National School Based Peace Education Program

Teacher’s Manual

Grade 7-12

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National School Based Peace Education Program

Tips for Teachers

Peace Education is a new topic and sometimes requires new teaching skills. These teaching tips are to help you in teaching this new subject and to support you as you try new methods of teaching and classroom management.

Content

Preparation

Prepare. You should know the content of the lesson thoroughly. You should use the book only as a reference; not to read from. Ensure that you have all the materials and aids you need for the lesson.

Implementation

As you are the teacher, you must understand the subject matter very well. You need to be prepared for understanding and clearly presenting the information or practicing the skills for each lesson and be able to pick out views expressed by students and incorporate them into the messages you are teaching.

You are also going to be a learner along with the students. You need an openness to learning and a willingness to value what your students have to teach you as you work together to become peacemakers. Students are accustomed to seeing teachers as authorities, but, in this class, you will be learners and teachers together. The students need your permission to relate to you in this new way.

Ensure that the lessons have variety and use a range of methods to maintain the pace of the lesson. Conclude each lesson by synthesizing what was covered. Summarizing and clarifying the key points of the lessons helps the students to focus on learning outcomes.

Method

The course is designed to use a variety of methods:

- Lectures: content is shared and discussed verbally
- Scenarios: real life examples are presented for analysis and discussion, generally in small groups
- Small group activities to practice skills, and explore concepts, and role-plays where students are able to practice and apply skills learned to real life situations. These have been varied to help keep students engaged and to not only build awareness of the concepts, but also to help students actually develop skills.

Scenarios

The scenarios used in this course have all been developed from real situations. They provide a situation that can be controlled for analysis and application of sound principles of peace education. This approach allows students to practice their response in a safe environment and, ideally they should be able to transfer the lessons to real-life situations.

Group work

Group work is used a lot in this course. It enables students to share ideas and to complete work in an unfamiliar subject without feeling pressured. How you group students is up to you. There are several reasons why group work can be used very effectively. People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group. Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to integrate or use them. Participants in the group start to learn to create their own solutions.

Always give instructions as to what you want the group to do before you form the groups (for example, what each group has to do, when you will give them their materials [if any], and how long they have for their discussion).

Groups should be varied (not just those sitting next to each other). Group people quickly and get them started on their activity. You can do this by having them number off – 1,2,3,4, and then having all the ‗1‘s‖ together, all the ‗2‘s‖ together. You can also start the class by having students number a piece of paper from 1 to 4. Then ask the students to find four people they don‘t know well and have them write their name next to their number. Then ask them, when they need to pair, to get together with their conversation partner number 1 for instance. Remember, putting people into groups is not the activity, but the more students engage meaningfully with each other, the better the class atmosphere will be, the better students will work together both inside and outside the classroom.

Move among the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is off track. This movement should be continual so that every group is visited at least once in the time period allowed.

The process of group work is important. The outcome of most group work should be shared with all the class. There may be times however when content is personal and students are asked only to volunteer what is comfortable with the whole group. These feedback sessions need to be part of a whole class discussion; not just a report.

Make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the class.

Brainstorming

Brainstorming is used when you want to get the ideas from all of the people in a group, when you want to generate creative ideas, get buy-in from the group and/or to generate a lot of options or ideas about a topic in a short time.

- You want to set a time limit. This may be 10 minutes or less for instance.
- Ideas should be ‑the first thing you think of‖ – this is not the time for discussion. Do not evaluate each option yet.
- All participants should have an opportunity to contribute to the brainstorming. If they don‘t have an idea they can ―pass‖ and students can come back to them after the other students have had an opportunity to contribute. Maybe after they hear the other students‘ ideas, they may feel more comfortable contributing.
- There should be no judgment of ideas yet, all ideas are accepted.
- There should be no discussion of the ideas/exploring the benefits or negatives about each option until the brainstorming is over.

Lecture

- Generally at the start of each lesson, you will share some basic information, or an overview of the content. Students learn best through ‑doing‖, so this time should be the shortest period of time during the class period. Remember the lessons of one-way communication: Small pieces of information building logically on one another and time for clarification.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your participants. [See the Psychological environment, below.]

Role-plays

Purpose

- Helps students understand/see multiple perspectives
- Help students relate to other experiences
- Practice skills

Steps for an effective Role Play Scenario

1. Prepare – Provide short/clear instructions and give observers a role
2. Rehearse
3. Perform - Students may wish to role-play alternative endings/perspectives
4. Conclude – Discuss. You may wish to repeat the scenarios, but this time, have observers step in when they see an opportunity to help stop the conflict from escalating, or have students practice whatever the skill is by doing it well this time, and role play for instance, a win-win solution.

Note: Always make it clear that students are role-playing and if they are playing a negative role, allow them to practice the positive way to address the conflict/issue.

Ensure that the students are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.

At the conclusion of the role-play, ask the participants to stay in role while the discussion takes place on motives, etc. of the characters. Role plays can bring up feelings and judgments about the characters, so it is important to be clear when students are asked to step out of their roles. This would be a good time to ask them how they felt about being in the role.

There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion. Discussion of the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.

(Adapted from Methodology Guide: A preparation manual for EHL Teachers, International Committee for the Red Cross/Red Crescent)

Environment

There are two parts to environment: the physical and the psychological.

The physical environment

The classroom

- Organize the seating so that there is no barrier between you and the students. Never sit behind a desk.
- It is best to move around, even when lecturing, to keep students engaged. Be careful not to stand with light at your back, or where all students cannot see you.
- Try to make sure that there is enough room for you to move freely around the room and that the students can change desks for group work when necessary.

Classroom Equipment

Using a white board or chalk board

- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read and straight.
- Ensure that all participants can see the board or audio-visual aids that you are using.
- If the blackboard is long (horizontally) divide it into sections. Always work from one end of the board to the other. Don‘t jump around the board. Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said.
- Drawings and graphic representations can be used to great effect. Keep your drawings simple (e.g. stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.

Using Technology

- If you are using electrical or electronic equipment, tape down the cords for safety so no one trips over them accidentally
- Ensure that all the equipment works before the lesson starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points. Make sure that you refer the participants to their workbooks for questions, exercises and supplementary notes.

The psychological environment

The psychological environment depends almost entirely on you, the facilitator/trainer/teacher. It is your job to create an atmosphere where people are willing and able to learn.

Manner

- Be warm, friendly and enthusiastic. If you enjoy what you are doing, the students probably will as well.
- You want to exemplify a value of being both a teacher and a student and encouraging students to do the same. You should be modeling the skills and theories that you are teaching your students.
- Learn the names of your students. Use individuals‘ names, not just to ask questions, but if you refer to a point made by a student, acknowledge it by naming the person.
- Be genuinely interested in what your students have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what students say, really listen. Don‘t stop listening part way through to formulate your response. If something comes to mind you don‘t want to forget, write it down and continue to listen. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the student.
- Listen also when students talk to each other; many people feel may be too shy to speak from their heart to a teacher, but they will share with each other.

- If you give an example to the class, and one person (in your example) has done wrong, take that role yourself. Let the student be the _good person‘.
- Teaching should be enjoyable for both you and the students. It is a learning experience for everybody. Be sure to acknowledge what you learn from the students.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates participants) but look at all the students.
- Use your peripheral vision (looking out of the corner of your eye) so you notice all of the students in the room, so you notice when students want to speak, or how they are responding to the material. When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all students to hear and with expression (a monotone will put your class to sleep).
- Use the level of language (the words your students will understand) so you insure understanding of concepts. Simple language does not mean simple concepts; in fact simple language is more difficult than complicated language.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- Never point with a finger or stand with your hands on your hips. Often folded arms can serve as a non-verbal barrier to communication – appearing that you are not comfortable with the situation or material. .
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help.

Product/outcomes

The product or outcomes from any teaching should be tangible and real. Provide students periodically with opportunities to practice the material they have learned and apply it. Make this a quiz or some form of game; the students should be able to discuss and build on each other‘s responses.

National School Based Peace Education Program

Teacher’s Manual

Grades 7-8

Contents

Syllabus 3

Lesson 1: Introduction to Peace Education Program 7
Lesson 2: What is Conflict? 8
Lesson 3: Definitions of Conflict 9
Lesson 4: What is Peace? 11
Lesson 5: Conflict and You 12
Lesson 6: Conflict Management Styles 15
Lesson 7: Conflict Management Styles II 17
Lesson 8: Conflicts can grow 19
Lesson 9: Listening – Directions, Directions 22
Lesson 10: Listening – Retelling the Story 23
Lesson 11: Listening rather than just hearing 25
Lesson 12: Effective Communication 26
Lesson 13: What is Bias? 28
Lesson 14: The Bias Cycle 30
Lesson 15: Perceptions 32
Lesson 16: Trust Circle 34
Lesson 17: Building and Breaking Trust 35
Lesson 18: Developing Empathy 37
Lesson 19: Emotions 39
Lesson 20: Understanding Anger 40
Lesson 21: “I” Messages 45
Lesson 22: Sequencing Anger 48
Lesson 23: Handling stress 50
Lesson 24: Coping with Loss 52
Lesson 25: Cooperation 55
Lesson 26: Assertiveness 57
Lesson 27: Practicing Assertiveness 59
Lesson 28: Learning how to disagree constructively 60
Lesson 29: Puzzles for Problem Solving I 63
Lesson 30: Puzzles for Problem Solving II 65
Lesson 31: Steps to Problem Solving 67
Lesson 32: Problem Solving Guidelines 69
Lesson 33: What Did I Learn? 75

National School Based Peace Education Program

Grades 7-8

Syllabus

Course Description

The study of Peace Education in years 7 – 8 aims to develop students‘ knowledge, understanding, skills and behaviors in peace education so that they can effectively contribute to the peace building in Afghanistan.

The course develops and enhances constructive skills of communication, handling emotions, problem solving as well as providing an understanding of conflict management and resolution and developing peace. It helps students to cope with loss and grieving and provides an informal psychosocial support base.

What will the students learn about?

The students will develop skills associated with constructive living and then work in situations which provide opportunities for them to practice the skills and so develop changed or modified behavior patterns. These include:

- discovering about conflict and peace;
- conflict management;
- communication skills
- perceptions, bias, trust, empathy and emotions;
- coping with loss and stress
- cooperation and assertiveness
- Problem solving

The students are provided with opportunities to work together collaboratively, to take part in physical as well as mental activity and are encouraged to undertake community work.

Course outline

Students will study peace education initially for a single period a week every teaching week of the school year. The course has been developed as a cyclic curriculum which is built on in the later years of secondary school. This means that students will build on knowledge and concepts year by year. They will do this through research, discussion, exploratory learning and reflection. They will use stories, poetry, scenarios and games to define and develop ideas on the range of issues associated with peace education.

Course Requirements

All lessons should be taught and taught in the order that they appear in the Teacher Guide. These lessons have been designed and written as full lesson plans to support the teacher in these first stages of implementation.

The competencies and indicators have been developed as **input competencies** (competency 1 with its component parts) and as **output competencies** (2 – 5). Competency 1 focuses on skills and knowledge acquisition while the other competencies focus on the changed behaviors acquired as a result.

Notes:

The lessons have been ordered according to the model of Hilda Taba’s cyclic curriculum and so they run as “stepping stones” of skills and knowledge with the constant checking for learning.

Cyclical Model includes elements from both the rational and dynamic models but is basically an extension of the rational models which are essentially logical and sequential in approach.

Competencies and Indicators

Learning Competency	Components	Indicators: The student…
1: Develop conflict resolution skills (understanding conflict, understanding how emotions influence conflict, using effective communication skills, and problem solving).	Understanding conflict	1. Can describe the nature of conflict 2. Can explain the cyclical and compounding nature of conflict 3. Can explain the effects of unresolved conflict 4. Can identify behaviors that lead to peaceful and constructive behaviors
	Understanding the role emotions play in conflict	1. Can identify the role of emotions in conflict 2. Can nominate strategies to effectively manage anger 3. Can identify and find effective ways of dealing with stress 4. Can identify skills that enhance empathy and describe situations that require empathy
	Using Effective Communication Skills	1. Understand the elements in communication 2. Can identify characteristics of assertive, passive and aggressive behavior. 3. Uses assertive responses at least sometimes. 4. Can demonstrate effective communication skills that build healthy relationships.
	Problem Solving	1. Can define factors that influence decision making. 2. Can apply creative and critical thinking skills in making abstinence related decisions. 3. Can identify effective nonviolent ways of resolving conflicts
2: Develop and utilize interpersonal/conflict resolution skills essential in the classroom and community.		1. Can recognize the impact gender, age, socioeconomic status, ethnicity, and religion can have in a diverse community. 2. Can identify constructive interpersonal, problem-solving, and collaboration skills. 3. Demonstrates conflict resolution skills (e.g. active listening and responding skills; sensitivity to cultural differences; and interpersonal skills).

3: Develop coping and personal resilience skills for the lack of or loss of relationships.	1. Can explain how positive and negative attitudes influence behavior. 2. Can explain the impact of peer influence and can identify skills to manage that influence. 3. Can identify skills for coping with the loss of a relationship
4: Demonstrate qualities and skills needed to establish and maintain positive relationships, friendships and healthy support systems.	1. Can identify relationship behaviors and factors that lead to effective, supportive long-term relationships. 2. Can identify ways of overcoming peer pressure. 3. Can identify various stereotypes/biases and explain how they affect interpersonal relationships. 4. Can nominate alternative strategies for maintaining and strengthening positive relationships and support systems.
5: Develop and utilize interpersonal/conflict resolution skills essential in the school and the community.	1. Can define collaboration and identify examples in the community and school. 2. Can recognize strategies for collaboration. 3. Demonstrates ability to set realistic goals.

Lesson 1: Introduction to Peace Education Program (Time needed: 35 minutes)

Objective: To introduce the concept of peace education

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorm activity. If you have not done this before, please see the ―Teaching tips‖ on how to brainstorm effectively as you will need to teach the students how to do this.

Directions and Method:

Introduction [5 minutes]
Explain to the students that they are about to undertake a new course, called Peace Education. Explain that Peace Education has a range of topics that will help the students to develop constructive skills that will help them become peacemakers and better citizens.

Activity 1 [25 minutes]

Explain to the students that generally when we learn something new it is either a skill (so that we know how to do something new) or we learn new facts or information (that we call knowledge).

- Ask students to think about what sort of skills they might need in order to minimize conflict.
- Ask them to think about how to stop an argument, or how to avoid misunderstandings.
- List the skill on the board [communication /listening skills].
- Ask the students what knowledge they think they may need to know.
- List the knowledge areas on the board.
- Ask why it is important to know what conflict is. Ask if knowing what to do when you are angry or very sad would be helpful in peace education.

Explain that in addition to skills and knowledge, we need to understand behavior that helps to minimize conflict. The values we have are reflected in our behavior. Ask how we learn to co-operate with others, or how to trust others, or understand how other people feel and think. Explain that as we learn about these things we begin to see how values are reflected in our behavior and how they affect whether or not we are a peacemaker.

Activity 2 [15 minutes]

In their workbooks, have the students write their goal for this course in the box. If they have time, draw a border around your goal before cutting it out and hanging it on the wall.

In their workbooks, have the students write their goal(s) for this course in the square. If they have time, ask then to draw a border around their goal and cut it out to hang on the wall.

Conclusion [5 minutes]
Peace education covers many different areas and skills. Hopefully we will learn from each other and develop together. We will also have fun.

Lesson 2: What is Conflict? (Time needed: 35 minutes)

Objective: Learners will understand what conflict is

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorm activity. If you are unsure of how to conduct a brainstorm please read the teaching tips.

Directions and Method:

Introduction [2 minutes]
Explain to the students that brainstorming is when you share ideas without evaluating them yet. All ideas are accepted and students may build on the ideas of others.

Activity 1 [25 minutes]
Write the word ‒conflict‖ on the board or flip chart and ask the students to call out words that they associate with conflict. Allow all responses and record them on the board.

After 10 minutes or so stop the brainstorming and categorize the list. Start with three categories: causes of conflict; results of conflict; elements that are both.

Categorize all the elements discussing where necessary. Ask the students if there are positive as well as negative results associated with conflict. Discuss what makes them positive or negative.

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 brainstorm 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?

Conclusion [5 minutes]
The destructive or constructive nature of conflict is very much a result of how we deal with conflict. If we view it as something that helps us to initiate change, this may be a very good thing. If we allow it to be expressed violently or where we set out to hurt others, then conflict can be very destructive. As conflict is inevitable in the human condition, we need to learn ways of dealing with it constructively.

Lesson 3: Definitions of Conflict (Time needed: 35 minutes)

Objective: Learners develop a definition of conflict

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorm activity

Directions and Method:

Introduction [10 minutes]
Review the conflict brainstorm created in the previous lesson with the students. Remind students that those who experience a conflict or who observe it can determine if it is constructive or destructive. Ask the students to look again at the brainstorm they created. Ask the students to review how the words in their list provide examples of personal conflict (within themselves and with others), local, national or international conflict. *[Ask for examples of each of these if they don't appear on the web and ask if students would like to add them to the list]*

Activity [20 minutes]
Explain that today‘s lesson will work to develop a definition of conflict.
Students should work in small groups of three or four.
Ask the students to open their workbooks and then ask the groups to develop a definition of conflict taking into account what conflict means, what it sounds like, how it feels, where it happens and so on. [Remind students if necessary that we are not just talking about the large national or regional violent conflict in Afghanistan; rather we may be talking about differences of opinion, misunderstandings and arguments between friends or family.]
Tell the students that they have 10 minutes for this exercise

When the students have finished ask one representative from each group to read out their definition. Ask the other groups to identify key words that fit into any of the columns and record those in the columns. Do this with all the groups‘ responses.
Using this collective list develop a class definition of conflict that everybody agrees with.
Add this definition and ask students if it fits with their own. This one is from the United States Institute of Peace (USIP): An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals.

Draw the following chart on the board

Who	What	When	Where	Why

Discussion Questions

1. Why do conflicts occur?
2. Is a physical fight different to 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?

Conclusion [5 minutes]

Understanding the components of conflict and knowing just what we mean when we use the word ‗conflict‘ will help us in future lessons in peace education.

Lesson 4: What is Peace? (Time needed: 35 minutes)

Objective: **L**earners will develop a vision of peace

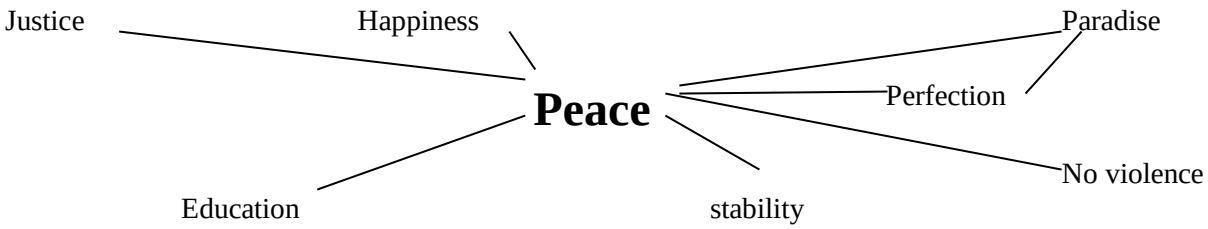
Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorm activity

Directions and Method:

Introduction [2 minutes]
Review with the students the work we have done so far on conflict
Explain that today we will build a peace web.

Activity [15 minutes]
Write the word _peace in the center of the board and ask the students to record three or four words that they think of in relation to peace. Create the web using their words. [It should look something like this. Remember this is only an example]



Points for Discussion
When people think of peace they think of a wide variety of things. Generally there will be some people who see peace as an absence of fighting or violence and certainly it needs to be that but it needs to be more. Is it likely that if there is no justice or equality that there could be a long lasting peace?
The _perfection‘ ideas of peace may be difficult to reach, but this is what we strive towards.

Activity 2 [15 minutes]
Ask the students to work in small groups and keeping in mind the discussion that has come from the peace web, each group should develop a definition of peace.
Ask the groups to write out the definition in each member‘s workbook and cut out the box from one book. Hang all the definitions 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?

Conclusion [3minutes]
We need to understand what we mean about peace so that we can constructively work towards this ideal. Together with our definition and understanding of conflict we can build the skills that will help us to live constructively together.

Lesson 5: Conflict and You (Time needed: 35 minutes)

Objectives:

- Students will learn to evaluate how they deal with conflict situations
- Students will understand the effectiveness of their choices
- Students will understand the benefits of alternative ways of handling conflict

Resources required: Workbooks

Teacher‟s Notes: This may need links made between this and previous lessons on conflict

Directions and Method:

Introduction [2 minutes]
Explain that in this lesson we are going to look at how people deal with conflict situations and how that affects us.

Activity [25 minutes]
Ask the students to turn to their workbooks and fill in the table**: “How do you usually handle conflicts”.** This is an individual activity. Share with the students that you will not be collecting these, and that they should be honest as it is a tool for their own personal reflection. Before answering the questions, ask the students to consider whether they will answer the questions as if they are handling conflicts with their parents, their friends, their brothers and sisters, or at school.
When the tables are completed ask the students if they learned more about themselves by completing the table.

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?

Points for Discussion
Often the ways that we deal with conflict do not resolve the problem. They may postpone it and sometimes it is made worse.
Developing and using skills for real resolution of conflict can leave us feeling vulnerable. But we are also vulnerable when we use ineffective ways of resolving conflict. It takes courage to look for constructive ways of dealing with a conflict situation.

Conclusion [5 minutes]
Conflict resolution and building peace are not easy tasks. However, if we are going to rebuild our country and create a better future for ourselves we need to learn the skills that will bring us together in peace.

Student Workbook

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	Apologize			
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.

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 - 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 (Time needed: 35 minutes)

Objective: Students will be able to identify a variety of conflict management styles

Resources required: Workbooks

Teacher‟s Notes:

Directions and Method

Introduction [5 minutes]
Each of us is different and we handle conflict differently as well. There is no single right way to manage conflict but there are advantages and disadvantages for each style. Although we may feel very comfortable with one style we can learn when it is an advantage to use another style, in this way conflict can be managed constructively.

Activity 1 [10 minutes]

In your workbooks you will find a description of some behaviors associated with particular animals. Read these to get a good understanding of the characteristics outlined.



Collaborating
Dolphins live together in groups called pods. The 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.



Competing
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.



Avoiding
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.



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



Compromising
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 [15 minutes]

While the students are reading, write the five conflict management types on the board:

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

After a few minutes (or when most people have finished reading) ask the students to look at the words on the board. Ask if anybody can explain the meaning of the words in terms of conflict management styles: Discuss the words with the whole class until there is an agreed understanding.

Competing	Sees everything as a competition and so must win at all costs Competing happens in situations where there is only one winner (races, football games)
Collaborating	Working together for a common good Using each other‘s strengths Co-operating
Compromising	Willing to meet half way Negotiating
Avoiding	Refusing to deal with a problem Waits until things are better Pretends there is nothing wrong
Accommodating	Helpful Adapting to others Willing to adjust

Now ask the students to label their animals with the conflict management style they best represent.

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. Ask students to list what style they use with their best friends generally?
4. What about their brothers or sisters?
5. What about their parents?
6. Do we tend to use different styles with different people? Why?

Conclusion 5 minutes]

Animals act as they do naturally. People however, have a choice. While some conflict management styles may suit our personality more than others we need to understand that other people have different styles and each style has advantages and disadvantages.

Lesson 7: Conflict Management Styles II **(Time needed: 35 minutes)**

Objective: Students will be able to identify the advantages and disadvantages of each conflict style

Resources required: Workbooks

Teacher‟s Notes: Write each of the styles on slips of paper ready for activity 2.

Directions and Method

Introduction [5 minutes]
Review the previous lesson on conflict management styles with the students. Ask if people can list the key conflict management styles of each of the animals.

Dolphin	collaborating
Shark	competing
Fox	compromising
Tortoise	avoiding
Chameleon	accommodating

Activity 1 [10 minutes]
Ask the students to work in small groups (five groups). Ask them to read the story in the workbook and then match the five endings to the five conflict management types they have already discussed.

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 and kicked away the ruined ball.

Ending 1 Avoiding	**Ending 2** Accommodating	**Ending 3** Collaborating	**Ending 4** Competing	**Ending 5** Compromising
Yaseen: Walks away and does not play the game with the boys. He says nothing about his ball to Saber.	Yaseen calls out to the group –Oh no, stupid cheap ball now we don‘t have a ball at all‖	Yaseen: –Hi everybody, bad luck about the ball and it was my ball too. Can you help me fix it? Maybe we can stuff it with rags and then we can still play?	Yaseen says to Saber: –Look what you‘ve done to my ball! That was a gift from my family and now your carelessness has ruined it‖	Yaseen says to Saber and the team –I am just as upset about my ball as you are at not having a ball. What else could we do now? Want to go to town instead?

Allow 5 minutes for this task and then ask for feedback from the groups.

Activity 2 [15 minutes]

- Give one slip of paper with a conflict style on it to each group and ask them to develop a one minute role play that illustrates the conflict management style they have been assigned.
- Tell them they have 2 minutes to develop their role plays without using the word on the paper.
- Conduct the role plays and ask the other students to identify the style portrayed.

Conclusion [5 minutes]

Understanding the characteristics of the various conflict management styles allows us to use them when the conflict situation requires it and allows us to recognize other people‘s preferred styles which in turn helps us to work together with them to solve conflicts.

Lesson 8: Conflicts can grow (Time needed: 35 minutes)

Objectives:

- Students will understand the concept of cycles and escalation of conflict
- Students will be able to identify behaviors that cause conflict

Resources required: a paper spiral held at the center with a pin and large enough to be seen by the entire class

Teacher‟s Notes: This is a small group and workbook activity.

Directions and Method:

Introduction [5 minutes]
Show the spiral to the class and tell them that this is an illustration of what can happen with a conflict. Explain that if we do not resolve a conflict or disagreement or misunderstanding, it has the potential to get worse, just as the spiral gets bigger each ‗round‘.

Activity 1 [20 minutes]
Divide the class into three groups and assign one case study (in the student workbooks) to each group. Ask the groups to read the story assigned to them and then to complete the questions. They may discuss their responses in the group.

Discussion Questions [5 minutes]

- When is the best time to break the cycle of conflict?
- In the story you read, what could have been done differently by each person to help stop the cycle of conflict from getting bigger?
- What happens when people get angry?
- How do we prevent a conflict growing into this sort of cycle?

Conclusion [5 minutes]
Conflicts can grow very quickly. It is much easier to solve or manage a conflict when it first starts, than it is to wait and allow it to get worse before we try to solve things. Often conflicts grow because we manage our emotions in an ineffective way.

Student Workbook

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 gets 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 gets 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 gets bigger.
- What could be done differently to stop the conflict from getting worse? What could Riaz do differently? What could Sediq do differently?

Lesson 9: Listening – Directions, Directions **(Time needed: 35 minutes)**

Objectives:

- Students will practice active listening
- Students will understand the negative effects of poor communication

Resources required: Workbooks

Teacher‟s Notes: This is an outdoor, whole class activity. Give the students five instructions which they must follow in the order that you give them. Speak clearly and slowly but do not repeat the instructions and give them all at one time. Increase the number and complexity of the instructions as the learners become better at the game.

Directions and Method:

Introduction [5 minutes]
Explain that in this lesson the class is going to play a game that will help them to understand what happens when we don‘t listen effectively, or worse when we rely on other people to listen for us. Take the class outside and if necessary make small groups of about ten people each. Ask one group to come forward and for the others to watch and listen to what happens.

Activity 1 [25 minutes]

- Give the first group five instructions that must be done in the order in which you give them, e.g. run to the tree and circle it three times, then run to the left side fence, do two sit ups, pick four stones from the path, hop until you reach the grass and then run back here to me (teacher)
- Say all the instructions just once; do not repeat and then ask the group to follow the instructions.
- Give different instructions to different groups. Take the class back inside for the discussion

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?

Points for Discussion

- Remind the group that effective listening is difficult and requires practice. Effective listening is a learned skill. It is very important to do it well in order to communicate well and understand others.
- Remind the students that it is important to understand the value of good listening and that we should not rely solely on others to listen for us.
- Remind the students that poor listening may have negative consequences as they may not receive all the information they need to make good choices. Explain to the class that without effective listening skills, they may misunderstand things that people say which may lead to conflict.

Conclusion [5 minutes] Effective listening is the core of peace education and conflict resolution. We cannot communicate, or solve problems or overcome the challenges of life if we do not listen effectively. With practice, we can all be better listeners!

Lesson 10: Listening – Retelling the Story **(Time needed: 35 minutes)**

Objectives:

- Students will practice active listening
- Students will understand their own responsibility for good and poor communication

Resources required: Workbooks

Teacher‘s Notes: Make sure that the students are aware of the point about adding and taking away parts of the information. If you tell a different story (to the one here) it should be unknown to the group and quite complex and full of detail.

Directions and Method

Introduction [2 minutes]
Explain to the class that today‘s lesson is also about listening. Explain that although this is an activity, it reflects what happens in real life. Ask the students to watch and listen to what happens. Explain that the people who volunteer for the activity are just as good (or bad) at listening as anybody else in the class.

Activity 1 [20 minutes]
Ask for three volunteers to come to the front of the class.
Two of these people should go outside (where they cannot hear).
Tell the rest of the group that they need to listen carefully.
The person at the front of the class is going to be told a story
She/he must try to remember and tell the story to the next person to be brought in from outside.
Tell the learner (and the group) the story, as it is written below.

One day I was walking towards a strange village through the hills and I heard rustling noises in the bushes at the side of the road. I was already nervous as I had not been to this part of the country before and then I thought there were people hiding in the bushes. I started to run towards the village looking for people who could help me. Just then, from a right hand lane, three men came walking towards me. I was so relieved because they could help and protect me and so I started to wave at them. But then I saw that they were looking very fierce and angry. I was suddenly trapped and tried to hide because there was danger all around me and I didn‘t know where to run.

Then I saw an old lady waving to me and I thought she might hide me so I started to run towards her. But the old lady looked away and turned her back to me, motioning with her arm that I should get away. I did not know what to do or where I could hide.

Just then one man called out and some boys came out of the bushes laughing and begging their fathers not to beat them. They had been hiding because they did not want to do their chores. The old lady had shown the men where the boys were hiding.

One of the two people from outside is called in and the first person retells the story to the second one.
The group should note what is said but should not speak or laugh or help.
The third person is brought in and the second person tells the story – again, the rest of the group should not speak or help.
The third person retells the story to the whole group.

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?

Points for Discussion

- Discuss that information is often left out of the story or changes as people try to make sense of information.
- Often only part of the story is heard and sometimes judgments are made before all the facts are known. People tend to remember only what is important to them.
- Explain that sometimes people will _make up‘ a part of the story so that it makes sense to them. Reinforce the idea that people do not do this in order to deceive, but that this happens because our brains try to make sense of what we hear.

Conclusion [5 minutes]

People will always try to make sense of what they hear (or think that they hear). This means that often we make judgements on misinformation. Misinformation and misunderstanding create problems and conflict and leave us frustrated, angry and confused. The responsibility for communicating clearly belongs to both the _speaker‘ and the _listener‘. Clear communication and good listening can help minimise problems.

Lesson 11: Listening rather than just hearing **(Time needed: 35 minutes)**

Objectives:

- Students will understand various facets of active listening.

Resources required: Workbooks, a large chart with the symbol drawn on it.

Teacher‟s Notes: If possible find proverbs, words, symbols or pictures from other countries or cultures that demonstrate the complexity of good listening?

Directions and Method



Introduction [15 minutes]
Ask the students to look at this symbol.

Explain that 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‟**
Ask the students what they think this signifies *[to feel for the other person – to have empathy in your listening]*
Allow a few minutes for the students to label the symbol and explain the component parts in their workbooks.

Activity [15 minutes]
Ask the students to develop a symbol that incorporates all these parts of active listening.
Brainstorm for ideas. The symbol should be able to be _read‘ and understood by others.
A very simple version could be drawings of eyes and ears and a heart joined together in a way that signifies _undivided attention‘.
Allow 10 minutes for this activity.

Conclusion [5 minutes]
Active listening is very different to simply hearing something. That is why it requires focussed attention on the speaker. This is more than courtesy; it is an essential part of effective communication.

Lesson 12: Effective Communication **(Time needed: 35 minutes)**

Objectives:

- Students will practice effective communication
- Students will understand that effective communication is a responsibility for both the listener and the communicator
- Students will be able to identify the differences between one and two way communication

Resources required: Packets of about 6 different geometric shapes; one packet of identical shapes for each person in the class.

Teacher‟s Notes: Make the shapes from different coloured card or paper if possible (so that you may have small red squares, large red squares small blue squares and so on). This will allow more scope for the exercise. If coloured paper is not available plain geometric shapes will do. There needs to be one packet of shapes for every student.

Directions and Method

Introduction [5 minutes]
Explain to the class that communication is something we do all the time (it is happening right now!) but often it is done very poorly. Today‘s exercise should demonstrate a few points about effective communication

Activity 1 [25 minutes]
Ask the students to find a partner and sit back to back. [If this is not possible they should put a barrier between them so that they cannot see each other‘s patterns.] Explain that one of the pair will make a pattern with the shapes and then instruct their partner to make the exact same pattern. They cannot show the pattern they made they can only describe it. The person making the shape cannot ask any questions. Allow 5 minutes for the first partner. Ask them to take away the barrier and compare the patterns.

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?

Explain that this _one-way‘ communication is often how we communicate: we say something and don‘t bother to check whether it is clearly understood. News reports are one-way communications, and sometimes teaching is. But there is a more effective way.

This time the other person in the pair should make their pattern first (still so that their partner cannot see it). They then describe to their partner how to replicate the pattern but this time if the _learner‘ is unsure or wants to clarify they should ask questions.

Allow 5 minutes and then ask the students to compare.

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?

Conclusion [5 minutes]

Even though we communicate all the time; with friends and family, teachers and neighbours, it is not always easy to communicate effectively. Misunderstandings can occur when we don‘t explain clearly or don‘t ask for clarification. Providing clear, accurate information and asking for more information and checking our perceptions of what happened with others helps to address misunderstandings and stop them from escalating. Effective communication through asking clarifying questions is one way that we can break the conflict cycle.

Lesson 13: What is Bias? **(Time needed: 35 minutes)**

Objective: Students will be able to identify bias in communication

Resources required: Workbooks

Teacher Notes: On slips of paper write these words (one per slip of paper). There need to be enough slips for at least half the class. Write these words (or similar words): peasants, academics, thieves, politicians collaborators, bandits, fashionable, freedom fighters, warlords, traitors, powerful, traditional, emotional, sensitive, strong-willed, modest, submissive, disabled, modern, and wise.

Directions and Method
Introduction [5 minutes]
Stand upright and then lean to one side and then the other.

Point out that 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.

Activity 1 [15 minutes]
Draw a line down the center of the board or on a chart. Label the first column ―positive‖ and the second column ―negative.‖
Ask the people with the slips to discuss with their neighbor which column their slip should go. Then the slips need to be taped into the column.

When all the slips are taped into place, ask why a particular word is considered positive or negative. The discussion should be open to all the class (not just those who taped the word).
Ask if there are any words that change depending on who they are talking about. The most famous example is ―traitor‖ and ―freedom fighter.‖ These are often used to describe the same people but it depends who is doing the describing!

Points for Discussion
The fact that each word can go into one column or the other demonstrates the bias inherent in how we view the word.
If the word cannot be put into a column (a word such as ‗table‘) then there is no bias.
If the word can go into both columns depending on circumstances (for example ‗strong-willed‘: considered positive for a male but negative for a female) then we know that the emotional weight of the word can give the sentence bias.

Activity 2 [10 minutes]
Describe the school mentioning only the positive attributes. Do not mention punishment, or over-crowding, long hours or harsh conditions. Mention the care adults provide, food (if food is given) books, teaching skills, a meeting place for friends and so on.

Ask students if this is an accurate representation of school. Ask if anything you have said is untrue.
Ask if presenting only positive or negative points of view is bias.
Point out that telling only part of the story is a form of bias. It is this bias that we see most in media. Stories that only give some facts, photos that show only one side of what is happening, where a story is placed in a paper – all these are forms of bias.

Conclusion [5 minutes]

Explain that in communication it is not always possible to be completely unbiased, but we need to be sure that we are as unbiased and objective as possible when we are communicating to others. Equally, we need to understand that we may receive biased information from many sources and we have an obligation as intelligent peace makers to get more information and to try and see both sides of the story.

Lesson 14: The Bias Cycle **(Time needed: 35 minutes)**

Objective: Students will be able to understand how bias can lead to destructive behavior and conflict.

Resources required: Workbooks

Teacher Notes: Have the chart already drawn on the board but not filled in.

Directions and Method
Introduction [5 minutes]
Remind the students of the work done on bias and its effects on communication. Explain that this is not the only effect of bias. Bias itself can lead us into a conflict situation because it creates more destructive types of behavior.

Activity 1 [15 minutes]
Show the table on the board and ask what each of the words mean.

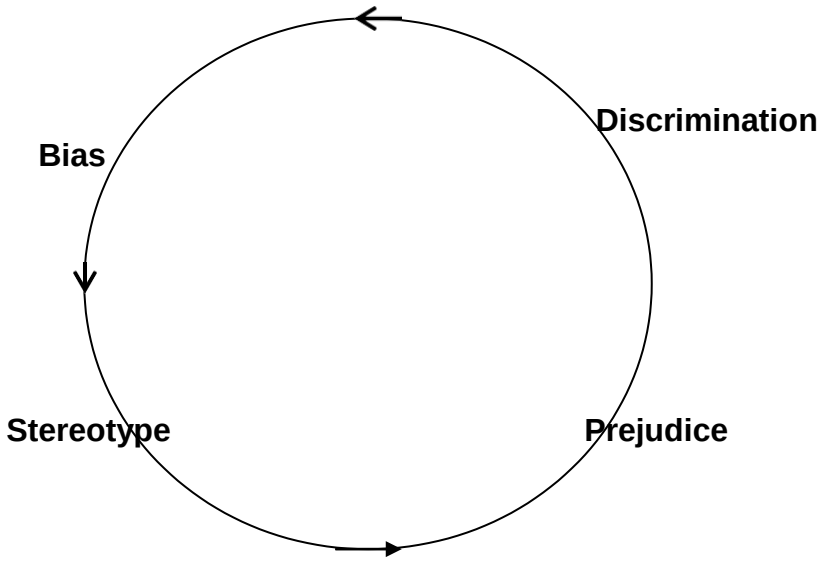
- **Bias:** is a point of view created by using emotion laden words or by giving selected facts
- **Stereotype:** is a generalization about a particular group of people without considering individual differences of people. It is not based on knowledge or personal experience of that particular person or group. It is based on the bias held about one or more members of the group
- **Prejudice:** to pre-judge somebody (before you know them) or an idea or concept before you know the facts
- **Discrimination:** when resources or rights are diverted away from a particular group identified through the stereotypes and prejudice. Discrimination can be personal or nation-wide. It can be a subtle social discrimination (like giving white dolls with yellow hair to little girls who only have dark hair) or it can be legal in the way apartheid was legal in South Africa.

As responses are given through the discussion fill in the table.

Bias	**Stereotype**	**Prejudice**	**Discrimination**
A one-sided or incomplete point of view	When this point of view is applied to all people from a particular group.	When the point of view makes you act in a particular way toward that group.	When resources are not given to the group against whom you are prejudiced

Activity 2 [10 minutes]

Now draw this diagram and ask people if this is a cycle that they have experienced (or been part of)



Points for Discussion

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.

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**.** *[Very often people react violently to the discrimination.]*
2. Ask where the cycle can be broken.
3. How might the cycle be broken?
4. Who is responsible for breaking the cycle?
5. Discuss with the class why the cycle **should** be broken and what they can do to break the cycle in their own lives.
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?

Conclusion [5 minutes]
The bias cycle reflects the injustices human beings perpetuate on each other. If we are to have a peaceful world then we need to ensure that we are aware of the bias cycle and how to prevent or break it.

Lesson 15: Perceptions **(Time needed: 35 minutes)**

Objective: Students will understand how perceptions can affect our judgment

Resources required: Perception card

Teacher‟s Notes: Have the perception card to show to everybody in the class, but keep moving around the room and do not stop or let people look for too long

Directions and Method

Introduction [2 minutes]
Ask the students to point to where the sun rises. Then ask them to point to where it sets.
Ask if the sun revolves around the earth or if the earth revolves around the sun. Ask how they know.

Explain that the perception is that the sun revolves around the earth because every morning it rises in the east and every evening it sets in the west. Explain that for hundreds of years people believed what they saw. This is a perception. Scientists can prove that the earth revolves around the sun and this is what we are taught – in spite of our perceptions.

Activity [25 minutes]
Show the perception card and ask the class what they see.
Ask around the class to see how many different things people saw.
Allow some discussion and then point out that what they saw is true for each person –it is their own perception.

Points for Discussion

- Treating a perception as a truth (as people do when they argue about what they saw) is exactly what we do in real life: we assume that because we see things in a particular way that it is a truth.
- Remind students that perceptions are a way of viewing things and that by themselves they are neither right nor wrong. It is only when we assume that the perception is the whole picture, the absolute truth that we begin to have problems.
- Explain that when perceptions are viewed as a truth then we feel that anybody who differs from us is _wrong‘. This is not a peaceful mindset.

Conclusion [5 minutes]

Sometimes what we see is the truth or a fact, but sometimes it is just a perception (a point of view) and is not the whole picture. Others may see other parts of the picture. If we can learn to accept that other points of view may be just as valid as our own, we can solve disputes and be constructive peacemakers. [You may also need to explain that this is a _trick‘ picture; it is designed to help us understand the point of perceptions more readily.]



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

Lesson 16: Trust Circle **(Time needed: 35 minutes)**

Objectives

- Students will understand how trust is developed
- Students will practice developing trust.

Resources required: Workbooks

Teacher‟s notes: This is a whole class activity. Ideally it should be held outdoors.

Directions and method

Introduction [5 minutes]
Explain to the students that 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. But it 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.

Activity 1 [25 minutes]
Ask the students to form a tight circle all facing the same direction. Tell them to trust you and that when you tell them to sit, they should sit, even though there are no chairs.
When you count to three, everybody will slowly sit down on the knees of the person standing behind them. They should not squat, but sit normally. In the end, all children will be sitting on each other‘s laps, all supported by each other.
.
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?

Points for Discussion
This activity, by itself, will not develop trust—this is a game that illustrates how trust can be developed: small situations that require trust build to larger situations when the trust is fulfilled.
Point out that trust is essential in healthy interpersonal relationships and is a building block for problem-solving and conflict resolution.

Conclusion [5 minutes]
Reiterate to the students that trust grows slowly and incrementally. The better relationships we have with others, the more opportunities we have for trusting them. Then we have a better chance for trust to grow when we and those with whom we interact prove trustworthy.

Lesson 17: Building and Breaking Trust **(Time needed: 35 minutes)**

Objectives:

- Students will understand how trust is developed
- Students will understand that trust increases the willingness of both parties to co-operate, improves team building and problem-solving.

Resources required: Workbooks

Teacher‟s Notes: This is a chalkboard lesson and you will need to draw the diagram on the board but without the text in boxes A and B or the people outside the circle (initially). Fill in the boxes as you discuss. This is also in the Student Workbook. Ask the students to follow you in their books.

Directions and Method

Introduction [5 minutes]
Today we will be looking at the issue of trust. We often talk about trust and people that we trust, often without thinking through what trust means. But we do not trust all people equally. How is it that some people are trusted absolutely and others are hardly trusted at all? Why do we feel that some people have earned our trust and some have not?

Activity [25 minutes]

Explain that we may have different levels of trust with different people and this may affect problem solving.

Discussion Questions – Part 1

1. Ask the students who they trust most in the world. Ask them why they trust them.
2. Ask who they trust least. Ask if it is a stranger, someone known to them, or somebody about whom they have heard bad things.
3. Ask if they trust people who have harmed them or spoken badly about them previously.

Show the circles diagram
Ask the students; if you are the person in the center who would you put in the circle closest to you (this should be someone that you trust a great deal)?
Explain that 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.
[Draw in the person who is new (on the right hand side). Fill in the box after discussion]

Ask what happens when trust is broken [Draw in the person at the bottom left outside the circle]. Discuss the elements in the box.

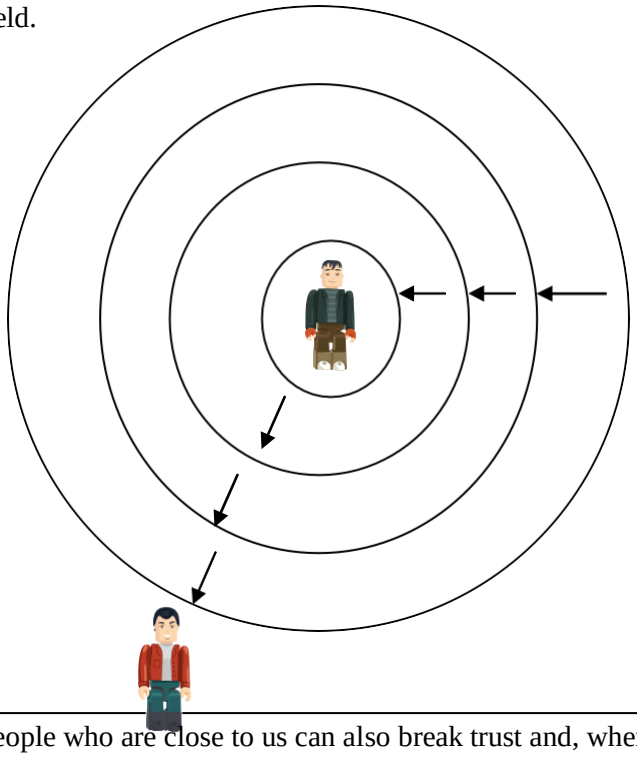
Discussion Questions - Part 2

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 circles of trust?

6. What are ways that you learn more about people and better understand them? [Things that help you get to know the other person better.]
7. How do we get to know people better? [Example: Playing games together at school, talking to each other about your families and likes and dislikes, spend an afternoon at each other‘s homes, eating a meal together. You begin by trusting with small things and if people prove trustworthy you increase the trust].

Points for Discussion

- Discuss the idea that trust develops as we get to know the other person. We each have to work to gain the trust of another person or group. In some cases, as with our parents and other family members, we trust from the beginning of the relationship. Then, it is a matter of how we each act with each other that keeps the trust in the relationship.
- Our interactions with others and our responses, positive and negative, help us to know if someone is trustworthy.
- If people are not trustworthy or if their actions seem to be not in our best interests, then the trust is withheld.





A. We establish contacts and interact with people we do not know. With some suspicion at first, we begin to trust them. If they prove trustworthy, the trust increases and the person begin 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 trust. For example, perhaps you expected someone to do something or be somewhere to help you and they didn‘t. This lessens our trust of the other. The closer people are to the center (to us), the more difficult it is to trust them again. 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.

Conclusion [5 minutes]

Trust can be built when we get to know each other better through effective communication, and working and playing together in meaningful ways. When we rely on people to do things for us and they can rely on us.

Lesson 18: Developing Empathy (Time needed: 35 minutes)

Objectives:

- Students will understand the role of empathy in peaceful behavior
- Students will practice the empathic skill of putting themselves in the place of ‒the other‖

Resources required: Workbooks, a pair of shoes or slippers for a small child (aged about four or five)

Directions and Method

Introduction [5 minutes]
Ask for a volunteer from the class and show the shoes. Ask them if they could please put them on and walk around the room.
Ask the class why this is not possible, or not comfortable.
Ask the students what they think it means to ―walk in another‘s shoes‖. [To see the world the way the other person sees it]

Activity 1 [25 minutes]

- Explain that many cultures have a proverb similar to ‒walk a mile in my shoes‖ to explain empathy. Empathy is not a single skill we can learn: it is a combination of skills and wanting to understand what another person is experiencing and trying to see how that may affect their thoughts and their behavior. It takes imagination and effort as well as an open mind and an open heart.
- Explain that when people read a story and feel that they understand the characters and why they behave as they do – then they are displaying empathy. When you can act in a drama and can play a character different from your own, you are displaying empathy.

Ask the students to turn to their workbooks and read the case study and then write why they think Khalida and her parents have acted that way. Remind them to read carefully and not to make assumptions that may be false. Explain that there are some questions to help them think as the characters.
After 15 minutes ask the students if they have insights that they would like to share with the class.

Discussion Questions
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 we think of similar situations that we have experienced?
4. If nothing bad has ever happened to us, is it possible to truly understand how another person feels?

Conclusion [5 minutes]
Empathy helps to solve problems because it is easier to see the other person‘s point of view and it helps us to understand and share other people‘s hurt and perhaps anger as well as their joys and happiness. Empathy can also help us to really help others who may be suffering emotionally. It is not easy to learn but it does help with healing and building peace.

Lesson 19: Emotions **(Time needed: 35 minutes)**

Objectives:

- Students will learn how to recognize their own emotions and practice expressing them constructively
- Students will understand how emotions affect our behavior

Resources required: Workbooks

Teacher‟s Notes: This can be carried over to another lesson if there are too many role-plays for one lesson. This is a small group and workbook activity.

Directions and Method:

Introduction [1 minute]
Explain to the class that we are looking at emotions and how they affect behavior. This will be done through one-minute role plays.

Activity 1 [30 minutes]
Divide the class into small groups and assign a particular emotion to each group.
If the group needs help to think of situations, give some examples.

Joy:	passing my examination with good marks
Sadness:	having somebody I care for not liking me
Anger:	being betrayed by somebody I trusted
Frustration:	having people gossip and say things that are not true about me
Shame:	behaving badly in public and making my family embarrassed

Explain that the groups should not tell the rest of the class what the emotion is. The group that is assigned the emotion 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. Help the learners to explore the more complex emotions and identify them with the learners.

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?

Conclusion [3 minutes]
Positive emotions make us feel good. They do not usually have any negative consequences and we can just enjoy them. Negative emotions, however, often shake us to our core, and we feel so bad we are not always sure what the exact emotion is. Identifying the emotion is the first part of addressing these emotions and managing them effectively... This will help us to guide our lives productively.

Lesson 20: Understanding Anger (Time needed: 35 minutes)

Objectives:

- Students will be able to recognize the causes and effects of anger
- Students will be able to identify how anger affects behavior

Resources required: Journey of Peace Story books**,** Workbooks

Teacher‟s notes: Read the story ―Merza‘s Anger‖ to the class (or get some good readers to read it).

Directions and method

Introduction [10 minutes]
Ask the students to think about the last time it snowed. Ask if things looked the same or if some things were hidden and looked quite different with a covering of snow. Explain that sometimes anger is like snow. It covers other emotions and makes it difficult to see what is underneath.
Tell the students that today‘s lesson is based on a story that they may have heard before. Explain that there is still much to learn from hearing it again.

Activity [20 minutes]

- Read the story, ―Merza‘s Anger‖ to the class and then ask the students to open their workbooks to their own copy of the story in their workbook. Allow students to work in pairs to identify from the story all of Merza‘s thoughts and feelings that contributed to his anger.
- Ask the students to think about the story and see if they can identify any emotions that could be underneath the anger.
- Explain that grief (over the loss of his son), fear (that his family will not respect him now that he has lost a leg), frustration (that he cannot work) all underlie the anger.
- Explain that inside the blank figure they should write all of the emotions and thoughts that led to Merza‘s anger.
- Then outside the figure they should write all the physical expressions of anger (for example: banging with his stick) and non-verbal expressions (for example: frowning, fists clenched).
- Ask the students to do the same thing with the blank figure representing Ahmed.

Conclusion [5minutes]
When we recognize our emotions, and the emotions underlying our anger, it is easier to express our anger appropriately without hurting ourselves or others. We need to remember that anger often masks other feelings that are perhaps too painful to think about and yet if we allow these feelings to go unaddressed, they will build and either explodes later hurting others or our anger will harm us.

Student Workbook

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 was 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 Papa 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, Papa."

"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, Papa."

"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, Papa."

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.

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

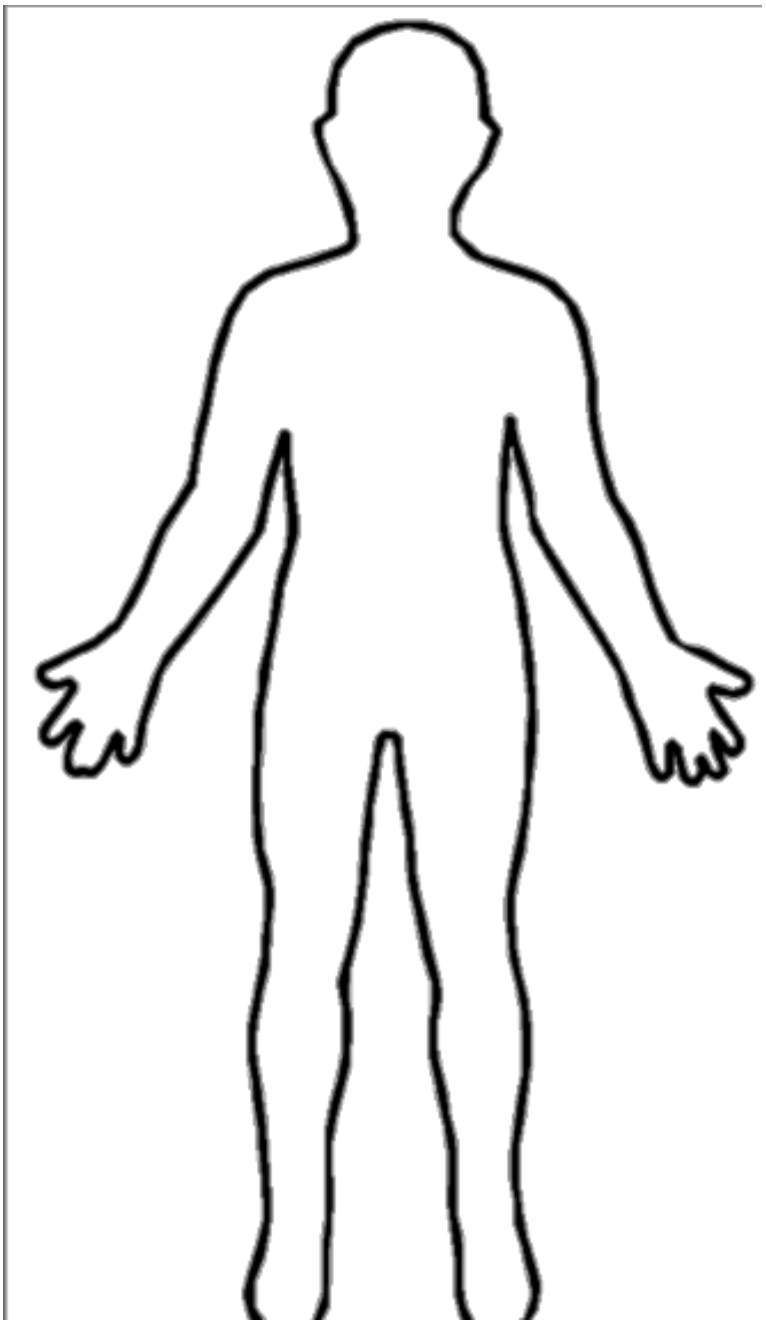
Ahmed couldn't imagine why he had made such a fuss with his sister before. He really enjoyed her washing him. Usually they played and she got wet too.

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."

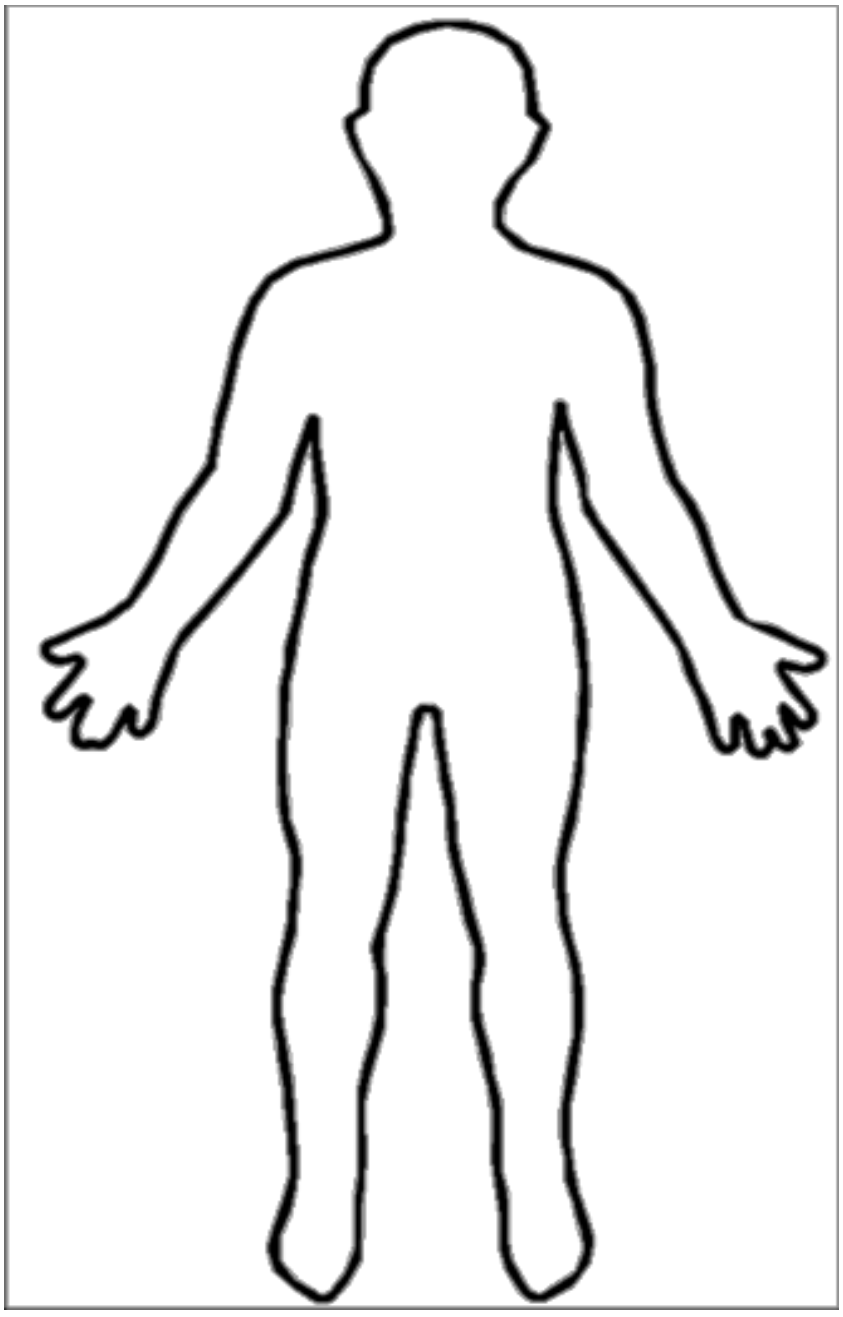
Merza

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 - Communicating Feelings **(Time needed: 35 minutes)**

Objectives:

- Learners will identify a range of feelings
- Learners will connect feelings with inflammatory situations
- Learners will practice statements that cool down conflict situations and open the door to resolution

Resources required: Workbooks. On the board, post chart –I‖ Message Poster. Put the two examples provided on the board and cover them until needed.

Teacher"s notes: Students work in pairs. –I‖ Messages are a practical tool for communicating feelings and needs. This is a skill that takes regular practice. It is recommended that you provide opportunities for students to practice this skill in all following lessons, where appropriate.

Directions and method

Introduction [10 minutes]
Ask the students to remember the lessons on identifying emotions and anger. Ask them to think of a conflict where the words used between two people made the conflict worse. Ask the students to describe what happened. Explain that in this lesson, they will learn to communicate their feelings without blaming others.

- Explain that, if someone is mean or rude to us, we can decide how we want to respond.
- Explain that we are each responsible for our own feelings and behavior. It is also our responsibility to listen to others if they believe we have hurt them.
- Explain to the students that there are different ways of telling people about our feelings when we are angry, ashamed, sad, or afraid.
- Point to the –I‖ Message chart on the board or in their workbooks and tell the students that using –I‖ messages can help them to communicate their feelings honestly without blaming or shaming others.
- Uncover the examples on the board and ask for volunteers to give ‑you‖ and –I‖ messages for each example.

Activity [10 minutes]

- Ask students to turn to the example situations in their workbooks. Ask them to work in pairs to practice and write down their responses.

Discussion questions [10 minutes]

- How are ‑I Messages‖ different from —You Messages‖?
- Why is it important to learn how to send positive messages about our own hurt feelings?
- What happens if you use hurtful personal messages?
- Can you think of an example when an —I Messages‖ could work between you and your parents if there‘s a conflict? Between you and your friends or brother or sister?

Conclusion [5 minutes]

- Explain that resolving a problem with another involves a dialogue where each person suggests behavior changes, negotiates the changes and reaches agreement. It is important to learn positive ways to tell someone that we are feeling bad or angry about something they did in a way that does not make the conflict worse. Positive messages allow us to hear each other better. Explain that when they use the word ―I‖ to talk about their feelings, it helps us to name our feelings and not put the blame on someone else. They are describing the *act* or *behavio*r that upset them, and they are giving the other person a chance to tell them what he or she did, or to say ―I‘m sorry‖ without making the situation worse.

“I” Messages Poster

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

(Teacher note: Point to the last two examples and point out that an –I‖ message does not always have to start with –I‖ and the same for a —You‖ message. The difference between the two sentences is that in an –I‖ message you take responsibility for your feelings and you name the other persons action without blaming or shaming them. In a –You‖ message you blame and shame the other person.)

Examples for class practice (put on board and cover until needed):

Write the practice sentences with fill-in blanks on the board. Ask for volunteers to fill in the blanks.

Situation: Miriam accidentally spills Ahmed‘s drink.

- Ahmed‘s –You Message‖ to Miriam is, –You are _____for spilling my milk! (They should use words like –stupid,‖ –clumsy,‖ –a bad person‖ or anything that places blame on Miriam.)
- Ahmed‘s –I Message‖ to Miriam is, –I feel _____because you spilled my milk.‖ (They should name a feeling, –sad,‖ –angry,‖ –afraid of what Mom will say.‖ It is the same thing if they say, —You do not have to be upset that you spilled the milk,‖ or —I am not upset with you because you spilled the milk.‖)

Practice exercises:

Have students use their workbooks to 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?

Ask them to 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 **(Time needed: 35 minutes)**

Objectives:

- Students will understand how anger can increase incrementally
- Students will practice substituting moderate thoughts for angry thoughts as a technique for moderating anger

Resources required: Workbooks

Teacher‟s notes: Re-read the lesson on ―Conflicts Can Grow‖. This is an individual activity.

Directions and method

Introduction [5 minutes]
Ask the students if they recall the stories in the lesson on ―Conflicts Can Grow‖. Ask if students can think of a time when they have seen someone respond angrily before getting all the information or taking time to cool down. Ask the students what happened. Ask if the conflict got worse as a result. Explain that in this lesson, they will be given an opportunity to consider ways of dealing more appropriately with anger.

Activity 1 [25 minutes] Read this scenario

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

- Ask the class how they would feel if this (or something similar to this) were to happen. Write on the board what they say (for example; angry, frustrated, hurt, embarrassed). Now ask the class what they think of their parent in this situation (He doesn‘t understand, he doesn‘t listen to me, he just doesn‘t want me to have fun).
- Explain that it is how we perceive the situation and the other person‘s reasons that make us angry. So the anger is not so much about the situation (not being able to go out with friends) it is more about how unreasonable we perceive the father is.
- Explain that nobody can force us to feel a certain way or to think particular thoughts. It is always our choice. Explain that any of the feelings listed (even without a particular event) may appear as anger. Ask what the feelings would be if the thoughts were: ―My father does such a lot to keep this family together and he works so hard. There will be other football games and staying home will make him proud of his family.‖ Consider what the other person‘s feelings or emotions might be which lead them to choose their response. Would knowing their feelings or emotions effect how you respond to them?
- Ask students to think of two situations which would make them very angry (perhaps something that has already happened to them). Ask them to open their workbooks and look at the table ―Sequencing Anger‖ and write the two events in the events column. Then ask them to record their thoughts and feelings that underlie the anger. After thinking about the situation, ask them to complete the column ―Substitute Thoughts‖
- Ask for feedback at the end of the activity.

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?

Conclusion [5 minutes]

Managing anger is often about giving ourselves time to calm our emotions and thinking through the root cause of our anger so that we are not overcome by our emotions. It is not easy to do but it does make for a constructive and peaceful environment.

Lesson 23: Handling stress (Time needed: 35 minutes)

Objectives

- Students will be able to recognize stress
- Students understand how stress affects our behavior

Resources required: Workbooks

Teacher‟s notes: In this context, ‗stress‘ means a physical or mental (emotional) tension brought on by pressure.

Directions and method

Introduction [5 minutes]
Explain that the word ―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 (being able to ―bounce back‖) and self-healing.

Activity 1 [15 minutes]
Ask the students to work in pairs or groups of three. Ask the students to turn to their workbooks and place an ―X‖ next to the descriptions about stress that seem to be accurate to them. Tell the students that they have 5 minutes to complete the table.

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

Discuss with students their responses.

Discussion Questions

1. Do you think that stress has degrees of severity?
2. Did it surprise you that all the responses are true?

Points for Discussion

Stress can be both positive and negative. Stress is like spices in our food. A little improves the taste of the food and the enjoyment of eating. Too much stress, however, (like too much chili pepper) has a very negative effect on our lives.

Activity 2 [10 minutes]

- Ask the students to work in the same groups as the previous activity.
- Ask them to discuss in their groups –how to deal with stress‖; what elements of resilience and self-help they have as individuals. This may be as simple as having friends to talk to when things are tough, or as complex as eating healthy food, getting enough sleep, exercising regularly, problem-solving and recognition of emotions.
- Ask the students to record their discussion in their workbooks.
- Allow 5 minutes for this work.

Conclusion [5 minutes]

A stressful situation is one that happens as a result of your own or another‘s actions. It is a part of everyday living and we all experience it sometime. If we handle stress constructively (in healthy ways) it is not harmful. If we use unhealthy ways to escape stress or to bury it (such as alcohol or drugs) then it is very harmful. Handling stress can be difficult because we are not aware that we are stressed until it is negatively affecting us.

Lesson 24: Coping with Loss **(Time needed: 35 minutes)**

Objectives:

- Students will develop strategies to deal with grief and loss

Resources required: Workbooks

Teacher‟s Notes: This may be a sensitive lesson. Be supportive and gentle with students. Do not push for contributions but be ready to support students who look as if they need help. Ask the students to read the story before the class as preparation.

Directions and Method

Introduction [2 minutes]
Many of us have experienced loss and grief in our lives. If we are lucky we have somebody wise who can help us through the process of grieving. In our country, many people need support and help to cope with grieving and loss. Today we can learn ways to help.

Activity [30 minutes]
Explain to the students that the story they read as homework, Yunus‘s Song, has many lessons we can learn. Ask one person to give a synopsis of the story (a very brief version of the story). Ask the rest of the class if they agree and fill in the details, if necessary.
Form small groups and ask them to find the healing elements in the story. Ask the students to turn to their workbooks and after discussion amongst themselves they should list the elements.
After 10 minutes, ask the groups to share their findings. These should include:

Providing humorous experiences (Ahmed)
Acknowledgement of grief and tears (Bibi Jan, Ahmed Jameela)
Remembering the good times (Jameela, Ahmed)
Remembering the person‘s achievements and wishes (Jameela, Bibi Jan)
Constructive remembrance (Bibi Jan)

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?

Conclusion [3 minutes]
The first step to healing and coping with loss is perhaps acknowledgement of the grief. It is important to say that it is okay to cry. It is important to remember the person constructively in terms of their actions and their wishes even though it may be hard to mention their name; it helps the person who feels the loss. Empathy and communication are important skills in helping people to cope with loss and this can be practiced by everybody.

Student Workbook

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.

Lesson 25: Cooperation **(Time needed: 35 minutes)**

Objectives:

- Students will understand how working together contributes to peace building
- Students will practice skills in cooperation

Teacher Notes: This is an outdoor whole class activity.

Directions and Method

Introduction [5 minutes]

Explain to the class that we are going to look at cooperation by starting with an activity.
Ask for a volunteer. Explain that this volunteer will help us in the activity.

Activity [25 minutes]

- Ask the class to move outside quietly.
- Ask the volunteer to turn his/her back to the rest of the class and wait far enough away not to hear the instructions
- Ask the rest of the class to form a circle, and hold hands
- Explain they are going to form a human knot and that they must not let go hands – no matter what!

Turn the circle into a tight knot of people by leading the group under the arms of the people on the other side of the circle and then weaving in and out under other‘s arms, stepping over the joined hands, turning around, etc., without letting go of the hands.

Then call the volunteer and ask them to come and try to untangle the knot, explaining that the group will co-operate but cannot let go hands. *[You need to time this]*.
Explain to the group that they should do as the volunteer instructs but should not initiate moves themselves.
When the knot is untangled invite the volunteer to join the circle and explain that we are going to make a knot a second time.

Explain that this time we have to help ourselves. Still without letting go hands we need to find our own solution.

Ask the class to untangle itself, and again it is timed.

Discussion Questions

1. Why do you think it was quicker the second time? [When we all work together we can achieve much more]
2. What did you do that made it possible for the knot to be untangled the second time? [You reverse all the actions you made – where you stepped over somebody‘s arms you have to do this in reverse.]
3. What happened in the group that made it difficult to untangle the knot? [Did anyone get frustrated or angry or bossy? How did others react to that?]
4. Why is this _undoing of actions‘ more difficult to do in real life? [In real life we often do not recognize our actions as being part of the conflict process. Emotions are often involved in real life and they are not so easy to _undo‘]
5. If you are in the knot would it be possible to untangle it alone? Why not? [You cannot always see the full _problem‘ when you are part of it. This is why in so many problem situations; it helps to have someone from _outside‘ to help to see other options for problem solving.]
6. Why was it so easy to untangle the knot when we all worked together? [Everybody knew the part they had played and by working together and co-operating we could put all the parts together and the knot was untangled]

Conclusion [5 minutes]

Cooperation is important if we are to be peace makers; without cooperation it is more difficult to create peace. Ideally we can build positive relations with others and develop trust which leads to greater cooperation.

Lesson 26: Assertiveness **(Time needed: 35 minutes)**

Objectives:

- Students will be able to distinguish between assertive, aggressive and submissive behavior
- Students will understand the roles of assertive, aggressive and submissive behavior in conflict and peace making

Resources required: Workbooks

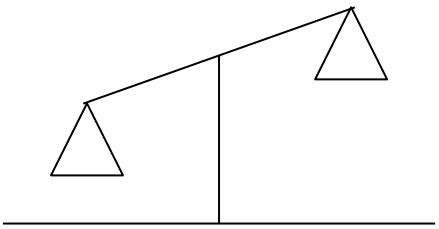
Teacher‟s Notes: Have the drawings of the scales ready on the board or as charts, but hidden from view.

Directions and Method

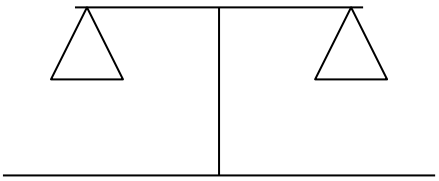
Introduction [5 minutes]
Ask the class if they are familiar with the terms _aggressive‘, _assertive‘ and _submissive‘
Ask what the words mean to them. Explain that even though we may have been taught that it is good for men to be aggressive and for women to be submissive, in fact both of these behaviors can be destructive

Activity [25 minutes]
Explain to the class that aggression is about being concerned only with oneself and one‘s own rights and imposing one‘s views forcibly on others; submission is being concerned with the other person‘s rights to the exclusion of one‘s own rights and assertiveness is the ability to firmly stand up for yourself while being respectful of others.

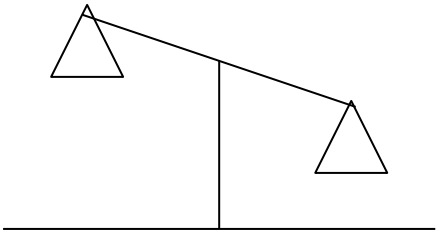
Show the first scale and ask what they think it represents [it does not matter whether they say aggressive or submissive as long as the next one is the opposite]



Show the next scale: and ask the class to say what it represents



And then the third scale and ask again.



Ask the students to turn to their workbooks and complete the matching exercise.

If necessary, explain that the list of attributes should be put into the box corresponding to the ‗correct‘ set of scales to best describe each of the behaviors.

Allow 10 minutes for this exercise

After 10 minutes ask one or two students to share their views. Explain that assertiveness does not mean a lack of respect or rudeness. It is about being calm and respectful, but also working to get ones‘ own needs met as well as the needs of the other person.

Explain that effectiveness of a particular behavior pattern may be short term or long term. Aggression may satisfy the emotions of the moment but will probably not resolve problems. Aggressive behavior may enable someone to get what s/he wants in the short term, but it may arouse dislike, non-cooperation and perhaps revenge on the part of the other individual longer term.

Conclusion [5 minutes]
Both aggressive and submissive behaviors can be destructive: Aggressive behavior because it is bullying and sometimes physically or emotionally violent, submissive behavior because it does not enable the person to get their interests and/or needs met. Assertive behavior is about fairness and respect for the other person and self. It is constructive behavior that allows us to build peaceful and constructive relationships.

Lesson 27: Practicing Assertiveness **(Time needed: 35 minutes)**

Objective:

- Students will practice assertive behavior
- Students will learn appropriate ways to address peer pressure.

Resources required: Workbooks

Teacher‟s Notes: Saying ‗no‘ can be very difficult, particularly for girls. Peer pressure, the desire to ‗fit in‘, shyness and cultural pressure can all influence a person‘s ability to say ‗no‘. This needs practice and an environment where the students feel emotionally safe. Raise these points if necessary.

Directions and Method

Introduction [5 minutes]

Remind the class of the previous lesson on assertiveness. Ask if anybody can name the key principles of assertiveness *[respect for both sides, concern for both own rights and the rights of the other person]*.

Activity [25 minutes]

- Ask the students to form groups of four. Ask each group to discuss and then list in their workbooks as many ways as they can think of to say ‗no‘ when they are being pressured into inappropriate behavior. Some examples are in the table in their workbook but they should be encouraged to think of others. Explain that they must put themselves into the place of the person being pressured and decide on appropriate things to say.
- After 15 minutes ask the class to report on at least one way of saying ‗no‘ to each of the situations listed.
- Explain that just the word ‗no‘ is often not enough. You need to explain why this behavior is not appropriate for you but without blaming or accusing the other person.

Conclusion [5 minutes]

Saying no politely but firmly without becoming aggressive can be difficult. It helps to think through how you might approach the person before you do it. Practice, such as this lesson, should help us to be assertive without creating or escalating a conflict.

Lesson 28: Learning how to disagree constructively **(Time needed: 35 minutes)**

Objective: Learners will understand how to disagree constructively

Resources required: Workbooks

Teacher‟s Notes: You may need to refer to the lessons on assertiveness

Directions and Method

Introduction [10 minutes]

Ask the class what sort of mood we are in when we have a disagreement. Ask if we are angry or frustrated, sad or happy.
In earlier lessons we discussed anger and how it often comes as a result of other emotions.
If you have ever been lost or your family did not know where you were, often the first response you see from your parents when you are found again is one of anger. When you are scolded and shaken and kissed and hugged all at the same time. This demonstrates that the anger felt by your parents has fear and love at its base.
The way people express anger is important and may be appropriate or inappropriate but the fact that you feel anger is perfectly normal.

Activity [20 minutes]

Ask the class how people behave when they disagree.

List all the ways on the board. [These might include ignoring the other person, pretending to agree and then doing what you wanted, sulking and crying, whining to get your own way].

Ask the students to work in pairs.

Ask each pair to choose one of these ways (or assign one example to each pair) and ask them to decide what is the likely outcome of the disagreement method they have been assigned. They should record this in their books. Then have the students review the ***Rules for fair problem solving*** in their workbooks.

Then they need to discuss what would be a better and more constructive way to express disagreement and to deal with it more constructively. Ask them to review all their lessons on communication, trust, co-operation and empathy to establish a more constructive way of dealing with a disagreement. Have them chart their answers in their student workbooks.

Ask for examples from various pairs to discuss.

Conclusion [5 minutes]
There will always be misunderstandings, different opinions, different needs or simply different ways of doing things. How we deal with these make the difference between building constructive relationships or increasing/compounding conflicts.

Student Workbook

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 resentment 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 generalizations 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

Expression of disagreement	**Dealing with it constructively**

Lesson 29: Puzzles for Problem Solving I **(Time needed: 35 minutes)**

Objectives:

- Students will identify steps in a problem solving process
- Students will find alternative and constructive ways to solve a variety of problems

Resources required: Workbooks

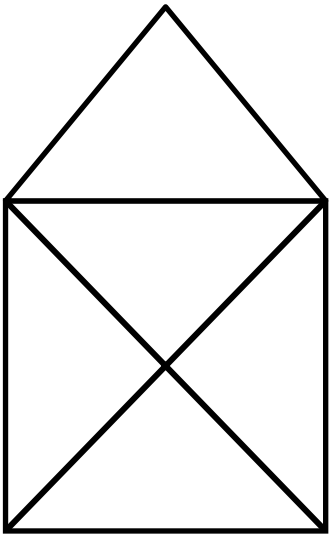
Teacher Notes: Have the puzzles drawn but covered. Encourage as many different solutions as possible. Each of these puzzles has a principle of problem solving. These principles need to be demonstrated through working on the puzzle. It is important not to just give the answer because it is not so necessary that everybody knows how to solve the puzzle, but it is important that they understand *how* they tried to work it out.

Directions and Method

Introduction [2 minutes]
Explain to the class that over the next few lessons, we are looking at problem solving and at the principles of problem solving. While the puzzles are fun, the aim is not necessarily to get them correct but to observe the process of solving problems and look for the principles of problem solving.

Activity 1 [15 minutes]

- Explain to the group that they are to reproduce the following diagram. They must not lift their pencil from the paper and they must not go over the same line twice.
- Tell the learners that they should keep trying different ways until the time is up or until they are successful. If you solve the problem quickly, try other methods. *[Do not let people copy from one another – the point is not to solve the puzzle but to see how it is solved]*



After 10 minutes; look for the different ways people have found to draw the diagram. Check that people have obeyed the instructions. Allow people who solved the problem to come to the board to demonstrate how they managed it.

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?

Points for Discussion

- Discuss with the class that there is really only one solution. (The diagram must look like the one above, but there are several methods of getting to that solution.)
- Point out that we do this as human beings; we often try to use a _solution‘ (a method) that we already know does not work, but we try to use it again because it is familiar.

While trial and error can be very useful as a method we should try not to make the same mistake over and over again.

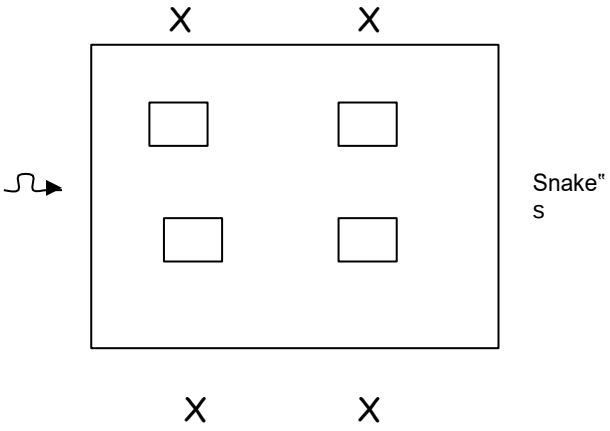
- There is also the lesson that there may be many ways to solve a problem and we should never assume that our method is the only method.

Activity 2 [15 minutes]

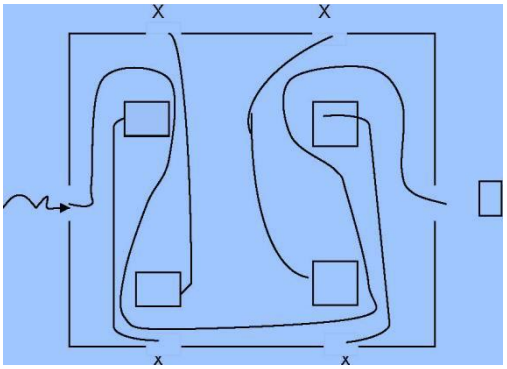
Draw the diagram on the board or ask the students to look at it in their workbooks. Explain the problem:

- 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.

Ask the students to work in small groups and to work cooperatively. [*That is, listen to each other and support and build on each other’s ideas.*]



This is one way to solve the problem.



Discussion Questions

1. Was the problem difficult?
2. If yes, why?
3. Who thought 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?

Conclusion [5 minutes]

The behavior we show when solving puzzles like these is sometimes the same when we are solving real problems. Sometimes we make the same mistakes over and over, and we often make assumptions which then mean that we do not solve problems as well as we could. We need to keep these principles in mind for the future.

Lesson 30: Puzzles for Problem Solving II **(Time needed: 35 minutes)**

Objectives:

- Students will identify steps in a problem solving process
- Students will find alternative and constructive ways to solve a variety of problems

Resources required: Workbooks

Teacher‟s Notes: Each of these puzzles has a principle of problem solving. These principles need to be demonstrated. It is not so necessary that everybody knows how to solve the puzzle, but it is important that they understand how they tried to work it out.

Directions and Method

Introduction [2 minutes]
Explain to the students that this puzzle uses deductive reasoning that is we are moving from general principles to specific actions. Changing the story, or getting angry or giving up will not solve the problem. It is a problem of logic that can be solved.

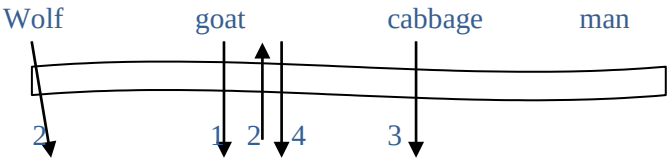
Activity 1 [15 minutes]
Ask the students to work in small groups and to write or draw the solutions in their workbooks.

Tell this 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?

Tell the groups that they have 10 minutes to find a solution. If necessary after a minute or two, if they do not seem to be making progress, ask the groups if each thing only makes one trip across the river.

One possible solution



First trip: man and goat
Second trip: man and wolf, return trip with goat, leave wolf,
Third trip: man and cabbage,
Fourth trip: man and goat.

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? (Does it mean that only one person talked and the others just listened? Did everyone have an opportunity to share their ideas or build on the ideas of others? If everyone was not included in the problem solving, how could you include their ideas too?)
6. Ask why it was easier to work together as a group for this problem than for the previous lesson‘s problems.

Activity 2 [15 minutes]

Ask the students if they are ready for another problem.

Explain the problem:

- 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?

Allow students 5 minutes to work out the solution and then ask how many games need to be played. Write all the different answers on the board. Allow as much discussion as is needed about the different answers people have given.

Then ask how many winners are needed at the end.
The students will generally answer ‗one‘.

Ask them how many losers there are if there is one winner. *[15]*

Points for Discussion

Most people will try to work through this problem by adding up all the games that are played and all the teams who lose; but with the possibility of adding up incorrectly or misjudging the number of ‗rounds‘ to be played. Sometimes we just need to focus on the solution that we want. If we use the knowledge we have (that it is a knockout competition and there will be one winner) then it is easy to focus on the solution (how many games). Because losers don‘t play after they have lost there must be 15 games.

Conclusion [5 minutes]

Remember that each of the puzzles have illustrated a particular principle of problem solving.
Look at the principles so far:

- 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.

Lesson 31: Steps to Problem Solving **(Time needed: 35 minutes)**

Objectives:

- Students will recognize components of problem solving.
- Learners will practice alternative and constructive ways to solve a variety of problems.

Resources required: Workbooks

Teacher‟s Notes: Explain to the group that this is an exercise in brainstorming. Remind the group of the rules of brainstorming.
Move around to make sure that the groups are actually brainstorming. Remind the learners of the lessons they have learned about problem solving: logic, assumptions, and look at all possible solutions.

Directions and Method

Introduction [5 minutes]
Explain that good problem solving requires composite skills (a bit like a jigsaw puzzle); no one strategy will solve all types of problems, so we need lots of tools and strategies as we will encounter lots of different types of problems in life.

Activity 1 [25 minutes]

- Form small groups.
- Give one problem to each group and ask the group to discuss it and then brainstorm as many solutions as possible. When the groups have a list of potential solutions, bring the whole group back together and list all the potential solutions on the board.
- If the responses include going to a person in authority (parent, teacher etc.) ask what they would do if that could not happen.
- Evaluate the potential consequences of each potential solution. If their responses include violence or avoidance (running away) ask what would happen after that.
- Tell the students that there is a chart ―6 Steps to Problem Solving‖ in their workbooks. They should look at this only **after** they have discussed and proposed a solution
- Tell the students that they have 10 minutes to find their solutions.

Possible Problems

- One person takes another person‘s belongings.
- Two students have to share a textbook and one will not let the other see the book.
- Boys torment a group of girls at the market.
- A small group of students leave litter and food around at school and this is bringing rats and insects, causing a health problem.
- Some students tease somebody who has no decent clothes to wear to school.
- Two friends have had a fight and now speak badly of each other to the rest of the students. They cannot seem to forgive each other.
- There is a test at school. One student tries to look at another student‘s work to copy the answers.

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?

Points for discussion:

- Problem solving requires open communication and empathy to find out what the other person thinks and to feel how the ‗other person‘ feels. It also takes willingness (you have to want to solve the problem).
- Problem solving requires you to understand how emotions affect our actions and our judgement as well as understanding the dangers of stereotypes and prejudice and the need for objectivity.
- For a solution to be lasting, we need to make sure that both sides can see that the solution addresses at least some of their needs. You may not get everything that you want, but each side needs to get something that they need.

Conclusion [5 minutes]

Problem solving is a skill that you will need to practice all of your life. Equally, if you keep an open mind, it is a skill that you will get better at all of your life. Problem solving uses all the skills you have learned in this course.

Lesson 32: Problem Solving Guidelines **(Time needed: 35 minutes)**

Objectives:

- Students will understand the role of negotiation in the problem solving process.
- Students will identify skills needed for conflict resolution.

Resources required: Workbooks

Teacher‟s Notes: This lesson may need to be completed as homework.
Ask the learners to review all the principles of problem solving.

Directions and Method

Introduction [10 minutes]

Explain that problem solving is an important skill in conflict resolution. In order to be an effective problem solver, we need to utilise all the skills we have learned in this course and put them together. Sometimes, if the people involved are good problem solvers, they will work out the problem between them. This is negotiation. Buying something in the market is a simple negotiation where both people win, because the buyer gets what they want and the seller gets the price they agree on. Sometimes the people involved need help from outsiders. This process is called ‒mediation.‖ In mediation, negotiation skills are used, but in this case a third party helps work through the problems.
Point out that conflicts increase, not because the problem gets worse but because emotions of both sides in relation to the original event escalate and result in the negative behavior of the parties toward each other.

Activity [20 minutes]
Divide the class into small groups and assign one of the stories (in the workbook) to each group. *[It does not matter if one story is assigned to more than one group]*.

Ask the groups to read the story, 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)

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?

Points for Discussion

- Good negotiators and problem solvers are people who keep the idea of peace and conflict resolution in their mind more than their own pride and their own position (what they want rather than why they want it). A good problem solver tries to understand ―why‖ people want something, their interests, as frequently, when people understand the interests, they can get all or most of the interests of both parties met. If they stayed focused on positions, they may never come to an agreement, and/or many underlying interests will not be met.
- When people get angry or frustrated they can often make a situation worse by insults or speaking rashly.
- People who can negotiate successfully and make sure that the outcomes are fair for both sides are worthy of great respect.

Conclusion [5 minutes]

Problem solving is a skill that requires emotional honesty, the ability to recognise what we want (our position) and why we want something (our interest), as well as what the other person wants (their position) and their interests. With effective communication skills including listening, and the willingness to try to solve problems, we can work together to get all or most of the interests met for both people. Successful conflict resolution includes good negotiation skills.

Problem Solving Guidelines

- 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.

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 Rashid if they could borrow the ball. Uncle Rashid 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 Rashid‘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 Rashid 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 Rashid, and Rashid 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 apologized to Uncle Rashid 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, and 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, and 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 apologize 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 apologize to each other for the name calling.‖ He looked at Jamil ―If you apologize for calling me a liar, I apologize for calling you rotten‖ he said. ―Is that fair?‖

Comprehension Questions

1. When did the plan to return the football, start to go wrong?
2. What feelings did Karim and Jamil have then?
3. What words triggered the anger? What feelings did each person have then?
4. How did each person respond to the words said in anger?
5. Were any other people involved or affected by this behavior?
6. How did the presence of other people affect the growing argument?
7. What happened to Karim as a result?
8. What happened to Jamil?
9. How was their relationship affected?
10. 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?

Comprehension 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?

Lesson 33: What Did I Learn **(Time needed: 35 minutes)**

Objective: To review the peace education program and learn what the participants gained in knowledge, skill and attitude change.

Resources required: Workbooks

Teacher‟s Notes: This is the final lesson for the year. If appropriate be prepared to acknowledge the ―peacemaker of the year‖ or something similar.

List these on the board:

- Understanding conflict and peace;
- Understanding conflict management skills and strategies which include effective communication skills, how emotions influence conflict and problem solving;
- Practicing effective communication skills
- Understanding perceptions, bias, developing trust, empathy, and expressing emotions;
- Coping with loss and stress
- Practicing co-operation and assertiveness
- Practicing problem solving
- Understanding Human Rights

Directions and Method

Introduction [5 minutes]

Ask students to review the goals they set in the first lesson and to think about what they have learned. Explain that at the moment they are very privileged as this is a pilot program, and they are part of the small group who will be able to contribute to the success of this course for other students by giving constructive feedback on what they have learned and how they learned.

Show the list on the board and ask students to turn to their workbooks.

Activity 1 [15 minutes]

- Explain that this is an individual activity. Students should think about the topics listed on the board. Discuss these with the students;
- What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior). When you truly understand an idea it changes the way you behave. If you feel that there are things that you would not do now or that you would differently because of what you have learned in a particular area then then please give examples.
- What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples. This may mean that you still have some areas you are not sure of or where you need more information or practice before you feel comfortable about changing your behavior and attitudes.
- What do you think worked in this course? What do you think should be changed to make it better? You can help the organizers of this course to make it better for the next students who take it. Give us your advice.
- Ask the students to complete the questions in their workbooks and carefully remove that page and hand it in.

Activity 2 [10 minutes]

Present class awards for the categories you determine: (for example: peace-maker of the year; most changed student; most improved student)

Conclusion [5 minutes]

Thank the students for their input and the teaching and learning that you have done together. Wish them well for the next year.

National School Based Peace Education Program

Teacher’s Manual

Grades 9-10

Contents

Syllabus....3

Lesson 1: Introduction to the Peace Education Program....7
Lesson 2: Conflict Components....8
Lesson 3: What is Peace?....10
Lesson 4: Conflict and You....12
Lesson 5: Conflict causes....15
Lesson 6: Reducing the causes of conflict....17
Lesson 7: Conflict Management Styles....19
Lesson 8: Listening not just hearing....22
Lesson 9: Effective communication....24
Lesson 10: Communication Barriers....27
Lesson 11: Overcoming Communication Barriers....28
Lesson 12: Effective listening and communication....29
Lesson 13: The Bias Cycle....31
Lesson 14: Emotions Board....33
Lesson 15: Anger - The tip of the iceberg....35
Lesson 16: Dealing with Anger....38
Lesson 17: –I‖ Messages....42
Lesson 18: Handling Stress....45
Lesson 19: Developing Empathy....47
Lesson 20: Perceptions....49
Lesson 21: Trust Circle....51
Lesson 22: Trusting Others....52
Lesson 23: Co-operation....54
Lesson 24: Assertiveness....55
Lesson 25: Practicing Assertiveness....57
Lesson 26: Learning how to disagree constructively....58
Lesson 27: Puzzles for Problem Solving-I....60
Lesson 28: Puzzles for Problem Solving - II....62
Lesson 29: Steps to Problem Solving....64
Lesson 30: Problem Solving Guidelines....66
Lesson 31: Human Rights: Rights or wants?....72
Lesson 33: Rights and Obligations....73
Lesson 33: What Did I Learn?....76

National Peace Education Program

Grades 9-10

Syllabus

Course Description

The study of Peace Education in grades 9 - 10 aims to develop students‘ knowledge, understanding, skills, attitudes and behaviors in peace education so that they can effectively contribute to peace building in their classrooms, the school, their homes, and their communities.

The course develops and enhances constructive conflict management skills and knowledge including: effective communication (including listening), managing emotions, problem solving, understanding conflict management and peace building. It helps students to cope with loss and grieving and provides an informal psychosocial support base. It also provides an initial understanding of Human Rights as outlined in the Universal Declaration of Human Rights to which Afghanistan is a signatory.

What will the students learn about?

The students will develop skills associated with constructive living and then work in situations which provide opportunities for them to practice the skills and develop changed or modified behavior patterns. These include:

- Understanding conflict and peace;
- Conflict management;
- Communication skills
- Perceptions, bias, empathy and emotions;
- Coping with loss and stress
- Co-operation and assertiveness
- Problem solving
- Human rights

The students are provided with opportunities to work together collaboratively, to take part in physical as well as mental activity and are encouraged to undertake community work.

Course outline

Students will study peace education initially for a single period a week, every teaching week of the school year. The course has been developed as a cyclic curriculum which is built on in the later years of secondary school. This means that students will build on knowledge and concepts year by year. They will do this through research, discussion, exploratory learning and reflection. They will use stories, poetry, scenarios and games to define and develop ideas on the range of issues associated with peace education.

Course Requirements

All lessons should be taught in the order that they appear in the Teacher Guide. These lessons have been designed and written as full lesson plans to support the teacher in these first stages of implementation. You will note that some lessons appear to be repeated from grades 7 and 8. If students already had these lessons, you may skip the lesson and move to the next lesson. If students do not remember the lesson, or did not fully understand this lesson in prior years, please teach this lesson.

The competencies and indicators have been developed as input competencies (competency 1 with its component parts) and as output competencies (2 – 5). Competency 1 focuses on skills and knowledge acquisition while competencies 2 - 5 focus on the changed behaviors acquired as a result.

The lessons have been ordered according to the model of Taba‘s cyclic curriculum and so they run as ―stepping stones‖ of skills and knowledge with the constant checking for learning that is a feature of Hilda Taba‘s model. The lessons in this course build on the lessons offered in grades 7 – 8 and will in turn be built on for grades 11 – 12.

Competencies and Indicators

Learning Competency	Components	Indicators: The student…
1: Demonstrate and apply conflict resolution skills (understanding conflict, understanding how emotions influence conflict, using effective communication skills, and problem solving).	Understanding conflict	1. Can identify and explain barriers to peaceful conflict resolution and identify ways to overcome them. 2. Can describe the difference between violence and conflict.
	Understanding the Role Emotions Play in Conflict	1. Can identify the role emotions play in conflicts. 2. Understands the role of anger in conflict. 3. Can consistently manage identified difficult emotions. 4. Can identify and apply skills to deal with stress constructively. 5. Consistently demonstrates ability to exhibit empathy.
	Using effective communication skills	1. Consistently uses effective communication skills. 2. Consistently practices different conflict resolution styles at appropriate times. 3. Demonstrates the ability to share information and resources and co-operates with others. 4. Demonstrates appropriate assertive behavior. 5. Understands and takes into account the importance of assertiveness in subject and career choices.
	Problem solving	1. Is able to identify, understand and explain risky situations at his/her level. 2. Demonstrates the ability to apply appropriate decision making models. 3. Demonstrates an ability to make informed choices that reduce the risk of engaging in harmful behavior. 4. Demonstrates effective decision making processes in relation to risk taking behavior. 5. Consistently practices effective non-violent ways of resolving conflict.
2: Develop and utilize interpersonal/conflict resolution skills essential in the classroom and community.		1. Can explain the impact gender, age, socioeconomic status, ethnicity, and religion can have in a diverse community. 2. Consistently demonstrates interpersonal, problem-solving, and collaboration skills. 3. Consistently demonstrates constructive ways to communicate an alternative position to persons in authority.

3: Develop coping and personal resilience skills for the lack of or loss of relationships.	1. Can explain the impact of peer influence and utilize skills to manage that influence. 2. Utilizes effective coping skills if faced with the loss of a relationship. 3. Can apply appropriate coping skills in personal and group relationships. 4. Implements stress-reduction strategies when necessary.
4: Demonstrate qualities and skills needed to establish and maintain positive relationships, friendships and healthy support systems.	1. Can identify relationship behaviors and factors that lead to effective, supportive long-term relationships. 2. Understands the different levels and values of relationships and can explain the kinds of friendships and demonstrate the traits of a good friend. 3. Consistently demonstrates ways of overcoming peer pressure. 4. Can identify various stereotypes/biases and explain how they affect interpersonal relationships. 5. Consistently applies conflict resolution skills
5: Develop and utilize interpersonal/conflict resolution skills essential in the school and the community.	1. Constructively practices cooperation/collaboration in the community and school. 2. Demonstrates ability to set realistic goals. 3. Works towards personal goals (end or result towards which behavior is directed). 4. Consistently examines how personal decisions affect oneself and others at school, home and in the community

Lesson 1: Introduction to Peace Education Program (Time needed: 35 minutes)

Objective: To introduce the concept of peace education

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorming activity. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [5 minutes]

Introduce yourself as the peace education teacher and explain that this is a new course designed especially for students to help them live more constructively. Explain that peace education is about developing skills, providing knowledge, understanding our values and behaving constructively in order to contribute to a culture of peace.

Activity 1 [15 minutes]

- Ask the students to brainstorm all the elements that they feel should be in a course called peace education.
- Remind them of skills, knowledge, values and behaviors.
- Record all responses and together with the class categorize them under the four headings – skills, knowledge, values, and behaviors.
- Ask the students to record these collated lists in their workbooks.

Activity 2 [10 minutes]

- Form small groups of three or four students.
- Ask the groups to think about what they would like to achieve in this course.
- When they agree on a goal for the course, they should write it on the chart in their workbook and then cut it out and hang it on the wall.

Points for discussion

Peace education is different than other subjects you study. It requires you to really want to be a peacemaker. For example you can learn mathematics without wanting to be a mathematician and you can still be a good student of mathematics. With peace education, you will really only be successful if you want to be a peacemaker.

Conclusion [5 minutes]

Peace education covers many different areas and skills. We will learn from each other and develop these skills together while also having fun!

Lesson 2: Conflict Components (Time needed: 35 minutes)

Objective: Learners will understand that conflict can be managed in constructive and peaceful ways

Resources required: Flip chart paper and markers or chalkboard

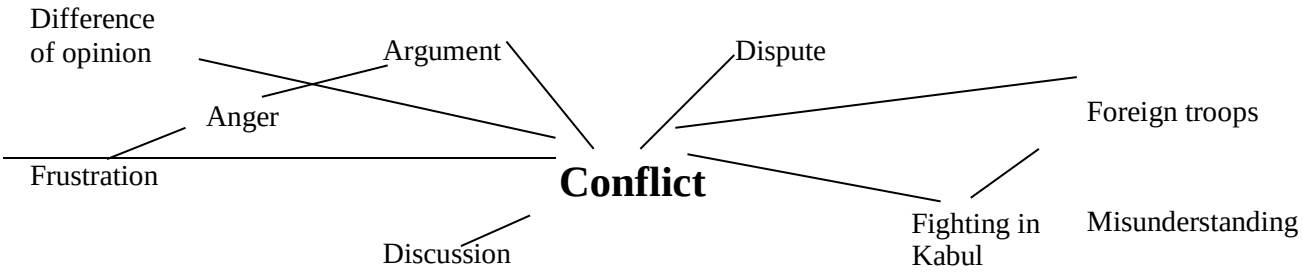
Teacher‟s Notes: This is a brainstorming activity. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [2 minutes]
Explain that this lesson is to help them identify constructive behaviors and destructive behaviors that are part of conflict

Activity 1 [15 minutes]

- Write the word conflict on the board or flip chart and ask the students to write four or five words that they think of in relation to conflict. Create a web of words. Try to group so that words relating to emotions are together and words relating to current affairs are together.
- You should have something that looks like this: *[This is only an example. It is not meant to be used in place of the activity].*



Discussion questions

- What similarities and difference are there in the words you put on the web?
- Why do you think there are both similarities and differences?
- What do these words say about how you understand conflict (positive or negative)?
- Do you think that the attitudes we hold about conflict affect the way we deal with conflict? Why do you think so?
- If we did not see conflict as a threat do you think we would approach it differently?
- Why do you think it is important for us to understand conflict?

Activity 2 [10 minutes]

- Ask students if they can list different levels of conflict*; for example, personal and interpersonal conflict (within themselves and with others), local, national or international.* [Ask for examples of each of these if they don‘t appear on the web and ask if students would like to add them to the web]

- Ask students to form small groups of three or four and to open their workbooks and then ask the groups to develop a definition of conflict taking into account what conflict means, what it sounds like, how it feels, where it happens and so on. [Remind students, if necessary that we are not just talking about the large national or regional violent conflict in Afghanistan; rather we may be talking about disputes and arguments between friends or family.]
- Tell the students that they have 10 minutes for this exercise.
- When the students have finished, ask one representative from each group to read out their definition.
- Using this collective list develop a class definition of conflict that everybody agrees with.
- Add this definition and ask students if it fits with their own.
- ―An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals.‖ USIP

Draw the following chart on the board

Who	What	When	Where	Why

Ask the groups to identify key words that fit into any of the columns and record those in the columns. Do this with all the groups‘ responses.

Discussion questions

- Why do conflicts occur?
- Is a physical fight different than a verbal fight? What do you think is the difference between conflict and violence?
- Why do some conflicts become violent?
- Are there similarities among the different types of conflict (personal to international)? Are there differences? Can you list some differences?
- Can you explain ways that conflicts can have positive or constructive outcomes?
- Have you ever successfully resolved or managed a conflict? How did you feel?
- What skills did you use to resolve it or manage it?

Points for discussion

- In all societies and cultures, conflict exists as part of daily life. It does not need to be violent conflict and it does not have to be destructive (although that is how it is generally viewed when people do not understand it).
- If we learn to deal constructively with conflict we can turn it into an opportunity to learn, change and grow.

Conclusion [5 minutes] : Point out that this building of skills, knowledge and constructive behaviors is what peace education is all about.

Lesson 3: What is Peace? (Time needed: 35 minutes)

Objectives:

- Learners will develop a vision of peace
- Learners will define an achievable peace

Resources required: Flip chart paper and markers or chalkboard

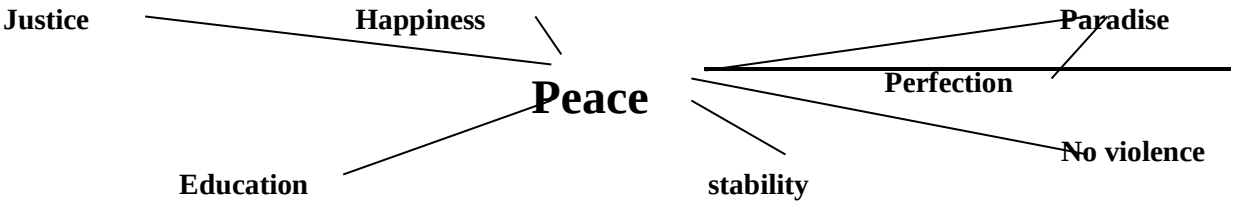
Teacher‟s Notes: This is a brainstorming activity. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [2 minutes]
Review with students the work we have done so far on conflict. Explain that today we will build a peace web (similar to the conflict web).

Activity [15 minutes]

- Write the word _peace in the centre of the board and ask the students to record three or four words that they think of in relation to peace.
- Create the web using their words. [It should look something like this. Remember this is only an example]



Points for discussion

- When people think of peace they think of a wide variety of things. Generally there will be some people who see peace as an absence of fighting or direct physical violence. In addition, we need to create a space where people also feel safe emotionally and within the larger community/nation we need to consider how to create a climate where people experience justice and equality in the structures – laws, policies, procedures.
- Is it likely that if there is no justice or equality that there could be a long lasting peace?
- The _perfection‘ ideas of peace may be difficult to reach, but this is what we strive towards.

Activity 2 [15 minutes]

- Ask the students to work in small groups and considering the discussion that they had about the peace web, each group should develop a definition of peace.
- Ask the groups to write out the definition in each member‘s workbook and cut out the box from one book.
- Hang all the definitions 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?

Conclusion [3minutes]

We need to understand what we mean about peace so that we can constructively work towards this ideal. Together with our definition and understanding of conflict we can build the skills that will help us to live constructively together.

Lesson 4: Conflict and You (Time needed: 35 minutes)

Objectives:

- Learners will evaluate how they deal with conflict situations
- Learners will understand the effectiveness of their choices
- Learners will identify the possible benefits of alternative ways of handling conflict

Resources required: Workbooks

Teacher‟s Notes: This may need links made between this and previous lessons on conflict. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [2 minutes]
Explain that in this lesson we are going to look at how people deal with conflict situations and how that affects us.

Activity [25 minutes]

- Ask the students to turn to their workbooks and fill in the table: ―How do you usually handle conflicts‖. This is an individual activity.
- When the tables are completed ask the students if they learned more about themselves by completing the table.

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?

Points for discussion

- Often the ways that we deal with conflict do not resolve the problem. They may postpone it and sometimes it is made worse.
- Developing conflict management skills can be difficult at first. Sometimes people may feel more vulnerable when they begin using the strategies, but eventually the more and more they use them, the better they become, the more empowered they feel as they resolve conflict in an effective way for both parties in the conflict. It takes courage to look for constructive ways of dealing with a conflict situation.

Conclusion [5 minutes]
Conflict resolution and building peace are not easy tasks. However, if we are going to rebuild our country and create a better future for ourselves we need to learn the skills that will bring us together in peace.

Student Workbook

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	Apologize			
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 from the list above which techniques you use with which people in the chart 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 5: Conflict Causes (Time needed: 35 minutes)

Objective: Learners will understand the reasons for negative responses to conflict

Resources required: Workbooks

Teacher‟s Notes: Draw a large tree on the board similar to that in the book.

Directions and Method

Introduction [5 minutes]

Ask the students to think about the previous lesson where they identified how they deal with conflict. Ask them to think about why they might use these particular constructive or negative techniques.

Activity 1 [10 minutes]

- Ask the students to turn to their workbooks and to look at the tree there. Ask the students to list the most common causes of conflicts at the personal and inter-personal level. [Examples may include; rumors, assumptions, different expectations, insults, resources (money, time and space), material goods, unmet needs (food, shelter, love)]
- Group the suggestions and ask the students to place the grouped ‗conflicts‘ on the branches of the tree.
- Ask the students to record these in their workbooks and then to form small groups.

Activity 2 [15 minutes]

- Ask the groups to discuss these and to try to establish what the root causes of these conflicts may be.
- Allow 10 minutes for this and then bring the groups back together to share and discuss their results.

Discussion Questions

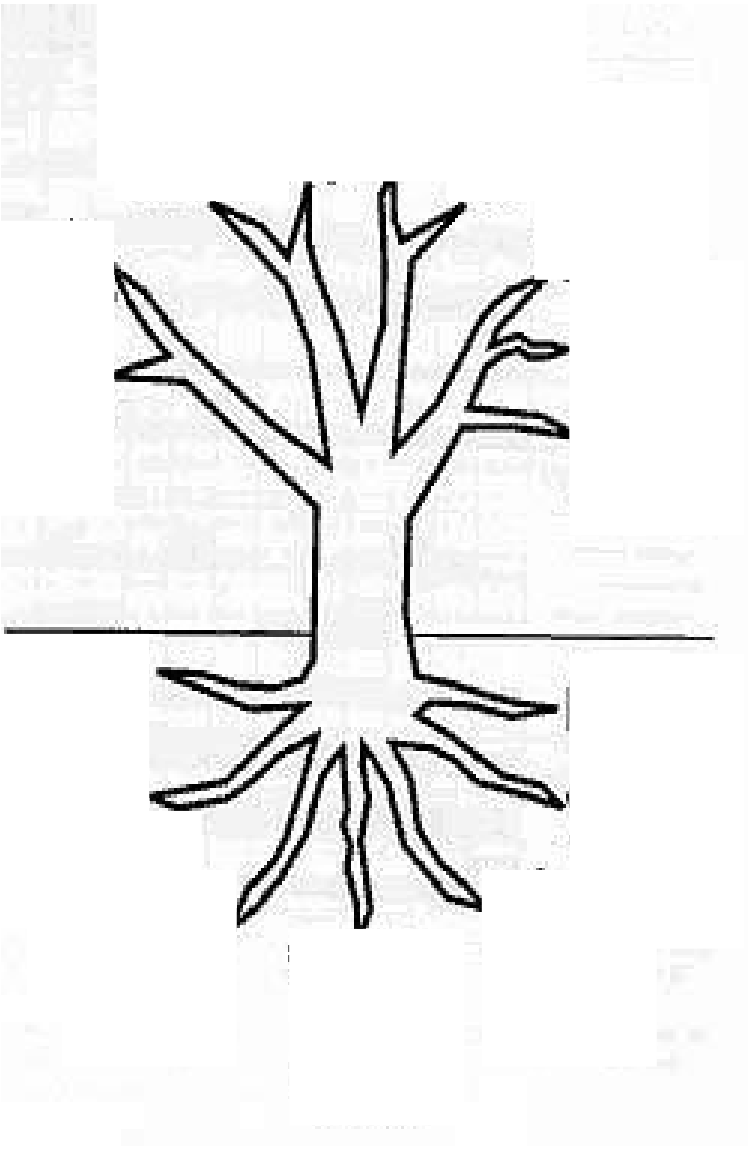
1. Why do you think some people feel the need to insult others in a conflict situation?
2. Do you think perhaps they feel threatened?
3. Do you think that they feel that they are not as respected as they should be?
4. Do you think that the sense of threat or the needs for respect are root causes?
5. 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?
6. Do you ever feel helpless or powerless and that it might lead you to verbally or physically act out towards the other person?
7. Do you think this could be a root cause of your desire to fight?
8. How would you address the root issue?

After the discussion, ask students to look again at their _tree‘ and modify it if necessary. Refer back to the lesson about basic human needs in grades 7-8. Also, refer back to the lesson in grades 7-8 on anger as a secondary emotion and what might be underlying that emotion.

Conclusion [5 minutes]

When we try to resolve conflicts it is not enough to deal simply with the visible signs, to b effective we must also address the underlying feelings, emotions, and physical needs that we and the others have. Only then can we deal with conflict successfully. In the same way as a tree is healthy when the root system is healthy, so it is for u

s.



Lesson 6: Reducing the Causes of Conflict (Time needed: 35 minutes)

Objective: Learners will learn ways to address the underlying reasons for negative responses to conflict

Resources required: Workbooks

Teacher‟s Notes: This lesson builds on the lesson on human needs in grades 7-8 and the lesson on anger as a secondary emotion.

Directions and Method

Introduction [5 minutes]
Review with the students the previous lesson about the root causes of conflict.

Activity [25 minutes]

- Explain to students that 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.

- Ask the students to form the same groups as the previous lesson, and ask them to list the needs they wrote on the roots of their trees in their workbooks and then to look for constructive ways to fulfill those needs.

- Allow 20 minutes for this work. [Move around the groups while they are working to be sure that they are responding to the needs not creating a more intense conflict]

- After 20 minutes, ask the groups to share their discussion with the class.

Conclusion [5 minutes]

In many situations of conflict we respond to the actions and behaviors we see. It takes discipline and courage to _see as the other person sees‘ (see the other person‘s perspective) and try to respond to their needs. If we can identify what need(s) aren‘t being met for them, it can help us problem solve and to address the conflict constructively.

Student Workbook

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 (Time needed: 35 minutes)

Objective: Learners will understand and be able to describe a variety of conflict management styles

Resources required: Workbooks

Teacher‟s Notes: If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson

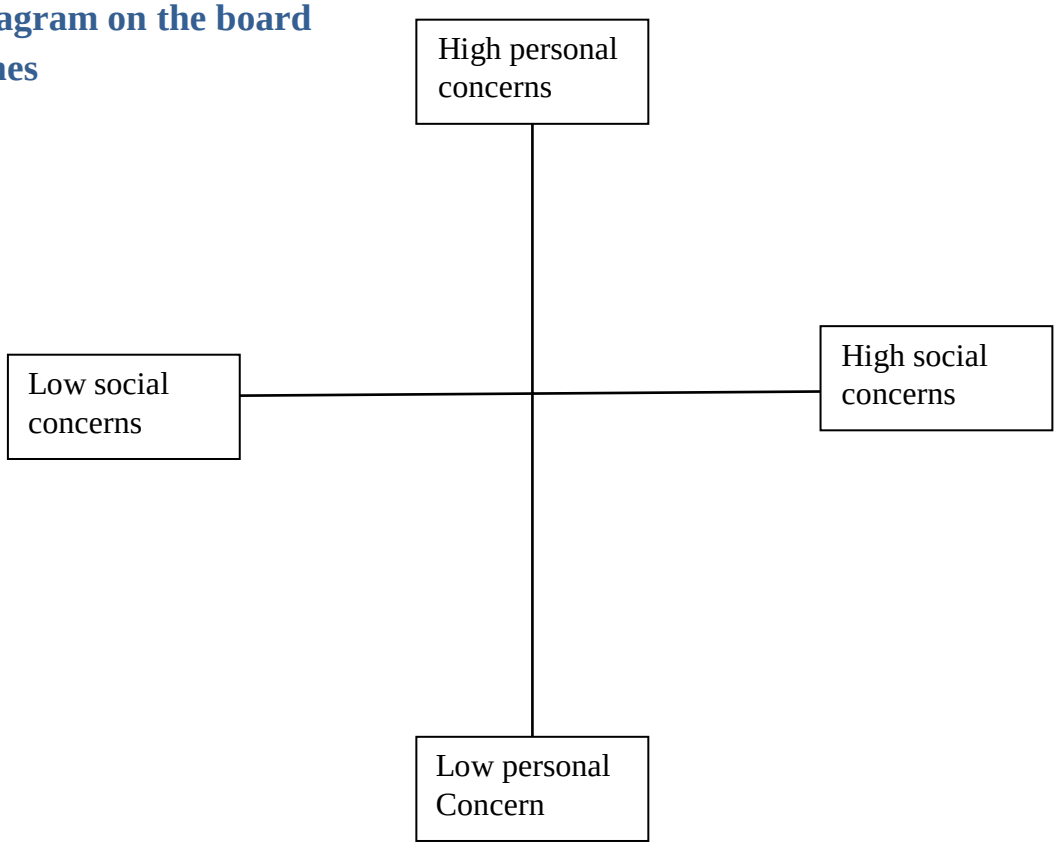
Directions and Method

Introduction [5 minutes]
There is no single right way to manage conflict but there are advantages and disadvantages for each way that conflict is handled. Although we may feel very comfortable with one style we can learn when it is an advantage to use another style. In this way conflict can be managed constructively.

Activity 1 [10 minutes]

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:

Draw the diagram on the board
Label the lines



Ask the students to turn to their workbooks, where they will find the five main styles of conflict management. They are illustrated by animals because these animals show traits of that particular style. Ask them if they remember this from lessons in earlier grades. [Go through each of these styles with the students]

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. 

Ask the students if they can see where these styles fit on the graph.

Activity 2 [15 minutes]

Discuss with the whole class the way each management style is reflected.

Through an open discussion, elicit from the students the sort of strategies each style uses in real life.

Competing (Win/Lose mentality)	**Compromising (Win some/Lose some)**	**Collaborating (Win/win mentality)**
—Do it my way or not at all‖ Focus on goal instead of relationship Potential Strategies Compete, Coerce, Outwit, Control	The relationship and the goal are partially important Potential Strategies Bargain A little something for everyone —Split the difference‖	—My preference is … what is your choice?‖ The relationship and the goal are high priorities Potential Strategies Gathers information Looks for alternatives Welcomes open communication and discussion
Avoiding (Lose/lose) Neither the relationship nor the goal are important Potential Strategies Ignores, Withdraws, Delays	**Accommodating (Lose/win mentality)** —Whatever you say‖ The relationship is most important and the goal is not important Potential Strategies Allows the other person to make the decision, Appeases others	

Conclusion [5 minutes]

Animals act as they do naturally. People however, have a choice. While some conflict management styles may suit our personality more than others, we need to understand that other people have different styles and each style has advantages and disadvantages.

Understanding the characteristics of the various conflict management styles allows us to use them when the conflict situation requires it and allows us to recognize other people‘s preferred styles, which in turn helps us to work together with them to solve conflicts.

Lesson 8: Listening not Just Hearing (Time needed: 35 minutes)

Objectives:

- Learners will be able to describe what it means to actively listen
- Learners will be able to describe the many facets of listening.

Resources required: Workbooks, a large chart with the symbol drawn on it.

Teacher‟s Notes:

If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

If possible find proverbs, words, symbols or pictures from other countries or cultures that demonstrate the complexity of good listening.

Some examples are:

- If speaking is silver, then listening is gold. (*Turkish Proverb*)
- Nature has given us two ears, two eyes, and but one tongue-to the end that we should hear and see more than we speak. (*Socrates-Greek Philosopher*)
- To *appear* wise, one must talk; To *be* wise, one must listen. (*Anonymous)*
- To talk much and arrive nowhere is the same as climbing a tree to catch a fish. *(Anonymous)*
- History repeats itself because no one listens the first time. (*Anonymous)*
- Listen or your tongue will keep you deaf. (*Native American Proverb*)
- Who speaks, sows; Who listens, reaps. (*Argentine Proverb*)

Directions and Method

Introduction [15 minutes]



- Ask the students to look at this symbol.
- Explain that it comes from China and it means to actively listen. Remind them they may have seen this in an earlier lesson. 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 – no text messaging while somebody is talking to you)
- The next symbol is _undivided attention‘ which reinforces the eyes and ears.
- Perhaps the most important symbol is the last one – _heart‘
- Ask the students what they think this signifies *[to feel for the other person – to have empathy in your listening]*
- Allow a few minutes for the students to label the symbol and explain the component parts in their workbooks.

Activity [15 minutes]

Ask the students to review the listening proverbs and then to create their own proverb on listening. Explain that their proverb should try to capture all the elements of listening the way the Chinese symbol does. Allow 10 minutes for this activity.

Conclusion [5 minutes]

Active listening is more complex than simply ―hearing‖ something. That is why it requires focused attention on the speaker. This is more than courtesy; it is an essential part of effective communication.

Lesson 9: Effective Communication (Time needed: 35 minutes)

Objectives:

- Learners will recognize elements of communication
- Learners will practice effective communication

Resources required: Workbooks

Teacher‟s Notes: A geometric drawing is at the end of the lesson. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson

Directions and Method

Introduction [5 minutes]
Review with students that listening is one part of communication. The ‗sender‘ of the message has a responsibility to communicate as clearly and as thoroughly as possible and the listener has a responsibility to clarify what is heard. This is not so easy to do.

Activity 1 [12 minutes]

Explain that 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..

- Ask for four volunteers and ask the rest of the class to observe what happens (give them a list of questions or things to be looking for when they are watching).
- Ask two of the volunteers to leave the room and show the picture of the geometric shapes to the other two. Remind them not to show their picture to anybody. Ask one of them to be seated until the second part of the exercise.
- Invite one of the first volunteers back inside. Explain that they are going to draw what the other person tells them. They cannot ask any questions [this is ‗one-way communication‘].
- The ‗instructor‘ (the participant with the drawing) stands behind the flipchart (or with his/her back to the board).
- The ‗instructor‘ describes the picture to the participant at the flipchart (the ‗artist‘). The ‗artist‘ draws the picture from the instructions given.
- If you are using a flipchart, turn to a new page. If you are using a board, ensure that you can reproduce the drawing and then clean the board.
- Ask the second ‗instructor‘ to come forward and bring in the second volunteer from outside. This time the second instructor can watch what the artist is doing and make comments on it, and the artist should ask questions [two-way communication].
- When the drawing is completed, compare the two drawings
- Ask the volunteers how they felt when they were either instructing or drawing.
- Show the participants the geometric drawing.
- Ask the group which drawing is the most accurate.
- Ask why one is more accurate than the other.

- Ask the observers to share an example of verbal and non-verbal skills they saw being used when the volunteers communicated the pictures/drawings?

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 [15 Minutes]

Ask the students to turn to their workbooks. They need to think about the demonstration they have just seen and then complete the table on the advantages and disadvantages of one and two-way communication

Tell the students that they have 10 minutes for this activity.

	One-Way Communication	**Two-Way Communication**
Advantages	Fast, no interruptions	Comprehensive, All information is transferred Sure that the receiver understands
Disadvantages	Cannot be sure that the receiver understood Needs lots of repetition Leads to possible misunderstandings	Slow, can degenerate into pointless discussion

Discussion Questions

1. If one-way communication is not effective why do we continue to use it?
2. Are there appropriate uses for one-way communication?
3. Which form of communication best suits the sender?
4. Which form of communication best suits the receiver?
5. If the aim of communication is to present knowledge and avoid misunderstanding which do you think is the most appropriate method?

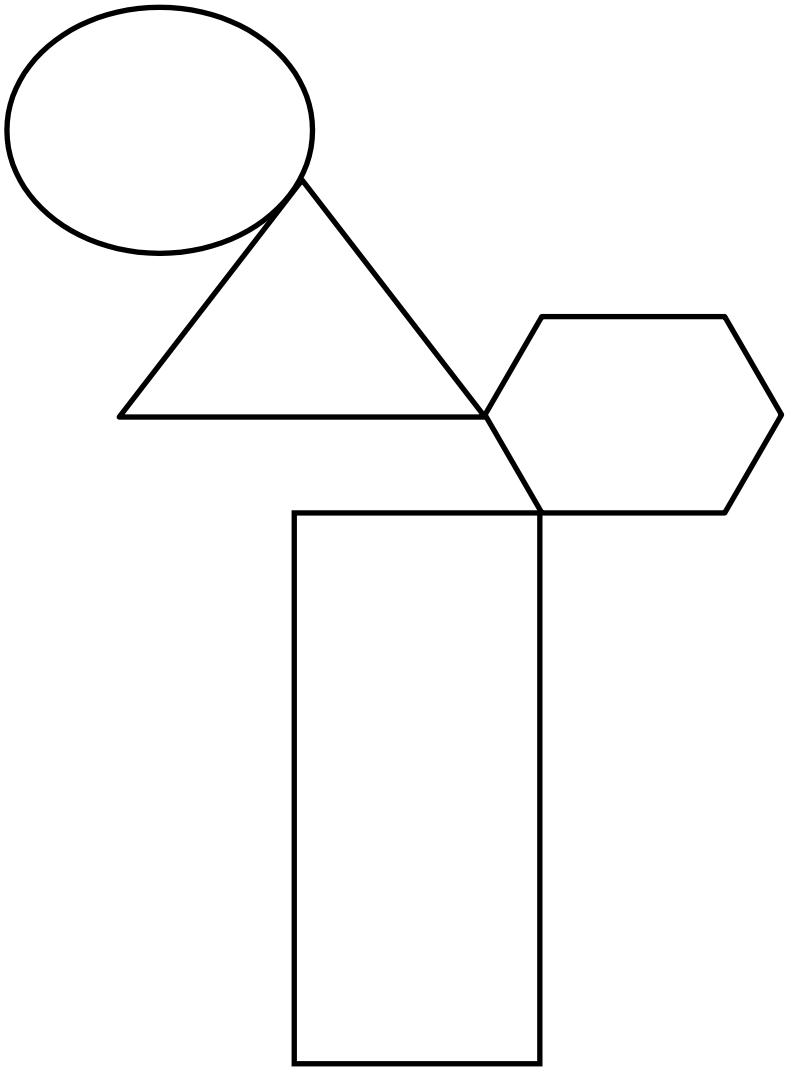
Points for discussion

Radio and television (as well as many teachers) practice one-way communication. It can convey a lot of information. Two-way communication however shares the responsibility between the ‗sender‘ and the ‗receiver‘ because the receiver can ask for clarification and can get the details needed for better understanding. This is important for conflict management.

Conclusion [2 minutes]

Effective communication is a joint responsibility: it requires effective listening, clarity of message and a willingness to share and build together. It is a cornerstone of building a peaceful and constructive society.

The geometric shapes should look something like this.



Lesson 10: Communication Barriers (Time needed: 35 minutes)

Objectives

- Learners will be able to recognize behaviors that prevent effective communication
- Learners will practice overcoming negative behaviors

Resources required: Workbooks,

Directions and method

Introduction [10 minutes]

Ask the students to brainstorm the behaviors that prevent us from communicating effectively. Record all responses on the board.

Some examples are:

- bossy behavior
- put downs and insults/name-calling
- interrupting
- needing to be right
- threatening
- deceitful behavior/lying
- not separating fact and opinion
- advising
- judging
- accusing

Activity [20 minutes]

Ask students to work in small groups and develop a very short skit that demonstrates communication barriers. [If necessary, assign one barrier to each group to ensure a variety]

Allow each group to perform their skit and ask the rest of the class to describe the communication barrier portrayed. Ask the class to think about the communication barriers and describe how they could overcome them.

Conclusion [5 minutes]

To be effective communicators we need to recognize the communication barriers that people (including ourselves) use. Then we need to work out how to overcome these and be prepared to utilize the elements that overcome the barriers.

Lesson 11: Overcoming Communication Barriers (Time needed: 35 minutes)

Objectives

- Learners will be able to identify behaviors that prevent effective communication
- Learners will practice overcoming negative behaviors

Resources required: Workbooks

Directions and method

Introduction [10 minutes]

Review with the students the barriers to communication that were described in a previous lesson.

Activity [25 minutes]

- Ask the students to form the same groups as the previous lesson.
- Ask them to review their skit and discuss ways that they could overcome the barriers to communication.
- Tell them that they have 10 minutes to prepare a new skit that shows how they would overcome the barriers.
- After the skits have been performed, have a general class discussion on effective strategies to overcome barriers to communication.

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?

Conclusion [5 minutes]

Effective communication is not just about saying something clearly. It is also about ensuring that the other person can listen. This may require you to act in new ways, such as not returning insult for insult. It is very difficult, at times, but worth it in the end.

Lesson 12: Effective Listening and Communication (Time needed: 35 minutes)

Objectives:

- Learners will understand what it means to actively listen
- Learners will practice effective listening.

Resources required: Workbooks

Teacher‟s Notes: Be aware that often the _observer‘ is not willing to give feedback on what the listener or the communicator could do to improve. You may need to emphasize that this is an activity where we are trying to improve our skills.

Directions and Method

Introduction [15 minutes]

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.

Activity [25 minutes]

- Ask the students to form groups of three. One person in each group will be the speaker and another will be the listener. The third person will be the observer. It is that person‘s job to consider that the listener is doing well, and what might also be helpful for the listener to do next time in order to communicate effectively.

- The speaker should speak for two minutes while the listener listens without interruption. Then the listener has approximately two minutes to summarize, ask any clarifying questions and check for accuracy of information. After the listener is done, the observer should share with the speaker and observer what they saw that the listener did well, and what they might be able to improve upon. The students may have about 5 – 6 minutes in total per group. The teacher will need to keep time and notify the students when it is time for them to switch to the listener summarizing and then the observer providing feedback.

The observer does not speak, but should be writing down notes considering:

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?

Then the people in the group should swap roles. Repeat until everybody has had a turn at being listener, speaker and observer.

If the speakers have difficulty thinking of a topic, suggest some of the following:

Village Life	Washing Clothes	Modern Music	Career Choices	Importance of Education
Best Homework Excuses	Making Ink	Making Tea	Kite Flying	My Family
Painting	50 ways to travel to schools	Football rules	Living in the City	My pesky little brother/sister

When each person in the group has had a turn at each role, ask the class what the difficulties were for the speaker and the listener [List these on the board].

Ask what they learned about being a good listener (and a good communicator. Draw up a table of ―Effective Listening Tips/Guidelines‖ from the discussion.
[This is just an example – but all these points should be covered]

Effective Listening Guidelines:

Listen to what the person is <u>really</u> saying. Do not let your mind wander while listening.

Check that you have heard correctly by *paraphrasing* what the speaker has said and asking ―Is this what you mean?‖ Paraphrasing is not retelling the entire story, only sharing key points.

When the speaker has finished, summarize the main points and check with the speaker to make sure you covered the key points.

If the speaker is emotional (angry or sad), be very careful to listen to the words and the feelings/emotions.

Ask for *clarification* to check that you have summarized accurately.

Ask clarifying questions to fill in the details of the story if they are important.

Definitions:
Paraphrasing - saying the same thing in different words, not the entire story, but sharing key points

Clarification - to make ideas or information clear.

Conclusion [5 minutes]

Effective listening does not just happen. It takes effort and practice. Effective listening improves communication and understanding!

Lesson 13: The Bias Cycle (Time needed: 35 minutes)

Objective: Learner will understand how bias can lead to destructive behavior and conflict

Resources required: Workbooks

Teacher Notes: Have the chart already drawn on the board but not filled in. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson

Directions and Method

Introduction [10 minutes]

Ask students to review the lesson on communication barriers. Explain that the barriers discussed are not the only barriers to effective communication. When information is ―slanted‖, when only some facts are given or when inflammatory language is used this is called ‗bias‘. Bias can be a very effective barrier to good communication. Even worse, it can lead us into a conflict situation because it creates more destructive types of behavior.

Activity 1 [10 minutes]

Show the table on the board and ask what each of the words mean.

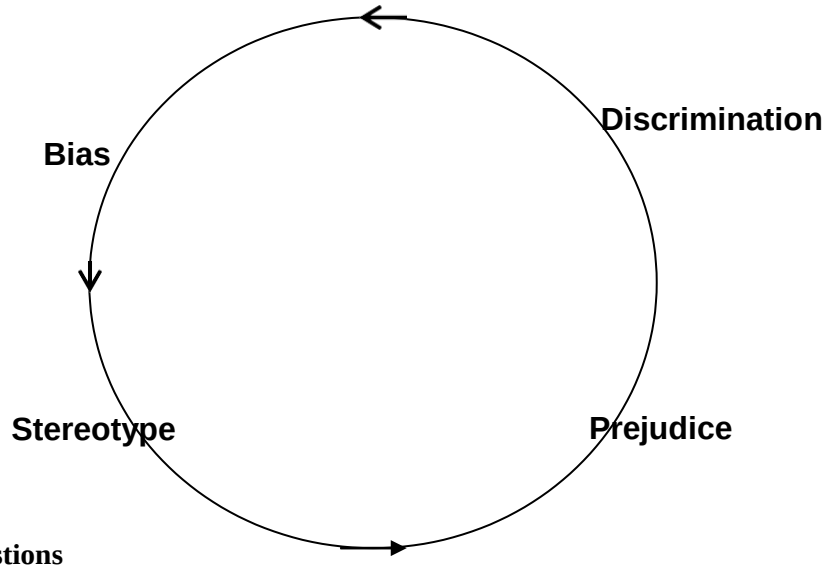
- **Bias: a point of view created by using emotion loaded words or by giving selected facts**
- **Stereotype: is a generalization about a particular group of people without considering individual differences of people. It is not based on knowledge or personal experience of that particular person or group. It is based on the bias held about one or more members of the group**
- **Prejudice: to pre-judge somebody (before you know them) or an idea or concept before you know the facts**
- **Discrimination: when resources or rights are diverted away from a particular group identified through the stereotypes and prejudice. Discrimination can be personal or nation-wide. It can be a subtle social discrimination (like giving white dolls with yellow hair to little girls who only have dark hair) or it can be legal in the way apartheid was legal in South Africa.**

As responses are given through the discussion fill in the table.

Bias	Stereotype	Prejudice	Discrimination
A one-sided or incomplete point of view	When this point of view is applied to all people from a particular group.	When the point of view makes you act in a particular way toward that group.	When resources are not given to the group against whom you are prejudiced

Activity 2 [10 minutes]

Now draw this diagram and ask people if this is a cycle that they have experienced (or been part of)



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**.** [Very often people react violently to the discrimination.]
2. Ask where the cycle can be broken.
3. How might the cycle be broken?
4. Who is responsible for breaking the cycle?
5. Discuss with the class why the cycle **should** be broken and what they can do to break the cycle in their own lives.
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?

Conclusion [5 minutes]

The bias cycle reflects the injustices human beings perpetuate on each other. If we are to have a peaceful world then we need to ensure that we are aware of the bias cycle and how to prevent or break it.

Lesson 14: Emotions Board (Time needed: 35 minutes)

Objectives

- Learners will be able to recognize and describe various emotions
- Learners will develop an emotional vocabulary

Resources required: Workbooks, boards and markers

Teacher‟s notes: Have one marker for each student (small stones will suffice).

Directions and method

Introduction [5 minutes]
Being able to identify our emotions can help us problem solve more effectively. Different situations generate different emotions and different people may have different emotional reactions to the same situation. In this game we will have an opportunity to see how different situations affect different people and learn to identify emotions accurately.

Activity [25 minutes]

Ask the students to turn to the boards in their workbooks and read the following scenarios to the class and ask them to put their marker on the emotion shown by the main character.

Discussion Questions (asked after each scenario)

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?

Read the five scenarios and discuss each one after the markers have been placed.

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?**

2. Nasreen has been told by several other girls that they hope she is nominated to be prefect 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?**

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?**

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

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?**

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

Points for Discussion

- People do not always respond the same way because each of us is unique with different life experiences and different points of view.
- While it is important to try to empathize with other‘s emotions, we need to be aware that whatever emotion they may have in a given situation it is right for them.

Conclusion [5 minutes]

Being able to identify and describe our exact emotions helps us to communicate to others what is going on. Without the ability to express ourselves adequately we become trapped by our own emotions.

Lesson 15: Anger – The Tip of the Iceberg (Time needed: 35 minutes)

Objectives

- Learners will recognize that anger is a secondary emotion
- Learners will understand that there are often needs behind angry statements
- Learners will practice asking constructive questions to accurately identify the feelings, then the needs behind angry statements and practice responding appropriately

Resources required: Workbooks, A clear container with water and ice blocks in it.

Teacher‟s notes: More than 90% of all icebergs are found in the Antarctic and they are generally wider as well as deeper underwater.

Directions and method

Introduction [5 minutes]
Show the container of water and the ice block(s) to the class and ask them to note that most of the ice is in fact underwater (7/8 underwater). If we were to look at an iceberg in the Antarctic it may look like the picture in the work book. 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.

Activity [25 minutes]

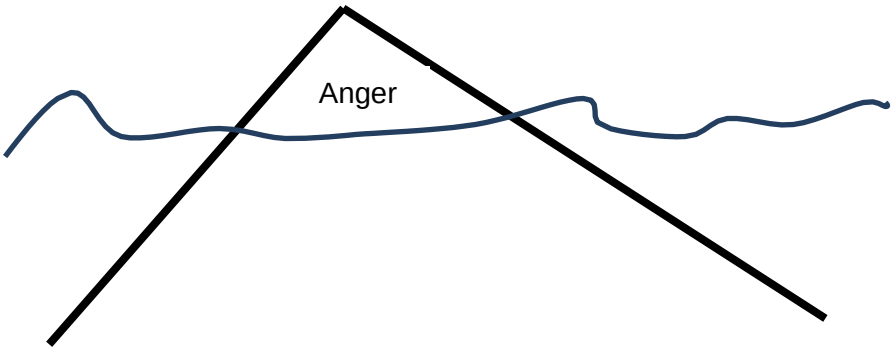
- Ask the students to look at the diagram of the iceberg in their workbooks.
- Ask the students to form groups and assign one of the scenarios to each group.
- Before the students read the scenarios, ask them to note at the top of the iceberg all of the ways that they know when they look at someone that 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.
- The groups should then read and discuss the scenario.
- Under the iceberg, have the groups 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. Hafiza 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 lost his homework. He had written it really carefully and now when it was time to hand it in; it just wasn‘t in his folder. Then he saw Najib 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 Najib and promised him that he would pay for stealing the work.



Allow 10 minutes for the students to fill in the iceberg and then ask the groups to report back. [Groups should be able to nominate emotions such as hurt, bewilderment, frustration, betrayal, neglect, fear, guilt, embarrassment, insecurity, jealousy]

Points for Discussion

- Why do you think our feelings might look like anger on the surface (our non-verbal) if the actual emotion is something quite different?
- Could there be several emotions that we are feeling that appear to be anger on the surface? If you can recognize that it is these other emotions, how might you manage or address either your own or another person‘s anger?

Conclusion [5 minutes]

Sometimes we cannot initially recognize the underlying emotions because the anger boils up so quickly. It is helpful to get to the root of the anger in order to better problem solve and/or manage the emotions. It is the underlying emotions that we need to recognize and deal with if we are to be effective peacemakers.

Lesson 16: Dealing with Anger (Time needed: 35 minutes)

Objective: Learners will identify techniques in dealing with other people‘s anger

Resources required: Workbook, Journey of Peace story book: Jameela‘s Gifts

Teacher‟s Notes: Read the story yourself thoroughly before the lesson and encourage the students to read it prior to the lesson as well.

Directions and Method

Introduction [5 minutes]

Ask the students to read the story entitled *„Jameela’s Gifts’* or read it to them. Ask them to think about the emotions of the various characters described in the story.

Activity [25 minutes]

- Ask the students to work in small groups to discuss the emotions illustrated in the story. Use the table in the workbook to help guide the discussion.
- Ask them to nominate each character and list the emotions each of them portray.

Character	Emotions	Actions reflecting Emotion
Jameela		
Ahmad	Happy Sad	Wanting to play Rolling the ball back and forth
Merza (father)	Anger Grief Frustration	Yelling at mother
Abdullah	Anger Grief Frustration	
Bibi Jan		Communication

They should then describe the actions that successfully defuse the anger and what techniques are used.

Character	Actions that defuse anger	Techniques
Jameela	Flower to Abdullah Flowers to the grave of Yonus	Listening Empathy
Bibi Jan	Promotion of empathy Forgiveness	Communication

Ask the groups to nominate which of these techniques they could utilize in their own situations

Conclusion [5 minutes]

Dealing with other people‘s anger and grief is never easy. There are some techniques demonstrated in this story that may be helpful in the future.

Student Workbook

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.

Lesson 17: "I" Messages - Communicating Feelings (Time needed: 35 minutes)

Objectives:

- Learners will identify a range of feelings
- Learners will connect feelings with inflammatory situations
- Learners will practice statements that cool down conflict situations and open the door to resolution

Resources required: Workbooks. On the board, post chart –I‖ Message Poster. Put the two examples provided on the board and cover them until needed.

Teacher‟s notes: Students work in pairs. –I‖ Messages are a practical tool for communicating feelings and needs. This is a skill that takes regular practice. It is recommended that you provide opportunities for students to practice this skill in all following lessons, where appropriate.

Directions and method

Introduction [10 minutes]

Ask the students to remember the lessons on identifying emotions and anger. Ask them to think of a conflict where the words used between two people made the conflict worse. Ask the students to describe what happened. Explain that in this lesson, they will learn to communicate their feelings without blaming others.

- Explain that, if someone is mean or rude to us, we can decide how we want to respond.
- Explain that we are each responsible for our own feelings and behavior. It is also our responsibility to listen to others if they believe we have hurt them.
- Explain to the students that there are different ways of telling people about our feelings when we are angry, ashamed, sad, or afraid.
- Point to the –I‖ Message chart on the board or in their workbooks and tell the students that using –I‖ messages can help them to communicate their feelings honestly without blaming or shaming others.
- Uncover the examples on the board and ask for volunteers to give –you‖ and –I‖ messages for each example.

Activity [10 minutes]

- Ask students to turn to the example situations in their workbooks. Ask them to work in pairs to practice and write down their responses.

Discussion questions [10 minutes]

- How are ―I Messages‖ different from ―You Messages‖?
- Why is it important to learn how to send positive messages about our own hurt feelings?
- What happens if you use hurtful personal messages?
- Can you think of an example when an ―I Messages‖ could work between you and your parents if there‘s a conflict? Between you and your friends or brother or sister?

Conclusion [5 minutes]

- Explain that resolving a problem with another involves a dialogue where each person suggests behavior changes, negotiates the changes and reaches agreement. It is important to learn positive ways to tell someone that we are feeling bad or angry about something they did in a way that does not make the conflict worse. Positive messages allow us to hear each other better. Explain that when they use the word ―I‖ to talk about their feelings, it helps us to name our feelings and not put the blame on someone else. They are describing the *act* or *behavio*r that upset them, and they are giving the other person a chance to tell them what he or she did, or to say ―I‘m sorry‖ without making the situation worse.

“I” Messages Poster

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

(Teacher note: Point to the last two examples and point out that an ‒I‖ message does not always have to start with ‒I‖ and the same for a ‒You‖ message. The difference between the two sentences is that in an ‒I‖ message you take responsibility for your feelings and you name the other persons action without blaming or shaming them. In a ‒You‖ message you blame and shame the other person.)

Examples for class practice (put on board and cover until needed):

Write the practice sentences with fill-in blanks on the board. Ask for volunteers to fill in the blanks.
Situation: Miriam accidentally spills Ahmed‘s drink.

- Ahmed‘s ‒You Message‖ to Miriam is, ‒You are _____for spilling my milk! (They should use words like ‒stupid,‖ ‒clumsy,‖ ‒a bad person‖ or anything that places blame on Miriam.)
- Ahmed‘s ‒I Message‖ to Miriam is, ‒I feel _____because you spilled my milk.‖ (They should name a feeling, ‒sad,‖ ‒angry,‖ ‒afraid of what Mom will say.‖ It is the same thing if they say, ―You do not have to be upset that you spilled the milk,‖ or ―I am not upset with you because you spilled the milk.‖)

Practice exercises:

Have students use their workbooks to 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?

Ask them to 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 (Time needed: 35 minutes)

Objectives

- Learners will be able to recognize signs of stress
- Learners will identify strategies to cope with stress

Resources required: Workbooks

Teacher‟s notes: In this context, ‗stress‘ means a physical or mental (emotional) tension brought on by pressure.

Directions and method

Introduction [10 minutes]

Ask the students what they think the word ‗stress‘ means. Record their responses on the board. Ask if it is a good thing or a bad thing. Explain that stress is a normal physiological response to a situation. Sometimes the situation is very positive, such as passing exams with honors, sometimes it is the ―flight or fight‖ response to something perceived as dangerous. Ask the class what are some of the signs of stress. Ask them to divide them into emotional or physical. Record these responses as well. Explain that the sweaty palms, shortness of breath, tingling spine, and shivery skin may all be signs of stress. So may headaches and nausea, but equally so may be tears and bubbling laughter. Ask if we are all equally affected by stress. Explain that, we all need at least one good friend that we can count on and be comfortable talking to. This can help us cope better with stress in our lives.

Activity [20 minutes]

Ask the students to work in small groups. Ask them to discuss and list constructive ways that they can manage or eliminate stress. Explain that in their workbook there is a table with sub-headings: physical (diet and activity), emotional, spiritual, mental. Ask the groups to make sure and put solutions under each heading.

Physical		Emotional	Spiritual	Mental
Diet	Exercise			
Fresh foods with lots of fruit and vegetables. Less oily food, sugar, rice, and bread	Get plenty of exercise – even if it is difficult in the beginning. Exercise with friends if possible (by playing sport).	Focus on the positive aspects of your life. Help and work with others (particularly those less fortunate)	Pray Read the Holy Books knowing that you are cherished by the Creator (Allah)	Do mentally challenging things – learning a language, trying a new subject at school. Playing a new game (such as chess)

Conclusion [5 minutes]

A stressful situation is one that happens as a result of your own or another‘s actions. It is a part of everyday living and we all experience it sometimes. If we handle stress constructively (in healthy ways) it is not harmful. If we use unhealthy ways to escape stress or to bury it (such as alcohol or drugs) then it is very harmful. Handling stress can be difficult because we are not aware that we are stressed until it is negatively affecting us.

Lesson 19: Developing Empathy (Time needed: 35 minutes)

Objectives:

- Learners will understand the concept of empathy
- Learners will be able to identify empathetic responses.

Resources required: Workbooks, Journey of Peace Storybooks

Teacher‟s Notes: The students need to read all the Journey of Peace Stories**.** If this is too much ask them to form groups of four (prior to the lesson) and to read four stories each. That way the group has read all the stories.

Directions and Method

Introduction [10 minutes]

Ask the students to look at the quotes in their workbooks and see if they feel that these describe empathy. Ask them to develop a definition or a saying that describes empathy for themselves.

–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. *Jiddu Krishnamurti*	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." *Azar Nafisi-Persian scholar*		–No one cares how much you know, until they know how much you care‖ *Theodore Roosevelt*

Activity [20 minutes]

- In the small groups developed for reading the Journey of Peace stories ask the students to review (amongst themselves) the stories and the characters.
- Ask them to nominate the character with the most empathy and to list the actions and discussions that demonstrate this empathy.
- Tell the students that they have 15 minutes for this activity.
- After 15 minutes ask the groups to come together and ask for feedback from them. Ask for reasons why they chose the character or characters that they did.

Points for Discussion

Because empathy helps us to see life as the other person sees it, it helps communication, trust and problem solving.

Conclusion [5 minutes]

Empathy is an attitude that is part skill (people with empathy are good listeners and observers), part knowledge (you need to bring your own experiences to the situation) and part values (feeling it is important to help and support others). It results in a mind set and behaviors that are constructive and peaceful.

Lesson 20: Perceptions (Time needed: 35 minutes)

Objective:

- Learners will understand that perceptions are a way of looking at things and vary from person to person
- Learners will understand that perceptions we hold may affect our judgment

Resources required: Workbooks, Perception cards

Teacher‟s Notes: Choose one of the perception cards to show the class. Have the perception card to show to everybody in the class, but keep moving around the room and do not stop or let people look for too long. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method

Introduction [10 minutes]
Ask the students to point to where the sun rises. Then ask them to point to where it sets.
Ask if the sun revolves around the earth or if the earth revolves around the sun. Ask how they know.

Explain that the perception is that the sun revolves around the earth because every morning it rises in the east and every evening it sets in the west. Explain that for hundreds of years people believed what they saw. This is a perception. Scientists can prove that the earth revolves around the sun and this is what we are taught – in spite of our perceptions.

Activity [25 minutes]

- Ask the class to describe what they saw. Did everyone see the same thing?
- Show the card to the class and allow some discussion on different perceptions reported.
- Point out that what they saw is true for each person –it is their own perception.

Points for Discussion

- Treating a perception as a truth sometimes happens leading to a disagreement and/or it can escalate to an argument: we assume that because we see things in a particular way that it is a truth. Ask them if they can think of examples where they have heard eye witnesses to an event each tell a different version.

- Remind the class that perceptions are a way of viewing things and that by themselves they are neither right nor wrong. It is only when we assume that the perception is the whole picture, the absolute truth that we begin to have problems.

- Explain that when perceptions are viewed as a truth then we feel that anybody who differs from us is _wrong‘. This is not a peaceful mindset.

Conclusion [5 minutes]

Sometimes what we see is the truth or a fact, but sometimes it is just a perception (a point of view) and is not the whole picture. Others may see other parts of the picture. If we can learn to accept that other points of view may be just as valid as our own, we can solve disputes and be constructive peacemakers. [You may also need to explain that this is a _trick‘ picture; it is designed to help us understand the point of perceptions more readily.]

Perception - I



Perception - II



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

Lesson 21: Trust Circle (Time needed: 35 minutes)

Objectives

- Learners will understand how trust is developed
- Learners will have an opportunity for practicing trust.

Resources required: Workbooks

Teacher‟s notes: This is a whole class activity. Ideally it should be held outdoors. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson

Directions and method

Introduction [5 minutes]

Explain to the students that 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. But it 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.

Activity [25 minutes]

- Ask the students to form a tight circle all facing the same direction. Tell them to trust you and that when you tell them to sit, they should sit, even though there are no chairs.
- When you count to three, everybody will slowly sit down on the knees of the person standing behind them. They should not squat, but sit normally. In the end, all children will be sitting on each other‘s laps, all supported by each other.

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?

Points to be discussed

- This activity, by itself, will not develop trust—this is a game that illustrates how trust can be developed: small situations that require trust build to larger situations when the trust is fulfilled.
- Point out that trust is essential in healthy interpersonal relationships and is a building block for problem-solving and conflict resolution.

Conclusion [5 minutes]

Reiterate to the students that trust grows slowly and incrementally. The better relationships we have with others, the more opportunities we have for trusting them. Then we have a better chance for trust to grow when we and those with whom we interact prove trustworthy.

Lesson 22: Trusting Others (Time needed: 35 minutes)

Objectives

- Learners will understand how trust is developed
- Learners will learn to analyse who they trust, and why.

Resources required: Workbooks

Directions and method

Introduction [5 minutes]
Ask the students what they think that _trust‘ means. Ask if they are travelling on a bus – who do they trust – the driver (whom they may not know) or …? Ask if it is possible for us to really trust somebody that we do not know.

Activity [25 minutes]

- Ask the students to work individually to think about and complete the table in their workbook.
- Explain to the students that they need to think carefully about the people listed and then decide if they trust this person and then they should state why that person is trusted.
- After 15 minutes ask the students to report on what they have found.

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?

Conclusion [5 minutes]

Reiterate to the students that trust grows slowly and incrementally. The more opportunities we have for getting to know people in meaningful ways (working with them in the classroom on projects, eating a meal with them, working with them in our communities for instance) the more opportunities we have to build trust, the better our relationships will be. Then we have a better chance for trust to grow when we and those with whom we interact prove trustworthy.

Person	Do you trust this person? Why are they trusted?
Mother	
Taylor	
Best friend	
Grandmother	
Village‘s Wise woman	
Father	
Grandfather	
Teacher	
Person who talks about you behind your back	
Bus driver	
Student from the neighboring 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	

Lesson 23: Co-operation (Time needed: 35 minutes)

Objectives:

- Learners will understand how working together contributes to peace building
- Learners will practice skills in co-operation
- Learners will understand that co-operation can happen within a problem solving group or with support of an outsider

Resources required: large sheets of newspaper, something to make music or sounds with (tapping on the board will do)

Teacher Notes: Be aware that this game can sometimes get boisterous. If necessary, make extra rules about helping each other to stay on the paper. Reinforce the idea that the aim is to get everybody on the paper (Some will see it as a competitive game and try to keep others off the paper.

Directions and Method

Introduction [5 minutes]
Explain to the class that we are going to try an experiment. Ask the students to spread the newspaper sheets on the floor, separated from each other (as if they were islands). Explain that we are going to try to see how many students can fit on a sheet of newspaper so that those standing on the sheets are not touching the floor.

Activity [25 minutes]

- Ask the students to walk around the floor (without stepping on any of the sheets of newspaper) as long as the sound is happening. When the sound stops, everybody must try to get onto a sheet of newspaper.
- Remind students that the aim is to get everybody onto the newspaper.
- Have a first round and see how much the students co-operated with each other to get on to the newspaper. If everybody was on the papers, take one paper away.
- Have a second round and then a third taking away one paper each time.

Discussion questions

- What did you do to help others who were trying to get onto the newspaper?
- How did you try to get on (and stay on) the paper?
- How much help did people need to stay on the paper? Were people held on? Did people stand on other people‘s feet?

Conclusion [5 minutes]

Co-operating with others is not always easy and often not comfortable. If we are serious about everyone getting all and/or at least some of their needs and interests met, then we will work much harder to co-operate. When co-operation becomes a state of mind and is practised consistently then we are able to solve problems more effectively and resolve conflicts.

Lesson 24: Assertiveness (Time needed: 35 minutes)

Objectives:

- Learners will understand that assertiveness is constructive behavior
- Learners will understand how aggressive and submissive behaviors can be destructive and create conflict

Resources required: Workbooks

Teacher‟s Notes: Have the drawings of the scales ready on the board or as charts, but hidden from view. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

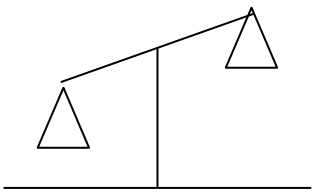
Directions and Method

Introduction [5 minutes]
Ask the class if they are familiar with the terms _aggressive‘, _assertive‘ and _submissive‘
Ask what the words mean to them. Ask the students if they remember the conflict styles. What animals/styles relate to them (aggressive – shark, submissive - the accommodator, assertive - could be compromise or collaborative). Explain that even though we may have been taught that it is good for men to be aggressive and for women to be submissive, in fact both of these behaviors can be destructive

Activity [25 minutes]

- Explain to the class that aggression is about being concerned only with oneself and one‘s own rights and imposing one‘s views forcibly on others; submission is being concerned with the other person‘s rights to the exclusion of one‘s own rights/goals/interests/needs and assertiveness is the ability to firmly stand up for yourself and your goals/interests/needs while being respectful of others.

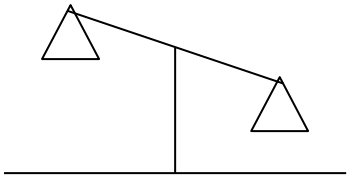
- Show the first scale and ask what they think it represents [it does not matter whether they say aggressive or submissive as long as the next one is the opposite]



Show the next scale: and ask the class to say what it represents



And then the third scale and ask again.



Ask the students to turn to their workbooks and complete the matching exercise.

- If necessary, explain that the list of attributes should be connected to the box corresponding to the _correct‘ set of scales to best describe each of the behaviors.
- Allow 10 minutes for this exercise
- After 10 minutes ask one or two students to share their views.

- Explain that assertiveness does not mean a lack of respect or rudeness. It is about being calm and respectful, but also working to get ones‘ own needs met as well as the needs of the other person.

- Explain that effectiveness of a particular behavior pattern may be short term or long term.
- Aggression may satisfy the emotions of the moment but will probably not resolve problems.
- Aggressive behavior may enable someone to get what s/he wants in the short term, but it may arouse dislike, non-co-operation and perhaps revenge on the part of the other individual longer term.

Conclusion [5 minutes]

Both aggressive and submissive behaviors can be destructive: Aggressive behavior because it is bullying and sometimes physically or emotionally violent, submissive behavior because it does not enable the person to get their interests and/or needs met. Assertive behavior is about fairness and respect for the other person and self. It is constructive behavior that allows us to build peaceful and constructive relationships.

Lesson 25: Practicing Assertiveness (Time needed: 35 minutes)

Objective:

- Learners will be able to identify assertive behaviors
- Learners will practice appropriate ways to address peer pressure.

Resources required: Workbooks

Teacher‟s Notes: Saying _no‘ can be very difficult, particularly for girls. Peer pressure, the desire to _fit in‘, shyness and cultural pressure can all influence a person‘s ability to say _no‘. This needs practice and an environment where the students feel emotionally safe. Raise these points if necessary. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method

Introduction [5 minutes]

Review with the class the previous lesson on assertiveness. Ask if anybody can name the key principles of assertiveness *[respect for both sides, concern for both own rights and the rights of the other person]*.

Activity [25 minutes]

- Ask the students to form groups of four.
- Ask each group to discuss and then list in their workbooks as many ways as they can think of to say _no‘ when they are being pressured into inappropriate behavior. Some examples are in the table in their workbook but they should be encouraged to think of others.
- Explain that they must put themselves into the place of the person being pressured and decide on appropriate things to say.
- After 15 minutes ask the class to report on at least one way of saying _no‘ to each of the situations listed.
- Explain that just the word _no‘ is often not enough. You need to explain why this behavior is not appropriate for you but without blaming or accusing the other person.

Conclusion [5 minutes]

Saying no politely but firmly without becoming aggressive can be difficult. It helps to think through how you might approach the person before you do it. Practice, such as this lesson, should help us to be assertive without creating or escalating a conflict.

Lesson 26: Learning How to Disagree Constructively (Time needed: 35 minutes)

Objectives:

- Learners will identify appropriate ways to express anger
- Learners will identify ways to disagree constructively

Resources required: Workbooks

Teacher‟s Notes: You may need to refer to the lessons on assertiveness and ―I messages‖. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method

Introduction [3 minutes]

Ask the class to put up their hand if they have ever been angry. Ask if it is possible to go through life never being angry.

In earlier lessons we discussed that anger is a secondary emotion. What are some of the other feelings and emotions that may be underneath anger? (For example: frustration, hurt, fear, guilt, embarrassment). Explain that expressing anger is not the opposite to liking or loving somebody. There is a very good chance that your parents have been angry with you sometime in your life and often it is actually a reflection of their love and care for you. The way you express anger is important and may be expressed appropriately or inappropriately but the fact that you feel anger is perfectly normal.

Activity [30 minutes]

- Ask the class to think of all the ways anger is expressed. List these on the board.

  These may include:
  Shouting at the person
  Banging things (fist on table, pot on the floor)
  Slamming doors
  Sulking (not talking to the person with whom you are angry)
  Shouting at another person or thing not connected to the anger (shouting at the baby because the older child has been disobedient)
  Name-calling and insults

- Ask the students to work in pairs. Give each pair one way that anger is expressed (from the list above) and ask them to think about what underlying emotion the person might actually feel, and the consequences or outcomes of the angry behavior.

- Ask them to write these in their workbook. An example has already been done. Allow 10 minutes for this task.

- After 10 minutes, ask each pair to choose a different expression of anger from the list. Ask them to read the *"Rules for fair problem solving"* and then write how they would handle the expression of anger they have chosen.

Conclusion [2 minutes]

There will always be misunderstandings, different opinions, different needs or simply different ways of doing things. How we deal with these make the difference between building constructive relationships or increasing/compounding conflicts.

Lesson 27: Puzzles for Problem Solving-I (Time needed: 35 minutes)

Objectives:

- Learners will understand some of the processes of problem solving.
- Learners will find alternative and constructive ways to solve a variety of problems.

Resources required: Workbooks

Teacher‟s Notes: Each of these puzzles in this and the next lesson has a principle of problem solving. These principles need to be demonstrated. It is not so necessary that everybody knows how to solve the puzzle but it is important that they understand how they tried to work it out.

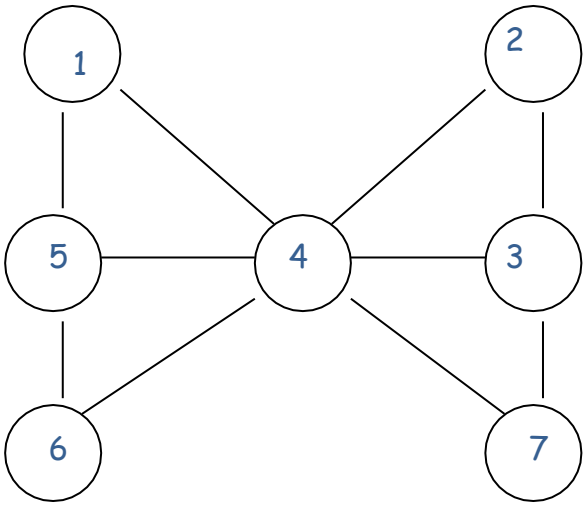
Directions and Method

Introduction [2 minutes]
Explain to the students that today we are going to look at a puzzle or two. These puzzles will teach us lessons about problem solving

Activity 1 [10 minutes]

- Explain to the students that they need to put the numbers 1, 2, 3, 4, 5, 6, 7 into the circles so that the circles which are connected by lines will add up to 12.

This is one possible solution.

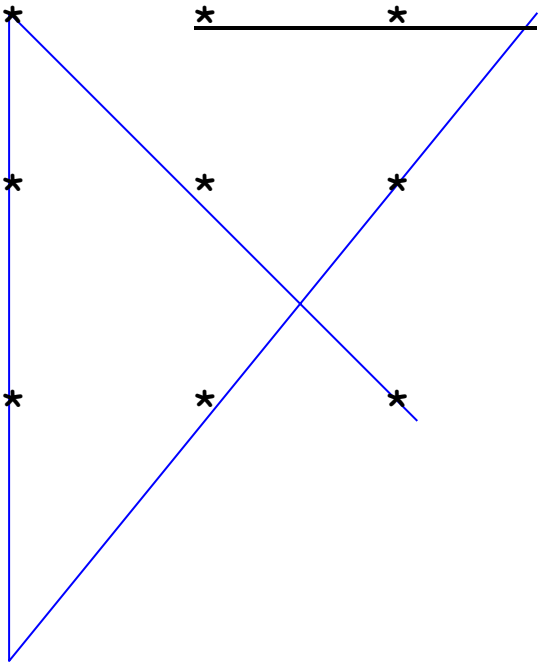


- Ask the students how they solved the problem. Point out (if necessary) that many people use trial and error to solve problems. It is only a problem when people make the same error over and over again.

Activity 2 [10 minutes]

- Ask the students to turn to their workbook to the puzzle called nine stars. Explain that they are to join the 9 stars using only four straight lines. Each star must be bisected by a line.

This is one possible way to solve this – it can be done in mirror reverse and upside down



- Ask the students how they solved the problem. **[Many students will use five lines because they genuinely do not hear “only four lines” because they perceive that it is “impossible”]**

- Point out that nobody said that the lines should be square. That was an assumption they made because of the way the stars were organized.

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?

Conclusion [5 minutes]

The behavior we show when solving puzzles like these is sometimes the same when we are solving real problems. Sometimes we make the same mistakes over and over, and we often make assumptions; which then means that we do not solve problems as well as we could. We need to keep these principles in mind for the future.

Lesson 28: Puzzles for Problem Solving-II (Time needed: 35 minutes)

Objectives:

- Learners will understand the process of problem solving.
- Learners will find alternative and constructive ways to solve a variety of problems.

Resources required: Workbooks

Teacher‟s Notes: Each of these puzzles has a principle of problem solving. These principles need to be demonstrated. It is not so necessary that everybody knows how to solve the puzzle, but it is important that they understand how they tried to work it out.

Directions and Method

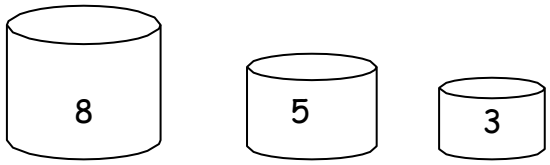
Introduction [2 minutes]
Explain to the students that changing the story, getting angry or giving up will not solve the problem. It is a problem of logic that can be solved.

Activity 1 [25 minutes]

Draw the 3 pots on the board or ask the students to turn to their workbooks. Tell the story or ask the students to read it in their workbooks.

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?

[Explain to the students that these are only representations, the pots should be seen as irregular shapes with no markings at all]



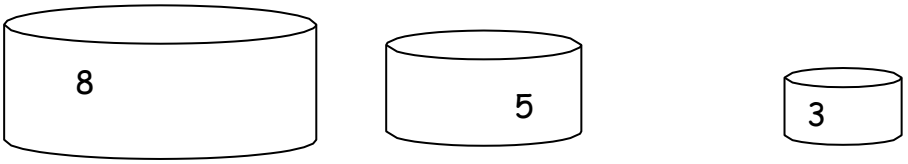
- If students say it is easy – just pour half the oil into the 5 litre pot; ask them how they will know it is exactly half as there are no markings on the pot.
- Help students to get started by reminding them to think about the space in the pots as well as the oil in the pots.
- Suggest (if necessary) that students create a table that will help them keep track of where they move the oil.
- Remind them to work through the problem and not to give up.

Points for Discussion

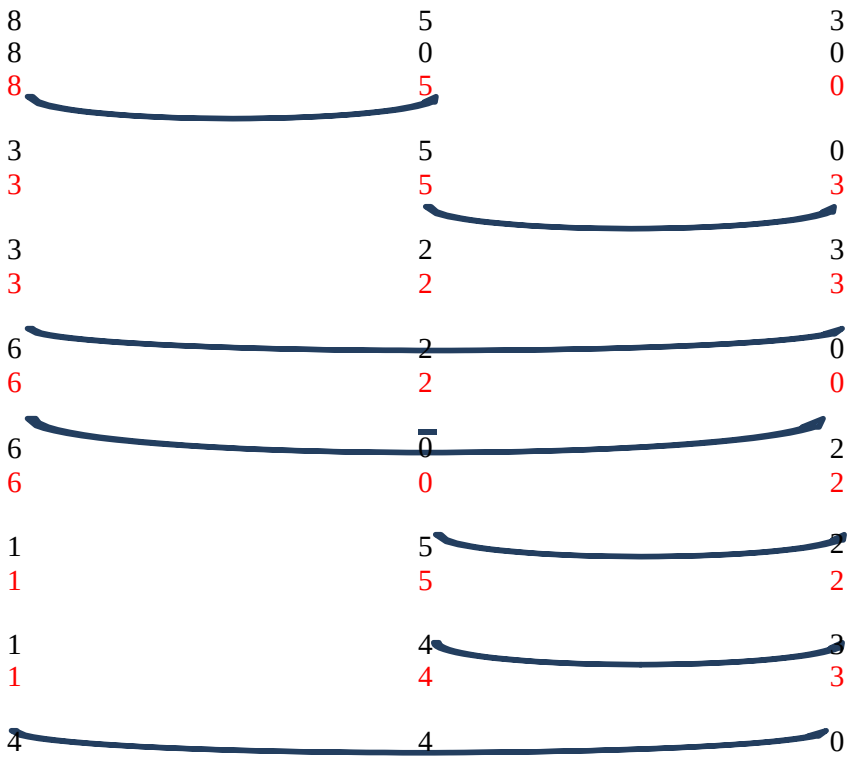
- Discuss how in attempting to _solve‘ the problem, people actually create new problems by not bothering to work through the problem, but by looking for ‘short-cuts‘.
- Alternative solutions such as taking a container instead of the oil, selling the extra litres (that they cannot divide) or _measuring‘ using a stick or rope are not real solutions (what if the containers are odd shapes?)
- These create more problems that then in turn have to be solved. This often happens in real life where people add to the problem in the hope that it will be easier to solve.

Conclusion [7 minutes]

The only way to solve the problem is to keep working through it logically. Anger, frustration and giving up do not solve the problem. Many real-life problems are like this: people get angry and argue about other issues, e.g. how long each man carried the oil; how many people each one has to feed; how important one man is in comparison to the other, etc. None of these is the real problem and none actually solves the problem.



One solution is as follows:



Lesson 29: Steps to Problem Solving (Time needed: 35 minutes)

Objectives:

- Learners will identify components of problem solving.
- Learners will be able find alternative and constructive ways to solve a variety of problems.

Resources required: Workbooks

Teacher‟s Notes: Explain to the group that this is an exercise in brainstorming. Remind the group of the rules of brainstorming. Refer back to the Teacher‘s Tips section if you would like more information on how to brainstorm effectively. You will also need the ―6 Steps for Problem Solving‖ from the grades 7 – 8 lessons. Move around to make sure that the groups are actually brainstorming. Remind the learners of the lessons they have learned about problem solving: logic, assumptions, looks at all possible solutions.

Directions and Method

Introduction [5 minutes]

Explain that good problem solving requires composite skills (a bit like a jigsaw puzzle); no one strategy will solve all types of problems, so we need lots of tools and strategies as we will encounter lots of different types of problems in life. Review with the students the ―6 Steps for Problem Solving‖ taught in grades 7 – 8. If students have not done these lessons in grades 7 – 8 then you will need to teach them these steps.

Activity [25 minutes]

- Form small groups.
- Give one problem to each group and ask the group to discuss it and then brainstorm as many solutions as possible. Give them a time limit. Ask the students not to judge the ideas yet, allow all answers. When the groups have a list of potential solutions, bring the whole group back together and list all the potential solutions on the board.
- If the responses include going to a person in authority (parent, teacher etc.) ask what they would do if that could not happen.
- Evaluate the potential consequences of each potential solution. If their responses include violence or avoidance (running away) ask what would happen after that.
- Tell the students that there is a chart ―6 Steps to Problem Solving‖ in their workbooks. They should look at this only after they have discussed and proposed a solution
- Tell the students that they have 10 minutes to find their solutions.

Possible Problems

- One person takes another person‘s belongings.
- Two students have to share a textbook and one will not let the other see the book.
- Boys torment a group of girls at the market.
- A small group of students leave litter and food around at school and this is bringing rats and insects, causing a health problem.
- Some students tease somebody who has no decent clothes to wear to school.

- Two friends have had a fight and now speak badly of each other to the rest of the students. They cannot seem to forgive each other.
- There is a test at school. One student tries to look at another student‘s work to copy the answers.

Discussion Questions

1. How did you use the 6 steps of problem solving this time?
2. Was your solution fair?
3. Do you think that both people in the problem would be happy with your solution?
4. 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?
5. If this problem actually happened to you, what could you say to the other person to help solve the problem?
6. How did you use the ―6 steps of problem solving‖ this time?

Points for Discussion

- Problem solving requires open communication. It also helps to better understand what someone feels, and why, as this may affect your problem solving style. It also takes willingness (you have to want to solve the problem).
- Problem solving requires you to understand how emotions affect our actions and our judgment as well as understanding the dangers of stereotypes and prejudice and the need for objectivity.
- For a solution to be lasting, we need to make sure that both sides can see that the solution addresses at least some of their needs and/or interests. You may not get everything that you want, but each side needs to get something that they need and/or some of their interests met .

Conclusion [5 minutes]

Problem solving is a skill that you will need to practice all of your life. Equally, if you keep an open mind, it is a skill that you will get better at all of your life. Problem solving uses all the skills you have learned in this course.

Lesson 30: Problem Solving Guidelines (Time needed: 35 minutes)

Objectives:

- Learners will be able to recognize the role of negotiation in the problem solving process.
- Learners will be able to identify the necessary skills of conflict resolution.

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Resources required: Workbooks

Teacher's Notes: This lesson may need to be completed as homework.
Ask the learners to review all the principles of problem solving. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method

Introduction [10 minutes]
Explain that problem solving is an important skill in conflict resolution. In order to be an effective problem solver, we need to utilize all the skills we have learned in this course and put them together. Sometimes, if the people involved are good problem solvers, they will work out the problem between them. This is negotiation. Buying something in the market is a simple negotiation where both people win, because the buyer gets what they want and the seller gets the price they agree on. Sometimes the people involved need help from outsiders. This process is called "mediation." In mediation, negotiation skills are used, but in this case a third party helps work through the problems.
Point out that conflicts increase, not because the problem gets worse but because emotions of both sides in relation to the original event escalate and result in the negative behavior of the parties toward each other.

Activity 1 [20 minutes]

- Divide the class into small groups and assign one of the stories (in the workbook) to each group. **[It does not matter if one story is assigned to more than one group].**

- Ask the groups to read the story, 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)

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?

Points for Discussion:

- Good negotiators and problem solvers are people who keep the idea of peace and conflict resolution in their mind more than their own pride and their own position. A good problem solver tries to understand ―why‖ people want something, their interests, as frequently, when people understand the interests, they can get all or most of the interests of both parties met. If they stayed focused on positions, they may never come to an agreement, and/or many underlying interests will not be met.
- When people get angry or frustrated they can often make a situation worse by insults or speaking rashly.
- People who can negotiate successfully and make sure that the outcomes are fair for both sides are worthy of great respect.

Conclusion [5 minutes]

Problem solving is a skill that requires emotional honesty, the ability to recognise what we want (our position) and why we want something (our interest), as well as what the other person wants (their position) and their interests. With effective communication skills including listening, and the willingness to try to solve problems, we can work together to get all or most of the interests met for both people. Successful conflict resolution includes good negotiation skills.

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.

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 Rashid if they could borrow the ball. Uncle Rashid 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 Rashid‘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 Rashid 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 Rashid, and Rashid 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 apologized to Uncle Rashid 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 apologize 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 apologize to each other for the name calling.‖ He looked at Jamil ―If you apologize for calling me a liar, I apologize 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?

Lesson 31: Human Rights – Rights or Wants? (Time needed: 35 minutes)

Objectives:

- Learners will be able to identify the different categories of rights
- Learners will understand the difference between rights and wants

Resources required: Workbooks

Teacher‟s Notes: Have available copies of the Universal Declaration of Human Rights and Declaration of Rights of the Child.

Directions and Method

Introduction [10 minutes]

Conduct a brainstorm with the class about human needs. Record all responses **[use only half the board as the other half is needed for the categorization]**

When the brainstorm is complete: check with the students if they can distinguish between needs and wants. Categorize the needs into *physical needs* (life, food, water, shelter, and health), *mental and emotional needs* (education, belonging to a country and a society, being loved) and *spiritual needs* (right to worship the way it is appropriate for you).

Explain that there now exists a **Universal Declaration of Human Rights (UDHR)** signed by almost every country in the world, including Afghanistan, which outlines our rights.

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?

Points for Discussion

Discuss the fact that human rights are not given from above but each one of us has to allow them to another. The state (the country) does take responsibility for some rights that properly belong to the community, but the spirit of human rights, is that we as individuals, grant them to each other.

Conclusion [5 minutes]

The essence of Human Rights is respect for each other, to treat each other with dignity and equality. These are things that we do for and with each other – the state can help but it what we do ourselves that is the important part of Human Rights.

Lesson 32: Rights and Obligations (Time needed: 35 minutes)

Objectives:

- Learners will understand that there are responsibilities associated with rights
- Learners will understand that people‘s attitudes often inhibit the exercising of rights

Resources required: Workbooks

Teacher‟s Notes: Have available copies of the Universal Declaration of Human Rights

Directions and Method

Introduction [5 minutes]

Review the previous lesson with the students; emphasizing the fact that rights are not gifts bestowed upon us but we give them to each other. Explain that rights are like coins – with rights on one side, and responsibilities or obligations on the other. So, for every right there is an equal and opposite responsibility.

Activity [25 minutes]

- Ask the students to form small groups and to turn to their workbooks.
- They should read the rights listed there and fill in the table by nominating the obligations we have as human beings to ensure that these rights are implemented.
- After 20 minutes bring the groups back together and ask for feedback.

Points for Discussion

- In many situations it seems that we, as individuals can do very little and that most responsibilities belong to the state. While this may be true at the implementation level, we have a responsibility in terms of our attitude to ensure respect and equality.
- Do we have the right to persecute or laugh at somebody because they are different from us? Even if the state does not (or cannot) make sure that they are treated equally does this excuse the ordinary people like ourselves?

Conclusion [5 minutes]

From the viewpoint of a student, Human Rights is more about attitude than law. If we were to wait until the state and the laws of the country reflected every aspect of Human Rights we would ourselves be nullifying rights – because we have the right and the responsibility to be involved in community and governance. While it is our personal responsibility to respect the rights of others, governments can bring about attitudinal change by enacting laws that protect everyone‘s rights. When we treat people with respect, when we make sure that they can live their lives in dignity and when we treat people equally we go a long way to ensuring human rights for all.

Rights	Obligations
All Human beings are free and equal in dignity and rights.	You cannot deny other people‘s freedom or rights or treat people in an undignified way
All people are entitled to rights without distinction based on race, color, sex, language, religion, opinion, origin, property, birth or residency.	You should work to ensure that nobody is excluded from the same rights that you enjoy
Right to life, liberty and security of person	You cannot take somebody else‘s life or threaten their security or imprison them without cause
Freedom from slavery	You cannot keep slaves or really allow others to have slaves
Freedom from torture	You cannot torture other people or arrange for other people to be tortured
Right to be treated equally by the law	You need to ensure that even the very poor and disadvantaged can access the legal process
Right to equal protection by the law	As above
Right for all to effective remedy by competent tribunal	This means that you must allow other people to go to a court of law or community court to have conflicts solved
Freedom from arbitrary arrest.	You cannot allow somebody else to be arrested without charges being laid
Right to fair public hearing by Independent tribunal.	If you have the right to a fair public hearing – then others have the same right
Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defense.	You cannot assume that other people are guilty if you want to be presumed innocent yourself. You must also ensure that they have a fair trial with legal defense
Right to privacy in home, family and correspondence.	You should not read other people‘s letters, or spy on others in their home or with their family.
Freedom of movement in your own country and the right to leave and return to any countries.	You cannot stop others from moving around the country or leaving or returning to countries.
Right to political asylum in other countries.	While there is a right to seek political asylum there is also an inference that people who are refugees should be treated with respect and dignity
Right to nationality.	You cannot deprive others of the right to a nationality
Right to marriage and family and to equal right of men and women during and after marriage.	You cannot stop somebody from marrying the person of their choice (although in many, many cultures this happens all the time)
Right to own property.	You cannot be denied from owning property – equally you cannot stop others from owning property
Freedom of thought and conscience and religion.	You cannot ‑punish‖ others for being of a different religion or having different views and opinions.

Freedom of opinion and expression and to seek, receive and impart information.	As above
Freedom of Association and assembly.	You cannot stop other people from meeting together
Right to take part in and select government.	You have the responsibility to vote (when you are old enough) and to be aware of what the government is doing on your behalf.
Right to social security and realization of economic, social and cultural rights.	This one is ―within the resources of the state‖ but also that every cultural and social group no matter how rich or poor have the rights to the same benefits from the government
Right to work, to equal pay for equal work and to form and join trade unions.	You should ensure that all people receive equal pay for equal work.
Right to reasonable hours of work and paid holidays.	You cannot work other people excessive hours
Right to adequate living standard for self and family, including food, housing, clothing, medical care and social security.	You cannot deprive others of food or shelter, medical care or housing
Right to education.	Every child, no matter their religion or community group has the same rights to education that you do.
Right to participate in cultural life and to protect intellectual property rights.	You should not stop others from practicing their culture and you should not _steal‘ other people‘s ideas.
Right to social and international order permitting these freedoms to be realized.	You have the right to an orderly society which means you have a responsibility to keep the society peaceful.
Each person has responsibilities to the community and others as essential for a democratic society.	You have a responsibility to be part of community life and to make sure that others can also be part of the community
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.	This outlines the fact that we all have the obligation to ensure that rights are not withheld from anybody.

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 (Time needed: 35 minutes)

Objective: To review the peace education program and learn what the participants gained in knowledge, skill and attitude change.

Resources required: Workbooks

Teacher‟s Notes: This is the final lesson for the year. If appropriate be prepared to acknowledge the ―peacemaker of the year‖ or something similar.

List these on the board:

- Understanding conflict and peace;
- Understanding conflict management skills and strategies which include effective communication skills, how emotions influence conflict and problem solving;
- Practicing effective communication skills
- Understanding perceptions, bias, developing trust, empathy, and expressing emotions;
- Coping with loss and stress
- Practicing co-operation and assertiveness
- Practicing problem solving
- Understanding Human Rights

Directions and Method

Introduction [5 minutes]

Ask students to review the goals they set in the first lesson and to think about what they have learned. Explain that at the moment they are very privileged as this is a pilot program, and they are part of the small group who will be able to contribute to the success of this course for other students by giving constructive feedback on what they have learned and how they learned.

Show the list on the board and ask students to turn to their workbooks.

Activity 1 [15 minutes]

- **Explain that this is an individual activity. Students should think about the categories in the table. Discuss these with the students;**
- **What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior). When you truly understand an idea it changes the way you behave. If you feel that there are things that you would not do now or that you would differently because of what you have learned in a particular area then please give examples.**

- **What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples. This may mean that you still have some areas you are not sure of or where you need more information or practice before you feel comfortable about changing your behavior and attitudes.**
- **What do you think worked in this course? What do you think should be changed to make it better? You can help the organizers of this course to make it better for the next students who take it. Give us your advice.**
- **Ask the students to complete the questions in their workbooks and carefully remove that page and hand it in.**

Activity 2 [10 minutes]

Present class awards for the categories you determine: (for example: peace-maker of the year; most changed student; most improved student)

Conclusion [5 minutes]

Thank the students for their input and the teaching and learning that you have done together. Wish them well for the next year.

National School Based Peace Education Program

Teacher’s Manual

Grades 11-12

Contents

Syllabus....3

Lesson 1: Introduction to Peace Education....6
Lesson 2: Peace and Conflict....7
Lesson 3: Defining Conflict and Peace....9
Lesson 4: Conflict and You....11
Lesson 5: Escalation of Conflict....15
Lesson 6: Conflict Management Styles....19
Lesson 7: Modifying Conflict Management Styles....24
Lesson 8: ‒I‖ Messages....26
Lesson 9: Assertive Communication....29
Lesson 10: The Ladder of Inference....32
Lesson 11: How Special?....35
Lesson 12: Who is left out?....37
Lesson 13: Managing our Emotions....39
Lesson 14: The Anger Iceberg....43
Lesson 15: Handling stress....46
Lesson 16: Stages of grief....48
Lesson 17: Principles of Healing....61
Lesson 18: Principles of Human Rights....66
Lesson 19: Human Rights: Rights or Wants?....71
Lesson 20: Rights and obligations....72
Lesson 21: Obligations and actions....75
Lesson 22: Citizenship....76
Lesson 23: Teambuilding....80
Lesson 24: Skills and qualities of leadership....83
Lesson 25: Effective Leader/Ineffective Leader....85
Lesson 26: Representation....87
Lesson 27: Islamic Republic of Afghanistan: Government Structure....89
Lesson 28: What Did I Learn?....95
Lesson 29: Passing it on....96
Lesson 30: Passing it on II....97
Lesson 31: Being a Peace Builder....98

National School Based Peace Education Program

Grades 11-12

Syllabus

Course Description

The study of Peace Education in grades 11-12 aims to develop students‘ knowledge, understanding, skills, attitudes and behaviors in peace education so that they can effectively contribute to peace building in their classrooms, the school, their homes, and their communities.

The course develops and enhances constructive conflict management skills and knowledge including: effective communication (including listening), managing emotions, problem solving, understanding conflict management and peace-building. It helps students cope with loss and grieving and provides an informal psychosocial support base. It also provides an initial understanding of Human Rights as outlined in the Universal Declaration of Human Rights to which Afghanistan is a signatory.

What will the students learn about?

The students will develop skills associated with constructive living and then work in situations which provide opportunities for them to practice the skills and develop changed or modified behavior patterns. These include:

- Understanding conflict and peace
- Conflict management
- Communication skills
- Perceptions, bias, empathy and emotions
- Coping with loss and stress
- Co-operation and assertiveness
- Problem solving
- Human rights

The students are provided with opportunities to work together collaboratively, to take part in physical as well as mental activity and are encouraged to undertake community work.

Course outline

Students will study peace education initially for a single period a week every teaching week of the school year. The course has been developed as a cyclic curriculum which is built on in the later years of secondary school. This means that students will build on knowledge and concepts year by year. They will do this through research, discussion, exploratory learning and reflection. They will use stories, poetry, scenarios and games to define and develop ideas on the range of issues associated with peace education.

Course Requirements

All lessons should be taught in the order that they appear in the Teacher Guide. These lessons have been designed and written as full lesson plans to support the teacher in these first stages of implementation.

The competencies and indicators have been developed as input competencies (competency 1 with its component parts) and as output competencies (2 – 5). Competency 1 focuses on skills and knowledge acquisition while competencies 2 - 5 focus on the changed behaviors acquired as a result.

The lessons have been ordered according to the model of Taba‘s cyclic curriculum and so they run as ―stepping stones‖ of skills and knowledge with the constant checking for learning that is a feature of Hilda Taba‘s model. The lessons in this course build on the lessons offered in grades 7 – 8 and grades 9 – 10. This course also provides a preliminary course in teaching this course first through peer teaching but it is anticipated that some students may want to teach the course professionally.

Competencies and Indicators

Learning Competency	Indicators: The student…
1. Demonstrate and **consistently apply** conflict resolution skills (e.g., understanding conflict, understanding how emotions influence conflict, communication skills, problem solving) that lead to building healthy relationships.	1. Understands the effects of unresolved conflict on the individual and in the community and can suggest solutions 2. Can analyze the role emotions play in conflicts 3. Recognizes the difference between positions and interests. 4. Can consistently identify various conflict management styles and determine appropriate times to utilize each one. 5. Consistently practices de-escalation techniques 6. Consistently demonstrates the ability to creatively and critically apply decision making model in making choices
2. Identify and develop personal assets that demonstrate healthy, caring, responsible, and active citizenship.	1. Can identify and utilize both internal and external assets that provide for growing up healthy, caring and responsible 2. Can identify and discuss negative and positive characteristics of a leader. 3. Understands the principles of citizenship
3. Develop coping and personal resilience skills for the lack of or loss of relationships.	1. Can explain the impact of peer influence and identify skills to manage that influence. 2. Consistently applies skills for coping with the loss of a relationship and can identify support resources 3. Consistently demonstrates skills for coping with stressors in personal and group relationships 4. Consistently demonstrates skills for preventing and coping with harmful situations both in school and in the community. 5. Consistently implements constructive stress-reduction strategies
4: Develop qualities and skills needed to establish and maintain positive relationships, friendships and healthy support systems.	1. Can analyze relationship behaviors and factors that lead to effective, supportive long-term relationships. 2. Can identify various stereotypes/biases and explain how they affect interpersonal relationships and consistently practices unbiased behavior. 3. Consistently uses effective communication skills to build healthy relationships 4. Consistently demonstrates the ability to collaborate with peers

Lesson 1: Introduction to Peace Education (Time needed: 35 minutes)

Objectives: To introduce the concept of peace education

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorming activity. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [5 minutes]
Introduce yourself as the peace education teacher and explain that this is a new course designed especially for students to help them live more constructively. Explain that peace education is about developing skills, providing knowledge, understanding our values and behaving constructively in order to contribute to a culture of peace.

Activity 1 [15 minutes]

Ask the students to brainstorm all the elements that they feel should be in a course called peace education.

Remind them of skills, knowledge, values and behaviors.

Remind them of what might be included in citizenship.

Record all responses and together with the class categorise them under the headings.

Ask the students to record these collated lists in their workbooks.

Activity 2 [10 minutes]
Form small groups of three or four students

Ask the groups to think about what they would like to achieve in this course.

When they agree on a goal for the course, they should write it on the chart in their workbook and then cut it out and hang it on the wall.

Points for discussion

Peace education is different to many other subjects you study. It requires you to really want to be a peacemaker. For example you can learn mathematics without wanting to be a mathematician and you can still be a good student of mathematics. With peace education, you will really only be successful if you want to be a peacemaker.

Conclusion [5 minutes]
Peace education covers many different areas and skills. We will learn from each other and develop together. We will also have fun.

Lesson 2: Peace and Conflict (Time needed: 35 minutes)

Objectives: To introduce the concept of peace and conflict

Resources required: Flip chart paper and markers or chalkboard

Teacher‟s Notes: This is a brainstorming activity. If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

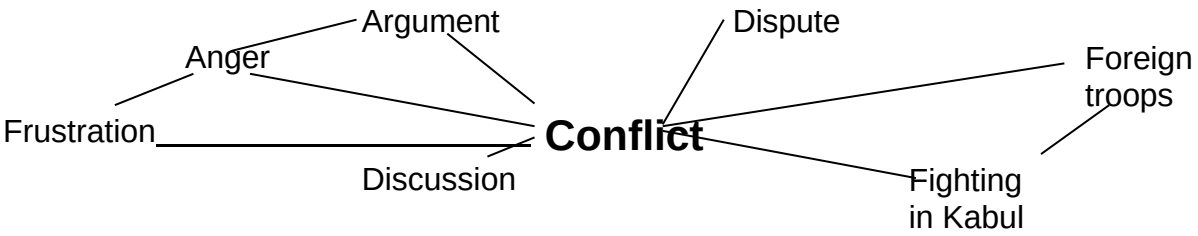
Introduction [2 minutes]
In order to build constructive skills and positive relationships we need to have a good understanding of what we mean by peace and conflict.

Activity 1 [15 minutes]

Write the word conflict on the board or flip chart and ask the students to write four or five words that they think of in relation to conflict.

Create a web of words. Try to group so that words relating to emotions are together and words relating to current affairs are together and so on.

You should have something that looks like this**:** ***[This is an example only it is not meant to be used in place of the activity].***



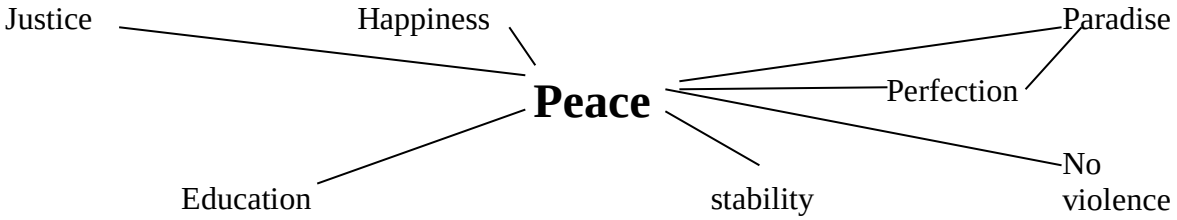
Ask the students to record this in their workbooks

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 [15 minutes]

Now write the word Peace on the board and ask the students to contribute four or five words. Build the web according to the student input.



Ask the students to record this in their workbooks

Points for Discussion

When people think of peace they think of a wide variety of things. Generally there will be some people, who see peace as an absence of fighting or violence, and certainly it needs to be that, but it needs to be more.

Is it likely that if there is no justice or equality that there could be a long lasting peace?
Just as important as reaching a peaceful state in all aspects of life and at all levels, are the processes we use to work towards peace. Working towards peace is not about perfection, but about gaining the knowledge and attitudes and learning the skills that will help us to build a culture of peace in our families, communities, nation and the world.

Conclusion [5 minutes]
It is easy to see that the understanding of both peace and conflict is not simple. While we may have assumed that peace is only an absence of conflict and that conflict is always negative we now know that neither of these are so. This course is structured to help us develop a deeper understanding of how we can contribute to a more peaceful world.

Lesson 3: Defining Conflict and Peace (Time needed: 35 minutes)

Objectives:

- Learners will evaluate how they deal with conflict situations
- Learners will consider the effectiveness of their choices
- Learners will appreciate the possible benefits of alternative ways of handling conflict.

Resources required: Workbooks

Teacher‟s Notes: If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [2 minutes]

Review with the students the conflict and peace webs that they constructed in the last lesson. Explain that in this lesson we will be exploring definitions of both conflict and peace.

Activity 1 [15 minutes]

Ask the students to work in small groups and to review in their workbooks their notes from the conflict web. Ask them to chart aspects of conflict under each of the five areas - who, what, when, where, and why.

Have the students develop a definition using each of the five components in the table.

Who	What	When	Where	Why

After 10 minutes, ask the groups to report on their definitions. Look for the common factors and ask if the groups can develop a class definition of conflict.

Activity 2 [15 minutes]

Ask the students to return to the small groups and review the peace web then develop a definition of peace.

Have the students develop a definition using each of the five components in the table.

Who	What	When	Where	Why

After 10 minutes, ask the groups to report on their definitions. Look for the common factors and ask if the groups can develop a class definition for peace.

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 (Time needed: 35 minutes)

Objectives:

- Learners will evaluate how they deal with conflict situations
- Learners will understand the effectiveness of their choices
- Learners will identify the benefits of alternative ways of handling conflict.

Resources required: Workbooks

Teacher‟s Notes: If students already had this lesson in earlier grades, you may skip this lesson and move to the next lesson. If students do not remember the lesson, or did not learn this lesson in prior years, please teach this lesson.

Directions and Method:

Introduction [2 minutes]

Each of us handles conflict a little differently. How we deal with conflict affects our behavior. By improving our knowledge and skills we can deal with conflict more effectively.

Activity [25 minutes]

Ask the students to turn to their workbooks and fill in the table: ‒How do you usually handle conflicts‖. This is an individual activity.

When the tables are completed ask the students if they learned more about themselves by completing the table.

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.

Points for discussion

Many of the ways that we deal with conflict do not resolve the problem. They may postpone it and sometimes it is made worse.

Developing conflict management skills can be difficult at first. Sometimes people may feel more vulnerable when they begin using the strategies, but eventually the more they use them , the better they become, the more empowered they feel as they resolve conflict in an effective way for both parties in the conflict. It takes great courage to look for constructive ways of dealing with a conflict situation.

Conclusion [5 minutes]

Conflict resolution and building peace are not easy tasks. However, if we are going to rebuild our country and create a better future for ourselves we need to learn the skills that will bring us together in peace.

Student Workbook

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	Apologize			
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.

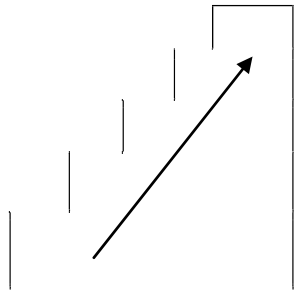
On the next chart indicate by using the number next to the technique which techniques you use with which people.

	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		

Lesson 5: Escalation of Conflict (Time needed: 35 minutes)

Objectives:

- Learners will be introduced to the concept of escalation of conflict
- Learners will identify behaviors that cause conflict
- Learners will be able to identify how to stop conflicts from escalating



Resources required: Large picture of an escalator and/or stairs

Teacher‟s Notes: This is a small group and workbook activity.

Directions and Method:

Introduction [5 minutes]

Explain that 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.

Activity 1 [20 minutes]

Divide the class into three groups and assign one case study (in the student workbooks) to each group. After the students have read the story, ask them to draw an escalator/or stairs.
As a group, have the students chart the conflict on the stairs/escalator either on the chalk board or on a piece of paper that they can share with the class.

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

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

Then have the students complete the five questions in their workbooks after each story.

Discussion Questions (listed after each story)

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. Have the students discuss in their groups where on the stairs/escalator they think something could have been done differently by either person in the conflict to stop it from escalating/increasing further?

4. Based on the different actions you noted in the question above, how would that effect the emotional response of each character? 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?

When the students have completed the questions listed after each story, have them discuss their responses in the group.

Activity 2 [5 minutes]

Pose the following questions to the whole class.

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?

Conclusion [5 minutes]

Conflicts can escalate very quickly. It is much easier to address the conflict at an early stage on the escalator rather than wait until the conflict has ―stepped up‖ to the top. Emotions effect how we respond to a conflict. The better we are at managing our emotions and understanding the feelings/emotions of the other person, the easier it is to help conflict from escalating.

Student Workbook

Story 1.

Waseema and Yasamine were working together on a joint project. Yasamine 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 Yasamine completed... Yasamine 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.

Yasamine accused Waseema of being lazy. Waseema accused Yasamine 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. Yasamine 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 Yasamine saying that probably they would fail because the work was so bad.

Yasamine 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 criticize 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.

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

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.

Story 3

Majid and Qaseem were brothers. Majid 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. Majid had already talked to his parents and was working hard so that the girl‘s parents would think favorably of him.

Qaseem came into the house one day smiling and smiling. He had been out wandering around the market for several hours. He punched Majid 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.‖

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

He turned away from Qaseem. ―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‖.

Qaseem lost his temper. He yelled and cursed Majid, calling him names and insulting the careful way that Majid planned and worked. He tried to grab at Majid‘s arm. Their mother stopped them. ‒What happened?‖ she asked

Discussion Questions (listed after each story)

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. Have the students discuss in their groups where on the stairs/escalator they think something could have been done differently by either person in the conflict to stop it from escalating/increasing further?
4. Based on the different actions you noted in the question above, how would that effect the emotional response of each character? 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?

Lesson 6: Conflict Management Styles (Time needed: 35 minutes)

Objectives:

- Learners will understand and be able to describe the 5 main conflict management styles
- Learners understand when it is best to use each style.

Resources required: Workbooks

Teacher‟s Notes: Make the cross-section chart on the floor if there is the space using masking tape. Otherwise draw it as large as possible on the board. Refer back to the 5 conflict styles in grades 7-8 and 9-10. Under the conflict style ―collaboration‖ the term ―consensus‖ is introduced. Consensus is a group decision-making process with a goal of coming up with a solution that all members of the group can support. In consensus, the group reaches consensus by cooperative problem-solving, not by a win-lose majority.

Directions and Method:

Introduction [5 minutes]

There are a variety of conflict styles. There are appropriate and inappropriate times to use each style. Ideally, we will learn conflict management skills so that we can better understand when and how to use the various styles when appropriate. Today we will look at these 5 primary styles and then look at when it is best to use each style.

Activity [25 minutes]

Ask the students to look at the grid and the quadrants drawn. Ask them to mark on the grid in their workbook what style they think they generally use when responding to conflict. They can look at this as a scale and place themselves someplace in a quadrant, e.g., high on personal concern and low on social concerns.

Discussion Questions

1. **What sort of personality fits into the top right hand quadrant? [for example: somebody who wants what is best for them but without hurting anybody else; somebody ambitious but caring of others]**
2. **What fits into the top left hand quadrant? [For example: somebody who wants what is best for them but really doesn‟t care about others, somebody who only cares about themselves]**

3. **What about the bottom right and left quadrants respectively? [bottom right; cares very much about others and how they feel but does not care so much about self. Bottom left; not really interested either in terms of ambition or being right or in social relationships]**

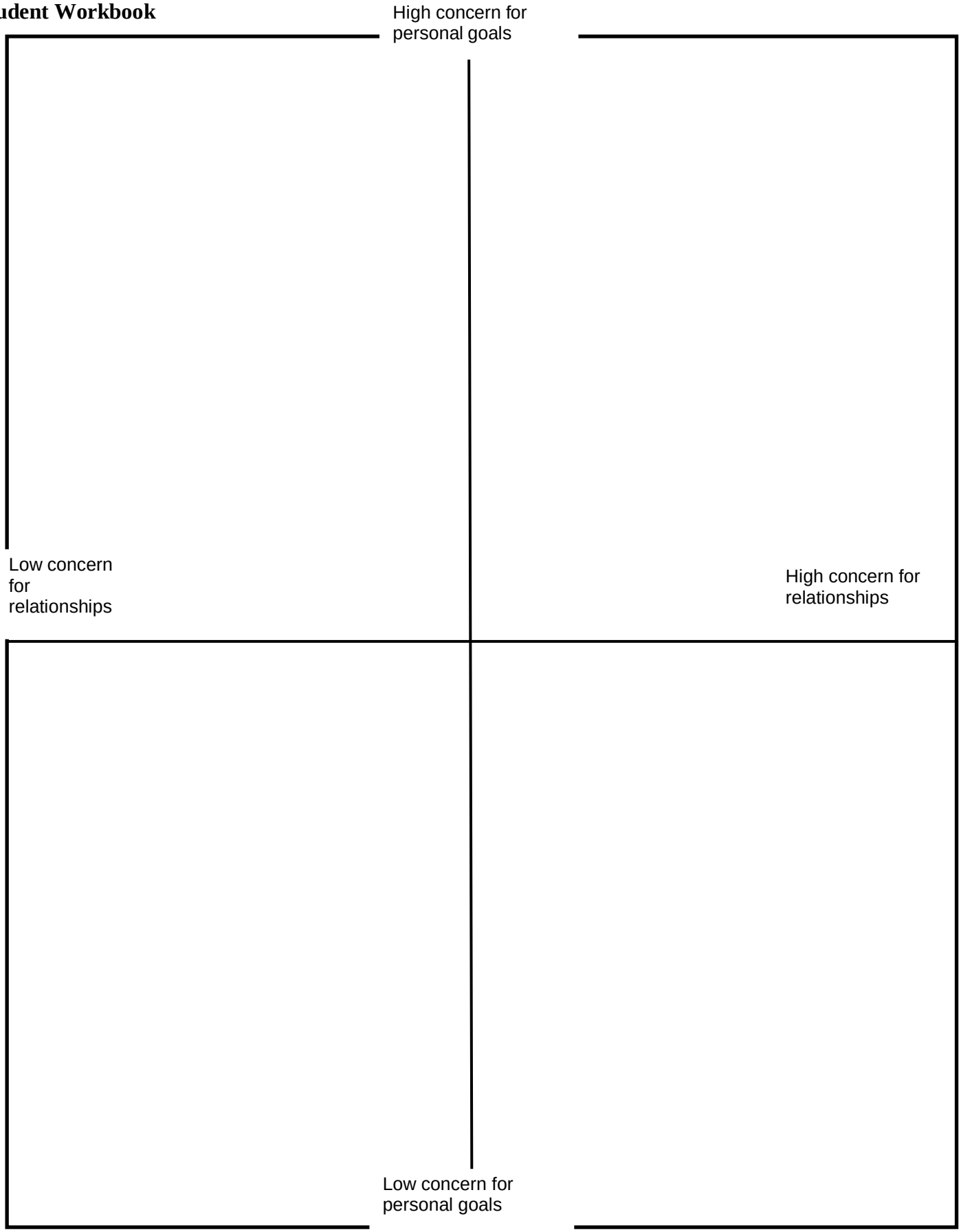
Explain that each personality type tends naturally to adopt a conflict management type that they have learned at home, that suits their personality or their experience for certain situations. For instance, your primary conflict style at school with your teacher may be different than at school with friends. Your primary conflict style with your parents may be different than what you might use with your brothers and sisters.

Ask the students now to cut out the boxes of conflict management types from the following page in the work book and paste them where they think they fit on the grid.

Conclusion [5 minutes]

Conflict management styles are not static. The more we understand conflict management skills and are able to model them, the better we will be at determining when we should choose certain conflict styles. All the styles are appropriate in certain circumstances. We will look at this again next lesson.

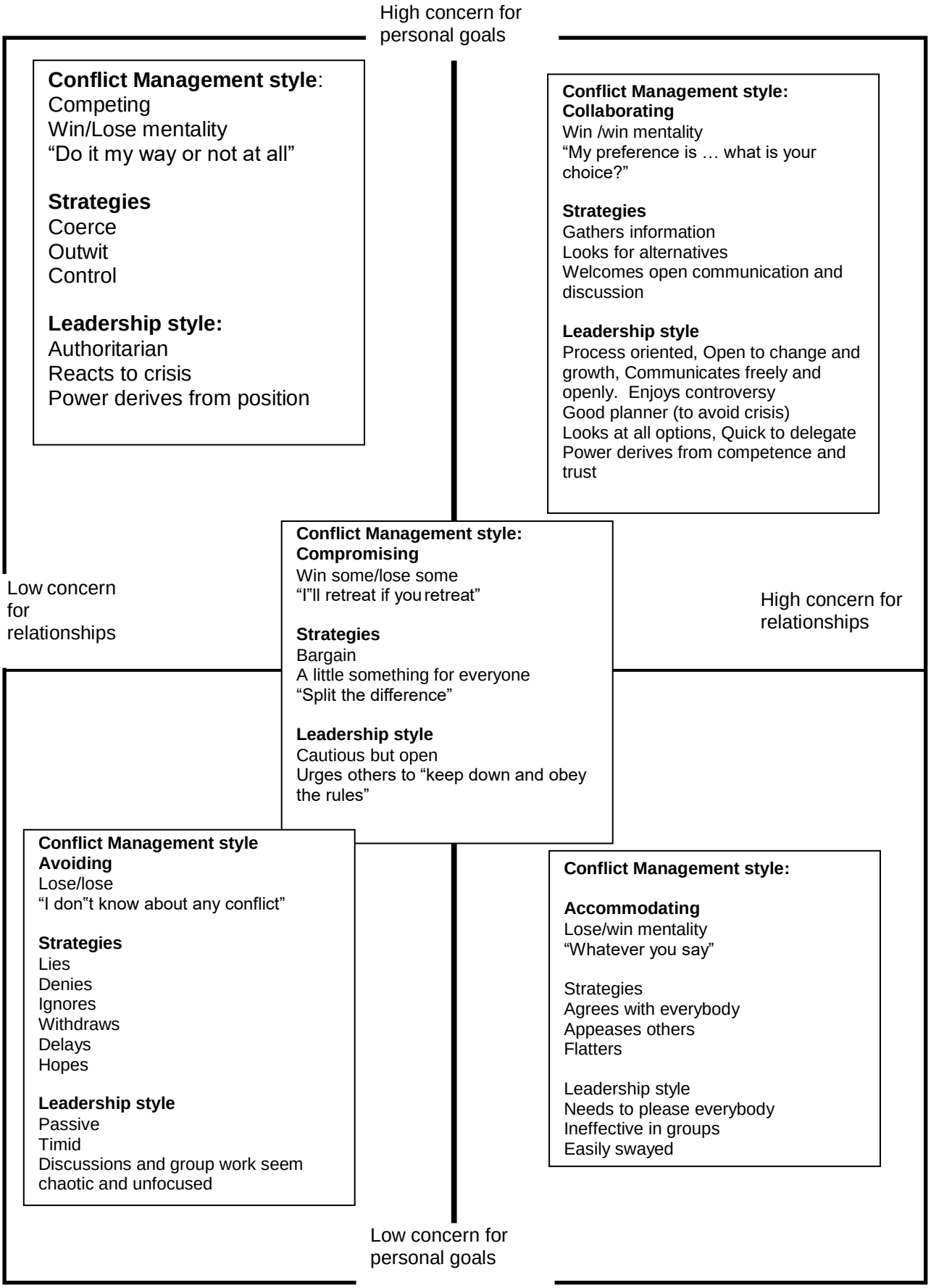
Student Workbook



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				
Allows the other person to make the decision as the goal does not matter to them.	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‖	Compete Coerce Outwit Control	Ignores Withdraws Delays	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				
Needs to please everybody Easily swayed	Relationship and gals are important, but due to time and/or limited resources perhaps not everyone will get everything they need/or want.	Authoritarian Reacts to crisis Power derives from position	Passive Timid Withdrawn	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

Adapted from an article by Daniel Eckstein Family Journal Volume 5 Issue 4 October 1997 ISSN 1066 - 4807

Below are the answers to the student activity



Lesson 7: Modifying Conflict Management Styles (Time needed: 35 minutes)

Objectives:

- Learners will understand that conflict management styles are not static
- Learners will be able to note when it best to use the various styles

Resources required: Workbooks

Teacher‟s Notes: Use the chart from the previous lesson for reference

Directions and Method:

Introduction [2 minutes]
Review with the students the previous lesson on conflict management styles. Explain that in this lesson we will look at when it is best to use different styles for the situation. Ask the students to look at their completed charts from the previous lesson.

Activity 1 [15 minutes]

Ask the students to work individually and turn to their workbook. They are to look at the description of a particular conflict management style and determine which style might be best based on the circumstances.

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	Avoiding
When there are limited resources When there are no means to increase the resources. When time is short	Compromising
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	Collaborating
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	Accommodating
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	Competing

They may refer to the previous work but they should work individually. After 10 minutes ask the several students to share their results and ask if there is general agreement.

Points for discussion

There are times when it is appropriate to use each of these styles. You may use one style most of the time, but it is important to learn about all of the styles and learn when to use each one. So even if you fit the **competing** personality style most of the time, if the issue is minor, or it really does not matter or you hardy know the person, then the **avoiding** style may a better style to adopt for instance

Activity 2 [15 minutes]

Students should look at grid and fill in the column that says ―When it would not be a good time to use this style‖.

Students should work in small groups for this activity.

Students should review all the work done on this topic and then complete the table giving a brief description of when particular management styles would 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. Students have 10 minutes for the activity.

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? **[an analysis of the conflict situation]**
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?

Conclusion [3 minutes]

Even though we may lean more towards one style than another, we need to be able to analyze the situation and choose the style that is best for that circumstance. We can only do this if we take the time to get to know ourselves and the skills, strengths and weaknesses we have. Then we can build skills that make us more effective.

Adapted from © 2007 Ohio Commission on Dispute Resolution and Conflict Management.

Lesson 8: "I" Messages - Communicating Feelings (Time needed: 35 minutes)

Objectives:

- Learners will identify a range of feelings
- Learners will connect feelings with inflammatory situations
- Learners will practice statements that cool down conflict situations and open the door to resolution

Resources required: Workbooks. On the board, post chart ―I‖ Message Poster. Put the two examples provided on the board and cover them until needed.

Teacher‟s notes: Students work in pairs. ―I‖ Messages are a practical tool for communicating feelings and needs. This is a skill that takes regular practice. It is recommended that you provide opportunities for students to practice this skill in all following lessons, where appropriate.

Directions and method

Introduction [10 minutes]

Ask the students to remember the lessons on identifying emotions and anger. Ask them to think of a conflict where the words used between two people made the conflict worse. Ask the students to describe what happened. Explain that in this lesson, they will learn to communicate their feelings without blaming others.

- Explain that, if someone is mean or rude to us, we can decide how we want to respond.
- Explain that we are each responsible for our own feelings and behavior. It is also our responsibility to listen to others if they believe we have hurt them.
- Explain to the students that there are different ways of telling people about our feelings when we are angry, ashamed, sad, or afraid.
- Point to the ―I‖ Message chart on the board or in their workbooks and tell the students that using ―I‖ messages can help them to communicate their feelings honestly without blaming or shaming others.
- Uncover the examples on the board and ask for volunteers to give ―you‖ and ―I‖ messages for each example.

Activity [10 minutes]

- Ask students to turn to the example situations in their workbooks. Ask them to work in pairs to practice and write down their responses.

Discussion questions [10 minutes]

- How are ―I Messages‖ different from ―You Messages‖?
- Why is it important to learn how to send positive messages about our own hurt feelings?
- What happens if you use hurtful personal messages?
- Can you think of an example when an ―I Messages‖ could work between you and your parents if there‘s a conflict? Between you and your friends or brother or sister?

Conclusion [5 minutes]

- Explain that resolving a problem with another involves a dialogue where each person suggests behavior changes, negotiates the changes and reaches agreement. It is important to learn positive ways to tell someone that we are feeling bad or angry about something they did in a way that does not make the conflict worse. Positive messages allow us to hear each other better. Explain that when they use the word ―I‖ to talk about their feelings, it helps us to name our feelings and not put the blame on someone else. They are describing the *act* or *behavio*r that upset them, and they are giving the other person a chance to tell them what he or she did, or to say ―I‘m sorry‖ without making the situation worse.

“I” Messages Poster

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

(Teacher note: Point to the last two examples and point out that an –I‖ message does not always have to start with –I‖ and the same for a –You‖ message. The difference between the two sentences is that in an –I‖ message you take responsibility for your feelings and you name the other persons action without blaming or shaming them. In a –You‖ message you blame and shame the other person.)

Examples for class practice (put on board and cover until needed):

Write the practice sentences with fill-in blanks on the board. Ask for volunteers to fill in the blanks.

Situation: Miriam accidentally spills Ahmed‘s drink.

- Ahmed‘s –You Message‖ to Miriam is, ―You are _____for spilling my milk! (They should use words like –stupid,‖ –clumsy,‖ –a bad person‖ or anything that places blame on Miriam.)
- Ahmed‘s –I Message‖ to Miriam is, –I feel _____because you spilled my milk.‖ (They should name a feeling, –sad,‖ –angry,‖ –afraid of what Mom will say.‖ It is the same thing if they say, –You do not have to be upset that you spilled the milk,‖ or –I am not upset with you because you spilled the milk.‖)

Practice exercises:

Have students use their workbooks to 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?

Ask them to 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 (Time needed: 35 minutes)

Objective: Learners will understand that assertive communication can help improve communication and problem solving.

Resources required: Workbook

Teacher‟s Notes: This lesson refers back to the skill of using ―I messages‖ which was taught in grades 9-10. If students do not remember the skill, or did not learn this lesson in prior years, please return to that lesson in grades 9-10.

Directions and Method:

Introduction [7 minutes]

Accusing others (aggressive behavior) in a conflict situation can lead to escalation of the conflict and it is unlikely to have a constructive outcome unless the other person uses their conflict management skills to de-escalate. We also know that to be submissive and just agree with the other when we have needs/goals/or interests that also need to be met is likely to lead to frustration and disappointment on the part of the person who did not get their goal/need or interest met. Assertiveness respects both your rights and the rights of the other person. This can be done by focusing on what you need and why you need it, focusing on the behavior, not the person or their personality. Use ―I‖ statements, versus ―you‖ statements.

Activity [15 minutes]

Ask the students to look at the guidelines for assertive communication in the workbook:
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.

State your willingness to co-operatively solve the problem.

Ask them to work in small groups and use these guidelines to develop constructive responses to the scenarios.

Points for discussion

When emotions get stirred, people take things personally and may become protective of their reputation, or physical person, etc. They may resort to ―fight‖ or ―flight‖ mode. One form of protection is to attack the other person verbally or non-verbally. This is what we generally refer to as aggression. To prevent ourselves from moving into the ―fight‖ mode, we need to learn skills that will help us identify our feelings and needs and communicate them effectively, skills such as using _I‘ messages, understanding perceptions, identifying feelings/emotions underlying anger, use of timeout/taking a break so we can cool down before we address the person, brainstorming options, reframing/paraphrasing using neutral language, etc. These skills help us to build and maintain relationships while aggressive behavior can easily destroy them.

Activity 2 [10 minutes]

Ask the students to review the guidelines for assertive communication in their workbooks. Allow open discussion as to the effectiveness of these guidelines in assertive communication.

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?

Conclusion [3 minutes]

Being constructive and assertive (rather than aggressive) in a conflict situation requires strength and discipline. It also requires practice. [Think of any game involving two sides and a ball – use this as an example] Sometimes when the ball is coming straight at you, and you cannot hit it away, it is better to step aside and let it go past. That ―stepping aside‖ is sometimes what is necessary to calm down our emotions so that we can communicate assertively and constructively.

Student Workbook

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.

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**: [Ahmed, I am confused because the garden is a joint garden we both worked in and I am being called names. What is wrong?]**

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: **[Fatima, I feel frustrated and disrespected when students come late to class because it disrupts the other students and the students that are late miss important information. What is keeping you from being on time?]**

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

Mariam says**: [Sorry, I didn‟t mean to bump into you. It was an accident. I was hurrying to class because I was afraid I would be late.]**

Lesson 10: The Ladder of Inference (Time needed: 35 minutes)

Objectives:

- Learners should be able to describe how *Ladder of Inference* effects our understanding of what is occurring and how conflict can escalate because of misplaced interpretations and assumptions
- Learners will use the *Ladder of Inference* to analyze and better understand how it contributes to conflict and how to follow the steps to deal with conflict constructively

Resources required: Workbooks.

Teacher‟s Notes: Work through the example and use the ladder to show each step. Draw an empty ladder on the board and fill it in as you discuss the process. The material in blue are just suggested responses or guidelines.

Directions and Method:

Introduction [5 minutes]
Explain that often, when we make a decision about acting based on something that we see or know, we think as if we are climbing a ladder. However, we often think very quickly and act before we fully understand the situation. In 1990 Chris Argyris[1] developed what he called the *ladder of inference*. It helps us to explain why we often ‒jump to conclusions‖ and how, by using the ladder effectively, we can avoid misunderstandings and _wrong actions‘.

Activity [25 minutes]
Describe a situation such as: last week you saw a fight in the school yard between two boys with lots of other boys around them, watching the fight and cheering the ones who were fighting. When the teacher found the boys, the whole class was punished**.** ***[Initial reality and facts]***

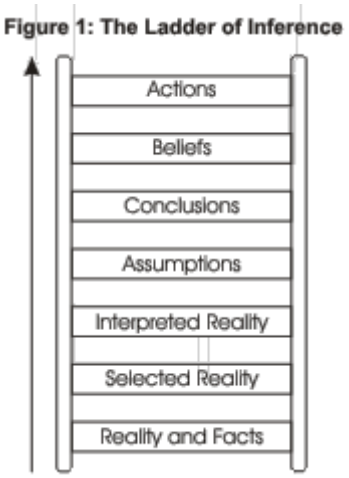


Figure 1: The Ladder of Inference

Today you see the same boys in a group, cheering and shouting.
What do you think is happening?
What do you do?

Point out that as a group, there is a knowledge of some facts.
Ask what these are**.** ***[school yard fight the previous week]*****.**
From the current situation (a group of boys cheering) certain information has been selected ***[boys in a group]*****.** This is sometimes called ‒adding meaning‖ which means viewing things from a personal or cultural perspective. In this case _boys in a group mean trouble‘. This is a *selected reality*.

The fact that the same boys are involved, and that they are in a group laughing and cheering could mean there‘s a fight**.** ***[the same boys in the group as last week]*** and then *assumptions* have been made.
Ask the students what these assumptions are (called *interpreted reality*) ***[they must be fighting]*****.**

[1] **Commonwealth of Australia 2009** produced by the Professional Learning and Leadership Development Directorate

On the basis of these assumptions we reach *conclusions* then develop *beliefs* that we *act* upon (*conclusions)* ***[The boys will be punished]***
This jumping from the known to the unknown is very common. This is what is described in a ladder of inference.

Explain to the students that we are such quick thinkers that we tend to jump up the ladder without realizing that we have done so, and we make conclusions based on our own experience and context that reinforce those experiences.

This can create a vicious circle. Our beliefs have a big effect on how we select from reality, and can lead us to ignore the true facts altogether.

When people have a disagreement, they tend to focus on the conclusions and stay _at the top of the ladder‘ without questioning how they reached those conclusions in the first place.

By using the Ladder of Inference, we can learn to get back to the facts and use our beliefs and experiences to positive effect.

Ask the students to turn to their workbooks.
In small groups ask the students to develop a set of guidelines using the knowledge gained from the _Ladder of Inference‘ to help with solving problems.

For example:

- **Become more aware of my own reasoning**
- **Make my reasoning more visible to others**
- **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. For example you may need to change some assumption or extend the field of data you have selected.

Allow 15 minutes for this exercise and ask the students to share their work.
Suggest that a group may like to create a class chart showing how the Ladder of Inference can be used to help us to improve communication and stop conflict from escalating/increasing.

Conclusion [5 minutes]

The Ladder of Inference can help us to draw better conclusions, or challenge other people's conclusions based on facts and exploring perceptions, understanding the various viewpoints...
It can be used to help you analyze hard data, by querying/questioning if these are all the facts (or data) or if they have already been selected.

You can also use it to help validate or challenge other people's conclusions.
The step-by-step reasoning process helps you remain objective and, when working or challenging others, reach a shared conclusion with little or no conflict.

Lesson 11: How Special? (Time needed: 35 minutes)

Objectives:

- Learners will understand the strengths in diversity and similarities and how both build unity.
- To build the self-esteem of the learners

Resources required: One sheet for each student with the names of all the students on it with a space beside each name.

Teacher‟s Notes: The sheets need to be prepared before the lesson. Reinforce the idea that only constructive things should be written.

Directions and Method:

Introduction [5 minutes]
Explain that each of us is unique and different. This is sometimes difficult to understand and we spend a lot of time and effort making ourselves the same as others so that we are accepted.

Activity 1 [25 minutes]

Hand out the pages with the names – one to each student.

Ask the students to write one statement beside each name. The statement should be positive and constructive.

When the sheets are all completed, collect and collate the comments on each **student [this may need to be done after class and given out at the next class.**

Give each student their own list and hang the group lists in the classroom]

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?

Points for Discussion

- Sometimes the differences that separate us can have negative effects on us and on our lives.
- Discuss how this can be ameliorated.
- Discuss the fact that the diversity allows us to build on each other‘s strengths and so we need to appreciate our own and each other‘s diversities.

Conclusion [5 minutes]

Often we do not look for the good things in others. We sometimes treat others as mirrors – we want to see ourselves exactly and we do not appreciate differences. But just as a diamond does not shine unless it has facets – so equally, as a group, we need the differences to help us shine.

Lesson 12: Who is Left Out? (Time needed: 35 minutes)

Objectives:

- Learners will understand the impact of exclusion
- Learners will identify exclusion in their own situation and develop strategies to overcome it

Resources required: Workbooks.

Teacher‟s Notes: This lesson may need to be in two parts. Even if it is all done in one lesson the assignment activity must be followed up.

Directions and Method:

Introduction [2 minutes]
Many people in our society are marginalized or excluded. Ask the class what it means to be excluded. Ask how it impacts on people‘s lives.

Activity [30 minutes]

- Ask the students to turn to the letter in the workbook that was written by Karim, a young boy from Logar Province to his friend.
- Ask the students to read it carefully and discuss in their small groups about the story in terms of exclusion.
- Ask the students to record their thoughts and to answer the questions in their workbooks

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

After 15 minutes ask the students to share their responses.

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?

Compare the lists and discuss why Karim is excluded?
Ask why people feel that they have the right to exclude others.

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.

Conclusion [3 minutes]

Exclusion from a group is a very traditional form of oppression. No group deserves to be oppressed. Many times people are excluded because of lack of knowledge, lack of understanding of differences, and because of the denial of the equal rights of others. Excluded individuals or groups who feel that they are not part of the society, who have no ‗ownership‘ of the values and rules of the society will often fight against the society. Extreme poverty, economic exclusion or marginalization and social exclusion will make people angry and eventually they will fight back against the system that excluded them. In this situation exclusion is likely to lead to conflict. We cannot truly be peacemakers if we allow such injustices.

Lesson 13: Managing our Emotions (Time needed: 35 minutes)

Objectives:

- Learners will recognize that some behavior springs from fear
- Learners will identify techniques in managing their fear

Resources required: Workbook, the story *“The Wisdom of Bibi Jan”*

Teacher‟s Notes: The students need copies of Journey of Peace: *“The Wisdom of Bibi Jan” to read along and to reference*

Directions and Method

Introduction [5 minutes]
Ask one or two students to read (or summarize if it has already been read) the story *“The Wisdom of Bibi Jan”*

Activity 1 [15 minutes]

Discuss with the students how fear has affected the behavior of various characters.

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?

What makes some people afraid is the lack of control. Sometimes there is a feeling of helplessness and sense of being alone and that makes us afraid (sometimes more than the actual danger.
Ask:

- Are there other feelings or behaviors that you have experienced in a similar situation?

Allow the discussion to progress naturally particularly if people are willing to share their experiences. Do not offer advice, your role here is to listen.

Activity 2 [10 minutes]

Ask the students to turn to their workbooks and complete the table.

Conclusion [5 minutes]
Many people have to deal with fear and the powerlessness that comes with fear. Some people have the resilience and skills to cope and some need the sort of help outlined in the story. Sometimes we need help and support and sometimes we can offer it to others in need. It is necessary for us to be able to recognize the signs.

Student Workbook

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.

Read the story *“The Wisdom of Bibi Jan”.*

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?

Lesson 14: The Anger Iceberg (Time needed: 35 minutes)

Objectives:

- Learners will recognize that anger is a secondary emotion
- Learners will practice asking constructive questions to accurately identify the deeper feelings, underlying anger

Resources required: Workbooks, A clear container with water and ice blocks in it.

Teacher‟s notes: More than 90% of all icebergs are found in the Antarctic and they are generally wider as well as deeper underwater.

Directions and method

Introduction [5 minutes]
Show the container of water and the ice block(s) to the class and ask them to note that most of the ice is in fact underwater (7/8 underwater). If we were to look at an iceberg in the Antarctic it may look like the picture in the work book. 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.

Activity [25 minutes]

At the top of the iceberg, for the portion that is above the water, ask students to list what ‗anger‖ looks like – the non-verbal. So perhaps, red face, clenched fists, tears, rapid movements, glaring eyes, etc.

Then below the iceberg, ask students to list what other feelings and emotions might also look like this – frustration, fear, disappointment, embarrassment, etc.

Next, read the story or ask the students to read the story. Discuss with them

> 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.‖

Ask the students to look at the iceberg diagram in their workbooks. Discuss with the class to make sure that they understand the context and meaning of the statement on the iceberg.
Ask the students to circle the words that are most likely to be what Habiba is feeling.

Ask them to draw a line between the feelings and what unmet need(s) might be the catalyst/cause of this feeling. Connect these to the five basic needs taught earlier in lessons 7-8 (Security, Belonging, Fun, Power, and Freedom).

Discuss what Habiba might need to do to get her need met in an appropriate way. For example: If she is fearful, she needs to be able to trust the person (she needs security); if she feels rejected, she needs friendship (she needs belonging).

Form small groups of three or four.

Ask the students in each group to copy the iceberg diagram on the board and list these statements. I can‘t believe you would do that to me in public.‘ _You would never say that to her.‘ _I have some good ideas but nobody ever listens to me.‘ _Nobody likes me.‘

Ask the groups to discuss the feelings that would lead to the statement and write these feelings in the iceberg _under the surface‘.

Ask the groups to swap their papers with another group.

With the new paper, ask the groups to fill in the need or needs that might not be met for this person and result in these feelings and draw the links between them.

Now the groups should swap with a new group (so that everybody has a sheet that they have not yet worked on). Each group should now nominate/list some options that the person can do to get their need met in an appropriate way and write these on the back of the sheet.

Discuss the sort of questions that need to be asked to discover the feelings underneath the needs, and what you might do to get your needs met?

Feelings	**Needs**	**Behaviors**
How do you feel about the situation?	What needs are not being met in this situation?	• What can you do to meet your needs? • Who do you need to talk to get your needs met? • How can you talk constructively about your feelings and needs?
How do you feel now?		

Discuss with the students that all human beings have basic needs that they need met - safety, power, freedom, belonging, and fun. There are appropriate and inappropriate ways to get those needs met. Often when they are not met we respond with negative responses because we don‘t recognize the underlying need we have or don‘t know of appropriate ways to get those needs met. Recognizing our needs that underlie the emotion - makes it easier to get our needs met in an appropriate way that leads to more positive emotions. Why is it difficult for us to recognize our feelings?

Can you see how our feelings can change and perhaps become more complex if the problem persists?

What does this tell us about problem solving?

Student Workbook

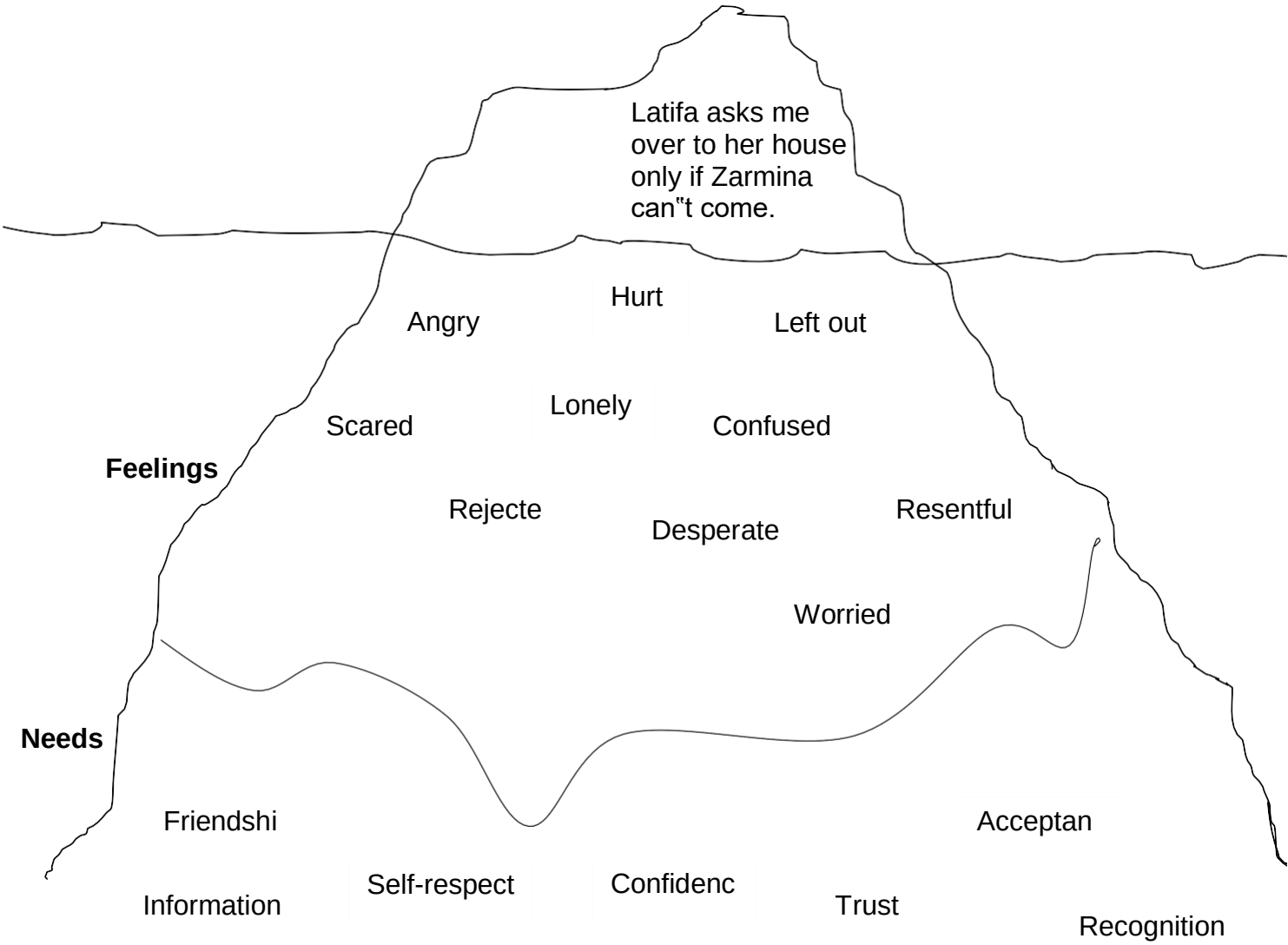
Read the story below.

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?



Lesson 15: Handling Stress (Time needed: 35 minutes)

Objectives:

- Learners will be able to recognize signs of stress
- Learners will understand how stress affects our behavior
- Learners will identify strategies to cope with stress

Teacher‟s notes: In this context, _stress‘ means a physical or mental (emotional) tension brought on by pressure. This lesson is repeated from Grades 9-10. If students have not covered this lesson, you will want to teach this lesson. If students learned this lesson, simply remind them of the concept and move to the next lesson.

Directions and method

Introduction [5 minutes]
Explain that the word ‒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.

Activity 1 [10 minutes]

Ask the students to work in pairs or small groups. Ask the students to turn to their workbooks and mark the descriptions about stress that seem to be accurate to them. Tell the students that they have 5 minutes to complete the table.

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

Discuss with students their responses.

Points to be discussed

Stress can be both positive and negative. Stress is like spices in our food. A little improves the taste of the food and the enjoyment of eating. Too much stress, however, (like too much chilli) has a very negative effect on our lives.

Activity 2 [15 minutes]

- Ask the students to work in the same pairs or small groups.
- Ask them to look at the second table in their workbook. Listed there are some unhealthy ways to combat stress (some of which may create more stress).
- The groups should discuss and then record healthy responses that can be offered to counteract the unhealthy responses

Allow 10 minutes for this work.

Healthy responses	**Unhealthy responses**
Share with a trusted friend or relative	Block out other people and refuse to communicate
Eat fresh healthy food	Block out negative feelings with drugs (hashish) or alcohol
Exercise and be part of the community	Refuse to participate in regular activities
Avoid sugars (as they create mood swings)	Eat lots of sugary or fatty foods (comfort food)
Communicate clearly	Abuse others around you (transference of emotion)
Undertake community work helping others	Withdraw from all contact with others
Leave the situation for a while to give yourself a chance to think it through	Obsessing/Focusing a lot on the outcome of the situation
Seek professional help	Self-harm (cutting or injuring oneself)

Ask students to share their healthy responses with the whole class.

Conclusion [5 minutes]

Stress is a part of everyday living and we all experience it sometimes. It can take a lot of effort sometimes to act in healthy ways, so we all have a responsibility to support those we think are under stress.

Lesson 16: Stages of Grief (Time needed: 35 minutes)

Objectives:

- Learners will be able to identify the stages of grief
- Learners will understand the importance of being able to empathize with those who have suffered loss.

Resources required: Journey of Peace books Workbooks.

Teacher‟s Notes: There may be many students who have experienced grief and loss in the class. This topic needs to be dealt with sensitively but openly.

Directions and Method:

Introduction [10 minutes]
Review or read (if not previously read) *“Merza’s Heart”, “Making Cookies”* and *“Going Home”* from Journey of Peace. Explain that each of these stories (and some of the others) help us to understand and deal with grief and loss.

Activity [20 minutes]

Ask the students to look at the teardrop in their workbook. It summarizes dealing with grief and points to actions that need to be taken.

Look at the stories to find examples of the principles shown in the tear drop.

To accept the reality of the loss	Bibi Jan‘s advice in —Making Cookies‖
Experience the pain of loss	Merza and Bibi Jan in –Merza‘s Anger‖
Adjust to a new environment without the lost person	Fatima in Making Cookies
Reinvest in a new reality	Fatima and Merza (in particular) in –Going Home‖

After 10 minutes ask the students to share their insights with the class.

Because loss and grief hurt so much we often want to turn away from it (the way Jameela turned away from her father because of the bad memories). But the loss and grief are part of who we now are and we need to allow time to adjust and then look for a new reality.

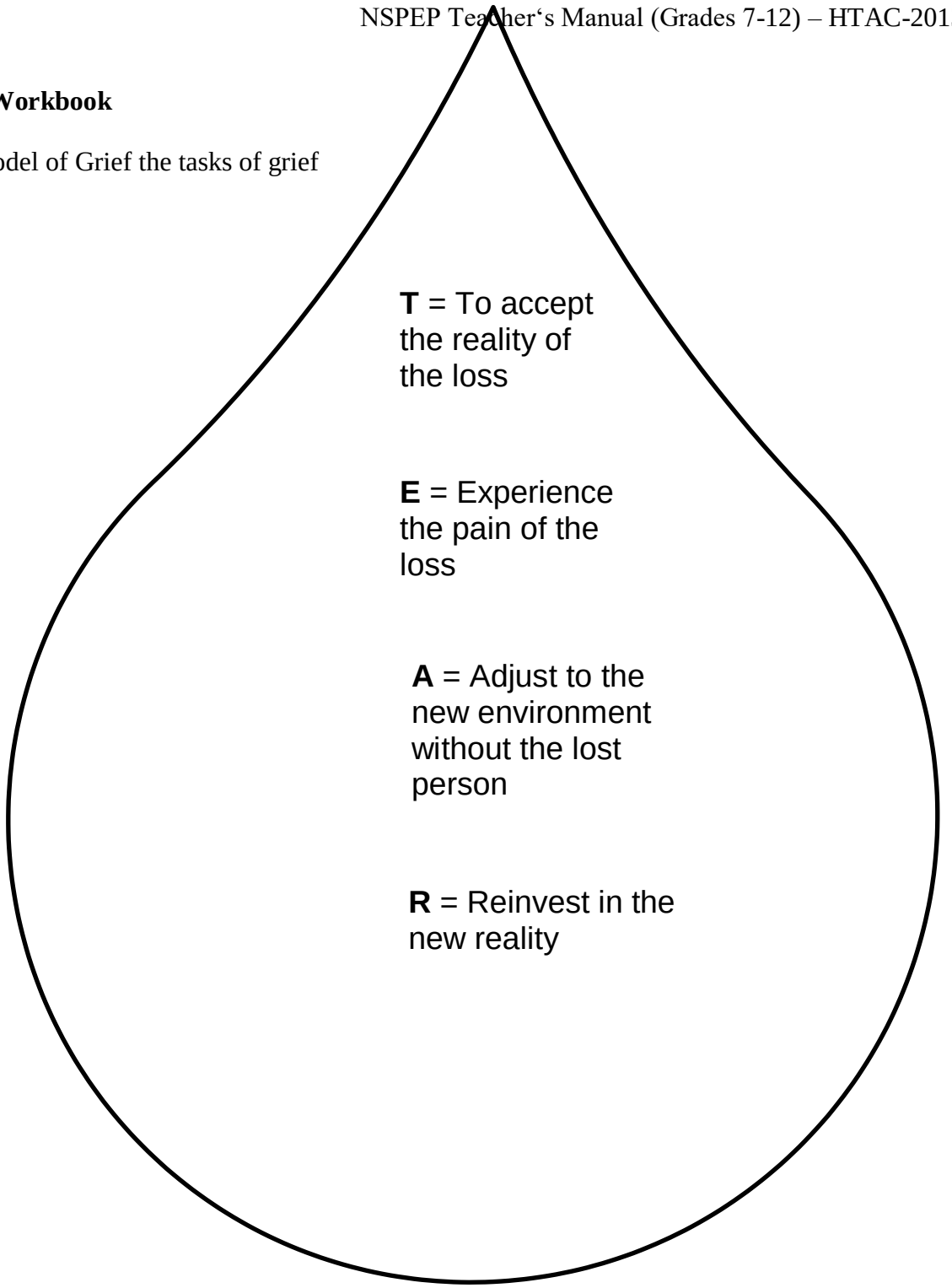
Discussion Questions

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?

Conclusion [5 minutes]
Grief and loss happen to all of us. Empathy for those who have suffered loss and practical help (as described in the books from Journey of Peace) will help build a stronger community.

Student Workbook

TEAR Model of Grief the tasks of grief



Based upon Worden‘s (1991) tasks of mourning: Worden, J. W.(1991). Grief Counseling and grief therapy: A handbook for the mental health practitioner (2nd edition). London: Springer. PSYCHOLOGYTOOLS.org (free downloads)

Student Workbook

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!‖

Student Workbook

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.

Student Workbook

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.‖

Lesson 17: Principles of Healing (Time needed: 35 minutes)

Objectives:

- Learners will understand the principles of healing
- Learners will understand the importance of empathizing with those who have suffered loss.

Resources required: Journey of Peace books the story ***“Haleema and Fatima”*** Workbooks.

Teacher‟s Notes: There may be many students who have experienced grief and loss in the class. This topic needs to be dealt with sensitively but openly.

Directions and Method:

Introduction [10 minutes]
Review the story ***Haleema and Fatima*** with the class and ask one or two students to give the synopsis to the class. Ask others for clarification if necessary.

Activity [25 minutes]

Ask the students to work in pairs (or threes if there is an odd number).

Ask them to look carefully at the story and look for the elements that lead to a healing of the relationship between the two women.

Ask the students to analyze these elements and formulate a set of principles of healing.

Explain that they may use elements from the stages of grief lesson as well.

Explain that there are more elements of healing in the story than just those between Haleema and Fatima.

Ask the students to look for those as well and see if they fit the principles.

Tell the students that they have 20 minutes.

These are some examples

Elements of healing	**Character in the story**
Helping each other	Abdullah and Merza, Merza and Haleema; Jameela, Fatima and Haleema
Staying active	Fatima, Merza
Working together	The whole family
Kindness to strangers	The family who gave them room for the birth of the new baby
Thinking of others	Bibi Jan, Merza, Fatima,

Principles of Healing

- **Focus on others**
- **Stay active**
- **Work together for a common good**
- **Think of others**

At the end of 20 minutes ask the pairs for feedback and together with the whole class develop a joint set of principles of healing. Other ways to help cope with loss and to help the healing process can include storytelling, the use of puppets, art, or through drama and theater.

Conclusion [5 minutes]

Healing is a slow process. Even if you cut yourself or scrape your knee you know how long it can take to heal. Emotional healing takes even longer. But helping others to heal can also heal us and a healed heart is more productive and constructive. The scars may always be there and they may always ache a little but it is possible to go ahead and live a good productive life.

Student Workbook

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 honored 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.

Lesson 18: Principles of Human Rights (Time needed: 35 minutes)

Objective: Learners will understand the principles underpinning Human Rights

Resources required: Workbooks.

Teacher‟s Notes: Make sure that you read the Universal Declaration of Human Rights thoroughly before this lesson. This lesson is repeated from Grades 9-10. If students have not covered this lesson, you will want to teach this lesson. If students learned this lesson, simply remind them of the concept and move to the next lesson.

Directions and Method:

Introduction [15 minutes]

- Explain that Afghanistan is a signatory to the Universal Declaration of Human Rights. This means that they are our human rights.
- Reference the lessons on Human Rights in grades 9-10. Ask them what human rights are, some examples to refresh their memories. If this is the first time they are discussing human rights then explain what human rights are.
- Ask what obligations this, places on the state of Afghanistan?
- Ask if it obliges the people of Afghanistan to honor the principles of human rights as well?
- [Allow free discussion for a few minutes]
- The fundamental principles of human rights are actually in the preamble. Have the students read the preamble or read it to them. Respect for each other, acknowledging the dignity of all people and understanding that we are all equal.
- Ask if it would be possible to fulfill the articles if we did not truly abide by the principles?

Activity [15 minutes]

Each individual is to develop a graphic or logo or cartoon that reflects the three basic principles of human rights: respect, dignity and equality.

In small groups of three or four, the group should decide which of the four drawings (or combination of the four drawings) should be accepted as the group representation of the basic principles.

Conclusion [5 minutes]
Each group should then present their drawing to the class. As a whole class choose one drawing (or combine some to create one drawing) that represents the principles. When there is a finished product hang it in the classroom.

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, color, 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 is 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 defense.
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 honor 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 favorable 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 favorable 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? (Time needed: 35 minutes)

Objectives:

- Learners will be able to identify different categories of rights
- Learners will understand the differences between rights and wants

Resources required: Workbooks.

Teacher‟s Notes: This lesson is repeated from Grades 9-10. If students have not covered this lesson, you will want to teach this lesson. If students learned this lesson, simply remind them of the concept and move to the next lesson.

Directions and Method:

Introduction [10 minutes]
Ask the students to share what they already know about Human Rights. This may be as varied as understanding that there is the **Universal Declaration of Human Rights to the feeling that rights are associated with citizenship.**

Activity [20 minutes]

Brainstorm with the class about human needs.

Put all the suggestions on the board. **[Use half the board, as the other half will be needed for the categorization exercise. Ask students to separate “wants” from “needs”.]**

Categorize the needs into ***physical needs*** [life, food, water, shelter, health], ***mental and emotional needs*** [education, belonging to a country and a society, being loved] and ***spiritual needs*** [right to worship the way it is appropriate for you].

Discussion

Discuss which of these, are inherent rights, which rights are being met in Afghanistan currently. If the State is not insuring these rights, why do you think this is so??

Discuss the fact that human rights are not given from above but each one of us has to allow them to another. The state (the country) is responsible for all rights by putting laws in place that insure them, but the spirit of human rights, is that we as individuals grant them to each other.

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?

Conclusion [5 minutes]
Human rights are a relatively new area and the level of international co-operation and understanding is still developing. It reflects the best values from around the world, but it can only be a living concept if we, as individuals, live by these principles and ask our governments to support them.

Lesson 20: Rights and Obligations (Time needed: 35 minutes)

Objectives:

- Learners will identify the responsibilities associated with rights
- Learners will understand their role in taking responsibility for insuring human rights.

Resources required: Workbooks.

Teacher‟s Notes: Remember that the principles underlying all human rights are the principles of respect, equality and dignity.

Directions and Method:

Introduction [5 minutes]
Human rights are like a coin. They have two sides. For every right there is an equal and opposite obligation. Just like a coin it is not possible to separate the two sides. This means that a person or group cannot claim rights without understanding that they have obligations not just to the specific right they are claiming but to the idea of rights generally.

Activity 1 [10 minutes]

Brainstorm all the human rights the group can think of and put them down one side of the board. [Be sure that they are actual rights from the Declaration on Human Rights].

Ask the group now for the corresponding obligation we have as human beings to ensure that the right is available to all. ***[For example: the right to life: corresponding obligation not to kill]***

Activity 2 [15 minutes]

Divide the class into small working groups.

Ask each group to choose a particular right that they feel is not being fully observed in their own community or society**. [Try to ensure that there is a spread of rights being addressed]**

Each group should then discuss and record the obligations they have as individuals, community and nation to ensure that the right is fully observed.

Ask them to list actions that they can undertake to ensure that right for all. Encourage them to brainstorm this list with their group before selecting which actions they might take to place in the detailed action plan.

Collate the action plans as a large group exercise and put them on the wall for reference for lessons on active citizenship.

Conclusion [5 minutes]

Human rights are only as strong as our will to preserve them. We need to use our skills for constructive peacemaking and work together to build a rights-based community.

Student Workbook

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 (Time needed: 35 minutes)

Objectives:

- Learners will understand the responsibilities associated with rights
- Learners will understand that responding to responsibilities and obligations is a function of citizenship

Resources required: Workbooks.

Teacher‟s Notes: Write the quote on the board before the lesson. All that is necessary for the triumph of evil is that good men do nothing (attributed to Edmund Burke, Irish philosopher 1729 – 1797)

Directions and Method:

Introduction [5 minutes]

Many people claim that they do not get involved in politics or that they do not persecute others or limit the rights of others, so shortfalls in these areas are not their fault. In this lesson we will continue the thinking from the previous lesson where you developed action plans to ensure that certain rights were strengthened.

Activity 1 [10 minutes]

The action plans developed from the previous lesson need to be reviewed for suitability to a whole class response.

Ask the class to review all the plans proposed and choose one to be a class project.

Activity 2 (15 minutes]

Ask the students to read the quote.
Discuss in open forum the meaning of the quote and how this relates to the obligations associated with rights.

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?

Conclusion [5 minutes]
By understanding the principles of Human Rights; dignity, respect and equality, and then living by them we can see that it is really not right to allow somebody else to be denied their rights. If we understand and accept that everyone has inherent rights, then it is our responsibility to see that rights are met for all, not just for selected groups.

Lesson 22: Citizenship (Time needed: 35 minutes)

Objectives:

- Learners will recognize that citizenship belongs to each of us
- Learners will identify qualities and actions good citizens can take

Resources required: Workbooks

Teacher‟s Notes: Make sure that the students have read the **Journey of Peace** story *“Building the Future”*

Directions and Method:

Introduction [5 minutes]
In the story ‒Building the Future‖ Abdullah sees a need in the community and, with a group of boys who have nothing else to do (because they have no school), takes community action.

Activity [25 minutes]

In a previous lesson _Rights and Obligations‘ you made an action plan to carry out an activity that would ensure rights in the community.

What Abdullah did in the story is very similar – people have the fundamental right to shelter, children have the right to education.

Abdullah engaged some young people in helping their community even though they were being denied their right to education.

Ask the students to brainstorm the qualities of a good citizen. Then ask them to identify ways in which citizenship is shown in their community. These may be as varied as street cleaning, doing shopping for the elderly or helping people understand the system of government. ***[The brainstorm should be about 10 minutes long and get as many ideas as possible.]***

Categorize the brainstorm into approximately three **groups** ***[for example: knowledge about governance; service to community, active involvement in existing systems]***

Ask students to work in small groups and ask each group to take one category. The groups should develop an action plan for one component in their category: an action plan that the group or class can commit to as part of their citizenship service.

Conclusion [5 minutes]
Citizenship is what each one of us brings to our community and society. One proverb says: ―One who looks at others, should first look at oneself.‖ We can use a metaphor of pointing finger – one finger pointing to the others, saying ‒You should do ….,‖ but three fingers are pointing back to ourselves reminding us what to ask ourselves what we should do to be a good citizen.



Student Workbook

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.

Lesson 23: Teambuilding (Time needed: 35 minutes)

Objectives:

- Learners will identify the components of a team
- Learners will identify and practice some of the skills and qualities of effective team members

Resources required: Workbooks.

Teacher‟s Notes: Write a motivational message in very large writing on several A4 sheets that are placed together. For example:

“No one could make a greater mistake than he who did nothing because he could only do a little.”

- Write it so that a word is partly on one sheet and partly on the next (so the order can be seen)
- Cut these sheets into pieces so that you have a very large puzzle.
- Make several puzzles (preferably with different messages on them)

Directions and Method:

Introduction [5 minutes]
Ask the students to define what they think the word _team‘ means ***[a group who work together for a common good or a single outcome]***

When we think about developing citizenship or being peacemakers we need also to be thinking about working as part of a team. These tasks are too big to work at alone.

Activity [15 minutes]

Ask the students to form small groups and give one packet of puzzle pieces to each group.
Ask the group to put the puzzle together and then fill in the table in their workbooks.

Role	Name(s) of person who filled these roles during the exercise
Facilitator	
Idea generator	
Implementer	
Evaluator	
Mediator	
Encourager	

Discuss what the groups observed during the activity. How did the person(s) in each role act? What did they do?

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?
   Was there anybody who did not contribute? Why was that so**?** ***[Were they somehow excluded from the discussion and decision making or did they choose to not be part of the group? Sometimes the activity is over too quickly and some people just don’t get the opportunity to contribute]***
3. If there were some who did not participate, what could you do to ensure participation?

Points for discussion

- Sometimes roles move around the team depending on the task.
- All team members regardless of the role they take should have certain attributes in common if the team is to be successful.

Activity 2 [15 minutes]

Ask students to work in different groups to the previous activity.

Ask them to turn to the table in their workbooks and read the chart on team building qualities. Each group should discuss the qualities and explain what they think each quality means in the context of team building.

Remind students of the last exercise as well as other situations where they have been part of a team, whether this is a sports team or a community group.

Quality in effective team members	Explanation
Openness:	• Team members want to get to know one another, particularly if there are different interests or backgrounds. They are open to new ideas, a range of different views, and to all the members of the team. They do not play favorites/take sides. • They listen to others and gather ideas from all members. • They can balance unity within the team with individual expression.
Trust and self-disclosure:	• Team members trust one another enough to share their own ideas and feelings. • Mutual trust develops only when each team member is willing to self-disclose and be honest yet respectful. • Trust also grows as team members demonstrate personal accountability for the tasks they have been assigned.
Support:	• Team members support for one another as individual members accomplish their goals. • They demonstrate team loyalty by rejoicing in the success of the whole team and also help members who are experiencing difficulties. • They view one another not as collaborators not competitors
Respect:	Team members communicate their opinions in a way that respects others, focusing on –What can we learn?‖ rather than –Who is to blame?‖
Integrity	Team members act honorably towards each other and for each other. They act as if they are representing the team in all situations

Ask the groups to share their responses and collate the points. Ask all students to write points that other groups have raised.

Conclusion [5 minutes]: The skills and qualities of an effective team member are very similar to those of a peace maker. They are also the skills and qualities required of an active concerned citizen.

Lesson 24: Skills and Qualities of Leadership (Time needed: 35 minutes)

Objectives: Learners will identify the skills and qualities of a good leader

Resources required: Workbooks.

Teacher‟s Notes: The principles underlying all human rights; respect, equality and dignity are demonstrated in good leaders.

Directions and Method:

Introduction [5 minutes]
We have leaders in every facet of our life. Some leaders have authority such as government leaders and some leaders have power given them by the community or society such as sports stars, or wise women in the village. In a previous lesson we looked at the skills and qualities required for team members. The skills and qualities of a good leader are very similar to those of the team except that a leader must lead – not point the way, but help guide others and move them forward to accomplish a goal or task.

Activity [25 minutes]

Ask the students to turn to their workbooks and in an open discussion, discuss the elements listed in the table as ***“Guidelines for good leadership”.***

Ask for clarification and expansion of points that are made by the students.

Guidelines for good leadership

Guidelines	**Examples of what this looks like and how they do it**
Develop trust	**A good leader is trustworthy and inspires trust in others**
Believe in others	**A good leader encourages and supports others**
Be competent at what you do	**If you don‟t know what you are doing, why would others listen to you? Leadership is about handling conflicts, making good decisions and handling difficult situations**
Be supportive	**Good leaders are supportive of others, they do not blame, just work to solve issues. They are flexible and build on other‟s strengths to compensate for weaknesses**
Provide direction	**Good leaders know where they are going and communicate this clearly to others. They have a vision and can communicate this to others**
Empower others	**Good leaders make sure others can develop their skills. They provide opportunities and responsibilities that enable others to succeed and lead. Good leaders know when to stand aside and let others lead.**

Ask the students if they would add to any of the guidelines listed.

Conclusion [5 minutes]

Leaders are not just at the international and national level. Leaders are everywhere. Some are formally acknowledged (such as the President), but others are leaders just through the respect people have for them and because they reflect the qualities just discussed. As peace makers we need to be leaders.

Lesson 25: Effective Leader/Ineffective Leader (Time needed: 35 minutes)

Objectives:

- Learners will recognize what makes an effective leader
- Learners will be able to distinguish between effective and ineffective leadership

Resources required: Workbooks.

Teacher‟s Notes: The principles underlying all human rights; respect, equality and dignity are demonstrated in effective leaders.

Directions and Method:

Introduction [2 minutes]
Many people complain about leaders they have, but do we really know the difference between an effective leader and an ineffective leader?

Activity [30 minutes]

Ask the students to turn to their workbooks and complete the quiz.

Determining what makes an effective leader and what makes an ineffective leader

Read the description of the quality or skills and mark _E‘ for Effective leadership and _I‘ for ineffective leadership

1	Not taking appropriate/calculated risks	**I**
2	Enthusiastic with new ideas	**E**
3	Observes others and notes strengths and weaknesses, likes and dislikes	**E**
4	Rationalizes and justifies behaviors that are not ethical	**E**
5	Listens	**E**
6	Communicates only to the immediate _sub-leaders‘ and listens only to those closest to them.	**I**
7	Able to be approached by all and encouraging of all communication	**E**
8	Trusts others and allows participation in leadership and decision making	**E**
9	Sets low, easily achievable goals but does not go beyond this and build on it	**I**
10	Notes details but not _big picture‘	**I**
11	Keeps changing their minds about direction and decisions	**I**
12	Has vision and is passionate	**E**
13	Adaptability and flexibility to changing situations	**E**
14	Lets own ego get in the way of inclusion of others and making the best decisions	**E**
15	Emotionally honest	**E**
16	Knowledge of self, including strengths and weaknesses	**E**

17	Uses own ideas only rather than the ideas of others	**I**
18	Relies only on the team to perform without contributing	**I**
19	Knows what s/he doesn‘t know (is aware of how much they don‘t know)	**E**
20	Curiosity about all situations - wants to get more information in order to make an informed choice	**E**
21	Clear and effective communicator	**E**
22	Takes the blame for anything that goes wrong and gives the credit to those who contributed to achieving the goal	**E**
23	Takes the credit, but if there is a problem or something goes wrong, assigns blame to others	**I**
24	Has empathy humility and kindness	**E**
25	Is accountable	**E**
26	Claims all credit for success	**I**
27	Does the right thing rather than the easy thing	**E**

Allow 15 minutes to complete the table

Discuss with students that ineffective leadership is easily recognized but effective leaders will remain in the background.

Discuss the quote in the workbooks at the end of the quiz.

Ask how many leaders like this, the students recognize.

Ask what can be done by parents, schools, communities and societies to ensure effective leaders rather than ineffective ones.

Conclusion [3 minutes]

Effective leaders can be developed from people who hold those same core values. Even if you are not yet a leader among your friends your brothers or sisters, in the school, or in your community, by living constructive peaceful lives you will help give rise to constructive effective leaders and you can support their leadership.

Lesson 26: Representation (Time needed: 35 minutes)

Objective: Learners will understand the concept of representation in government

Resources required: Workbooks, small slips of paper, a box or similar container

Teacher‟s Notes: Make sure the background notes are read thoroughly

Directions and Method:

Introduction [5 minutes]

Ask the students what it means to represent somebody else. **[To take the place of somebody; to speak or act on behalf of somebody]** Ask what the word ‒democracy‖ means. **[literally government by the people – generally interpreted as by the people for the people]** When we put the two together it explains the form of government in Afghanistan – a **‒representative democracy**‖.

Activity [25 minutes]

Ask the students: If you were choosing one person to represent the class on the sports field what sort of qualities would you look for?

If you were going to choose one classmate as a representative for your class, what qualities would that person have? **For example: honest, able to speak clearly, understands the situation of the class, listens to the views of people in the class, is trustworthy, likeable, and includes everybody in discussions**

Give three slips of paper to each student and ask them to secretly choose one person in the class to represent them by filling in one slip of paper, folding their paper and putting it into the box.

Ask two students to count the papers with two other students watching as observers. Choose the names of the four people with the largest numbers of votes and write their names on the board.

For the second round of votes, everybody should vote again but they must vote for one of the four names. If there is a clear winner (one person has more than 50% of the vote) then that person is elected as the class representative. If there is no clear winner then the two people with the lowest votes are out and another round of voting takes place.

Points for Discussion

A representative has a difficult job – after all there are lots of differences within the class and a representative is expected to reflect all of the different points of view.

In ancient times when people lived in smaller groups, it was possible for all people to be involved in the governing process, but as populations grew larger that became impractical. And so the process of having a small number of people to represent a much larger group of people became the practical way to govern. Such leaders are chosen by a vote of all citizens. This is called ―representative democracy‖. Democracy is the involvement of the people in all aspects of good governance including making knowledgeable and wise choices about who will lead.

Conclusion [5 minutes]

Representation is a way of allowing a lot of people to have their say or to be ―present‖ in an efficient way. Whether it is a class representative or a person representing their country at the Olympics, a community elder representing a village or a member of the national government a representative carries the responsibility of the group of people being represented.

Lesson 27: Islamic Republic of Afghanistan:

Government Structure (Time needed: 35 minutes)

Objectives:

Learners will understand the governing structures of Afghanistan
Learners will understand how the government structures support citizens

Resources required: Workbooks

Teacher‟s Notes: Make sure the background notes are read thoroughly

Directions and Method:

Introduction [5 minutes]

Afghanistan has a long history as a nation, but often a very troubled history. Now in Afghanistan, we can look forward to a stable government and a healing society.
Explain that in this lesson we will look at the structures of government in Afghanistan and how they support good governance and responsible citizenship.

Activity [25 minutes]

Ask the students to work in small groups and assign one issue to each group.
Issues:

- 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 organization for which you need support and funding from the government.
- Registering your uncle for benefits who was hit by an anti-personnel landmine.

Ask the students to read the outline structure and decide which government ministries and departments they would need to work through.

Ask the students to then outline their plan of action. Their plan of action should include:

1. Who would they 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?

Allow 15 minutes for this. After 15 minutes ask the students to share their work with the class.

Conclusion [5 minutes]
Governing a country is a huge and complex task. Part of the responsibility of good citizenship is to understand the structure of government and to see the _steps‘ within the structure so that we can reach the goals and hold the government accountable to the people who it represents.

National Government Structure in Afghanistan

The Executive Branch

1st Vice- President	**Office of the President**	2nd Vice President
Responsible the Ministries of: 1. Agriculture and Food Economy 2. Energy and Water 3. Mines and Industries 4. Public Works 5. Urban Development & 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 & Repatriation, 8. Rural Rehabilitation & 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 (Grand Assembly)
- 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)	As the highest legislative body, the National Assembly represents the whole nation of Afghanistan.	**Meshrano Jirga (House of the Elders)**
249 representatives		102 representatives
Elected by the people (over 25) for 5 years		2 representatives from each province
Represent approximately equal populations. The number of seats approximately equals the number of districts		President appoints 1/3 (34 representatives) of whom 17 must be women. These representatives serve a 5 year term
Minimum of 68 seats are allocated for women candidates		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 that has a month to debate it and send it on to the Meshrano Jirga that has 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.

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? (Time needed: 35 minutes)

Objective: To review the peace education program

Resources required: Workbooks

Teacher‟s Notes: This is the next-to-final lesson for the year. If appropriate be prepared to acknowledge the ‒peace-maker of the year‖ or something similar.
List these on the board:

- Understanding conflict and peace
- Implementing conflict management
- Using communication skills (including bias etc.)
- Understanding the contribution of similarities and diversity to unity
- Managing emotions
- Coping with loss and stress
- Citizenship
- Problem solving

Directions and Method

Introduction [5 minutes]

Ask students to review the goals they set in the first lesson and to think about what they have learned. Explain that at the moment they are very privileged as this is a pilot programme and they are part of the small group to try the course first. Show the list on the board and ask students to turn to their workbooks.

Activity [25 minutes]
Explain that this is an individual activity. Students should think about the categories in the table. **Discuss these with the students;**

What have you learned that will help you be a peacemaker? Please provide two examples (an attitude change or a behavior). **When you truly understand an idea it changes the way you behave. If you feel that there are things that you would not do now or that you would differently because of what you have learned in a particular area then please give examples.**

What behaviors or attitudes would I still like to change? What skills do I need more practice on? Give examples. **This may mean that you still have some areas you are not sure of or where you need more information or practice before you feel comfortable about changing your behavior and attitudes.**

What do you think worked in this course? What do you think should be changed to make it better**?** ***You can help the organizers of this course to make it better for the next students who take it. Give us your advice.***

Ask the students to complete that table in their workbooks and carefully remove that page and hand it in.

Conclusion [5 minutes] Thank the students for their input and ask them if they are ready to share their knowledge and skills with others.

Lesson 29: Passing It on - I (Time needed: 35 minutes)

Objective: To develop a peer education program in peace education

Resources required: Workbooks

Teacher‟s Notes: In this lesson the students are asked to develop a peer education program. This will need to be an extra-curricular activity in the following academic year.

Directions and Method

Introduction [5 minutes]
Point out to the students that they have been beneficiaries of the peace education program for this year.
Ask them to review the previous lesson where they looked at the things they had learned and understood well and the things that they still needed help with. Ask if they were to teach other people about peace education what they would do.

Activity [25 minutes]

Ask the students to brainstorm as a class how they can share the values of peace education, particularly what they like, 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.

Then have students get into small groups and brainstorm ways of sharing.

Explain that they can use songs, plays, puppet shows, art, games, and discussions – any interesting and exciting ways that they can think of to share their knowledge about peace education with others.

Allow 20 minutes for this exercise and then ask the groups to nominate the area that they have chosen. Record this on a chart for the next lesson.

Conclusion [5 minutes]
Explain to the students that they will be asked to conduct their ‒lesson‖ on peace education in the next lesson for the rest of the class. Remind students that their ‒lesson should have a beginning (tell people what they are going to learn) a middle (where they learn – through the song or discussion or other activity) and an ending (ask the students what they have learned and then summarize any key points they missed).

Lesson 30: Passing It on - II (Time needed: 35 minutes)

Objective: To develop a peer education program in peace education

Resources required: Workbooks

Teacher‟s Notes: In this lesson the students are asked to conduct their lesson. Try to make sure that the lessons run in sequence. Note where there are gaps as these may need to be ‒filled in‖ if this becomes a real peer education program.

Directions and Method

Introduction [5 minutes]
Review with the students the chart they created of topics in peace education they would like to teach to others.

Activity [25 minutes]

Ask the group with the activity that comes from the earliest topic areas in peace education to begin with their topic.

This lesson can be divided into two sessions, if need be, allowing all groups to make their presentations.

Assign the students a time limit based on the number of groups you have that need to present their lesson within the 35 minutes.

At the end of the session ask the other students for constructive feedback:

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?

Conclusion [5 minutes]
Thank the students for their contributions and point out that each group will be conducting their sessions. **[Note: this lesson should be repeated until all groups have made their presentation].**

Lesson 31: Being a Peace Builder (Time needed: 35 minutes)

Objective: To reinforce the learning that has taken place

Resources required: Workbooks

Teacher‟s Notes: This is the final lesson for the year. If appropriate be prepared to acknowledge the ‒peace-maker of the year‖ or something similar.

List these on the board:

- 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

Directions and Method

Introduction [5 minutes]
Review with the students what they feel they have learned, what they feel confident passing on to others and what ideas they have generated for the future of the program.

Activity 1 [15 minutes]

Ask the students to look at the list on the board and nominate three other students who demonstrate these skills and behaviors.

There will probably be different people for different areas.

Ask the students to fill in the ‒contact webs‖ in their workbooks with these names and to hand in the sheet.

Activity 2 [10 minutes]
Present class awards for the categories you determine**: (for example: peace-maker of the year; most changed student; most improved student)**

Conclusion [5 minutes]
Thank the students for their input and the teaching and learning that you have done together. Wish them well for the next year.

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