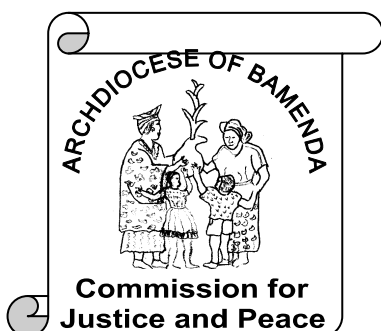


PEACE EDUCATION MANUAL

For Primary Schools

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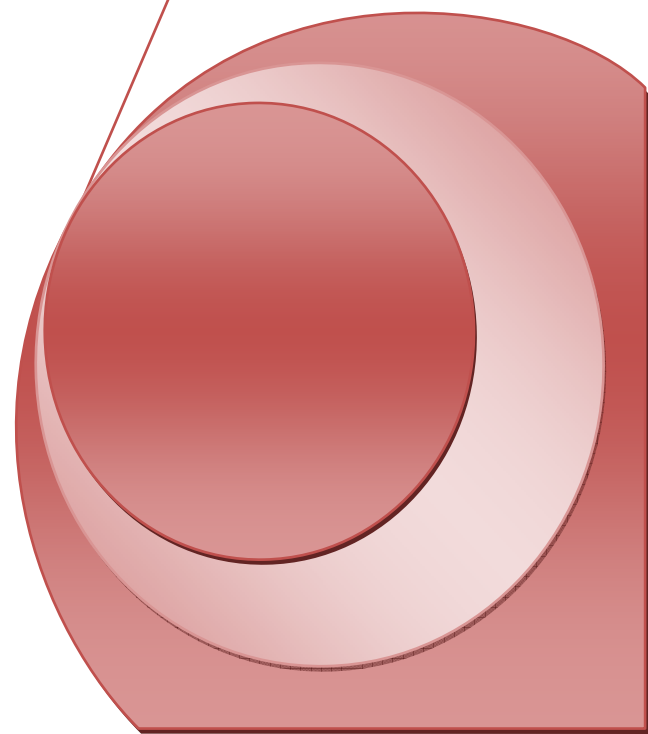
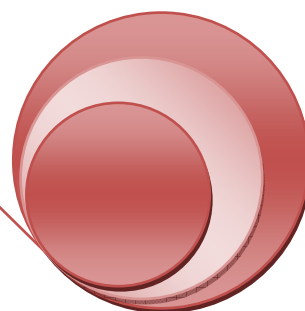
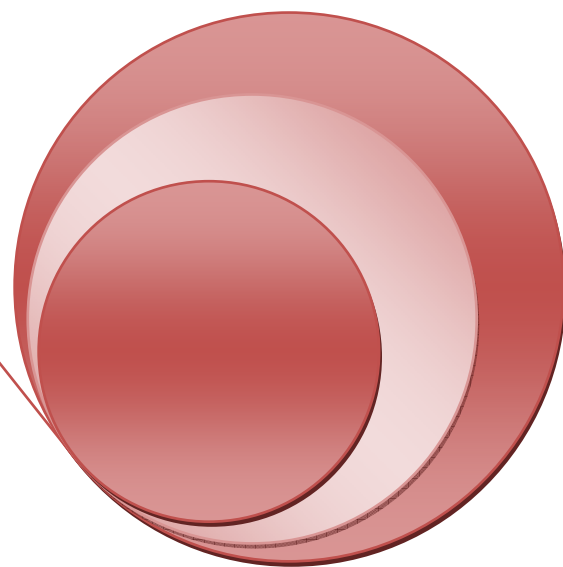


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PREFACE

The North West Region is found in the Western Highlands of Cameroon and is the third most populated region in Cameroon. It has an estimated population of 1.8 million people. It is made up of administrative divisions which are seven in number. It is in five of these Divisions that the Archdiocese of Bamenda has been carved out, namely Mezam, Momo, Ngoketunjia, Menchum and Boyo. It is thus within this jurisdiction of the Archdiocese of Bamenda that the Justice and Peace Commission functions.

The North West Region is made up of highly centralized chiefdoms / Fondoms which form well organized tribes. The native population comprises a variety of ethno-linguistic groups. Of recent, a wave of inter-tribal conflicts hit the province, causing the population, the administration of the region and the Church to be on the alert. For example, inter-tribal conflicts occurred in Mbesa–Oku and Bali–Bawock in the early months of 2007. Some conflicts are still happening these days.

After the war, we are aware that many of our school going children could not prove themselves well at home and in school, either because of their experiences during the war or maybe because of conflict their homes are made of. As an institution, we want to help by providing a practical document on Peace Education for our Schools.

The programme that has been developed in this material provides the life skills related to peace education and conflict minimization and prevention to reach youth and the community as a whole. These life skills will enable the participants to deal with related problems, including skills for constructive and non-violent living.

Bamenda, 04 April 2011

Ms Laura Anyola Tufon

- Director of Justice and Peace Commission

- Archdiocese of Bamenda

ABOUT THE PROGRAM

The Manual aims at enabling pupils acquire positive social skills and attitudes for the promotion of peace and peaceful resolution of conflicts in their environment and the nation at large.

The Manual is designed as a basic introduction with advice on methodology, exercises for teachers and pupils in establishing a peaceful atmosphere and ideas for action.

The approach stresses the practical rather than the theoretical. Exercises are provided to give teachers background information as well as to provide the building blocks for a challenging and creative learning environment for children.

More specifically, the Manual contains the following five parts:

- Myself, Others and Our Environment
- Children's Rights and Responsibilities
- Justice and Peace
- Conflict Awareness and responses, Prevention and Management
- Violence as a response to conflict?

The suggested topics had been adapted not to disrupt the current curriculum but for the teacher to use various topics in it to teach these peace elements. In some cases new topics on peace and stories are incorporated to make the elements clearer to the pupils.

As mentioned in chapter one of this Manual, teaching activities such as role-plays, pairs and groups, brainstorming, whole class discussion, etc. are to be used to make it experiential. The teacher can also bring his or her own initiatives to adapt the teaching activities to the needs of the pupils and use local examples as resources.

The adapted curriculum has been reduced to teachable level for the teachers not to "PREACH" peace but to do it actively together with the pupils, learning by doing. The activities of the teachers as well as those of the pupils have been vividly specified. The Manual has also been very explicit on techniques for each lesson.

It is hoped that, monitoring and supervising the Peace Education Program can be a follow-up after the implementation in the Primary Schools and the evaluation of the project.

Introduction

PARTICIPATORY APPROACH

This Manual uses a participatory and interactive methodology, which requires that teachers are actively involved. Exercises are drawn to take advantage of the skills, experiences and knowledge teachers bring with them. Most of the exercises are *elicitive*, meaning they were designed to elicit, draw out or even provoke responses and use teachers' knowledge as the basis for discussion and learning. Using this approach allows teachers and pupils to identify and focus their efforts on local needs and adapt the content to fit their cultural context, rather than the other way around.

Three main areas of participatory approach are covered:

- 1) Useful teaching methods
- 2) How to design your teaching activities
- 3) Evaluating your teaching activities

1. USEFUL TEACHING METHODS

The activities in this Manual are based on the methods explained here. They are simple, and practice will make them easier. If you are worried that they will disrupt your classroom, start with a simple method. You may find that letting go of some of your power as “the teacher” helps your pupils to relax and improves their contributions.

ROLE-PLAYS

What is it and why do it?

A role-play is a little drama played by the pupils. It is mostly improvised. It aims to bring to life circumstances or events, which are unfamiliar to pupils. Role-plays can improve understanding of a situation and encourage empathy towards those who are in it. For example, in a role-play about a robbery, by acting the part of the victim, can gain insight into what it is like to be the victim of crime.

How to do it?

- Identify the issue which the role-play will illustrate. For example, the right to education
- Decide on the situation, the problem, and who the characters are. For example, if the class is studying the right to education, they could think of a situation where someone might be deprived of their education, maybe because of the ethnic group they belong to, or because of a lack of legislation.

- With the pupils, decide how many pupils will do the role-play, how many will be observers, whether to do the role-play simultaneously in small groups, or all together as a class. Encourage shy pupils to be involved.
- Also, decide how the role-play will work. For example, it could be:
 - Told as a story, where a narrator sets the scene and other pupils tell the rest of the event from the point of view of “their” character.
 - A drama where the characters interact, inventing dialogue on the spot.
 - A mock trial, where the pupils pretend to be witnesses testifying in a court.
- Now allow a couple of minutes for pupils to think about the situation and their roles. If the furniture needs to be re-arranged to make space, do it now.
- Pupils perform the role-play.
- During the role-play, it might be useful to stop the action at a critical point to ask the pupils and observers about what is happening. For example, in a role-play about violence, ask the pupils if they can think of a way that the situation could be resolved peacefully, and then ask the pupils to play out those possible endings.
- After the role-play, it is important that pupils think about what just took place, so that it is not just an activity, but it is also a learning experience. When planning the role-play, be sure to leave time at the end to reinforce the purpose and learning points of the activity. For example, if the role-play was a mock trial with witnesses, ask the pupils to decide on a verdict and how it was reached to bring out the learning points.
- If the role-play worked badly, ask the pupils how it could be improved. If it went well, maybe it could be performed for the whole school, with an explanation of the subject it illustrates.

Remember:

- Because the role-plays imitate real life, they may raise questions to which there is no simple answer. Do not give the impression that there is one answer for every question if there isn't. It is very important that teachers and pupils accept different points of view as a natural, normal situation. Teachers should not impose their view on controversial matters or try to get consensus at any price. However, you can summarise the points where agreement seem to have been reached, and leave open other points, which are debatable.
- Role-plays need to be used with sensitivity. The teacher needs to respect the feelings of individuals and the social structure of the class.

PAIRS AND GROUPS

What is it and why do it?

Dividing the class into pairs or groups gives pupils more opportunities for participating and cooperating. Pairs and groups can be useful to generate a lot of ideas very quickly, or to help the class to think about an abstract concept in terms of their own experience. For example, if you were studying the right to life, you could give pairs or groups five minutes to decide “Is it ever right to kill someone?” before returning to the whole-class plenary for further discussion.

How to do it?

- When organising the groups, ask yourself questions like: Do I want to divide pupils according to ability? Do I want to combine the sexes? Do I want friends to work together? Sometimes groups can be chosen at random. For example, dates of births, or the first letters of their names, or other non-obvious criteria.
- If the tables and chairs are fixed to the floor, pupils can form groups by turning around in their seats to face the pupils behind.
- If a group will be together for more than a few minutes, it might be necessary to have a chairperson and someone to write notes. The group would need to decide who will do these jobs.
- Organising the class: Explain the task clearly. Seat pupils where they can see each other. Tell the pupils how long they have for the task.
- When the pairs or groups are working:
 - Stand back but be available.
 - Do not interrupt, unless a group has misunderstood what it is supposed to be doing.
 - Spread your attention between groups.
 - Allow group and pair discussions to flow, only intervene if asked to by the group.
 - Groups often need encouragement to get them going.
 - A pair is more likely to stop work when you approach!
- Report: The groups have to report their work to the class. Entailing a decision reached, summarizing a discussion, or giving information about how the group functioned. This sort of debriefing can be very useful for both the teacher and the class for improving group-work technique. If the groups will need to report back, they need to know this at the start so that they can select someone for this task.
- Evaluation: Ask pupils whether the activity was useful, and what they learned. If there is a negative response, ask the pupils how they would organise the activity. Use their ideas.

BRAINSTORMING

What is it and why do it?

Brainstorming is a way to encourage creativity and to generate a lot of ideas very quickly. It can be used for solving specific problem or answering a question. For example, the class could start a study of the right to citizenship by brainstorming answers to the question “what reasons do you think a government might use for taking away someone’s citizenship?” Some ideas for when to use it might be:

- To find a solution to a problem, for example, after an “incident” involving conflict between pupils. Ask the class to brainstorm all the possible non-violent solutions.

- To introduce a new topic, brainstorm everything that the pupils already know about the subject. This is a good way to arouse their interest and find out what they already know.

How to do it?

- Decide on the issue you want to brainstorm and form it into a question, which will have many possible answers. Write the question where everyone can see it. For example: “In what ways can we improve our classroom?”
- Ask the pupils to contribute their ideas and write the ideas where everyone can see them. These should be single words or short phrases.
- Tell the pupils that in a brainstorm they cannot comment on each other’s ideas until the end, or repeat ideas, which have already been said.
- Encourage everyone to contribute, but do NOT move around the class in a circle, or force pupils to think of an idea – this is likely to discourage creativity.
- Do not judge the ideas as you write them down, if possible, ask a pupil to write them. Only give your own ideas if it is necessary to encourage pupils.
- If a suggestion is unclear, ask the person to clarify it or suggest a clarification and check that they agree to it.
- Write down EVERY new suggestion. Often, the most creative or outrageous suggestions are the most useful and interesting!
- Stop the brainstorm when ideas are running out. NOW, you can go through the suggestions, asking for comments.

WHOLE CLASS DISCUSSION

What is it and why do it?

Discussions are a good way for the teacher and the pupils to discover what their attitudes are about Peace Education. This is very important for teaching and reaching peace, because as well as knowing the facts, pupils also need to explore and analyzes issues for themselves. Discussions are also an opportunity to practice listening, speaking in turn and other group skills, which are important for respecting other people’s rights.

In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the classroom. One way to help create a “safe” environment is to have pupils develop “Rules for Discussion”. This is best done at the beginning of the school year, when standards of behaviour are normally being established, but these rules can be created at any time.

How to do it?

- Ask the pupils if they want their classroom to be a place where they feel free to express themselves and to learn through discussion with each other.
- Suggest that it might be possible for the class to reach a common understanding of the protocol for listening and speaking.
- Ask the class to think of some principles for classroom discussion, which they think everyone should follow. Write all of these suggestions where everyone can see them.
- After the pupils have brainstormed for a while, look and see if there are any suggestions which could be combined, and invite the class to discuss or comment. If they have not been suggested by the class, you might want to suggest some of the following principles:
 - Listen to the person who is speaking
 - Only one person at a time
 - Raise your hand to be recognised if you want to say something
 - Don't interrupt when someone is speaking
 - When you disagree with someone, make sure that you make a difference between criticizing someone's idea and the person themselves.
 - Don't laugh when someone is speaking (unless they make a joke!)
 - Encourage everyone to participate
- Suggest that the class agree by consensus to obey the rules which they have listed. They are then responsible for applying the rules to themselves and to other members of the class. If serious violations of the rules occur, negotiate with the pupils to decide what should be the consequences of rule-breaking.
- Write the list up neatly on a large piece of paper and hang it in the classroom for the rest of the year, to be referred to, added to or altered as necessary.

QUESTIONING

What is it and why do it?

Of course, all teachers already use questions every day, but what sort of questions? Often, they are questions such as "what did I just say?" which are used to control the class or to ridicule pupils. Other questions which are used a lot are so-called "closed" questions. They have only one correct answer and are used to test knowledge. Many of the activities in this Manual use classroom discussions to explore Peace Education issues. In these discussions, the questions you ask are very important for encouraging participation and analysis, even with very young children.

PROJECTS

What is it and why do it?

Projects are the independent investigation of topics by pupils over an extended period, ending in a final product. Projects are useful for teaching peace and to reach peace because they:

- Help pupils to see links between separate subjects and between their school studies and the outside world.
- Give pupils practice at organizing themselves for action, planning their own time and working to a schedule.
- Allow pupils to take control of their own learning, with the guidance of the teacher.
- Create opportunities for pupils to interact with each other and with diverse people in the community outside the school.
- Give pupils practice at presenting and defending their own findings and opinions in public – an important skill for promoting peace.

How to do it?

Projects have distinct stages, namely:

- The topic or problem (these can be identified by the teacher or chosen directly by the class)
- Planning (teachers and pupils need to decide when the project will begin, how long it will take, what resources will be used, where these can be found, whether pupils will work alone or in groups on the same or different topics, and so on)
- Research/action (Involve visits, interviews, reading, collecting statistics and analysing data)
- The product (this might be a report, an exhibition, a painting and a poem)

“BUZZ SESSION”

What is it and why do it?

A “buzz session” can be used to change the pace of the lesson. For example, after a long presentation by the teacher, it is an opportunity to talk in pairs or threes.

How to do it?

Tell pupils that for five minutes they can react to what has just been said or shown. They can say how they feel, what they think or ask each questions about things they did not understand. After the buzz session groups or pairs may be invited to share ideas or questions with the class.

DRAWING

What is it and why do it?

Drawing can be used in the classroom to develop observation and cooperation skills, imagination, feelings of empathy for people in the pictures, or to get to know the other members of the class. Drawing is useful when teaching peace because the work of the class can be exhibited in the school to communicate the values of Peace Education to other pupils.

Some ideas for using drawing are given below.

How to do it?

- Collect pictures, photographs, drawings on different subjects from newspapers, magazines, books etc
- Ask the pupils to work in pairs and give every pupil a picture and some drawing materials. Tell the pupils not to show their picture to their partner.
- Each pupil describes his or her picture to a partner, who has to try to draw it from the description alone. After ten minutes, the pair reverses the roles. Because of the time limit, the drawings will be quite simple. The important thing is the describing, not the drawing.
- The pupils then take it in turns to compare their drawings with the original pictures. Ask them if anything important was left out? What? Why?

Where pupils have a formal art lesson, there may be opportunities to create posters or artworks which express a concern for or a commitment to peace.

INTERVIEWING

What is it and why do it?

When teaching peace, we can look in books but for concrete examples of peace in action we can look around us in our own communities. For example, if the class are studying the rights of the child, their parents and their grandparents will be an important source of information about how the lives of children have changed over the years.

Interviews are a good way to bring the wider community into the school, to tie the study of Peace Education to real life, and also to improve pupils' skills in dealing with all sorts of people.

WORD ASSOCIATION

What is it and why do it?

This method can be used with a class at the beginning of a topic to find out how much they already know about it, and at the end to find out how much they learned.

How to do it?

- Take a key word related to the issue being studied.
- Ask the pupils to quickly write down other words which they think of when they hear this word. This is a very short exercise, a minute or two is enough time.
- Make it clear that writing nothing at all is quite acceptable. The result is a “snapshot” of the range of vocabulary, which the pupils associate with the original trigger-word.

RE-CREATING INFORMATION

What is it and why do it?

A good way to internalize and understand information is to re-create it in another form, for example, to listen to a story and then tell it in pictures. Pupils will have to identify the most important part of the information and decide how to re-create it. The pupil has to decide, “I am going to do it this way because.....”

This technique helps to develop the imagination, as well as skills of observation, selection and reasoning.

How to do it?

- With the pupils, choose a source such as a story, a picture, a poem, a cartoon or a film. For example, if the class is studying the right to be with one’s family, a picture of a refugee child could be used.
- Pupils read, look at or listen carefully to the original version.
- They decide which parts of the story to transfer to the medium, and explain their choices. If you are using a picture, then they will need to imagine the story behind the picture.
- If they want to add things that were not in the original, they need to explain why.
- Pupils produce the new version.

2. HOW TO DESIGN YOUR TEACHING ACTIVITIES

Each activity in this Manual has suggestions which will help you to adapt it for your own needs. You might also want to design your own completely new activities based on Peace Education. Here is a simple model which will help you to do this.

1. Select a general topic or theme. The topic could be from a current event, a theme that is of interest to you (tolerance) or an issue required in the formal curriculum.

2. Decide which SKILLS, KNOWLEDGE and ATTITUDES you want your pupils to develop around this topic.
3. Choose your METHOD of teaching or the materials on which you want to base the lesson.
4. Write an outline of the different stages which you would like to have in the lesson. Most activities in this Manual have the following structure:
 - warm-up, motivation exercise (such as open-ended questions)
 - concrete task (done individually or in small groups)
 - whole group discussion (following presentation of small group work, if appropriate)
 - ending and follow-up assignments
5. Now think what previous knowledge the pupils will need. Also, think how you will evaluate the activity. Remember to estimate the time for each part of the activity.
6. Now return to your original list of goals. Have you covered them all in your preparation? Think about having an overall balance between discussion, thought and action in the classroom.

3. EVALUATING YOUR TEACHING ACTIVITIES

Depending on how you introduce teaching for Peace Education into your school, evaluation may be something which you are obliged to do or which you want to do. Whatever your motive, there are many good reasons to do it:

1. It is a chance to prove to yourself that your efforts are working and is worthwhile (or to see why they are not working and how to change them).
2. It gives your efforts credibility with educational authorities.
3. It gives the children the opportunity to monitor their own progress.
4. It can be part of the process of improving pupils' personal responsibility for their learning.

It is possible to work with pupils, for example, by brainstorming to list criteria or standards for participative work. Here is an example of such a list:

Skills in small group work

Does the pupils:

- keep the purpose or task in mind
- cooperate with other members of the group
- work without disturbing others
- act courteously to all group members
- complete a fair share of the work
- help find ways to improve group work

It is possible to assess attitudes in the same way. For example:

Assessment of "open – mindedness"

Does the pupil:

- consider new ideas and activities
- try new ways to do things

- put facts before feelings in discussions
- change conclusion in light of new facts
- base judgements on fairness to everyone
- consider all sides of an issue
- recognize stereotypes and prejudice

or self-assessment, a similar list can be used. For example:

Assessment of developing values

How do you rate yourself on the items listed below?

(A=Excellent, B= Very good, C=Good, D=Fair)

- respect for others
- interest in others
- listening to others
- sensitive to others' needs
- fair judgement of others cooperating with others thinking before acting
- being honest helping others admitting errors.

Finally, here is a sample marking system which includes evaluation of group work, discussions and joint projects, as well as more traditional exercise and tests:

Sample plan for marks for one term of classes

- Marks for each group activity (one per week), based on participation (assigned individually – marked through self-evaluation and evaluation by other pupils) – Group result (assigned to group as a whole – marked by the teacher)
- Written tests and homework (marked by the teacher)
- Project work (one per term) – Graded for design, execution and educational value for the pupil (marked by teacher and by other pupils on the basis of oral presentation)
- Participation and contribution to classroom discussions (marked by teacher and classmates)

Once you try this sort of marking you will have your own ideas about how to do it with your own class.

Chapter One

MYSELF, OTHERS AND OUR ENVIRONMENT

BACKGROUND INFORMATION

Emotional development and self-esteem take into consideration how emotions are developed. Healthy development of emotions can lead to positive self-esteem which is very important in confidence building. With confidence, the child would be in the position to think critically, act rationally and respect others and their differences. Individual differences exist among children and in different aspects of their development in an environment. No two persons are the same. The child must always be treated as an individual. This creates pleasant social and emotional relationship in the peace making process within an environment.

CLASS-ROOM-GROUND-RULES

We represent a small community. And as in every other community there have to be some rules to make our common lives easier. Every game has its rules, every state its laws. We are now a small state. We have already noticed that not everyone wants to join in every activity and that certain activities and games might seem coercive to some members of our group. We want everyone to feel comfortable and therefore there are some rules to be followed during the lessons. As the Peace Education Exercises enlarge the space of freedom beyond that which pupils normally have at the school, our own ground rules create mutually supportive responsibility and the feeling of safety.

Our ground rules	
1 If you don't want to participate, say "Pass".	- The Principle of Freedom
2 Listen to each other. Although different, we are all valuable.	- The Principle of Tolerance
3 All that's said here, stays here	- The Principle of Confidentiality
4 No putting others down. We are here to give each other support and understanding	- The Principle of Mutual Support and Respect

Our ground rules. We will make some basic rules concerning our behaviour during school lessons on Peace Education. Write them down on a big poster and pin it to the wall so everyone can see it (see examples on the blackboard drawn below). Every group member comes forward and put his/her symbol next to the rule they like most.

Then we will agree to remind one another (not by loudly protesting but by gesture, mimic and by pointing to the rule on the poster the rule that has been violated) to respect the rules that someone forgets them.

RIGHTS AND RESPONSIBILITIES IN THE CLASSROOM

The class can develop their thoughts on Rights and Responsibilities. Here are some lists. This can be used with their own class list.

RIGHTS We have the right... • to be treated kindly, with politeness and respect • to be listened to • to tell the teacher what we feel and to ask for help when we need it • to a clean and comfortable classroom with enough paper and pencils • to somewhere to hang our coats and to our own drawer • to be able to go to the toilet during lessons with permission • to a playtime if we finish our work • to go into school when it is raining if a teacher is in the building • to have some quiet time in class • not to be bullied

RESPONSIBILITIES It is our responsibility... • to be polite and treat people pleasantly • to be kind • to be listen to others • to wear suitable clothing • not to wear muddy shoes in class • to keep the playground tidy • not to damage furniture and equipment • not to waste time • not to mess about in class time • to share materials • not to hurt or bully others • to behave sensibly and safely • to return to class sensibly • to take care of others' clothing • not to interrupt people or distract others • to do the work set for us • to listen to teacher when he or she is speaking to you, your group or the class • not to waste the teacher's time unnecessarily • to come lessons on time.

THIS IS ME

Aim: Children reinforce their identity and raise their self-esteem through an art activity. The questions encourage them to think positively about differences between people.

Learning points: - We are all different but we share many similarities.
- Rights are based on the similar needs of different people.

What you need: Summary of Rights from the Convention on the Rights of the Child (see Annex); Sheet of paper or slate for each child. Pens, crayons or chalk.

Time: One hour

How to do it:

- Write each child's name on a sheet of paper or slate, or ask them to do it themselves.

- Ask them to decorate their name using crayons/chalk. They can colour the name and draw some of their favourite things around it, such as toys, places, food and so on.
- Sitting in a circle, ask each child to show their name and explain their favourite things.
- Ask the questions listed below as a way to develop children's awareness of their similarities and differences.
- Display all the work in the school with a title such as "This is Us".

Questions:

- What did you learn about other people?
- Did you learn anything about yourself?
- How did it feel to see your name displayed?
- Were our favourite things the same or different?
- What would it be like if we were all the same?

Choices:

- The class can look at the Summary of Rights from the Convention on the Rights of the Child (CRC). Which rights mention children's similarities? Which rights mention children's differences?
- If the group is too big, or the children are too small to concentrate for long, ask them to talk to another child about their work. After a few minutes, each pair can show their work to another pair.
- Older children can sit opposite each other in pairs and draw each other. Ask them to talk to each other, finding out about the other person's interests, history, dreams, family, work, etc. and drawing these things around their portrait of the other person.
- For another adaptation, ask the class to move around the room while music plays. When the music stops, they must find a partner, and ask each other any question. For example, what is your favourite colour or food? Do you have any brothers or sisters? Where would you like to travel? Restart the music and repeat process until all the children have exchanged their opinions. At the end, ask questions similar to those listed above.
- As a project (see section **Projects** in Chapter One: **Useful teaching methods**) children could do this activity with their family and adult friends, explaining the learning points themselves. The results of this project could be displayed either in or out of the school.

GAMES FROM AROUND THE WORLD

Aim: This activity with games helps children to explore the similarities amongst the children of the world regardless of nationality, gender or ethnic group. It also introduces children to the idea that they have inherent rights, including the right to play, which are written down in the Convention on the Rights of the Child.

Learning points: - We are all different but we share many similarities. - Rights are based on the similar needs of different people.

What you need: Summary of Rights from the Convention on the Rights of the Child (**Annex**).

Time: About an hour and a half

How to do it:

- Explain that children all over the world play different, but very interesting games.
- Introduce games from different countries (if you have a globe or an atlas, show them where those countries are). Play the games. There are some ideas given below.
- Ask the children which game of theirs they would recommend to children all over the world. Play that game.
- If some children belong to an ethnic group, ask if they know some games from their own culture which you can play. (But if they don't want to, don't force them.)
- Ask the questions listed below as a way to develop children's awareness of the similarities between children all over the world.

Questions:

- Did you enjoy one game more than the others? Why? What makes a good game?
- Would the new games become more fun if you were used to them?
- All children have the right to play. This right is written down in the Convention on the Rights of the Child. Why do you think play is specially mentioned in this document?
- Would it be possible for you to teach children from another country your games, even if they didn't speak your language? How?

Choices:

- This activity can also be done using songs or stories from around the world, or from different parts of your country.
- As a project, children can make a "collection" of games from their families, books, stories.
- Children could split into two groups. One group shows the others how to play a new game by miming. Then swop.

Example games:

Cover your Ears (Korea). This game is a favourite of both children and adults. Any number of players can join the fun.

- The players sit in a circle. One player is chosen as the leader, and places both hands over their ears.
- The player to the left of the leader places their right hand over their right ear. The player to their right must place their left hand over their left ear. (In other words, the ears nearest to the leader are covered.)
- The leader removes both hands and points to another player in the circle.
- The new leader puts both hands over their ears. Again, players immediately to the left and right of the leader cover their "near-side" ears. The new leader then points to another player and the game continues as quickly as possible.

- Any player who is slow to cover an ear, or who makes a mistake, is out of the game. The winner is the last player left in the game.

Who is it? (Chile). This is a game for six to thirty players.

- One child is IT. The players stand in a line behind IT. IT should not see who is behind him/her.
- IT takes nine slow steps forward while the other players quickly change places. One of them takes the place directly behind IT.
- The other players ask IT: "Who is behind you? "
- IT can ask three questions before guessing who it is. For example: "Is it a boy or a girl?" , "Is she/ he short or tall?" , "Is she/ he dark or fair?"
- The other players give one word answers to the questions. IT must then guess who is standing immediately behind.
- If IT guesses correctly, that person remains IT for another turn. If IT guesses incorrectly, another player becomes IT.

THE BOY WITH TWO EYES

Aim: This short story gives children a positive picture of "difference".

Learning points: - Disabled people have the right to be treated in the same way as everyone else.

What you need: The Simplified Version of the Convention on the Rights of the Child (see Annex).

Time: About an hour

How to do it:

- Tell the children the story below. Then ask the questions which follow.

"Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us except for one thing, they only have one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away, and they can see straight through walls. Women on this planet have children just like on Earth. One day a strange child was born. He had two eyes! His mother and father were very upset. The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said "Nothing can be done." As the child grew up, he had more and more problems. Because he couldn't see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn't see long distances, so he had to have a special telescope. Then he could see the other planets, like everyone else. Sometimes when he walked home from school he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see." And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before...like red and yellow...and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops.

Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

One day he met a girl. They fell in love. She didn't mind that he had two eyes. And then he found that he didn't mind either. He had become very famous. People came from all over the planet to hear him talk. Eventually they had a son. The child was just like the other children on the planet. He had only one eye."

Questions:

- What do you think it was like to have two eyes on a one-eyed planet?
- What difficulties do you think the boy with two eyes had? Why?
- What other sort of differences in their abilities do people have?
- Would you be "different" if you lived somewhere else on Earth? Why? How would you like to be treated if you were "different"?

Choices:

- Look at article 23 of the Simplified Version of the Convention on the Rights of the Child. What sort of "special care" might disabled children need? If there was a disabled child in your class what would you do to help?
- Ask the class to imagine that they are going to a country where everyone has one eye. Ask them to write a letter to their new friends telling them how two-eyed people like to be treated.
- Ask the class to re-create the story in another form. For example, as a play or a picture.
- As a project (see section **Projects** in Chapter Two: **Useful teaching methods**) children could study one particular disability, learning more about how people who have that disability live, what they can and can't do, what special equipment or help (if any) they need. This is an excellent opportunity for children to meet disabled people and challenge prejudices they might have about disability.

WHO AM I AND WHAT AM I LIKE?

A circle for talking

Children sit in a circle that includes the teacher and any visitors. The teacher puts the following statements:

What I like best about myself is ...

I'd like to be ...

My favourite game is...

I think my name means...

I would like to learn about . . .

I feel happy when

I feel sad when

I want to become more ...

Someday I hope ... With each statement, each child has a turn to answer. Time is shared equally and listening is very important (so interruptions are restricted). Children can "pass" if they want to, and each person stays in her or his place until the activity is over. Answers can be entered later in the "Who am I" book.

A "Who am I?" book

Children begin a book about themselves, with a self-portrait on the cover. Personal pictures, prose and poems can be collected in this book. As children learn to write they can put personal details, questions about themselves and answers to questions in it too. If resources are limited a book can be made for the whole class with a page or two for each child.

Me and my senses

Have children discuss in the circle, or use a role-play to explore the following statements:

Hearing helps me to

Seeing helps me to

Smelling helps me to

Touching helps me to

Tasting helps me to

Rephrase the questions, where appropriate, to suit the needs of children with disabilities (e.g., "Not being able to see (very well? at all?) I'm still me, and I can . . ."). Get each child to invent an instrument to help them smell, or touch better. Have them describe, draw or dramatize it.

Wishing-well

Arrange the students in a circle. Suggest that it is the edge of a wishing-well. Propose that each child in turn makes the following wishes (this can also be done in small groups or pairs):

If I could be any animal, I'd be - - - because

If I could be a bird, I'd be - - - because

If I could be an insect, I'd be---because

If I could be a flower, I'd be---because . . .

If I could be a tree, I'd be - - - because

If I could be a piece of furniture, I'd be - - - because

If I could be a musical instrument, I'd be - - - because

If I could be a building, I'd be - - - because

If I could be a car, I'd be - - - because

If I could be a street, I'd be - - - because
If I could be a State, I'd be - - - because
If I could be a foreign country, I'd be - - - because . . .
If I could be a game, I'd be - - - because . . .
If I could be a record, I'd be - - - because
If I could be a TV show, I'd be - - - because
If I could be a movie, I'd be - - - because
If I could be a food, I'd be - - - because
If I could be any colour, I'd be - - - because

1. GROUP RELATIONSHIP

Considering the willingness of school children to associate themselves with peer groups, these ideas need guidance if parents, teachers and children are to live together peaceably. Hence the inclusion of group relationship as topic for Peace Education is creatively essential.

HOW DO YOU FEEL?

Aim: This quick game encourages sensitivity to other people's feelings.

Learning point: - Sensitivity to each other's feelings is the basis for protecting each other's rights.

What you need: Summary of Rights from the Convention on the Rights of the Child (see Annex).

Time: Half an hour

How to do it:

- Two children leave the room.
- While they are out, the other children choose a feeling to act when they come back in. For example, happy, angry, disappointed, excited, bored, lonely and so on.
- The two children return and the others act out the chosen feeling. The two children have to guess the feeling.
- Repeat this as many times as seems appropriate.
- Ask the questions below.

Questions:

To the children who went out of the classroom -

- Was it easy to guess the feelings?
- How did you guess?

To the whole class -

- Is it a good idea to know how the people around you are feeling? Why?

- Have you ever felt happy when everyone else was sad, or sad when everyone else was happy? What was that like?
- What would happen if no-one paid any attention to anyone else's feelings?

Choices:

- Look at the Summary of Rights from the Convention on the Rights of the Child "Children have the right to be kept safe and not hurt or neglected." How can being aware of each other's feelings help to fulfil this right?
- As a project for older children, work with them to create a role play about a situation where different feelings are involved (for example, a fight in the playground). (see section **Projects and Role-plays** in Chapter One: **Useful teaching methods**)

TALKING STICK

Aim: This sharing activity helps children develop listening and talking skills.

Learning point: "Children have the right to express their own opinions and to meet together to express their views".

What you need: Summary of the Convention on the Rights of the Child. Any knobbly stick, not too big, and without sharp bits.

Time: At least 10 minutes

How to do it:

- Explain to the children that the Native American People or "Indians" had a way of listening to each other so that everyone got a chance to talk. They used a talking stick. Whoever has the talking stick has the power to speak and everyone else has the power to listen. The stick is passed around in a circle. Anyone who doesn't want to speak simply passes it on. The talking stick can be used in different ways. For example, to tell news or to give opinions. It is a good way to get shy children to speak with confidence and to persuade dominant children to respect the rights of other children.
- A good way to start is for the teacher to take the stick and, for example, say something which he or she likes, then pass the stick on to the child next to him or her. This is an easy way to show the children how to use the talking stick.
- Be sure not to force children to speak.
- After the activity, ask the questions below.

Questions:

- What was it like to speak / to hear other people speak?
- Did you find out anything new or surprising?
- Do you like to be interrupted?
- What is the advantage of letting someone speak without interruptions?

Choices:

- When fights or other incidents have happened, this can be used to find out the opinions of the class about what should be done to solve the conflict.
- Adults can use this activity in exactly the same way, for example to get to know each other.

TRUST ME

Aim: This exciting and active game helps children to understand the importance of trust and cooperation.

Learning point: - We need to cooperate to achieve human rights for all.

What you need: - Summary of the Convention on the Rights of the Child (see **Annex**). - Blindfolds for half of the children or one pair of children is acting in the middle of the circle.

Time: Forty-five minutes

How to do it:

- Ask the children to form pairs.
- Blindfold one child in each pair.
- The other child in the pair is "leader" and leads their partner around the room.
- The "leaders" should find a variety of (safe!) experiences for their partners. For example, asking them to identify objects by touch, leaving them alone for a moment, running together on smooth ground. Encourage "leaders" to use their imagination.
- Pairs swop roles.
- After the game, allow time for the class to talk about the game. Use the questions below to start the discussion.

Questions:

- What was it like to be "blind"/the leader?
- How did you communicate?
- Did you prefer one role? Why?
- Did you feel responsible when you were the leader?
- Did you trust your leader?
- Why is trust important? (In families, friendships, between countries...)

Choices:

- Pick one of the rights from the **Summary of Rights from the Convention on the Rights of the Child** (Annex). How would the world need to cooperate to make sure that this one right was realised for children everywhere? (For example, the right to enough food and clean water would require trust and cooperation by governments, food growers, traders,...)

- In an adaptation of this game, one child is a "ship" and the others are "rocks". The rocks sit on the floor with spaces between them. The ship is blindfolded and must walk from one end of the room (the sea) to the other (the shore) without bumping into a rock. When the ship comes close to a rock, the seated child makes a noise like waves on a rock to warn the ship to change direction. When the ship reaches the shore, another child becomes the ship.

SAYING NO TO NEGATIVE PEER GROUP PRESSURE

Aim: - to help children to make decisions
- to assist in critical thinking

Learning point: - pressure from peer group can lead to the development of bad habits
- pressure does not lead to the creation of a just society.

Time: Depending on the method chosen.

How to do it:

The teacher asks the pupils to list down problems common within the school system. These should be listed under two headings

- Minor problems – e.g. cheating, stealing, telling lies...
- Major Problems – e.g. smoking, gambling, drug-taking, drinking ...

In a class discussion the impact of these problems should be made clear to the child e.g.

- they lead to school drop outs
- they frustrate children's ambitions
- they create social misfits
- parents become disappointed
- they do not create responsible citizens
- they become reasons for social crimes in our communities.

The children write down three reasons why they should say no to peer group pressure. Use one of the participative methods: - Pair- or Group-work - Role-play - Drawing - etc.

EXERCISES ABOUT AFFIRMATION

What we will be doing today: Introducing ourselves; starting with group interaction; positive thinking about ourselves and others; building mutual trust and a feeling of security.

Left-hand writing. We can take a very simple exercise to make children understand what our future activities will be about. The pupils are sitting in the classroom as usual. We ask them to take their pencils and write down their name. Then we ask them to write their name once again, but this time with their left hands (if left-handers, with their right).

Feedback: How did you feel while doing this? Was it difficult, funny, confusing, new, uncomfortable or cheerful? Next, please, draw a face of your feeling and name it underneath! At a signal, everyone shows his/her drawing to someone else.

Teacher's introductory note - Writing our name is familiar to us. But writing our name with our left hand was quite a new experience. We did what we knew how to do, but it was still very different. That is exactly what we are going to do during our Peace Education Program in School - we shall talk and play, but it will be different from the school hours that we are accustomed to. We shall sit in a circle, so that everyone will see everyone else and we shall establish our own rules for our games and activities. While doing this you might feel somewhat strange, as you did while drawing with your left hand, however you might also find yourself feeling amusement, joy, confusion . . .

The pupils will put their benches aside and form a circle in the middle of the classroom. The leader (or the teacher) will sit in the circle along with the other participants.

The chain. We introduce ourselves by name and with one additional word that starts with the same letter as our name does. Everyone has to repeat the name of the one who spoke before them, the word he/she has said and then add his/her own (name and word). For example: This is **John** - jogging, and I am **Maya** - mouse. . . This is **Maya** - mouse, and I am **Divna** - divine...

Hidden treasure. Now we introduce ourselves in pairs. Pairs step forward out of the circle one by one and each member says two things he/she does well and that are unknown to others. For example: "First, I am good at repairing bikes and second, I am good at computer games." After all pairs have spoken and the circle is reformed, the teacher throws a ball to someone. That one has to tell us what his/her partner is good at. (E.g. "John is good at repairing bikes and very successful at computer games.") If someone cannot remember their partner's words, they can say "Pass" / "Next!" and throw the ball on to someone else.

Support. We explain that we are going to practice giving and receiving support. Support is a positive thought (or action) expressed to someone in the group. Everybody sits in a circle, each member goes into the middle of the circle and says something positive about somebody in the circle, and that one then says something positive about somebody else, and so on until everyone has a turn. Note that something positive has been said about everybody in the group. While everybody is thinking what he or she would say, the others do not interrupt nor distract him with gestures and words.

Discussion after the activity: How did you feel when you were listening to positive things being said about you? Good-bad, satisfied-dissatisfied, embarrassed, important, tense, relaxed, cheerful, worried? When somebody said a nice thing about you, did you feel it as attack or a support? Which was harder, to receive or to give a positive statement?

Conclusion: Everybody wants to be important and valued, recognized by others. We all need support. If you wish to give (or get) support, begin by talking in positive way about yourself (and others). We begin with affirmative statements, not with negative statements.

Making a peace lighthouse/ the mind around the circle. Everyone is standing in a circle and holding hands but in a special way - the receiving hand's palm is turned up and the sending hand's palm down. Close your eyes and think about what message for peace you would like to send. First you send it to the nearest person, than to everyone in the circle and after that to everyone in the building... What do you feel in your heart? Send that light and warmth you have to every person in your neighbourhood, in the street you live in, to the whole town, the whole state, to other states, the whole of Europe, to every continent, to the whole planet ...Finally, squeeze hands and open your eyes.

COOPERATION AND GROUP-BUILDING

Cooperative story-telling

This activity encourages children to develop their language skills, listen to each other, and work together to create a story.

Have the children sit next to each other in a large circle. Explain that they are going to make up a new story together. It can be either make-believe or realistic. Each person will give one sentence of the story. Everyone must listen to the person who speaks before them, so that they can add to the story as it grows.

When the story is finished, ask the group:

- What is easy or difficult for you to think of a sentence to add to the story?

Why?

- Did the ending of the story surprise you?
- How is a story told by many people different from a story told by one person only?

Note: The first time that this game is played, it may help if you begin the story. It can also be the fun to point to children at random to let them know it is their turn to contribute a sentence, rather than simply going around the circle.

Cars and drivers

This activity helps children to work cooperatively with a partner, to develop trust, and a sense of caring and responsibility for another person.

Have each child find a partner. In their pairs, one child should stand behind the other, with her hands on the shoulder of her partner.

Explain that the child in front is the “car” and the child behind is the “driver”. The “driver” is responsible for guiding the “car” around the room, steering with her hands on the “car’s” shoulders, keeping the car from running into furniture or other cars. The “car” should try to keep her eyes closed while moving.

(If you are playing this game outside, mark off the limits beyond which the cars and drivers should not go. Use a rope, or draw a large circle on the ground, or use trees or stones to indicate the limits of the space)

Give the drivers three to five minutes to drive the cars. Then have the children switch roles for another three to five minutes.

At the end of the game, you can ask the children these questions:

- Which did you like better- being the car or being the driver? Why?
- What was most difficult about being the car? Why?
- What was most difficult about being the driver? Why?
- Who are some of the people that, in real life, you trust to take care of you?
- Who are some of the people that, in real life, you are responsible for?

Machine-building

This activity builds the skills of cooperation and teamwork—as well as encouraging children to use their imaginations.

With the whole group, ask the children to think of as many different kinds of machines as they can. You may have to suggest a few to get them started. If possible, list these on a chalkboard for everyone to see. Some kinds of machines that children may think of include:

- Vehicle (car, truck, train, motor bike, bicycle, aero plane, cart)
- House hold machines (rice mill, flour grinder, mortar and pestle)
- Others (clock, fan, sewing machine, radio, television, telephone)

Once the children have thought of different kinds of machines, have them form small groups with five or six children in each group. Tell them to think of a machine that has different moving parts. Together they may think of a way to act out that machine, with each person in the group moving as one of parts. They may use sounds, but no words.

Give the groups about **10-15 minutes** to think of their machine and practice acting it out. Then call all the children back together. Ask each group, one at a time, to act out their machine for the rest of the children.

The children who are watching try to guess what the machine is.

Once all the groups have had the chance to act out their machines, ask the children these questions:

- Was it easy or difficult to work together as a machine? Why or why not?
- What happen to a machine when one of the parts is missing or doesn't work?
- Think about different groups that you belong to – your family or your class at school. What are some of the different things that people do in those groups to make them work well?
- How are groups of people like machines with different parts?
- How are groups of people not like machine?

HOW DO I LIVE WITH OTHERS?

Letters and friends

Set up a letter exchange with another class in another school or even another country. Initiate this exchange by sending poems or gifts from the class. This may lead to a day visit later if the distance allows, and a chance to meet the children of the other community. Investigate the twin school: how big is it? What games are played there? What do the parents do? What are the differences and similarities?

The talking circle again

Pass around the following questions:

What I like best about friends is ...

Co-operation and helping others is important because ...

If I could teach everyone in the world one thing, it would be ...

I am different from everyone else because ..

I am like everyone else because ...

The importance of class-room climate and the need for participation and co-operation cannot be emphasized enough. The children's suggestions and opinions are also very helpful in creating the best classroom atmosphere. Be open to their help and provide necessary changes.

2. COMMUNICATION

Poor communication and misunderstanding are at the root of many conflicts. Effective communication is essential in order for parties in a conflict to obtain accurate information, determine each others' needs and feelings and decide upon mutually agreeable solutions. For Peace Education, the main objective is to help each child achieve a more positive and realistic self-image. Communication is a way by which one shares his/her feelings, ideas, values, interests or goals through verbal or non-verbal means.

PA KAMARA'S STORY

Pa Kamara's Story shows some effects of unclear communication:

Pa Kamara lived in Kasandeh village with his wife and two sons Amadu and Kelleh. Pa Kamara and his family earn their living through farming and hunting. They visit the big town only when called upon by the Paramount Chief or when they need items like salt, clothes and Kerosine.

Pa Kamara fell seriously ill one night and was unable to walk or eat. One of his sons – Amadu a semi-literate – immediately rushed to town to buy medicine from the pharmacy. The pharmacist advised him to shake the bottle well before use. Amadu paid little attention to the pharmacist's advice, but hurriedly took the medicine bottle home.

When Amadu returned home with the medicine, he told his sick father that the pharmacist advised that they should shake the sick man vigorously before using the medicine. Pa Kamara

had no choice. His two sons took him out of bed, shook him vigorously, then let him go. Unfortunately Pa Kamara fell dead on the floor.

When people asked why they did that to their sick father, Amadu said he was advised by the pharmacist to do accordingly. The pharmacist however denied this and said that he had told Amadu to shake the medicine bottle vigorously before giving the medicine to the sick man and not otherwise. Amadu himself conceded that the pharmacist's communication with him was unclear.

Questions

1. Did Amadu listen actively to the instructions of the pharmacist?
2. Was the instruction of the pharmacist clear?
3. Was the communication between Amadu and the pharmacist efficient?

Non-violent communication is not a method to change people, but to establish relationships based on honesty and empathy that will eventually fulfil everyone's needs.

The following story gives an insight into how non-violent communication helps others to understand the plight and need of others.

Nonviolent Communication – a reader for neo literates, SLADEA 2005 p. 9-10

HOW MY ARROGANCE LED ME TO A DILEMMA

I was born in a rich family. Everything was nice and well with me, my background made me proud and insolent to people of lower social classes. I became a celebrity as a result of the high standard of living I enjoyed.

At the age of twelve, I had no respect for younger and older people alike. I referred to the aged as old chipmunk and to the young as servile. Those people who worked for my parents I always regarded as slaves, worth no human treatment. This had been my attitude until I explored the wider world outside my parent's home.

One day, I decided to use my father's boat to venture into the sea. As I was enjoying the cold sea breeze, a violent wind came up that drifted my boat into the middle of the sea.

The wind was so heavy that I could not find my way back and there was nobody to help me out. Soon I realized that I was surrounded by crocodiles, sharks and the unfriendly sea.

With all the powers and riches I used to boast of all my life, I now faced the kind of enemies to whom all the money in the world does not mean anything. I used to talk and act violently and unruly, but the sharks and crocodiles around me seemed more violent. I was master of my parent's home but here in the sea, the reptiles were. Only they could determine my fate.

As I was wondering what to do, I saw what looked like the same old and young people I always despised, coming towards me in a boat. They told me they were the custodians of the sea and that I have violated the rules by going that far. They decided to take revenge by leaving me to die in the hands of the reptiles.

It was then that I realized that no matter how rich and influential one is, one should be humble, friendly and have respect for everyone. I recalled how I acted and behaved throughout my young life. I realized that I never thought about what others felt because I did not respect their dignity and thought about what led me to act violently with others. I also realized that I behaved as I did to fulfil my needs to be respected as a 'master' and enjoy a pleasant life.

As the young and old were about to leave me, I turned to them addressing them as "my fathers and brothers", and asked them to please save the life of a poor boy. They turned at once and listened to me. I told them what I found out about myself just because of finding me in this dangerous situation – my violent behaviour and wrong doings against them. I also promised honestly to change. After they listened carefully to my words, they rescued me. Hence I experienced how my politeness, honesty and non-violent attitude made them save me.

From then, I have always tried to respect everyone, use non-violent communication and behave accordingly. I hope all those who read this story do the same, no matter whether you are rich or poor. It is the right way to a peaceful life.

Questions

1. What did the young boy realize while on the boat?
2. How did the young boy behave before realizing his wrong doings?
3. What made the people rescue the young boy?
4. Ask the learners to think out similar stories.

Nonviolent Communication – a reader for neo literates, SLADEA 2005 p. 20-23

IMPROVING COMMUNICATION

Goal: to improve children's abilities to communicate their feelings.

Objective: to improve children's abilities to recognize effective and ineffective communications.

- Tell the children that sometimes we don't say what we feel because we are afraid that others will make fun of us or reject us. We can also try to hide what we are feeling because we do not know how to say it correctly.
- Tell the children that it is important to express what we think and feel. Ask them why it is so important to tell what we think and feel.

If the children do not have any ideas, you can make suggestion: because other can't guess how you feel, because others can't help and console you if they do not know how you feel, etc.

Tell the children that there are four rules for a good communication. Show the page with the rules or write them on the blackboard and give examples for each:

- **Say how you feel** e.g.: I am sad, I am proud, I am angry, I am happy, I am afraid.
- **Say why you are feeling that way** e.g.: I am sad because my friend moved to another town; I am proud because I did well in class.
- **Help others understand by repeating what you are saying using different words** e.g.: I am upset because you don't want to play with me, or When I ask you to play with

me and you refuse I feel rejected and lonely, or I am sad when you refuse to play with me.

- **Respect others** e.g.: Do not blame, insult or sulk. For example do not say things like: You are stupid because you don't play with me. It's better to say: I am disappointed because I would like to play with you.

RULES FOR GOOD COMMUNICATION

- Say how you feel
- Say why you are feeling that way
- Help others understand by repeating what you are saying using different words
- Respect others

HINDRANCE TO COMMUNICATION

Specific Objective: To help children to be aware that disruption of the communication process or incorrect interpretation can lead to conflict.

Core Message: Misunderstanding leads to conflict

1. The teacher explains to the children about the impossibility of using a faulty vehicle to transport people or goods. If the vehicle breaks down on the way – there are problems. Similarly, a lot of things can disrupt the communication process. Failure to communicate can lead to stress and conflict.

2. Hindrance to communication:

- **Emotions** ...of the speakers or listeners can be a barrier to the communication process; the moral is to avoid communicating when you are emotionally aroused

Give Example!!!!

- **Differences in thinking on perception** ...people of different ages, culture, education, sex, personality, do not think in the same way and will each perceive situation differently.

- **Jumping to conclusions** ...when we see what we expect and therefore hear what we expect to hear, rather than what is the reality.

- **Lack of interest** ...this is one of the greatest hindrances to communication.

- **Difficulty with self-expression** ...this involves having difficulty in finding words to convey your ideas.

- **Atmosphere** ... this may take a number of forms - loud banging – a gunshot – shouting people –

3. The Children make a role play either how emotions or the atmosphere can disrupt the communication process. Let them exhibit the consequences of these.

DIFFERENT TYPES OF COMMUNICATION

Specific Objectives: Pupils should be able to

- express their feelings / to letting it out
- practice other forms of communication.

Core Messages:

- sign language is equally as important as verbal language
- body language is also an important channel of communication but is interpreted according to culture.

The teacher asks the pupils to tell about the use of the following: used as transportation for people, load

Possible answers written on the blackboard:	
● Bus	- the bus takes workers to work, children to school;
● Lorry / Truck	- for transport from one end to another;
● Car	- car is a taxi or transporting small families;
● Motor-Bike	- motorbike, bicycle is for transporting individuals;
● Bicycle	- motorbike, bicycle is for transporting individuals;

1. The teacher explains that just as there are different vehicles for transporting people or commodities from one place to another, similarly there are different ways of sending messages or communicating. Sometimes we are very familiar with these means others may not be so familiar.
2. The non-verbal communication is very powerful in sending messages.

Verbal Communication	Non-Verbal (sign)communication
writing	pointing of fingers
talking	gestures
telephoning	smiles
sending e-mail	eye contact
	nodding

3. Let children role play, making use of sign language.

EXERCISES ABOUT ACTIVE LISTENING

What we will be doing today: We are practising ourselves in various kinds of communication: non-verbal and verbal communication; the difference between I-statements and you-statements; in clear articulation of one's own needs and in so called active listening.

1. The face of feelings.

Everyone in the circle picks one feeling to express on their face: how I look when I am angry, how I look when I am disappointed, what I do when I am bored, when I am impatient, insulted, proud of myself, excited, etc. The children guess which feeling is being displayed.

Explain that in the next few sessions we are going to work on recognizing one's own feelings and needs, and focus on expressing them clearly through I-statements. We shall learn the importance of active listening. First we will try to see why it is so important to be a good listener. We will start with non-verbal communication.

2. Blind walking.

In the course of this game no one should talk. The students divide up into pairs. While one student keeps their eyes closed, the other leads him/her around the room so as not to bump into anybody, or to cause them to step on a mine field. The mine fields can be represented by pieces of the newspaper on the floor. It is important to switch roles at a given signal.

Feedback discussion: How did you feel as the one being led around (blind walking)? How did you feel as the guide? Which was more difficult for you? Why? How did you communicate if you were not able to talk? How did you receive the messages sent by the one who was guiding you? Were you a good listener? Was it important to listen to the body language (touch) of the one who was leading you around? What does *listening* mean here?

3. Poor listeners.

The pupils sit on the floor in a circle, and a volunteer leaves the room while the others agree on how they will behave as bad "listeners." They will, each as he/she chooses, clearly show their lack of interest in and inattentiveness to the "speaker": They will look in the other direction, scratch themselves, clean their nails, look at their watch, cough... The speaker after entering and sitting down in the middle of the circle, will pick the most interesting film he/she has seen recently and begin to talk about it. We interrupt the role playing after a short time; all the listeners thank the speaker by applauding him or her.

Question for the listeners: How do you think he/she felt while talking, and you were not listening? If you had been the speaker, how would you have reacted?

Question for the speaker: How did you feel? What did you feel like doing when no one listened to you? How could you tell that some-body was not listening?

4. Rules of active listening.

The pupils divide into two groups and sit down in two concentric circles: the pairs sit facing each other and given a signal, those in the outer circle begin a talking on one of the topics below. Those in the inner circle just listen, they don't speak. Then using the same topic those in the inner circle speak and those in the outer circle just listen. The listeners should not interrupt, should not say ("And why did you..."), should not give advice ("You could have" or "You should have"), and should not even mention their own experience ("So did I").

The topic of conversation may have a personal character: the pupils can talk about joyful or sad experience, about a friendship or a successfully completed task, etc. They speak in **I-statements** telling how they felt when such and such happened (2 topics at the most).

Examples of conversation topics

- The most humorous event that has ever occurred to me
- My angriest moment
- Imagine you are a mighty queen/king
- What would you do for your school peers or people of your native town?
- What would be my favourite birthday present?

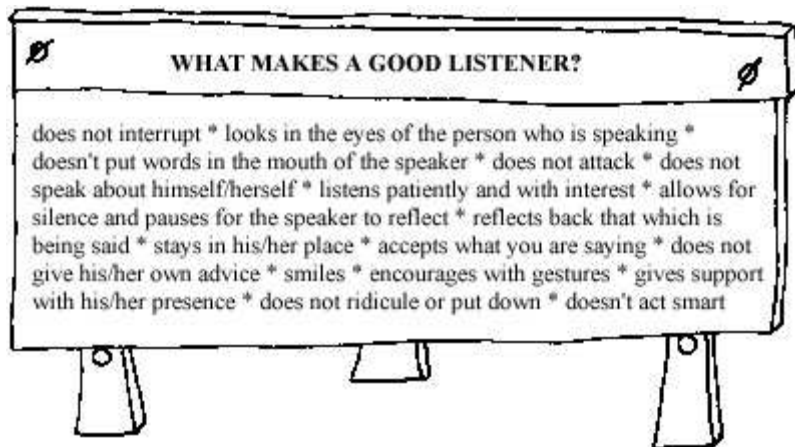
Then everyone moves one place to the left, so they are now talking with a different partner. There are some new rules for the second topic. A partner should repeat what he/she has heard before telling us his/her story. It should be started with the sentence: "If I understood correctly you said . . ." In other words, the partner should **paraphrase**, i.e. repeat in his/her own words (the main facts and feelings) of what he/she has heard. First of all, it helps the listener to confirm whether his/her thoughts wandered off and helps the speaker to see his/her problem more clearly. After that the pair exchanges roles.

Feedback discussion: Which was more enjoyable, to listen or to talk? How did you know your partner was listening to you? What was the most interesting subject to talk about? Were you satisfied with your partner's paraphrasing of your story?

The majority of people would rather talk than listen. Moreover, while someone is talking they are thinking what they might say when the speaker stops. Or they interrupt him/her in the middle of the sentence. That kind of behaviour is experienced as humiliating or as a personal attack. It can lead to severe misunderstanding. If we do not hear what is important we can act inappropriately. Parents often do not listen to their children. On the other hand, children do not have the habit of listening to one another. It is important to listen and it is necessary to know how to do it. What do those who know how to listen do? Above all, let's see what they do NOT do!

5. Think about all the things you DIDN'T do as a listener.

Count everything that you could have done but did not do during the exercise in active listening. The children divide up into three groups and write down on a big piece of paper all their answers, and then compare them. For example: WE DID NOT interrupt, jump in, blurt out a word, attack, ridicule, fake that we were listening, etc. On the basis of this we can conclude what makes a good listener (see the board drawn below):



COMMUNICATION SKILLS

Mirroring

Mirroring is an effective way for children of all ages to improve their observation skills. Have each child stand facing a partner. One child makes movements, gestures, facial expressions, and the second acts as her mirror, imitating each movement. After a few minutes, they switch roles.

Once both have had a chance to lead and follow, ask the children to discuss:

- How did you like this exercise?
- Was it easy or difficult for you? Why?
- How could paying close attention to other person's movements and facial expressions help you to understand what they might be feeling?

Telephone

This activity can be used to raise awareness of kinds of problems that can arise in communication.

The children sit in a circle. One of them whispers a simple message (one sentence) to the child next to her. That child "passes" the message on to the next person, and so on around the circle. The object is to have the last child receive the original message accurately. However, the message is often distorted as it makes its way around the circle. This can be very humorous, as well as raising points for discussion.

After the activity, ask the children:

- Did the message change as it went around the circle? Why do you think that happened?
- What are some important things to do if we want the message to be received correctly?
- Can you think of times when you have tried to tell someone something, and they misunderstood you? What might be some of the reasons that this happens?

Back to back drawing

This activity demonstrates the importance of both clear expression and good listening.

Give each child writing materials (pencil and paper, slates and chalk). Have them form pairs and sit back to back. One child make a simple drawing using a set number of geometric shapes; circles, squares, triangles, rectangles, or others that the children know. (The number of shapes used can be limited to between four and eight, depending on the age of the children.)

Once this child has completed her drawing, the second child asks specific questions about it, such as "Are there circle in it?" "Is the square on top of the rectangle?" "Is the triangle large or small?", etc. The first person may only answer with "yes" or "no". The second child attempts to reproduce the drawing on her own paper. After five minutes, the two children compare drawings. If time permits, they should reverse roles.

Alternatively, the activity can be carried out by having the first child simply describe her drawing; the second child may ask questions of any sort. This variation may be easier for younger children.

After the activity, ask the children:

- How accurate were your drawings? Why?
- Was this activity easy or difficult for you? Why?
- What kinds of questions were most useful to you? Why?

What is good listening?

This activity demonstrates the importance, and the emotional impact, of effective listening.

Arrange with one child to do a role play with you for the rest of the group. The child tells you some important piece of news, while you do everything you can think of to demonstrate that you are not really listening: look away, yawn, and occupy yourself with something else. The role play need only last a minute or two. Then ask the group to list all the behavior they saw that indicated poor listening. Write these on paper or a chalkboard.

Repeat the role play again, but this time demonstrates effective listening. Face the person speaking, ask occasional questions, prompt the speaker to continue, etc. Again, ask the group to list the behaviors that indicate good listening. Keep these posted in the room for future reference, if possible.

Discuss with the group:

- How do you feel when people don't really listen to you?
- What are your feelings when someone you are speaking to listens well?
- How often do you think people practice good listening in daily life?
- How could good listening help to prevent conflicts?

Paraphrasing (*older primary*)

Practice in paraphrasing develops good listening skills.

Pick a topic that is relevant for the age group. Have the children form pairs. Instruct one person to speak on the topic for several minutes, while the other person paraphrases. (It may be helpful to explain that paraphrasing means using different words to express the main idea of what the other person has said.) Make sure that the speaker agrees that the paraphrasing is accurate. Both children should have a chance to speak and paraphrase.

After the activity, ask the children:

- Was it easy or difficult for you to paraphrase? Why?
- Do people often use paraphrasing in daily life? Why or why not?
- Do you think using paraphrasing could help to prevent conflicts? How?

Chapter Two

CHILDREN'S RIGHTS AND RESPONSABILITIES

In school the child's achievement and motivation which is a generalised high level of aspiration continues to be stifled because of home background. This is one of the primary reasons for the high drop out rates in our educational system. If children know about the Convention on the Rights of the Child, and where to get social support when needed it will be a big boost in the resolution of conflict as children are the most disadvantageous group in our society.

WHAT'S THIS FOR?

Aim: This imagination game with junk helps to introduce children to the concept of universal and inalienable rights. It also raises questions about similarities and differences.

Learning point: - We all have "inalienable" qualities and also inalienable rights.

What you need: - Junk objects collected by children from school or home, such as containers, packets, rags... - Summary of Rights from the Convention on the Rights of the Child in **Annex 2**.

Time: About 20 minutes

How to do it:

- Sit in a circle
- Pass round one object. Each child suggests an imaginary use for it. For example, an empty packet could be a hat, a shoe, a suitcase... If they don't have an idea, they can pass it on.
- Encourage imaginative suggestions.
- When ideas run out, pass round another object.
- Ask the following questions.

Questions:

- What is "imagination"? When do we use it? What for?
- We all have an imagination which we are born with. Our imagination cannot be taken away from us. In the same way, we all have rights, which we are born with, and which cannot be taken away from us. Our rights can be ignored or violated by other people, but we still have them, no matter where we live or who we are - just the same as we all have our imaginations, no matter who are.

Choices:

- This activity is also useful for teaching about similarities and differences: we all have brains but our thoughts and ideas are sometimes different, sometimes similar, but never identical. You can explore this idea with the class by asking the class "what is this?" before you pass round an

object. The class might all agree that it is an old rag, but then their different brains can make it into a hundred different things.

HUMAN BEINGS / HUMAN RIGHTS

Aim: Through brainstorming and discussion, this activity leads pupils to define what it means to be human and to relate human rights to human needs. (This activity can be done in several units)

How to do it:

- Ask children sitting in a circle to think of a quality about themselves that they consider a good quality. Using a TALKING STICK or simply speaking in turns, ask each to describe that quality briefly. Note that everyone has good qualities. If children have difficulty generating qualities about themselves, ask "What are some qualities we admire in people?" and write a list of responses on the board. Have each child pick one that is true for her or him.
- Ask some of these questions:
Do you respect in others the quality you like about yourself?
Do you respect good qualities in others that you do not have?
Do all human beings deserve respect? Why?
How do you show respect for others?
- Ask children if they can remember a time when they felt hurt because someone did not respect them.
Did someone say something insulting or hurtful to you?
Why do people sometimes say bad things to each other?
What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you?
- Ask the group how human beings differ from other living creatures. Emphasize that human beings communicate with words, not just sounds, and that they decide many things about their lives.
- Write the words "HUMAN" and "RIGHTS" at the top of chart paper or a blackboard. Below the word "human" draw a circle or the outline of a human being.
- Ask children to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."
- Next ask children what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask children to explain them. For example, "education," "friendship," "loving family."
- Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

- Ask "What does it mean if we say that all human beings deserve respect because they all have human dignity?"
- Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights.
- Read these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world...

Preamble Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 1 Universal Declaration of Human Rights

- Ask children to think of one example of how life in their community could be more peaceful if people showed greater respect for each other.
- Have children work in pairs or alone to illustrate one way they could show respect to someone. Share these ideas with the rest of the class.

WANTS AND NEEDS

Objectives: To help the pupils distinguish between wants and needs.

You will need: Sets of Wants and Needs cards (one set for each group)

Time: 20-30 minutes

Instructions:

- Pupils work in groups of up to four and each group receives a set of the fourteen Wants and Needs cards.
- Ask pupils to imagine that a new government office is being set up to ensure that young people are provided with all the basic things that they want and need. The cards represent the list of wants and needs that the office has drawn up. The officials would like young people themselves to add any items that might be missing: ask the groups to decide together on four additional items, and to write them on the blank paper.
- Announce to the group that the new commission has found that, for political and economic reasons, it can only provide young people with ten of the items on the list, rather than all fourteen. Ask the groups to decide which items they are willing to give up. Ask them to return their discarded cards.
- When all groups have discarded four, announce that still further cuts in what can be provided to young people must be made. Ask the groups to reduce the number of items

by four and return the discarded cards, leaving six. These should represent what they need to survive.

Discussion:

Discuss the following questions with the entire group:

- Which items were most commonly eliminated in the first round? Why?
- Was the second round of eliminations more difficult than the first? Why?
- Did you and others in your group have any disagreements over the items to eliminate? Which ones, and why? How did you resolve this?
- What is the difference between wants and needs? Which items on the list are wants and which are needs?
- Do wants and needs differ for different people? Why or why not? (Fill in the other cards with Needs and Wants, related to your pupils, before you start the exercise.)

Wants and Needs Cards

Clean water	Toys
Money	A computer
Materials to build somewhere to live	Food
Medicines	A special person to care for you
Friends	Good clothes

AN IMPORTANT JOB

Aim: This brainstorming activity helps to show that human rights documents are based on the basic human needs of all people.

Learning point: - Rights are based on the similar needs of different people.

What you need: The Simplified Convention on the Rights of the Child, and the Summary, from the **Annex** of this manual. Write the Summary on a large piece of paper or on the blackboard.

Time: About an hour

How to do it:

- Ask the class to imagine that they have been asked by the United Nations (the parliament of the world's nations) to make a list of all the things which all the children everywhere need to be happy and healthy. For example, food, play, air, love...
- Write up these "needs" as they are suggested without judging them.
- When there are no more suggestions, ask the class to identify which of their suggestions are really needs, and which are "wants". (For example, TV and sweets would be "wants" not "needs"). Try to identify needs which are the same for all children everywhere.
- Now show the class the summary of the Convention on the Rights of the Child. Explain that years ago, a similar list was made by the UN, and later it became the Convention. The Convention reminds the world's nations of the needs of their children.
- Ask the class to compare their list and the summary of the Convention. Which needs have been identified as rights? Are there any differences between the two lists? Why?
- Ask the questions below.

Questions:

- Why do you think that the United Nations thought it was important to list children's rights?
- Why do you think the Convention is a list of needs, not wants?
- Do you think all the children in your country and in the world have all these rights? Why not?
- Look at one or two of the rights in the Convention. What might happen to take away these rights from a child?
- What do you think the leaders of your country, your teachers, parents, or you and your classmates could do to make sure that all the children in your country have these rights guaranteed?

Choices:

- Stand or sit in a circle. Each child takes a turn to act out one of the things from their list. For example, they might act putting on clothes, eating a meal, hugging a friend, playing a game, writing a letter, or a feeling such as happiness or freedom. Go around the circle again. The first child does "their" action, and keeps doing it while the second child joins

in with "theirs", until the whole class and the teacher are doing their actions at the same time. Rest!

- As an action, the class can perform a play for parents which begins with "wants" and ends with "needs".

ADVERTISING OUR RIGHTS

Aim: This artistic activity aims to encourage children to interpret and promote their rights.

Learning point: Everyone needs to be educated about human rights.

What you need: Simplified Version of the Convention of the Rights on the Child or any human rights document from the **Annex** of this manual. - Poster-making material: Pens, paint, paper

Time: One and a half hours

How to do it:

- Before the lesson, select groups of rights from the Convention which are related to each other. For example, rights about the child and its family.
- Ask the class to form small groups or pairs.
- Tell them that in many countries there are TV and radio advertisements for children's rights, and also posters.
- Ask each pair or group to make an advertisement explaining one right or a group of rights from the Convention. It could be a poster, a play, a song, or a poem for display. If some children decide to make posters, the tips below may be helpful.
- The finished work can be displayed or performed for the class or for the whole school.

Tips for designing posters:

- Have an idea of what you want to communicate before you start. Decide on your message and write it down.
- Make small, quick drawings at first to test as many ideas as possible.
- Don't be afraid to scrap an idea at any stage. It's much more important to work hard to get a strong idea than continue working on one you are not happy with.

Choices:

- The United Nations and other international organizations have chosen special days to focus public attention on human rights every year. The dates shown here are just a few ideas. Creating posters, plays, and poems to celebrate these days would be a good way to focus your human rights teaching.

International Women's Day March 8

International Children's Day June 6

Human Rights Day December 10

RIGHTS IN PRACTICE – CHOOSING CHARACTERISTICS

Purpose:

To help younger children understand that we all belong to different groups, sometimes with people we do not agree with or do not like. We all have different attributes and qualities which contribute to our uniqueness as a human being. Being different does not imply that different is better or worse. Although intended for young children, older primary children also can learn from this activity. Being equal but different is not always an easy concept for young children (and some adults!) to grasp.

Preparation: A large open space.

Procedure: The teacher calls out an identifiable characteristic

- Same colour / styles of shoes
- Same birthday month
- Same number of sisters / brothers in the family
- Same colour eyes / skin / schoolbag /
- Same breakfast for school etc.

The children form groups of those sharing the characteristic by calling out/whispering the one which applies to them e.g. 'June' (for birthday month). Once the groups have formed, the teacher can check that everyone is in the group they intended before calling the next characteristic and letting the groups reform. The activity can also include characteristics such as

- Favourite animal (making the animal sound to form the group)
- Favourite season of the year (mime – do not sound)
- Favourite subject at school
- Favourite activity at home

Once the class has tried a few variations, the children can suggest characteristics. This may lead to a discussion of visible characteristics (same colour of skin, same shoe, same height) and invisible ones (favourite sport, favourite music group). Children can begin to consider the many ways we are different from but equal to other people.

Discussion:

- Did the groups always have the same people in them?
- Were the groups always the same size? Was that important?
- Were *you* different when you were in groups with different people?
- Can you always tell characteristics by looking at people?
- Was anyone left themselves? How did they feel?
- Did girls and boys join the same group?
- When have children felt 'unequal'?
- What were the occasions?
- How did it feel?
- How could things have been made better?

Chapter Three

JUSTICE AND PEACE

Peace is a state in which every individual is able to survive or thrive without being hindered by conflict, prejudice, antagonism, hatred or injustice. Stereotypes and prejudice can cause and keep conflict alive. They make us see people and events differently from the way they may have actually happened. And thus we react based on our stereotypes and prejudices instead of reality. This can be harmful or not.

In a peaceable school, the classroom is the unit block because this is where the pupil learns conflict management skills and puts them into practice. So in a peaceable school, most conflicts are resolved in a classroom. The class teacher is the person responsible for an enabling environment by being a role model and at the same time teaching the skills. It is imperative that every adult in the school is a potential teacher of Peace.

WHAT IS PEACE?

1. Alphabet of peace: We divide up the worksheet under the title "Peace and War" (see appendix). In the middle are written the letters of the alphabet vertically, to the right at the top the word WAR and to left at the top the word PEACE. For each letter of the alphabet, which is read out, on one's own paper write the first word that comes into your mind and which begins with that letter. Write your associated word under "war" or "peace" according to how you think it should be classified. For instance, if I say G, and somebody thinks "gunpowder", that should be put under "war". Everybody writes his or her answers on his/her paper. A few children read out their answers: The teacher does not make any comments or corrections.

This activity can be done also with the whole class, writing the Alphabet at the blackboard or dividing the class in two groups etc.

Discussion: Which are there more of, words having to do with war or having to do with peace? Which ones came to your mind first? Why do you think they did?

2. Celebrating differences: Fear of the unknown and that which is different is often an obstacle to peace. We have a gift of God, as a treasure. Others cannot be judged according to our measure, just as we cannot and we do not wish to be by theirs. Read aloud the story "SAMURAI" and after that tell, if you know one, one of Cameroonian folk tales about peace.

Stories about Peace:

THE SAMURAI

A big tough samurai once went to see a little monk. "Monk", he said in a voice accustomed to instant obedience, "teach me about heaven and hell."

The monk looked up at this mighty warrior and said scornfully, "Teach you about heaven and hell? You can't be taught about anything. Look how dirty you are. You stink. Your sword is rusty. You are a disgrace to all samurais. Get out of my sight. I can't stand you anymore."

The samurai turned red, started to tremble. He was speechless with rage. He pulled out his sword and raised it, prepared to slay the monk.

"That's hell", said the monk softly.

The samurai was overwhelmed. He was disarmed by compassion and surrender by this tiny man who was ready to give his life to teach him what is hell. He slowly put down his sword, filled with gratitude, and suddenly peaceful. "And that is heaven," said the monk softly.

From: How Can I Help - by Ram Dass and Paul Gorman

A TRADITIONAL STORY FROM CHINA: Heaven and Hell

People are always wishing. But once in China a man got his wish, which was to see the difference between heaven and hell before he died.

When he visited hell, he saw tables crowded with delicious food, but everyone was hungry and angry. They had food, but were forced to sit one meter from the table and use chopsticks one meter long that made it impossible to get any food into their mouths.

When the man saw heaven, he was very surprised for it looked the same. Big tables of delicious food. People were forced to sit at a distance from the table and use one meter long chopsticks that made it impossible to get any food into their mouths. It was exactly like hell, but in heaven the people were well-fed and happy. WHY?

Because in hell, each person was trying to feed himself

In heaven, they were feeding one another.

Source: Shannon, George, Stories to solve: Folktales from Around the World, Greenwillow Books, New York

3. How I can be a peacemaker. Divide up into three groups: each group together will write a list of things which would signify peacemaking work in: A) one's own home/family, B) in the community (neighbourhood, city, your country), C) in the world (on Earth). It is important that everyone thinks about those steps which would improve interpersonal relations of people, respect of everyone for all living things, respect for human rights, and subsistence on earth. Each group will read its list to everybody.

Discussion after the activity: Which of the measures you proposed would be really possible for you to implement? Which would be the hardest? Would you have the courage to talk with your father about peace and peacemaking? Would you like to discuss about forgiving the enemy with your mother, neighbours and friends?

DEALING WITH PREJUDICE

1. The exclusion game (upper primary): This activity simulates the experience of discrimination and can help children understand the emotional impact of being excluded from the "in group".

Have all the children, except for two or three, stand close together in a circle, facing in. The children in the circle should link arms. Tell the children on the outside that they are to try to join the circle. They may use any means, verbal or physical, to enter the circle, but may not use violence. Those in the circle resist but similarly may not use violence.

If the child/children on the outside have not managed to join the circle after a minute or two, stop the action. Pick a new child to go outside, and let the original child join the circle. Continue this until as many children as possible have had the opportunity to experience exclusion. Then have all the children stop the activity and discuss the following questions:

- For those who were outside: How did it feel to be excluded? What did you try to do about it? What worked best? Did your feelings change during the activity?

- For those in the circle: How did it feel to be in the circle? How did it feel to keep others out? What did you do about the people who were trying to get in? Did your feeling change in any way during the activity?
- Can you think of a situation in real life where some people are the “in-group” and others are excluded? How is it similar to this activity? How is it different?

Note to the teacher: In choosing the children who are to be on the outside, avoid choosing those who are unpopular, discriminated against, or scapegoated by others for any reason, at least until children understand the activity’s purpose.

Source: Prutzman, et. al, *The friendly Classroom for a Small Planet.*

2. Identifying generalizations (upper primary): This activity helps young people develop the ability to recognize and challenge generalizations and stereotypes. (The example of generalizations used in this activity should be adapted according to the experience of the group).

- Ask the group if they know what a “generalization” is. If they cannot give a definition, explain to them that a generalization is a broad idea about a group of people or things that we get from one experience with a member of that group, and then assume is true about all other members of that group. Give them this example (write it on the chalkboard if possible)

I don't like the taste of carrots.

Carrots are orange.

Therefore, I don't like any orange foods.

- Ask them if they can detect what is illogical about this idea, and to suggest some orange foods that taste good. Explain that this is an example of over-generalizing (about all orange foods) from one experience (that of tasting carrots). Encourage them to think of other examples of over generalizing. Then explain that generalizations are often made about entire groups of people based on an experience with one person. Give them this example:

John steals things from other people.

John comes from a large family.

Therefore, people who come from large families steal from others.

- Ask the children to explain what is illogical about this reasoning. How could this kind of generalization be harmful? Give others examples if necessary. Have the group form pairs. Give them five minutes to think of examples of generalizations about people that they have heard. Ask for volunteers to report on these to the class, and to identify the faulty logic. At the end of the activity, ask the class:

How can you detect a generalization or a stereotype (for example, use of the words “all” “always”, “never” applied to all members of a group)?

What are the most common generalizations or stereotypes you hear?

How can you respond to generalizations or stereotypes?

Source: Adapted from material in Shiman, D. *The Prejudice Book*

3. Facts and opinions (upper primary): This activity helps young people develop the critical thinking skills necessary to separate fact from opinions, which can be the base for stereotyping. Ask the group to explain the difference between a fact and an opinion. Write the definitions on a chalkboard or flip chart. Then have the young people form pairs. Read the following statements aloud, one at a time. After each statement is read, have the pairs discuss whether it is a fact or an opinion.

Sample statements

- Vegetables are very nutritious.
- Fruits taste better than vegetables.
- Dogs are four-legged mammals
- Dogs are dangerous because they bite people.
- There are more boys than girls in this class.
- Boys are smarter than girls.
- Men are usually taller than women.
- Rich people are happier than poor people.
- Women make better teachers than men.
- Students are younger than teachers.

After all the statements have been read, ask the group to discuss the following questions:

- Were there some statements that were more difficult to decide on than others? Which ones and why?
- Have your ideas about what facts and opinions are changed? If so, how?
- Do you ever hear opinions about different groups of people expressed as if they were facts? Can you give an example?

You may want to follow up by asking young people to find examples of opinions that are presented as fact in newspapers, or radio and television broadcasts.

Source: Adapted from material in Shiman, D. The Prejudice book

APPRECIATION OF DIFFERENCES

Purpose: We will work on understanding our differences; practise in tolerance.

1. Face to face: Divide the class into 2 equal groups, with the same number of pupils in each group. Each one selects a partner in his group and sits facing him, so that each group has an inner and outer circle. The pupils from the inner circle receive the work sheet titled "SIMILAR" and those in the outer circle receive the one titled "DIFFERENT". After that, each pupil writes on his worksheet the name of his partner, and writes down at least three similarities between him and his partner. At that time the partner who has the work sheet "DIFFERENT" writes down his answers with respect to how he is different from the pupil facing him. After that everybody moves one seat to the right, so that the partners change. (the activity can be done also by using the blackboard and the slates)

It is important that the instructions are clear to everybody. The pupil can show, with help of the teacher for e.g., what are their similarities (they both live in Cameroon; wear school dress, have hair, breathe air; and so on) or differences (date of birth, gender, type of music they like, favourite food etc.).

After everybody has written down for each of their partners all similarities and differences (on their work sheets/slates) everybody returns to one big circle and reads what they have written, and the teacher writes on the board those similarities and differences that are mentioned most often.

Conversation after the activities: Were the answers on the whole connected to some physical trait? Which characteristic are people born with? Which can they change?

"SIMILAR"	DIFFERENT
Partner's name A/ B/ C/	Partner's name A/ B/ C/
Partner's name A/ B/ C/	Partner's name A/ B/ C/

2. The new person in the classroom: Volunteers from the class sit facing each other on two chairs placed in the middle of the circle. They imagine that a new pupil has come into the classroom. They imagine that they are talking about their new classmate. In what way is the new classmate similar to them, and in what way is he different? After the first pair participates in the game, it is the turn of a second pair, and then a third. After that, chat about how much the differences affect the description of the new pupil.

WHERE DO WE BELONG

Purpose: Learning about stereotypes through your own experience.

1. Find those you belong to: The teacher will prepare coloured dots / small pieces of coloured paper - three different colours: for example: red, blue, and green, plus one yellow dot. The teacher will stick the dots to the pupils' foreheads while their eyes are closed; when they open their eyes, everyone sees others' colours, but not their own. Using others' reactions or help, everyone will stand with the group to which he/she belongs. During this activity there is no talking. It is not permitted to signal to someone what colour he has on his forehead or to show him an object of the same colour. The person with the yellow dot will not be invited to join any of the groups. Or perhaps he or she will be invited into one of the groups?

Conversation after the activity. How did you feel doing this exercise? How did you feel when somebody invited you into the group or pushed you away from the group? How do you think a person feels when he doesn't belong (yellow) and was thrown out of the group by everybody? At the end let's explain why people gather in groups, why they form groups. Life needs to be secure and predictable. People like to be part of a group so that they can feel wanted and needed. What do you think, what other reasons are there?

2. Our perception about others: (activity for upper primary)

Each pupil receives a blank sheet of paper at the bottom of which he writes down some group of people whom he likes or dislikes, for example: doctors, police-men, girls, teachers, Chinese, Nigerians. At an agreed signal everyone at the same moment passes his paper to the first person to his left in the circle, and now everybody writes down some general characteristic for this group of people, that is, those characteristics that he has heard that these people have. Before passing his paper once again to the first person on the left; the paper is folded so that only the name of the group is showing, and the characteristics written down about the group are hidden from view. The papers are passed around until they return to "the owner", and after all the pupils have written down their stereotypes. Then the paper is unfolded and everybody reads his list of stereotypes.

Discussion for feedback: Do we have somebody who belongs to any one of those groups (that was written down)? How did you feel as you were reading the list of characteristics (which characterize, for example, girls)?

3. "Rainbow": At first, we read together the story "The Rainbow" (the Indian legend which was written down by Ann Hope in 1978). Then groups are formed and each group receives its own copy of the story and after reading again they talk about it - how they like it, what in the story was beautiful, what they feel is important... Each group tells the others what was important in the story.

THE RAINBOW

An Indian legend

Once upon a time, all the colours in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favourite.

Green said "Clearly I am the most important: I am the sign of life and hope. I was chosen for grass, trees, and leaves - without me all the animals would die. Look out over the countryside and you will see that I am in the majority."

Blue interrupted "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busybodies."

Yellow chuckled: "You are so serious I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun."

Orange started next to blow her own trumpet: "I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives thought to any of you."

Red could stand it no longer. He shouted out: "I'm the ruler of you all, blood, life's blood. I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and of love, the red rose, poinsettia and poppy."

Purple rose up to his full height. He was very tall and he spoke with great pomp: "I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me because I am a sign of authority and wisdom. People do not question me - they listen and obey."

Indigo spoke much more quietly than all the others, but just as determinedly: "Think of me. I am the colour of silence. You hardly notice me, but without me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."

And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning, thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then Rain spoke. "You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants you all. Join hands with one another and come with me."

"He will stretch you across the sky in great bow of colour, as a reminder that he loves you all, that you can live together in peace, --- a promise that He is with you, --- a sign of hope for tomorrow."

And so whenever God has used a good rain to wash the world, He puts the rainbow in the sky, and when we see it, let us remember to appreciate one another.

Based on an Indian legend, written by Anne Hope, 1978

Chapter Four

CONFLICT AWARENESS, RESPONSES, PREVENTION AND MANAGEMENT

Probably the main barrier to peace in any community is conflict of various sorts. If we are to build more peaceful schools, and teach pupils about peace we will need to help them to understand conflict, the causes of conflict and how conflict can be managed in constructive and peaceful ways. Pupils can be taught specific conflict management skills which reduce the likelihood of disputes and violence in the community and thereby strengthen the prospects of peace. Conflicts can take various forms. Pupils can identify these forms in the home, school and community. What is more important is for pupils, as well as other persons, to learn to resolve or even rather, prevent conflict and violence.

What is conflict?

Conflict is a state in which two persons or a group of persons are not able to agree. They may come to a stalemate and stay apart, or clash or fight or hurt; abuse or act in a manner devoid of peace. Or they may resolve their differences through communication and collaboration problem-solving.

Levels of Conflict

Although there are many levels of conflicts, we shall explain just three main levels:

Intra-personal conflict – is a level of conflict that occurs within the individual. For example: One is in conflict with oneself when s/he is undecided on matters of choice, interest or confidence.

Inter-personal conflict – is a level of conflict when two or more people quarrel, disagree or clash over certain issues or do not accept their differences on certain matters. For example: Inhabitants of a village disagree over the matter where the new primary school should be built.

Intra-state conflict – is a level of conflict that occurs between or among people living in a particular territory marked by boundaries. For example: The conflict that occurred between Mbessa and Oku villages or the conflict between Balinyonga and Bawock.

CAUSES OF CONFLICT

Specific Objectives: Pupils should be able to:

1. explain what causes conflict
2. discuss any conflicts which they have witnessed

Core Messages: Misunderstanding can cause conflicts:

- abusive statements may cause conflict;
- conflicts may have political, economic, social or religious reasons
- Wars can no longer resolve any conflict; it is wise to avoid violence.

TEACHING/LEARNING ACTIVITIES

Activity I

Discussion

Discuss with pupils the meaning of conflict. One to four pupils tell the scenes they have witnessed when two persons abused each other or when two groups of people abuse or fought themselves.

Activity II

Drawing

Let pupils draw pictures of conflicts they have witnessed in their community. Let them describe the drawings to the whole class.

Activity III

Group work

Divide the class into 4 groups. Let each group choose a leader to guide the discussion. Each group will state and write up to 5 points on what causes conflicts ;

Group A: between a person and another person

Group B: between a person and other members of the same family;

Group C: between one group and another group of people

Group D: between a family and another family in the same neighbourhood

Activity IV

Group Reporting

Analyse and write the points as the group leaders state or read them to the whole class.

THE FABLE OF THE TWO DONKEYS

Purpose: This activity helps children examine cooperation as an alternative to competition.

Material: It requires a copy of the <Two Donkeys> .

Cover the last two sequences of the poster, so that the end of the story will not be seen.

Hang the poster with the <donkeys> at the blackboard or where every child can see it. The last two sequences are covered!!

Questions for the children:

- Describe the pictures.
- What is happening with the donkeys?
- What is their problem?
- How it could happen?

Make a summary of the problem description and ask the whole group how it can continue with the two <donkeys>.

- Which possibility do they have to solve their problem?

Wait until the several children find various solutions! After discuss with the group the advantage and disadvantage of the solutions. Then discover the last two sequences of the Donkey-poster and ask the children:

- Which solution did the donkeys find?

- What was the donkeys' problem at the beginning of the story?
- What did they try to do about their problem at first? Did this work? Why not?
- What did they do to solve their problem?
- Did both donkeys get what they wanted?
- Have you ever solved a problem with another person by cooperating? Tell the class about it.

It is important that the children recognize what was happening inside the donkeys that it came to this solution.

Experiences: For this fable, children came to surprising solutions.

- *The donkeys eat first one pile, then the other one but the quarrel continues over the issue that one is eating faster than the other one.*
- *They go together behind one pile and move it closer to the other one so that they can eat at the same time from each pile.*
- *They bite the string that it is cut off and can eat from their own pile.*
- *They pull and pull at the string until one is the winner.*
- *They pull as long at the string until they are injured and they can't eat anymore.*

THE FABLE OF THE TWO DONKEYS (CONTINUATION)

Purpose: The activity helps children to find various solutions for a conflict and to think about the win-win solution.

Material: for all visible: the poster of the <two donkeys>

Prepare a Chart on the blackboard (see example below)

For introduction tell the children that mostly we have a lot of different solutions for one conflict.

With the help of the fable of the <two donkeys> children can find several possibilities.

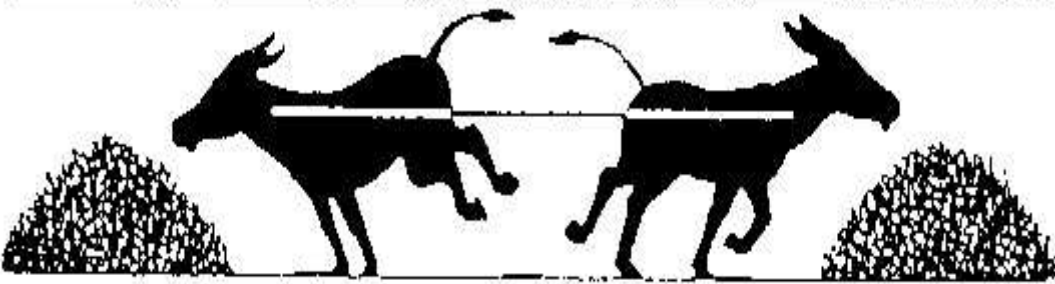
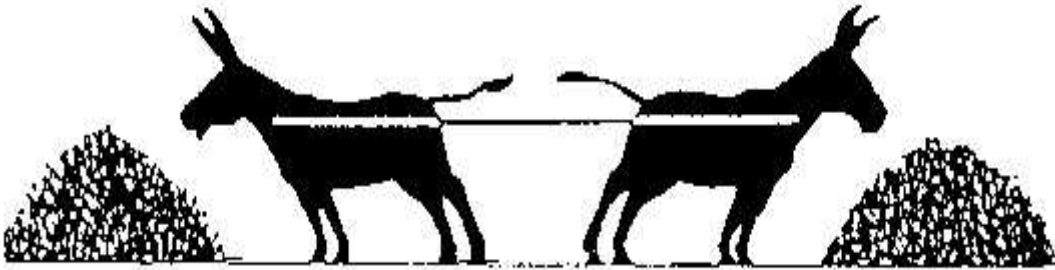
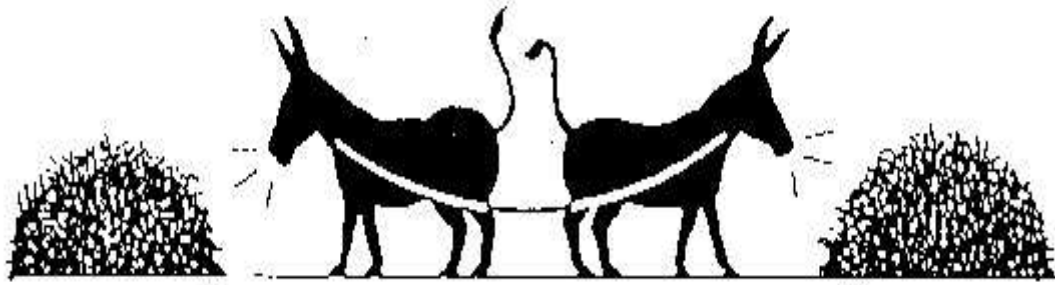
For this exercise, the donkeys get names: one is LYDIA, one is MILTON. Show the chart to the children. Lydia and Milton are looking for a solution to their problem. They can find a solution

- only one is winning and one is loosing
- both are loosing
- or both are winning.

Ask the children:

- Find out solutions for one is winning-one loosing etc and place them in the chart
- Do the children have own experiences for solutions of one is winning- one loosing, both loosing, both winning?
- How do you feel if you are losing or if you are winning? How do you feel if both of you are winning?
- Is there a conflict in class, where the children can find solutions according to this model?

	Lydia wins	Lydia loses
Milton wins		
Milton loses		



APPROACHES TO RESOLVING CONFLICTS

1. Six – step problem solving (older primary)

Purpose: This activity introduces pupils to a structured way of resolving interpersonal conflicts that is applicable to a variety of situations.

How to do it:

Ask two volunteers to role-play a conflict that is familiar in their lives, without reaching a solution. Then introduce the handout “Six-step problem solving”, either by writing the steps on the chalkboard, or giving them to pupils as a handout.

Once the pupils understand the process, the role play is repeated, with a third person helping the two original pupils resolve their problem.

Pupils can then form small groups to practise “Six-step problem solving” with a different role-play situation. Two pupils can act out the conflict, while the other two attempt to help them work through the process.

Discuss these questions with the whole group:

- What conflict did you role play and what solutions did you arrive?
- How are conflicts that happen in your life usually resolved?
- Was the process of “Six-step problem solving” helpful in finding a solution? Why or why not?
- In what kind of situations could you use “Six-step problem solving”?

Six – step problem solving

<p>1. Identify needs What is it that you want? What is it that you really need?</p>	<p>Each person in the conflict should answer these questions, without blaming or accusing the other person</p>
<p>2. Define the problem What do you think the problem is here?</p>	<p>Other individuals can help to come up with a definition that includes both people’s needs but does not blame. The persons in the conflict must agree to the definition.</p>
<p>3. Brainstorm lots of solutions Can you think of a way that we might solve this problem?</p>	<p>Anyone may offer a response. These should all be written down, without comment, judgement, or evaluation. The aim of this step is to come up with as many solutions as possible.</p>
<p>4. Evaluate the solutions Would you be happy with this solution?</p>	<p>Each party in the conflict goes through the list of alternatives and says which ones would or would not be acceptable to her / him.</p>
<p>5. Decide on the best solution Do you both agree to this solution? Is the problem solved?</p>	<p>Make sure both parties agree, and acknowledge their efforts in working out the solution.</p>




6. Check to see how the solution is working
Can we talk again soon to make sure the problem is really solved?

A plan should be made of how to evaluate the solution. The evaluation may take place later that day, the next day, or next week, depending on the type of conflict.

2. Faces (older primary): This activity can help children evaluate alternative solutions to conflict, and see that sometimes solutions are possible that will satisfy both parties in a conflict.

Ask two students to briefly role play a conflict situation – for example, two children wanting to play with the same ball – in front of the group, without coming to a solution.

The rest of the children brainstorm possible solutions to this conflict. These can be listed on chart paper or the chalkboard. Children should try to come up with as many options as possible, without evaluating or judging them. Once a good number of solutions have been suggested, draw the following chart on the paper or chalkboard.

Have the children classify the solutions into three groups:

- Solutions in which each person gets what she wants or needs (represented by the two smiling faces). For example, one person uses the ball for 10 minutes, and then the other uses it for 10 minutes.
- Solutions in which only one person gets what she wants or needs (represented by one smiling face and one sad face). For example, one person gets an adult, who gives the ball to one of the children, and tells the other to find something else to do.
- Solutions in which neither person gets what she wants or needs (represented by two sad faces). For example, an adult takes the ball away and tells them both to find something else to do.

Ask the children:

- Which solutions seem to be the best?
- In most conflicts that you have been involved in, do both parties usually get their needs met?
- Are solutions in which both parties get their needs met always possible?
- Are they always preferable?
- Can violence ever result in a solution in which the needs of both parties are met?

EXERCISES ABOUT LEARNING PEACEFUL CONFLICT RESOLUTION

Purpose: Learning how to resolve conflict peacefully and creatively (constructively). We practice shifting our point of view: from insisting on our opinions and positions to identifying mutual interests/needs.

1. One story with two endings: The children are divided into two groups. Each group receives the title of a story, which they must think up, but in such a way so that the story has two endings: one in which there is the use of violence and another in which the resolution is found non-violently. The titles of the stories could be: - *Two Boys and a Football Match*; - *Two Classes and the First Prize Trip*; - *Three (Boy) friends and One Girl*; - *The Dog and the Cat in a Life-boat*;

Each group can choose the manner in which they will tell the story to others: acting, pantomime, playing with dolls, or reciting the story.

Discussion: Who is the winner in the peaceful resolution of conflict? What hinders, and what facilitates, or makes easier, the (peaceful) resolution of conflict?

A note to the teacher:

- The children can themselves take note that what most commonly prevent peaceful resolution of conflicts are the following intense emotions: anger, rage, fear and/or hatred.
- It is the stubborn holding on to one's position, insisting only on one's own requirements or persistently accusing the other side.
- The non-violent resolution of conflict means devoting energy to the joint search for a solution, and not to searching for the guilt of the other side. Both sides can together attack the problem, instead of one side attacking the other.

The turning point in peaceful conflict resolving is the transition from a position (requirement) to the interests of each side.

2. The Orange: The pupils receive the worksheet **THE ORANGE** and fill it in the classroom. When everyone is ready - the pupils pass their papers round in the circle (on your sign, to the person to the left, continuously). That way all children will see all the answers.

Discussion in the circle: Did one side know what the other side really needed? What happens when each side insists on its requirements? (Neither achieves its goal.) What was the teacher's role in this disagreement? Would you call upon a mediator in your disputes or conflicts?

THE ORANGE

Two little girls were arguing over an orange, "Give it to me, I want this orange, it's mine" shouted the first girl. "And I want this orange too, I need it right now," cried the other girl.

The teacher came in and listened to the **requirement** of each of the girls.

Both wanted the same thing. The teacher takes a knife and cut the orange in two halves. She gives each little girl one half.

The first girl peels her half, throws away the skin, and eats the inside. The second girl also peels her half of the orange, but throws away the inside, and puts the skin aside to dry. She wanted to make some cookies out of the orange.

What was the **requirement** of the first girl, and was the requirement of the second girl?

What was the **interest** of the first girl, and what was the interest of the second girl?

If the teacher had listened to their interest instead to their requirements, could you imagine another resolution of this conflict? Write down HOW!

STEPS TO A GOOD SOLUTION

- Understand the problem
- Think of lots of possible solutions
- Choose the best solution that - makes me feel better - respect others

3. Conflict Stories: This is a way of encouraging children to look at alternative solutions to conflicts. Read or tell a children's story that has a conflict that is central to the plot. Stop the story at the height of the conflict and ask the children to brainstorming different ways of solving it. If possible, have them draw pictures of their solutions, or write what they think a peaceful ending to the story might be.

Once they have decided on their own endings, read or tell the rest of the story.

Discuss with the children:

- How was the ending of the story similar or different from the one you came up with?
- Do you think it was the best solution possible?
- Could anything have been done different?

4. Conflict Time Line: This is a way to examine how conflicts develop, and what steps can be taken to avoid or de-escalate them. Read aloud a conflict story that comes from the children's own experience, a book or traditional story, or the newspaper. Have the children plot the sequence of events from the beginning to the end (or to the current situation) along a time line. Then have them evaluate the time line: Where did the conflict begin? What made it escalate or grow larger? What could have been done to change this time line? Have students draw a new time line if possible, showing an intervention that changes the outcome of the conflict better.

Discuss the following questions:

- What did you learn from doing this activity?
- Have you ever been involved in a conflict where you, or someone else, intervened to change what happened?
- Can you think of a conflict in your own life that you could intervene in?

5. Types of Conflict: This activity encourages children to think about different types of conflicts and classify them. Classifying conflicts helps children apply logical thinking skills to what are often emotionally charged issues, and this can be a first step toward finding solutions.

Part 1:

Have the children form groups of four, and give each group at least 20 index cards or slip of paper, and pencils. Ask the children to write down as many different conflicts as they can think of, one per card. They should discuss the conflicts as they are writing them, so that there are no duplicates.

Once they have filled all their cards, ask the group to sort them into different categories.

When all groups have classified the conflicts, ask for a spokesperson from each group to tell what their categories were, giving specific examples if necessary. Write the category names on the chalkboard.

Ask the children:

- What types of conflicts are most common in your lives? Least common?
- Which types of conflicts do you think are most important? Least important?
- Which types of conflicts are most difficult to solve? Least difficult to solve?
- Does classifying conflicts help you to think of solutions?

Part 2: (optional)

Explain to the children that you are going to suggest three types of conflict that often occur. These are conflicts over:

- **Things** that people want to own or have, such as food, money, space, land.
- **Feelings** or emotional needs that all people have, such as the need for love or attention, the need to have your own identity, the need to be respected, the need to have some control over what happens to you, etc.
- **Ideas** or beliefs that people feel are the most important, or the only one right way to do things; these may come from being part of a certain religion or culture or political group.

Ask the children to cluster their cards again into the three categories, then discuss:

- How useful were these 3 categories in helping you think about different types of conflict?
- How could these categories help you think about ways of resolving conflicts?

CONFLICT WEBS

Aims: This drawing activity helps children to analyse conflicts of rights using their own experience.

Learning points:

- Sometimes people are in situations where their rights come into conflict.
- These conflicts can be resolved peacefully.

What you need: Blackboard, or a big piece of paper

Time: Forty-five minutes

How to do it:

- In the middle of the paper/board write the word "conflict" in a circle.
- Ask the class what they think the word means.
- Ask for memories or thoughts it evokes. Each time something is suggested, draw a solid line from the main circle and add the word or phrase which has been suggested.
- When children begin to suggest ideas which are related to ideas already suggested, link them to the appropriate previous suggestion, not the main circle. Continue while interest remains high.
- At the end, ask the questions below, which draw out some general ideas about conflict.

Questions:

- How could we define "conflict"?
- What do the conflicts we identified have in common?
- What causes conflicts?
- What makes them worse?
- What prevents or solves conflicts?
- In the examples, whose rights are ignored by who? Which rights? (See Summary of Rights from the Convention on the Rights of the Child in the **Annex**)

Choices:

- As a project: ask the class to keep a diary of conflicts that they see for a week. Ask them to identify conflicts which are solved in a useful way, conflicts which waste a lot of time, or which recur a lot. It may be useful to sort these conflicts into categories. For example, friendly/angry, simple/confusing, violent/non-violent. Tell the class that stepping back from a conflict and analysing it is a first step for solving it in a way which respects the rights of everyone involved.
- For more detailed analysis, ask the class about specific parts of the conflicts they recorded. For example: Could these solutions have been better? Or worse?

DECISION—MAKING SKILLS

The sky is falling!

This activity can help children become more aware of how decisions are made. It is based on a traditional story, versions of which are found in many different countries. If there is a version of this story that is more commonly told in your country, use it instead of the one provided here.

Read or tell the story "the sky is falling!" (below) to the class. Ask them to discuss the following questions in small groups:

- How did the chicken decide that the sky is falling?
- How did the other animals decide that the sky was falling?
- What other ways could the animals have used to decide what to do?

Ask the children to devise a short role play showing the animals in the story making better decisions. Give them 10-15 minutes to work. Then invite different groups to present their role play to the whole class.

End the session by having the children discuss:

- What are some good ways of making decisions?
- What are some good ways of making decisions that should be avoided?
- What problems can arise when people make decisions that they have not thought carefully about?

The sky is falling!

One day Chicken was eating corn in the farmyard when- whack!-a nut fell and hit her on her head. "Oh my!" said Chicken. "The sky is falling! I must go and tell the king!" So she went along and went along until she met Rooster.

"Hello, Chicken," said Rooster. "Where are you going?" "The sky is falling and I must go and tell the king," replied Chicken. Oh, may I go with you?" asked Rooster. "Certainly," answered Chicken. So they went along and went along until they met Duck.

"Hello, Chicken and Rooster"; said Duck. "Where are you going?" "The sky is falling and we must go and tell the king," replied Chicken and Rooster. "Oh, may I go with you?" asked Duck.

"Certainly," answered Chicken and Rooster. So they went along and went along until they met Goose.

"Hello, Chicken and Rooster and Duck," said Goose. "Where are you going?" "The sky is falling and we must go and tell the king," replied Chicken and Rooster and Duck. "Oh, may I go with you?" asked Goose. "Certainly," answered Chicken and Rooster and Duck. So they went along and went along until they met Turkey.

"Hello, Chicken and Rooster and Duck and Goose," said Turkey. "Where are you going?" "The sky is falling and we must go and tell the king," replied Chicken and Rooster and Duck and Goose. "Oh, may I go with you?" asked Turkey. "Certainly," answered Chicken and Rooster and Duck and Goose. So they went along and went along until they met Fox.

"Hello, Chicken and Rooster and Duck and Goose and Turkey," said Fox. "Where are going?" "The sky is falling and we must go and tell the king," replied Chicken and Rooster and Duck and Goose and Turkey.

Fox thought for a moment, then smiled to himself and said, "You'll never get there in time by following this path. Come with me and I'll show you a shorter way."

"Certainly", said Chicken and Rooster and Duck and Goose and Turkey. And they followed Fox right into his cave. Chicken and Rooster and Duck and Goose and Turkey were never seen again. And no one ever told the king that the sky was falling.

Sometimes the story is told with this alternative ending:

Wise Fox asked Chicken to take him back to the place where she was standing when a piece of the sky hit her on her head. Chicken showed him the way. When they got to the farmyard, Fox found the nut, and said "Silly Chicken, the sky is not falling! That was a nut that hit you on the head!"

Then Chicken knew that she had been very foolish indeed. She decided to plant the nut, and eventually it grew into a tall tree. And when Chicken had grandchildren, she sat with them under the tree and told them the story of the day the sky fell.

ANDREA AND TONY'S PRESENTS

Aim: This role-play can help children to identify ways to solve conflicts of rights.

Learning points: - Sometimes people are in situations where their rights come into conflict. - These conflicts can be resolved peacefully.

What you need: The Summary of Rights from the Convention on the Rights of the Child (see **Annex**). Andrea's and Tony's story

Time: About 40 minutes

How to do it:

- Tell the children the story below.
- Ask them to act out the situation using **Role-play**.
- They can play four roles: Andrea, Tony, the father and the mother.
- Freeze the role-play at the point of conflict. Ask the class for suggestions about what could happen next. The players then choose one of these suggestions and use it to finish off the role-play.
- Ask the questions below to help the class think of non-violent solutions to the conflict.
- The players can then play out a peaceful ending.

Questions:

- How did this conflict happen? Why did it happen?
- How did the characters feel?
- Was the end happy?
- How could this conflict have been prevented?
- What other endings could have worked?
- Whose rights were Tony and Andrea ignoring? Which rights? (See Summary of Rights from the Convention on the Rights of the Child from **Annex**)

Choices:

- This activity can also be used to deal with conflict situations when they occur in the school. Ask the children involved in a fight, and possibly the whole class, to think of non-violent ways in which these real conflicts could be solved.
- It can be useful to re-do a conflict role-play with the participants reversing roles, so that they see the conflict from the other person's point of view.

Andrea and Tony's Story

Andrea and Tony were very happy because their parents bought them each a very nice present. Tony got a tambourine and he was so happy that he started to play on it straight away. Andrea was also very happy because she got a whistle. She started to play too. At first they were both very happy because they had got presents and they could both play at the same time, but after a while they found that they could not concentrate if they were both playing together. Andrea stopped playing and asked Tony if he could stop for a while and let her play. Tony said that it didn't bother him if she played and that he didn't want to stop. Andrea was so angry that she started to play very loudly and then Tony tried to play even louder. They started to compete with each other and because they were making such a noise their parents came into the room."

POOR OLD WOLF!

Aim: This fun and imaginative story-telling activity aims to show children that respecting each other's rights benefits everyone, unlike conflict in which only the victor benefits.

Learning points:

- Sometimes people are in situations where their rights come into conflict.
- These conflicts can be resolved peacefully.

What you need: One or two short folk tales or children's stories in which there is a conflict between the characters. (If you think about this, you will see that many old tales are based on such conflicts - usually with one character or group of characters stereotyped as "bad" and another character or group of characters stereotyped as "good".

Time: One hour

How to do it:

- Choose a story (see "What you will need" above).
- Read the story to the class.
- Help the children to identify the conflict in the story by asking the questions listed below. (Usually, traditional tales have "bad" characters who die or are punished, and "good" characters who live happily ever after).
 - Who was happy at the end of the story? Why?
 - Who was unhappy at the end of the story? Why?
 - Were anyone's rights ignored in the story? Whose? Who were they ignored by?
- Ask the class to think of the story again, this time from the point of view of the monster, wolf, or other "bad" character. Ask them to re-tell it from this character's point of view. Go through each incident in the story in this way. For example, a dragon might say "I am a dragon, it's my job to eat people, then a horrible Prince came along and chopped off my head!..."
- Now, ask the class how the story could be re-written so that everyone gets what they want, and conflict is avoided. The questions below can help with this. If there is time, the children could write their versions of the story, and illustrate them.
 - Is it possible for this conflict to be solved peacefully? How?
 - Is it possible for everyone in the story to get what they want? How?
 - Why would that be better than a situation where someone wins and someone loses?

Choices:

As a project (see section **Projects** in Chapter Two **Useful teaching methods**) you may want to do more work on the idea of solving conflicts in a way in which no-one loses out. One way to do this is to introduce the class to the following four ways in which conflicts can end. Ask the children to help you think of examples from their experience which illustrate each one:

- Win-win: everyone is happy and gets what they want.
- Win-lose: One person does not get what they want and is unhappy.
- Lose-win: The other person does not get what they want and is unhappy.
- Lose-lose: Everyone wastes their time arguing and no one gets what they want.

Once the class is familiar with this 'win-win' way of looking at conflicts, use it when real conflicts happen in the classroom. Ask the children involved, or the whole class, to work out a win-win solution.

This does not necessarily have to be a compromise. Often, both people involved in the conflict can gain from a win-win solution. For example, imagine that two children are fighting over an orange. It may be that one wants to eat the insides, while the other wants the peel to make a cake. This conflict can be solved peacefully, and both children can "win"! Of course, not all conflicts are so easily solved, but trying to think in this way can be useful.

TEACHING/LEARNING ACTIVITIES

- Activity I** Ask three pupils to narrate in turn conflicts which they once had with other pupils, e.g.
- i. Musu invites Mamie to pull Hawa's beret and hair roughly after school, so that Hawa and Mamie would fight.
 - ii. John's three classmates started to laugh at him and tease him when they saw a big hole made in his school bag, possibly by a rat.

Activity II **Class Discussion**

Let pupils discuss what they will do to prevent each conflict.

In conflict (i) above, ask the pupils to raise their hands if they would like to be:

- a) Musu, and why;
- b) Hawa, and what action they will take;
- c) Mamie and why

In conflict (ii) above, let each pupil in turn state what he/she will say to John and to the three classmates to prevent further conflict

Activity III **Dramatization/Role Play**

Read and discuss the incident below with pupils. Let pupils firstly discuss ways to prevent possible conflict and secondly role-play the incident.

The problem: The 10.000 note which the mother placed under her clothes in a portmanteau in her bedroom to buy food for the month is stolen. The portmanteau had no good lock. The mother suspected her young sister-in-law and started abusing her. There were other persons in the house. The young lady did not abuse the mother although greatly annoyed. She preferred to report the matter first to her brother. Her brother reached home half-an-hour later and tried to prevent the conflict.

Dramatize the scene and how the father prevented the conflict by resolving the problems.

Chapter Five

VIOLENCE AS A RESPONSE TO CONFLICT

Violence is any action or word intended to cause hurt, emotional or physical damage, to a person, to groups of people, or to oneself. Violence is often directed at a person or people because of their gender, race, sexual orientation, or physical and mental abilities. Violence is using power to control another person through subtle and not so subtle ways. School culture can both promote and support violence or it can evolve a culture and socialization process that promotes and sustains healthy violence-free relationships.

GENDERED VIOLENCE

Violence, including sex-based harassment, often inhibits learning and influences the experience and outcomes of schooling for girls and boys. Often, sexuality and gender bias are hidden in curriculum. This hidden curriculum can support the development of gender based violence. Therefore a whole school approach to eliminating gendered violence should include a review of existing policies and cultures and the development of a gender-appropriate curriculum. Pupils need opportunities to explore the ways in which traditional views of masculinity and femininity, inform and constrain them, and strategies to empower them to embrace change and develop respectful gender relationships.

The support for non-violence as a way to be male or female needs to be incorporated into all aspects of the school culture, ranging from policy guidelines to classroom interaction, to athletics and sports. A non-violent culture is one in which pupils can feel safe to move outside of rigidly defined gender expectations.

TWELVE WAYS

Teachers can identify the Signs that children are troubled. The following indicators may help you to identify children in your classroom who are troubled:

1. Lack of interest in school.
2. Absence of age-appropriate anger control skills.
3. Seeing self as always the victim.
4. Persistent disregard for or refusal to follow rules.
5. Cruelty to pets or other animals.
6. Talking constantly about weapons or violence.
7. Artwork or writing that is bleak or violent or that depicts isolation or anger.
8. Depression or mood swings. Misplaced or unwarranted jealousy.
9. Involvement with or interest in gangs.
10. Self-isolation from family and friends.
11. Talking about bringing weapons to school.

The more of these signs you see, the greater the chance that the child would need help. Get help right away. The faster you find help, the more likely the problem can be resolved.

TWELVE THINGS

Teachers can help to stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problem that causes violence.

1. Report to the Head Teacher as quickly as possible any threats, signs or discussions of weapons, signs of gang activity, or other conditions that might invite or encourage violence.
2. With help from pupils, set norms for behaviour in your classroom. Refuse to permit violence. Ask pupils to help set penalties and enforce the rules.
3. Regularly invite parents to talk with you about their children's progress and any concerns they have. Send home notes celebrating children's achievements.
4. Learn how to recognize the warning signs that a child might be headed for violence and know how to tap school resources to get appropriate help.
5. Encourage and sponsor pupils-led-anti-violence activities and programmes ranging from peer education to teen courts to mediation to mentoring to training.
6. Offer to serve on a team or committee to develop and implement a safe school plan, including how teachers should respond in emergencies.
7. Firmly and consistently but fairly enforce school policies that seek to reduce the risk of violence. Taken responsibility for areas outside as well as inside your classroom.
8. Insist that pupils not resort to name-calling or teasing. Encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behaviour.
9. Teach with enthusiasm. Engaged pupils in work that is challenging, informative, and rewarding are less likely to get into trouble.
10. Learn and teach conflict resolution and anger management skills. Help your pupils practice applying them in everyday life. Discuss them in the context of what you teach.
11. Incorporate discussions on violence and its prevention into the subject matter you teach whenever possible.
12. Encourage pupils to report crimes or activities that make them suspicious.

TEN THINGS

Teachers can discuss these questions to stop Gendered Violence:

1. In what ways is our school culture gendered?
2. How can we help pupils more beyond current dominant gender categories towards more respectful equal relationships?
3. In what ways can we provide a professional learning environment which actively addresses gender issues?
4. How does the school reflect critically on its gendered traditions and use this to develop better practice now?
5. In what ways do we use the physical environment to challenge traditional notions of gender?

Strategies

- Develop a shared vision within the school through consulting with and valuing the contributions of all participants. Issues of gender equity should be raised in this process.
- Ensure staff and pupils understand sex-based harassment and violence issues. Ensure sex-based harassment education programmes that include discussions of constructions of gender are developed and working effectively.
- Teach effective communication and relationship skills, the management of conflict and help pupils to understand gender issues associated with assertiveness and the use of social skills. Pupils should be taught comparative and non-violent behaviours. Social skills and attitudes should be valued equally with academic development.
- A safe and equitable learning and teaching environment should be provided for all.
- Ensure equitable sharing of resources such as playground space, sports equipment etc. Discuss with pupils the reasons for this, to help them understand why these steps are necessary.

ESCALATION

Aim: To make the pupils aware of how a conflicting situation escalates into violence.

Methodology: Demonstration

Procedure:

- (1) Two pupils agree on a situation that demonstrates the escalation.
- (2) Before you act, probe the demonstration according to the following steps:

Attack:

- **A** and **B** standing opposite each other.
- **A** attacks **B** 'you did.....badly', 'you are....lazy....'.
- **B** hearing this attack changes his body posture into an inferior one: bend the knees, bend the back.

Self – preservation:

- **B** slowly gets up.

Re – attack:

- **B** attacks **A** 'you did...', 'you are....'
 - **A** moves into the inferior position
- (3) Demonstrate the change of direction of attacks at least six times (by words and body language)

- (4) Demonstrate the escalation by getting louder and more aggressive from attack to attack.
- (5) The teacher can play the escalation by demonstrating it with puppets in his or her hand up and down by following the same steps above.

VIOLENCE IN MY LIFE

Overview: This is a discussion activity in which pupils explore their experiences of inter-personal violence.

Time: 60 minutes

Related Rights:

- o The right to life, liberty and security of person
- o The right to freedom of thought, conscience and religion

Objectives: Pupils should be able:

1. To identify oneself not only as an object of violence but also as someone who could be a source of violence.
2. To encourage the development of skills to deal with violence in positive ways.
3. To develop values of tolerance and responsibility.

How to do it:

- o Explain that this is an opportunity for the pupils to share thoughts and feelings about personal experiences of inter-personal violence, both when people were violent to them and when they were violent to others.
- o Make sure that everyone knows and understands the rules for participatory group work; that everyone should be treated with respect, that what everyone says is held in confidence and that no one is to feel under pressure to say anything which makes them feel uncomfortable.
- o Conduct a brainstorm of the word “violence” and ask them to give examples of everyday violence, for instance, verbal abuse, insults, sarcasms, queue jumping, bargaining in front of someone, smacking a child or hitting/being hit, burglary, petty theft or pick-pocketing, vandalism etc.
- o Ask everyone to take five minutes to reflect about personal incidents when:
 - a) someone acted violently towards them
 - b) when they acted violently towards someone else
 - c) when they saw someone else being violent but did not intervene

Debriefing and Evaluation

Start with a short discussion about the activity itself and whether or not it was difficult, and if so, why. Then go on to analyse the causes and effects of the different situations **a)**, **b)**, and **c)** above. Ask for volunteers to offer their experiences for general discussion.

Let them say what happened and how they feel about it and then open the discussion to everyone.

1. Why did the violent situation happen?
2. How could other members of the group have behaved in similar circumstances?
3. Why did you behave the way you did?
4. How could you have behaved differently? Has the rest of the group any suggestions?
5. What could anyone have done to prevent the incident from happening?
6. In the case of c), why didn't they intervene?
7. What were the causes of the incident?
8. How many incidents were the result of misunderstandings, how many the result of bitterness, spite of jealousy and how many the results of differences of culture and custom, opinion or belief?
9. What do people understand by the word "tolerance"? How would they define it?
10. Is it right that people should be completely tolerant of everything the people do or say?
11. Why is tolerance a key value for the promotion of human rights?

DO WE HAVE ALTERNATIVES

Time: 40 Minutes

Overview: This is a role-play activity that addresses issues of:

- Interpersonal violence
- Bullying

Related rights:

- The right to live in freedom and safety
- The right to dignity and not to be discriminated against
- Children have the right to be protected and shielded from harmful acts and practices, example from physical and mental abuse

Objectives: Pupils should be able to:

- Develop knowledge and understanding about the causes and consequences of bullying
- Explore ways of confronting the problem
- Create empathy with the victims of bullying

Materials: Copies of the scenes to be role-played (one scene per group); One copy of the sheet of "real stories"

Preparation: Prepare the room so that the pupils have space to perform their role-plays.

How to do it:

1. Introduce the activity. Explain that they are going to work in small groups to make short role-plays on the theme of bullying.
2. Ensure, with a quick brainstorm, if necessary, that everyone knows what bullying is and that it can happen in any school or college, in clubs and in the workplace.
3. Divide the pupils into three sub-groups and assign one of the scenes to each group. Give 15 minutes to rehearse and prepare their role-plays.
4. Once they are ready, ask each group, in turn, to present their scene.
5. Leave any comments until all groups have presented their scenes and then come together into plenary for discussion.

Debriefing and evaluation:

Start by reviewing the role-plays.

- Where did the pupils get the materials to develop their scenes? Was it from stories or films about bullying, or was it based on experience?
- Were the scenes realistic?
- In scene 1, which things that pupils said were constructive and helped the situation and which things hindered the situation?
- In relation to scene 2, how easy is it to talk frankly with a friend who is also a bully. In general, what techniques would tend to have a positive effect and what tactics would tend to have a negative effect?
- In relation to scene 3, how easy is it to talk frankly with a friend who is being bullied? What is the best way to find solutions that are acceptable to the victim?

Now ask three pupils to read out the “real stories”. Ask for general comments about the “real stories” and then go on to talk about the causes of bullying and how it can be tackled.

- How do you think it feels to be bullied?
- Is the person being bullied responsible for it?
- Are bullies trying to prove something by abusing other pupils?
- Is bullying a form of violence?
- Is bullying about power?
- Is bullying inevitable?
- If you are friends with someone who is being bullied, should you inform an authority figure, even though your friend told you about their problem in confidence?
- What are the most common prejudices against pupils who are being bullied?
- Who is responsible for controlling a problem of bullying?

Scenes for the role-plays

Scene 1

A pupil turns to people in authority and tries to explain that one of his/her classmates is being bullied. The head teacher is authoritarian and traditional. She/he thinks standards are slipping and has poor opinions about the general behaviour of young pupils these days. The class

teacher does not want to assume responsibility for the situation. Other teachers underestimate the problem and do not recognize the bullies' behaviour for what it is. The representative of the School Monitoring Committee is concerned, but has too heavy workload to intervene now.

Scene 2

A group of pupils try to talk to a friend who is bullying a younger pupil.

Scene 3

Various pupils are gathered together talking about a friend who is being bullied by a group of older pupils. They would like to help their friend and analyze all the possible solutions to help him/her.

ATTENTION: the real stories are read and discussed after the performing of the role-plays of the pupils.

Real stories

Story1

"I am 12 and I hate going to school because nobody likes me. There is a group of kids who call me names every time. They say that I am ugly and fat and that my parents should be ashamed of me. My best friend stopped talking to me and now she has even made friends with some of the kids in this group. I hate her. I feel so lonely and I am scared that what they say about my parents is true"

Story 2

"I started classes in a new school this year and from the first day I felt that some of the girls looked at me funny. Then I realized that they were jealous because most of the boys started being very friendly to me. Now I want to go to another school because I am receiving little notes threatening me. I also receive abusive phone calls at home. They have even stolen my books several times. Last week, I went to the toilet and three girls followed me inside. They shouted at me, threatened me with a knife and told me that I should go and study elsewhere and called me a whore. I cannot stand this anymore. I am scared and angry. I tried to talk to the head teacher but she/he did not really listen to my problem. I do not know what to do"

Story 3

"My best friend told me other pupils were bothering him at our school. Since I wanted to help him, I decided to go and talk to them but after I did this they started doing the same to me. Now we are both being bullied: they make fun of us, play dirty tricks and have threatened to beat us up. We have both decided to keep our mouths shut because we are scared things will get worse if we tell someone"

ANTI-CORRUPTION COMICS

Number 1 – Let’s join the fight against corruption

Francis: Corruption is an enemy of the development of Cameroon.

Jennifer: Corruption limits our ability to fight poverty

Francis: It negatively affects our economic development and damages social values.

Jennifer: Corruption undermines democracy and good governance

Francis: What does corruption mean?

Jennifer: Someone give another person in a position of power something in order to gain an unfair advantage. This is against the law. The person returning the favour is also guilty of corruption. It’s also corruption when someone misuses his power to force you to pay, even though you haven’t done anything wrong. This is called extortion and is seen as a king of corruption.

Francis: Why is corruption wrong?

Jennifer: Corruption causes problems for individuals, for groups of people, for communities and for the country as a whole. Corruption undermines human rights like the right to equality and to freedom of trade and occupation. Corruption increases the cost of public service. As a result there is less money for housing, health care, education and other services. Business and consumer cost increase. If criminals get away with their crimes, more and more people will also commit crimes because they know they can get away with it. Corruption also stops economic development because people will not invest their money.

Francis: So what can be done?

Jennifer: Discuss with your close friends and family and try to find solutions.

Possible Questions

- ◆ Please refer to Francis’ questions in the text above.
- ◆ Try to find examples to discuss with your pupils: why is corruption causing so many problems for individuals, communities and the whole country?

Number 2: Francis and the scrap bike

Francis on the way to drop Jennifer at school.

Jennifer: Oops! This seat is hurting my butt!

Francis: Oh! Come on Amara. You are complaining every day!

Jennifer: But it’s unbearable...Ouch!!!!

Francis: You have to get used to it. That is the way it is. You have to be strong.

Jennifer: I keep on wondering why the traffic police still allows you to run with this scrap machine on commercial use.

Francis: Really? Well, that's because I am always nice to them.

Jennifer: You mean bribing them?

Francis: No; tipping them.

Jennifer: Why can't you invest that money back to the bike, at least for our own safety?

Francis: Because I have to save enough to tip the police and you know I have to party with my friends. You take care of yourself. I see you afters school!

One week later: on their way to school they have a terrible accident and Jennifer ends up with serious injuries in the Emergency Hospital.

Francis: It's my fault; forgive me brother. I should have listened to your advice. I hate myself for doing this to you. I swear brother, I will henceforth forget about tipping the police and saving for parties. I will start investing my money wisely. Doctor, is he going to be ok? Please save his life. He is my only family.

Happy end: Francis keeps his promise and invests the money in his bike. Jennifer gets out of the hospital after a long healing process and is surprised to see that his brother was able to save enough money to buy a taxi and run his own business to ensure their future life.

Number 3: Chief Bana of Bomeh Chiefdom

Chief Bana addressing his subjects: I have received money from Central Government to develop this chiefdom of Bomeh. I want us to build a water well, a community centre, a market and a court barry. I want Bomeh chiefdom to be unique. However, the money from Government is very small and will not be enough to finance all these projects.....Therefore; I am taxing every one of you to contribute financially, materially and your man-power as well.

- Villagers:**
- But Chief, that will be asking too much of us!
 - Chief, may I suggest we carry out these projects one at a time?
 - Otherwise the burden will be too much for us to carry....

Chief Bana: Oooo oh! I see! So you people don't want your chiefdom to develop, eh? Now, let's get to work! NOW!!! EVERYBODY!!!

After 2 months of work on the projects:

Villager 1: Hmmm! This community development is too much now.

Villager 2: ...but Chief Bana is refusing to understand.....

Meanwhile...

Chief Bana: Well, well, well. I am going to the city, buy 2 houses and a Nissan Patrol Jeep and open a shop for my beautiful young maid. HAHAHAHAHAAAA!!! It's good to be a chief!

But soon hardship hits Bomeh Chiefdom:

- all the fowls, goats and sheep have been eaten by the project officials,
- the villages have contributed all their savings to the project tax,
- the villagers of Bomeh Chiefdom are starving.....

Soon a group of villagers met...

Villager: Comrades, I have strange news for you. Our Chief has been diverting funds meant to the development of Bomeh to his personal use. I have the evidence here, and I suggest we forward it to the Anti-Corruption Commission.

2 weeks later police came to arrest Chief Bana:

Police: Chief Bana Sir, we have orders to arrest you and take you to the police station for questioning.

And Chief Bana was tried in a court of law:

Judge: Chief Bana, this court finds you guilty of corruption and you are hereby sentenced to 10 years in prison!!!

Possible Questions

- ◆ What does Chief Bana want to do?
- ◆ Why are the villagers against his plans?
- ◆ What happens in the village after some time?
- ◆ How did the villager find about the strange news?
- ◆ Why did Chief Bana end up in prison?

Number 4: Jennifer braves her teacher

First term results are out and Jennifer is among the failures.....

Jennifer thinking: Oh my God! What will I do now? Papa will be angry with me... Jennifer runs into her teacher

Teacher: Why are you so downcast, Jennifer?

Jennifer: You know I failed, don't you?

Teacher: That's because you refused to take extra lessons. Anyway, you can make it up in the next terms. You can meet me at my house so we can talk more on that.

Jennifer: Ok, Sir!

Next day, Jennifer visits her teacher....

Teacher: Come on in Jennifer. You are most welcome!

Jennifer:so how much will the extra lessons cost?

Teacher: For you not a penny!

Jennifer: Why? I mean the others are paying. Why not me?

Teacher: You are different. I have SPECIAL INTEREST in you, Jennifer

Jennifer: Really? How? Why?

You know what I mean, Jennifer. It's up to you to be at the top of your class. The ball is in your court.

Jennifer: ?!?!??

Jennifer in the Principal's Office.....

Principal: Are you sure of what you have just explained?

Jennifer: Yes, Sir! In fact we have an appointment for tomorrow after school.

Principal: Ok, keep your appointment with him. This is what we will do.....

Jennifer: Ok, Sir!

Next day Jennifer goes to her teacher...

Teacher: Oh! I am glad you came. I can't stop thinking of you...Let's go to my bedroom...Come closer....Just relax, ok?

Jennifer: No teacher! I can't!

Principal shows up: I see! So this is how you treat your pupils?!

Teacher in the Principal's Office....

Principal: You are DISMISSED! The authorities will ensure you will never enter a school building again. OUT!

Jennifer was rewarded at the end of the year....

Classmates: Congrats! Bravo!!!!

Possible Questions:

- ◆ Why is Jennifer so desperate?
- ◆ Why is the teacher offering Jennifer extra lessons for free?
- ◆ What role does the Principal play?
- ◆ Why is Jennifer rewarded at the end of the year?

CASE STUDIES – STANDING AGAINST CORRUPTION

Anita: An Ethical Dilemma

Anita is taking a mock final test in her English Language and Mathematics class. She has prepared diligently for the test. When she turns to the second page of the test she realizes that she has studied the wrong material. Knowing that she needs a “B” in the final test to get a “B” in the course, she becomes very flustered. Her grade is very important because it can qualify her for First School Leaving Certificate (FSLC).

Anita has always been against cheating and has never cheated; although it is common knowledge that cheating occurs as a daily practice in her class. Going through her mind now is the knowledge that she can get the required information from her boyfriend who is sitting next to her. Her teacher has left the room because he feels that pupils should be trusted during tests. Anita likes the idea of being trusted, but also likes the idea of qualifying for the FSLC.

Questions:

1. Should Anita cheat just this once? WHY?
2. Are there times when cheating (anywhere and not just at school) is justified? Why or why not?
3. What becomes of pupils if they are not ever caught cheating or if they are allowed to get away with it?
4. What course of action should a teacher take if he/she becomes aware that one of their colleagues is allowing cheating to occur?
5. What do you think the consequences are for the people who cheat?

The Stationery Dilemma

Mr Koroma is the Head Teacher of a large rural primary school that is experiencing financial difficulties. The parents are not paying school fees because of the free education policy of the government. The second quarter subsidy has not arrived and the school owes thousands of CFA to suppliers who will no longer extend them credit.

To add to Mr Koroma’s problems, the school has run out of photocopy paper and the stationery store is empty. There are no textbooks.

One day a vehicle comes to the school and the driver shows to Mr Koroma a full range of paper and stationery. He is asking prices that are 50% less than that in the stores. Mr Koroma suspects the goods are stolen but he is thinking about his staff and pupils and school when he places an order. He knows that the pupils and the staff also suspect that the stationery is stolen as a local stationery theft had recently been reported in the newspaper.

Questions:

1. Should Mr Koroma buy the stationery supplies from the supplier? Why or why not?
2. Should the school be worried about where the suppliers are coming from?
3. If you were Mr Koroma and suspected the material was stolen, what would you do?

Enrolling Pupils

Ms Baima is the head of Home Economics at Mandu Secondary School. Ms Baima is the only person in her family who is working for money. She has just received the message from home that her one and only educated class 6 nephew has failed to secure a place at Mandu Secondary School. She approaches the principal to enrol her nephew in the school, indicating that she will be totally responsible for him.

Questions:

- Should Ms Baima's nephew be enrolled into Mando Secondary School? Why or why not?
- Complete the following sentence: If I were the principal, I would.....
- If the principal enrolls the nephew what would be the consequences of her actions?
- What would other parents (whose children failed) do or say to the principal?

Punctuality

Ms Edwina is the class teacher of 6Red. She always emphasizes the importance of being punctual. She tells her pupils not to be late for classes or any organized activities. Despite what she says, Ms Edwina herself is rarely on time for class.

Augustine, a pupil in class 6Red has been coming late to classes recently. Ms Edwina became increasingly annoyed and asked Augustine why he was coming late. Augustine replied "Because you tell us to be punctual but often come late so why should I rush?"

Questions:

1. Should Augustine come late because his teacher is often late? Why?
2. On the scale below indicate your response to this statement.

Augustine ought to be disciplined.

5	/	4	/	3	/	2	/	1
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Strongly agree

no opinion

strongly disagree

3. What are the consequences of a teacher who sets double standards?
4. Complete the following statement: "If I were a 6Red pupil I would....."

Cheating in National Examinations

St Mary Primary School is a new school, with the first classes of grade 6's this year. Because of disputes over compensation with the local landowners the school was closed for 2 months earlier in the year.

Joseph, a grade 5 pupil at St Mary Primary School, was walking past the school hall one day when the grade 6 pupils were inside sitting for their First School Leaving Certificate Examinations in Mathematics. As he passed the hall he saw the Mathematics teacher take a yellow paper from someone who was inside the hall. The teacher went away and came back 20 minutes later and handed back the paper to the pupil in the hall.

After the examination, Joseph reported what he had seen to the Examination Supervisor, who had come from another school. The Supervisor then reported the incident to the Head Teacher who told him that he would investigate. The Supervisor was told to say nothing to anyone else about the incident.

The Supervisor heard nothing more from the Head Teacher, but when the results came out, St Mary Primary School had come top in the province in both Mathematics and Science, with over 80% of the pupils scoring Credits and Distinctions. When the Head Teacher was questioned over the surprisingly good results he claimed that the school had done well because the pupils had all prayed hard before their examinations.

Questions:

1. Is there cause to be suspicious of the results obtained at St Mary Primary School? Why?
2. On the scale below indicate your response to the following statements.

5 / 4 / 3 / 2 / 1

Strongly agree

no opinion

strongly disagree

- a. *The Invigilator should have reported the incident to someone in higher authority instead of leaving it up to the Head Teacher.*
- b. *Both the Head Teacher and the teacher involved should be reported to Provincial authorities for investigation.*
- c. *The teacher was justified in trying to help the pupils because their education*

had been interrupted during the year.
d. *The Head Teacher has strengthened his discipline in the school by his actions.*

3. What are the consequences for the other pupils in the province if one school obtains good results by cheating?
4. Complete this sentence: *If I had the invigilator I would have*
5. The Education Department, after analyzing the results, found there was sufficient evidence to prove that cheating had taken place.
6. Who should be punished – the Head Teacher, the teacher or the pupils? Explain your answers.

COLLECTION OF PEACE POEMS, STORIES AND SONGS

POEMS

My Life at Risk

Everywhere I go there is combat,
Anything I say I'm in trouble,
Even at home I'm not happy with my family,
Nobody likes what I do.
When will this come to an end?
The ones I trust are dishonest.
Today I escaped death,
The other day I was a refugee.
When will all this come to an end?
When will there be peace?
When will there be good communication?

Nonviolent Communication – a reader for neo literates, SLADEA 2005 p. 34

The Fuel of Peace

If you want to build the city, build the people

If you want to build peace, build non – violent communication

If you want to avoid violence, be peaceful

Peace is for peaceful people

Though conflict is unavoidable, manage it well

Share love and concern.

Nonviolent Communication – a reader for neo literates, SLADEA 2005 p. 35

Mr. Peace

Oh you Mr Peace you are here again

The last time you came to my house

You drove away Mr Fight

When you came to my family, you drove away Mr Jealousy

When you came to my country, you drove away Mr Enemy

You are here now with Mr Love and Mr Development.

You are welcome.

I know with love and development, you can now drive away Mr Corruption and Mr Poverty out of our country

Peace Stories

Mama Palaver

Once upon a time, there was a woman full of palaver. At one time people called her Mama palaver. She quarrelled with everybody in her area. She had no friend who comes to her house.

One day an old woman decided to visit her at her house and talk to her. When the old woman went, mama palaver quarrelled with her but she persisted and she was able to talk to mama palaver. The old woman gave her stories about peace and mama palaver gave food to the old

woman and they ate together. So since that day, mama palaver never quarrelled with people again and she lived peacefully with her friends and neighbours.

The Kamara and Turay Families

The Kamara and the Turay families were neighbors in Bakoni town. The Kamara lived in a beautiful self-contained three bedroom house. The Turay lived in a small mud house. The two families had a son each. Brima Kamara was nine years old and Foday Turay was ten. The boys attended the same school.

The parent of these two boys quarrelled over a mango tree. The tree was on the boundary between their compounds. At school, the two boys talked and played together. At home, they avoided each other because of the quarrel between their parents.

One day on their way home from school, Brima Kamara slipped over a banana peel. He fell and broke his left leg. Foday Turay was at the scene and he quickly rushed home to tell Mrs. Kamara what had happened. Seeing Foday at her door step, Mrs Kamara quickly shouted at him and she ordered him to leave her compound immediately or else she would send her dogs after him. With tears running down his cheeks, Foday explained why he was there. "Your son Brima fell down and broke his leg."

Mrs. Fatu Kamara quickly collected her car keys and asked Foday to get into the car. By the time they arrived at the scene, a large crowd had gathered there. A nurse from the Health Center rendered first aid to Brima. Mrs. Kamara cried and thanked everyone for what they had done for her son. Brima was carefully put on the back seat of the car. He was taken to the hospital where he was admitted.

Later, Mrs Kamara took Foday home. She thanked his mother Mrs. Zainab Turay for what her son did even though the two families were not talking to each other for such a long time.

The next day, Mrs Turay went with Foday to the hospital to see Brima. Since that time, the two families continued to live as wonderful friends.

The Unhappy Student

There was a village school. All of the students were Bamileke except one who was a Fulani by ethnic group. During break and lunch, the Bamileke students ate and played together. They did not accept the Fulani student to join them, because he did not belong to their ethnic group.

The Fulani boy was not happy among them. One day, the Bamileke boy remembered one of the twelve commandments. We shall love our neighbor as ourselves. They all came to the boy and started playing together. The Fulani boy was now happy in the school.

The Blind and Lame Man

Once upon a time, these two people were invited to a naming ceremony. The blind cannot see and the lame cannot walk. Who should carry or lead the other was the question.

The lame man asked the blind man to carry him on his shoulder. "Can you show me the way?" asked the blind man. They were served in the same bowl when they arrived but the lame man quickly picked up the meat.

The blind did not feel any meat with his hand. Because of this, they argued bitterly. The lame taught it wise and he decided to share the meat.

This was because either cannot go back alone if they do not share the meat. They therefore made peace and went back as they came.

ANNEX 1

SHORT VERSION OF THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 1 *Definition of a Child* A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

Article 2 *Non-Discrimination* All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Article 3 *Best interests of the child* All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Article 4 *Implementation of rights* The State must do all it can to implement the rights contained in the Convention.

Article 5 *Parental guidance and the child's evolving capacities* The State must respect the rights and responsibilities of parents and the extended family to provide guidance for which is appropriate to his or her evolving capacities.

Article 6 *Survival and development* Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7 *Name and nationality* The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

Article 8 *Preservation of identity* The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Article 9 *Separation from parents* The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10 *Family reunification* Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11 *Illicit transfer and non-return* The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

Article 12 *The child's opinion* The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13 *Freedom of expression* The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

Article 14 Freedom of thought, conscience and religion The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15 Freedom of association Children have a right to meet with others, and to join or form associations.

Article 16 Protection of privacy Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Article 17 Access to appropriate information The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18 Parental responsibilities Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Article 19 Protection from abuse and neglect The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate programmes for the prevention of abuse and the treatment of victims.

Article 20 Protection of a child without family The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21 Adoption In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and only with the authorization of competent authorities, and safeguards for the child.

Article 22 Refugee children Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

Article 23 Disabled children A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Article 24 Health and health services The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25 Periodic review of placement A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Article 26 Social security The child has the right to benefit from social security including social insurance.

Article 27 *Standard of living* Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Article 28 *Education* The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's right and dignity. The State shall engage in international co-operation to implement this right.

Article 29 *Aims of education* Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30 *Children of minorities or indigenous populations* Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Article 31 *Leisure, recreation and cultural activities* The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32 *Child labour* The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33 *Drug abuse* Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34 *Sexual exploitation* The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 *Sale, trafficking and abduction* It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36 *Other forms of exploitation* The child has the right to protection from all forms of exploitation to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

Article 37 *Torture and deprivation of liberty* No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38 *Armed conflicts* States Parties shall take all feasible measures to ensure that children below 15 years of age have no direct part in hostilities. No child below 15 shall be

recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Article 39 *Rehabilitative care* The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social re-integration.

Article 40 *Administration of juvenile justice* A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her re-integration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defense. Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41 *Respect for existing standards* Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention; the higher standard shall always apply.

Article 42-54 *Implementation and entry into force* The provisions of articles 42-54 notably foresee;

- the State's obligation to make the rights contained in this Convention widely known to both adults and children.

- the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it.

- States Parties are to make their reports widely available to the general public.

- the Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.

- in order to "foster the effective implementation of the Convention and to encourage international co-operation", the specialized agencies of the UN (such as ILO, WHO and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent", including NGOs in consultative status with the UN and UN organs such as UNHCR, they can submit pertinent information to the Committee and be asked to advice on the optimal implementation of the Convention.

- a reservation incompatible with the object and purpose of the present Convention shall not be permitted.

ANNEX 2

SUMMARY OF RIGHTS FROM THE CONVENTION ON THE RIGHTS OF THE CHILD

- Children have the right to be with their family or with those who will care for them best.
- Children have the right to enough food and clean water.
- Children have the right to an adequate standard of living.
- Children have the right to health care.
- Disabled children have the right to special care and training.
- Children have the right to play.
- Children have the right to free education.
- Children have the right to be kept safe and not hurt or neglected.
- Children must not be used as cheap workers or as soldiers.
- Children must be allowed to speak their own language and practise their own religion and culture.
- Children have the right to express their own opinions and to meet together to express their views.

ANNEX 3

3 SONGS FOR A CHILDREN'S RIGHTS EDUCATION:

My Name is

I am a girl, my name is Amina! I have blue eyes and my hair is black!

Tell me who are you? Will you be my friend?

Tell me who are you? Come - on let's shake hands! I am a boy, my name is ...

I have ...eyes and my hair is ...! Tell me who are.....

Change the lyrics, for example: *I have brown shoes and my shirt is pink!*

Simple Song

This is just a simple song

Dance and shout and sing along!

If you sing this simple song

All your troubles will be gone!

1. Reach up with your hands and clap, - shake them to the side!

Turn yourself around and stop*four steps to the right.

2. Reach up with your legs and point – to the left - the right!

Turn yourself around and stop* Four steps to the right.

Go, My Child

Spoken:

Long ago a Cameroonian Chief counselled his people in the way they should walk. He wisely told them that education is the ladder to success and happiness.

“Go my child, and climb the ladder”

1. Go, my child, go and climb the ladder.

Go, my child, go and earn your feather.

Go, my child, make your people proud of you.

2. Work, my child, get an education.

Work, my child learn a good vocation.

Climb, my child, go and take a lofty view.

3. From – on the ladder of an education,

You can see help your Salone nation.

Reach, my child, lift your people up with you.

And 1. Again.

ANNEX 4 : THREE STORIES FROM AROUND THE WORLD

The Fox and the Turkey (Pueblo Indian USA).

O-way-way-ham-by-joh, which means a very long time ago, Mr Fox went out to hunt. He and Mrs Fox had been living on roots for many days, so he was hungry for something tastier to eat. He hunted for a long time until he grew tired. Then suddenly he bumped into a great fat turkey. He was just about to sink his sharp teeth into the turkey when the turkey said: "Wait, Fox-man, are you ill? You look so pale! Don't you want to take a nap? You lie down and go to sleep and I'll go down to your house and tell Mrs Fox to cook me for your dinner. Poor fellow, you look so tired!" This made Mr Fox feel really ill. "That would be kind of you, Turkey-man." So the turkey started off toward the fox's den and the fox watched him until he reached the door, then he lay down under a tree to sleep. The turkey knocked loudly. "Who's there?" asked Mrs Fox. "Just a friend with a message for you." "Won't you come in?" said Mrs Fox. "No thank you," said the turkey, "I'm in a hurry. Mr Fox just asked me to come by and tell you that he will be back soon. He is very hungry and wants you to cook some roots for his dinner." And then the turkey ran away. Mrs Fox got busy and cooked some roots. Very soon Mr Fox came home smacking his lips. He was so pleased to think what a delicious turkey dinner he was going to have. Mrs Fox brought the dinner and set it on the table before Mr Fox. He bit a big piece and began to chew. "This is the toughest turkey I have ever tasted" he cried. "It tastes more like roots than turkey. What is the matter with it?" "Turkey!" said Mrs Fox. "I have no turkey!" These are roots! Someone knocked at the door this morning. He told me you were hungry and wanted me to cook some roots for your dinner." "Oh" groaned Mr Fox, "that must have been the turkey!"

Dividing the Cheese (Cape Verde Islands).

Two cats stole a cheese. One wanted to divide it. The other did not trust him, so he said, "No, let us get a monkey to divide it between us!" The first went to find a monkey and asked him to be the judge. "Certainly," said the monkey. He sent them for a large knife and some scales. But instead of cutting the cheese in halves, he made one piece bigger than the other. Then he put them in the scale. "I didn't divide these well," he said. He started to eat the heavier piece of cheese. "What are you doing?" cried the cats. "I am going to eat some of this piece to make it even with the other." Soon the piece he was eating was smaller than the other piece. He changed over and began to eat the other. The cats saw that before finishing dividing, he would have eaten all the cheese. They said, "Sir Judge, let us have the rest of the cheese, and we will divide it ourselves." "Oh no," said the monkey, "you might fight over it, and the king of the animals would come after me." So the monkey went on eating, first one piece, then the other. The cats saw that nothing would be left. One cat turned to the other and said, "We should have divided the cheese ourselves." After the monkey had eaten all the cheese, he said, "Let us all go in peace, and never again let your interest blind your understanding."

The Beggar's Soup (Sri Lanka).

Seven wandering *andiyas* (beggars) once happened to spend the night in the same resting place. They agreed to cook a common pot of *congee* (rice cooked in water) for their dinner, with each *andiya* putting in one handful of rice. One by one, each *andiya* reached out over the pot to drop in his rice. But they were tricky fellows, and not one of them actually put a single grain of rice in the pot. Each *andiya* thought the others would provide the promised handful. When the *congee* was served, each *andiya* received a bowlful of hot water!

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