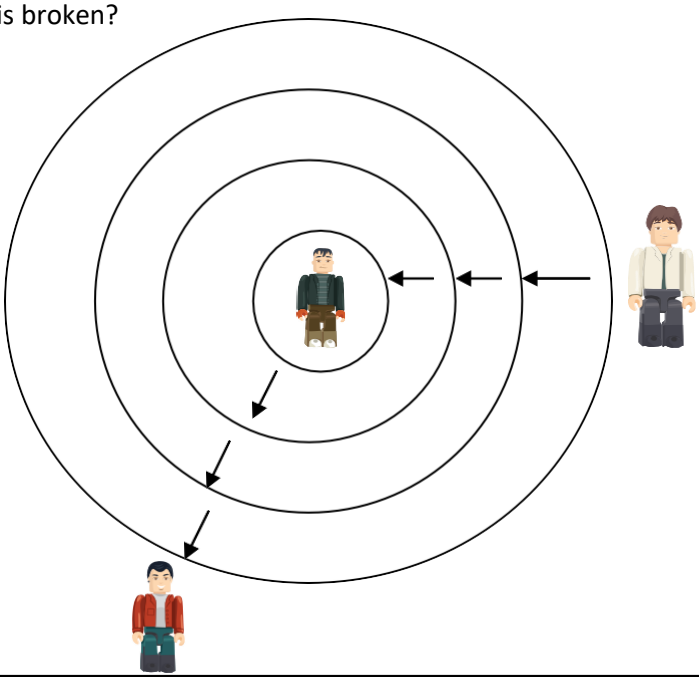
1. Who do you trust most in the world? Why do you trust them?

2. Who do you trust the least? Is it a stranger, someone you know, or someone about whom you have heard bad things?

3. Do you trust people who have harmed you or spoken badly about you previously?

Trust Circle

When you look at the circle below, if you were the person in the center, who would you put closest to you (this should be the person you trust the most)? Generally we trust those we know. If we think of the people closest to us, they tend to be also those whom we trust. As people are more removed from us or if they are new to us then we tend to trust them less. What happens when trust is broken?



A. We establish contacts and interact with people we do not know. With some suspicion at first, we begin to trust them. As the trust increases, the person begins to draw closer to us in the circle.

B. However, people who are close to us can also break trust and, when this happens, we tend to move them outside the circle and away from us. This exclusion is usually because people who break trust have betrayed the person who trusted them. The closer they are to the centre, the more difficult it is to forgive the betrayal. If there is a commitment between the people, then the trust breaker may be given a second chance and, in some instances, when given a chance, some people improve in their relationship even when they have failed before.

Discussion Questions - Part 2

1. What does it mean to trust someone?

2. Who do you trust?

3. Do we trust all people equally?

4. What do people do that may lead to you losing trust in them?

5. How do people gain a place in the inner circle of trust?

6. What are ways that you learn more about people and better understand them?

7. How do we get to know people better?

When we trust someone we generally feel more willing to share things with them and speak openly. If we don‟t trust someone, we may not be as comfortable asking them questions or clarifying misperceptions and misunderstandings we might have. When we don‟t ask for clarification of our perceptions, this can at times reinforce bias and stereotypes.

Trust and building positive relationships with people, is an important component for peace building. The more positive relationships with people, the more we know them and trust them, the easier it is to solve problems with them.

Lesson 18: Developing Empathy

Read the case study and answer the questions below.

Case Study

Khalida is in middle school, and her parents are deeply grief-stricken because her brothers were lost when the fighting came to her village. Khalida tries to be good and helpful at home, but it seems that her parent's don't even notice. She feels sick when she thinks about the fact that her brothers are gone. Several times she has vomited after thinking about them. Her teachers have discussed the vomiting with her parents but nobody seems to know why this is happening.

Some questions to help you put yourself in the place of Khalida.

If you were Khalida:

1. How do you feel about your brothers?
2. What are your parents doing that make you feel as if they are not noticing you?
3. Might vomiting be a sign of your grief?
4. What might help you cope with your loss?

Some questions to help you put yourself in the place of Khalida‟s parents:

1. Might you blame someone for the loss of your sons?
2. Is there anyone that might ever take the place of the boys?
3. What are some of the signs that Khalida might also be grieving?
4. Why might those signs be hard to notice?
5. What might help you cope with your loss?

What do you think?

1. Do we need to think as another person thinks to have empathy?
2. What can we do to help us see the world as another person may see it?
3. Can you think of similar situations that you have experienced?
4. If nothing bad has ever happened to us, is it possible to truly understand how another person feels?

Lesson 19: Emotions

The teacher will explain the activity. Do not tell the rest of the class what the emotion is that your group was assigned. You should role play a scenario that portrays the emotion without using words. The rest of the class should try to identify the emotion being portrayed.

Discussion Questions

1. In what ways do you usually express your emotions?

2. What are some emotions that are harder to show directly?

3. Why do you think these emotions are more difficult to portray?

4. How are emotions such as “love” expressed in different situations?

5. Do some emotions look the same when you use non-verbal communication (not using words, but using body language such as hand gestures, facial expressions)?

6. What techniques can you use to show your emotions so that people understand how you feel? Why is it important to do this?

Lesson 20: Understanding Anger

Read the story below and consider what emotions might be underneath the anger. Write all of the emotions and thoughts of the characters in the figures below the story. Then outside the figures, write the physical expressions of anger and non-verbal expressions.

Merza‟s Anger

Jameela and Ahmed were becoming afraid of their father. He had always been a kind and gentle man but since losing his leg in the landmine accident, he was different. Now he had to use crutches and it bothered him that he could no longer work as he used to do. Since the family left their village and were in a displaced persons' camp, Merza, had nothing to do. He went to the makeshift mosque to pray or he sat at home, and very often he criticized their mother, Haleema, or the children as they went about their chores in their small family space in the camp. When he shouted at Ahmed, the little boy felt it was all his fault, and that he really was a bad child.

Little things could send their father into a rage. He shouted at them. He banged his crutch on the floor or on the table. It was very frightening. This day ws like many others. As Ahmed sat near the window, he could hear his father yelling at their mother and banging. It made him feel terrible - angry, sad, worried, frightened, all mixed up together. He wanted to do something but there was nothing he could do. Jameela came to him.

"Come on, Ahmed, out to the wash-house. Mama told me I had to give you a wash."

"No. Go away," said Ahmed.

"Hey, little brother, Mama says. So we have to. Come on. It won't take long." Ahmed yelled and kicked a trunk.

"Go away, go away, go away, stupid sister!" He moved away from Jameela. She reached out to grab him. He hit her and ran away, out of the building. While she was searching for him outside, he slipped back in and hid behind some boxes in their family‟s corner of the room.

Bibi Jan and their father came in. Ahmed held himself still and quiet as a little mouse.

"Merza, I asked you to come in here because I wanted to talk to you privately."

"What is it, Mother?"

"I know you're suffering terribly. I wish I could take away the trials that have come upon you and the family. Sometimes I see you beginning to rise above your sadness and sometimes you're sinking under again. But I see you taking it out on Haleema and the children, and that is adding to their suffering. I notice the children are frightened of you. They try to keep out of your way."

"Oh Mother, I thought it was because they don't respect me any more - a one-legged father."

"Merza, respect isn't about how many legs you have. I think they're missing the gentle father they used to have... who, after all, is still there beneath the anger."

"Mother, you can't imagine how angry I feel sometimes. Why me? Why my children? How am I going to take care of them now?"

"Can I not imagine it?" said Bibi Jan, with a piercing look at her son. "As for your questions, there are no answers. Who knows how or why Allah disposes His trials? It is for us to submit, accept and move on with life. We'll find a way to take care of the children.

First, you must take care of your anger and sadness. To help the children, we must heal

the father."

Merza gave a glimmer of a smile. "How did such a wise mother get such a foolish

son?"

"Merza, Merza," Bibi Jan embraced him. "You are a wonderful son, and I think

soon you'll remember that the world still has joy in it."

Ahmed was feeling cramped, behind the boxes. He wriggled a little, knocking

over a cooking pot. His father and grandmother looked behind the boxes and saw him

curled up.

"Ahmed! What are you doing?"

“Hiding from Jameela."

"You heard what we said?"

Ahmed nodded.

His father beckoned him to come and sit on his knee. "Ahmed, you know Padarjan has been pretty bad-tempered recently?"

Ahmed nodded.

"Well, it's because I was so sad and angry and worried about all the bad things that have happened."

"Me too, Padarjan."

"You too?"

Ahmed nodded.

"Well, you know just how I was feeling then."

Ahmed nodded.

"And when I yelled at Mama and you children, it wasn't because you were bad, but just that I've been feeling so bad."

" Me too, Padar jan."

"I think we understand each other, Ahmed, you and I." Ahmed felt warm and relaxed, safe in his father's arms. "So! No more bad temper then, not from me and not from you, eh?"

"I love you, Padar jan."

Jameela ran in, looking worried. "Oh Ahmed, I've been looking for you everywhere." She stopped, startled to see Ahmed on her father's lap. Her father put out one arm to enclose her too. Jameela giggled at the close father-Ahmed-Jameela hug.

"Padarjan, I'm supposed to be washing him. Mama told me. Please, Ahmed."

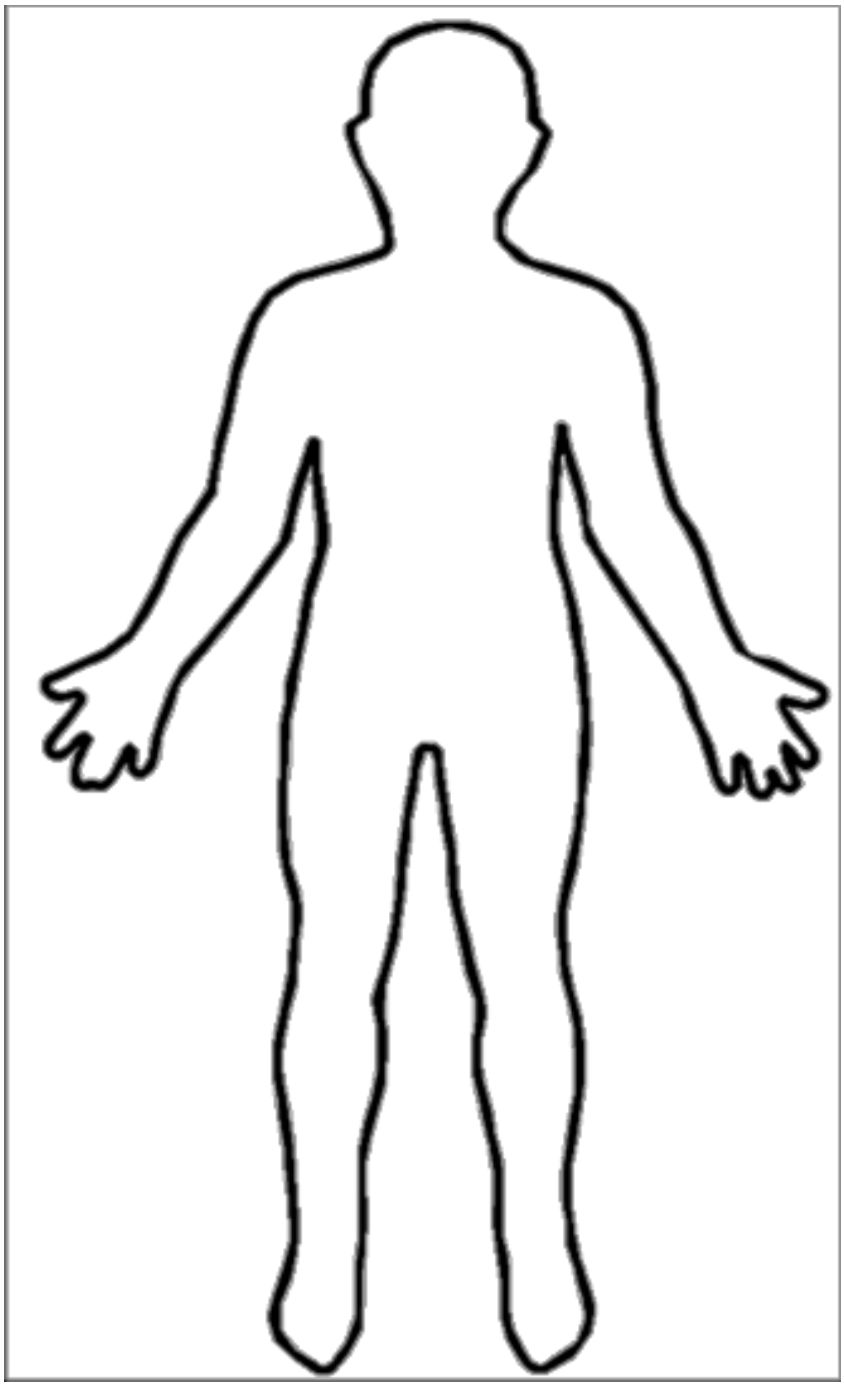
Ahmed couldn't imagine why he had made such a fuss with his sister before. He really enjoyed her washing him. Usually they played and she got wet too.

Merza wanted to do something for his children. He remembered a wooden dancing man on a string he had had as a child. He had his tools with him, and he found a small piece of wood. He cut it to make the man's head, body and arms. There was just enough for one leg only. "Ah well," thought Merza. "We will have a one-legged dancing man."

Merza

Write all of the emotions and thoughts that led to Merza"s anger inside this blank figure of Merza.

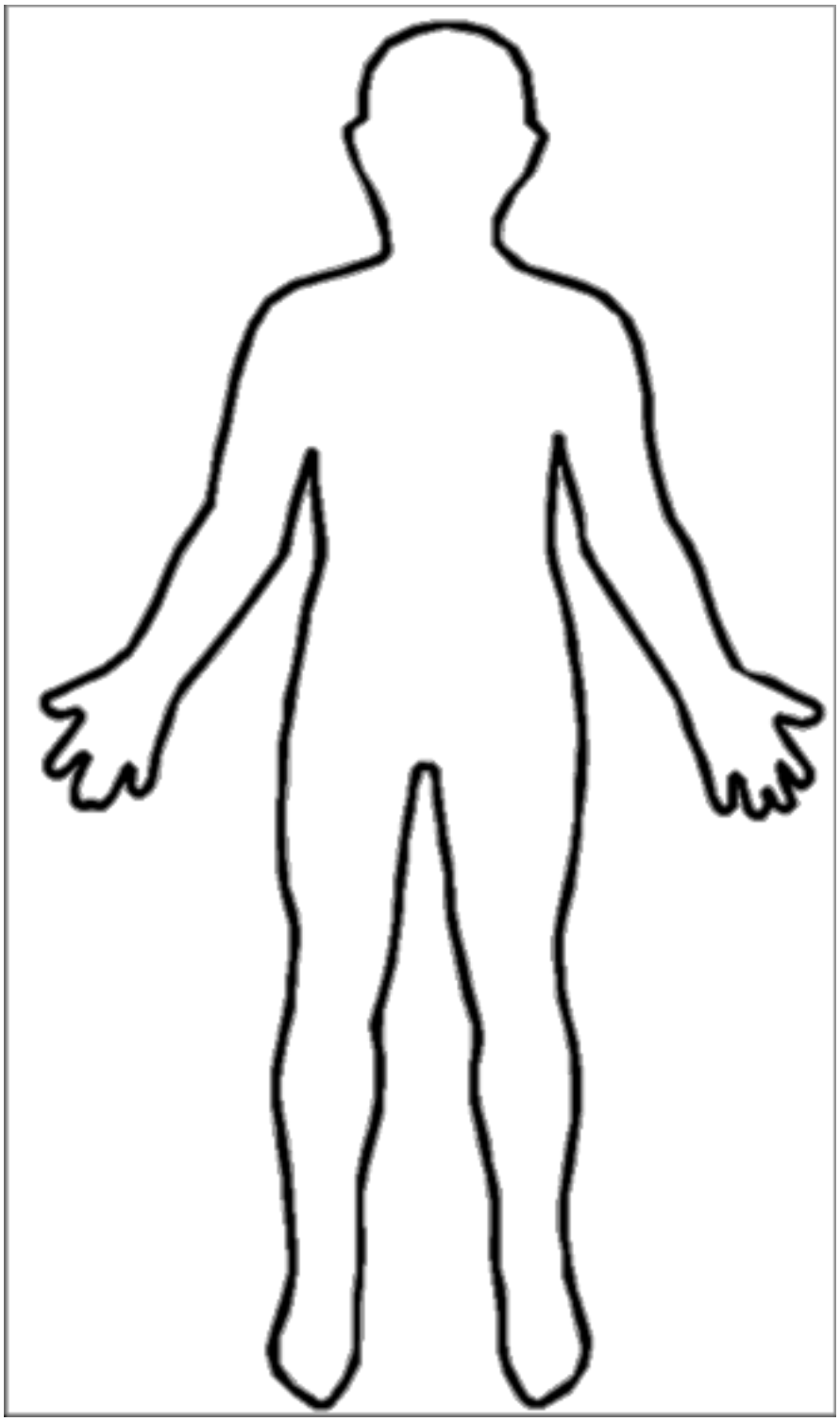
Then outside the figure, write all the expressions of his anger (for example: banging with his stick).



Ahmed

For Ahmed, write all of the emotions and thoughts that led to his anger inside this blank figure.

On the outside of the figure, write all the expressions of his anger (for example: shouting at his sister)



Lesson 21: "I" Messages Poster

I MESSAGES	YOU MESSAGES
• **I feel angry.**	• **You make me angry.**
• **I am sad because you took my kite.**	• **You are bad. You took my kite.**
• **I am afraid because you threw that book at me.**	• **You are stupid for throwing that book at me.**
• **My feelings are hurt because you called me bad names. ***	• **I hate you because you are a nasty, awful person. ***

Sample: I feel_____when you_____because_____

Practice exercises:

Fill in the blanks for a "You Message" and an "I Message" for each of the following situations:

- Saber falls and trips Wali. Wali thinks Saber tripped him on purpose. What might Wali say?
- Yusuf hits Mariam and pulls her hair. What might Mariam say?
- Shahla takes Rahim' favorite book without asking. What might Rahim say?

Make "You" and "I" messages for the following examples:

- Yama's pencil falls on the floor. Mustafa tries to take it away from Yama. They start to argue over it. What might Yama say?
- Mariam and Nadia are playing together under a tree. Karima comes over and asks if she may play with them. They shout at her and tell her to go away. Karima feels sad. What might Karima say?
- Ahmad's brother tells their mother that Ahmad broke her best cooking pot, but it is not true. Ahmad feels angry. What might Ahmad say to his brother? Is there an "I" message he could say to his mother?

Lesson 22: Sequencing Anger

Consider two situations that would make you very angry. Write two events in the events column and then record thoughts and feelings that might underlie the anger and then write in potential substitute thoughts.

Event	Thoughts	Feelings	Substitute Thoughts
Example There is a big important football game on Saturday and everybody is going. My father has just told me that I have to stay home as some relatives from another town are coming to visit			

Discussion Questions

1. Is it difficult to sequence the thoughts and feelings and reactions?

2. Can you see why this is important in managing anger?

3. Did you find that by changing your perspective, perhaps empathizing with the other person, getting more information, you could change your feelings?

4. What can you do to manage your anger?

5. Would these be useful skills in conflict management? Why do you think so?

Lesson 23: Handling stress

In the chart below, place an “X” next to the descriptions about stress that seem to be accurate.

1	Stress results in physical illnesses such as arthritis, heart disease and chronic headaches	
2	Stress is what you feel after getting great marks in your exam	
3	Stress is a chemical reaction to a perceived situation of danger	
4	Stress can be beneficial and help you to perform at your best	
5	Stress can leave you exhausted	
6	Stress results in physical pain	
7	Stress makes it impossible to function normally	
8	Stress means that you feel like crying all the time	
9	The more social you are the less likely you are to suffer stress	
10	Stress is an abnormal pressure on a person whether it is physical, mental or emotional	
11	Stress is the “flight or fight” response	
12	Stress is a response to outside (environmental) stressors	
13	Genuine religious belief reduces stress	
14	Stress means that you have problems sleeping	
15	Stress makes you angry and emotional	
16	Lots of physical activity reduces stress	
17	Stress makes you feel that life is not worth living	
18	Stress is a normal reaction to an abnormal situation	
19	Stress is what drives creativity and new ideas	
20	Stress is a normal part of life	

Discussion Questions

1. Do you think that stress has degrees of severity?

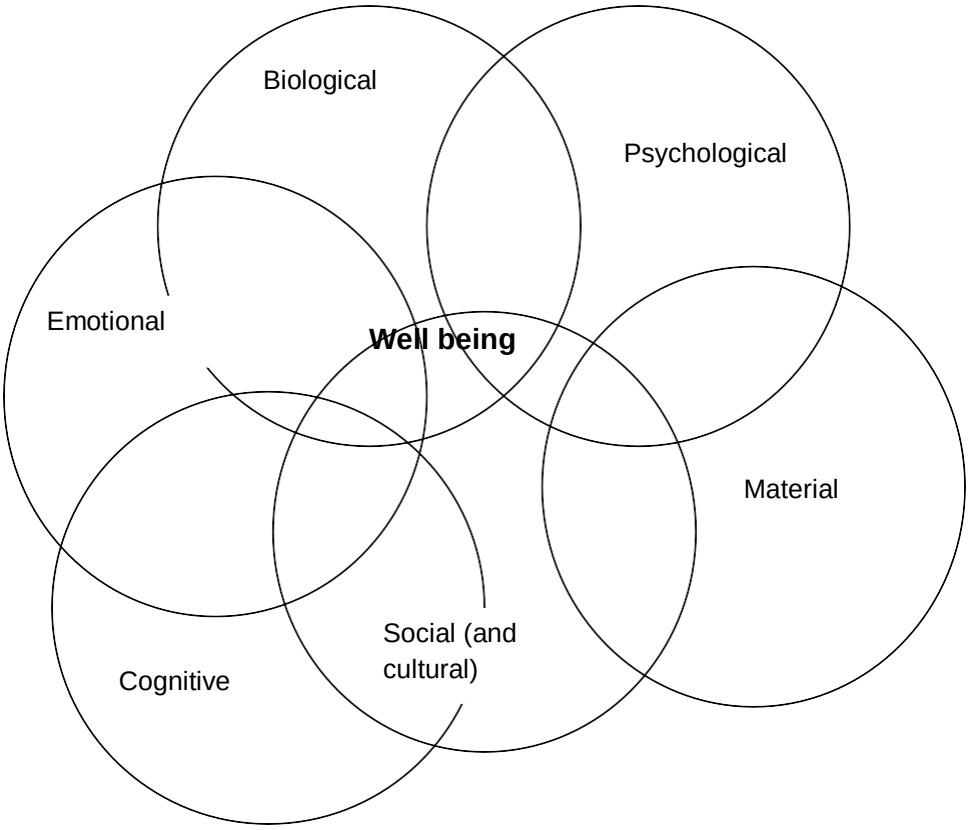
2. Did the answers surprise you?

Activity 2

In the box below, write how you deal with stress. Some examples might include having friends to talk to when things are tough, or eating healthy food, getting enough sleep, and exercising regularly. What other ways do you handle stress? Try to make sure that your responses are constructive (for example sharing with friends rather than hiding away from the world)

How to deal with stress

1
2
3
4
5
6


Biological
Psychological
Emotional
Well being
Material
Social (and cultural)
Cognitive

Lesson 24: Coping with Loss

Read the story, ***Yunus's Song*** before class.

Yunus's Song

Ahmed and Jameela were playing with the ball in the yard, shouting and laughing. In one corner sat Fatima on a stool, her head over her sewing. The ball rolled near her foot.

"Hey, Auntie Fatima!" shouted Ahmed, "Throw it back to us."

Fatima didn't look up at the children. She just kicked the ball in their general direction.

Jameela beckoned Ahmed behind the shed.

"I think she's crying again," Jameela whispered.

"Yeah, she cries a lot," said Ahmed. "She doesn't play with us any more, the way she used to."

A look of mischief spread on Ahmed"s face. Then he ran off toward the kitchen.

Jameela sat watching Fatima, wondering what to do. She loved her quiet and gentle aunt. Fatima used to read her stories and show her how to do grown-up things, but since the landmine accident, Fatima was lost in sadness. She knew, too, that Fatima was struggling with the memories of that terrible day, and sometimes she talked with Fatima about trying to be brave enough to stare the memories down, instead of running away from them. It was very hard.

Suddenly, Ahmed popped out of the kitchen door with a big copper pot upside down on his head. With a big wooden spoon he banged the pot loudly and marched up and down in front of Fatima.

"Ahmed, Ahmed, what are you trying to do?" said Fatima with a little smile.

"I'm trying to make you laugh, Auntie Fatima. You're so sad," said Ahmed, pulling the pot over his face.

"Well, you did, you scalawag."

"Fatima, why are you crying so much?" Ahmed asked.

"Oh, Ahmed, be quiet. You know why. It's because of Uncle Yunus," said Jameela.

"It's ok Jameela. He can ask me. It is because of Yunus. I miss him so much."

"Me too. Remember when he used to play ball with me, and pretend to miss it when I threw?" said Ahmed.

"And when he'd chase me around the well?" said Jameela.

Fatima broke down in tears again.

"Oh, no. We've made her cry again. Oh, we're sorry, Auntie Fatima. We won't mention Uncle Yunus again." Jameela‟s tears welled up as Fatima cried.

Bibi Jan drew near. "It's alright to cry. It's good to share memories. It's good to talk about the things we loved about Yunus. There were so many things to love about him. Fatima, remember the day you were married and he was teasing you so much during the wedding? He said he thought he was the cleverest person in the family until you came into it, and now he was sure you were the cleverest. I thought you would burst with blushing."

"He was proud that I had an education.....but I don't know what use it is now, or what use I am at all....." Fatima looked down at the sewing in her lap.

"Auntie Fatima, you could teach me reading and writing. Uncle Yunus wanted me to be educated too. He said so. Could you, Auntie?" begged Jameela.

"Oh yes, Jameela. I'd really like to. Could I, Bibi?" asked Fatima, hopefully.

"I think Yunus would really have liked that. Why don't you two find some time each day when the chores are done? But Fatima, I want to say more to you about what we're all going through."

"Bibi," said Fatima, "I don't want to burden you at all. It's terrible for you. He was your youngest son, and so wonderful," Fatima said, wiping away her tears.

"Fatima, dear, it is terrible, for both of us - mother and wife. So we can help each other. I don't feel like grieving alone. I want to share the good memories of my son with you. You loved him so much and made him so happy. Sometimes, let's have a cup of tea after supper, and some of my special dried fruit. We can look at the photos of Yunus and remember our happy days with him. Let's do that tonight, Fatima."

Fatima nodded, too full of feelings to speak.

"Will you do me a special favor tonight then?" said Bibi Jan. "Will you wear the lovely necklace he gave to you? I'd so like to see it on your neck again, and to remember his delight."

Fatima nodded again.

Ahmed said, "Auntie Fatima, do you remember that funny song Yunus used to sing to me?"

Fatima began to sing the song. Bibi Jan and the children joined in, Ahmed banging the rhythm on the pot, all of them smiling at each other in their memories and with tears running down their cheeks.

List all the elements in the story, Yunus"s Song, that help the grieving and healing process. Think about each character and what they say and do.

Discussion Questions

1. Do you think Ahmed understands the grief of Fatima or does he want things „the way they used to be?

2. How did Ahmed try to make Fatima laugh? Do you think this was a wise way to help her grieve?

3. Why do you think that remembering the good things about the person can be healing?

4. In what ways do you think they will remember Yunus constructively?

Lesson 25: Cooperation

The teacher will explain the activity.

Discussion Questions

1. Why do you think it was quicker the second time

2. What did you do that made it possible for the knot to be untangled the second time?

3. What happened in the group that made it difficult to untangle the knot?

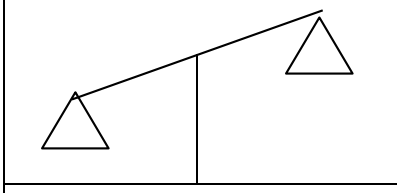
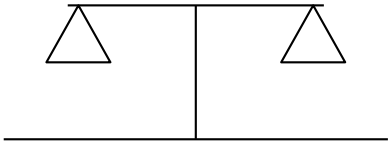
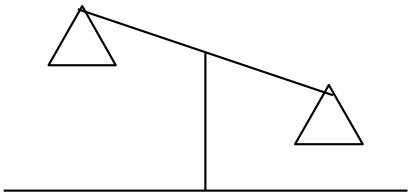
4. Why is this „undoing of actions" more difficult to do in real life?

5. If you are in the knot would it be possible to untangle it alone? Why not?

6. Why was it so easy to untangle the knot when we all worked together?

Lesson 26: Assertiveness

From the „choices" column choose the behaviors that best explain the three behaviors and put them into the correct boxes

Scales	Demonstrated Behavior	Choices
	Aggressive	• Stands up for their own rights without caring for the rights of others. • Expresses themselves clearly and honestly. • Takes no action to assert their own rights • Makes sure that they are okay no matter what happens to others • Remains silent • Doesn"t blame the other person • Gives in to what others want • Listens to what the other person is saying • Apologizes more than is needed • Accuses and blames others • Respects themselves and the other person • Does not show concern for the other persons point of view or denigrat the views of others. • Stands up for their own rights while acknowledging the rights of othe • Puts others before self at their own expense • Separates the problem and the person
	Assertive	
	Submissive	

Lesson 27: Practicing Assertiveness

Situation: Being pressured to …	**Appropriately assertive way to say no**
Wear inappropriate clothes	
Laugh at and exclude somebody from a different tribal group	
Wear make-up (without permission from parents)	
Say mean/cruel things to someone who is disabled	
Leaving school before it is over	
Going to tea shops that are really bars or places that your parents don"t want you to go	
Smoking or drinking alcohol	

Lesson 28: Learning how to disagree constructively

List possible ways that people behave when they disagree in one column and the possible consequences in the other column.

How people behave when they disagree	**Possible consequences**
Example: Sulking (Not talking to the person)	The disagreement is never clarified It becomes worse even without anything being said. It leaves the sulker feeling alone.

Rules for fair problem solving

State your needs

- You must first work out what your needs actually are. Wanting the other person to be punished is not a need.
  Stating your needs means saying "I need …" not "You are …". You must be honest. This can feel uncomfortable as perhaps there is not a level of "trust" that has been developed between you and the other person.
  You may feel that if you express your feelings you may be laughed at. At least the other person will know your true feelings. If the other person is as honest with you, you will know the other person"s true feelings (but remember they may also still be angry and say things that they do not mean.)

- In earlier lessons we discussed "interests". Consider "why" you want something. You need to be able to explain why something is important to you and by stating that, you may also be able to see where it is possible to get interests met for both of you.

- This is hard work. You need to be able to listen and respond calmly saying what it is that you want; focus on the problem, not attack the other person (by name calling or saying mean things). The results are worth it and it takes skill, courage and maturity.

Focus on the problem not the person

- When people express their anger by name-calling it can make the problem spiral out of control. If the other person"s feelings are hurt it is much harder for them to want to problem solve fairly with you and not escalate/increase the conflict. They too might respond with name calling or insults. .

- Be specific about the problem. Do not bring up similar issues from the past as it is likely to lead to the other person being defensive.

- Remember – if you make a point or accusation that does not move you toward getting what you need; it is destructive. Even if the accusation is true, it will force the other person into defending themselves rather than finding a solution.

Focus on the current issue/problem, not on the past.

- What is past is past. When people use generalisations such as "you always …" you never …" it puts the other person on the defensive and they are no longer focusing on the present problem.

- If you are going to see this person again in school or the community, the relationship will be important as well as your goal.

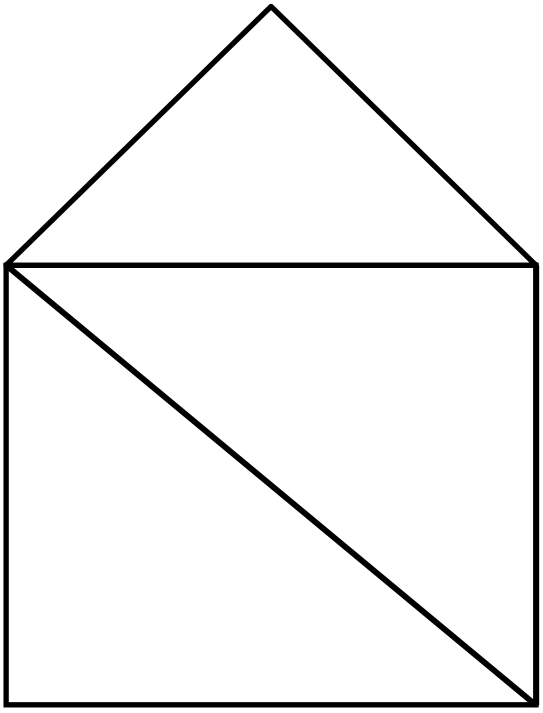
- Focusing on the present issue/problem helps you to listen to the other person and to hear their needs and interests. When both of you are listening rather than defending it helps come to a resolution which meets all or at least some of the interests of both people.

Chart what would be a better and more constructive way to express disagreement on one side and the ways to deal with it more constructively in the column on the right. Consider the Rules for fair problem solving above.

Expression of disagreement	**Dealing with it constructively**

Lesson 29: Puzzles for Problem Solving I

Try to reproduce the following diagram. Do not lift your pencil from the paper and do not go over the same line twice. Keep trying different ways until the time is up or until you are successful. If you solve the problem quickly, try other methods.



Discussion Questions

1. How difficult was the puzzle to draw?

2. Did you feel that there was no solution?

3. How many times did you make the same mistake?

4. Do we do this in real life – try to solve problems using methods that have already failed in the past?

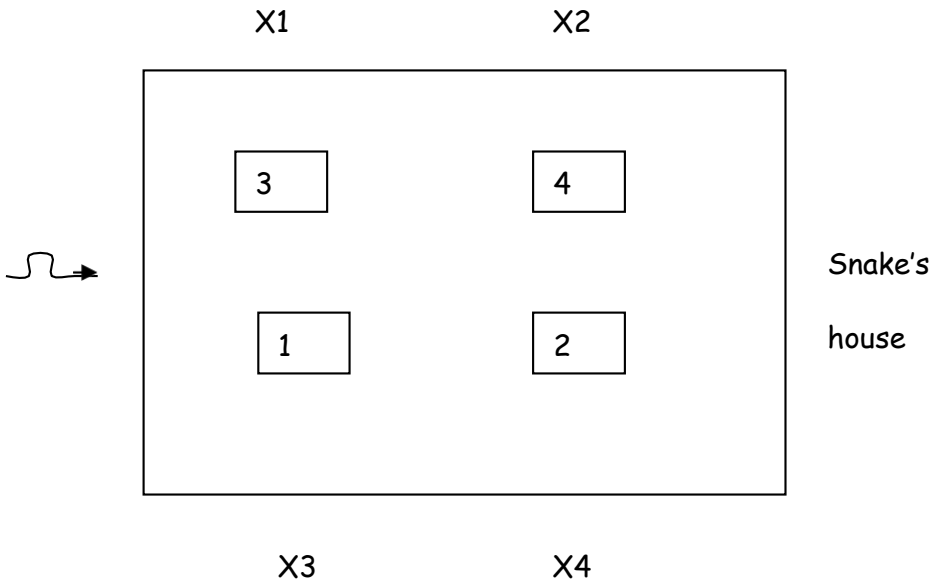
5. What do you think that this tells us about how we solve problems?

Activity 2

Directions:

- Each person (X) lives in the house opposite where he or she is standing (numbered).
- The snake lives in the house on the other side of the compound.
- You must get each person to their house and get the snake to its house without crossing paths
- Everyone (and the snake) must go **through** the compound to get to their houses but none of the paths are allowed to cross.
- It doesn"t matter what time people travel because the paths (the tracks in the sand) cannot cross.
- You are not allowed to kill the snake and you are not allowed to go around the compound.

How will you get each person to their house, and the snake to its house, without the people and the snake crossing paths? Try drawing the path!



Discussion Questions

1. Was the problem difficult?

2. If yes, why?

3. Did you think the snake should travel in a straight line?

4. Was this an assumption (did you just suppose that this must be so even though it was not in the instructions?)

5. Did this stop you from solving the problem?

Lesson 30: Puzzles for Problem Solving II

Story:

A man was coming home from the market with a goat that he had bought and a fine green cabbage. He captured a wolf and decided to take it home as well. He came to a river, which he had to cross in order to get home, but the boat was very small. It would take the man and only one of the other items. If he left the goat and the wolf, the wolf would eat the goat; if he left the goat and the cabbage, the goat would eat the cabbage. How does he get all three across the river?

Try drawing the solution!

Discussion Questions

1. Did anybody give up because they could not „work through" the problem?
2. Is it realistic to give up on solving a problem in life? If so, under what circumstances?
3. Has anybody seen this problem before? Did this help you to solve it?
4. Did anybody build on somebody else"s ideas?
5. How did your group work together?
6. Why is it easier to work together as a group for this problem than for the previous lesson"s problems?

Activity 2

- This class has to organize a knockout chess or football competition. (A knockout competition is where the players/teams play only as long as they are winning. As soon as players/teams lose a game, they are out of the competition.)
- There are sixteen players/teams in the competition. How many games need to be played to find the champion team? Try working out a solution. And consider the following questions:

    1. How many games need to be played?
    2. How many winners are needed at the end?
    3. How many losers are there if there is one winner?

Principles of Problem Solving

- Trial-and-error is okay, but try not to make the same mistake over and over again.
- Remember there may be many solutions to a problem and sometimes many methods.
- Never make assumptions.
- Never give up! (Never stop trying for a resolution)
- Focus on the solution you want rather than going over things that cannot be changed.
- Be prepared to listen to different points of view; remember there are very few problems in the world with no solution!

Lesson 31: 6 Steps to Problem Solving

Using the steps below, consider the problem you were given by your teacher. What solution or solutions might work using the 6 steps to problem solving?

What do you want?	Each side should say what they want but without blame or accusation
What is the problem?	Both sides must agree on the problem (i.e. identify the same problem)
How many solutions can we find?	Propose as many alternative solutions as possible so that there are choices from both parties in the conflict. Use brainstorming as a process to get ideas from all parties in the conflict.
Would you be happy with this solution?	Both parties should look at the possible solutions. Disregard only the ones that are totally unacceptable. List the pros and cons of each suggestion. Why might it work, why might it not work?
What is the best solution?	Select the solution that seems to work best for both parties. What can you both agree to that helps get your needs met? Is there a solution that helps you also keep a good relationship if you were friends before or will need to see each other again in the community? In school?
Is the problem solved?	After some time, check the situation. Does the solution you selected work? If not, is there another solution from the list that might work better? Do you need some help from a third part (a teacher or trusted adult or a friend) to help you find a solution?

Adapted from UNICEF, *Education for Conflict Resolution. A Training Manual*, New York, UNICEF, 1997

Discussion Questions

1. Was your solution fair?

2. Do you think that both people in the problem would be happy with your solution?

3. Do you think it is easier to solve problems if you try to see how the other person feels and thinks? Why do you think so?

4. If this problem actually happened to you, what could you say to the other person to help solve the problem?

5. How did you use the “6 steps of problem solving” this time?

Lesson 32: Problem Solving Guidelines

Read the story assigned by your teacher, answer the questions and then discuss which of the skills listed the people in the story demonstrated to solve the problem (or which one they should/could use).

Story: What is the Conflict?

Jamil and Karim saw each other at the market in town once each month. Jamil‟s mother sold vegetables that their whole family helped to grow. Karim‟s mother made beautiful baskets to sell. Both mothers needed the money to buy things that their families needed.

Karim and Jamil each helped their mothers to carry goods to the market and they also had to help carry things home after market, but during the morning their help was not needed. Lots of boys who helped their parents stayed at the market all day and played games. Jamil was shy, but one day he asked Karim if he would like to play. Karim said, “Yes, but I don‟t know what we can play. I‟d like to practice football, but we don‟t have a ball.” Jamil had an uncle who lived close by and he had a proper leather ball that perhaps they could borrow.

Jamil asked Uncle Raashid if they could borrow the ball. Uncle Raashid said, “It is the only ball and I have to take it to the game tonight. Will you bring it to me by evening?” Jamil laughed with joy. “Oh, yes,” he said, “That will not be a problem. I promise I will get it bring it to the field where you play before the game starts.

Jamil and Karim asked some of the other boys if they wanted to play and the group played hard for an hour or so and had great fun. They were very tired, and threw themselves down in the shade of the biggest tree. Karim and Jamil began to talk and soon became good friends.

Jamil‟s mother did not have such a good day at the market. Nobody seemed interested in vegetables and Jamil was called away from resting in the shade to carry the vegetables on a big tray around the market so that people might buy. It was getting later and the sun was low in the sky but still the vegetables weren‟t all sold.

Jamil started to worry that it was time for Uncle Raashid‟s football game to start and he hadn‟t had time to run to the football field. Karim offered to take the ball to the field as his mother was just buying the last of the food she needed. Jamil was very relieved. “Thanks Karim, that is a big help.” He told Karim how to get to the football field.

Karim took the ball and ran off but he couldn‟t find the field. He asked everybody he met but all the directions were very different and he became very confused. It was no good, it was starting to get very late and the sun was setting but still Karim could not find the field. Finally he ran as hard as he could back to the market to find Jamil and get the directions again, but Jamil had gone. Everybody had gone except for Karim‟s mother who was very angry that she had to wait and worry.

Next market day, Uncle Raashid came to the stall where Jamil‟s mother was selling her vegetables. He was very upset and took Jamil aside. He said that he was humiliated at the soccer game because he didn‟t have the ball. The team had to play with a poor quality plastic ball and lost the game. Everyone blamed Raashid, and Raashid blamed Jamil for being lazy and careless with a promise.

Jamil‟s mother overheard the conversation and was shocked that Jamil had broken a promise. This would cause trouble in the family and that would be very bad for everybody. She apologised to Uncle Raashid and told Jamil never to leave her side again while they were at the market.

Karim came with some of the other boys to the vegetable stall, to see if Jamil could play. But Jamil bunched his fists hard and yelled at Karim, “Why did you steal my uncle‟s football? I trusted you and you turned out to be a thief!”
“I‟m not a thief!” screamed Karim. “You are the rotten one. You gave me bad directions and then when I came back you had gone! I was late getting back to the market and my mother was furious! I spent ages, running all over this town looking for your uncle.”

Karim and Jamil scowled at each other and Karim turned away feeling angry that Jamil would think badly of him when he had tried so hard. Jamil was angry because his uncle and his mother were both angry with him. The two boys turned away from each other upset and distrustful, thinking the worst of each other.

One of the other boys stepped between them. “Wait you two, why don‟t you talk about this? It seems there was just a misunderstanding.”

Jamil turned back “What is there to talk about? I thought he would do what he said and he didn‟t and now there are big problems in my family.”

Part 2

The new boy turned to Jamil‟ mother “Please Mama, can Jamil come and have a soda with us so we can try to fix this?” Jamil‟ mother nodded and smiled. The boy turned back to Jamil “Come on Jamil, let‟s have a soda and talk about this properly.”

Jamil was still looking angry but he nodded and the three boys went off together. When they were sitting in the shade with a soda each, the new boy said, “Okay, there was obviously a problem last market day, do you want to talk about it and try to see what happened?” Jamil and Karim both nodded silently. Then Karim said, “I think you should stay and help us to talk this through.” The boy smiled, “What do you think Jamil?” Jamil nodded.

“Jamil, can you tell us what happened?” asked the boy quietly. Jamil took a deep breath and told the whole story including how angry his uncle had been that morning. Karim opened his mouth to interrupt but the boy put his hand on Karim‟s arm and said: “In a minute Karim, you can tell what happened from your side.”

Karim then told how he had tried to find the field and how he had run all the way back to the market looking for Jamil and how angry his mother had been. The boy nodded and said “It seems that both of you had your family angry at you even though you were trying to do the right thing”. Both boys nodded. “How do you feel now?” asked the boy. Both boys mumbled that they were not so angry anymore as they could see what had happened. “So, now what do we need to do to fix this?”

Jamil looked up, “My uncle, we need to make sure he gets his ball back and then, I suppose we should explain what happened and tell him that we are sorry” he said. Karim nodded. “I brought the ball with me, because I couldn‟t leave it with anyone. But I want him to know that it wasn‟t my fault. I really tried to give it back.” Jamil nodded, “I want him to know that it wasn‟t my fault either, I didn‟t break my promise but I had to obey my mother. None of this would have happened if we knew this town better, or if my mother had sold all her vegetables early.”

The boy nodded at both Jamil and Karim. “So, first we need to return the ball, then we need to explain to your uncle how you both tried. Is there anything else we need to do to fix things?” Karim kicked his feet in the dust. “I don‟t want to be called a thief and in front of everyone in the market. It is an insult.” Jamil looked up angrily, but closed his mouth hard and waited. The boy smiled at him and said: “Well Jamil what else do you think should happen?” Jamil shrugged and said “I don‟t want to be insulted either, but, but, well, I was really angry because both my mother and my uncle were angry with me and now it is my fault that there are problems in the family. But I guess I should not have called you a thief, although you did take the ball.” Karim jumped to his feet “Only because there was nothing else I could do! I was in trouble too you know” he shouted. “I think we should go back and tell everyone in the market what happened, so they don‟t think that I am a thief.” The boy patted the seat beside him, “Sit down Karim, let‟s talk this through. It seems that you want people to know the truth about what happened so that they don‟t think you are a thief. Jamil needs to make sure that his uncle and mother need to know the story so that they know that he didn‟t break his promise and the ball must be returned. Is there anything else?” Jamil nodded “I want him to apologise for calling me rotten.” He looked over at Karim.

Karim said slowly “I think it would be fair if we both take the ball back and we both explain not just to your mother and uncle but also to my mother who was really angry with me, so she knows I was not just running the streets. Then we should apologise to each other for the name calling.” He looked at Jamil “If you apologise for calling me a liar, I apologise for calling you rotten” he said. “Is that fair?”

Discussion Questions

When did the plan to return the football, start to go wrong?

What feelings did Karim and Jamil have then?

What words triggered the anger? What feelings did each person have then?

How did each person respond to the words said in anger?

Were any other people involved or affected by this behavior?

How did the presence of other people affect the growing argument?

What happened to Karim as a result?

What happened to Jamil?

How was their relationship affected?

What problem solving steps did they use in Part II of the story?

Story: Friends or Football?

Idris and Qasim had always been friends. Both were very good football players and they had always played in positions where they could support each other; passing the ball so that they could score a goal. For four years they had been playing together on the winning team. At school this year there was a new teacher for sports. The teacher wanted to build the skills of all the players not just the ones who were already good. He decided that one way of doing this was to choose the players for each team by random lot each time they played. That way, the skills of poorer players could be built and the teams would learn to build on the strengths of many different people. As well, nobody would always be in the poor team or be sure that they would always be on the winning team.

The first time that the teacher did this, Idris and Qasim were on opposite teams. Neither of them was happy about that! It was a much harder game than usual and the score was even with only a few minutes to go. Idris took the ball and, without thinking, passed it directly to Qasim as he had been doing for years.
Qasim kicked the ball hard and straight: a goal!! The winning goal.

Idris had forgotten that Qasim was playing on the opposite team. Then the whistle blew. The boys on Idris" team were angry with him, without that goal it would have been a tie but now they had lost.

Idris was embarrassed and angry. But he was not sure just who he was angry with; himself or Qasim. There was nothing he could say to explain to his team-mates so as soon as the bell went Idris ran out of the school yard, not waiting for Qasim.

Qasim walked home alone that day, and Idris refused to talk to him at home. The next day was not much better. Qasim walked to school alone and some other boys told him that Idris had said what a bad friend Qasim had been, to have taken advantage of a simple mistake like that in the game.

Qasim was shocked. But it was a game; what did Idris expect? That was what you did in football. Qasim started to get angry with Idris for being such a baby about this whole incident. Did such a good friendship have to end over this?

Discussion Questions

1. Why was Idris angry?

2. If you were Qasim, would you have kicked the goal?

3. Were any other people involved or affected by the negative behavior?

4. How did the presence of other people affect the growing argument?

5. What happened to Idris as a result?

6. What happened to Qasim?

7. How was their relationship affected?

8. What problem solving steps could Qasim use?

9. What problem solving steps could Idris use?

Discussion Questions

1. What makes a problem get bigger? (Remember the conflict spiral lesson?)

2. If people do not get upset and angry would the problem get worse? What makes a problem worse?

3. If the people involved in a problem all used active listening, cooperation, empathy and good problem solving skills how might they solve the problem?

4. If you are angry or stubborn how does that affect your ability to solve problems?

5. Do you have ideas for managing the emotions so they do not get in the way of a solution?

Lesson 33: What Did I Learn?

Please answer the questions below.

1. What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior).

2. What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples.

3. What do you think worked in this course? What do you think should be changed to make it better?

National School Based Peace Education Program

Student Workbook

Grades 9-10

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Lesson 1: Introduction to the Peace Education Program

Please chart the answers to the following questions in the appropriate columns below.

1. What sorts of skills do you need to minimize conflict?
2. What knowledge do you need to minimize conflict?
3. What values are needed in order to minimize conflict?
4. What behaviors are needed to minimize conflict?

Activity 2

Write your goal for peace education on the next page. Cut it out and hang it on the wall.

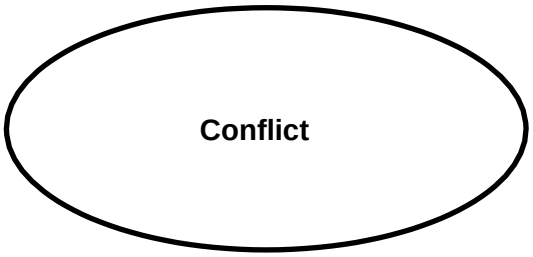
Skills	Knowledge	Values	Behaviors

Peace Education Goal

Lesson 2: Conflict Components

Activity 1

What is conflict? List words that you associate with conflict.



Discussion questions

1. What similarities and difference are there in the words you put on the web?

2. Why do you think there are both similarities and differences?

3. What do these words say about how you understand conflict (positive or negative)?

4. Do you think that the attitudes we hold about conflict affect the way we deal with conflict? Why do you think so?

5. If we did not see conflict as a threat do you think we would approach it differently?

6. Why do you think it is important for us to understand conflict?

Activity 2

List different types of conflicts:

1. Personal (within yourself)

2. Interpersonal conflict (between one or more people)

3. Local

4. National

5. International

Define Conflict:

Identify key words that fit into any of the columns and record those in the columns.

Who	What	When	Where	Why

Discussion questions

1. Why do conflicts occur?

2. Is a physical fight different than a verbal fight? What do you think is the difference between conflict and violence?

3. Why do some conflicts become violent?

4. Are there similarities among the different types of conflict (personal to international)? Are there differences? Can you list some differences?

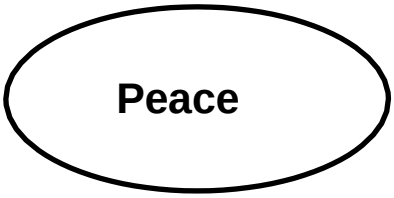
5. Can you explain ways that conflicts can have positive or constructive outcomes?

6. Have you ever successfully resolved or managed a conflict? How did you feel?

7. What skills did you use to resolve it or manage it?

Lesson 3: What is Peace?

What is peace? List words that you associate with peace.



Activity 2

Discuss and develop your definition of peace. Write your definition in the box. Cut out your definition and hang it on the wall.



Discussion Questions

1. What are the essential ingredients for peace?

2. Is conflict necessary for there to be peace?

3. Has your perspective of peace changed? In what ways?

4. What can we gain from learning about peace?

Lesson 4: Conflict and You

Complete the table by ticking whether you use the technique frequently, occasionally or rarely

	How do you usually handle conflict?			
	Technique	**Frequently**	**Occasionally**	**Rarely**
1	Avoid the person			
2	Change the subject			
3	Try to understand the other person‟s point of view			
4	Try to turn the conflict into a joke			
5	Admit you are wrong even if you do not believe it			
6	Give in			
7	Apologise			
8	Try to find out specifically where you agree and where you disagree to try to narrow the conflict			
9	Try to reach a compromise			
10	Pretend to agree			
11	Go to another person to decide			
12	Threaten the other person			
13	Physically fight the other person			
14	Whine and nag until you get your way			
15	Give in but make sure the other person knows how much you are suffering			

Sometimes we react differently depending on who the other person is in the conflict. After all, you are not likely to talk to your parents the same way as you talk to your friends.

On the next chart indicate by using the number next to the technique which techniques you use with which people.

	Techniques you use currently	Techniques you might be able to use		Techniques you use currently	Techniques you might be able to use
Parents			Teenagers		
Older people			Children		
Teachers			Friends		
Strangers			Elders		

Discussion Questions

1. What are some of the constructive ways you handle conflict?

2. What are some of the negative ways you handle conflict?

3. Why do you think we use ineffective ways of handling conflict?

4. Do the constructive ways of handling conflict work better? Why?

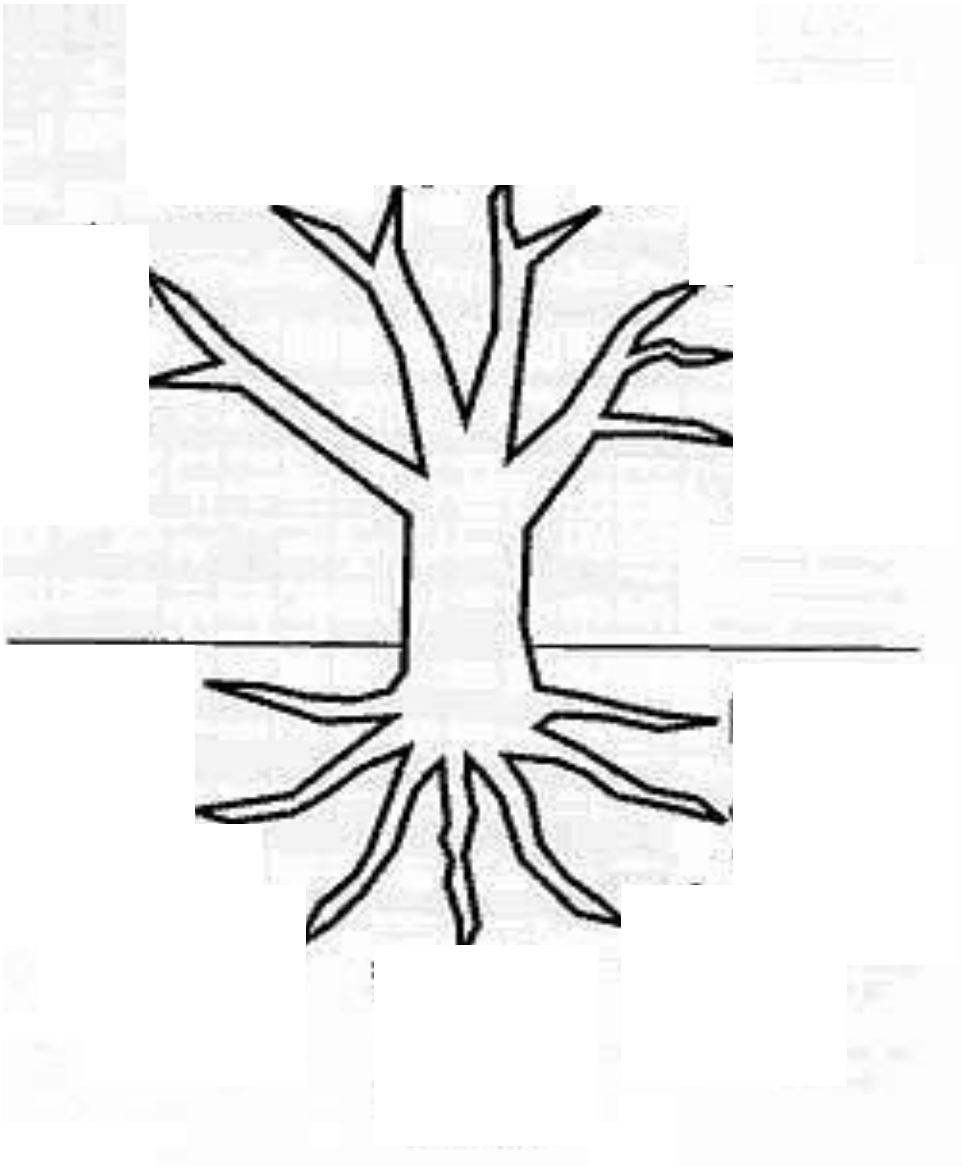
5. Do the same conflicts keep happening when we use ineffective methods?

6. Do you think we use different techniques with different groups of people? Why?

Lesson 5: Conflict Causes

Activity 1

List the most common causes of personal and inter-personal conflict on the branches of the tree.



Activity 2

List the causes of these conflicts on the roots of the tree.

Discussion Questions

Why do you think some people feel the need to insult others in a conflict situation?

Do you think perhaps they feel threatened?

Do you think that they feel that they are not as respected as they should be?

Do you think that the sense of threat or the needs for respect are root causes?

What about conflicts over material possessions or resources? What causes these conflicts? If those involved in the conflict had enough resources would there be a conflict? How can you resolve this?

Do you ever feel helpless or powerless and that it might lead you to verbally or physically act out towards the other person?

Do you think this could be a root cause of your desire to fight?

How would you address the root issue?

Lesson 6: Reducing the Causes of Conflict

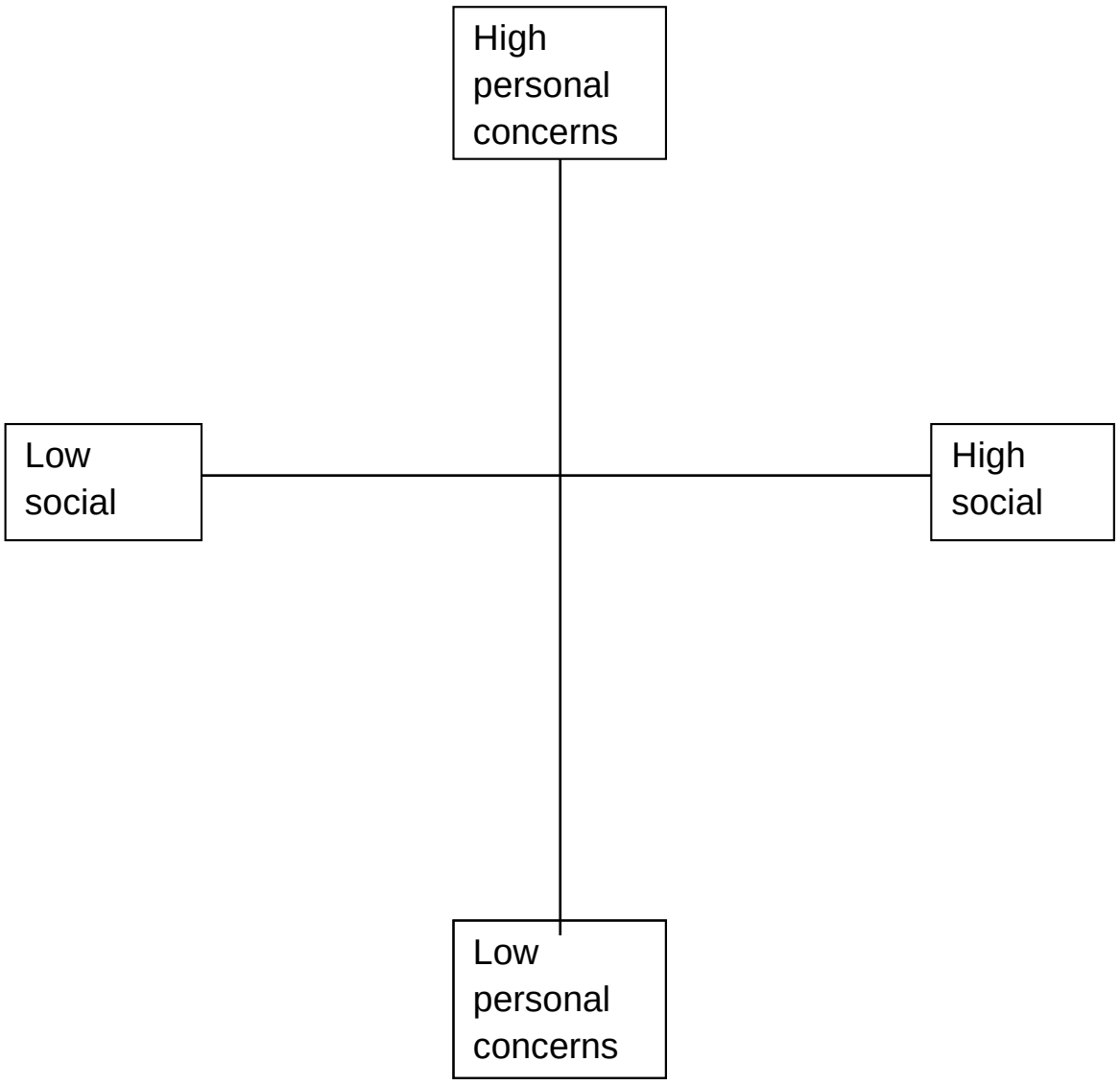
All human beings will attempt to get their needs met. If they cannot get them met in an appropriate way, they may well attempt to get them met in inappropriate ways. All negative behaviors are rooted in attempts to get one or more of our needs met (security, belonging, fun, freedom, or power). If we can identify the need, we can determine an appropriate ways to get those needs met.

List below the need that is not being met that may lead to a conflict (the roots on the tree) and then appropriate ways of getting those needs met.

Needs (the roots of the tree)	**Inappropriate attempt to get the need met**	**Appropriate way to get the need met**
Example: **Freedom (making choices)**	Shouting and insults when they cannot get their own way	The need for freedom to make choices is very important especially in adolescence. If possible discuss a joint choice to be made or an alternative situation where the freedom to choose can be fulfilled
Security (physical and mental safety)		
Belonging (loving, sharing, cooperating, fitting in with others)		
Fun (laughing, playing, finding joy in life)		
Freedom (making choices)		
Power (feeling important, being respected, having control)		

Lesson 7: Conflict Management Styles

Explain that we manage conflict according to the styles that fit our personalities, the skills that we have (although we can modify when needed if we have the skills), and according to our needs. Sometimes we care a lot about our personal goal instead of the relationship with the other person, and sometimes our personal goal is not as important as the relationship with the other person. Sometimes the needs of our community are more important to us than our own personal goal and other times our community goal is not as important to us. Sometimes we fit somewhere in between. This can be viewed like this:



Note on the graph where you see these styles fitting.

Competing
Sharks live and hunt alone. They compete with other predators for food. If sharks are threatened they will attack immediately.



Collaborating
Dolphins live in groups and support every member of the group. They look after each other.



Compromising
Foxes will compromise with where they live, what they eat and how many live together



Avoiding
A tortoise cannot attack; only defend. If threatened, a tortoise can withdraw totally into its shell.



Accommodating
A chameleon can change colour to fit in with their surroundings. They can become almost invisible to their enemies.



Competing **Win/Lose mentality** **"Do it my way or not at all"** **Focus on goal instead of relationship**	**Compromising** **Win some/lose some** **"I"ll retreat if you retreat"** **The relationship and the goal are partially important**	**Collaborating** **Win /win mentality** **"My preference is … what is your choice?"** **The relationship and the goal are high priorities**
Avoiding **Lose/lose** **Neither the relationship nor the goal are important**	**Accommodating** (Lose/Win mentality) "Whatever you say"	

Lesson 8: Listening not Just Hearing

Create your own proverb including all the elements of listening the way the Chinese symbol does.



Proverb:

Lesson 9: Effective Communication

Activity 1

Communication is a way of understanding each other and conveying information. This can be verbally (words) and non-verbally. Non-verbally can be through visuals (such as newspapers or television), or by our body language such as facial expressions, hand gestures and where and how we are standing or sitting.

The teacher will explain the activity. Observe what happens (give them a list of questions or things to be looking for when they are watching).

Observers should be thinking about:

1. What verbal and non-verbal skills do you see being used when the volunteers communicate the pictures?

2. What seems to work well?

3. What does not work as well?

Activity 2

Think about the demonstration you have just seen and then complete the table listing the advantages and disadvantages of one and two-way communication.

	One-Way Communication	**Two-Way Communication**
Advantages		
Disadvantages		

Lesson 10: Communication Barriers

Activity 1

Brainstorm a list of behaviors that prevent us from communicating effectively.

Activity 2

Develop a short skit on communication barriers. Consider the communication barriers and how you could overcome them.

Lesson 11: Overcoming Communication Barriers

Consider the skit performed in the prior lesson. List some of the barriers to communication and how they can be overcome in the chart below. Prepare a new skit that shows how a communication barrier can be overcome.

Barriers	**Strategies to overcome the barriers**

Discussion Questions

1. Did you respond to the barrier with others barriers (for example if the barrier was an insult, was there an insult in response?) Why or why not?

2. How did you feel when the barrier was there (which may be quite different to the way you acted or responded)?

3. What do you do when somebody just has barrier after barrier and does not want to communicate?

4. Do you think that giving the other person time (to rethink or to „cool down") is an effective strategy? Can you explain why?

Lesson 12: Effective Listening and Communication

The better we are at active listening, the fewer misunderstandings occur, the better we will be at conflict management. Today we will have a chance to practice our listening skills.

Use the chart below to record your observations of what the listener did well and what they might try in the future to do even better during the activity.

When it is your turn to be the observer, consider:

1. Did the listener let the person finish? Or did they interrupt?
2. Did the listener summarize the key points? Or did they miss something?
3. Did the listener summarize the key emotions or feelings?
4. Did the listener ask clarifying questions?
5. Did the listener check in with the speaker after they summarized? Did they ask if they were correct at the end or had misunderstood?
6. What body language is the listener using that makes the speaker feel they are being heard? For instance is the listener looking at the person or are they looking at something else?

Communication role	Round 1	Round 2	Round 3
What did the listener do well and what could the listener improve upon?			

What did you learn about being a good listener? Write in the box below some tips for effective listening!

Effective Listening Guidelines:

Lesson 13: The Bias Cycle

What is the definition of each of the words below?

Bias:

Stereotype:

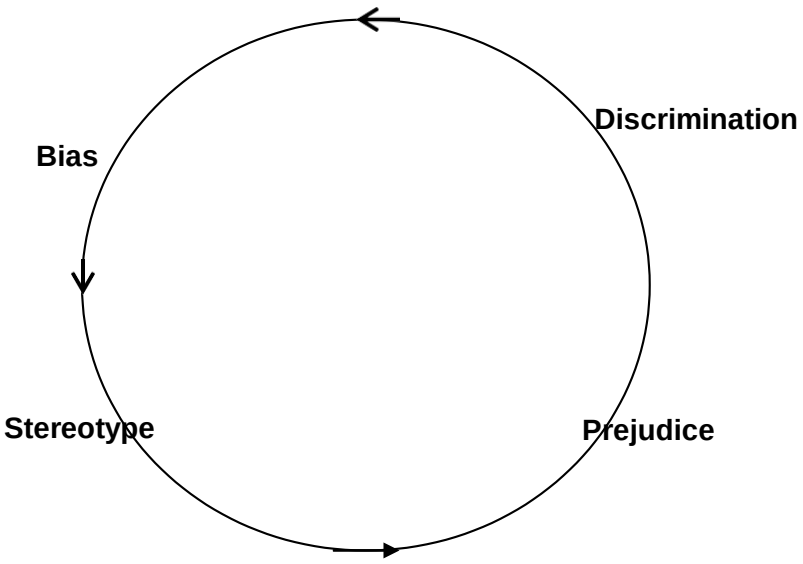
Prejudice:

Discrimination:

Chart the answers from your class discussion below.

Bias	Stereotype	Prejudice	Discrimination

Activity 2



Discussion Questions

1. If we start with bias and go down the circle to stereotype and around to prejudice and discrimination what happens at the top of the circle**.**

2. Where the cycles can can be broken?

3. How might the cycle be broken?

4. Who is responsible for breaking the cycle?

5. Why should the cycle be broken and what can you do to break the cycle in your own life?

6. Breaking the cycle of bias means that people need to be aware of their perceptions of others and to look at people and situations very objectively and to want to be fair and just. Can we have peaceful classrooms, schools or communities when we have a lot of bias, discrimination, stereotyping, or prejudice?

7. What can we do as students to help reduce bias, stereotyping, discrimination, or prejudice in the classroom, school, or the community?

Lesson 14: Emotions Board

For each story below, place your marker on the emotion board (see the next page for the board) shown by the character. Then answer the discussion questions for each story.

1. Idris saw some boys from school sitting under the tree at the market. He walked over to join them. When he was close, one boy leaned into the group and said (just loud enough to be heard) "Oh no, here comes Idris, teacher"s pet". **What might Idris be feeling?**

Discussion Questions

1. What emotion(s) did your group list?

2. Did members of your group choose the same emotions for the same scenarios?

3. Is it possible for different people to have different emotions in the same situation? Why do you think this is so?

2. Nasreen has been told by several other girls that they hope she is nominated to be a perfect because they want to vote for her. Nasreen smiles at them but mumbles that she does not think that she will be nominated. **What might she be feeling?**

Discussion Questions

1. What emotion(s) did your group list?

2. Did members of your group choose the same emotions for the same scenarios?

3. Is it possible for different people to have different emotions in the same situation? Why do you think this is so?

3. Khalid and Bashir have been working together on a research project. Bashir has worked very hard but Khalid has contributed almost nothing. Then Bashir overhears Khalid telling the teacher how much work he has done for the project and how he is hoping for a really good mark. **How might Bashir feel?**

Discussion Questions

1. What emotion(s) did your group list?

2. Did members of your group choose the same emotions for the same scenarios?

3. Is it possible for different people to have different emotions in the same situation? Why do you think this is so?

4. Mariam comes home from school only to be told that her pet kitten was run over by a car. **How might she feel?**

Discussion Questions

1. What emotion(s) did your group list?

2. Did members of your group choose the same emotions for the same scenarios?

3. Is it possible for different people to have different emotions in the same situation? Why do you think this is so?

5. Abdul is waiting outside the principal"s office, but he feels that he was not the only one at fault; several other boys were involved as well. **What might Abdul be feeling?**

Discussion Questions

1. What emotion(s) did your group list?

2. Did members of your group choose the same emotions for the same scenarios?

3. Is it possible for different people to have different emotions in the same situation? Why do you think this is so?

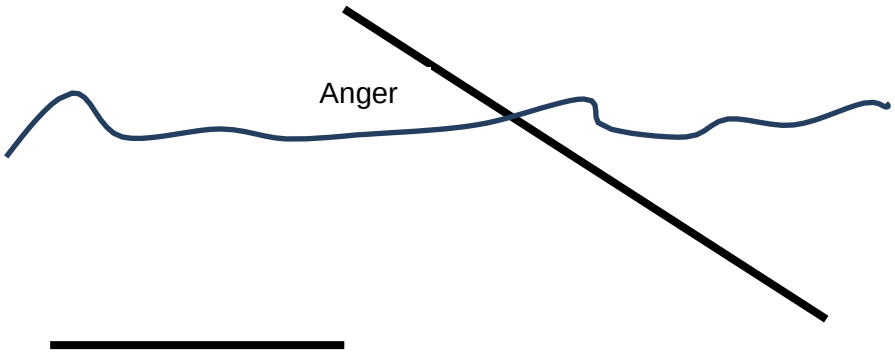
The Emotions Board

Frustrated	Afraid	Left Out
Hurt	Helpless	Rejected
Belittled	Threatened	Embarrassed
Insecure	Shy	Unsecure
Disappointed	Anxious	Jealous
Surprised	Angry	Sad

Lesson 15: Anger - The tip of the Iceberg



Remember that nearly 90% of the iceberg is hidden underwater. If we think of some emotions that we have as being like an iceberg we can see that a lot is hidden.



Note at the top of the iceberg all of the ways that you know when you look at someone that they may be angry (their non-verbal and verbal)– such as red face, clenched fists, eyebrows lowered, stomping feet, breathing rapidly, crying, yelling/raised voice, rapid questioning, throwing things, etc.

Then read and discuss each of the scenarios below.

Under the iceberg, identify the underlying feelings that may at first appear to be anger (It may actually be a combination of feelings such as frustration, hurt, embarrassment, fear, sadness, helplessness, or others)

1. Hafiza was doing her homework with her books spread over the table. Her brother Ahmad came home pushed her books aside and dropped his own books on the table instead. Then he went to the kitchen to find something to eat. Hafiza turned red but she did not say anything. Just then her baby sister toddled into the room and grabbed her leg. Iffat pushed her away saying “You are such a nuisance, go away I am trying to work”.

2. Bashir was with friends in the shade of a big tree outside the school. His young auntie came by and scolded him for hanging around out in public when his parents needed him at home to do chores. Bashir turned red and kicked at the dust and then said loudly to his friends that people should mind their own business.

3. Zinat could not find her new pen. It was a really nice pen and wrote without leaving ink splotches and without poking holes in the paper. Nobody else in school had one quite like it. Except … there was Saleema using a pen that was exactly the same as hers. Zinat went across the room and said “Hey Saleema, are you sure that is not my pen? Mine is missing and that is exactly the same” Saleema looked at her “I found this pen on the floor – finders keepers”. Zinat took a deep breath and went back to her desk, blinking away tears. She grabbed her bag, threw it over her shoulder and pushed her way through her classmates and out of the room.

4. Jalil had lost his homework. He had written it up really carefully and now when it was time to hand it in, it just wasn"t in his folder. Then he saw Najjb scribbling his name onto pages that looked exactly like Jalil"s work. Jalil could not believe it. He mumbled his excuses to the teacher but under his breath he cursed Najjb and promised him that he would pay for stealing the work.

Lesson 16: Dealing with Anger

Read the story „*Jameela's Gifts'* As you read the story, think about the emotions of the various characters described in the story and the actions that reflect that emotion.

Jameela‟s Gift

Jameela sat in the garden, singing. She loved to sit near the flowers and the vegetables and sing to them sweet songs about growing strong and beautiful. Jameela was waiting for her little brother, Ahmed, to return from the Mosque so that they could water the garden together. Then she would ask him about what he learned. Jameela missed going to school and was lonely when Ahmed was gone.

Jameela did not hear Ahmed quietly sneaking up behind her.

“Boo!” shouted Ahmed, making Jameela jump.

“Ahmed, don‟t do that! You scared me!” Jameela cried.

“Oh, Jameela, it's fun to make you jump!” Ahmed replied, playfully tugging at her shawl.

Jameela tussled his hair. “Let‟s water the garden. I‟ve been waiting for you. It‟s more fun to do it together. What did you learn at the mosque today?” Jameela asked.

“Why do you *always* ask me that, Jameela?” asked Ahmed impatiently.

“I miss my school since it closed. I don‟t get to see my friends very much anymore,” said Jameela while she filled the watering bucket.

“Yes, but you stay home and tend the garden and sing songs. I‟ll tell you what I did at the mosque if you sing a song for me,” bargained Ahmed with a grin.

“First we water. Then we play.” Jameela and Ahmed poured the water bucket into the trough together and watched the little river run toward the garden.

Suddenly, their father‟s raised voice startled them. He was yelling at their mother. Ahmed and Jameela stopped watering to listen. They looked at each other sadly.

“Jameela, Padarjan is yelling a lot,” Ahmed said quietly. “Do you think his leg is hurting?”

“Padarjan is always angry and upset since that bad day. Bibi Jan says that it will take a long time for him to be happy again,” replied Jameela. “She says that we shouldn‟t be angry with Padarjan when he yells. We should remember that he‟s sad because Uncle Yunus died. And he has to use those crutches now. I think that makes him angry, too. Bibi Jan says that Padarjan misses doing his farming. She says he has too much time and not enough work. I wish Padarjan could work again. I think he would be happy then.”

“I miss Padarjan telling me stories. Every day on the way to mosque, he used to tell me stories about the prophet Mohammed and all his companions.” Ahmed said longingly.

“Maybe we could ask Padarjan to tell us stories while we are watering in the garden,” suggested Jameela. The children continued to water, and there was silence from the house.

“Let‟s find the most beautiful tomato and bring it to Mama for tonight‟s dinner.” Jameela always felt happy when she gave gifts from the garden to her family.

As they looked through the garden, their older brother Abdullah returned from the fields. He walked with his head down, preoccupied, and did not notice the children.

“Abdullah, Abdullah,” yelled Ahmed happily jumping up from the middle of the garden. “Look at the beautiful tomato we grew for Mama! I helped to grow it! Do you like it?”

“Ahmed, I wish you wouldn‟t jump up and scare people like that. It makes me very angry. And I don‟t care about your stupid tomato!” stormed Abdullah as he walked past. “Sometimes, you are such a brat.”

Tears stung in Ahmed‟s eyes. “Sorry, Abdullah, I didn‟t mean to scare you,” said Ahmed ruefully.

“Don‟t worry, Ahmed. Abdullah is being very mean,” consoled Jameela, putting her arm around her little brother. “Abdullah, you don‟t have to make him cry just because you are in a bad mood.”

“I‟ve got more important things to worry about than tomatoes, Jameela,” admonished Abdullah, striding away.

“Well, do you think you could help us with our lessons later, Abdullah? I need some help with my writing,” asked Jameela hopefully.

“Jameela, I haven‟t got time for your lessons. I don‟t have enough time for my own. I have to do all the farm work that Dad and Uncle Yunus used to do and do my own chores. I hate those stupid animals!” Abdullah strode off angrily.

Jameela and Ahmed watched their brother sadly.

“He used to teach me reading and writing every day,” said Jameela.

“And he used to play ball with me and Uncle Yunus” Ahmed sighed. “Maybe Bibi Jan knows why Abdullah doesn‟t like us anymore.”

“Ahmed, Abdullah still loves us. But maybe Bibi Jan knows why he has changed. He‟s not the same since the landmine.” Jameela and Ahmed ran to find Bibi Jan who was sitting in the shade knitting a sweater for Jameela.

“Bibi, is my sweater almost finished?” Jameela asked excitedly, forgetting for the moment why she had come to see Bibi Jan.

“Yes, my love, soon you‟ll be wearing it.” Bibi Jan‟s voice was low and sweet and gentle. She was known throughout the village for her wise and kind words.

“That‟s a most ripe and red tomato. It must enjoy your singing, Jameela, to grow into such a fine tomato. And Ahmed, I noticed that you have been helping with the watering. You help the whole family when you help in the garden.”

“Bibi Jan, we came to ask you why Abdullah won‟t help us with our lessons anymore. He‟s always mad at us and doesn‟t spend any time with us,” said Jameela.

“Yes, and he won‟t play ball with me,” pouted Ahmed.

Bibi Jan placed her knitting on the carpet. She looked into the faces of her grandchildren. “I see that you‟re both sad that you haven‟t been able to learn and play with your big brother these last few months. This tells me that you both love him very much and that you miss the happier times we all enjoyed before. We must try to understand the sadness of others and help them to find joy again. What could you do that might help Abdullah be joyful again?”

“How did he lose his joy? When I lose my ball, I find it under the bushes or in the garden. Do you think that is where Abdullah‟s joy is?” Ahmed asked, puzzled.

Bibi Jan laughed her rich, deep laugh and put her arms around the children. “Ahmed, you might be right! Jameela, a flower from the garden placed beside Abdullah‟s books will help him to remember your love of him and the beauty of Allah‟s creations.

You and Abdullah can take a bouquet of flowers to Yunus‟ grave together and say a prayer.

And Ahmed, if you throw the ball to Abdullah, he will catch it and throw it back. Maybe he will find that it feels good to play even for just a short time, and he will begin to play ball with you again.”

“I am going to choose the most colourful and delicate flower for Abdullah right now and ask him if he wants to visit the grave with me!” Jameela ran excitedly back to the garden.

Ahmed looked sad. He rolled his ball around on the ground.

“You feel as if you have lost your friend,” suggested Bibi Jan. Ahmed nodded.

“Abdullah lost his friend, too.”

“He didn‟t lose me. I‟m still here!” exclaimed Ahmed.

“He no longer has Uncle Yunus‟ friendship. When Abdullah was little, Yunus and Abdullah used to ride together on the old bicycle to school. They used to laugh and play jokes on each other. They played ball and worked in the fields together. Now Abdullah is very sad that Uncle Yunus is dead. He feels very angry that the landmine killed his friend.”

“I know how he can feel better about Uncle Yunus!” Ahmed shouted, jumping up excitedly. “You told me that if I miss Uncle Yunus, I can remember his voice and remember all the happy times together and I can dream good dreams about him. And Bibi, I do! Every night, I think of the time we lay under the tree by the garden, just me and Uncle Yunus and Abdullah and we told stories and jokes and laughed. I am going to tell Abdullah to remember that time too!!”

“Yes Ahmed, you‟ll help him find joy again,” Bibi Jan told her grandson as he skipped off toward the house. She turned to see Jameela singing in the garden and watched as she carefully selected a flower for Abdullah. Then Bibi Jan smiled to herself and returned to her knitting.

Character	Emotions	Actions reflecting Emotion
Jameela		
Ahmad		
Merza (father)		
Abdullah		
Bibi Jan		

Then list the actions of the characters that defused anger and the techniques used. Which of these techniques could you use?

Character	Actions that defuse anger	Techniques
Jameela		
Bibi Jan		

Lesson 17: "I" Messages Poster

I MESSAGES	YOU MESSAGES
• **I feel angry.**	• **You make me angry.**
• **I am sad because you took my kite.**	• **You are bad. You took my kite.**
• **I am afraid because you threw that book at me.**	• **You are stupid for throwing that book at me.**
• **My feelings are hurt because you called me bad names. ***	• **I hate you because you are a nasty, awful person. ***

Sample: I feel_____when you_____because_____

Practice exercises:

Fill in the blanks for a "You Message" and an "I Message" for each of the following situations:

- Saber falls and trips Wali. Wali thinks Saber tripped him on purpose. What might Wali say?
- Yusuf hits Mariam and pulls her hair. What might Mariam say?
- Shahla takes Rahim' favorite book without asking. What might Rahim say?

Make "You" and "I" messages for the following examples:

- Yama's pencil falls on the floor. Mustafa tries to take it away from Yama. They start to argue over it. What might Yama say?
- Mariam and Nadia are playing together under a tree. Karima comes over and asks if she may play with them. They shout at her and tell her to go away. Karima feels sad. What might Karima say?
- Ahmad's brother tells their mother that Ahmad broke her best cooking pot, but it is not true. Ahmad feels angry. What might Ahmad say to his brother? Is there an "I" message he could say to his mother?

Lesson 18: Handling Stress

Write your definition of stress:

What are some of the signs of stress?

Divide the list into physical, emotional, spiritual and mental:

In the chart below, list what are some of the constructive ways to manage or eliminate stress?

Physical		Emotional	Spiritual	Mental
Diet	**Exercise**			

Lesson 19: Developing Empathy

Look at the quotes below. Are they descriptions of empathy?

"I call him religious who understands the suffering of others." Mahatma Gandhi	Tenderness and kindness are not signs of weakness and despair, but manifestations of strength and resolution. *Khalil Gibran-Arab Philosopher*	So when you are listening to somebody, completely, attentively, then you are listening not only to the words, but also to the feeling of what is being conveyed, to the whole of it, not part of it. *JidduKrishnamurti*	Out beyond ideas of wrongdoing, and right doing, there is a field. I will meet you there. *Jalaluddin Rumi*
"A citizen of the world in the fullest sense -- one whose vision and culture gave him a deep empathy with fellow human beings of every creed and color." *Kofi Annan*	"Without empathy there can be no genuine dialogue, and we as individuals and nations will remain isolated and alien, segregated and fragmented." *AzarNafisi-Persian scholar*		"No one cares how much you know, until they know how much you care" *Theodore Roosevelt*

Develop a definition or saying that describes empathy:

In your readings of the Journey of Peace stories, which character had the most empathy? What actions did they show that made you choose them?

Lesson 20: Perceptions

What do you see in the picture below?

Perception - I



Perception - II



Answer: Look closely, you should be able to see a rabbit and a duck.

Lesson 21: Trust Circle

The teacher will explain the activity.

Discussion Questions

1. What happened to your circle?

2. Did you not really trust that there would be somewhere to sit (and so the circle fell down)?

3. What did you learn about trust during this exercise?

4. Can you think of examples in your own life where it was important to trust someone?

5. Is trust important to co-operation or making peace? Why? Why not?

6. Do discussions with friends and family require you to trust them when taking advice about nutrition, fashion, books to read, taking drugs?

Lesson 22: Trusting Others

What does trust mean?

Look at the list of people below and next to each one, write whether you trust that person and why.

Person	Do you trust this person? Why are they trusted?
Mother	
Tailor	
Best friend	
Grandmother	
Village‟s Wise woman	
Father	
Grandfather	
Teacher	
Person who talks about you behind your back	
Bus driver	
Student from the neighbouring school who smiles at you sometimes when you see them	
Orange seller in the market	
Stranger in town	
Baker	
School Principal	
Your Mosque‟s Imam	

Discussion Questions

1. Who do you trust more than anybody? Why?

2. Is there a difference between faith and trust?

3. Do you trust people you do not know? Why?

4. With people you do not know – do you trust them with small things first and then later on with bigger things? Why do you think we do this?

5. What level of trust do you have for people who have betrayed you?

6. What would it take for you to trust them again?

7. If you really like someone is it harder or easier to trust them? Why do you believe this?

8. What about yourself? Can you be trusted? Have you ever broken trust with somebody? How did you feel?

9. Would you agree that if you are trustworthy then you tend to trust others? Why or why not?

10. In what ways do you think that trust helps us in peacemaking?

Lesson 23: Co-operation

The teacher will explain the activity.

Discussion Questions

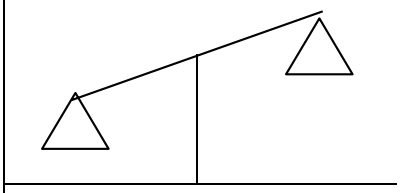
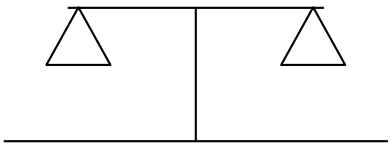
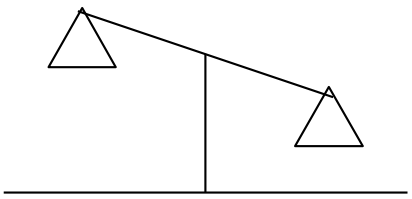
1. What did you do to help others who were trying to get onto the newspaper?

2. How did you try to get on (and stay on) the paper?

3. How much help did people need to stay on the paper? Were people held on? Did people stand on other people"sfeet?

Lesson 24: Assertiveness

From the „choices" column choose the behaviors that best explain the three behaviors and put them into the correct boxes

Scales	Demonstrated Behavior	Choices
	Aggressive	• Stands up for their own rights without caring for the rights of others. • Expresses themselves clearly and honestly. • Takes no action to assert their own rights • Makes sure that they are okay no matter what happens to others • Remains silent • Doesn"t blame the other person • Gives in to what others want • Listens to what the other person is saying • Apologizes more than is needed • Accuses and blames others • Respects themselves and the other person • Does not show concern for the other persons point of view or denigrat the views of others. • Stands up for their own rights while acknowledging the rights of othe • Puts others before self at their own expense • Separates the problem and the person
	Assertive	
	Submissive	

Lesson 25: Practicing Assertiveness

In the columns below, list all of the appropriate ways that you might say no in the situation listed on the left.

Situation: Being pressured to …	**Appropriately assertive way to say no**
wear inappropriate clothes	
Laugh at and exclude somebody from a different tribal group	
wear make-up (without permission from parents)	
Say mean/cruel things to someone who is disabled	
Leaving school before it is over	
going to tea shops that are really bars or places that your parents don"t want you to go	
smoking or drinking alcohol	

Lesson 26: Learning How to Disagree Constructively

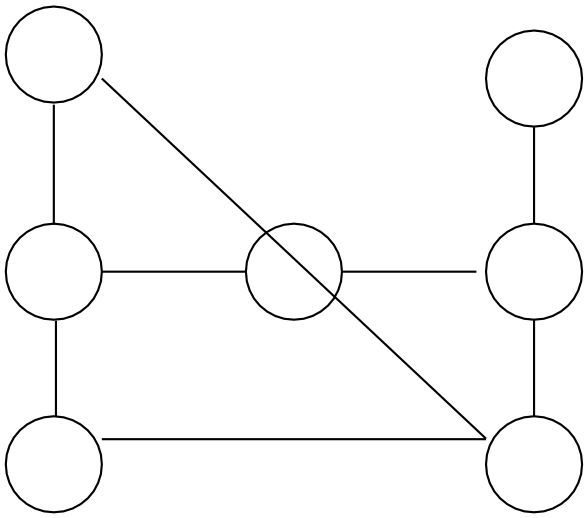
In the left hand column, list all of the ways you can think of that anger is expressed. In the right hand column, list all of the possible consequences if anger is expressed that way.

How anger is expressed	Possible consequences
Example: Sulking (Not talking to the person)	The disagreement is never clarified It becomes worse even without anything being said. It leaves the sulker feeling alone.

Lesson 27: Puzzles for Problem Solving

Activity 1

Put the numbers 1, 2, 3, 4, 5, 6, 7into the circles so that the circles that are connected all add up to 12



Activity 2

Join the 9 stars using only four straight lines. Each star must be bisected by a line.

Discussion Questions

1. Was the problem difficult? If yes, why?

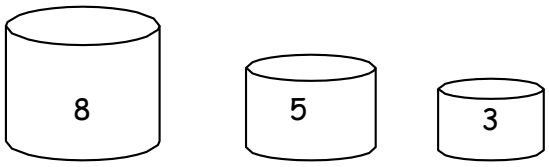
2. Who thought that the lines should be in a square?

3. Was this an assumption (did you just suppose that this must be so even though it was not in the instructions?)

4. Did this stop you from solving the problem?

Lesson 28: Puzzles for Problem Solving II

Two men are carrying a pot with 8 litres of oil in it. As well they have an empty 5-litre container and an empty 3-litre container. There are no markings on the containers. At the end of their journey they must divide the oil equally so that they are each carrying four litres. How do they do it?



Lesson 29: Steps to Problem Solving

With the problem your teacher provided, brainstorm ad many solutions as possible. Remember when brainstorming that you should:

1. List as many ideas as possible – funny, creative, etc. All ideas are accepted now.
2. Keep to the time limit
3. Don"t judge ideas yet. All answers are accepted now.

Brainstormed List

Next, evaluate the list you brainstormed. What might work best from the list? What are the consequences of each idea, if any? After you have evaluated your list above, pick a solution that you think would work best.

Write you best solutions to the problem:

Next, review the "6 Steps to Problem Solving" below.

Based on this list, would you still propose the same solution?

6 Steps to Problem Solving

1. Look at the problem objectively, without concentrating on the personalities involved. Focus on the problem –not the person.

2. Actively listen to the other person – listen using verbal (spoken) and non-verbal skills (body language) that help the other person feel they are being listened to and understood.

3. Concentrate on responding to interests (of the other person) not positions (i.e. not their perceived status, or emotional state). Focus on "why" someone wants something (their interest) versus "what" they want (their position).

4. Find as many options as possible to answer the other person‟s interests. Brainstorming could be one way to do this with the other person.

5. Be as objective as possible.

6. Seek a „win-win‟ solution – a solution that ideally meets all of the other person‟s interests and your own. If that is not possible, try and get as many interests met as possible for both people.

Discussion Questions

1. What makes a problem get bigger? (Remember the conflict spiral lesson form grades 7 – 8?)

2. If people do not get upset and angry would the problem get worse? What makes a problem worse?

3. If the people involved in a problem all used active listening, co-operation, empathy and good problem solving skills how might they solve the problem?

4. If you are angry or stubborn how does that affect your ability to solve problems?

5. Do you have ideas for managing the emotions so they do not get in the way of a solution?

Lesson 30: Problem Solving Guidelines

Story: What is the Conflict?

Jamil and Kareem saw each other at the market in town once each month. Jamil‟s mother sold vegetables that their whole family helped to grow. Kareem‟s mother made beautiful baskets to sell. Both mothers needed the money to buy things that their families needed.

Kareem and Jamil each helped their mothers to carry goods to the market and they also had to help carry things home after market, but during the morning their help was not needed. Lots of boys who helped their parents stayed at the market all day and played games. Jamil was shy, but one day he asked Kareem if he would like to play. Kareem said, “Yes, but I don‟t know what we can play. I‟d like to practice football, but we don‟t have a ball.” Jamil had an uncle who lived close by and he had a proper leather ball that perhaps they could borrow.

Jamil asked Uncle Raashid if they could borrow the ball. Uncle Raashid said, “It is the only ball and I have to take it to the game tonight. Will you bring it to me by evening?” Jamil laughed with joy. “Oh, yes,” he said, “That will not be a problem. I promise I will get it bring it to the field where you play before the game starts.

Jamil and Kareem asked some of the other boys if they wanted to play and the group played hard for an hour or so and had great fun. They were very tired, and threw themselves down in the shade of the biggest tree. Kareem and Jamil began to talk and soon became good friends.

Jamil‟s mother did not have such a good day at the market. Nobody seemed interested in vegetables and Jamil was called away from resting in the shade to carry the vegetables on a big tray around the market so that people might buy. It was getting later and the sun was low in the sky but still the vegetables weren‟t all sold.

Jamil started to worry that it was time for Uncle Raashid‟s football game to start and he hadn‟t had time to run to the football field. Kareem offered to take the ball to the field as his mother was just buying the last of the food she needed. Jamil was very relieved. “Thanks Kareem, that is a big help.” He told Kareem how to get to the football field.

Kareem took the ball and ran off but he couldn‟t find the field. He asked everybody he met but all the directions were very different and he became very confused. It was no good, it was starting to get very late and the sun was setting but still Kareem could not find the field. Finally he ran as hard as he could back to the market to find Jamil and get the directions again, but Jamil had gone. Everybody had gone except for Kareem‟s mother who was very angry that she had to wait and worry.

Next market day, Uncle Raashid came to the stall where Jamil‟s mother was selling her vegetables. He was very upset and took Jamil aside. He said that he was humiliated at the soccer game because he didn‟t have the ball. The team had to play with a poor quality plastic ball and lost the game. Everyone blamed Raashid, and Raashid blamed Jamil for being lazy and careless with a promise.

Jamil"s mother overheard the conversation and was shocked that Jamil had broken a promise. This would cause trouble in the family and that would be very bad for everybody. She apologised to Uncle Raashid and told Jamil never to leave her side again while they were at the market.

Kareem came with some of the other boys to the vegetable stall, to see if Jamil could play. But Jamil bunched his fists hard and yelled at Kareem, "Why did you steal my uncle"s football? I trusted you and you turned out to be a thief!"

"I"m not a thief!" screamed Kareem. "You are the rotten one. You gave me bad directions and then when I came back you had gone! I was late getting back to the market and my mother was furious! I spent ages, running all over this town looking for your uncle."

Kareem and Jamil scowled at each other and Kareem turned away feeling angry that Jamil would think badly of him when he had tried so hard. Jamil was angry because his uncle and his mother were both angry with him. The two boys turned away from each other upset and distrustful, thinking the worst of each other.

One of the other boys stepped between them. "Wait you two, why don"t you talk about this? It seems there was just a misunderstanding."

Jamil turned back "What is there to talk about? I thought he would do what he said and he didn"t and now there are big problems in my family."

Part 2

The new boy turned to Jamil" mother "Please Mama, can Jamil come and have a soda with us so we can try to fix this?" Jamil" mother nodded and smiled. The boy turned back to Jamil "Come on Jamil, let"s have a soda and talk about this properly."

Jamil was still looking angry but he nodded and the three boys went off together. When they were sitting in the shade with a soda each, the new boy said, "Okay, there was obviously a problem last market day, do you want to talk about it and try to see what happened?" Jamil and Kareem both nodded silently. Then Kareem said, "I think you should stay and help us to talk this through." The boy smiled, "What do you think Jamil?" Jamil nodded.

"Jamil, can you tell us what happened?" asked the boy quietly. Jamil took a deep breath and told the whole story including how angry his uncle had been that morning. Kareem opened his mouth to interrupt but the boy put his hand on Kareem"s arm and said: "In a minute Kareem, you can tell what happened from your side."

Kareem then told how he had tried to find the field and how he had run all the way back to the market looking for Jamil and how angry his mother had been. The boy nodded and said "It seems that both of you had your family angry at you even though you were trying to do the right thing". Both boys nodded. "How do you feel now?" asked the boy. Both boys mumbled that they were not so angry anymore as they could see what had happened. "So, now what do we need to do to fix this?"

Jamil looked up, “My uncle, we need to make sure he gets his ball back and then, I suppose we should explain what happened and tell him that we are sorry” he said. Kareem nodded. “I brought the ball with me, because I couldn‟t leave it with anyone. But I want him to know that it wasn‟t my fault. I really tried to give it back.” Jamil nodded, “I want him to know that it wasn‟t my fault either, I didn‟t break my promise but I had to obey my mother. None of this would have happened if we knew this town better, or if my mother had sold all her vegetables early.”

The boy nodded at both Jamil and Kareem. “So, first we need to return the ball, then we need to explain to your uncle how you both tried. Is there anything else we need to do to fix things?” Kareem kicked his feet in the dust. “I don‟t want to be called a thief and in front of everyone in the market. It is an insult.” Jamil looked up angrily, but closed his mouth hard and waited. The boy smiled at him and said: “Well Jamil what else do you think should happen?” Jamil shrugged and said “I don‟t want to be insulted either, but, but, well, I was really angry because both my mother and my uncle were angry with me and now it is my fault that there are problems in the family. But I guess I should not have called you a thief, although you did take the ball.” Kareem jumped to his feet “Only because there was nothing else I could do! I was in trouble too you know” he shouted. “I think we should go back and tell everyone in the market what happened, so they don‟t think that I am a thief.” The boy patted the seat beside him, “Sit down Kareem, let‟s talk this through. It seems that you want people to know the truth about what happened so that they don‟t think you are a thief. Jamil needs to make sure that his uncle and mother need to know the story so that they know that he didn‟t break his promise and the ball must be returned. Is there anything else?” Jamil nodded “I want him to apologise for calling me rotten.” He looked over at Kareem.

Kareem said slowly “I think it would be fair if we both take the ball back and we both explain not just to your mother and uncle but also to my mother who was really angry with me, so she knows I was not just running the streets. Then we should apologise to each other for the name calling.” He looked at Jamil “If you apologise for calling me a liar, I apologise for calling you rotten” he said. “Is that fair?”

Discussion Questions

When did the plan to return the football, start to go wrong?

What feelings did Kareem and Jamil have then?

What words triggered the anger? What feelings did each person have then?

How did each person respond to the words said in anger?

Were any other people involved or affected by this behavior?

How did the presence of other people affect the growing argument?

What happened to Kareem as a result?

What happened to Jamil?

How was their relationship affected?

What problem solving steps did they use in Part II of the story?

Story: Friends or Football?

Edris and Wasim had always been friends. Both were very good football players and they had always played in positions where they could support each other; passing the ball so that they could score a goal. For four years they had been playing together on the winning team. At school this year there was a new teacher for sports. The teacher wanted to build the skills of all the players not just the ones who were already good. He decided that one way of doing this was to choose the players for each team by random lot each time they played. That way, the skills of poorer players could be built and the teams would learn to build on the strengths of many different people. As well, nobody would always be in the poor team or be sure that they would always be on the winning team.

The first time that the teacher did this, Edris and Wasim were on opposite teams. Neither of them was happy about that! It was a much harder game than usual and the score was even with only a few minutes to go. Edris took the ball and, without thinking, passed it directly to Wasim as he had been doing for years.
Wasim kicked the ball hard and straight: a goal!! The winning goal.

Edris had forgotten that Wasim was playing on the opposite team. Then the whistle blew. The boys on Edris" team were angry with him, without that goal it would have been a tie but now they had lost.

Edris was embarrassed and angry. But he was not sure just who he was angry with; himself or Wasim. There was nothing he could say to explain to his team-mates so as soon as the bell went Edris ran out of the school yard, not waiting for Wasim.

Wasim walked home alone that day, and Edris refused to talk to him at home. The next day was not much better. Wasim walked to school alone and some other boys told him that Edris had said what a bad friend Wasim had been, to have taken advantage of a simple mistake like that in the game.

Wasim was shocked. But it was a game; what did Edris expect? That was what you did in football. Wasim started to get angry with Edris for being such a baby about this whole incident. Did such a good friendship have to end over this?

Discussion Questions

Why was Edris angry?

If you were Wasim, would you have kicked the goal?

Were any other people involved or affected by the negative behavior?

How did the presence of other people affect the growing argument?

What happened to Edris as a result?
What happened to Wasim?

How was their relationship affected?

What problem solving steps could Wasim use?

What problem solving steps could Edris use?

6 Steps to Problem Solving

Look at the problem objectively, without concentrating on the personalities involved. Focus on the problem –not the person.

Actively listen to the other person – listen using verbal (spoken) and non-verbal skills (body language) that help the other person feel they are being listened to and understood.

Concentrate on responding to interests (of the other person) not positions (i.e. not their perceived status, or emotional state). Focus on “why” someone wants something (their interest) versus “what” they want (their position).

Find as many options as possible to answer the other person‟s interests. Brainstorming could be one way to do this with the other person.

Be as objective as possible.

Seek a „win-win‟ solution – a solution that ideally meets all of the other person‟s interests and your own. If that is not possible. Try and get as many interests met as possible for both people.

Lesson 31: Human Rights - Rights or Wants?

What are human needs?

What is the difference between needs and wants?

What are physical needs?

What are mental and emotional needs?

What are spiritual needs?

Discussion Questions

1. Is the Universal Declaration of Human Rights, a response to needs or wants?

2. If almost every country in the world has signed the UDHR and many of the protocols that are attached to it, why are human rights not observed?

3. Is culture, tradition or religion a reason or an excuse for non-observance of human rights?

4. What makes you think so?

Lesson 32: Rights and Obligations

Read the Universal Declaration of Human Rights. List the obligations we have as human beings to ensure that these rights are implemented.

Rights	Obligations
All Human beings are free and equal in dignity and rights.	
All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.	
Right to life, liberty and security of person	
Freedom from slavery	
Freedom from torture	
Right to be treated equally by the law	
Right to equal protection by the law	
Right for all to effective remedy by competent tribunal	
Freedom from arbitrary arrest.	
Right to fair public hearing by Independent tribunal.	
Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defence .	

Right to privacy in home, family and correspondence.	
Freedom of movement in your own country and the right to leave and return to any countries.	
Right to political asylum in other countries.	
Right to nationality.	
Right to marriage and family and to equal right of men and women during and after marriage.	
Right to own property.	
Freedom of thought and conscience and religion.	
Freedom of opinion and expression and to seek, receive and impart information.	
Freedom of Association and assembly.	
Right to take part in and select government.	
Right to social security and realisation of economic, social and cultural rights.	
Right to work, to equal pay for equal work and to form and join trade unions.	
Right to reasonable hours of work and paid holidays.	

Right to adequate living standard for self and family, including food, housing, clothing, medical care and social security.	
Right to education.	
Right to participate in cultural life and to protect intellectual property rights.	
Right to social and international order permitting these freedoms to be realized.	
Each person has responsibilities to the community and others as essential for a democratic society.	
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein .	

Disclaimer: Your rights made simple is given only as a guide. For an exact rendering of each principle please refer to www.unric.org. Due to difficulties in Translation, the original Article 30 was used in all simplified versions.

Lesson 33: What Did I Learn?

Please answer the questions below.

1. What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior).

2. What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples.

3. What do you think worked in this course? What do you think should be changed to make it better?

National School Based Peace Education Program

Student Workbook

Grades 11-12

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Lesson 1: Introduction to Peace Education

Activity 1

Please chart the answers to the following questions in the appropriate columns below.

1. What sorts of skills do you think should be taught in a peace education course?
2. What knowledge do you think should be taught in a peace education course?
3. What values do you think should be taught in a peace education course?
4. What behaviors do you think should be taught in a peace education course?
5. What aspects of citizenship do you think should be taught in a peace education course?

Skills	Knowledge	Values	Behaviours	Citizenship

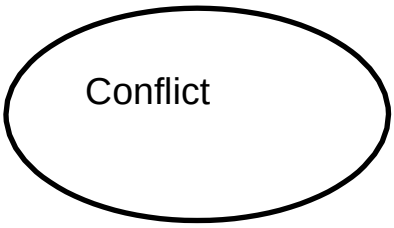
Activity 2

Write your goal for this peace education course. Cut it out and hang it on the wall.

Lesson 2: Peace and Conflict

Activity 1

Write four or five words that you think of when you think of conflict and connect them to the word in the center circle. Then connect all related words together, such as emotions, current affairs, etc.



Discussion Questions

1. What similarities and differences are there in the words you put on the web?

2. What do these words say about how you feel about conflict (positive or negative)?

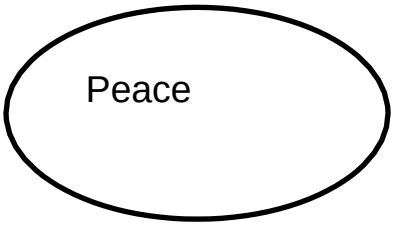
3. Do you think that the attitudes we hold about conflict affect the way we deal with conflict? Why do you think so?

4. If we did not see conflict as a threat do you think we would approach it differently?

5. Why do you think it is important for us to understand conflict?

Activity 2

Write four or five words that you think of when you think of peace and connect them to the word in the center circle. Then connect all related words together, such as emotions, current affairs, etc.



Lesson 3: Defining Conflict and Peace

Activity 1

Define Conflict:

Identify key words that fit into any of the columns and record those in the columns.

Who	What	When	Where	Why

Activity 2

Define Peace:

Identify key words that fit into any of the columns and record those in the columns.

Who	What	When	Where	Why

Discussion Questions

1. What are the essential ingredients for peace?

2. Is conflict necessary for there to be peace?

3. Has your perspective of peace changed? In what ways?

4. What can we gain from learning about peace?

Lesson 4: Conflict and You

Complete the table by ticking whether you use the technique frequently, occasionally or rarely

	How do you usually handle conflict?			
	Technique	**Frequently**	**Occasionally**	**Rarely**
1	Avoid the person			
2	Change the subject			
3	Try to understand the other person‟s point of view			
4	Try to turn the conflict into a joke			
5	Admit you are wrong even if you do not believe it			
6	Give in			
7	Apologise			
8	Try to find out specifically where you agree and where you disagree to try to narrow the conflict			
9	Try to reach a compromise			
10	Pretend to agree			
11	Go to another person to decide			
12	Threaten the other person			
13	Physically fight the other person			
14	Whine and nag until you get your way			
15	Give in but make sure the other person knows how much you are suffering			

Sometimes we react differently depending on who the other person is in the conflict. After all, you are not likely to talk to your parents the same way as you talk to your friends.

On the next chart indicate by using the number next to the technique which techniques you use with which people.

	Techniques you use currently	Techniques you might be able to use		Techniques you use currently	Techniques you might be able to use
Parents			Teenagers		
Older people			Children		
Teachers			Friends		
Strangers			Elders		

Discussion Questions

1. What are some of the constructive ways you handle conflict?

2. What are some of the negative ways you handle conflict?

3. Why do you think we use ineffective ways of handling conflict?

4. Do the constructive ways of handling conflict work better? Why?

5. Do we handle conflicts in particular ways because of expectations others may have of us?

6. Do the same conflicts keep happening?

7. What does this tell you?

8. Do you think we use different techniques with different groups of people? Why?

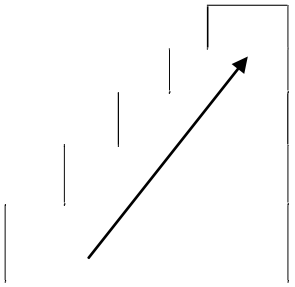
9. Is this appropriate? Why do you think so?

10. Have you learned more appropriate ways of dealing with the varying conflicts in your life? Please describe.

Lesson 5: Escalation of Conflict

If we do not resolve a conflict or disagreement or misunderstanding, it has the potential to get worse, moving up one step at a time just as an escalator or stairs moves you upward.

Read the story assigned by your teacher. Then draw an escalator/or stairs. Chart the conflict on the stairs/escalator either on the chalk board or on a piece of paper.



On the incline/perpendicular line of the stair/escalator, write the feeling or emotion that is leading to the escalating behavior.

On the stair itself, the horizontal line, write the behavior that is a result of the feeling or emotion.

Then complete the discussion questions.

Story 1.

Waseema and Yasmine were working together on a joint project. Yasmine did most of the research because Waseema had family responsibilities but now it is necessary for the girls to work together to discuss and work out what direction their project will take Waseema does not understand the work that Yasmine completed.. Yasmine was angry because it seemed that now she had done all the research and Waseema just wanted her to do all the rest, even writing the whole project.

Yasmine accused Waseema of being lazy. Waseema accused Yasmine of being arrogant and a know-it-all just because she had time to sit in the library and didn‟t have home responsibilities as she did. Yasmine gave the work to Waseema and said she should go through all the notes and start writing if they were not to fail their assessments. She said it was time Waseema spent SOME time in the library.

Waseema read everything. She put red marks all over the notes saying that the project did not make sense and the material did not support the project topic. She gave it back to Yasmine saying that probably they would fail because the work was so bad.

Yasmine was furious. All that work and Waseema just scribbled/crossed out everything. She had not contributed to the project and now all she did was criticise the work.

She was red-faced and furious and went immediately to the teacher asking for an extension and saying she would have to work alone as Waseema refused to do any work. The teacher was shocked and asked what was really wrong.

1. What do you think was the initial cause of the conflict?

2. State each action that escalated the conflict. With each action you list, write next to it what feeling or emotion is leading to each escalating behavior?

3. What could be done differently to stop the conflict from escalating? What could Waseema do differently? What could Yasmine do differently?

4. Based on the different actions you noted in the question above, how would that effect the emotional response of Waseema? What about Yasmine? How does that change in emotion then affect the behavior?

5. What could a third party do to help stop it from escalating: such as a teacher, parent, or another student?

Story 2

Abbas and Khalid had been close friends all through school. One day Abbas came to school saying that he was leaving school immediately. Khalid was shocked. They had both worked so hard for so long. And they were so close to finishing. Their final exams were only a few months away. He told Abbas that he was stupid and that he had wasted years of his life by stopping now. He grabbed Abbas by the arm and said how unfair it was as they had always worked together especially with the really difficult science subjects.

Abbas shook off Khalid"s arm. He was furious. He swung away from his old friend and shouted over his shoulder that it was none of Khalid"s business what Abbas did. He was red in the face and shouting. He accused Abbas of being a friend only for the help he had received

Khalid ran after Abbas and grabbed him by the shoulder and punched him. It was such an insult that Abbas should say such a thing after a lifetime"s friendship.

Abbas wiped away the blood from his nose and sneered. He told Khalid that he was going into a great job with his uncle and Khalid knew nothing. Khalid stood very still. He was heart sick. Abbas must have been planning this for months and yet he had said nothing. He felt completely betrayed. Their friendship was surely at an end.

1. What do you think was the initial cause of the conflict?

2. State each action that escalated the conflict. With each action you list, write next to it what feeling or emotion is leading to each escalating behavior?

3. What could be done differently to stop the conflict from escalating? What could Khalid do differently? What could Abbas do differently?

4. Based on the different actions you noted in the question above, how would that effect the emotional response of Khalid? What about Abbas? How does that change in emotion then affect the behavior?

5. What could a third party do to help stop it from escalating: such as a teacher, parent, or another student?

Story 3

Sajid and Waseem were brothers. Sajid was older by two years and so it was right that he should marry first. There was a girl from a good family who had the most beautiful eyes and dainty fine hands and feet. Sajid had already talked to his parents and was working hard so that the girl‟s parents would think favourably of him.

Waseem came into the house one day smiling and smiling. He had been out wandering around the market for several hours. He punched Sajid lightly on the shoulder.
“Congratulate me brother” he said laughing.
“You know the pretty girl we have both admired for so long? Well I have been talking to her at the market and her brother introduced me to her father. I have asked for her to marry me.”

Sajid was so shocked he could say nothing for a minute. But Waseem knew that he wanted to marry the girl. How could he do such a thing? Sajid turned to Waseem with such a black look on his face that Waseem took a step back.“How could you do that? How could you betray me? Waseem laughed.“I got there first, that‟s all”.
Sajid felt humiliated and hurt. His own brother had cut him out. He had behaved dishonourably and now the girl was lost to Sajid forever.

He turned away from Waseem.“You have split this family into two. I will never forgive you for this. It was my right and you have usurped it. You are no longer my brother”.

Waseem lost his temper. He yelled and cursed Sajid, calling him names and insulting the careful way that Sajid planned and worked. He tried to grab at Sajid‟s arm. Their mother stopped them. “What happened?” she asked:

1. What do you think was the initial cause of the conflict?

2. State each action that escalated the conflict. With each action you list, write next to it what feeling or emotion is leading to each escalating behavior?

3. What could be done differently to stop the conflict from escalating? What could Waseem do differently? What could Sajid do differently?

4. Based on the different actions you noted in the question above, how would that effect the emotional response of Waseem? What about Sajid? How does that change in emotion then affect the behavior?

5. What could a third party do to help stop it from escalating: such as a teacher, parent, or another student?

Activity 2

Discussion Questions

1. How do emotions influence whether the conflict escalates/goes up or whether it stops or even goes down? How do we prevent a conflict from escalating?

2. When is the best time to stop a conflict from escalating?

3. What could have been done in this story to stop the conflict from increasing/escalating?

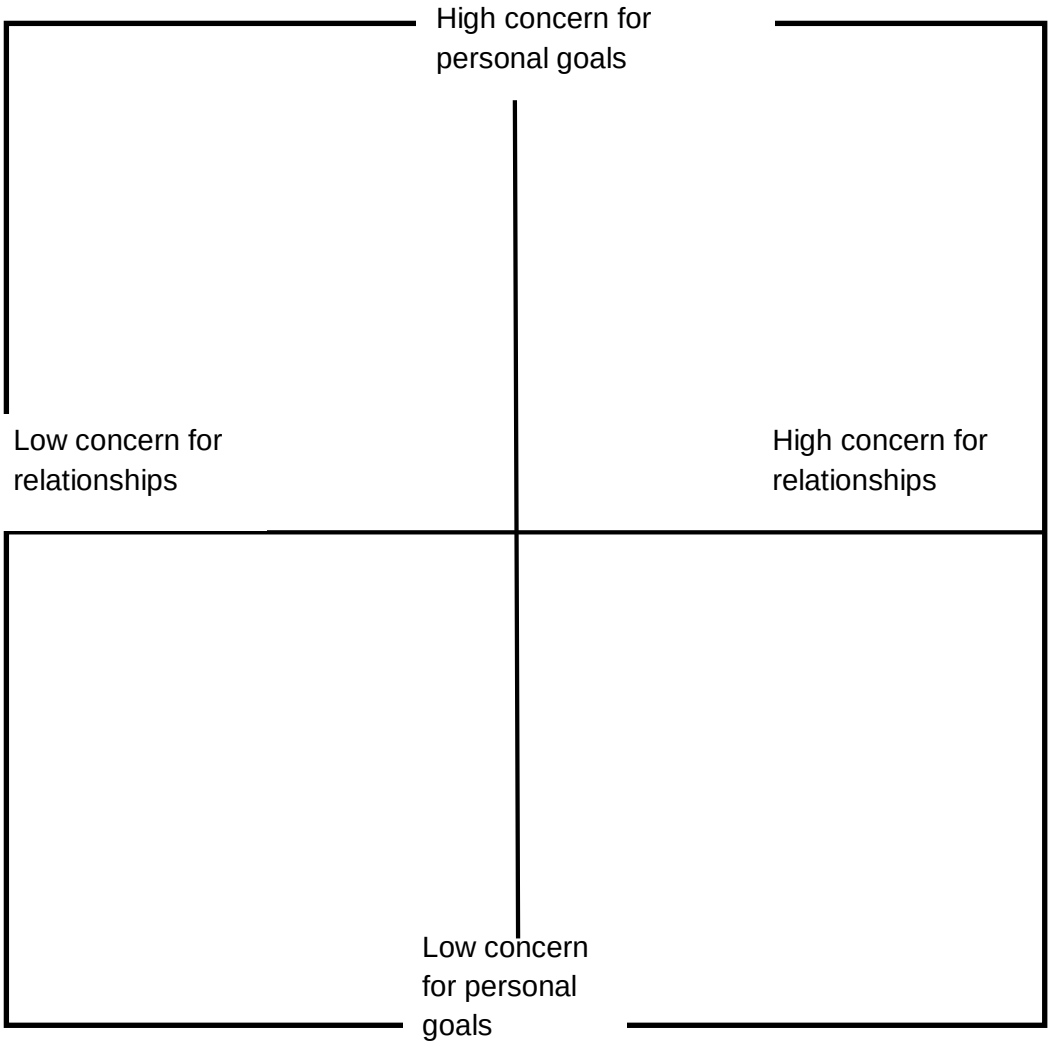
4. What could each person do differently (change of behavior) to potentially change the emotional response of the other person, leading to a change in their behavior?

5. What could a third party do to help at an early stage in the conflict: maybe a teacher, parent, or another student?

6. How would that behavior change the feelings/emotions of each party potentially?

Lesson 6: Conflict Management Styles

Mark on the grid what style you think you generally use when responding to conflict.



Discussion Questions

1. What sort of personality fits into the top right hand quadrant?

2. What fits into the top left hand quadrant?

3. What about the bottom right and left quadrants respectively?

Cut out the conflict management style boxes and place them where you think they fit on the grid on the previous page.

Conflict Management Style				
Accommodating	**Compromising**	**Competing**	**Avoiding**	**Collaborating**
Lose/win mentality "Whatever you say" The relationship is most important and the goal is not important.	**Win some/lose some** "I'll retreat if you retreat" The relationship and the goal are partially important	**Win/Lose mentality** Focus on goal instead of relationship.	**Lose/lose** "I don't know about any conflict" Neither the relationship nor the goal is important.	**Win /win mentality** "My preference is … what is your choice?" The relationship and the goal are high priorities.
Potential Strategies				
Accommodating Allows the other person to make the decision as the goal does not matter to them.	**Compromising** Bargain A little something for everyone Some interests or needs are met for each person while attempting to also keep a civil relationship. "Split the difference"	**Competing** Coerce Outwit Control	**Avoiding** Ignores Withdraws Delays	**Collaborating** Gathers information Looks for alternatives to get everyone's needs met Welcomes open communication and discussion Uses strategies that help keep a positive relationship and also achieve the goal meeting each person's interests.
Leadership Style				
Accommodating Needs to please everybody Easily swayed	**Compromising** Relationship and gals are important, but due to time and/or limited resources perhaps not everyone will get everything they need/or want.	**Competing** Authoritarian Reacts to crisis Power derives from position	**Avoiding** Passive Timid Withdrawn	**Collaborating** Process oriented Open to change and growth Communicates freely and openly Can manage controversy to work towards addressing their concerns Good planner Looks at all options – Builds consensus Quick to delegate Power derives from competence and trust

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Lesson 7: Modifying Conflict Management Styles

Activity 1

In the grid below, write what conflict management style might be best to use. Your choices are: Accommodating, Avoiding, Competing, Collaborating, and Compromising.

Style is best when …	**Conflict management style**
When the issue is trivial to you When there is no long-term relationship. When you have little power	
When there are limited resources When there are no means to increase the resources. When time is short	
Where issues and relationships are both significant When there is a long term relationship. When the issue is complex and requires creativity Co-operation is important Ability to address most if not all concerns Ability to reach solution all can own	
When the goal/issue is not important to you When the relationship is all important When you are the lower party in a serious power imbalance When you want to build trust with the other by demonstrating a protection of their interests. When you are powerless	
An emergency where action needs to be taken immediately – when it is a matter of law, ethics, safety, or rules. When the other will be very competitive such as in games or activities that are competitive and there can only be a win/lose outcome When important others expect you to compete When the stakes are high	

Activity 2

Write an example in the column on the left when might this style be inappropriate. For example if an issue is trivial to that person, then an avoiding style may be best; but if the issue is of great importance to the person, the avoiding style would be most inappropriate.

When it would not be a good time to use this style	Conflict management style
	Avoiding
	Compromising
	Accommodating
	Competing
	Collaborating

Discussion Questions

1. **Are there some conflict management styles that are generally more useful than others? Why do you think so?**

2. **What do you think is the most important attribute to deciding which conflict management style to use?**

3. **When you think of the leaders that you know, which conflict management styles do you see them using? Give examples of what they do that indicates this style?**

Lesson 8: "I" Messages Poster

I MESSAGES	YOU MESSAGES
• **I feel angry.**	• **You make me angry.**
• **I am sad because you took my kite.**	• **You are bad. You took my kite.**
• **I am afraid because you threw that book at me.**	• **You are stupid for throwing that book at me.**
• **My feelings are hurt because you called me bad names. ***	• **I hate you because you are a nasty, awful person. ***

Sample: I feel_____when you_____because_____

Practice exercises:

Fill in the blanks for a "You Message" and an "I Message" for each of the following situations:

- Saber falls and trips Wali. Wali thinks Saber tripped him on purpose. What might Wali say?
- Yusuf hits Mariam and pulls her hair. What might Mariam say?
- Shahla takes Rahim' favorite book without asking. What might Rahim say?

Make "You" and "I" messages for the following examples:

- Yama's pencil falls on the floor. Mustafa tries to take it away from Yama. They start to argue over it. What might Yama say?
- Mariam and Nadia are playing together under a tree. Karima comes over and asks if she may play with them. They shout at her and tell her to go away. Karima feels sad. What might Karima say?
- Ahmad's brother tells their mother that Ahmad broke her best cooking pot, but it is not true. Ahmad feels angry. What might Ahmad say to his brother? Is there an "I" message he could say to his mother?

Lesson 9: Assertive Communication

Review the guidelines for assertive communication below. Then read each scenario, and using the guidelines, use them to develop constructive responses to the scenarios.

Guidelines for assertive communication

- Use „I" statements – I felt..., I need...,I want...
- No „you" statements – you did..., you are to blame because..., you made me feel...
- Go slowly; tempers can flare very quickly. You may need to take a deep breath and just slow down. Give yourself time to resolve the conflict.
- When things get very heated it may be better to start with smaller things that you can agree on and build to the main problem after you have reached agreement on other issues.
- While most conflicts can be resolved through constructive communication, at times you may not be able to resolve the conflict.
- Work constructively.
- State the specific behavior you do not like using „I" statements

Scenarios

Ahmed is yelling at Saeed for picking the ripe vegetables from their joint garden and taking them to his own home. Ahmed shouts that Saeed is a thief because it was Ahmed who did most of the work in the garden.

Saeed says to Ahmed:

Fatima is late for school for the third time this week. The teacher is annoyed because it is disruptive to the class and discourteous to the teacher.

The teacher says to Fatima:

Mariam is hurrying to her next class when she bumps heavily into an older girl. The girl pushes her away angrily and shouts at her for being clumsy and rude.

Mariam says:

Activity 2

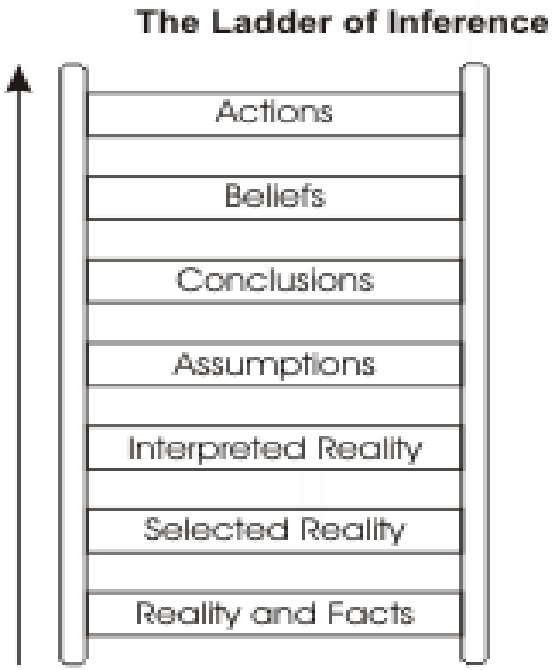
Review the guidelines for assertive communication. Do you think you could use these guidelines?

Discussion questions

- How is it helpful to be specific about what is troubling? Can you express your needs without accusing the other person?

- How can you act and communicate more constructively when you are in an angry situation?

Lesson 10: The Ladder of Inference



1. Become more aware of my own reasoning
2. Make my reasoning more visible to others
3. Inquire into others' reasoning

1. Ask: What is the observable data behind that statement?
2. Does everyone agree on what the data is?
3. Can I explain my reasoning?
4. How did we get from that data to these abstract assumptions?

5. Is this the "right" conclusion?
6. Why am I making these assumptions?
7. Why do I think this is the "right" thing to do?
8. Is this really based on all the facts?
9. Why do I believe that?

At each stage, ask WHAT am I thinking and WHY.
As each step is analyzed, the reasoning used may need to be adjusted.

Develop a set of guidelines using the knowledge gained from the „Ladder of Inference" to help with solving problems. At each stage, ask WHAT am I thinking and WHY.

As each step is analyzed, the reasoning used may need to be adjusted. For example you may need to change some assumption or extend the field of data you have selected.

Lesson 11: How Special?

The teacher will explain the activity.

Discussion Questions

1. Was it difficult to think of one good thing about others?

2. How difficult was it to think of a positive thing about people you don"t know well or people who you see as very different from you?

3. Why do you think this was so?

4. What similarities do you see among the comments about all students? What happens when we use our differences to separate us?

5. How different can you be and still be accepted by the group? Why do you think differences are used to separate us?

6. How did you feel reading a positive list of attributes/characteristics about yourself?

7. Is it accurate?

8. If we like what we hear about ourselves is it because others see us as similar to them (and therefore acceptable)?

9. Did anyone comment positively on your differences?

10. What happens when we cannot make ourselves look or sound like others?

Lesson 12: Who is left out?

Read this letter and then think about and answer the questions

Dear Osman,

I moved from Logar Province to the Capital City of Kabul about three years ago to study and start a new life. I worked hard to lose my accent and speak like local residents and learn their social norms. I joined the basketball team and found new friends. However, no matter how hard I try to be part of this society, there are some people who consider me an "outsider" and do not invite me to gatherings and events because "you don"t understand our jokes and your taste in music is a bit "Logari". The sad part is that my old friends from Logar are now saying that I am too "Kabuli" and treat me differently as well. Your Friend Karim

Discussion Questions

1. How do you feel about Karim?
2. Why do you think he is excluded?
3. Everybody has friendship groups, what are the criteria for belonging to your group?
4. Do you exclude people because of their clothes, their taste in music, which sport they play or follow?
5. Are these exclusions harmful? If, yes, why?
6. Do you exclude people because they look or speak differently to you?
7. Has this ever created problems?
8. Who else is excluded in your communities?
9. How do differences lead to violent conflict?
10. Why do people feel that they are entitled to be violent toward another group?
11. What can you do to minimize exclusion?

Assignment
Plan a strategy to make sure that groups in your school and community are not excluded. Your strategy should be practical and „doable". Give yourself a time frame to achieve your plan.

Lesson 13: Managing our Emotions

Read the story *"The Wisdom of Bibi Jan".*

The sun was warm upon Jameela's back as she tended the vegetable garden. She carefully watered and trimmed and weeded. She was waiting for her older brother Abdullah to return from school. Jameela wanted to see if Abdullah had brought any new books home that she could try to read. She hoped that Abdullah would help her.

Jameela noticed her little brother's kitten playing in the shade, chasing whirlwinds of dust. The kitten's jumping and pouncing made Jameela laugh out loud.

"What are you laughing at?" asked Abdullah as he came into the yard.

"Ahmed's kitten thinks he's a tiger," grinned Jameela. Running up to Abdullah, Jameela asked, "Will you have time to help me with my reading today, Abdullah? You said you would. Please?"

"Jameela, I told you before, ask Auntie Fatima to help you," Abdullah said angrily. "I have to take the animals to graze." Abdullah walked away with Jameela following behind.

"What did you do at school today?" asked Jameela, always curious about Abdullah's friends.

"Jameela, don't bother me. I have enough problems without you trailing after me asking me questions." Abdullah picked up his shovel to go to the field. Jameela followed him like a shadow. Abdullah saw that his sister would persist until he talked to her about his day.

"O.K. Jameela, you win. I am worried about my friend Qadeem. He's acting very strangely these days. I don't know what's wrong with him. He's either getting angry with someone or he's not paying attention to anything that's happening, like he's thinking about other things." said Abdullah.

"Maybe we should ask Bibi about this. She always knows how to help," suggested Jameela. As they passed through the yard, they saw Bibi Jan and Kaka Ghulam sitting together on the old wooden bench, talking. Their grandparents looked upset.

"What is wrong, Bibi?" asked Jameela

"Has something bad happened, Kaka Ghulam?" Abdullah was worried.

"There has been some fighting in the hills. Some of the families who live outside the village are very worried and scared," stated Kaka Ghulam.

"My friend, Qadeem, lives over on the big hill outside the village. He has been acting differently lately. I wonder if the fighting has anything to do with it," asked Abdullah.

"When we are scared, we do act differently. Sometimes we cry, sometimes we get angry and sometimes we pretend that we're not scared," said Bibi Jan. "I wonder if your friend is scared about what is going to happen."

"I thought that he was angry with me and I have been leaving him alone." Abdullah was puzzled. "What should I do, Bibi Jan?"

Bibi Jan looked kindly into her grandson's eyes. "It's hard for young men to be scared. We expect them to be brave all the time. I think that your friend would like you to be his friend, not leave him alone. Ask him to come to visit you and perhaps you can invite him home and talk quietly together. Maybe share some dried fruit. Spending time with a close friend is a good solution to being scared." Bibi Jan patted Abdullah's shoulder.

"I think that you should both go to the mosque together and pray. This will help your friendship strengthen," added Kaka Ghulam.

"Thank you both for your wise words but I need to go now to tend the animals." Abdullah felt happier because he now knew how to help his friend.

"I, too, need to go. It's time for afternoon prayers." Kaka Ghulam used his cane to help himself to his feet and walked slowly out of the gate.

Jameela had sat quietly listening to her grandmother's words.

"Bibi, do you ever get scared?" asked Jameela.

"We all are frightened at some time. Do you get frightened sometimes?" Bibi Jan asked gently.

"Sometimes, I don't want to go to sleep. I lie down in my bed and try to stay awake as long as possible but the more tired I get, the more scared I am." Jameela's voice was very quiet; her tears shone in the sunlight.

“What is frightening you, Jameela, my love?” Bibi Jan touched Jameela’s face and looked into her eyes.

“I’m scared because sometimes when I go to sleep, I have dreams about Ahmed and me out in the fields and there is a big explosion and I jump up and I’m scared but I am happy that I am in my bed and not in the field,” The words tumbled out. Jameela’s eyes were wide and her lips trembled. “And I have to look to make sure that Ahmed is safe and asleep. Then I try not to sleep but I know I will and I get scared.” Jameela felt herself starting to cry and fell into her grandmother’s arms.

“Jameela, thank you for telling me about your bad dreams,” Bibi Jan said. “Talking to someone you love about your fears is the first thing to do when you want to feel better. I know many different ways to help your fears get smaller and smaller, finally so small you will hardly notice them,” smiled Bibi Jan. Jameela’s face began to brighten. She knew by Bibi Jan’s voice that they were about to have some fun.

“First, Jameela, take my cane. Now, draw in the dirt a picture of the scariest monster you ever could imagine…That’s it, big and mean and scary. Maybe you should give it some horns and ugly teeth….Yes, good. I am sure that monster has very bad breath. Now, Jameela, with your feet, stomp on it, and rub out the monster. That’s it! The monster is all gone! You made the monster and you made it go away… Now do that with your scary dream,” directed Bibi Jan. Jameela’s smile faded from her face. “You can make it and you can make it go away. Try it!”

Jameela drew a big explosion in the dirt. She drew wiggly lines all around it.

“Those are my scared feelings,” she said.

“Good, Jameela, they look like scared feelings. Now, just like the monster, rub it all out with your feet. Keep going until it’s all gone. Good! You did it,” said Bibi Jan proudly.

“My bad dream is gone. I want to do it again!” and Jameela drew an even bigger explosion with even bigger scary feelings and then scuffed them away with her feet.

“Now, draw you and Ahmed safe in your beds. Just a small picture because we will leave this one for everyone to see. If you find that the rain has washed it away, you can draw it again, or place little stones on your picture so that it will stay longer. Later you can draw it on some

paper to show your Mama," said Bibi Jan. "And Jameela, if you are scared at night, just squeeze my hand, and I will tell you I love you, you are safe with Bibi."

Jameela quickly collected small stones and pebbles then set them in the lines of her drawing of Jameela and Ahmed. Many little pebbles made up their big smiles. She placed a circle of stones all around her picture so everyone would notice and smile too.

Discussion Questions

1. How did Qadeem and Jameela act because of their fear?

2. What advice was given to support Qadeem?

3. What advice was given to Jameela?

4. Have you been afraid in a similar situation?

Activity 2

What advice would you have for people who are afraid? Place an "x" next to the options below that you would choose.

Talk to a sympathetic friend or family member	
Ignore it by doing other things (like playing music or working hard physically)	
Asking friends not to talk about those topics	
Help others	
If the fear is psychological (like a bad dream) drawing, keeping a journal and writing about it, or acting it out can sometimes help	
Talk to somebody in a similar situation	
Pray	
Look for examples of coping or addressing fear in religious texts or from the family and community around you.	

What are some other healthy ways of coping with fear? Write it here:

Lesson 14: The Anger Iceberg

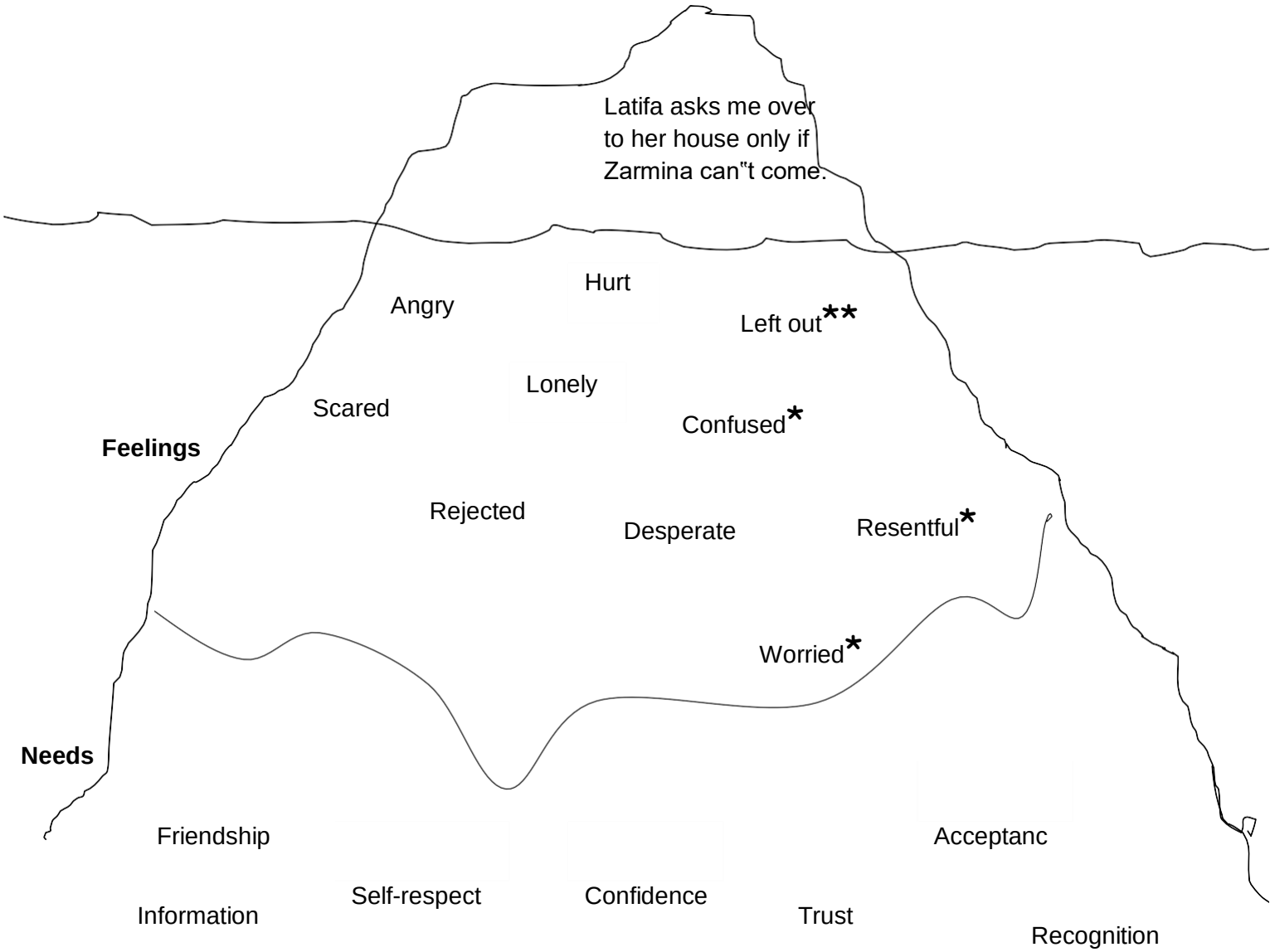
Read the story below.

Habiba, Latifa and Zarmina are friends. The three girls go to school together and used to play together. One day, Habiba comes crying to her mother and saying, “Latifa asks me over to her house only if Zarmina can"t come.”

Circle the words on the iceberg below that are most likely what Habiba is feeling.

Draw a line between the feelings and what unmet need(s) might be the cause of this feeling.

What might Habiba need to do to get her need met in an appropriate way?



Scenarios

Ahmed is yelling at Saeed for picking the ripe vegetables from their joint garden and taking them to his own home. Ahmed shouts that Saeed is a thief because it was Ahmed who did most of the work in the garden.

Saeed says to Ahmed

Fatima is late for school for the third time this week. The teacher is annoyed because it is disruptive to the class and discourteous to the teacher.

The teacher says to Fatima

Mariam is hurrying to her next class when she bumps heavily into an older girl. The girl pushes her away angrily and shouts at her for being clumsy and rude.

Mariam says

Guidelines for constructive „I" messages
Talk about what you feel and what you need: I feel bewildered; I need more clarity
Begin your sentences with „I" but leave out „you"
Be as specific as possible
Never blame, never accuse, never insult
State your positive intentions to resolve the conflict
Tell the other person that you want to listen to their side of the story

Lesson 15: Handling Stress

Activity 1

“Stress” covers a wide range of symptoms and situations. A person‟s ability to deal with stress depends on personality, social support, general health and well-being, level of activity, the type of stress and the capacity of the individual for resilience and self-healing.

Place an “x” next to each statement about stress below that seems to be accurate.

1	Stress results in physical illnesses such as arthritis, heart disease and chronic headaches	
2	Stress is a chemical reaction to a perceived situation of danger	
3	Stress can be beneficial and help you to perform at your best	
4	Stress can leave you exhausted	
5	Stress results in physical pain	
6	Stress makes it impossible to function normally	
7	Stress means that you feel like crying all the time	
8	Stress is a pressure on a person whether it is physical, mental or emotional	
9	Stress can lead to a “flight or fight” response	
10	Stress is a response to outside (environmental) stressors	
11	Genuine religious belief reduces stress	
12	Stress can lead to problems sleeping	
13	Stress can lead to feelings like being angry	
14	Physical activity can help reduce stress	
15	Stress can make some people feel that life is not worth living	
16	Stress can lead to creativity and new ideas	
17	Stress is a normal part of life	

Review the list below. On the right side are unhealthy responses to stress. On the left side, list some potential healthy responses the person could choose instead.

Healthy responses	**Unhealthy responses**
	Block out other people and refuse to communicate
	Block out negative feelings with drugs (hashish) or alcohol
	Refuse to participate in regular activities
	Eat lots of sugary or fatty foods (comfort food)
	Abuse others around you (transference of emotion)
	Withdraw from all contact with others
	Self-harm (cutting or injuring oneself)

Lesson 16: Stages of Grief

Read a story from Journey of Peace such as *"Merza's Heart", "Making Cookies"* or *"Going Home"*. Each of these stories helps us to understand and deal with grief and **loss.**

Merza's Heart

It was the middle of the morning. Jameela watched her father Merza come out of the house. She was happy because she was no longer afraid to look at the stump of his leg. Merza was leaning on his crutch and moving very slowly.

He sat on the old wooden bench in the yard and put his crutch on the ground. His shoulders were slumped and he was quiet, just looking at the ground.

Merza had been a happy man before the accident. Before the landmine killed Yunus and took off Merza's leg, Merza used to laugh and bring little presents to Jameela. Sometimes he would tell stories like Bibi Jan. Jameela would run up to him and say, "Tell me a story, Padarjan!"

Merza would pretend that he couldn"t remember any more stories. "Stories?" he would say. "Oh, I think I"ve used them all up! There aren"t any left!"

But then he would smile and say, "Well, I do remember one little story about something that happened a long time ago," and off he would go. Sometimes they were sad stories, but usually they were happy and funny.

Ever since the landmine Merza was an unhappy man, and sometimes he got angry for no reason. He hadn"t told Jameela and Ahmed any stories for a long time.

Jameela looked at her father sitting on the old bench. He didn"t look angry today, but he looked very, very sad. Jameela wanted to make him happy, so she walked up to him and smiled.

"Tell me a story, Padarjan!"

Merza looked at Jameela. For a long time he said nothing.

At last he spoke.

"The stories are all gone. There are no more stories." Then he turned away from Jameela and looked down at the ground again.

Jameela frowned. She didn‟t understand. This time her father didn‟t seem to be joking. He looked very serious. But how could his stories be all gone? Jameela went to Bibi Jan.

“Bibi?”

“Yes, dear,” her grandmother answered.

“Padarjan says his stories are all gone.” Bibi Jan listened while Jameela told her what Merza had said. Bibi Jan was quiet for a few moments. She was trying to figure out how to explain Merza‟s sadness.

“Jameela,” Bibi Jan said at last, “a heart holds a story the way a nest holds a beautiful bird. That bird is happy to be in the nest. It rests, it sings, it has babies. But what if there is a terrible storm and the wind blows so hard that the nest gets torn apart? Now there are holes in the nest! Little pieces of nest fluttering in the wind! That bird is not able to stay there. Maybe it has to fly away. Now, your father‟s heart is like that nest. It has many holes in it. The stories have flown away. Who knows where they are now? Perhaps they have flown to the mountains.”

“Why did his heart get holes in it?” Jameela asked, puzzled.

“Oh, Jameela! When Yunus stepped on the landmine that was a bad day! Your father lost his brother! And he lost his own leg! Jameela! That landmine blew many holes in your father‟s heart!”

“Will his heart ever get better?” the saddened child asked.

Bibi Jan put her arms around Jameela. “You must be patient. Hearts take a long time to heal. You must be kind to your father, and you must let him talk about the things that make him sad.”

“But will the holes get fixed? Will the stories come back?”

Bibi Jan thought for a moment. “Remember when I said a story is like a bird? Well, that bird might be happy in the mountains for a while, but then it would get lonely for its old nest. I‟m sure there is a story right now that is lonely for its old nest in Merza‟s heart. Now, off you go to help your mother. And remember to be patient with your father.”

All the rest of the day, as Jameela helped her mother Haleema, she thought about her father‟s heart. She kept thinking of his heart as a little nest, hanging down from the tree with bits of grass and twigs falling out.

“How does a nest get mended?” she wondered to herself.

In the afternoon, Jameela went outside the house, and there was Merza, still sitting on the old wooden bench, still looking down at the ground. Jameela went to him.
“Padarjan?”

Merza looked at his daughter.

“Padarjan, can I tell you a story?”

“A story?” her father responded. “What...what do you mean?”

“Bibi says a story is like a bird and a heart is like a nest. She says when the bird‟s nest gets holes the bird flies away to the mountains. She says your heart is like a little bird‟s nest with holes.”

Merza was looking at his daughter now, listening.

“But I think a bird is the only thing that can fix a bird‟s nest,” Jameela continued. “So maybe a story is the only thing that can fix a heart. I could tell you a story.”

And then something very shocking happened. Merza began to cry! He put his head on his knees and cried and cried. Jameela didn‟t know what to do! She had never seen her father cry!

She ran into the house to get her mother, Haleema.

Haleema saw Jameela coming at the very same moment that she heard her husband crying. She ran outside to comfort Merza.

Jameela thought: “What have I done? I wanted to help my father and now look!”

She just sat in the house by herself and said nothing. She tried to sit so quietly that no one would notice her. Her stomach began to hurt and she felt very sad.

When Jameela went to bed that night her father came over to talk to her. Now it was her turn to cry! She felt so sorry for what she had done!

Merza sat down beside her. He laid down his crutch.

“Don't cry, Jameela,” he said. “Bibi Jan‟s right. My heart is like a nest torn by a terrible wind. Sometimes I hear the wind moaning in the tree and I think my heart will blow away and be lost forever. When a man‟s heart is like this he has no stories. He has no joy. He feels as if he

can‟t speak or eat or sleep or laugh. Sometimes he can‟t even cry. Today I was able to cry. Maybe that‟s a good thing."

Jameela sat up. "Do you want me to tell you a story?" she asked.

Merza answered, "Yes. I think that would be very nice."

So Jameela told Merza one of her father‟s old stories about the bad boy in the palace. Merza listened carefully. Once he had to wipe a tear from his eye. Once he smiled.

"You did a good job with that story," he said, once she had finished. "Maybe you will become a great storyteller and you will help our people to feel better."

"Does your heart feel better?" she asked.

"Well, Jameela, this heart is still not in good shape. It will take a long time to heal. But I believe your story has made it a bit stronger. Yes, I believe so. Maybe soon it will be strong enough to hold one of those tiny stories that fly in from the mountains early in the morning."

And Merza patted Jameela‟s head and tucked her into bed.

That night Jameela had a very good dream. All of Afghanistan was covered with grass and flowers and trees. People were walking in the tall grass, talking to each other and laughing. As they walked, strange, beautiful birds flew toward them.

"Oh!" said Jameela. "Birds of so many colors! Little ones and big ones! These must be the stories of the people of Afghanistan. They are flying back to us from the mountains!"

Making Cookies

Jameela and Abdullah were walking home from a neighbor's house. The path was narrow. Jameela kept to the very centre of it and placed her feet carefully, one in front of the other, in a straight line.

"Why are you walking like that, Jameela?" asked Abdullah. "It looks kind of dumb."

"I'm scared of landmines off the edges of the path," said Jameela.

"Dope!" said Abdullah. "They cleared the landmines. Didn't you know?

There's even a sign down there, saying so. Can't you read?"

He gave Jameela a shove, sending her off the path. She screamed in fear, enough to make Abdullah realize this wasn't her usual reaction to his teasing and roughhousing. He stopped and stared at his sister.

"I CAN read that sign. I KNOW they're supposed to have cleared the place. But every time I pass our field the terrible memories came back. I keep seeing it all, as if it was just happening. It makes me feel horrible. Doesn't it happen to you?"

"Nope. I try not to think about it. You should try too."

"I'm not TRYING to think about it, Abdullah. The memories just come in a flash."

The children reached home and went into the house. Abdullah quickly found his schoolbooks and began his studies.

"Jameela," called her grandmother. "Could you take this cup of tea to your father, dear? He's sitting outside."

Jameela paused. "Bibi, could you get Ahmed to do it? I have to water my garden." This was most unlike Jameela, who was usually a willing little girl with tasks. But Bibi Jan noticed a pattern - every time a task involved her father, Jameela tried to get out of it. Bibi Jan took the tea out herself, thinking deeply.

Jameela saw her and ran up. "I'm sorry, I'm sorry, I'm sorry, Bibi Jan."

"Jameela, I think we'll make some cookies together. Let's get started." Bibi Jan headed toward the kitchen.

Jameela stood in amazement. Had she heard right? She was expecting a reprimand, even a punishment, and now her grandmother was saying they'd make cookies together. Making cookies was special enough, but she'd never before been allowed to help.

In the kitchen, Bibi Jan got the flour, the ghee and the sugar. She let Jameela beat the mixture together with the big wooden spoon.

"My word! You are a good cookie maker. I think you should taste it to see if it's right," she winked at Jameela. The mixture was so delicious! Jameela would have liked to eat it just like that, before it went into the oven. Fatima, Bibi Jan‟s young daughter-in-law, came in and saw what they were doing. She got out the pans for cookies and began preparing them. They began to shape the cookies into rounds.

"Jameela," said Bibi Jan, "You know when you were telling me a little while ago about your frightening nightmares about the landmine explosion?" Jameela nodded. "Sweetheart, I think there's something more bothering you."

Jameela wondered how her grandmother could know. "Bibi," she said. "Can you have day-mares?"

"Day-mares? Day-mares? What do you mean, darling?" said Bibi Jan. Fatima looked very attentive.

"Well, Bibi Jan, sometimes in the day-time, I get these sudden memories of what I saw on the landmine day. Something reminds me and then, all at once, it's as if I'm there all over again. It's horrible." Fatima stopped shaping the cookies and stood like a statue.

"Darling, I know exactly what you mean. I didn't know this was happening to you. I'm glad you told me. But one more thing: How does this connect with your father?"

Jameela wondered if her grandmother could see into her mind. "Bibi," a little sob escaped. "I do love Daddy. But when I see his leg, what's left of it I mean, the memories come back and I hate that. So I try to stay away and not look at it. That's why I didn't want to take the tea to him." Now Jameela was really crying. Fatima had turned pale as images of her dying husband flashed in her mind.

"Oh dear," said Bibi Jan. "Our cookie recipe definitely doesn't include tears.

“Come and sit on my lap." Jameela snuggled into her grandmother's hug. Fatima knelt beside them, stroking Jameela's hair. Her hand was trembling.

"These are things I learned from someone who was very old when I was very young," began Bibi Jan. "It didn't mean so much when I was young, but as my life flowed along, there were some very bad things that happened, and then I remembered what I'd been taught. I followed the instructions and it helped. This strengthened me for the worst thing that happened, the day of the landmine. So now it's time for me to teach you two."

Fatima's hand became still as she listened intently. Jameela's crying stopped. "She told me that when bad memories spring into your mind, don't run away from them. They will only follow you. You try to hide from them and they leap out at you."

"But what can you do, Bibi Jan?" Fatima spoke for the first time. "The memories are so terrible. They're unbearable."

"You stare them down", said Bibi Jan.

"Stare them down?" said Fatima, amazed. "But how can you do that?"

"You breathe in all the courage you have, and all the strength you have, and ask for the help of Allah, the Compassionate, the Merciful, and then you breathe out and stare it down. At first, you can only do this for a short time, because it is so hard. Then you have to let yourself get away for a little time. You do something to remind yourself that you're not in the time of the memory; you're here, right now. Sometimes I make myself a cup of tea; sometimes I go and watch the children playing.

Then something reminds you and the memory leaps back. You breathe in and out and stare it down again, this time for a bit longer. After a while, you feel as if you're getting stronger than the memory, and that slowly it is taking the proper place of all memories, at the back of your mind, to come out only when called."

Jameela had sat up and was staring at her grandmother. Fatima was openmouthed.

"Bibi, do you have this too?" she said.

"Yes, darlings. I know exactly what you're talking about because it happens to me too. And Fatima, dear, you must be suffering too in the same way."

"Oh, I am, I am, Bibi Jan. It's terrible. Sometimes I don't know how I can get through a day. I seem to be living in a hell of terrible memories. So many things set off a memory, and then it's as if I'm there, on that terrible day. And the nights are worse."

"Fatima, Jameela, we can get through this. Do what I told you and I think you'll start to feel stronger than the memories. Sometimes it takes a short time, sometimes it takes a long time, but we can get through it. If you're having a bad time in the days ahead, come to me and we'll stare the memories down together. Then, when we've done enough staring down, we'll look at the picture of Yunus that we took last Eid, where he looks so handsome in his new clothes and turban."

"You are so brave, Bibi Jan. I'd like to be as brave as you," said Jameela.

"You will be, little one. You have a brave heart." Bibi Jan gave her an extra hug. "When you have been brave and stared down the memory a bit, you should go and do something nice, like playing in your garden or singing one of your favorite songs. Jameela," said Bibi Jan, suddenly, "go into the garden and bring back three small smooth stones."

On her return, Bibi Jan gave Jameela and Fatima each a stone and held one in her palm. "Now, when we need to remind ourselves that we are here, now, and not in that time of terrible memories, we can each feel our stone in our pocket, and think of each other."

"Bibi," said Jameela, "What if I don't feel brave enough to stare it down?"

"Then you can go and draw the memory. That takes courage too," offered Fatima. Her tear-stained cheeks were pink again. "When I visited my parents last month, my brother, the one who's a doctor, was there. He asked me about bad memories. He called them flashbacks. He said they are often brought on by a small thing that reminds you. That's exactly how it is with me. He told me also that people who suffer from these memories are more nervous and jumpy, as if they are worried about something bad happening again, any time." Jameela remembered how anxious she felt on the path by the fields.

"My brother said that lots of people who have had terrible experiences suffer from this problem and that it has a name - Post-Traumatic Stress Disorder. I asked him what the doctors did for it. He tried to explain, but I must say it sounded a good deal like what you've told us, Bibi Jan."

"Ah, well, darlings. There's nothing new under the sun. People have always had bad experiences, and they've had to deal with them. Sometimes they do it well and become stronger, and sometimes they do it badly and become weaker. It's nice to have a modern name, but it's the same old thing. You have to be brave and not run away, and you have to

stare the memory down for as long as you can. Sometimes you have to make yourself be with what reminds you of the bad memory in order to get used to it."

"How would you do that, Bibi Jan?" said Jameela.

"Well, you try not to look at your father's leg because it brings back memories, right? Now, you have to be brave and make yourself look at your father's leg for longer and longer periods of time."

Jameela found herself wanting to run away from this idea. Then she remembered that she wished to be a brave woman like her grandmother.

"Tonight, when I massage your father's leg, how about you stay with me and hold the ointment? You don't have to look all the time. Just as much as you can handle and you can try to think of it in a new way- as the sign of a father who loves his family and had the courage to till the fields despite the risk of mines."

"OK, Bibi Jan. I think I can do that."

"Fatima, you are suffering so much. You can come to me when it gets hard."

Fatima's tears glistened. "Thanks, Bibi Jan. I want to be a brave woman too."

"You know," said Bibi Jan, "sometimes it seems like having a big lump of something that tastes terrible in your mouth. You can't swallow it and you can't spit it out. No matter how much you don't want to, you have to chew it up until it goes down. Oh my goodness! We're making something that's going to taste very good. The fire is just right for the cookies. Let's quickly finish them and get them baking."

The three of them shaped and decorated the cookies. Bibi Jan put the letter J on half of hers and the letter F on the other half. Fatima slipped them into just the right spot in the oven. They sat and waited, sipping tea. The smell of the cookies baking was wonderful. When they were just golden, Fatima took them out. Together they lay them out to cool. Just then little Ahmed darted into the kitchen. He had smelled the cookies. He snatched one off the table and ran off laughing. Jameela grabbed the wooden spoon and chased him, laughing too.

Going Home

Jameela and Ahmed sat together in the small yard of Uncle Ali‟s house. They were trying to count the stars.

“Why are there so many stars at home and almost no stars here?” Ahmed asked his sister. “Did they run away to the country?”

„No, Ahmed,” laughed Jameela, “the lights in the city are too bright for the smallest star to shine through.”

“Oh, I see,” said Ahmed thoughtfully.

“Jameela! Ahmed! Come inside, please,” called their mother, Haleema.

The children jumped up and ran inside where they found their grandparents, parents, brother and uncle and aunts. Everyone was trying to look serious.

“What‟s wrong?” asked Jameela hesitantly.

“Surprise! We‟re going home! “Everyone shouted in unison.

“Jameela, Ahmed, we‟re going home!” laughed Auntie Fatima. “Now you can grow your tomatoes again and play with your kittens down by the river!” Abdullah rubbed his brother‟s head.

“Auntie Aisha and Uncle Ali are taking a holiday. They are going to come with us and help get the farm working again.”

“But Mother, are you able to travel so far just now?” asked Jameela.

“Yes, Jameela, we will be fine,” smiled Haleema. “We will pack tomorrow and leave the next day.”

“Yes,” said Merza, “We have sold some carpets and have enough money to go home.”

Ahmed looked puzzled. “But will people in the country buy your carpets, Daddy? You make such beautiful carpets now.”

“Ahmed, you are so thoughtful,” said Merza, giving his son a hug. “Everyone will buy my carpets; they will be the best in the region. All I need now is a loom.”

“Abdullah, are you coming home, too?” asked Jameela “What about your job?”

“I finished today,” said Abdullah, proudly. “I‟ve been transferred. Now I‟m the Landmine Educator for our region. I start work in two weeks.”

Jameela looked around the room. Everyone was smiling. She could not remember seeing everyone smiling before. Tears streamed down her cheeks, gathering at the ends of her grin. Everyone was together and everyone was happy. Jameela was overjoyed.

Bibi Jan took her granddaughter‟s hand. “We do not know if the house will be damaged or completely destroyed. Our village won‟t be the same. Many of our friends died in the fighting. We must be prepared for the changes.”

"We shall pray for our friends and neighbors," added Kaka Ghulam. "We shall pray for a safe journey and a home at the end of the journey." The family prayed together. Hope and fear mingled in their hearts.

The next morning, Haleema was awake early.

"Fatima, get up and get packing. We have a great deal of packing. Hurry up," ordered Haleema. "Now that you have finished your course, it is time to do some work again."

"I will help." Fatima watched her sister-in-law struggle to lift a crate of food.

"Haleema, let me do that for you. You need to look after yourself."

"You don‟t need to tell me what to do just because you are a midwife now," said Haleema as she walked out of the door with the crate.

"Why is Mother always mad at Auntie Fatima?" whispered Jameela to Bibi Jan.

"Auntie Fatima needs to work hard to help this family. Your mother is making sure that she does," said Bibi Jan.

"I wish they could be friends," sighed Jameela.

"Mother! Mother!" Abdullah called from the yard. "We bought a loom for Dad! Look! And we bought another donkey and a cart to carry all our belongings back home. The cart needs a little fixing but now you and Bibi Jan can rest in the cart on the journey."

"Abdullah, how did you and your father pay for all these? They must have been expensive." asked Haleema.

"I met a man who had just come into the city and he wanted to buy my bike. Then he asked us if we knew where to sell the donkey and cart. We got to talking and we told him we are going home and could use the cart. He said the cart was not much good without the donkey so we traded my bike and one of Dad‟s carpets for the donkey and the cart. He was very generous but we both got what we needed. As for the loom, Dad sold another one of his carpets to my teacher and that was enough money to buy the loom," exclaimed Abdullah excitedly.

"Thank you, Abdullah for contributing your bicycle for the family‟s needs. You are learning very keen bartering skills from your father. You are growing into such a fine young man. I am very proud of you, son." Haleema touched her son‟s cheek gently. Bibi Jan and Jameela watched from the doorway as Merza packed the loom on the cart.

"It is a fine donkey and cart. Well done, Abdullah," praised Bibi Jan. "And I am sure that your father is very happy to have the loom. Everything is working out so well. I hope our house has been blessed with some good fortune too."

Inside, Ahmed woke to find Auntie Fatima and Auntie Aisha packing and sorting. No one noticed the little boy as he dressed and packed and tidied. He opened the door each time someone needed to pass through. He gave fresh water to the donkey. Everyone was so busy that they took no notice of his efforts to help. Finally, he sat down in the middle of the floor and folded his arms across his chest.

Bibi Jan frowned at the pouting child. "What‟s wrong, my little Ahmed?" she asked. "I‟ve helped and helped and no one has noticed. I‟ve worked very hard."

“Everyone is working hard, Ahmed. It is good that you are helping, too. Thank you for all of your work,” said Bibi Jan.

“I just want to be back in the country.” He looked up at his mother with a sly grin.
“Little stars can shine brighter there.”

What are some of the examples from the stories of the principles shown in the tear drop? List them in the columns below.

To accept the reality of the loss	
Experience the pain of loss	
Adjust to a new environment without the lost person	
Reinvest in a new reality	

Discussion Questions

1. What can you do if you know someone is grieving the loss of a loved one, home, or something else important?

2. What can you do for yourself to ease your grief at the loss of a loved one, home, or something important?

Lesson 17: Principles of Healing

Read the story *Haleema and Fatima*. As you read the story, look for examples of behaviors or segments of the story that you feel lead to a healing of the relationship between the two women. From these examples, formulate a set of principles of healing. You may also use elements from the stages of grief lesson. There are more elements of healing in the story than just those between Haleema and Fatima. As you read the story, look for those examples as well and see if they fit the principles.

Haleema and Fatima

They had been walking for what seemed like days but it had only been a few hours. Early that morning they had set out full of hope and expectancy, but with every hour, they met more and more families, tired and hungry, cold and hopeless, seeking better fortune in the city.

Jameela watched the long line of travelers.

“Why is everyone going to the city? Why are they leaving the country and we are going back to the country?” asked the young girl of her grandmother.

Bibi Jan sighed. “In different parts of the country there is very little water so it is difficult to grow any crops. In our region, the water is scarce but there is enough. Don‟t worry, Jameela. Remember when we left home, you said -- you promised-- that everything was going to be all right? Well, it was. The city was good for all of us. Your father learned to make carpets and now he can support his family. We will get by even if there is very little water for crops. Your brother learned to be a Landmine Educator and will be very helpful to our village and the whole region. He will save many lives by helping children to avoid the mines. Auntie Fatima has also learned a great deal about helping other people.” Bibi Jan stroked her granddaughter‟s hair as they huddled together under the shawl. The donkey plodded steadily forward. “What a blessing this cart is; I am so thankful to Abdullah for trading his bicycle.”

Jameela‟s head nodded with the motion of the cart. She had fallen asleep. Bibi Jan tucked the shawl around her and looked at her family. Her husband, Kaka Ghulam, walked slowly leaning on the donkey. In his other hand, he held the hand of his little grandson, Ahmed. She could hear that he was telling Ahmed a story about the old days to keep his thoughts from his fatigue.

Merza, her son, valiantly hobbled along on his crutches. Bibi Jan cringed to think of the pain and exhaustion he must feel. As soon as Jameela has some sleep, they would let him rest in the cart. Abdullah, now so tall, held his father‟s arm, lending him his strength.

Bibi Jan turned and looked behind her. Her three daughters-in-law walked together talking quietly. In the middle was Haleema who would soon have Bibi Jan‟s fourth grandchild. Haleema looked tired. Fatima and Aisha each held an arm. Her pace was slowing.

Aly followed, leading the second donkey, which was loaded with all of their belongings. How happy she was that her second son was coming home again. Somehow it took the sting out her

longing for her youngest son Yunus, who was killed by the landmine that cost Merza his leg. Now they would be together until the farm was repaired and operational again.

Jameela stirred. “Jameela, we must let your mother and father rest. It is time to walk again.”

“Yes, Bibi Jan, I‟ll walk,” replied the girl sleepily.

“Kaka Ghulam, let Merza and Haleema ride now please. Haleema, you must ride now; you look very tired,” said Bibi Jan.

“Yes, I‟m afraid that I can‟t walk further.” As Haleema started to climb into the cart, she cried out in pain.

“Mother, what‟s wrong? Are you all right?” Jameela was frightened by the pain she could see in her mother‟s face.

“I think,” moaned Haleema, “we must find some shelter” Haleema moaned again.

Kaka Ghullam turned to Abdullah. “Go to that house up the road there and tell them that your mother is going to have her baby. See if they will provide her with some shelter. Hurry. Pray to Allah they will be so kind.”

The next morning, Jameela stared at her new sister cradled in Bibi Jan‟s arms. She was amazed at the perfection of each tiny finger. Gently, she kissed the little hand.

Bibi Jan looked at Fatima. “Fatima, you were very helpful and so very skilled. Thank you for bringing this new life into the world. Haleema and the baby might not be alive had you not been able to nurse them through the difficulties. This baby is very tiny and born too early. I am very proud of you.” Bibi Jan smiled at her young daughter-in-law.

“Thank you, Fatima,” said Haleema. “I am so grateful to you. You saved her life.”

“Just rest now, Haleema,” soothed Fatima, turning to take Jameela‟s hand. “Let‟s go and let your mother rest.”

Fatima and Jameela walked through the doorway of the room. Looking up at them were many faces, some of them strangers whose language was unknown to them.

“The baby is a girl and she is healthy. Haleema is resting. Everything is all right.” Fatima looked to their hosts and smiled her thanks for their generosity.

“Jameela, please go tell the men our good news.”

“Yes, Auntie Fatima.” Jameela ran outside to tell the others.

As the sun rose the following morning, Haleema, the baby and Merza climbed into the cart. The sun warmed their backs. Their hosts had been very kind and generous. Gifts were exchanged, as were promises to visit in the future. The new baby had raised everyone‟s hopes for the family‟s return to the farm.

“Merza, I am very proud of Fatima,” admitted Haleema. “She has worked very hard even though she has been so sad. I hope that her new role as midwife to our village will help her find purpose in her life without Yunus. She is so young to be a widow.”

“Fatima has suffered a great deal. Perhaps we have overlooked her suffering because of our own,” said Merza.

“I am sorry that I have been so unkind to her,” said Haleema sadly.

“Haleema, it is Fatima who needs to hear these words.” And with that, Merza stopped the cart, grabbing his crutches. “I will ask her to come.”

Fatima climbed up and looked carefully at Haleema.

“How do you feel?” she inquired.

“I feel very well, thanks to you,” smiled Haleema.

Fatima looked at the baby, swaddled in warm blankets. “I am sorry that I was not very helpful at Aly‟s house but I had to take the midwife course to keep myself from thinking about Yunus all the time. I try to think of his life but all I see is his death. I thought that perhaps seeing new life coming into the world would help me to remember his life. I had hoped that your baby would be a boy so that he could be named Yunus.”

Haleema held Fatima‟s hand. “We would like to name her Fatima. Without you, she might not be alive. I hope that you can forgive my unkind words and allow us to show our gratitude,” said Haleema.

Fatima wiped away her tears. “I would be honoured if you would name her Fatima.”

The two women embraced each other. Each could feel the soft bundle of the new baby sleeping peacefully between them. Warm, pink rays of the rising sun glowed on the road as they headed for home.

Principles of Healing:

Lesson 18: Principles of Human Rights

Read the Universal Declaration of Human Rights and develop a graphic or logo or cartoon that reflects the three basic principles of human rights: respect, dignity and equality.

The Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.
In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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Lesson 19: Human Rights: Rights or Wants?

What are human needs?

What is the difference between needs and wants?

What are physical needs?

What are mental and emotional needs?

What are spiritual needs?

Discussion Questions

1. What is the difference between wants and needs?

2. Is the Universal Declaration of Human Rights, a response to needs or wants?

3. If almost every country in the world has signed the UDHR and many of the protocols that are attached to it, why are human rights not observed?

4. Is culture, tradition or religion a reason or an excuse for non-observance of human rights?

5. What makes you think so?

Lesson 20: Rights and Obligations

Activity 1

Brainstorm all the human rights you can think of and put them on the left side of the chart.

Then list on the left side of the chart, all of the obligations we have as human beings to ensure that the right is available to all.

Rights	Obligations

Activity 2

Choose a right that you feel is not being fully observed in your own community or society. Write this in the left hand column in “Chart A” below. Then discuss and record the obligations you have as individuals, community and as part of the nation to ensure that the right is fully observed. List actions in the right hand column in the chart below that you can undertake to ensure that right for all. When this list is complete, create an action plan using the detailed plan in “Chart B” including the timeline, who is involved, and expected outcomes.

Chart A

Rights	Actions to strengthen and endorse them

Chart B

What action?	Timeline	Who is involved?	Expected outcomes
Outline of what is to be done	How long will it take? (For example Is it once a week for a year?)	Is it all class members or a roster of people?	In what ways will this strengthen the rights of the group

Lesson 21: Obligations and Actions

Activity 1

Review the action plans developed during the last lesson and select one for the whole class to work on.

Activity 2

Read the quote. What does it mean?

"All that is necessary for the triumph of evil is that good men do nothing"

Discussion Questions

1. Have you ever stopped anybody from exercising their rights?

2. Have you seen others (individuals, community, the State) do this?

3. Can rights be legitimately claimed by those who do not offer them to others?

4. As a good citizen, what is your responsibility to see that rights are protected for all?

Lesson 22: Citizenship

Read the Journey of Peace story ***"Building the Future".***

After a year in exile from their home, everyone -- grandparents, parents, aunts, uncle and children -- worked hard to resettle and restore the household. So much had happened since they fled the fighting which swept through their village that it seemed much longer than only a year ago.

The children, Abdullah, Jameela and Ahmed were very glad to be back. Their house was damaged very little, but not every family had been so fortunate. "My friend Shazia has to stay with neighbours," said Jameela. "Her house is a wreck. She has hardly any clothes. Mama, can I give her one of my dresses?"

"Darling, you haven't many clothes yourself. But if you want to give her something, you can."

Abdullah came in. "I've walked around the village. Three houses are completely demolished, and another five are badly damaged. Then a lot more have some parts damaged. We were pretty lucky. I don't know what those other families will do. Some of them are back now, like us."

"Maybe a magic giant will come along," said little Ahmed. "He'll take some clay and make bricks as quick as a flash, and build them into beautiful houses. He'll stick his big finger down to make a chimney hole..." By now, everyone was laughing at Ahmed, who was pretending to be a giant, clomping around with heavy footsteps.

Abdullah went out again to look at the ruined houses. In some, one or two men were slowly dismantling the remnants of the walls. He met two of his friends from school. They talked about what had happened to them in the year since the village was shelled. As they chatted, they watched the men in their sad demolition task.

"No school yet," said Massoud. "The building was pretty badly shelled."

"What'll we do?" said Ajmal. "I suppose our families will find lots of work for us to do."

"I'll be working in Mines Awareness education," said Abdullah, trying to conceal his pride in his new job. "They're starting an office in this area next month. I did some training in the city."

"Wow!" said Ajmal. "Lucky you!"

"Hey, guys!" Abdullah looked excited. "What if we form a team to help people fix their houses? We can do that work. My Dad has shown me how to mix the mud and lay the bricks."

"Great idea, Abdullah. I know some other guys who might join us in this," said Massoud.

When they met next day there were seven teenage boys who wanted to join the rebuilding team. They went together to the worst-hit house and offered their services. The unhappy- looking man working in the wreckage looked stunned at first, then smiled and assigned them tasks. The boys worked very hard. They sang school songs as they worked. Passing villagers stopped to look. They made a big difference in a short time to the task of restoring the house.

By the time Abdullah arrived home to eat, the family had already heard about the team of teenage rebuilders. They had also heard that it was Abdullah's idea to start it. Haleema approached him as he stood in the doorway. She embraced him and then stepped back to admire how much he had grown.

"Abdullah, my son, my wild one," Haleema put her hands on his tall shoulders. "I've worried and prayed so much about you. Now I know Allah is answering my prayers. I'm so proud of what you're doing."

Ahmed looked up from his meal and stared up at the immensity of his brother. "I think Abdullah really is the magic giant," he said, and the others laughed.

Kaka Ghullam said, "The shura is organizing the reconstruction. They'll tell you which places need your help the most. Maybe they can get the word out to form more teams."

“I‟m glad you are my brother,” Jameela called.

“I am, too,” Abdullah responded. “I look forward to the day when I can go back to teaching you.” Jameela smiled at the thought of doing more reading and writing again.

The next day, the boys worked hard. At lunchtime, Jameela and Ahmed helped Aisha and Fatima bring them all food and drink. The boys began singing together again. They changed the words of one of their school songs:

"War is fire burning all in its path.

We are burned but our limbs are healing.

Now we must rebuild our homes,

Now is the time to reconcile with our brothers and sisters,

Now we shall untie the knots

And sing and dance with each other, free of hatred."

Jameela, Ahmed, Fatima and Aisha quickly learned the new words and raised their voices with the others. There were only eleven young people but it was amazing how far their voices could be heard.

What are the qualities of a good citizen?

Identify ways in which citizenship is shown in your community?

Take one category and develop an action plan for your idea. An action plan that the group or class can commit to as part of their citizenship service.



Lesson 23: Teambuilding

What is the definition of team?

The teacher will explain the activity.

Role	Name(s) of person who filled these roles during the exercise
Facilitator	
Idea generator	
Implementer	
Evaluator	
Mediator	
Encourager	

Discussion Questions

1. Did your group function as a team? Describe the attributes of teamwork you saw.

2. Did one person emerge as a leader?

3. Was there anybody who did not contribute? Why was that so?

4. If there were some who did not participate, what could you do to ensure participation?

Activity 2

Read the chart on team building qualities and explain what you think each quality means in the context of team building. List your answers in the column below.

Quality in effective team members	**Explanation**
Openness:	
Trust and self-disclosure:	
Support:	
Respect:	
Integrity	

Lesson 24: Skills and Qualities of Leadership

What are some of the elements of good leadership? Would you add to the list below?

Guidelines for good leadership

Guidelines	**Examples of what this looks like and how they do it**
Develop trust	
Believe in others	
Be competent at what you do	
Be supportive	
Provide direction	
Empower others	

Lesson 25: Effective Leader/Ineffective Leader

Read the description of the quality or skills of a leader and mark „E" for Effective leadership and „I" for Ineffective leadership in the column next to the quality below.

1	Not taking appropriate/calculated risks	
2	Enthusiastic with new ideas	
3	Observes others and notes strengths and weaknesses, likes and dislikes	
4	Rationalises and justifies behaviors that are not ethical	
5	Listens	
6	Communicates only to the immediate „sub-leaders" and listens only to those closest to them	
7	Able to be approached by all and encouraging of all communication	
8	Trusts others and allows participation in leadership and decision making	
9	Sets low, easily achievable goals but does not go beyond this and build on it	
10	Notes details but not „big picture"	
11	Keeps changing their minds about direction and decisions	
12	Has vision and is passionate	
13	Adaptability and flexibility to changing situations	
14	Lets own ego get in the way of inclusion of others and making the best decisions	
15	Emotionally honest	
16	Knowledge of self, including strengths and weaknesses	
17	Uses own ideas rather than the ideas of others	
18	Relies only on the team to perform without contributing	
19	"Knows what s/he doesn"t know" (is aware of how much they don"t know)	
20	Curiosity about all situations – wants to get more information in order to make an informed choice	
21	Clear and effective communicator	
22	Takes the blame for anything that goes wrong and gives the credit to those who contributed to achieving the goal	
23	Takes the credit, but if there is a problem or something goes wrong, assigns blame to others	
24	Has empathy, humility and kindness	
25	Is accountable	
26	Claims all credit for success	
27	Does the right thing rather than the easy thing	

"A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves." (Lao Tzu Chinese philosopher 600 – 531 BC)

Lesson 26: Representation

What does it mean to represent somebody else?

What does democracy mean?

The teacher will explain the activity.

Lesson 27: Islamic Republic of Afghanistan: Government Structure

The teacher will assign an issue to each group. They may include:

- Introducing a new subject into the formal school curriculum.
- Claiming back pasture land now that it has been cleared of landmines.
- Establishing a new women"s organisation for which you need support and funding from the government.
- Registering your uncle for benefits who was hit by an anti-personnel landmine.

Read the outline of the government structure below and decide which government ministries and departments you would need to work through to address your assigned issue.

Then write out your plan of action. Your plan should include:

1. Who would you need to see,
2. How will they approach them? Do they need to write letters, or ask leaders at the village level to represent them? Or do they have to make an appointment with an office to request assistance?

National Government Structure in Afghanistan

The Executive Branch

1st Vice President	Office of the President	2nd Vice President
Responsible for Ministries of: 1. Agriculture and Food Economy 2. Energy and Water 3. Mines and Industries 4. Public Works 5. Urban Development and Housing 6. Communications	**Responsible for Attorney General's office and Ministries of:** 1. Commerce 2. Foreign Affairs 3. Defense 4. Interior 5. Finance 6. Borders and Tribal Affairs 7. Justice 8. information and Culture 9. Haj and Religious Affairs 10. Urban Affairs 11. Labor and Social Affairs 12. Counter-Narcotics 13. National Security Advisor 14. Chief Justice of the Supreme Court	**Responsible for Ministries of:** 1. Education 2. Higher Education 3. Labor 4. Social Affairs 5. Martyrs and Disabled 6. Public Health 7. Refugees and Repatriation 8. Rural Rehabilitation and Development 9. Transportation 10. Women"s Affairs

Presidential responsibilities

- Determines the fundamental policies of Afghanistan
- Commander-in-Chief of the armed forces and has (with the approval of the assembly), the power to declare war and cease-fires to protect the independence of the country
- Has the power to convene the Loya Jirga
- Signs laws and decrees
- Establishes commissions for the improvement of the country
- Appoints members of the Supreme Court including the Chief Justice
- Appoints Ministers
- Appoints diplomatic positions

Afghanistan Ministries and their Responsibilities

1. **Ministry of Foreign Affairs** - Responsible for managing the foreign relations of Afghanistan.
2. **Ministry of Defense** - Responsible for overseeing the Afghan National Army.
3. **Ministry of Interior** - Responsible for the over watch of the Afghan Police forces.
4. **Ministry of Finance** - Responsible for the management and execution of budget, collection of taxes, organization and control of public expenditures and payments to the government, and the management of Custom Affairs.
5. **Ministry of Economy** – Responsible for the monitoring of expenditure and the development of the Afghan economy.
6. **Ministry of Justice** - Responsible for upholding the rule of law, the country"s judicial affairs, and serves as the primary link between the people and the court system.
7. **Ministry of Culture and Youth Affairs** - Responsible for the national strategy for the preservation of the Afghan cultural heritage and generating income at the local level.
8. **Ministry of Education** - Responsible for the development of education in Afghanistan to include building schools and training teachers.
9. **Ministry of Higher Education** - Responsible for the rebuilding and re-opening of universities and colleges.
10. **Ministry of Commerce** - Responsible for facilitating and promoting the development of a competitive private sector and to integrate Afghanistan into the regional and global economy.
11. **Ministry of Energy and Water** - Responsible for coordinating an effort to reintroduce power to those areas of Afghanistan where it was cut-off
12. **Ministry of Transport & Civil Aviation** - Responsible for the rehabilitation, organization and management of Afghan Airspace.
13. **Ministry of Women's Affairs**- Responsible for promoting women's advancement in Afghanistan and ensuring women"s legal, economic, social, political, and civic rights.
14. **Ministry of Hajj and Islamic Affairs** - Responsible for managing all government activities relating to religion.
15. **Ministry of Public Works** - Responsible for the civil works projects to include roadways and highways within Afghanistan.
16. **Ministry of Public Health** - Responsible for matters concerning the health of the population of Afghanistan, including curative, preventive, and reproductive health.
17. **Ministry of Agriculture** - Responsible for managing Afghanistan's agriculture policy, including food security, horticulture, and improvement agricultural infrastructure.

18. **Ministry of Mines and Industries** - Responsible for the regulation of mineral activities in order to develop, promote, and ensure the efficient management of the minerals industry by the private sector for the benefit of the people of Afghanistan.
19. **Ministry of Communications** - Responsible for ensuring Afghanistan becomes part of the global information society while preserving its cultural heritage.
20. **Ministry of Rural Rehabilitation and Development** - Responsible for improving socio-economic, political and cultural conditions for rural communities and access to basic social services.
21. **Ministry of Martyrs and Disabled** - Responsible for disability coordination, advocacy and information dissemination in Afghanistan.
22. **Ministry of Border, Tribal, and Ethnic Affairs** - Responsible for cultivating cultural and other ties between Afghan minorities and their ethnic counterparts.
23. **Ministry of Urban Development and Housing** - Responsible for sound urban management, including facilitating access to housing for all of Afghanistan's citizens.
24. **Ministry of Counter-Narcotics** - Responsible for the coordination, policy making, monitoring and evaluation of all Counter Narcotics activities and efforts.
25. **Ministry of Refugee Affairs and Repatriation** - Responsible for devising and executing the strategy for the return of Afghan refugees

The Legislative Branch

	The National Assembly	
Wolesi Jirga **(House of the People)** 249 representatives Elected by the people (over 25) for 5 years Represent approximately equal populations. The number of seats approximately equals the number of districts Minimum of 68 seats are allocated for women candidates	As the highest legislative body, the National Assembly represents the whole nation of Afghanistan.	**Meshrano Jirga** **(House of the Elders)** 102 representatives 2 representatives from each province President appoints 1/3 (34 representatives) of whom 17 must be woment These representatives serve a 5 year term District Councils appoint 1/3 who serve for the 3 year term Provincial Councils appoint 1/3 for a 4 year term

The Legislative Branch is responsible for:

- Making the laws of the country: Bills are presented to the Wolesi Jirga who have a month to debate it and send it on to the Meshrano Jirga, who have fifteen days to decide. For the Bill to become Law it must be approved by both houses and endorsed by the President.
- Oversight of the policies and programs ("governing"): ensures that the policies and programs are delivered as promised and that laws are applied. Any commission of both houses of the National Assembly can question any of the ministers.
- Representation: the National Assembly reflects the will of the people. It represents the people through the two houses. The National Assembly convenes two ordinary sessions each year (totaling nine months). The houses meet separately during the same period except:

  - When the President inaugurates the legislative session or the annual session (the opening of the parliamentary year)
  - If it is deemed necessary by the President

The **National Assembly"s** general responsibilities include:

- Ratifying, modifying or abolishing laws and legislating decrees.
- Approving economic, social, cultural and technological plans.
- Approving state budget, permission for obtaining and approving loans.
- Ratifying international treaties and agreements or abrogate the membership of Afghanistan into them.

    - When the President inaugurates the legislative session or the annual session (the opening of the parliamentary year)
    - If it is deemed necessary by the President

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- Approving economic, social, cultural and technological plans.
- Approving state budget, permission for obtaining and approving loans.
- Ratifying international treaties and agreements or abrogate the membership of Afghanistan into them.

The Judicial Branch

Attorney-General	Supreme Court
(part of the Executive but originates in the Judiciary in the Constitution) Prosecutes criminal cases and conducts criminal investigations from law enforcement.	Comprised of nine judges including Chief Justice In charge of the court systems and judges Nominates, oversees and train all judges in the country

The Loya Jirga is the Grand Council.

It meets only occasionally and when necessary for the good of the country. It addresses issues of independence, national sovereignty supreme interests of Afghanistan and, if necessary, to prosecute the President.

Provincial and District Government Structures

Afghanistan is a unitary state where all political authority is vested in the national government. This consists of 34 provinces each with a governor who is appointed by the President. Each province is made up of districts with the district staff allocations determined by the central government.

In addition to this formal government structure there are also traditional community Shuras, Jirgas and other traditional structures with are influential at the local level.

Lesson 28: What Did I Learn?

Please answer the questions below.

1. What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior).

2. What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples.

3. What do you think worked in this course? What do you think should be changed to make it better?

Lesson 29: Passing it On - I

How can you share the values of peace education with others – either teach to lower grades, to other classes, or perhaps present it to the community such as at a youth organization or club, or at a community event?

Brainstorm some ways you might share what you learned with others. For example you could use songs, plays, puppet shows, art, games, and discussions.

Lesson 30: Passing it On - II

Review the list of ideas you created in class on how to share what you learned with others and the topics you selected.

Each group will present their lesson.

At the end of each lesson your fellow students present, be sure to give them feedback so they know what worked well and what they could improve:

1. What are the strengths of the session?
2. What would you change?
3. Did it need to be shorter? Or Longer?
4. Does it need a preliminary lesson or activity to help people to understand?

Lesson 31: Being a Peace Builder

For each of the topics below, consider which students in your class seem to model these skills well. Place their names in one of the boxes next to the words below.

- Understanding about conflict and peace;
- Implementing conflict management;
- Using communication skills (including bias etc.)
- Understanding unity and diversity
- Managing emotions;
- Coping with loss and stress
- Citizenship
- Problem solving
- Human Rights

Contact Webs

