

INEE

INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES
RESEAU INTER-AGENCES D'EDUCATION D'URGENCE

Teacher Training Manual



INEE

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PEACE EDUCATION PROGRAMME



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**PEACE EDUCATION
TEACHER TRAINING MANUAL**

Foreword

In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement for millions of children and young people, often under horrific circumstances. The world's poorest countries are those that have been torn apart by internal conflict. Many countries face desperate poverty that is aggravating internal division and could lead to violence. Many desperately poor countries suffer the destabilising effect of conflict in neighbouring states and have to host large populations of refugees.

In these circumstances, there have been a number of initiatives to develop education for conflict prevention, peace and human rights, in countries at risk of or affected by armed conflict. Members of the Inter-Agency Network for Education in Emergencies (INEE), led by emergency educators from leading international NGOs as well as UNESCO, UNHCR and UNICEF, have therefore given priority to working together in this field.

The INEE Peace Education Programme will integrate lessons learned from all these initiatives. It is based upon the generic Peace Education materials and methodology developed by UNHCR since 1997, beginning with participatory action research. A pilot project was developed in the multi-ethnic refugee camps in Kenya, which are home to persons of many nationalities and religious affiliations, including Christian and Muslim communities. An iterative process was used, such that materials were tested in the field, revised and tested again. In 2001, the programme has been introduced for refugee and national populations in six countries. Some 50,000 children and 10,000 adults have taken part.

The establishment of INEE has permitted the sharing of these materials on an inter-agency basis. It is planned to continue the process of development, progressively adapting the materials as they are used in a wider range of countries and situations.

The programme has benefited from the labours of many students, teachers, supervisors and trainers, and UN and NGO personnel, too many to name in person. The technical expertise and dynamism of Pamela Baxter, the educator who has initiated and built the programme, must be acknowledged, however. The programme has been made possible by generous donor funding, including a major contribution from the Government of the United States, as part of its support for at-risk children and adolescents.

The value of these labours and contributions will be multiplied, to the extent that the skills of peace, incorporated in these materials, become a standard component of education in situations of emergency and crisis, for conflict prevention and for reconstruction.

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PREFACE

This Teacher Training Manual has been written as an adjunct to the school component of the Peace Education Programme.

The school programme consists of a Teacher Activity Book (TAB), a Story Book, Role-Play cards and a booklet of Resource Notes for teachers who have undertaken the training. These are supported by the Public Awareness component of the programme which includes a set of ten posters (currently) and, depending on the location, 'street theatre'. There is also a community component of the programme, which is a series of twelve workshop sessions for groups in the community. These workshops also reinforce the work undertaken in the school programme.

This Training Manual was developed from the work done with teachers in the refugee camps of Dadaab and Kakuma. To those teachers (and facilitators) I offer my heartfelt thanks as their work and commitment have helped make the programme what it is.

Pamela Baxter
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Nairobi, Kenya
November 2001

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INTRODUCTION

This manual has been written for you as a trainer of teachers. The manual looks at “good teaching” and the skills required to develop “good teaching”. It is assumed that these skills are useful not just for a Peace Education programme but also for all aspects of the professional life of the teachers whom you are training.

While the programme is not really prescriptive, it has been thoroughly trialled and the order of the sessions has been developed so that there is a balance. There are games included in the sample timetable; these are taken from the games in the TAB as it is imperative that these games are demonstrated as they are difficult to understand just from reading.

It should be noted that the training undertaken in the refugee camps of Kenya was done in three phases from July 1998 to August 1999. With new or undertrained teachers this proved to be very necessary as it is difficult to absorb so much new information. With three trainings, this has meant that revision has been built into the course (although it does not appear here). The daily revisions in this course are for the training only.

If you split the training into phases, the theory will need to be done each time but the TAB Activity Analysis may only cover the areas that the teachers will deal with in a term.

There is a summary of ‘Handy Hints’ for you as the trainer in addition to the sample timetable. There is also a checklist of ‘Things to be Done’ to ensure a smooth and successful training.

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

The sessions for this manual have been designed so that the points for you are boxed and in italics. The work in ordinary text is what you share with the participants. The headings in the coloured boxes are the methods used in the various sessions.

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

In the appendices of this Training Manual there are games and activities for ice-breakers and revision. There are also revision questions based on the sample timetable so that they are divided into the topics covered on the work of the day before.

Handy Hints for Trainers

Training is divided into four areas: content, method, environment (both physical and psychological) and output (or product). Often method and psychological environment are dealt with together as there is overlap.

Content.

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to show everything you know, but your knowledge should be broad and deep enough to be able to pick out things that are said by the participants and incorporate them into the message you are trying to teach.
- Focus the attention of the participants by telling them what they will cover in the session or course.
- Allow for the input of the participants in deciding on the elements of the course.
- Ensure that the sessions have variety and use a range of methods to keep the 'pace' of the session or day.
- Ensure that your session is well planned, but once that is done allow flexibility for the response to the needs of the participants.

Planning

- Prepare. Know what it is you're going to cover in the session. Ensure that you have all the materials and aids you need for the session.
- Create a mindset for your participants: tell them what you are going to teach.
- Introduce the new content: relate it to experiences of the participants or to previous knowledge (link) [Bruner]
- Apply the new knowledge through discussions, role-plays, or group work. If possible apply the new knowledge to a real situation.
- Revise the knowledge of the participants: **this is not a test!** Revision comes through repeated application and the discussions, which arise from these. Clarify points that you feel participants have not understood.
- Conclude each session or day by telling what has been taught. Always end on an 'upbeat' ~ a game, or some fun activity. Be sure to thank participants for their time and attention.

Method.

You are training people who will hold a professional position within the programme. The method needs to take account of the fact that these are adult learners. Use a variety of methods to suit the content.

Group work:

- This can be pairs or up to six or eight people.
- As a general rule if you want a variety of ideas use a larger group. If consensus within the group is important use a smaller group.
- Always give instructions as to what you want the group to do **before** you form the groups.

- There are any number of ways to group your participants, generally group people quickly and get them started on their activity.
- If you have a lot of group work vary the methods of grouping. e.g. people generally sit in the same place for the course of the training. If you always group by where they sit, the groups will become 'stale' very quickly and people will stop contributing.
- Move around the groups to ensure that they are working according to instructions. Listen to the discussion and pose questions or offer suggestions if you think the group is going 'off track'.
- Group work can be used for most discussions where you are drawing on the skills of the participants, for brainstorming activities, for preparation of demonstrations and for summarising experiences. If you are doing the latter make sure that like professions or backgrounds are together (e.g. all teachers, all head teachers, all facilitators). **Never** group according to nationality or ethnic groups except for the purpose of a common language.

Brainstorm:

- A brainstorm is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.
- All participants should contribute to the discussion.
- There should be no judgment of ideas proffered and all ideas are accepted.
- There should be no discussion of the ideas until the brainstorm is over (approximately 10 minutes).
- At the end of the ten minutes the ideas should be categorised into groups according to the discussion proffered by the participants themselves.
- If the group is larger than twenty, divided it into at least two groups for the brainstorm activity.

Lecture:

- This should be used when you have a lot of information to pass on to the group.
- 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 assume that you really like your participants. [See the psychological environment].

Role Plays:

- Role-plays are used to illustrate a point or concept you are trying to make.
- The participants should design their own role-play according to the principles you state.
- Preparation time for the participants should not be more than 15 - 30 minutes and the role plays themselves should not be more than 5 - 10 minutes long.
- 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.
- Discussion on the role-plays should be restricted to the concept you want to illustrate ~ not on the quality of the acting.
- Ensure that the participants 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.

- Some role-plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are being interpreted as you have scripted them.

Micro-lessons:

- These are similar to role-plays except that the 'lesson' is taken from the work you are training them on.
- These need more preparation time for the participants, but should not be longer than the micro-lesson.
- Micro-teaching should be done in groups with each person in the group taking part of the lesson.
- Analysis after the micro-lesson must be done. This can be by other participants as well as by the trainer, but structured so that there is positive and negative feedback.
- Encourage the other participants to take on the 'role' of the children/audience participants.

Environment.

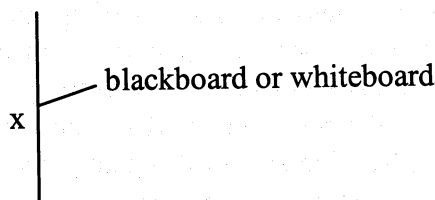
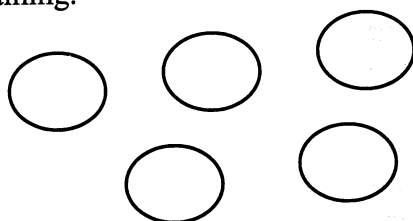
There are two parts of environment. The first is the physical environment.

The Room

- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (i.e. with your back to the sun.) If the participants cannot see you, they will lose interest.
- Organise the seating so that there is no barrier between you and the participants: **Never** sit behind a desk.
- If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion).
- Classic seating arrangements are the horseshoe or hollow square.



- There are other arrangements, which may be more suitable for your room or the type of training.



- The small tables mean that generally your groups are already formed (by table) and this may be appropriate for some situations.
- Ensure that whatever arrangement you choose that you (and the participants) can move freely around the room.

Equipment

- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read and straight (not sloping up or down the board).
- 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.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right. Know what you are going to write and where you will place it before writing anything.
- If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer. **Practise first** (in private).
- All board work should summarise what you are saying or have said. Drawings and graphic representations can be used to great effect if your audience is illiterate.
- Ensure that all participants can see the board or audio-visual aids that you are using.

Breaks

- Remember that the average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should be at least twenty to thirty minutes. Participants need this time to mentally 'regroup' and probably to discuss issues that have arisen during the presentations.
- If it is within your power, ensure that there are a variety of drinks.
- Always make sure there is water freely available throughout the presentation (not just at break times).

The second part is the psychological environment. This depends almost entirely on you; the facilitator/trainer.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself the participants probably will as well.
- It is your job to create an atmosphere where people are willing and able to learn. Never set yourself up as the 'master' you will only tempt participants to 'catch you out'. These are adult learners and deserve the respect of their age and experience.
- Learn the names of as many participants as you can (or have them make name badges). Use individual's names ~ not just to ask questions, but if you refer to a point made by a participant, acknowledge it by naming the person.
- Be genuinely interested in what your participants 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 participants say ~ really listen. Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.

- Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong ~ take that role yourself. Let the participant be the 'good guy'.

Eye contact and Voice

- Make frequent eye contact ~ not staring (which intimidates participants) but look at **all** the participants.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the person to your side especially if they want to speak.
- 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 very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but with expression (a monotone will put your participants to sleep).
- Use the level of language your participants need ~ this is not the time to prove how clever you are. Simple language does not mean simple concepts: it is, in fact more difficult to do.
- Make sure your voice is loud enough for all participants to hear you. Humility is not judged by a soft voice.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- Move for a reason; to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
- **the walker:** this is the one who walks ceaselessly up and down. Participants become mesmerised by the pacing to and fro and fail to listen to what is being said.
- **the swayer:** this is similar, but they move only on the spot, back and forwards or from side to side; like a metronome:- tick, tock, tick, tock.
- **the wanderer:** this one also walks but all over the room; talking to the backs of people as s/he walks around the room, talking all the time.
- **the statue:** this one is perfectly still. No movement at all.
- **the waver:** this one waves their hands around continually, not to illustrate a point; just waving. This also distracts the participants.

The psychological environment also depends to some extent on the participants. Make sure that they know each other, that they feel psychologically comfortable in each other's company. Many ice-breakers have just this purpose. **Never** make a fool of a participant. If it should happen unintentionally, apologise. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your participants will also be courteous.

Product/Output

- The product or output from any training should be real. If participants make recommendations or decisions ensure that these are followed.
- This is sometimes difficult to judge during the course.
- Ask participants to summarise what has been learned during a session or a day.
- Have revision sessions built into the course. Make this a quiz or some form of game, the participants should be able to discuss and build on each other's responses.
- If necessary have follow up sessions so that it is possible to see results of the trainings.

Sample Timetable:

The timetable allows for a two hour lunch as this is what is usual in the camp situation where the programme was piloted. It is not necessary to have such a long break and if this is shorter then the day could finish at 1600 hours rather than 1700.

Day 1

0900 - 0915	Introduction
0915 - 0945	Introduction of the Course
0945 - 1030	Introduction of Participants
1030 - 1045	Break
1045 - 1115	Game (Captain ball)
1115 - 1200	Expectations of the Course
1200 - 1300	Introduction of the Peace Education Programme
1300 - 1500	Lunch break
1500 - 1530	Game (Skipping)
1530 - 1545	Break
1545 - 1700	Elements of the Programme

Day 2

0900 - 0930	Revision of Day 1
0930 - 1030	Background Theory of Peace and Conflict
1030 - 1045	Break
1045 - 1200	Developmental Psychology Part 1
1200 - 1300	TAB Activity Analysis Part 1
1300 - 1500	Lunch Break
1500 - 1530	Game (Air Ball)
1530 - 1630	TAB Activity Analysis Part 1 (continued)
1630 - 1700	Games (Elephant and Palm, Twenty Questions)

Day 3

0900 - 0930	Revision of Day 2
0930 - 1030	Developmental Psychology Part 2
1030 - 1045	Break
1045 - 1145	Characteristics of a Good Teacher
1145 - 1300	TAB Activity Analysis Part 2
1300 - 1500	Lunch Break

1500 - 1600 TAB Activity Analysis Part 2 (continued)
 1600 - 1700 Games (Find My Friend, Groups and Mirrors, Human Knot, Ball games)

Day 4

0900 - 0930 Revision of Day 3
 0930 - 1030 Education Theory Part 1
 1030 - 1045 Break
 1045 - 1130 Education Theory Part 2
 1130 - 1300 TAB Activity Analysis Part 3
 1300 - 1500 Lunch Break
 1500 - 1630 TAB Activity Analysis Part 3 (continued)
 1630 - 1700 Types of Learning

Day 5

0900 - 0930 Revision of Day 4
 0930 - 1045 Adjusting to Different Levels in the Class
 1045 - 1100 Break
 1100 - 1300 Communication Part 1
 1300 - 1500 Lunch Break
 1500 - 1600 Essential & Non-Essential Information
 1600 - 1615 Break
 1615 - 1700 Activities (What Can I See?, What is our Picture?, Shadows)

Day 6

0900 - 0930 Revision of Day 5
 0930 - 1030 Communication Part 2
 1030 - 1045 Break
 1045 - 1200 Communication and Group Dynamics
 1200 - 1300 Classroom Management
 1300 - 1500 Lunch Break
 1500 - 1600 Positive Feedback
 1600 - 1700 Types of Presentation

Day 7

0900 - 0930 Revision of Day 6
 0930 - 1030 Questioning Skills
 1030 - 1045 Break
 1045 - 1300 Co-operative Learning
 1300 - 1500 Lunch Break
 1500 - 1600 Environment - Physical and Psychological
 1600 - 1615 Break
 1615 - 1700 Environment - Physical and Psychological (continued)

Day 8

0900 - 0930 Revision of Day 7
 0930 - 1030 Critical Analysis

1030 - 1045	Break
1045 - 1300	TAB Activity Analysis Part 4
1300 - 1500	Lunch Break
1500 - 1600	Planning a Teaching Session
1600 - 1700	Evaluation
1700 - 1730	Evaluation of the Course
1730	Closing Ceremony

Initial Welcome and Introduction

Ensure that the participants are welcomed either by a senior official or by you.

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

Introduction of the Course

Objective

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

Lecture

This training course has been designed so that you become familiar with the content of the Peace Education programme and the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and your students.

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

- This course is not an examinable subject.
- Unlike most subjects, this course is not skills based; it is about attitudinal and behavioural change.
- You may be a specialist teacher.

*Emphasise these points and allow discussion of this.
It is essential that the teachers really understand the ramifications of this.*

Because of these,

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

Thus, in Peace Education, the method and content are closely intertwined.

Write 'method' and 'content' on the board. If necessary write 'How' and 'What' underneath

*Draw two columns on one side of the board.
Label one content and the other method.
Under content write 'Introduction'
Under method write 'lecture'.*

Method (How)	Content (What)
<i>lecture</i>	<i>introduction</i>

Explain to the participants that they are expected to fill in this list according to what you teach them and how you teach it. The demonstration of method should be part of what they learn during the course.

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

In this course we will cover both method and content.

Every time we use a new or different method, this method will be explained to you.

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

Sometimes a new method will be demonstrated only by using it to teach a part of the content. For example if I want to show you that small groups are an effective way to learn, I may ask you to work in small groups.

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

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

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

Introduction of the Participants

Objectives

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

Large Group Activity

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

1. Start with your name and then ask the name of the person to the left of you. That person then says his/her name and the name of the person next to them and so on around the circle. Each person says their own name and then the name of the person next to them.

Sit the group in a circle. You should start the activity.

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

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

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

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

Individual and Pairs Activity

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

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

Expectations of the Course.

Objectives

- *To enable the facilitator to understand and cater to the needs of the group.
- *To focus the attention of the participants on the objectives of the course (to develop their "mind set").

Small Group Activity

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

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

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

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

Explain to the participants that in a categorisation exercise you (the teacher/facilitator) must develop some initial categories by quickly reading what is on the lists.

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

If appropriate, discuss the types of expectations that particular groups may have.

e.g. Theory, pedagogy, elements of Peace Education, implementation strategies, practical implementation (timetables etc.), evaluation, outreach etc.

Introduction of the Peace Education Programme

Objectives

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

**Large Group/Small Group Activity
(Brainstorming)**

*Explain that the group is going to look at Peace and Conflict.
Explain that they are going to use a method called 'brainstorming'.*

*This method has certain rules that the group should follow.
Display the rules and go through each one.*

Brainstorm Rules

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

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

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

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

Ask the groups to do a brainstorm on what they mean by 'Peace': what words describe peace, what are the images of peace, is it long term or short term, everything about peace they can think of.

After the initial brainstorm, the group should categorise the lists they have. Similar ideas and concepts should be grouped together so that it is a concise summary for presentation.

The papers about peace should describe passive peace and active peace. The participants will probably not have used those terms. If they have mentioned an absence of war or violence - then that is a passive peace, if they mention harmony, tolerance, understanding, then they are talking about active peace. Point out after the presentations that passive peace is very narrow in its perspective. It leaves people powerless because the causes of war and violence have been complicated and escalated because so many wrongs have happened. Active peace, on the other hand is a set of skills, values and attitudes that if internalised by people, can lead to the harmony and understanding that we call 'peace'.

Then explain to the group that they are going to do a second brainstorm which is to look at 'Conflict': which words come to mind to describe it, what are the causes, are they long term, short term and so on.

Look at the papers to see if the groups have explained the idea of open (overt) conflict and hidden (covert) conflict. If they have not, look at the things they have listed. Poverty, lack of freedom, tribalism, racism and sexism are all forms of covert conflict. They are not directly causes of conflict but they create an opportunity for conflict. Domestic violence, war, inter-ethnic clashes are all forms of overt conflict.

This programme of peace education has been designed to help children and their teachers to learn these skills and values because peace does not belong to governments and leaders but to each person. If we all practise the skills of peace then we can have governments and leaders who will also practise these skills.

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

Elements of a Peace Education Programme

Objective:

- * To help the participants develop an understanding of the elements of the Peace Education programme.

Large Group Discussion
& Small Group Work

Use the 'conflict' part of the previous brainstorm. After categorising the conflict elements ask the participants what is the cause of this element. Then ask what could be done to eliminate or minimise this cause. Write these suggestions on the board.

*Divide the participants into small groups.
Using the list generated give each group one thing from the list of ways to minimise causes of conflict.
Allow the groups fifteen minutes to discuss ways they can teach this concept.
Explain that this 'teaching' must be an activity: it is not permitted to simply tell the students.*

e.g. listening- many teachers simply demand that the children listen to them but you need to ask what activities can be developed to help children understand the importance of listening and what activities can be developed to help the children to listen more effectively?

Bring the groups back to plenary to discuss the activities they have developed. If necessary allow for some micro-teaching so that the groups can demonstrate their activity. Gather the activities and allocate another concept from the list to each group for them to develop an activity. Allow another fifteen minutes for this activity development.

It may be that the first activities are not particularly suitable - discuss with the groups which elements are suitable and which are not and why: but persevere with the assignment as the participants need to understand exactly what the activities are trying to promote.

Theory Background of Peace and Conflict

Objective

- * To give the teachers some understanding of development of conflict and peace and how to provide activities to enhance peaceful and constructive behaviour.

Lecture and Discussion

From the 'conflict' part of the brainstorm categorisation. Your categories will probably include

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

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

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

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

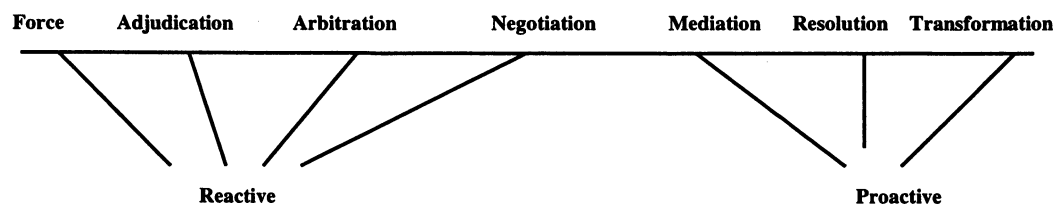
Ask the group what can we do to minimise these causes.

Now look at the concepts that appear in the Teacher Activity Book (TAB).

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

Draw the following diagram and discuss with the group the meaning of this diagram.

Conflict Management Continuum



Explain the Conflict Management Continuum.

Force is usually violence so that the views of one party are accepted by the other party. This has the lowest level of mutual participation as one party is essentially not participating at all.

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

Adjudication is where there is a minimal level of mutual participation in the sense that both parties go to a third party (usually the law - whether traditional or a legal system) and abide by the decision of that third party. The third party however has legal/judicial backing and can force the parties to obey.

This requires a stable government to reinforce the legal system and the support infrastructure; police, gaol system etc. without which the judicial system cannot work.

Arbitration has more mutual participation as the two parties can choose the arbitrator and they choose to abide by the decision reached.

This is enforced by societal pressure but it does not usually have any legal backing.

Negotiation occurs without a third party; the two parties attempt to work out their differences themselves, but the resolution often depends on the power or perceived power of one of the parties, and leaves either party able to withdraw from the negotiations.

These conflict handling approaches are primarily conflict management. They do not attempt to resolve the underlying causes of the conflict.

- **These are reactive.**

Mediation is facilitated negotiation. It is positioned to the right of negotiation (on the continuum) because both parties have agreed to the idea of resolving the conflict rather than managing it. The mediator does not make the judgment, rather, the mediator facilitates the resolution.

Mediation is used in the 'textbook' sense, not in the African sense. The traditional way this is used in Africa is a combination of counselor, arbitrator and mediator.

Resolution is a mutual attempt to resolve the problem in such a way that relationships are constructively changed through the resolution of the problem.

This is where any of the above ways can be used but there is no resentment from either of the two parties concerned in the conflict.

Transformation, which is the highest level of mutual participation, is where there is a conscious decision by both parties to build new and better relationships (i.e. it impacts on the affective domain as much as on the cognitive domain).

Again any of the above ways can be used although usually proactive forms are used. The transformation comes from within the two parties concerned.

- **These are proactive.**

The conflict management continuum shows which techniques are reactive forms of managing conflict and which are proactive (forward-looking) forms of managing conflict.

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

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

Conflict resolution and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. These require all the skills and knowledge that have been developed in the Peace Education course.

As teachers we should not only teach about proactive forms of managing conflict but also teach in a proactive manner.

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

Small groups

Group participants according to the colour of their clothes or the type of shoes they are wearing so that you have groups of four or five. Ask the groups to discuss the Conflict Management Continuum and find examples within their own communities for each of the areas shown in the continuum. These should be collected and discussed in a large group discussion.

Developmental Psychology (Part 1)

Objectives.

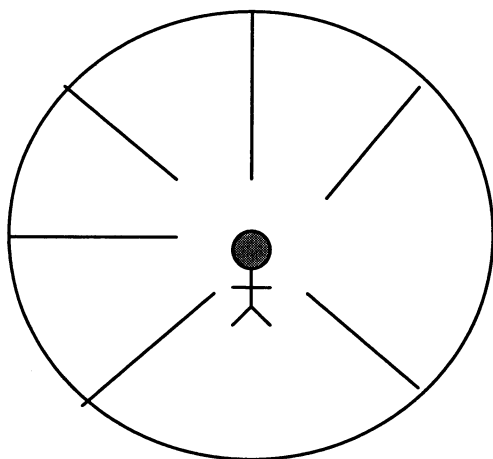
- *To give the participants some understanding of the psychology that has been used in developing the programme.
- *To help the participants understand the stages that their students go through so that they can help the students develop and mature.



This is a difficult session. Although it is basically a lecture, encourage all the discussion you can, and draw from the discussion the points you need to make. It may be more appropriate to break this session into two or three short sessions.

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

1. Immaturity is egocentric. i.e. a young child assumes that the world revolves around them and that the people in the child's world are there for the benefit of the child.



You cannot ask a very young child to co-operate because they are not yet at that stage of development. They are at the stage of parallel behaviour where each child acts but not in relation to anyone else. (At this stage mothers do not count as they are seen by the child as security rather

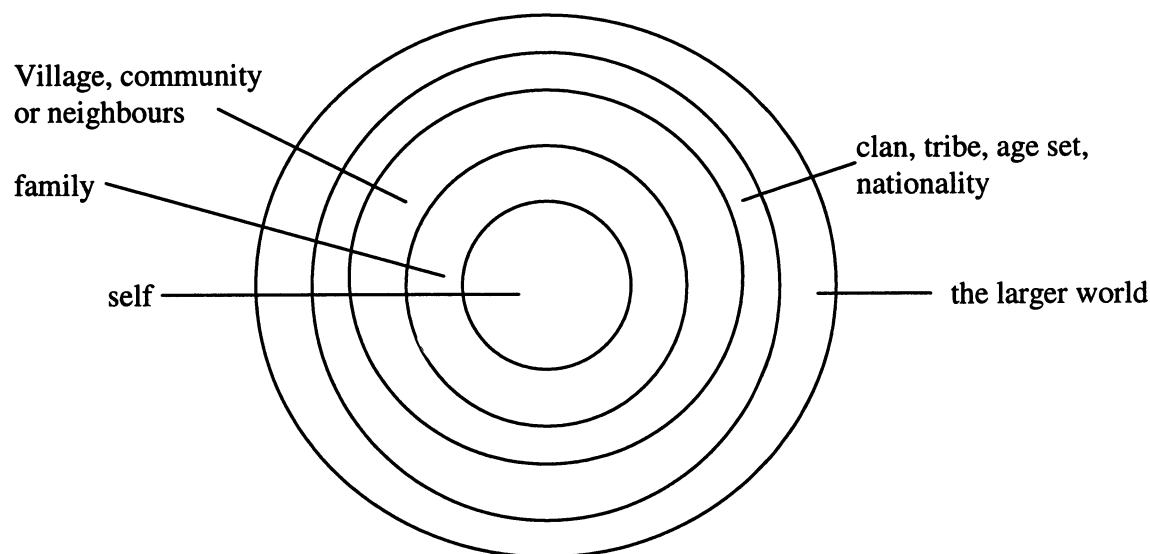
than as a person.) Some people stay at this level of their lives. Those people who cannot display any empathy at all for another person are egocentric.

2. Interaction comes as we grow and develop and we come to understand that we are not the centre of things but that other people have more importance than we do. This is a time of socialisation, and small children want to be like adults, so they mimic and try adult skills and values. This time is when societies teach children what is acceptable in the society and what is not acceptable. This is also a time when children develop friends and play with other children (not just alongside other children).

You see this stage with adults when they know what they know or believe and resist widening their knowledge or understanding.

Interaction goes in concentric circles - first the group closest to you (usually family) and gradually the next circle (the community or village or age set or clan) and the next. Most people do not totally lose their egocentricity because our survival depends on it. Ethnocentricity often comes from a combination of these first two stages. This is where a person is not egocentric but can only relate to those people who are very similar, (often from the same ethnic group). The word 'ethno' is from the Greek meaning 'to belong'. The more exposure a person has to wider circles the more they begin to relate to others from that circle.

Ask the participants if they have changed in their relation to other ethnic groups since being refugees. If appropriate form small groups for them to discuss this issue. Ask if their view of the world has changed, if they shop in communities other than their own, if they eat food that is not their traditional food, if they send their children to mixed schools. Then ask if their views about their own ethnic or social group have changed, if their views on religion have changed or if they raise their children differently. The point is, that the 'widening circles' happen more quickly in superficial areas of life and are much slower to change in the area of values.

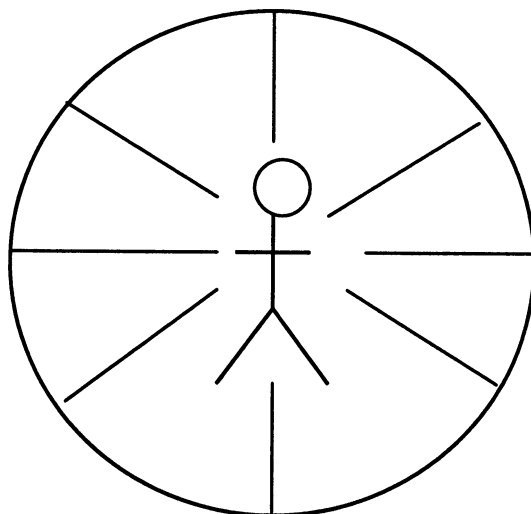


3. Reality. This stage is where we try to see the world as it really is and we begin to understand our place in it. At this stage, children will play 'reality' games (and where they will modify the rules to suit the reality of the situation). This stage is when as adults we begin to understand that 'our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

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

4. Intrinsic actualisation. This is a stage few of us reach but which the human psyche aims for. This is where we see the world in balance. It requires us to study and learn from people who are different to ourselves. It also requires us to listen and absorb (using empathy) even when this is uncomfortable psychologically. It requires what Jung calls the 'shadow self' to be in balance with the dominant self.

Jung was a European psychologist who said that there are combinations of personality types and while there are only 16 types we have them in different combinations (which is what makes us individual and unique). While we have dominant characteristics for about half of our lives, as we mature our shadow self - that area where we have the characteristics but they are passive in our growing time become more dominant until we reach a balance. When our personalities are truly balanced then we have reached maturity. This is the same level that Kohlberg refers to as ethics and what Maslow refers to as self actualisation. Even Bloom, (if you think of evaluation as a judging and balancing of all the knowledge and information) is saying the same thing.



What does this mean in relation to Peace Education?

- All of the work in Peace Education is to help us gain the highest levels of human development.
- We need to recognise the level of the learners to ascertain what is possible for them to internalise.
- We must analyse which level the learners are so that we can move through the levels logically. (This is called entry point behaviour).
- We need to understand the levels from all the psychologists we use and see where they fit together.

Remember: we do not develop evenly as human beings. Although the levels are sequential, we do not always progress evenly; rather we may be at one level for some things and at quite a different level for other things. This is why people can learn things academically and understand them as academic truths but do not internalise them. The internalising of knowledge, information and attitudes means that we have to fit other truths into the schema (the view) we have already built. In other words we have to link the new information to what we already know. Bruner, an educational psychologist, said that you can teach anybody anything as long as you break it down into small enough pieces and as long as you always link it to something previously known.

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

There are a series of theorists in psychology who have been utilised in the Peace Education programme. Some will be discussed in the education theory section and some here. Essentially they all belong together as they have all contributed to the development of this programme and they all have to do with how we, as people, develop and learn.

TAB Activity Analysis (Part 1)

Objectives

- * To help the participants understand the activities and the structure behind them.
- * To familiarise the participants with the activities and how they are undertaken.

Small Group Work

*Divide the participants into different small groups of three to five.
Give each group one activity. These activities should all come from the first three units of the TAB (excluding the introduction unit).
The groups have fifteen minutes to read through the activity and prepare it as a demonstration. Each group should then demonstrate their activity.
The rest of the participants then offer constructive analysis on how the activity could be improved.
Allow for free discussion on any difficulties the participants feel they may have on implementing these activities in the classroom.*

Give the participants the analysis sheet which should be filled in.

Discuss with the participants that the work they have just taught in their demonstration lessons cover the same skills as discussed in the section on the characteristics of a good teacher. This means that they need to internalise these skills themselves as well as teaching them to the children.

Developmental Psychology (Part 2)

Objective

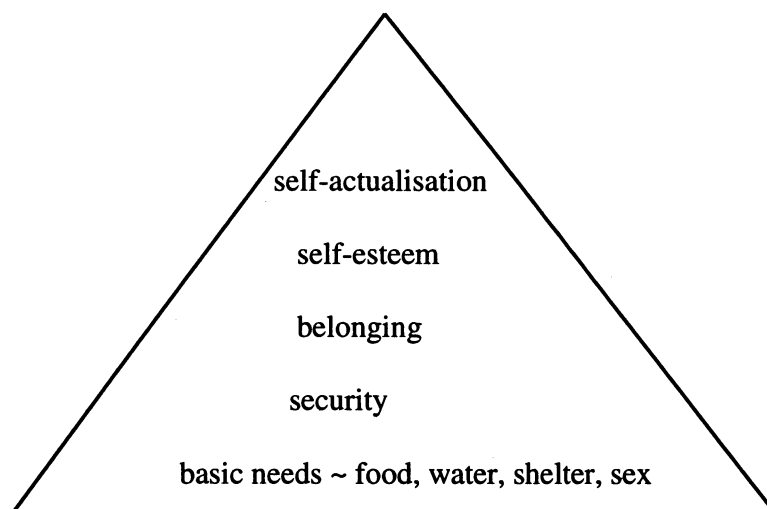
- *To give the participants some understanding of psychology that has been used in developing the programme.
- *To help the participants understand the stages that their students go through so that they can help the students develop and mature.

Lecture and Open Discussion

Maslow's Hierarchy of Human Needs

According to Maslow (an American psychologist) all human beings have a hierarchy of human needs. He says that if the basic needs are not fulfilled then a person cannot reach the higher levels. He also says that once these needs are fulfilled they are not valued as highly as unfulfilled needs. e.g. If a person has adequate food, water and shelter, then that person does not value these things: instead a person will want to belong or want to feel good about themselves (self-esteem). Within the refugee context this does not seem to be entirely true. Rather the human spirit will strive for the full hierarchy even though some basic needs may not be fully met.

In Peace Education, we are striving for people to reach self actualisation as it is at this level where people are most likely to be able to work for peace at the level of transformation.



Level 1

At the most basic level Maslow says that people have basic needs - food, water, shelter and physiological needs (sex - but not for children!).

Level 2

The second level is a need for security. In Maslow's terms this is emotional security (a need to be loved), but within a refugee context it is also physical security - safety.

An experiment was done with baby monkeys. Two baby monkeys were given artificial 'mothers'. One was a wire model of a mother monkey but with a bottle attached so that the baby could feed. The second baby also had a wire model but this one was covered in fur and had arms that could 'cuddle' the baby (it also had a bottle attached so that the baby could feed). Although both baby monkeys had enough food the first baby monkey died. Why? Because it did not have the emotional security it needed. (the love it needed.) A very sad human example was the orphaned children of Rumania who were kept all day in cots and bottles of milk were just placed in the cots. The children were never held or cuddled. Many of these children are severely retarded both mentally and emotionally as a result. One of the best aspects of African (and Asian) culture in terms of child raising is the fact that children are carried by the mother or another older person all the time. This way the children feel the warmth of another person and feel secure.

Level 3

Once we as human beings feel secure, we feel that we belong to a group. In some cultures this is formalised by initiation, or teaching as to which group we belong to. Sometimes these groups are used to divide people by making comparisons between one group and another and many of us are taught to fear or hate another group. This does not mean that the groups themselves are wrong. It does mean that as adults we have a very great responsibility not use groups this way. Remember that the group to which we belong grows as we learn more about the world. A small child belongs to a group that s/he knows as the family. The second group may be that of the immediate community, (the neighbours, the village or the extended family). The next group may be that of an age set, a tribe or clan or a geographical group. Then there may be a national identity or an identity of continent (African, Asian, European, and American). Sometimes people really understand that they belong to the group of humanity (people of the world).

Level 4

As we develop we begin to understand more about ourselves. We know that we are part of a group but we also become aware that we are not the same as everybody in the group. As we begin to understand that we are 'special' or unique we develop a feeling of self-esteem. This is where we begin to understand ourselves and feel good about ourselves. People who do not feel

good about themselves are usually very unhappy and often feel anger or frustration, which they project towards other people.

Level 5

The highest level in Maslow's hierarchy says that when we feel comfortable with ourselves and we understand the world around us we strive to become complete people. This is where we understand and accept responsibility for our own actions, where we understand ethics and live by them and where other people's well-being is important to us because we understand that we are all one on this planet.

It is easy to see then that for Peace Education we are teaching children to strive towards self-actualisation, not just to get them to say 'peace is a good thing'.

Characteristics of a Good Teacher

Objectives.

- * To have the group identify the qualities they consider important in a good teacher.
- * To analyse and categorise those qualities so that the requisite skills can be achieved during the course.

Group Work

Note: There are several ways of undertaking this exercise. Choose the most suitable one for your group.

Discuss with the participants that being a good teacher in peace education is the same as a being a good teacher for anything else.

As well, many of the qualities of a good teacher are the same qualities involved in peace education. You cannot teach about something to children and not practise it yourself ~ if you do that it is hypocrisy.

It is necessary to be a role model to children as well as teaching them the content of the peace education programme.

1. Brainstorm

*If the group is small you can do this as a whole group exercise.
If you did not use the brainstorming in the first session, go through the rules, otherwise just remind the participants of the rules.*

Explain the rules of "Brainstorming" to the group.

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

All ideas are accepted and no criticism allowed

Building on (or expanding on) other ideas is allowed

There is a time limit of fifteen minutes (approximately)

Ask the group for any qualities they think a good teacher should have. Write these on a board/flip chart. Try not to write a formal list as this implies a priority or hierarchy. The group should simply call out any qualities they think of. The facilitator should not ask people by name for their ideas. The idea here is a free flow of information.

Keep listing qualities/characteristics until the group cannot think of any more or until fifteen minutes has passed.

Categorisation of Brainstorm

All brainstorm ideas must be categorised, otherwise the exercise does not make sense.

(a) Draw an outline picture of a person. Add features according to the characteristics stated in the brainstorm (e.g. big eyes for observant, big ears for a good listener, a heart for empathy). Ask if there is anything else the participants would draw onto the figure. The final figure becomes the "categorisation list" for the brainstorm.

(b) Match similar ideas and name them conceptually (e.g. "understanding the group" and "caring for others" can be classified as "empathy"). As each concept is written, erase the brainstorm idea from the board. At the end you will be left with a list of single word or phrase categories. Ask the participants if there are any other categories they would like to add.

2. Pairs and Plenary

Pair the participants and tell them that they have ten minutes to list the top ten qualities they consider essential in a good teacher. After they have completed the lists, they are brought to the front (or read to the group) and new points are recorded on flipchart or board.

This may need to be done as a full categorisation exercise depending on the complexity of the ideas that the pairs have.

Discuss with the teachers that these are both good methods for working with the children. The programme (and this is reinforced in the Teacher Activity Book) requires lots of discussion and group work. These methods are good to start an open discussion with children who are not used to unstructured discussion.



The qualities of a good teacher may add up to be a "perfect person". Essentially what we want from a teacher is three fold: -

- I. a general awareness and sensitivity
- II. an awareness and understanding of the principles of peace education and education generally.
- III. a knowledge base and the preparation to give this knowledge to the children.

If appropriate, ask the participants to list that skills and attitudes are 'teachable' and which are God given talents.

How can we train for these qualities?

Which qualities are "trainable"? Qualities such as integrity, openness, awareness can be reinforced by training specifics such as:-

Listening skills

Observation skills

Questioning Skills

Empathy (An understanding of other people's points of view).

Listening skills. This includes not just listening to the words of a student. It involves showing the listener that you are listening (body language - leaning forward, watching the speaker, nodding etc.). It also means that you must listen - not in order to respond but in order to assimilate what the speaker is saying.

- **Do not be afraid to be silent while you absorb what the speaker has said.**

This allows you time to really respond to what the speaker is really saying. If you are unsure of what the speaker is asking, rephrase the question and say "Is this what you are asking?".

Be aware that as a teacher there may be times when the things that children say hide what they really mean. The teacher needs to 'listen' to what is not said or may be only hinted at. While it is important for the teacher not to make assumptions or 'jump to conclusions', the teacher needs to be aware and open to what the child may be trying to say.

Remember the child's level of development, both cognitive and emotional. There will be times when the child cannot articulate what they mean and you will need to listen very well and ask questions (without aggression) to understand what the child means.

Observation Skills. Be sure to look at all the children. Most people focus more on one side of the room than the other - left handed people to the left-hand side, right handed people to the right hand side. If you sit in a circle it is easy to miss the children sitting beside you, or on the

same side of the circle as you. Being aware and making a conscious decision to look at those areas, which you would normally ignore, will make the group aware that you are noticing all of the participants. Use your peripheral vision to notice when children wish to speak and to ask the quiet children to contribute.

Demonstrate what this means to the participants, both the observation of the two thirds of the room from whichever side of the board the teacher stands and the idea of peripheral vision. Ask participants to practise viewing 'from the corner of your eye'.

Observation is an important part of communication. Observation skills for children should help you to recognise when the speaker is uncomfortable, to understand what is not being said as well as what is being said and help to create an awareness will help develop empathy.

Communication. Allow questions whenever they occur. It is more important to answer the queries of the children than it is to tell your own story - after all they are the ones to be learning and they will learn more effectively when they are focused - as they will be if they are motivated enough to question or comment.

Questioning skills are so important that we will deal with them as a whole unit later in the course.

Empathy: Others Points of View. To establish peace at a very basic level it is necessary to try and develop the children's ability to see the other person's point of view. This ability is also vital for good teachers.

There are very few absolute truths in the world.

Most facts are only opinion but are so deeply held that we assume they are facts or even truths. Once people believed they were the only people on earth - in fact several groups/tribes of people call themselves "the people" but this was obviously an opinion as we know there are many millions of people in the world.

As teachers it is essential to see the world (and any given situation) from the child's point of view. You are the adult and so you have the responsibility to understand the child; the child is only a child and they cannot have the same responsibility that you do.

If you can see things from the child's point of view, you can prevent discipline problems in the class, you can ensure that each child is learning and you will understand the children in your class much better. Understanding the children will help them develop the self-esteem necessary to move through Maslow's Hierarchy.

Be aware of your own biases and prejudices. This requires you to have emotional honesty as a person and to really think about your own prejudices.

Are you dismissive of some of the children in your class? Why?

Are they bad children or do they belong to a group that you don't know or understand very well?
 Do you really ask girls to contribute as much as boys?
 Do you chastise one group of children more than another?

Biases and prejudices are very difficult for us to see in ourselves, but if you search your heart and are very honest, you will be able to recognise your own prejudices. Recognition is the first step to minimising or eliminating these.

As teachers we have a responsibility to be fair and honest in our dealings with the children. We should not hold prejudices against any of the children in the class as we are responsible for the welfare and learning of all the children that we teach.

There are activities in the TAB to help see the other person's point of view. Another way to become sensitised to other people's points of view is simply to listen to them. Ask questions that are non-threatening but that try to establish the belief involved in that person's point of view.

This may be very difficult for some teachers who have been trained to believe that they have the answers; and that those answers are truths. Indeed they may not realise that sometimes they are opinions. You will need to be very sensitive and open in this session and not threatening to the teachers' beliefs.

These skills are not just to help you become a better teacher. These are skills that are part of being a peacemaker and they are skills that you will be teaching the children. It is very important then, that you are a good role model for peaceful and constructive behaviour as well as just being a good teacher.

It may be necessary to combine methods 1 and 3 or 2 and 3 in order to really reinforce these characteristics of a good teacher. As this section is the basis for all the other work in the course take whatever time is needed to be sure that the teachers are comfortable with these concepts.

TAB Activity Analysis (Part 2)

Objectives

- * To help the participants understand the activities and the structure behind them.
- * To familiarise the participants with the activities and how they are undertaken.

Small Group Work

Divide the participants into different small groups of three to five. Give each group one activity. These activities should come from the units on Communication, Emotions, Perceptions and Empathy and Assertiveness. The groups have fifteen minutes to read through the activity and prepare it as a demonstration. Each group should then demonstrate their activity. The rest of the participants then offer constructive analysis on how the activity could be improved. Allow for free discussion on any difficulties the participants feel they may have on implementing these activities in the classroom.

Give the participants the analysis sheet that should be filled in.

As there is a lot of variety in these units, choose the lessons and allocate them to the groups. Choose ones where you can see there may be difficulties when they are being taught.

Discuss with the participants that the work they have just taught in their demonstration lessons cover the same skills as discussed in the section on the characteristics of a good teacher. This means that they need to internalise these skills themselves as well as teaching them to the children.

Education Theory.

Objectives

- *To help the teachers understand the theoretical elements of the programme.
- *To give the teachers some knowledge of curriculum development.
- *To encourage the teachers to see the development process of peace education.

Lecture

Schools are not a very old tradition. They were developed after the Industrial Revolution in Europe when society changed and needed workers who had different skills than could be found by traditional education (parent teaching child). Schools are now seen to give a general education, rather than a training for a specific job and this general education includes knowledge, skills and values. The values are not always those of the culture from which the children come and this causes some alienation between children and parents.

Point out to the participants where necessary, that 'schools' are not part of their culture; they have been adopted because they are a useful way of preparing children to 'fit into' a modern world.

Schooling is now considered to be a socialising institution (along with the family, the religion and the community). This is part of the reason that we are teaching Peace Education in schools. We are teaching a form of socialisation.

Many parents understand that schools are socialising institutions even if they have never attended schools themselves, this is why some parents do not want their children to go to school or why boys are allowed to go to school but girls are not. When discussing this with parents in your community, remind them that while it is important for boys to go to school as they will have to provide for their families when they are men, girls grow up to be mothers and they are the first teachers of the children. If they are educated then so will be the children of the next generation. This is how a country and a society can be rebuilt.

The teachers need to be aware that what they are teaching and the way that they will teach it are new to the society generally and to the parents and colleagues in particular.

Many of the values inherent in a school system are no longer values of the society because now schools lead society and do not always reflect society. This is because schools are trying to prepare children for the future whereas society often looks to the past ~ traditions, culture and social ethics.

The school system generally and Peace Education in particular are built on a series of theories. These theories are part of the education theory but are also part of developmental psychology.

1. Curriculum Theory.

This is based on the same curriculum theory of most curricula around the world. It is a spiral curriculum, where the concepts are built from a base of concrete examples.

The spiral curriculum model was developed by Hilda Taba. The theory is that as children are initially self-centred and only slowly understand their place in the world, the way they learn should start with themselves and slowly move out to encompass their world. In addition, children need to learn the same concepts but at a higher level of understanding, appropriate to their cognitive development. Thus in Peace Education there are some skills areas are taught in every grade level but using different activities.

Concepts are developed by giving many examples to form an idea, then from many ideas to form a generalisation, from many generalisations to form a concept. It takes thousands of examples (pieces of data) to form a concept.

e.g. how does a child form the concept of “an animal”. A small child sees a goat and the parent says “Look a goat”. Next time the child sees a cow. For the child it looks the same: four legs, a tail, two ears, two horns, so the child says “Look, goat”. “No” says the parent “that is a cow”. The next time the child sees a dog How long does it take for the child to build a concept of ‘animal’. Think about giraffes, elephants, zebras and porcupines, how does the child enlarge their generalisation to include these animals so that they develop a real concept of animal?

An example like “animal” is a concrete concept as you can see the elements of the concept. When we look at abstract concepts like love, justice, peace, unity, the concepts are much more difficult to understand as these are attitudes and values rather than things we can see and touch.

In Peace Education, because it is trying to develop and change attitudes and behaviour it is necessary to tell the children why they are doing a particular example. i.e. you need to make the connection between the example and the concept.

Because this is a pilot programme, or in the first few years of the life of the programme, there is an added reason for the duplicity of examples for a concept area. In a pilot programme, all the grades are starting the programme at the same time so that the teacher of the higher grades cannot assume that the children will have the preliminary understandings and concepts upon which the teacher can build.

Generally in education there is an understanding that the knowledge and skills taught have their concept reinforcement in the real world. So there is an understanding that there will be a transfer of knowledge from the specific to the general. This is not always so. Most of us see this in our daily life. Learning the rivers of a country does not necessarily mean that you know which river you happen to be crossing at a particular time. Just because you learned addition in maths does

not mean that you can add up how much you will spend in a shop when you buy several things. In normal subject areas the transfer of knowledge is assured within the subject, as it is used as a basis for the next 'block' of knowledge. Between subjects it is often not used.

In Peace Education it is not enough to hope that there will be a transfer of information or attitude, from the particular lesson to the rest of the child's life. We have to try and ensure that this will happen. So the 'spiral' of curriculum is more obvious in Peace Education than with most other subjects.

The evidence is overwhelming that children will not necessarily undertake a transfer of information. This is especially true when there is no support within the society for the information. This is why the Peace Education Programme has a Community Programme and a Public Awareness Programme.

2. Moral or Ethical Development

Because Peace Education has a strong ethical or moral base it is also important to look at the moral development of children. It is not enough to simply 'tell' the children and hope that they will obey. All that this will accomplish is that the children may obey while you are present and will certainly disobey in your absence. It may also encourage the children to 'rebel' to see what will happen when they do. (In other words what punishment will you give.) Be very wary of this, as any punishment that is violent 'tells' the children that Peace Education is not to be taken seriously. In addition you need to keep in mind that the children will see evidences all around them in the community that violence is acceptable: videos, parental behaviour, fighting, war and the glamour often associated with violent 'heroes'.

Kohlberg's Moral Hierarchy.

All children go through the stages of a moral hierarchy. In Kohlberg's Moral Hierarchy he says that children start without a moral or ethical perspective. i.e. they do not understand that there are rules. The child is egocentric, and therefore expects that everybody in his world is there for him. The child does not understand that there is a society and has no understanding of the rules of that society. So a baby wants to be fed as soon as it is hungry. The baby has no understanding of a situation where it cannot be fed (no understanding of 'the rules'). Having said that it should also be kept in mind that even when young children do not 'know the rules' they still have a strong sense of justice.

When they know that there are rules they assume that they are absolute. With the absolute rules, the moral imperative is; that if you are not caught: you have not broken the rules. In other words, the responsibility for keeping the rules belongs to the person monitoring or 'policing' the rules. This is usually characterised by an attitude that says "if I'm not caught I'm not guilty". Most of us recognise this stage. Many people never get beyond this stage, in some areas of their lives. In a school setting, the child knows that there are rules, and as they develop, they will 'try out' the rules to see if they are consistent. This is a normal part of development.

From the teacher's point of view it means that every time a child breaks the rules, the teacher must see the rule being broken and then punish. Because the child does not 'own' the rules (i.e. they are imposed) then the child has no responsibility to keep the rules, but the authority (the teacher) has all of the responsibility.

Ask the participants if they can think of examples where this happens. Ask for some of the examples and allow discussion as to how this situation can be avoided or overcome.

The next stage is when the children know that rules can be modified to suit the situation. At this stage they begin to accept responsibility for keeping the rules. They will still appeal to a 'higher authority' when they cannot resolve a conflict but they are able to discuss the rules together. They have developed an understanding of why the rules exist, i.e. they understand the principle of the rule and therefore they know which rules can be modified without infringing on the principle of the rule.

This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).

e.g. Some boys want to play a game a football, but there is not enough time to play forty minutes a side, as they only have forty minutes to play. There are two rules they could change: one is the time limit of the game: the other is that the two teams should each play both ends. Which rule is appropriate to modify? The time limit because the essential 'fairness' of the game is not harmed but if the 'ends' rule was modified this would favour one side.

The highest level of Kohlberg's Moral Hierarchy is that of true ethics, (actualisation) where people do not need outside rules for them to behave in a constructive and positive way - they have reached a stage of understanding morality and live accordingly because they have internalised morality and ethics. This is a very high level and is not often reached by many people. Nevertheless it is this stage that we are trying, through Peace Education, to guide the children towards.

Ethics

Modified Rules (agreement of all parties)

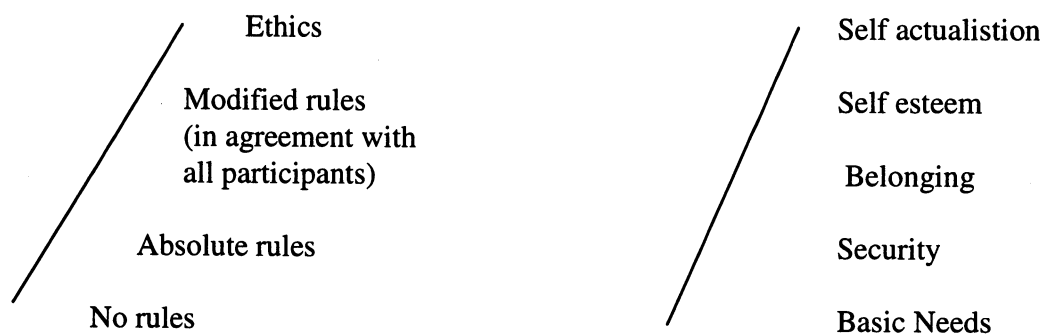
Absolute Rules

No Rules

Ask the participants where they think they are in relation to Kohlberg's Moral Hierarchy. Most of us do not develop equally and many adults respond in different situations with any one of these levels.

e.g. Stealing is against the 'law' in every culture and religion. Stealing by cheating on others, stealing by theft, by power, by position. Even though it is against every culture and religious law people still steal and often justify it to themselves so that they can claim they have done no wrong. If you take paper from this course and you use it for another purpose - that is stealing. Many people will say "oh but these people are rich and I have nothing". Recycling as a refugee is stealing, taking food rations and selling them to buy chat or alcohol is stealing (from your own family). Many people who do these things regard themselves as good people. Which stage of the hierarchy are they?

The top level of Kohlberg's Moral Hierarchy matches the top level of Maslow's Hierarchy.



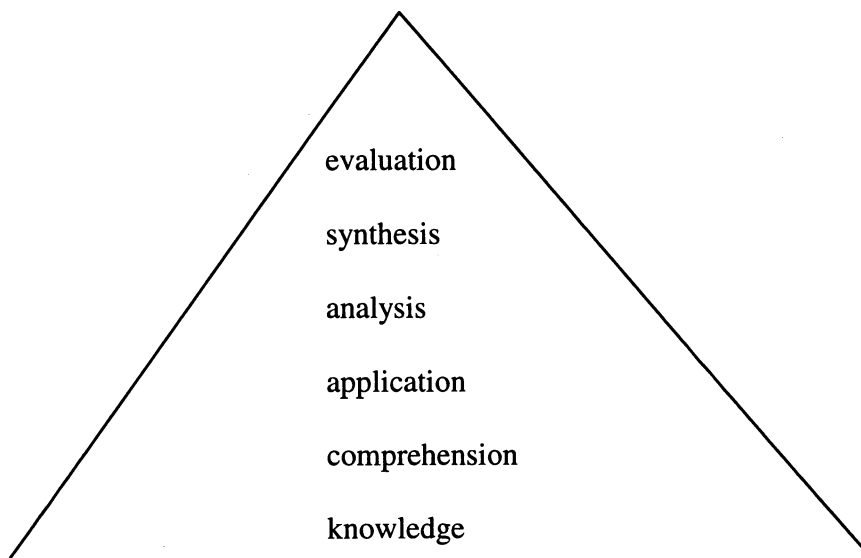
The Peace Education programme for schools tries to take all these factors into account. The children's cognitive abilities, the level of conceptual development and their level of moral development. You need to be aware of all these factors when looking at the programme and before substituting other lessons for the ones that are there.

It is important to help the teachers understand that they cannot expect a higher level from the child than the child's development allows. At the same time, they should encourage the child to move to the next level of the hierarchy.

3. Intellectual Development

The final element in the theory of Peace Education is the hierarchy of learning (cognitive development). Children develop cognitively just as they develop physically, emotional and socially. The theorist used in the development of Peace Education is Bloom who developed several 'taxonomies'. The one we use is Bloom's Taxonomy of Learning.

This taxonomy is also hierarchical. This means that the lower levels of learning must come before the higher levels. Like the other hierarchies, people do not develop 'evenly' but rather we go up and down according to situations. Bloom's Taxonomy is used within activities, within concept areas and between concept areas.



This is usually drawn as a triangle to indicate the amount of each area required when learning. In other words we need more knowledge than comprehension, more comprehension than application etc.

In many subjects in school we rely on just giving the children knowledge and we hope that they will apply it. This sometimes happens automatically because of the way the curriculum is organised. Often however, we see children fail because they have not understood that they are supposed to apply the knowledge: or they have the knowledge (that is they can answer the exam questions,) but they do not understand what they are doing. When this happens people forget the knowledge very quickly because it does not make sense to them.

[e.g. how do you find the area of a triangle? What is the formula? ($\frac{1}{2}$ length x breadth) Why is this the formula? (Because a triangle is half a rectangle). Children who do not understand that a triangle is half a rectangle will have to learn the formula and if they forget then they cannot work out how to find the area of a triangle.].

Teaching is not the same as learning. You can teach but you do not know if the child has learned, until the student can comprehend (understand) the information, until the student can apply the knowledge and until they can analyse and synthesise the information.

Within Peace Education it is not enough for us to know about peace and peaceful behaviour, we want the children to apply it in their daily lives. This means that every time we are teaching peace education we are trying to help children understand, apply, analyse and evaluate their situations so that they can provide constructive alternatives to violence.

TAB Activity Analysis (Part 3)

Objectives

- * To help the participants understand the activities and the structure behind them.
- * To familiarise the participants with the activities and how they are undertaken.

Small Group Work

Divide the participants into different small groups of three to five. Give each group one activity. These activities should come from the units of Co-operation, Analysis and Problem Solving. These are complex units and the participants may need to know the day before which lessons they are doing. Do not do the lessons that use the games that you will use during the training.

The groups have fifteen minutes to read through the activity and prepare it as a demonstration. Each group should then demonstrate their activity. The rest of the participants then offer constructive analysis on how the activity could be improved. Allow for free discussion on any difficulties the participants feel they may have on implementing these activities in the classroom.

Discuss with the participants that the lessons in these units are quite complex and that as well as teaching these new skills and attitudes, the teachers need to reinforce the earlier skills and knowledge.

Types of Learning.

Objective

*To demonstrate the effectiveness of active learning in comparison to passive learning.

Individual and Small Group

The essential point of Peace Education is that the children learn to internalise the knowledge they have learned in their Peace Education lessons.

Do they carry the information from school to the home?

Do they practise the skills they are taught?

Do they remember information and connect it to new things they have learned?

We have discussed the theories of education and the psychology of child development, but there is also another element in helping a child internalise knowledge. Active learning. Unfortunately most of the learning that takes place in our schools is passive learning. This requires a lot of revision time, it is often boring for the children and this causes discipline problems. Nevertheless many teachers persist with passive learning because they think this is how they learned.

Ask the participants to write on a slip of paper or card two specific things they remember learning. (It is important that they write specific things ~ not courses or ideologies).

They should be able to write what it was, who helped them learn, how they learned, why they learned.

Group the participants into groups of three and ask them to share their experiences and choose one thing for the group that is a good example of the learning that took place.

In the plenary group a representative of each small group tells about the one thing the group has chosen that they learned - the content; method; situation; people. List the responses on the flip chart/board in four columns - under the four headings.

What (did you learn)	Who (helped you learn)	How (did you learn)	Why (did you learn)

Discuss as a large group how vividly they remember learning what they have described, and how that relates to how they learned - how passive they were or how active.

The participants should be aware that they remember things more effectively that they have actively learned.

Form groups of five and ask participants to discuss how much of the learning they did in school was active or passive. Ask them to analyse the things they know well and then decide how active they were in the learning.

In Peace Education we want children to vividly remember the components of peace and therefore we should make the learning as active as possible. That's why in the TAB the lessons are activity centred:~ so that the children can be actively involved in their own learning. Remember that we remember about 20% of what we hear; about 40% of what we see and about 80% of what we do. Peace Education should be much more doing than just hearing about it.

Adjusting to Different Levels in the Class

Objective

*To help the participants understand how to communicate effectively with the different levels in target groups.

Small Groups

Ask the participants to work in groups of five (with people they have not worked with before).

Ask the groups to list the characteristics of a class of standard 1 children (how well do they read, can they write independently, what behaviour patterns do they show) that need to be taken into account when teaching them. (15 minutes)

Then ask for a list of characteristics that need to be taken into account for a class of standard 6 children. (15 minutes)

Compare the lists.

Ask the groups to work out how they would teach the groups differently considering their different backgrounds and experiences.

Ask the group to keep in mind the work already done: the characteristics of a good teacher and the necessity of matching backgrounds to link information the people already have.

[If you do not have much time ask each group to look at only one target audience, so that each group is looking at a different target audience]

Draw the following matrix and ask the groups to fill it in. (Or it could be made as a handout).

Grade level.			
Length of lesson			
Language level			
Ability to read			
Ability to write			
Comprehension level			
Memory skills			
Listening skills			
Concentration			

Even within a class there are very different levels. You are teaching children; not grades or classes or subjects. The reason that grades have an age-grade correlation (i.e. that most children in grade 3 are 10 years old) is because it limits the different development levels. It does not eliminate the differences. To successfully teach different levels you should know every child in the class. If, because of class sizes or because you teach different classes in different subjects, then you have to make an extra effort to be aware of the children's levels of understanding. Remember: it is your responsibility to make sure that the child learns.

Activity based lessons help with different levels in the class because there are usually different parts of the activity that every child can do and so have a chance to learn. In addition, group work will help cater for different levels as children will teach each other by discussing in the group. It is possible to formalise this by asking children to work in pairs where one child obviously understands and can help the other child to understand.

In Peace Education, the idea of discussion sessions in the lesson is to help children learn by listening to each other, by adding to one another's ideas and by working together. This encourages co-operation and helps cater for different levels in the class.

Adjusting to target groups and then teaching the specific group effectively can be summarised as:

- TTT - (in English) Tell what you are going to teach, (i.e. create a focus for the group); then Teach the group, then Tell them what you have just taught them (revision).

- The link - to link the new material to information and understandings the group already have. If you are talking to eight-year-olds then be sure that the information that you are giving fits together with what they already know (not what you think they know or what you think they should know).
- The background of the class must be taken into account and used to make the learning meaningful. Use examples from their own lives. Remember that the children will interpret statements quite differently unless you are very specific because they bring to the new experience, all their previous experiences.

Communication (Part 1).

Objectives.

- *To help the teachers to understand the importance of effective communication.
- *To help the teachers to improve their communication skills.

Lecture and Demonstration

Many of the attributes associated with Peace Education are elements of communication. Open communication where people are honest, where they listen and where they try to understand the other person's point of view is the cornerstone to peace. This sort of communication can only happen when both sides in the communication are willing to try. Many conflicts have arisen because there is one way communication. This is unfortunate when we consider that much of the communication in schools is one way - from the teacher to the student. We need to establish if one way communication is effective or if perhaps there are things we can do to improve the situation.

One-way and Two way Communication

Objectives

- *To demonstrate the limitations of one-way communication
- *To demonstrate the advantages of two-way communication

Pairs work

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

Divide the group into pairs.

Give one of each pair a bag with an object inside. The person is not allowed to look in the bag, but is to put their hand in the bag, feel the object and describe it to their partner.

The partner draws what the first person describes.

The partner is not allowed to ask any questions.

Give the pairs five minutes to describe and draw the objects.

After five minutes ask those who were drawing to show their drawings - at the same time let their partners remove the objects from the bag.

Discuss what the shortcomings are in this communication. Ask what difficulties the partners who were drawing faced. What difficulties did those describing face? Ask if it would have been easier if the drawers could have asked questions. Were those describing the objects more careful

in their descriptions? Did they name the object or did they describe it part by part? Is one way communication effective? Why do we use it so often if it is not the most effective way of communication?

Demonstration

Take four volunteers out of the room. Show two of them the picture of the geometric shapes.
[Appendix III]

Invite one of these people back inside with a copy of the picture. S/he is not to show it to anybody.

Invite one of the other volunteers back inside. Explain that they are going to draw what the other person tells them. They cannot ask the instructor any questions.

The instructor stands behind the flipchart (or with their back to the board).

The participant with the drawing (the instructor) describes the picture to the participant at the flip chart (the artist).

The 'artist' draws the picture from the instructions given.

If you are using a flip chart turn to a new page. If you are using a board, ensure that you can reproduce what the person has drawn and then clean the board.

Bring in the second instructor and give him/her the copy of the geometric drawing. S/he is not to show it to anyone.

The last volunteer is brought in. This time the instructor can watch what the artist is doing, make comment on it and the artist can ask questions.

When the drawing is completed, compare the two drawings (redraw the first drawing if necessary).

Ask the volunteers how they felt when they were either instructing or drawing.

Show the participants the original drawing.

Ask the group which drawing is the most accurate.

Discuss why this is so.

Draw the following chart on the board:

	One way communication	Two way communication
advantages		
disadvantages		

With the participants, fill in the chart, asking for the advantages and disadvantages of each type of communication. It is usual to get diametrically opposed advantages and disadvantages: i.e. the advantages of one way communication are the disadvantages of two-way communication. Ask the group what responsibilities we have if we are going to use one way communication.

[Clear instructions, check for correct 'receiving' of information, make sure that the information is in small pieces etc.]

Ask the participants why we use one way communication when two-way communications is proven to be more effective. Point out that much less time needs to be spent on revision and the lower levels of learning if communication is genuinely two way. Point out that asking questions such as: "Are we together?" and "Do you understand?" is NOT two-way communication.

The TAB is written so that there is (or should be) a lot of two-way communication. Not just between teacher and student but also between student and student. This is done so that the students feel that the information is truly theirs (i.e. they have psychological ownership of the knowledge ~ without which they cannot truly understand and internalise it). Without this the TAB becomes just a collection of games and the teacher is 'preaching' not teaching.

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

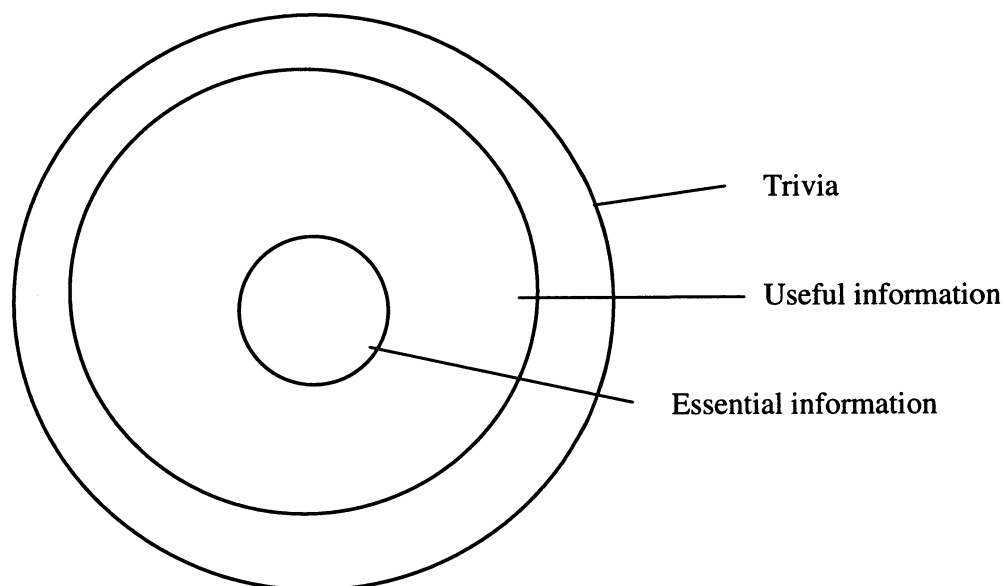
Essential and Non-Essential Information

Objective

*To help participants understand how to prioritise information

Lecture and Small Group work

Draw a target with a bull's eye and two other circles on the flip chart.



In every set of information there are essential points for the children to grasp, useful information for the children to know and other information - trivia or interesting information.

Tell the participants that there has been a car accident on the (local) road. Ask what information they would want to know about such an accident.

e.g. any injured, any dead, how many involved, what sort of cars were involved etc.

Ask: does anybody want to know what make of car was involved? what colour the cars are?

Pair off the participants. Ask them to write up the car accident as a newspaper report.

- What will be the headline?
- What will be the first paragraph?
- What will be the second paragraph?

Good newspaper reports put essential information at the beginning of the report and then the useful information and last is the interesting or 'trivia'. (e.g. the colour of the cars).

If you cannot tell the difference between what is essential and what is useful or even what is trivial then your lessons with the children are likely to be a mixture and the children will not be able to decide what is really important because the teacher has not made the distinction.

Form groups of four and ask the participants to discuss how they teach a lesson. They should write up "how to teach a lesson" (they should choose the actual subject and lesson). They need to write (on flip chart paper) a series of point and to put the essential information in one colour, useful in another colour and the trivia in a third colour. Have the groups present their charts to the plenary and see if other groups agree.

Summarise the discussion by pointing out to the participants that we often teach children unnecessary things - we teach jargon, when plain every-day language is more appropriate and more easily understood. We teach detail when the children don't yet have the concepts. We teach lessons that the children don't need to learn at the expense of those they do need. We need to look very carefully at our children, their circumstances and the relevance of what we are teaching.

Communication (Part 2)

Objectives.

- *To help the teachers to understand the importance of effective communication.
- *To help the teachers to improve their communication skills.

Pairs Work

Listening.

Listening is the most important part of communication. It requires the listener to be interested, to hear what is said, to be able to clarify points and summarise information.

Pair off the participants so that they are with people they do not know. Call them A and B. Give 'A' five minutes to tell a story (perhaps about their childhood or something that has happened in their life) and then another five minutes for 'B' to tell a story. They must not take notes but they can ask questions. Ask some of the 'As' to tell the stories back to the large group. Ask the partners if the stories are accurate. Do the same thing with the 'Bs' and ask if the stories are accurate.

Discuss with the group what the elements of good listening are and list these on the board or flipchart.

Point out to the group that as teachers they must be good listeners, otherwise they will not know if the children understand, as this is revealed in what the children say and don't say much more than in any repeating or memorisation the children are able to do. In addition, listening is very important in Peace Education, and the teachers are role models for Peace Education.

Communication and Group Dynamics

Objective

*To help the participants understand communication in the context of group dynamics.

Large Group Activity

Divide the participants into two groups. Ask one group to go outside and wait. Give each member of the second group five small cards [any card will do, draw stars or something to make them distinguished from those that the group use to write on.] Explain to the group that they must not communicate with anyone unless they first swap cards. In other words they do not speak to anyone who does not give them a card. If they want to speak to anyone they must also give a card.

To the second group (outside) tell them to go inside and make friends with as many people as possible inside the room.

Let the two groups "communicate" for about ten minutes.

Quietly give some members of the second group cards and then let them communicate with the members of the first group.

Bring the group together and discuss how they felt trying to communicate when they did not understand the rules of the other group.

Repeat the exercise but this time the first group goes outside to wait. The group inside is told that they should speak to people only if they greet them by saying "Is your grandfather well?" The polite response is "Fine and the chickens are also fine". If neither the greeting nor the response is correctly given they are to assume that the people they are talking to have no manners and they should turn away.

Again tell the group outside to go in and make friends with as many people as possible.

Discuss as a large group what elements of communication are necessary to make a group work. List these elements on the board or flip chart. Point out to the participants that a class is a group and has group dynamics, as do the various communities in which they live. Each group has different dynamics and it is difficult for people outside the group to really understand these. This leads very quickly to exclusion from a group. As teachers we have a responsibility to make sure that children are not excluded from any of the groups in the school.

Classroom Management

Objective:

* To enable the teachers to utilise alternative methods of classroom management.

Explain to the participants that nothing can be taught effectively if the class is not receptive. A good teacher is aware of the individuals in the class and their needs and abilities. Management of the class is necessary for good teaching to occur.

Small group work

*Divide the participants into small groups.
Give each group a sheet of flip chart paper and a marker pen.
Ask them to list all the ways a class is managed.*

Explain to the groups that they should look at:

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

They have twenty minutes for this task.

When the lists are complete, display them and work through the lists with the participants to see if they are primarily negative forms of management or positive forms of management.

Negative forms of management are where a teacher punishes a child, often without a full explanation of why the punishment is being administered. This is not to say that all negative forms of management are always bad. But what we are trying to establish is whether a teacher always uses punishment and whether the child understands the reasons for the punishment.

e.g. when a teacher on playground duty carries a stick or branch from a tree do they generally speak to the children who are misbehaving or in the way or do they tend to hit first and speak later?

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

People claim that the children won't respect the teachers if the teachers do not hit them, or that the children were once child soldiers and so expect military discipline, or that the parents expect the teachers to hit the children as punishment. Other people (usually teachers) say that the children do not respect those teachers who use mindless violence; they may fear them but there is no respect.

Ask the participants how they learn best; when they feel good or when they feel bad.

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

Explain that it is only when information is internalised that behaviour and attitude changes can occur. Peace Education is not a knowledge based programme, it is designed specifically to create an attitude and behaviour change. If we think about comprehensive education (which is the system we all have) we can see that it was originally designed to create behavioural changes - otherwise vocational training would be more appropriate. This is also the basis of the differences between schooling and education.

Put the participants into groups by numbering:~ all the '1s' to together all the '2s' and so on.

Ask the participants to discuss the difference between schooling and education. Ask them to look at the good things and bad things of each and which they think Peace Education belongs.

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

Ask the participants if, given the work already done on peace and conflict, what behaviours should be displayed by teachers. [This can be done either as a whole group or in small groups depending on the number of participants.]

Allow about fifteen minutes for this exercise.

When the group has a list of behaviours, ask how this relates to their previous lists on classroom management.

Allow free discussion on why the two lists are different and how teachers can become good role models for the children.

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

Develop with the participants a list of appropriate management techniques for the classroom. Go through the list and ask participants to demonstrate through role-plays how these techniques can be used in the classroom.

Positive Feedback

Objective

*To reinforce the concept of giving positive feedback and to explore its usefulness.

Lecture

Psychologists (the most famous of whom was Skinner) showed that positive reinforcement made learning more effective than punishment.

Skinner measured the time it took for rats to learn their way around a maze (labyrinth). There were two forms of feedback. The first was an electric shock each time the rat went into a dead-end. The second was food at the "right" end of the maze. The rats that received the food learned more quickly than the rats that received the shocks. As you can guess, the rats that received both positive and negative feedback, learned most quickly.

Even without knowing about the experiments most parents know how effective the dual (two part) approach is. As teachers, we seem to feel that children need to be corrected rather than praised. This means that we do not offer the positive feedback (if they were rats we would offer only shocks never food!)

In many cultures it is considered bad manners to openly praise - and it is then difficult to accept praise. But each one of us likes to be told when we are doing a good job - and the more specific that positive reinforcement is the more acceptable it is; and the more useful. e.g. To say "I liked your work" is not as effective as saying "I liked the way you demonstrated with real objects and also the way you included all the group when you were speaking". You can be sure that the child will always use real objects to demonstrate with where possible and will be even more careful about including all the group. Often we feel that others become complacent ("lazy") if they are praised (WE would never do it!) - but try it and see what happens.

Illustrate with a personal example

It is more difficult to look for the 'good things' to praise in a child. We need to keep in mind that because we are teaching Peace Education, we are offering a good role model when we are consistent in seeing what is done well, not just concentrating on those things which are done badly.

Remember too that negative reinforcement is not the same as punishment. Negative reinforcement is reinforcing behaviour that is negative. Sometimes it in fact, makes the behaviour occur more often rather than less often. E.g. Suppose the rules of the class is to raise your hand before speaking: but each time you ask a question two or three children raise their hands and call out. You ask them to answer. This is negative reinforcement as you are reinforcing (by allowing them to answer) the negative behaviour of calling out before you have asked them to respond. If the only time the child receives attention is when they do something negative they will, of course, behave badly in order to get the attention.

We must be good role models as children will often learn from the “hidden agenda”. This means that they will learn from what we do more easily than learning from what we say.

If we do not explain clearly and adequately, if we do not provide the principles/concepts with a series of examples, then we cannot expect that our children will be able to provide good reasoning, nor will they be able to provide alternative solutions if something goes wrong.

To tell children only when they are wrong is to limit all their actions so that they will never try another way to see if that is right; they will only try the way that you have not yet criticised.

Positive feedback will aid the self-esteem of your class, make for easier relationships between you and your children and encourage the children to become real and effective learners.

Types of Presentation

Objective.

*To demonstrate the various types of presentation and the strengths and weaknesses.

Individual and Group Work

Give each participant a length of cord.

Read out the instructions on "How to Tie a Bowline Knot". [Appendix III]

As you read, the participants should be attempting to tie the knot.

Check to see how many participants have tied the knot correctly.

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

*Now give each participant a copy of the instructions on
"How to Tie a Bowline Knot".*

The participants should try to tie the knot from reading the instructions.

Check to see how many participants have tied the knot correctly.

You have now been involved in participatory learning.

*Take the participants who can tie the knot and match them with
those who cannot.*

Let them demonstrate how the knot is tied.

All participants should now be able to tie the knot.

Now the group has been involved in exploratory learning.

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

Explain that research shows that we learn (remember) 20% of what we hear, 40% of what we see and 80% of what we do. Very often the way we teach is a combination of learning styles.

It is not always a matter of one type of learning or another.

*If someone in the group points this out that is much better than you saying it.
Draw a chalk line down the centre of the floor.*

*At one end write "formal lecture" and at the other write "discussion"
(or "unstructured discussion").*

*Ask people to come and stand at the place on the line that represents how
they teach. (Do they lecture? do they sometimes discuss?)*

*When the group are sitting again ask them what they think this represents?
[If you are lucky somebody will point out that sometimes they do one thing and
sometimes they do something else]*

The line is, in fact, a continuum and that a good teacher will move up and down the continuum as the needs of the group change or depending on the information it is necessary to get to the group.

Questioning Skills

Objective

*To help participants understand and be able to use questioning skills.

Lecture and Group Work

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

Closed questions are those where there is a definite correct answer. If you are reviewing content you can ask closed questions. They are either right or wrong. (e.g. $3 + 2 = ?$). If the question was "What number combinations equal 5?" What is the answer?

The answers then may go to infinity depending on how well the child understands number.

Many teachers assume that the answer they have, is the only correct answer, and often this is not so. There may be many correct answers.

In an examination we tend to ask mostly closed questions to see if the child has the knowledge, but often these are the **only** questions that we ask.

Open questions do not have a right or wrong answer. They ask the student to think, to understand, to analyse and synthesise and to evaluate. Open questions can be closed (in the teacher's head) even when they sound as if they open.

e.g. A question like "What do you think would happen if....." is only truly open if the student is encouraged to say what they think will happen. If the teacher is sure that only one thing that happens is acceptable and accepts an answer that agrees with his/her own answer, then the question is actually closed and the teacher is not honourable.

- Open questions are those that have a variety of answers.
- Open questions are those where we try to find out if the child understands, if the child can put together two pieces of information to come up with an answer, if the child can discover an answer that is not expressly written in the book.

Remember Bloom's Taxonomy: if only closed questions are asked, we are only asking for the lower level thinking skills.

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

If the children cannot analyse, how will they understand a statement may have bias?

If they cannot synthesise, how will they solve problems, taking into account all the factors?

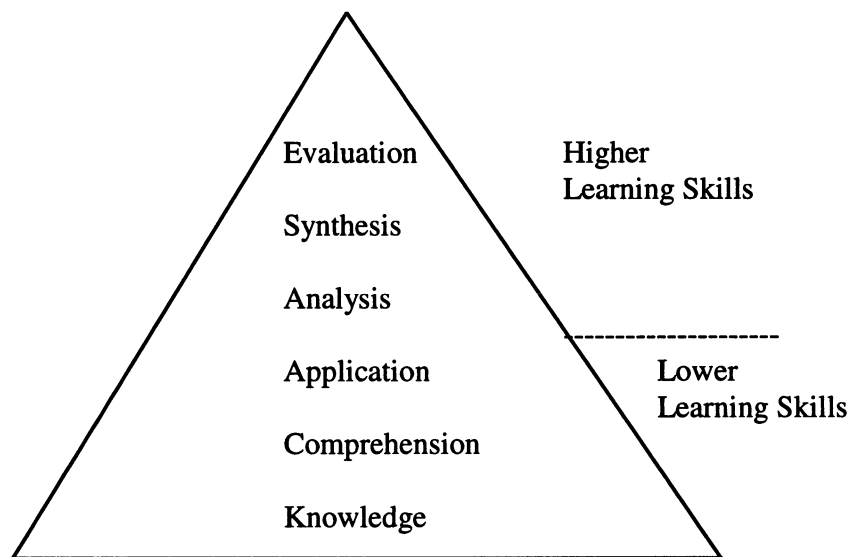
If they cannot evaluate, how will they be able to judge fairly?

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

Discuss that true open questions ask "why?", "what do you think?" "is there another way?", "what else can you add?". **NEVER ACCEPT JUST THE ANSWER THAT AGREES WITH YOUR OWN IDEAS. REMEMBER YOUR JOB IS TO HELP THE CHILDREN TO DISCOVER, NOT TO PROVE HOW CLEVER YOU ARE.**

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

Too often teachers 'play' a 'game' called "Guess what I'm thinking?". This is where the teacher asks a question and keeps asking children until the teacher gets an answer that matches what they want to hear (or the answer that is in their head). If you do that, you have to be very sure that you can think of every question and every answer and that nobody will ever have an answer that you have not thought of. It is an unfair 'game' to play, as you are not developing the child but simply boosting your own ego. Remember you are there for the benefit of the child ~ the child is not there for your benefit!



In relation to Bloom's Taxonomy, closed questions are those we ask to check the lower level learning skills and open questions are those we ask to help the child develop the higher level thinking skills. These too are cyclic. A closed question for a grade 2 child may not be the same type of question as a closed question for a grade 7 child.

Write up this chart on the board or on a flip chart

knowledge	any question where the answer is a fact from the information given
comprehension	where the student understands the information and can relay it back with meaning. (a retelling or internalising of information)
application	where the student can apply the information to a different situation
analysis	where the student can 'take the information apart' and see the principle behind the information
synthesis	where the student can put the information together in a way that a new outcome can be seen
evaluation	where the student makes a judgment about the information and can then internalise the full knowledge and understanding.

Co-operative Learning

Objective

*To help the participants understand that for a group to work effectively there must be co-operation within the group.

Small Groups

Divide the participants into groups of five or six and give them a problem to solve [such as the wolf, the sheep and the cabbage crossing the river; Appendix II]. Ask the groups to solve the problem and to look at how they solved the problem.

- Who spoke in the group,
- Who explained the problem to the others,
- Who did the writing or drawing,
- Were people willing to say they did not understand in the small group?

Because many people know the solution to this problem do the exercise a second time with the same small groups. Again, ask them not just to solve the problem but to look at how the group solved the problem. - The second story - The Beautiful Girl and the Money Lender. Appendix II

Allow open discussion of the solutions and what they show about the groups' methods of solving problems.

- Was there discussion about the story?
- Whose opinion was accepted?
- How did that person get their opinion accepted by others?
- What type of solution did the groups come to?
- Was there a leader in the group?
- Was there a person in the group who looked for flaws in the argument?
- Were the people in the groups really satisfied with the conclusion of the group?

How can this co-operative learning approach be used with children in the class? This is not about teaching co-operation through the lessons in the TAB. This is about using co-operation as a tool in the classroom, so that the children learn co-operatively and so that they will understand the "hidden curriculum" of co-operation: that it is not something just related to a game but it is in use in the classroom all the time.

Culturally the children belong to a society that works very co-operatively.

It is a very positive attribute of African life. Build on it and develop it so that the learning is real and more effective for the children.

Small group activity

*Form groups of four to five people.
Show the group some honey (or sticky equivalent), some rolled oats, or ugali powder, a wire coat hanger and a hammer. Show the groups the diagram (Appendix IV).*

Each group must imagine that they are in a room with a cement floor and a pipe is cemented into the floor.

Part way down the pipe is a ping pong ball. The pipe is just as wide as the ping pong ball. Using any or all of the things shown plus the people in the group, you must find about ten different ways to get the ball out of the pipe without destroying the ball, the pipe or the floor.

Give the groups thirty minutes to find solutions and then bring them back to a plenary session.

You will notice that many of the solutions found have similar principles but the details are different. If you had to group the solutions found, what would your groups be called? (Generally 'push' the ball out or 'pull' the ball out).

Co-operative learning allows the group to discover many solutions for a problem. If only one person finds a solution it is not always the best solution. In addition, for children, it helps them to accept that other people may think differently and that there is more than one way to solve a particular problem. It is also useful for 'child to child' teaching as children will often learn more easily from another child, when they cannot truly understand what the teacher is trying to say.

Learners will generally understand the principles but will find their own way of doing things - **THIS IS NOT NECESSARILY WRONG - JUST DIFFERENT**. Unless a solution is absolutely wrong it should not be rejected - tell the group to try to get used to things being different but not wrong. Think back to perceptions.

Discuss as a group the ramifications of this exercise on the way we teach and the way that children learn.

Critical Analysis

Objective

*To help the participants understand the concept of critical analysis.

Lecture

There is a difficulty with the terms we use. **Critical** infers a subjective approach, which is based on opinion; and **analysis** infers an objective approach. What we really mean is a way of looking at a problem or a situation that takes into account all the elements, and then working out, as objectively as possible, and with all our professional skills, what alternatives there may be. In this sense critical analysis is a form of problem solving. Part of your professional responsibility as a teacher is to give critical analysis to your students. But there may be times when you offer a critical analysis either to your fellow teachers (especially if you are team teaching) or to other people either in the school or in the community.

Criticism can only really be effectively applied if it is done objectively. Nobody likes to be criticised, and if you allow personal likes and dislikes, bias or emotion to 'colour' your criticism then it will make the other person defensive and the criticism will not be heard or understood.

This means that you can criticise the idea but not the person. This still needs to be handled carefully as most people consider their ideas an extension of themselves. If you do not have a solution or an alternative suggestion, be especially careful about how you offer criticism - be very analytical. Do not use emotive or value laden language and remember that you are offering an opinion - not an absolute or obvious truth. When you are analysing another teacher, the level of analysis must take into account all the elements - content, method, environment (physical and psychological) and the outcome. To criticise one area (especially the psychological environment) is to make the criticism personal and subjective.

Make your analysis contain both positive and negative points - if there are no positive points then there is a good chance that you are not looking hard enough - there must be some good things (otherwise how does the person keep their job?).

It is a good idea to start with some positive points about the work (NOT as personal praise - keep it objective) then raise some negative points - but offer alternatives or additions e.g. "would it make the work more effective if you tried" or "I had a similar situation and I tried and it worked really well". Try to finish with positive comments - your aim is to improve the performance of your colleague NOT to prove how important you are or how much you know.

Environment - Psychological and Physical

Objective.

*To increase the participants' awareness of the environment for teaching and their influence on it.

The environment created for teaching can be divided into two parts - psychological and physical. The psychological environment is the one you create as a teacher - the atmosphere created by your personality and characteristics as a good teacher. It includes all the things we talked of earlier - body language, eye contact, empathy, knowledge, sensitivity etc. It is determined by how you respond and react to the class. It determines how open your class will be and how responsive they will be to the messages you are giving.

The physical environment is the surroundings - the tables, chairs, size of the room, aides (e.g. flip charts, chalkboard etc.). There may be limitations here (in terms of what is available) but if the psychological environment is good the physical is less important - but where it exists you must make sure that it is conducive to the class and does not hinder learning.

Small Groups

Form small groups (different groups to the last exercise) and write up the statement below on the board or on a flipchart. Half the groups should develop arguments to support this statement and the other half should develop arguments against the statements.

"Traditionally we always have our seats in rows and the teacher sits behind a desk - our children learn by watching and listening. To have them learn by asking questions and talking to each other will destroy discipline.

In an open discussion see what the advantages and disadvantages are.

TAB Activity Analysis (Part 4)

Objectives

- * To help the participants understand the activities and the structure behind them.
- * To familiarise the participants with the activities and how they are undertaken.

Small Group Work

Divide the participants into different small groups of three to five. Give each group one activity. These activities should come from the units on Problem Solving (if necessary), Conflict Resolution, Negotiation and Mediation. The groups have fifteen minutes to read through the activity and prepare it as a demonstration. Each group should then demonstrate their activity. The rest of the participants then offer constructive analysis on how the activity could be improved. Allow for free discussion on any difficulties the participants feel they may have on implementing these activities in the classroom.

Give the participants the analysis sheet, which should be filled in.

Choose the particular lessons for the groups and allocate them.. These are concept areas which the teachers themselves may not have internalised. This will need careful analysis of the lessons so that the teachers at least have an awareness of what the objectives of the lesson are.

Discuss with the participants that the work they have just taught in their demonstration lessons cover the same skills as discussed in the section on the characteristics of a good teacher. This means that they need to internalise these skills themselves as well as teaching them to the children.

Planning a Teaching Session

Objective

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



There are five elements in any teaching session: **preparation; introduction; new content; revision; conclusion.**

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

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

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

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

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

Small Groups

Divide the group into five small groups and ask each group to look at one of the elements of the "planning of a training session". Let the groups discuss for ten minutes and then bring to the plenary group their points about their section.

Remember that in your planning and preparation that all the parts of the lesson need to be covered. It is not good teaching to spend twenty minutes introducing a lesson if the time for the lesson is only thirty minutes. It is also negative for the children (and the programme) if they only do the activity and not the discussion. This means that they are not learning about Peace Education: they are only playing games. The programme will then lack integrity, as it will not actually be teaching the children anything.

Small Groups

Divide the participants into groups of four (preferably with similar jobs or positions).

Ask the groups to prepare a twenty-minute presentation on one of the lessons from the programme and each member of the group must give one part of the presentation - either the introduction, the content, the revision or the conclusion.

Give the groups fifteen minutes to prepare their presentations.

Each group should give their presentation and at the end of each presentation there should be a short general critique by the members of the other groups. Impress on the other groups that their role is that of the audience (or trainees) as well as that of critics.

Have each group give their presentation and facilitate the critique ensuring that the critiques are both positive and constructively negative - and never personal.

Evaluation

Objective

*To demonstrate to the participants the importance of evaluation.

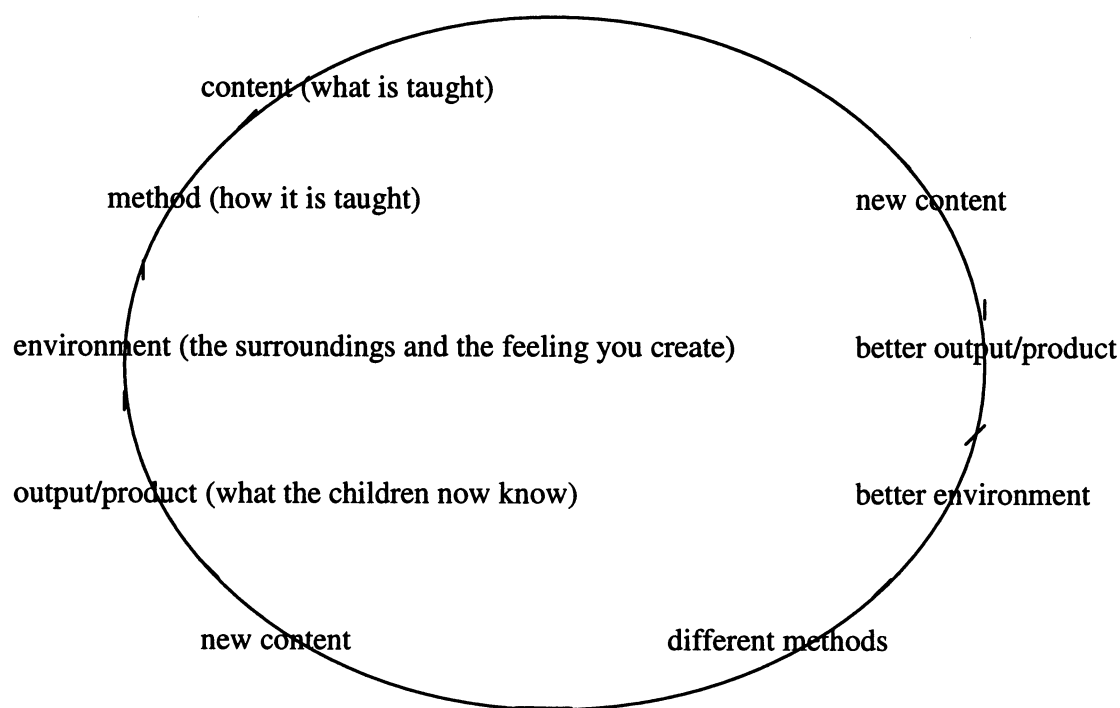
Lecture/Discussion

Evaluation is often omitted from the idea of teaching except for examinations. **Exams are not evaluation: they are assessment.** They assess how much the children can repeat of things that have been taught. Very often it doesn't matter if the children understand or not, the only important aspect is if they can repeat. Evaluation is very different. Evaluation is when each factor of the learning experience is taken into account and must be undertaken as thoroughly as possible if the subject and the teacher are to be credible. Evaluation includes:

- the content of the subject or programme,
 - the methodology used in the programme or class,
 - the physical environment (the accommodation, seating, etc.)
 - the psychological environment (the attitude of the teacher, the time available, the mix of participants),
 - the outcome (or product)
- Think about all the parts of this course. Which of these are reflected in teaching and how would they be evaluated?
 - Who should undertake the evaluation?
 - What do you do with the elements of evaluation that you undertake?
 - Remind (if necessary) that while the children have a role in evaluation (usually as assessment) so do the teachers and senior staff of the school. We all have a professional responsibility to learn from each course we undertake to make future courses better.

Divide the participants into groups of four. Ask the groups to look at all the elements which should be included under each of the headings of content, method, environment and output. List the elements onto flipcharts and allow discussion.

If these things are all important for evaluation remember that most of the evaluation of a lesson, course, your own teaching and the materials you use, will be your responsibility. Nobody can sit and observe every lesson, but through your honest analysis and evaluation you will know what can be improved. You then have a responsibility to improve: that is the real point of evaluation.



This should be an upward spiral with the elements getting better after each evaluation. Each of us has a responsibility to become the best professionals that we can, and to teach our children to be the best possible adults that they can. This is the function of an evaluation component in your teaching.

There is an added element in Peace Education. Because we are trying to change attitudes and behaviour, there are no examinations as examinations cannot test these things. Rather, you will need to watch for changes in behaviour and reinforce these changes with new content and methods, which demonstrate the values and attitudes necessary for Peace Education. You are evaluating a programme that will add to the child's life skills as they develop into an adult. The programme needs to be evaluated on that basis.

Evaluation of the Training.

1. + - ? (Plus, minus and interesting or PMI)

*Divide the participants into small groups.
Ask each group to discuss the course and decide as a group the two things they thought were best about the course; two things they thought were bad, or could be improved and two things that could be follow up or interesting for the future.
The groups have ten minutes.*

*After ten minutes call the groups to the plenary session.
On the board/flip chart draw three columns: + - ? .
Ask a spokesperson from each group to report and write the two comments in each column.*

2. Evaluation Sheet.

*Hand out the sheet [Appendix I] and ask the participants to wait for a week and then to fill in the sheet.
Explain that the reason for waiting is to judge the effect of the course after the participants have had the opportunity to try the new ideas.*

*It is important in the summary of the course to refer back to the expectations of the participants. Check these with the plenary group and discuss whether the participants feel they have had their expectations met.
This is important feedback for you as the facilitator to see how well you have responded to needs.*

This should be done before the evaluation so as to focus the attention of the participants on matching their expectations and the results.

Any concluding remarks need to include thanks to the organisers, the participants and any official guests.

APPENDIX I

**Peace Education Teacher Training Course
Evaluation Sheet**

General

Were your expectations of the course fulfilled?

.....

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

.....

.....

.....

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.....

Content

- 1. The course covered the content of Peace Education, classroom methodology, some developmental psychology and some philosophy of Peace Education.

Do you agree?

.....

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

.....

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

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

.....

.....

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

.....

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

.....

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Method

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

.....

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.....

7. Which of these methods would you use?

.....

.....

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.....

.....

.....

Environment - Physical

8. How would you rate the training venue?

excellent good fair poor very poor

Give reasons for your choice.

.....

.....

.....

.....

Environment - Psychological

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

.....

Why or why not?

.....

.....

.....

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

.....

.....

.....

.....

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

excellent good fair poor very poor

Give reasons for your choice.

.....

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.....

.....

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

excellent good fair poor very poor

Give reasons for your choice.

.....

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.....

.....

Outcome/Product

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

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

APPENDIX II

The Wolf, the Sheep the Cabbage and the Shepherd

There is a shepherd who has a wolf, a sheep and a cabbage and he must cross the river. The boat is only big enough for the shepherd and one of the other things. However if the shepherd leaves the wolf and the sheep alone, then the wolf will eat the sheep, if he leaves the sheep and the cabbage alone then the sheep will eat the cabbage. How does he get all three things across the river?

The Beautiful Girl and the Money Lender.

A beautiful young girl had a father who had got himself heavily into debt. The money lender wanted to throw him into prison (where he would surely die) but when he saw the beautiful daughter he said that he would let the father go free if the daughter agreed to marry him. The daughter refused (because he was old and wicked and ugly) but her father begged her because otherwise he would be thrown into prison where he would surely die. The daughter was a good and dutiful daughter and she wanted to save her father but the money lender was truly horrible; so she was trapped. The money lender was walking with the daughter in the garden along a gravel path made of black and white stones. The money lender said "Look, I have an idea. I will put a black stone and a white stone into a bag. You pull out one stone - if it is the white stone your father will go free and you will not have to marry me - if it is the black stone your father will go free but in return you must marry me." As he said this he bent down and picked up two stones from the path and put them into a small bag. But the daughter saw him pick up two black stones. She cannot accuse him of cheating because her father's life is in his hands. What does she do?

Answer 1 - The shepherd takes the sheep across in the boat. He returns and takes the wolf across and brings the sheep back. Leaving the sheep behind he takes the cabbage across. He goes back and then takes the sheep across.

Answer 2 - The girl takes one stone out of the bag, fumbles and drops the stone onto the path (with all the other stones). She says "Oh, how silly of me, but we can find out which stone I took from the bag: if it was the black stone the white stone will still be in the bag, if I took out the black stone the white stone will be in the bag." So she takes the bag and there in the bag is the black stone so she says "well I must have taken out the white stone so my father goes free and I do not have to marry you."

APPENDIX III

HOW TO TIE A BOWLINE

Take a length of cord (rope or string) and put it around an upright (e.g. the leg of a table).

Keep the long end of the cord in your left hand, with the shorter end in your right hand.

Make a loop in the middle of the piece in your left hand. Keep the loop flat (horizontal) and hold the place where the cord crosses between your thumb and index finger.

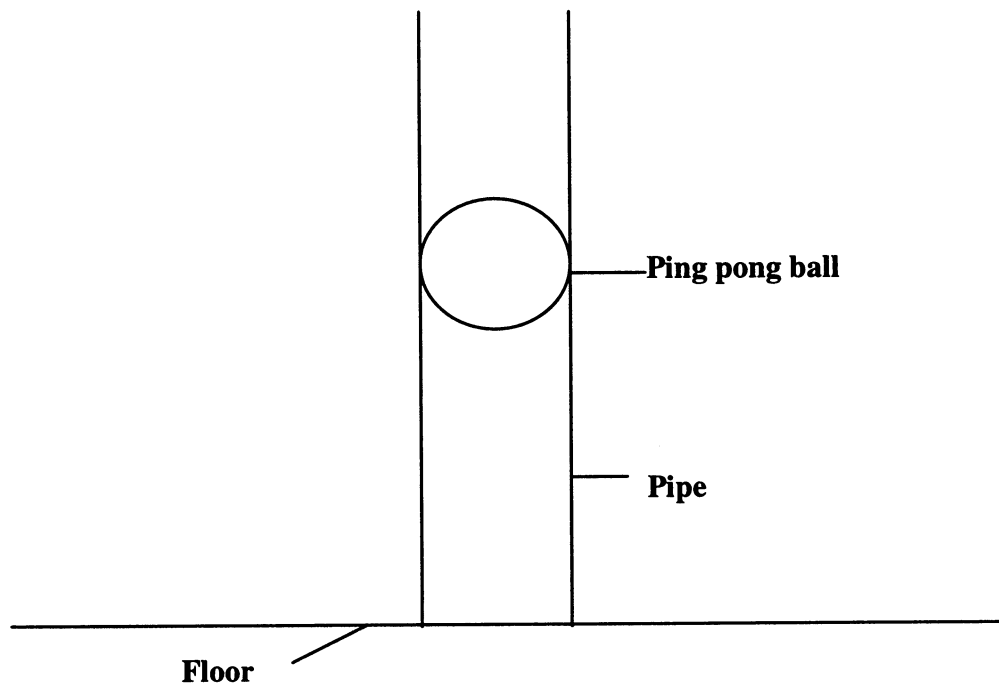
Take the piece in your right hand and bring it up through the loop.

Then take that same end and pass it under and around the straight piece of cord in your left hand (next to the loop).

Now take that end and put it down the loop.

Holding both ends in one hand the knot will slip towards the upright. And you have a bowline.

APPENDIX IV



APPENDIX V

Revision Exercises

1. "Hot Potato". The participants sit in a circle and pass a ball (or similar object) from person to person. The teacher makes a noise (or plays music). When the noise/music stops the participant holding the object must answer a question. For a list of possible questions for this and other revision games/quizzes see Appendix VIII.
2. "Dog and Bone". The participants from two equal teams. Each member of the first team has a number (e.g. from 1 - 15) and the second team are given the same numbers; so that there are two people in the room with the same number - one from each team. The teams line up opposite each other but as far away from each other as practicable. An object (a blackboard duster will do) is placed in the centre of the floor between the two teams. When the teacher calls number the two people with that number race for the object - the person who misses it must then answer a question.
3. "Captain Ball". Create teams of six to eight people (but all teams must be the same size). The teams line up and the first person stands about one metre in front of the rest of the team and faces the team. Each leader has a ball (or something to throw to the team members). When the teacher says "go" the leader throws the ball to the first person who throws it back to the leader and then squats down. The leader throws it to the next team member who throws it back and squats down and so on. The last member of the team catches the ball and runs up to the leader. The team who comes first has to answer a question in order to score points (one for winning and one for answering the question). The whole team can get together to respond to the question. If they cannot answer the question or if they get it wrong the other team can try (and score a point).
4. "Master mind". Divide the participants into groups of four. Ask a question. The first team to respond by banging their hand on the table (or putting up their hand) gets to answer the question. Any member of the team can answer the question or they can get together and answer as a group. If they are wrong they lose the point and the other teams have a chance to answer and so to score points.

Daily Revisions

5. Divide the board or flip chart down the centre. On one side write "The Most Important Thing Learned" on the other side write "The Part I Found Least Useful". Either in small groups or individually ask people to fill in the two columns. If there is a large group there can be several of these sheets and people can just move to them and fill them in. If they are unsure go out of the room and leave them for ten minutes to complete the exercise.
6. Have sheets with each topic covered written on them e.g. on sheet labeled "Characteristics of a Good Teacher - Evaluation". Draw a "smiley face" on one side a "straight face" in the middle and a "frowning face" on the other side. Ask people to come and put a dot under the face they feel most closely resembles how they feel about that topic. (Was it worthwhile or awful).

APPENDIX VI

Quiz Questions

Day 2

1. Name three expectations people have about this course.
2. What are the two elements in teaching that are closely intertwined?
3. Name three people in the course that you did not already know.
4. Explain the elements of Peace Education that make it different to other subjects?
5. Name three things that appeared on the board to describe Peace?
6. What are the two types of Conflict?
7. Explain a 'brainstorm' activity.
8. Name three other expectations people have for this course.

Day 3

1. Name three parts of the Conflict Management Continuum.
2. Explain these three sections (of the Conflict Management Continuum)
3. Explain which sections are reactive.
4. Explain which are proactive.
5. Where does this Peace Education programme fit along the Continuum?
6. Name the four levels in Developmental Psychology.
7. Explain these four levels.
8. Describe two of the activities demonstrated in the TAB analysis.

Day 4.

1. Name the lower level needs in Maslow's Hierarchy.
2. Name the higher level needs in Maslow's Hierarchy.
3. Name four characteristics of a good teacher.
4. Describe two activities from the TAB which were part of the TAB analysis.
5. Describe the experiments with baby monkeys.
6. Explain what this experiment shows.
7. Name four more characteristics of a good teacher.
8. Name three people who made presentations yesterday.

Day 5.

1. Why were schools originally developed?
2. On whose curriculum theory was the Peace Education Programme developed?
3. Describe how concepts are developed.
4. Whose Moral Development theory is used?
5. Describe two of the stages of this theory.
6. Describe two other stages of this theory.
7. Describe the lower level learning areas of Bloom's Taxonomy.
8. Describe the higher levels of Bloom's Taxonomy.

Day 6.

1. Name three things that need to be taken into account when adjusting to different levels in the class.
2. Describe the differences between essential and non-essential information.

3. Name three advantages of two way communication.
4. Name three advantages of one way communication.
5. What are the responsibilities the speaker has if they are going to use one way communication?
6. Why is two way communication necessary for peaceful interaction?
7. Describe two activities that were done yesterday.
8. Explain why these activities are part of Peace Education.

Day 7.

1. List three elements of good listening.
2. List three more elements of good listening.
3. What elements are necessary to help a group to communicate effectively.
4. Describe Skinner's rat experiment.
5. Explain how this affects the way we should teach.
6. list three examples of constructive positive feedback.
7. Explain negative reinforcement.
8. Non-essential information has two parts - what are they?

Day 8.

1. What is the most important element of the psychological environment?
2. List three things that the physical environment contains?
3. What is an open question?
4. Give an example of an open question.
5. What is a closed question?

6. Give an example of a closed question.
7. How did your group communicate?
8. What elements of cooperation did you see in the exercises?

Supplementary Questions.

List the elements of a lecture.

What % is retained if you just hear information?

What % is retained if you see and hear?

What % is retained if you do the work yourself?

Describe the difference between negative reinforcement and punishment.

Describe the difference between positive reinforcement and rewards.

Why is positive reinforcement considered to be better than punishment?
