

PEACE EDUCATION MANUAL

For Secondary Schools

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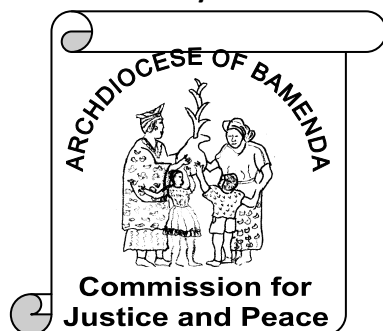


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PREFACE

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

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ABOUT THE PROGRAM

The Manual aims at enabling students 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 students 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 students.

More specifically, the Manual contains the following five parts:

- Peace in your life
- Conflict Awareness and responses, Prevention and Management
- Human rights/ Children's Rights and Responsibilities
- Justice and Peace
- We can make peace happen

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 students.

As mentioned in the introduction 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 students 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 students, learning by doing. The activities of the teachers as well as those of the students 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 Secondary 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 students 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 students 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 students. It is mostly improvised. It aims to bring to life circumstances or events, which are unfamiliar to students. 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 students, decide how many students 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 students 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 students 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 students pretend to be witnesses testifying in a court.
- Now allow a couple of minutes for students to think about the situation and their roles. If the furniture needs to be re-arranged to make space, do it now.
- Students perform the role-play.
- During the role-play, it might be useful to stop the action at a critical point to ask the students and observers about what is happening. For example, in a role-play about violence, ask the students if they can think of a way that the situation could be resolved peacefully, and then ask the students to play out those possible endings.
- After the role-play, it is important that students 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 students to decide on a verdict and how it was reached to bring out the learning points.
- If the role-play worked badly, ask the students 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 students 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 students 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 students 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, students can form groups by turning around in their seats to face the students 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 students where they can see each other. Tell the students 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 students whether the activity was useful, and what they learned. If there is a negative response, ask the students 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 students. Ask the class to brainstorm all the possible non-violent solutions.

- To introduce a new topic, brainstorm everything that the students 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 students to contribute their ideas and write the ideas where everyone can see them. These should be single words or short phrases.
- Tell the students 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 students 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 students.
- 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 students 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, students 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 students 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 students 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 students 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 students 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

students. 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 students.

PROJECTS

What is it and why do it?

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

- Help students to see links between separate subjects and between their school studies and the outside world.
- Give students practice at organizing themselves for action, planning their own time and working to a schedule.
- Allow students to take control of their own learning, with the guidance of the teacher.
- Create opportunities for students to interact with each other and with diverse people in the community outside the school.
- Give students 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 students need to decide when the project will begin, how long it will take, what resources will be used, where these can be found, whether students 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 students 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 students. 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 students to work in pairs and give every pupil a picture and some drawing materials. Tell the students 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 students then take it in turns to compare their drawings with the original pictures. Ask them if anything important was left out? What? Why?

Where students 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 students' 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 students 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 students 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. students 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 students, 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.
- Students 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.
- Students 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 students 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 students 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 students the opportunity to monitor their own progress.
4. It can be part of the process of improving students' personal responsibility for their learning.

It is possible to work with students, 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 students:

- 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 students) – 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 students 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

PEACE IN YOUR LIFE

Having experienced multiple inter-tribal conflicts, with much loss of lives and property, the North West Region of Cameroon now has a number of distressed people. There is, in this context, a dire need for peace education and for schools to help their students to develop the skills and behaviour that will enable them to walk away from a life where their only source of power and income is through violence.

Peace education may be taught as a separate subject in the school, or integrated into different subjects across the curriculum or some combination of the two.

What is more, peace education must include an effort to create more peaceful classrooms and schools and to contribute to a more peaceful community. Given this, although there may be a designated peace education teacher in the school, every teacher is a teacher of PEACE to some extent, with a responsibility to model and promote peace, and use any opportunity to support the development of a peaceful living and togetherness.

A teacher's main role is to promote learning and to assist all of their students to experience intellectual, social and emotional development and growth. Peace education is integral to this role in Cameroon, but also requires even more because peace education is highly experiential. The teacher is therefore responsible for creating an enabling environment for this type of learning to take place, where students feel valued and involved in their learning.

Above all, the teachers should be role models who demonstrate peace and promote positive relationships in their own day-to-day practices.

PEACE EDUCATION IN SCHOOL

Objectives: By the end of the lesson the students should be able to:

- ◆ discuss the meaning and importance of peace;
- ◆ outline reasons for teaching about peace;
- ◆ understand the conditions and benefits of peace and the need to create more peaceful situations at school;
- ◆ identify the major barriers to peace and ways to overcome them;
- ◆ define conflict and identify peaceful ways to prevent or manage any conflicts that arise; and
- ◆ adopt a democratic approach to classroom teaching and promote human rights within the school.

Topics

- ◆ Basic Concepts of Peace
- ◆ Conditions for Peace and a Peaceful Situation
- ◆ Benefits of a Peaceful Situation/environment/atmosphere
- ◆ Barriers to Peace
- ◆ Conflict and Conflict Management
- ◆ Human Rights, Democracy and Good Governance

Basic Concepts of Peace

- Divide the group into pairs and ask them to consider for themselves the following three questions:
 - a. What is Peace?
 - b. Why do we teach the Concept of Peace to students?
 - c. Is peace only a concept?
- Follow this with a whole group discussion led by the teacher.

WHAT IS PEACE?

Peace is a situation where people in whatever environment show love, caring for one another, feeling of belongingness, interest, politeness, honesty, sharing and working together for the welfare of all.

Peace is about relationships between people and; if we are to strengthen peace in Cameroon, we need to work on building positive relationships which encourage cooperation between people. In a peaceful situation, there is no fighting, no malice, no misbehaviour, no abusive language; people work together for progress of the group and conflict is managed in constructive and non-violent ways.

PEACE OR VIOLENCE WORKSHEET

- a) What are some peacemaking behaviours students' exhibits in your school?
- b) Is your school becoming more peaceful or more violent? Why?
- c) What are some results of violence?
 - I. On a person?
 - II. On a school?
 - III. On a community?
- d) Why do you think you might choose to mediate a dispute?
- e) Why do you think peers choose not to mediate a dispute?

WHY DO WE TEACH THE CONCEPT OF PEACE TO STUDENTS?

We teach the concept of peace to students because we want them to learn what peace means in different situations. For e.g., students should know what peace means:

- Within themselves – how each pupil should behave and which statements he/she can make to others to develop better and more peaceful relationships with him/herself/ and with others.
- In the home – there is peace when father, mother and children show love and affection to one another; each member contributes to the family as a whole; parents provide for the needs and wants of their children; and the children and other family members always show respect and confidence to one another in the community;
- In the community – people should try to promote their common interest through respect, love, confidence, honesty and working together for the welfare of all, and discuss their differences in open, honest and respectful ways;
- In the nation – students could be guided by the teacher to make a list of the things and situations that should be present for the country to be and stay at peace. There is peace in the country when people cast their votes for leaders in a fair and free atmosphere; work diligently as

individuals or in groups for development at all levels; and are tolerant of all citizens and respect human rights; and when the country is not threatened with or experiencing war and all sections are working hard to raise the quality of life in the nation;

- o In the international community – a peaceful situation will be maintained at the international level when there are cordial relationships between countries, there is cooperation, collaboration and inter-dependence in economic trade, cultural, educational and other spheres, and neighbouring countries abide by their conventions and peace accords to ensure sustainable peace.

- Conduct a ‘future wheel’ activity when small groups of students write the word ‘peace’ in a small circle and then draw a series of circles around it for each of the peace situation referred to above and write in these the consequences for the individual, home, community, nation and international community if peace is not achieved. This helps illustrate the importance of striving for peace in each situation and teaching about peace for the individual through to the nation as a whole.

MEANING OF PEACE

Objectives: students should be able to:

1. define the word peace
2. explains the basic concepts and aspect of peace
3. develop a holistic vision of peace

Concepts

- o Negative and positive aspects of peace
- o Peace emerges from the total wellbeing of man and society

Materials

- o Vanguard to write definition
- o Flip chart, blackboard

Methodology

- o Brainstorm
- o Group work
- o Discussion

Introduction to Session

Tell us some words you like most in your life. Get from various responses from the students and select the word peace out of them. Attempt to get the corresponding word for peace in other languages that students know.

Learning Activities

Activity I Brainstorm

Ask students the meaning of peace. Elicit student’s responses and list them by phrases or words on the board. Encourage them to look at it from various angles.

Activity II Discussion

Using their definitions, conduct a discussion to explore the meaning of peace. Pick out phrases denoting peace (e.g. absence of war) and say one effect of peace that could be named as peace. Discuss further the nature of it. Secondly pick out the phrases denoting elements of the peace. Introduce the students to the aspect of the peace. Discuss further the nature of it.

Activity III Group Work

Put the students into groups to develop a definition of peace using what was discussed so far. After writing, let each group read it out to the class. Display the cards on a board and keep them until the end of the term. After displaying the definitions read out several good definitions if you have found in the literature

Examples:

'Peace is the behaviour that encourages harmony in the way people talk, listen and interact with each other, and discourages actions that hurt, harm or destroy each other' – *Theresa M.Bey and Gwendolyn Y.Turner (1995)*

'There is no way to peace. Peace is the way' – *A.J. Muste*

'If you want Peace, prepare for it'

'Wherever I go, Peace is with me', without Peace, there is no Me'

CONDITIONS FOR PEACE AND PEACEFUL SITUATION

1. Divide some of the students into five (5) groups and ask each group to consider one situation only (for e.g. group one looks at peace within oneself; group two consider peace in the family/home).
2. Each group's task is to think about the following descriptions of conditions for peace and a peaceful situation at the level they have been allocated, and prepare a brief report to the whole group on:
 - Characteristics of peace within their level.
 - The key messages that students should receive at school about peace at their level; and
 - Suggested ways these lessons can be taught.
3. Ensure that there is time for each group to report back on its ideas and for the whole group to discuss them.

BENEFITS OF PEACEFUL SITUATION

We teach the benefits of a peaceful situation because we want learners to know the reasons we want to achieve long-lasting peace.

1. Ask the group to brainstorm the benefits they see of securing peace in Cameroon and list them on the board
2. Then ask them to categorise these benefits into:
 - Benefits for students
 - Benefits for teachers
 - Benefits for families and communities
 - Benefits for the nation as a whole

BARRIERS TO PEACE

If we are to build peace within Cameroon we need to know about the barriers to peace so that they can be overcome. If learners were asked what hinders peace, they would readily say such things as palaver, clashes, fights, misunderstandings, malice, quarrels, and dangers.

Learners need to understand the barriers to peace at the different levels we have considered so far, that is **a)** the individual, **b)** the family **c)** the community **d)** the nation.

1. Divide the students into four (4) groups and allocate one of these levels to each group. Ask each group to think of any barrier and to highlight which barriers, the school can do something about.
2. Share the lists among the whole group and seek agreement on the barrier the school can help to reduce.
3. Brainstorm some possible school-based actions to overcome the main barrier identified.

HOW OUR CULTURE CAN BRING PEACE?

Specific Objectives: Students should be able to:

1. state the different cultural institutions which can bring peace;
2. explain how traditional secret societies, marriage, religions, social and economic groups can be used to speed up peace process

Core Messages

- Customs and traditions make up our culture;
- Several language groups have married one another;
- Secret societies provide informed training and unity among members
- The extended family system should bring unity and peace.

Teaching/Learning Activities

Activity I Discussion

Ask students to name any well organised groups such as social, religious, economic groups in their community. Compile names of groups/clubs under the headings

- a) social
- b) economic
- c) cooperative
- d) religious
- e) cultural groups (like secret societies)

Activity II Discussion

Discuss with students how the economic groups/clubs named can be used to bring peace to Cameroon

Activity III Dramatization / Role Play

Dramatize marriage in a church. Let students volunteer to act out these parts. The bridegroom, a Tikari, a bride, a Widikum, a Clergyman, a Bantu, at the altar two bridesmaids, two groomsmen standing behind the bride and bridegroom, the congregation – the rest of the class,

representing the bride and bridegroom extended families and friends. Sing a hymn, then the Priest saying "I charge you both, if any of you know any just cause why you two should not be joined together you must declare it"

Giving of rings:

Priest: As you have declared your intentions by words and exchanging of rings, I now declare that you Mr.....and Mrs.....become man and wife. "Those whom God hath joined together, let no man put asunder".

Address by Priest: "God has put unity among all the ethnic groups in this country through intermarriage so let this couple, their families and the whole community live in Peace".

Activity IV Dramatization/Role Play

Dramatize traditional ceremony.

A man and a woman from two ethnic groups are to get married. A small group of six students representing the man's family carries plantain, palm oil and others items to the woman's family; dramatize the presentation of the items. The things it contains, state the meaning of the items and the union that the items and later the marriage is going to cement. Stress that the union will have full meaning if there is peace, love, forgiveness, and national unity.

Teaching Aids

A chart containing name of groups/clubs, economic, religious and culture groups.

LIVING IN PEACE

1. Peace gesture. Sit in a circle, look everyone in the eye, and grasp hands. Calm down, and take a few deep breaths. Drop hands, and then put them in some position (on or in front of your chest) which symbolizes peace for you. Stay in this position of peace (or state of rest) at least one minute, without speaking or moving. Imagine that you are the wise old aboriginal or Indian with a stone face who sits for hours, without making a single sound or movement.

Discussion after the activity: How did you feel while you were being calm? Were you in a state of concentration or disturbance? Would someone like to say something more about his/her feelings? Did someone feel unrest? Who felt (a sense of) lightness? What do you think; can one be a calm Indian stone face without practising?

2. 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 students 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?

3. Secret friend: Write your name down on little piece of paper, folds it over four times, and tosses it in the basket. Then select any little piece of paper, carefully unfold it, and secretly read the name. That name - that is your secret friend. If you see your own name, put the paper back and choose another one. Nobody knows whose secret friend he/she is. As these workshops come to an end, your task, during the course of today's meeting and until our next meeting, is to follow and check unnoticed what your secret friend likes, what interests him/her, what he/she does, what are his/her preferences, etc. For the next time prepare some gift for your secret friend. And you will be given a gift, because you are somebody's secret friend. This will be our mutual farewell the next time.

Therefore do not forget the gift, and do not forget that until then you must not tell anyone the name of your secret friend.

4. Island of peace: The students split up into groups of 7 or 8 members each. Each group draws on a big piece of paper an ISLAND OF PEACE, an island which is governed by the children in the best way that they know how and are able. Everybody assigns to him/herself a certain function or place so that the peaceful life and the children's management can be protected. Imagine that people from other worlds can come into your life on the island. You do not wish to go to war against them, but you don't want to live in ongoing tensions with them either.

Before doing the drawing, agree on which functions will be distributed, and which are important for a peaceful life. Each group displays its picture and one member explain to the other groups his/her group's picture.

Feedback discussion: How did you come to an agreement over who would do what on the Island of Peace, which is run by the children? Who was the main troublemaker and who was the peacemaker? What were the main colours used in the drawings of the Island of Peace? What colour would you use to show peace?

Would you like to come to our ISLAND OF PEACE? Everybody in his/her own way will describe what their group imagined how it would be to rule over and live on the Island of Peace.

5. The dove of peace: Stand up and hold hands. Imagine that in the middle of the circle there is a dove of peace. The leader gently passes it to the child to his/her right, and then that person passes it on in the same manner. Everything is done slowly and with concentration.

WHAT CAN I DO FOR PEACE?

What we will be doing today: Peace is not just the absence of war, but a process of constantly moving forward in building mutual respect of people and creating an interrelated global community for all beings on Earth. Peace is not a passive, blissful state of general well-being, but a verb of action, a process in which through interpersonal respect and concern we raise the worth of every being on Earth, the value of life as such. We try to be at peace with ourselves, with other people, and with nature, we launch the Wheel of Peace (and we stop the Wheel of Destruction).

Peace be with you. Pick a song which you all know. Divide up into two groups. One group sits facing the other: one group is the orchestra which hums the melody of the song, and the other group gets the text of the greeting "Peace be with you!" in various languages and as choir reads it to the accompaniment of the melody. Afterwards the roles are changed, the group which was

humming the melody gets the text, and the group opposite them is now the orchestra. At the end everybody reads the greetings of peace together in different languages. (See Worksheet, "Hymn of the bird Mirladi-Mirladada")

THE HYMN OF THE BIRD MIRLADI-MIRLADADA

The bird Mirladi-Mirladada is bringing us in various languages the greetings of peace. Read them to the tune of some melody or sing it yourself.

Sanskrit OM SHANTI, OM SHANTI, OM SHANTI, OM
Hebrew SHALOM ALEHEM, SHALOM ALEHEM, SHALOM
Arabic SALAM ALEKUM, SALAM ALEKUM, SALAM
Italian LA PACE IN TE, LA PACE IN TE, LA PACE IN TE
English MAY PEACE BE IN YOU, MAY PEACE BE IN YOU
French LA PAIX EN VOUS, LA PAIX EN VOUS, LA PAIX
Chinese PINAM KANI, PINAM KANI, PINAM KANI, PINAM
German DER FRIEDEN IN DIR, DER FRIEDEN IN DIR
Spanish LA PAZ CON USTED, LA PAZ CON USTED, LA PAZ

2. Celebrating differences: Fear of the unknown and that which is different is often an obstacle to peace. 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?

4. Secret friend: Now let everyone prepare his gift for his "secret friend". Before mentioning who was whose secret friend, let everyone talk about what they noticed, what preferences and interests their secret friend has, and let them explain why they prepared the particular gift they brought. Only at the end say his/her name and present the gift. Then that one will say his or her secret friend, etc. (Continuation of exercise: What is peace – Secret friend)

5. Sending imaginary peace greetings: right from the heart. We have done this imaginary journey already, and now we can have it as a closing ceremony. Everybody stands in a circle holding hands so that one hand (so called receiving hand) is turned palm facing up, and the other (giving hand) with palm facing down. Everybody closes their eyes to be more concentrated and to send easier and further their message of peace in their thoughts. The facilitator is directing their thoughts saying: First we shall send our peace message to the person closest to us, and then to everyone in the circle, then to everyone in this building, street, town, neighbouring countries....What do you feel now in your hearts? That light and warmth which is now in you, send to everybody who lives in the neighbourhood, in your town. Let the light and warmth spread even further, let it reach all inhabitants of the neighbouring cities, then to all people in Cameroon, then to all neighbouring countries and states, to all of Africa, to other continents.... to the entire planet. Let the light and warmth spread to all beings on Earth, everything that exists....At the end everybody shakes hands and opens the eyes.

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 pupil achieve a more positive and realistic self-image.

“How we see the problem is the problem”. *Stephen R. Covey*

It seems that it is deeply embedded in our culture to think about things and people negatively. It is much easier to talk about persons and things what is wrong and what we do not like than to stress what we like or find good. Teachers and parents are very shy in praising their students. Sometimes they do start the sentence positively, but it is only to add its counter-part, the famous

"but" bringing negative opinion. This assessing approach to oneself as well as to others has a tendency to stress negativity. It means that our primary focus falls on a person's weakness, inability, failure and sin rather than on praising his/her capabilities, achievements and merits. We adopt and develop this model of reasoning throughout our lives and it becomes the paradigm on which we build our attitudes and our behaviour. But that paradigm is like sunglasses: you see yourself, others and the whole wide world regarding to the colour of your glasses.

A negative paradigm focuses on default, on something that is missing and that we think it should be there. Communicating with others we experience that kind of behaviour as a demand, a reproach, an assessment, order or coercion. And the negative paradigm produces negative energy.

A positive paradigm is oriented towards the existing facts and values and uses them to build mutual relations and well-being. We experience it as acceptance of our personality with all its limits as well as potentials, as recognition of our autonomy, as a sign of trust and encouragement.

Communication (Latin: communico, from communis): the ability to clearly convey one's own viewpoint without aggressive approach which would deny that of others, to listen respectfully and without prejudice.

DIFFERENT TYPES OF COMMUNICATION

Specific Objectives: Students 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 students 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, students to school;
● Lorry / Truck	- for transport from one end to another;
● Car	- car is a taxi or transporting small families;
● Motor-Bike	- motorbike is for transporting individuals;
● Bicycle	- 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 students play, making use of sign language.

HINDRANCE TO COMMUNICATION

Specific Objective: To help students 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 students 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 students make a role play either how emotions or the atmosphere can disrupt the communication process. Let them exhibit the consequences of these.

ACTIVE LISTENING, LISTENING VERSUS HEARING

Objective: To understand the differences between hearing and listening, and to begin developing awareness about how and when we actually listen.

Materials: Chalkboard or Flipchart paper.

Methodology: Discussion

Procedure:

- Ask learners whether they think there is a difference between hearing and listening. Ask students who responded positively what they think the difference is. List their responses on the board.
- Illustrate some examples of the differences between hearing and listening. The teacher can “hear” that there are students playing outside but cannot really hear what they are saying unless he/she focuses in and “listens.”
- A very popular example with learners is the following scenario. Read it aloud and ask how many of them have had this happen to them:
“You told your parents / guardians that you were going to be home late from school. You had plans of visiting a friend’s house after school or you were going to stay after school for sports event or club meeting. As you explained this, he / she was involved in another task, such as washing or watching television and responded with “okay”. When you came home late, you found an upset, angry and worried parent / guardian. He / she had heard what you said, but really hadn’t been listening and therefore didn’t remember what you had said about your plans.”
- Lead a discussion about how thinking someone was listening when they were just hearing can lead to a conflict, as in the above situation.

COMMUNICATION SKILLS

Mirroring

Mirroring is an effective way for students of all ages to improve their observation skills. Have each student stand facing a partner. One student 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 students 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?

Back to back drawing

This activity demonstrates the importance of both clear expression and good listening. Give each student writing materials (pencil and paper, slates and chalk). Have them form pairs and sit back to back. One student make a simple drawing using a set number of geometric

shapes; circles, squares, triangles, rectangles, or others that the students know. (The number of shapes used can be limited to between four and eight, depending on the age of the students.)

Once this student has completed her drawing, the second student 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 student attempts to reproduce the drawing on her own paper. After five minutes, the two students compare drawings. If time permits, they should reverse roles.

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

After the activity, ask the students:

- 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?

Active listening practice

Active listening is a skill that can be learned, but it is best practiced frequently. The following format is an effective one for listening skills practice. Have the students form groups of three. One takes the role of speaker, one the listener, and one the observer. Assign the speaker a topic, and have her speak for few minutes. The listener practices as many good listening skills as she can. When the speaker is done, the observer gives feedback about the good listening skills that were observed. The process is repeated two more times, switching roles so that everyone has the opportunity to try out each role. Then discuss with the group:

- How did it feel to be actively listened to?
- Do you often have the experience of being actively listened to?
- Where in your life do you think you could practice using active listening skills?

Rumour

This activity can lead to discussion of observation, listening and speaking skills. Ask for a volunteer to leave the room. Show a poster or large picture to the rest of the group; it should be the one that is fairly detailed or complicated. Put the picture away, and ask the volunteer to return. Ask several students to describe the picture; there will probably be several different versions, which may lead to a discussion of observation.

Another alternative is to have two or three students leave the room. Show the picture to the rest of the group, put it away, and have one student at a time return to the room. The first hears a description of the picture from the group; she then describes it to the second student to come into the room, who in turn describes it to the third.

Ask the group:

- Did the descriptions differ? How?
- Why were there different descriptions of the picture?
- How did this activity help you understand how misunderstandings occur, or rumours get started?

What is good listening?

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

Arrange with one student to do a role play with you for the rest of the group. The student 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

Practice in paraphrasing develops good listening skills.

Pick a topic that is relevant for the age group. Have the students 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 students should have a chance to speak and paraphrase.

After the activity, ask the students:

- 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?

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 students 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 students 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 students 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 students 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

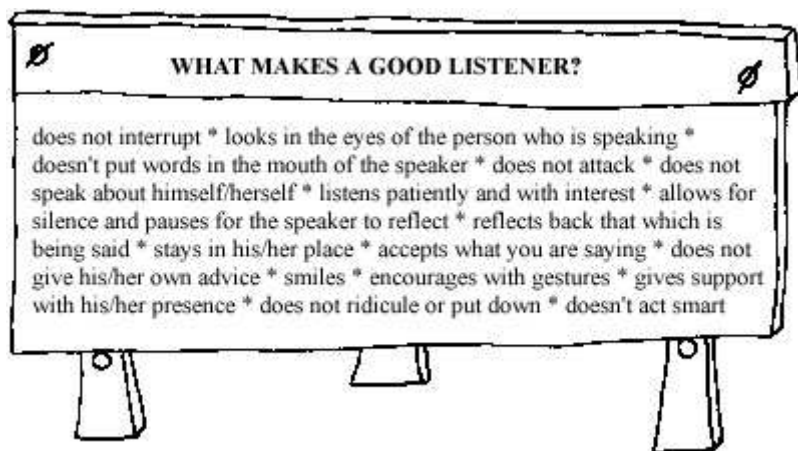
(the main facts and feelings) of what he/she has heard. First of all, it helps the listener to confirm whether his/her thoughts wandered off and helps the speaker to see his/her problem more clearly. After that the pair exchanges roles.

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 students 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):



6. Approvals:

Students make groups of four and discuss within their group what kind of approval they like and what kind they do not like. Every group writes down at least four examples of both acceptable and unacceptable approvals. Then they read these examples to others. (For example:

"You are a mummy's girl." "He is really something." "What a clever girl you are.")

Other students can make comments. *Do they all agree that these approvals are embarrassing? Let them discuss what they dislike in these approvals. Why do we like some approvals and not others?*

Let everybody write down on approval he/she would like to get on a piece of paper, roll it up and put it in the box (unsigned, of course).

COMMUNICATION: WHAT IS IMPORTANT?

Objectives: Students should be able to:

- examine personal values and styles of communication
- identify communication strategies and the communication skills that need improvement.

Materials:

“Communication: What is important” worksheet.

Procedure:

- (1) Distribute the questionnaire and explain that it is a tool to help students assess their own communication style.
- (2) Allow 10-15 minutes for completion
- (3) Divide the class into groups of 4-5 students and have students discuss their answers to the questionnaire items.

Worksheet: Communication: What’s important?

1. The person I have best discussions with is.....
2. The type of person I have the most trouble having discussions with is.....
3. When having conversation or discussion, I get mad when the other person.....
4. If I am having an argument or disagreement and I want to make it better, I
5. People like to talk to me because.....
6. When I talk with people, I think I could improve on.....

Chapter Two

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 students 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. Students 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. Students can identify these forms in the home, school and community. What is more important is for students, 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.

1. APPROACHES TO RESOLVING CONFLICTS

SIX – STEP PROBLEM SOLVING

Purpose: This activity introduces students 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 students as a handout.

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

Students can then form small groups to practise “Six-step problem solving” with a different role-play situation. Two students 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>
<p>6. Check to see how the solution is working Can we talk again soon to make sure the problem is really solved?</p>	<p>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.</p>

CONFLICT RESOLVING SKILLS ACTIVITY (Part One)

1. Ask each pupil to write a brief story of a conflict they have been involved in or known about
2. Share the stories in pairs and suggest ways the conflict could be managed without recourse to violence and so that both parties’ minds are met. This helps the students to think about

conflict and peaceful conflict management, which also modelling an activity they can use with their colleagues in their schools

REACTIONS TO CONFLICT

There are various ways that one can deal with things that disturb peace. These can be categorised into three (3) main groups:

- Avoidance / denial → some people may decide to avoid the person they have a problem with or avoid the situation of conflict. Others respond by ignoring what has happened and pretending that there is still peace.
- Violence / fighting → In this case, people decide to face the conflict and act in ways that could lead to violence. This could be in the form of shouting, insulting, quarrelling and so on. This often lead to fighting and even death.
- Problem-solving → this is a positive way of dealing with issues of conflict. It is done by finding out what the cause of the problem is – through talking, discussing, listening and so on to understand the issues involved and find a solution that could help maintain the peace.

ACTIVITY (Part two)

1. Ask the students to read over the stories they just write and to classify them according to whether they are examples of an avoidance/denial, violence/fighting or problem-solving approach.
2. Ask for any pupil with a problem-solving example to read their story to the whole group and see if they agree.

CAUSES OF CONFLICT

Specific Objectives: students 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 students the meaning of conflict. One to four students 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 students 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.

PREVENTION OF CONFLICTS

Specific Objectives: Learners should be able to:

1. explain how to prevent conflict
2. state the role they can play to help others prevent conflict

Core Messages: It is better to prevent conflict than to engage in it:

- violence leads to more violence, so don't start it;
- mature persons usually avoid conflicts;
- prevent conflict to protect you and other persons.

TEACHING/LEARNING ACTIVITIES**Activity I**

Ask three students to narrate in turn conflicts which they once had with other students, 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 students discuss what they will do to prevent each conflict.

In conflict (i) above, ask the students 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 students. Let students 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.

THE THREE RULING HOUSES

The story below is an example of what conflicts can do to people

In Mokuwa Chiefdom, there were three ruling houses: the Lahai, the Musa and the Sorie. For over 30 years, the Lahai's have dominated the chieftaincy. The Lahai chief – John Lahai – was a very good and effective ruler. He allowed everyone to settle in the chiefdom and every inhabitant was treated equally. But some members of the chiefdom, including his own family members were not happy about this. They protested that their land has been sold to foreigners, which they believe should be under their sole control.

This brought about contempt for Chief John Lahai and continued until he fell ill and was unable to rule effectively. He entrusted the responsibility of governing the chiefdom in the hands of one of his brothers called Momoh, whom the sick chief thought was loyal to him. However, acting chief Momoh was more engrossed in selling land than Chief John Lahai himself.

In a short time the chiefdom was dominated by foreigners, who in fact, dictated how the chiefdom should be governed. Acting chief Momoh's actions increased the bitterness of the chiefdom people.

Nonviolent Communication – a reader for neo literates, SLADEA 2005 p. 13-17

CAMPAINING

When Chief John Lahai finally died, the other two rival ruling houses hoped it was their turn to become chief and they started campaigning against the Lahai family, in particular against the late chief's son Joe who wanted to step in his father's shoe, and the late chief's brother, Momoh, who wanted to become the chief himself.

When the campaign was officially declared, six candidates – two from each ruling house Lahai, Musa and Sorie – declared their intentions to rule in Mokuwa chiefdom.

The four candidates from the Musa and Sorie ruling houses were not popular, and so the real contest was between the two candidates from the late chief's house: the late chief's son, Joe and the late chief's brother, Momoh.

Momoh was a very rich and influential man. He vowed to use all available means to become chief. He had the support of a very prominent parliamentarian of the district who even threatened the chiefdom people that whether they liked it or not, the government would approve Momoh as the next chief of Mokuwa chiefdom. Unfortunately, many people in the chiefdom did not like Momoh because he had not been treating them with respect in the past.

The chiefdom people decided that they should elect Joe who was young and moderate and whose father, the late chief John Lahai was good to them. Getting to know this made Momoh restless and he decided, with support of the crooked parliamentarian, to go to Yaounde to hire fighters to intimidate the chiefdom people into voting for him. The entire chiefdom was brought into chaos and conflict. More than ever, the people were determined to vote for Joe and they vowed to do so at all cost.

ELECTION

Finally when the election was held, the people voted overwhelmingly for Joe, in spite of all the threats and intimidation. But the election result was annulled by the election officer, who was a puppet of the parliamentarian, with the arguments that the election was marred by violence and that no one had secured overall majority. This annulment was seen by the chiefdom people as a way of discouraging their elected candidate and a run-off was scheduled for the following day. But fearing that Joe would win the election again, Momoh and his followers boycotted the election on the advice of the parliamentarian in order to buy time. A new date was set for the election. After all the manipulations and intimidation, Joe still emerged winner in the re-election. Out of shame, the failed candidate instructed his supporters not to recognize Joe as their new chief. This action was unfortunate because the elected chief Joe used every legal means to subdue them to his authority.

At last, the government intervened and called both sides to the table and a peaceful settlement was reached.

QUESTIONS

1. Why did the chiefdom people decide to support the late chief's son?
2. What caused the dispute in the chiefdom?
3. Who won the election?
4. On what basis was the dispute settled?
5. Suggest and discuss other peaceful ways of resolving the dispute.

THE FABLE OF THE TWO DONKEYS

Purpose: This activity helps students 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 students can see it. The last two sequences are covered!!

Questions for the students:

- 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?

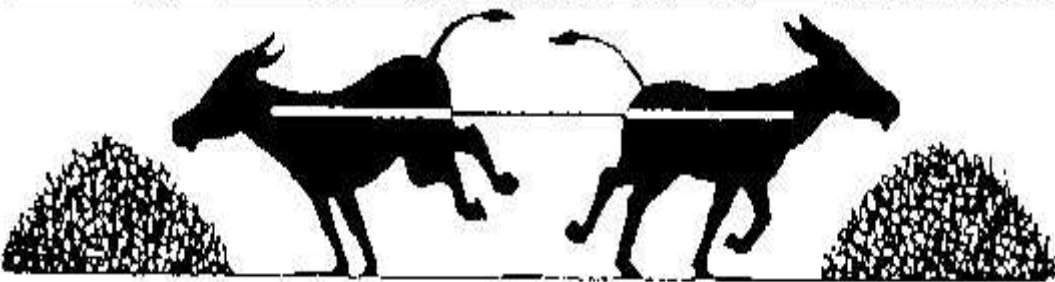
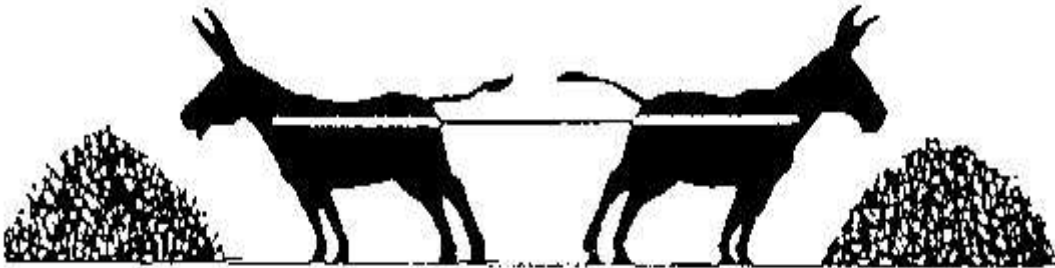
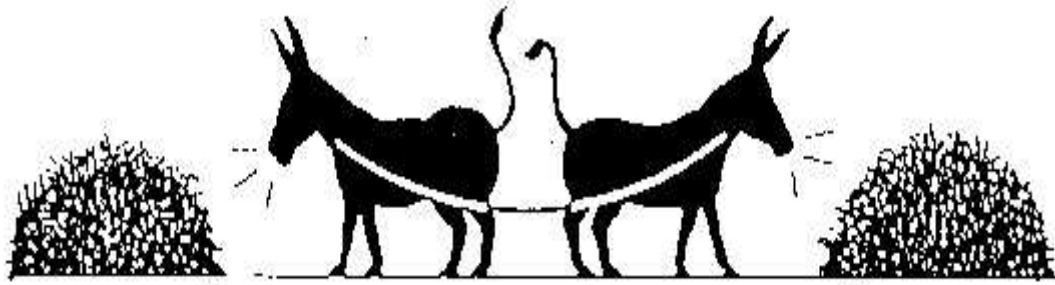
Wait until the several students find various solutions! After discuss with the group the advantage and disadvantage of the solutions. Then discover the last two sequences of the Donkey-poster and ask the students:

- 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 students recognize what was happening inside the donkeys that it came to this solution.

Experiences: For this fable, students 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.*



PLAY THE GAME

Time: 45 Minutes

Overview: This is a simulation. Students play a well-known, but simple game, for example a card or board game, but not all the players play the game fairly. It deals with issues about conflict and conflict resolution

Related Rights:

- The right to participate in decision making processes
- Equality in dignity and rights
- The right to fair treatment under the law

Objectives: students should be able to:

- Develop insights into how to identify problem and their roots
- Develop conflict resolution skills
- Promote participation, cooperation and respect for others

Materials

- A pack of standard playing cards or other cards
- Role cards

Preparations

- Read the information on conflict resolution given below and be clear about the process.
- Find a suitable game to play. It should be simple and adaptable so it can be played in about 20 minutes. It could be cards, for instance a board game such as “snakes and ladders” or even a frame or two of team snooker. Choose a game that can be played by a minimum of 8 students and which gives possibilities for cheating.
- Make one copy of each role card, either by hand or with a photocopier.
- Secretly, and one at a time, choose four students to take a special role during the activity. Give each of them one of the role cards. Tell each of them that it must be a complete secret. Explain the simulation to them.

How to do it

1. Call the students together and ask if anyone would like to join you in a game (of cards, a board game and whatever you choose!).
2. Check that everyone knows the general rules of the game and if not, go through them briefly (you can be a bit vague....) if the group is big, split the group and organise several games at one (you will need assistance).
3. Begin the game and leave it to run for as long as possible (Let the players try to spot what is happening and develop a mediation process themselves. You should intervene only if the players don't take the initiative and if things get very heated. Then you should intervene as tactfully as possible and preferably between one round of the game and the next).
4. After the game has finished, give students time to calm down and get out of role before going on to the debriefing.

Debriefing and Evaluation

There will already have been a lot of decision during the various attempts at reconciliation.

Now let students talk about how they feel about the activity and what they learned about mediation and the process of conflict resolution

- Did they enjoy the activity? What was going on during the game?
- Four students had special roles: who were they and what were their roles?
- What happened when someone disrupted the game the first time? Ask each player in turn to say what they noticed and what they did?
- How did the ideas given to solve the conflicts emerge? And how were they applied?
- Was it frustrating that the teacher tried to mediate, rather than pushing his/her foot down and declaring how the game was to be played?
- Can students identify the steps of the conflict resolution process?
- In real life, what are the pros and cons of trying to solve problems by negotiation rather than by decree?

Tips for teachers

If the players are themselves trying to develop a means of conflict resolution, then allow them to do so with as little intervention from you as possible! After all, that is the objective of this activity and if students can develop the skills by themselves, great! If that happens, then be sure to evaluate their approaches during the debriefing.

During the game, try to guide the students to find their own procedures and solutions bearing in mind the process of conflict resolution, or principled negotiation as it is sometimes called.

There are three main stages:

1. Becoming aware of the conflict

- *Don't argue over positions.* (In this case don't argue over who is right and wrong.)
- *Identify the problem* (Clarify what happened)
- *Separate the person from the problem.* (Don't let players exchange insults, but focus on the behaviour that is the problem.)

2. Diagnosing what is wrong and finding possible solutions.

- *Focus on interests, not positions. That is, seek common ground.* (Do they want to play the game or not?)
- *Invent options for mutual gain.* Propose solutions that are seen to be fair and will satisfy everyone. (For instance, play the last round again. Ask if it would help to clarify the rules? Should we have a discussion about this? Should we stipulate penalties? Any other ideas?)

3. Applying the appropriate solutions.

- *Insist on objective criteria.* (In this case define the rules and penalties)
- *Participation.* Ensure that the disputing parties participate and take responsibility for resolving the problems themselves. Solutions which are imposed are far less likely to work; it is much better for people to be fully involved in finding their own, mutually acceptable solutions.

Be aware that, even though there are 3 stages in the process of conflict resolution, in practice it is not possible to completely separate them and that it is normal for there to be overlap! Do not be scared of the level of skills necessary to facilitate this activity: it is necessary neither to have a degree in conflict resolution nor to have been able to solve all the conflicts that you have been involved in! To help you develop your own skills, why not do a thought experiment? Think through some of your own personal experiences of conflicts. Reflect on what happened and then try to analyse them within the framework of the three stages described above. The roles work better if you re-define them specifically for the game you intend to play with the participants.

Play the game Handouts

Role cards

The Rule-maker

You try to make up new rules for the game. These are not new rules that you discuss and agree with the other players - you just do it on your own initiative! Generally these rules, of course, are to your own advantage!

The rules that you create can be important or unimportant, but you must be insistent and keep saying that you are right and these are the official rules of the game and that you can't believe no one else knows them!

For example, depending on the game, you could make a rule that disqualifies anyone who delays in taking their turn, or a rule that anyone who plays a "6 of diamonds", or throws a 1 on the dice has a second go or collects bonus points.

The Accuser

You are the kind of person who disrupts the game by accusing others of not playing by the rules. Depending on the game you can accuse people of taking too long over their turn, not shuffling the cards well enough - or whatever. You really enjoy stirring things up. A little fight would not be bad at all, so just try to point a finger at innocent people!

The Cheater

You are always trying to cheat; taking an extra card here or there, counting more points to yourself and fewer to others. Try to start cheating in a very discrete and secretive manner; wait a little while before you make it more obvious and provocative. In the beginning you should deny any accusations, but as time goes on you will have to decide how adapt your role, taking into account the discussions and resolutions which have been made during the conflict resolution process.

The Bad Loser

First make sure that you do not win the game; play very badly in every round! However, you should role-play the type of character who likes to win! If you don't, you are a very bad loser... you get mad, and you say and do things to make those who do win feel bad about it (like throwing cards in the air or screaming).

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.

The students receive the worksheet **THE ORANGE** and fill it in the classroom. When everyone is ready - the students pass their papers round in the circle (on your sign, to the person to the left, continuously). That way all students 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!

2. Mediation in our school

Mediation is a process for resolving conflicts in which another person helps the conflicting parties to find their own way of settling their differences. A mediator is person to facilitate the process. Mediation gives people a chance to air their grievances. The process allows misunderstandings and suspicion to evaporate when the conflicting parties are able to talk directly. People are not bound to the official subject of dispute as mediation is not bound by rules of a formal proceeding, there the parties can bring up whatever concerns them most. The success of mediation lies in the readiness and willingness of the conflicting parties and the mediator's skills. If everyone wants to see the conflict end, mediation can be an efficient way to do so.

PEER MEDIATION: DEFINITION

What is Mediation?

Mediation is a communication process in which the people with the problem work together, with the assistance of a neutral third party, cooperating to resolve their conflict peaceably.

The **mediator** is the neutral third party. When students serve as mediators to assist other students, they are called **peer mediators**. Mediation is an approach to resolve conflict in which the **disputants** – the people who disagree – have a chance to sit face-to-face and talk, uninterrupted, so each **point of view** is heard. After the problem is identified, the disputants create options for mutual gain and choose a **win-win** solution. They then finalise an **agreement** to behave in some way from that point forward.

Peer Mediation: Beliefs

It takes cooperation and understanding to resolve conflicts. Peer mediation is based on the belief that in order to resolve conflicts constructively, those with the conflict must be willing to do as follows:

- Stay calm and control their anger, frustration, or other strong feelings.
- Focus in the problem and not blame the other person.
- Accurately state their feelings and wants.
- Respect and work to understand different points of view.
- Cooperate and create solutions that meet the needs of everyone involved.

The mediator helps the disputants behave in these constructive ways.

QUALITIES OF THE PEER MEDIATOR

The peer mediator is impartial.

A mediator is neutral and objective, a person who does not take sides.

The peer mediator is an empathic listener.

A mediator is skilled at listening with the intent of understanding what each disputant thinks and feels.

The peer mediator is respectful.

A mediator is able to treat both parties with respect and understanding, and without prejudice.

The peer mediator is trustworthy.

A mediator builds the confidence and trust of the disputants in the mediation process by keeping information private. A mediator does not discuss the problem with other peers. Also, a mediator allows the disputants to solve their own problem rather than imposing his or her own favoured solution.

The peer mediator helps people work together.

A mediator is responsible for the mediation process, not the solution to the problem. The solution to the problem is the responsibility of the disputants. When the disputants cooperate, they are able to find their own solution.

Steps in Peer Mediation

- STEP 1** Agree to Mediate
- STEP 2** Gather Points of View
- STEP 3** Focus on Interests
- STEP 4** Create Win-Win Options
- STEP 5** Evaluate Options
- STEP 6** Create an Agreement

PREPARING FOR PEER MEDIATION

By preparing properly, you demonstrate a sense of control and establish a secure climate in which the disputants are able to communicate. You prepare for the session by arranging the physical environment and assembling materials.

Arranging the Physical Environment

Arrange the physical environment so that no one is at any kind of disadvantage. Doing so will help the disputants see you as not taking sides and will help them communicate better. It is important to decide who will sit where before a mediation session begins and to arrange the chairs / benches before the disputants arrive. In arranging the chairs/benches, follow two guidelines:

- Position the disputants face-to-face across from each other
- Position yourself at the head of the table between the disputants and nearest to the exit.

Assembling Materials

Before beginning a session, collect and have available the following items:

- **Peer Mediation Request**

One of the disputants (or another party, such as teacher) writes a short description of the conflict, where it happens etc. before the mediation takes place. The paper tells the mediator a little about the conflict and helps in scheduling the mediation.

- **Brainstorming Worksheet**

This is a form or sheet of paper on which the mediator records all the disputants' ideas for solving the conflict.

- **Peer Mediation Agreement**

When the disputants reach an agreement, the mediator fills out a form or sheet of paper to show exactly what they have agreed to do. The disputants and mediator sign the agreement.

- **Pen or pencil, prepared forms /paper or exercise-book**

Peer Mediation Process Summary

STEP 1: Agree to mediate

- Make introductions and define mediation
- State the ground rules:
 - Mediators maintain neutral; they do not take sides.
 - Mediation is private.
 - Take turns talking and listening.
 - Cooperate to solve the problem.
 - Get a commitment from each disputant to mediate and follow the ground rules.

STEP 2: Gather Points of View

- Ask each disputant (one at a time) to tell his or her point of view about the problem.
- Listen to each disputant and summarise following each disputant's statement.
- Allow each disputant a chance to clarify by asking:
 - Do you have anything to add?
 - How did you feel when that happened?
 - Listen and summarise.

STEP 3: Focus on Interests

- Determine the interests of each disputant. Ask:
 - What do you want? Why do you want that?
 - Listen and summarise. To clarify, ask:
 - What might happen if you don't reach an agreement?
 - What would you think if you were in the other person's shoes?
 - What do you *really* want?
 - Summarise the interests. Say: "Your interests are _____."

STEP 4: Create Win-Win Options

- Explain brainstorming and state its rules:
 - Say any idea that comes to mind.
 - Do not judge or discuss ideas.
 - Come up with as many ideas as possible.
 - Try to think of unusual ideas.
 - Write disputants' ideas on the Brainstorming Worksheet.

STEP 5: Evaluate Options

- Ask disputants to nominate ideas or parts of ideas. Circle these on the Brainstorming worksheet.
- Evaluate options by applying criteria:
 - Is this option fair?
 - Can you do it?
 - Do you think it will work?

STEP 6: Create an Agreement

- Help disputants make a plan of action. Get specifics from each disputant: Who, what, when, where, how
- Write the Peer Mediation Agreement. To complete the agreement, have each disputant summarise by asking: "What have you agreed to do?"

STATEMENTS ABOUT CONFLICTS

Most of us have negative ideas about conflict, and these negative ideas often create barriers to our willingness or ability to deal with conflict. People live, work, and play together. To do so, people must understand the following ideas about conflict:

- Conflict is part of everyday life.
- Conflict can be handled in positive or negative ways.
- Conflict can have either creative or destructive results.
- Conflict can be a positive force for personal growth and social change.

Therefore.....

- Conflict will happen; violence does not have to happen.
- It is not our choice whether or not to have conflict.
- It is our choice how to act when we do have conflict.

RESPONSES TO CONFLICT

Responses to conflict generally fall into one of three categories: soft responses, hard responses, or principled responses.

Soft Responses

- Sometimes we respond to conflict in soft ways. Have you ever:
- Ignored a conflict, hoping it would go away?
- Denied that a conflict mattered to you?
- Withdrawn from a situation and not shared what you felt?
- Given in just to be nice?

Soft responses to conflict involve **avoidance**. People avoid conflict by withdrawing from the situation, ignoring the problem, or denying their feelings. Avoiding conflict may help in the short run- for instance, it might help someone keep from losing his or her temper. However, avoidance usually causes self-doubt and makes a person feel anxious about the future. In addition, because the conflict is never brought up, it can never be resolved.

Hard Responses

Sometimes we respond to conflict in hard ways. Have you ever:

- Threatened another person?
- Shoved or pushed someone out of frustration?
- Yelled words you really didn't mean?
- Hit someone or destroyed something out of anger?

Hard responses to conflict involve **confrontation**. Confrontation in response to conflict means a person express anger, verbal or physical threats, or aggression. It may also mean the person resorts to bribery or to punishments like withholding money, favours, or affection. These actions show a **win-lose** attitude toward conflict, or the attitude that one person must win and the other person must lose in a conflict. This attitude prevents cooperation and keeps people from reaching a mutually satisfying solution.

Principled Responses

A third type of response to conflict is a principled response. Have you ever:

- Listened with the intent to understand the other person's point of view?
- Cooperated with someone else without giving in?
- Shown respect for differences between you and another person?

- Looked for ways to resolve a problem that helped everyone involved?

A principled response to conflict involves **communication**. Communicating means participating in a common understanding, not necessarily agreeing. In order for people to cooperate, they must first communicate. People in conflict who seek first to understand the other person's side, then be understood, produce **win-win** solution.

A principled response to conflict means both people get their needs met, and no one loses.

CONFLICTS HAPPEN WORKSHEET

Record two or three examples of conflicts you have experienced or know that others have experienced for each of the following settings.

HOME (with parents or others adults)

HOME (with brothers, sisters, other kids)

AT SCHOOL (with peers)

AT SCHOOL (with teachers, other adults)

AT SCHOOL (with rules, expectations)

IN THE NEWS

PRINCIPLES OF CONFLICT RESOLUTIONS

The process of mediation is based on four principles of conflict resolution. **Peacemaking behaviours** are based on these principles because they allow disputants to reach agreements

that honour themselves, the other person and, often, others around them, too. The agreement may also involve honouring the environment.

Principle 1: Separate the People from the Problem

This principle concerns behaviours in three areas:

- **Perceptions:** Each person in a conflict will view the conflict differently. For resolution it is important that each understand how the other views the problem.
- **Emotions:** People in conflict often have strong feelings about each other or about the problem. The expression of those feelings is important in gaining a full understanding of the problem. Because the expression of strong emotions by one person may provoke an equally strong expression from the other, it is important that while one person expresses emotions, the other listen and refrain from reacting.
- **Communication:** Conflict resolution requires that each of the individuals in the conflict talk about the conflict and listen to the other.

Principle 2: Focus on Interests, Not on Positions

This principle recognises that individuals in conflict have different ideas about what should happen and that each has reasons to support his or her ideas.

- **Position:** What the disputant wants; may be expressed as a proposed solution or as a demand.
- **Interest:** A reason why the disputant wants what he or she wants or why the disputant thinks a particular solution will solve the problem. Generally, each position is supported by several interests. When disputants focus discussion on positions, rarely are they able to reach satisfactory agreement. But if they focus discussion on interests, they very often can find a resolution that satisfies both of their interests.

Principle 3: Invent Options for Mutual Gain

This principle recognises that it is better for disputants to try to think of ideas that allow each person to gain than to argue over who will win and who will lose or simply to work on a compromise. The process used is **brainstorming**. Brainstorming is generating ideas without deciding.

Principle 4: Use Objective Criteria

This principle recognises that applying standards allows disputants to accept an agreement. If each person thinks an idea is fair, he or she will likely commit to and keeps the agreement. **Peer mediators help disputants behave according to these principles of conflict resolution.**

MEDIATORY SKILLS

Specific objectives: students should be able to:

- use mediatory skills to resolve conflicts.

Core Messages:

- It is wise to mediate impartially during conflicts;
- A mediation could be voluntary or by invitation;
- A mediator is an active listener;
- A mediator should win the confidence of both parties.

Teaching/Learning Activities:

Activity 1: Role Play

Describe the incident to the whole class, and then ask for four volunteers to role play the incident.

Incident: - *Four boys aged 14 to 16 had been friends for ten years. They have all been attending the same primary and secondary schools. Two of them were to be confirmed as full members of a church. The two other had planned to attend both the church service and the house party. Unfortunately, the two boys neither attended the church service and the house party. This became the cause for some disaffection between these two boys and the other two who were confirmed recently.*

The class teacher will first play the role of the mediator before one or two other students will do so. The mediator will take the following steps:

- having discussion with the two friends who were confirmed and the two who, did not attend separately on this disaffection;
- inviting the two parties, all four to a place for a meal the next day; this will give them an opportunity to discuss their views;
- teacher acts as a mediator to win the confidence of both parties, to analyse the reasons and excuses from one side and the grievance on the other side;
- the mediator is impartial as he acts without preconceived decisions;
- the mediator tries to appease both parties by using coaxing words and statement like patience, forgiveness, the cause of the absence was beyond their control;
- getting the two boys to say “please forgive us as we acknowledge that both of you are annoyed, let us continue our friendship”;
- getting the other two boys to accept the apology;
- they all embrace themselves once more to indicate peace of mind.

Activity 2: Role Play applying mediation skills:

Take the incidents stated below one at a time; get the actors and mediator to volunteer to act out the scene. Guide the actors and mediator at points when necessary. The rest of the class will observe and give comments after each role play to help make the simulation actual.

Incidents:

(i) A boy aged 15 happens to hurl abusive statements on two girls about his age.

(ii) A girl aged 14 happens to throw a stone at a group of five girls about her age.

(iii) A boy happens to find his book which he lost two days ago with another boy of the same class.

(iv) You happen to meet two girls of Forms One and Two in your school fighting down the road.

Reminder:

You as mediator,

- **IGNORING** the one who provokes.
- **DISCUSSING** to get reports from both parties.

- MEDIATING by first listening to explanations from both sides, getting the right cause of the disaffection, getting the party who is wrong to admit it and to show repentance and ask for forgiveness.
- Appealing to the party who is hurt to cool down and accept the forgiveness expressed.
- Seeing that peace enters their minds once more.
- Ensuring that they have a peaceful relationship once more.

Teaching Aids:

- A chart showing steps in mediatory skills.
- Flash cards and sentence cards containing words and short sentences on mediation or reconciliation.
- Pictures showing

CASE EXAMPLE

The following case example illustrates how a peer mediator uses the six steps to help two students reach an agreement. In this situation, the mediation between Michael and Sondra has been requested by the school principal, Mr. Thomas.

Step 1: Agree to mediate

Mediator: Hello, my name is _____ and I am the mediator assigned to conduct this session today. What are your names?

Sondra: My name is Sondra.

Michael: Michael.

Mediator: Michael and Sondra, I welcome you both to the mediation center. Mediation is a communication process in which the two of you will work together, with my assistance, cooperating to peaceably resolve your conflict. For mediation to work, there are ground rules to follow. First, I remain neutral—I will not take sides. Mediation is private- I will not talk about your problem with other students. Each of you will take turns talking, and when one talks, the other should listen. Last, you are expected to cooperate to solve the problem. Sondra, do you agree to mediate and follow the rules?

Sondra: Yes.

Mediator: Michael, do you agree to mediate and follow the rules?

Michael: Ok!

Step 2: gather the points of view

Mediator: Sondra, tell me your point of view.

Sondra: Michael and I were arguing in the hallway. I got mad and threw my books at him. Then he shoved me against the lockers and was yelling at me when Mr. Thomas saw us. Mr. Thomas suspended Michael. I never fight with anyone---I just got so frustrated with Michael, I lost control.

Mediator: You were frustrated and threw your books at Michael. Mr. Thomas saw Michael shove you and suspended him. What did you think when that happened?

Sondra: I felt bad that Michael got in trouble because I started the fight. We aren't talking, and nothing I do seem to help.

Mediator: Sondra, you're sorry Michael was suspended, and you're still frustrated. Michael, tell me your point of view.

Michael: Sondra is always getting mad at me. She tells everyone on the tennis team I'm rude and selfish. I missed a practice, and she turns it into a war.

Sondra: You're irresponsible. You're either late for practice, or you don't even bother to come.

Mediator: Sondra it's Michael's turn to talk. Please don't interrupt. Michael, you missed a tennis practice, and Sondra got angry. Tell me more about that.

Michael: Well, we're doubles partners. She takes the game much too seriously. She needs to lighten up. She thinks just because she's my tennis partner, I belong to her. She calls me a lot, but I don't want to be with only one girl all the time. I need my space.

Mediator: Michael, are you saying that you are concerned Sondra wants more from you than just being your tennis partner?

Michael: Yes. She doesn't want me to be with other girls.

Mediator: Sondra, do you have anything else you want to add?

Sondra: Michael takes me for granted. I want him to consider how I feel when he stands me up at practice.

Mediator: Sondra, you want Michael to understand your feelings when he doesn't come to practice and doesn't tell you he won't be there.

Sondra: Yes, that's what I want.

Mediator: Michael, do you have anything to add?

Michael: No.

Step 3: focus on Interests

Mediator: Sondra, why do you think Michael doesn't tell you when he is not going to make practice?

Sondra: Well...he probably doesn't want to hear me yell and cry in front of his friends.

Mediator: Sondra, do you think yelling at Michael will help him get to practice?

Sondra: No, I guess not.

Mediator: Michael, what do you want?

Michael: I want her to stop getting so angry.

Mediator: You don't want Sondra to be mad at you. Michael, if Sondra stood you up for practice, how would you feel?

Michael: Oh, I would be worried she got hurt or something. I probably would be mad if I found out she did it on purpose.

Mediator: You'd be concerned that she was all right and upset if she did it on purpose. Michael, what do you really want?

Michael: What do you mean?

Mediator: Do you want to be Sondra's friend?

Michael: I want to be her friend, and I want to be her tennis partner. I don't want to be her boyfriend.

Mediator: You want to be Sondra's friend and tennis partner? Is standing her up for practice helping you get what you want?

Michael: No, it's not helping.

Mediator: Sondra, what do you want?

Sondra: I guess I've wanted Michael to be my boyfriend, and the more I try to make that happen, the worse things get.

Mediator: Sondra, can you make Michael be your boyfriend?

Sondra: No, not if he doesn't want to be.

Mediator: Sondra, do you want to be Michael's tennis partner?

Sondra: Yes.

Mediator: Do you want to be his friend?

Sondra: I think so.

Step 4: create win-win options

Mediator: It sounds like you both want to be friends and tennis partners. Now I want you both to think about what you can do to help solve your problem. We'll make a list of possible solutions by brainstorming. The rules for brainstorming are to say any ideas that come to mind, even unusual ideas. Do not judge or discuss the ideas, and look for as many ideas as possible that might satisfy both of you. Ready? What can you do to solve this problem?

Michael: I could stop skipping practice....

Sondra: And let me know if you can't make it.

Michael: We could practice before school if we miss a practice.

Sondra: I could stop yelling at Michael.

Mediator: What else can you both do to solve the problem?

Michael: We could play tennis on Saturday mornings and then have lunch together.

Sondra: I could stop calling Michael just to talk.

Mediator: I could take the tournament that's coming up more seriously.... I really didn't think it mattered.

Mediator: Can you think of anything else?

Michael: No.

Sondra: No.

Step 5: Evaluate options

Mediator: Which of these ideas will probably work best?

Michael: Well, practicing before school would work.

Sondra: If I don't yell at Michael and stop calling him all the time, he probably would like practice better.

Mediator: Can you do this?

Sondra: If I get upset about something, I could write Michael a note to explain..... and then we could talk about the problem instead of arguing. Michael could do the same if he's upset about something.

Mediator: Michael, would this work for you?

Michael: It would be better than yelling.

Mediator: What else are you willing to do?

Michael: Well, we have this tournament coming up... I would be willing to practice before and after school and on Saturday mornings to make up for the times I've missed.

Mediator; Sondra, are you willing to do that?

Sondra: That practice schedule would be hard work, but I'll do it. I think we can win if we practice real hard. We also need to let each other know if we need to cancel.

Mediator: How would that work?

Michael: We could either call each other or leave note in each other's lockers.

Mediator: Sondra, do you agree that would help?

Sondra: Yes.

Step 6: create an Agreement

Mediator: You both seem to have agreed to practice before school, after school, and on Saturday. If either of you needs to cancel practice you will either call the other or leave a note .What time?

Sondra: How about at 7:30 in the morning and 4:00 after school and say, 10:00 on Saturday?

Michael: OK.

Mediator: Where will you leave the notes for each other and when?

Michael: If we are cancelling after-school practice we can put a note in the other person's locker at lunch. I guess we should call if we are cancelling before school or on Saturday.

Sondra: That's good.

Mediator: Is there anything else you can agree to?

Sondra: I think that if we have a problem in the future we should write the other person a note explaining the problem and then talk about it.

Michael: I think that's fair.

Mediator: Is the problem solved?

Sondra: I think so.

Michael: Yeah.

Mediator: Michael, what have you agreed to do?

Michael: I've agreed to get serious about tennis and practice every day at 7:30 and at 4:00 and on Saturday morning, and to always to show up unless I tell Sondra in advance. Also, I agree to talk with Sondra when there is a problem rather than just ignoring her.

Mediator: Sondra, what have you agreed to do?

Sondra: Practice before and after school every day and on Saturday, at 10:00, I think. I will stop calling Michael just to talk, and I will let him know when something is bothering me without yelling at him or trying to embarrass him.

Mediator: Please look over this agreement to be sure if it is correct, and if it is, sign it.

(Sondra and Michael sign, and the mediator signs. The mediator shakes hands with Sondra, then Michael.)

Mediator Thank you for participating in mediation. If you encounter other problems, please think about requesting mediation to help you. Would the two of you like to shake hands? *(Sondra and Michael shake hands)*

EFFECTIVE COMMUNICATION WORKSHEET

Use this checklist to evaluate your communication behaviours. Put a check mark (☐) in the box that shows the degree to which you use each of the behaviours listed.

	Often	Sometimes	Never
1. Do you make eye contact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you watch the person's body posture and facial expressions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you empathize and try to understand feelings, thoughts, and actions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you keep from interrupting and let the person finish, even when you think you already know what the persons means?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you ask questions to clarify information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you nod your head or use gestures to show interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you listen, even if you do not like the person who is talking or agree with what the person is saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you ignore outside distractions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you listen for and remember important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

points?

10. Do you suspend judgment about what is said – do you remain neutral?

TALK ABOUT CONFLICT WORKSHEET

Think about a conflict you have had recently and complete this worksheet.

1. What happened? Who is involved?
2. How do you feel about the situation?
3. How do you think the other person feels?
4. What do you want? What are some of your reasons?
5. What do you think the other person wants? Why?
6. How have you responded to the conflict? (*soft, hard, principled response*)
7. How has the other person responded? (*soft, hard, principled response*)

RESPONSES TO CONFLICT WORKSHEET

Put a check mark (☐) in the boxes that show the responses that are most typical for you when you are in conflict with another person.

	Often	Sometimes	Never
Yell back or threaten the person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid or ignore the person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try to understand the other side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complain to an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Call the other person names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Let the person have his or her way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try to reach a compromise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Let an adult decide who is right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to find ways to agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apologize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit or push back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make it into a joke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pretend my feelings are not hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PEER MEDIATION AGREEMENT

Date_____

We voluntarily participated in a mediation. We have reached an agreement that we believe is fair and that solves the problem between us. In the future if we have problems that we cannot resolve on our own, we agree to come back to mediation.

Name_____ Name_____

Signature_____ Signature_____

Mediator signature _____

Chapter Three

HUMAN RIGHTS / CHILDREN'S RIGHTS AND RESPONSABILITIES

Students need to know about Human Rights. Some Human Rights are naturally given, such as the right to life, and human beings then need to act in ways which sanctify and preserve this. An important extension of the UN Declaration of Human Rights is the Children's Rights Convention (CRC) which seeks to guarantee children the right to education, to health care and to have their basic needs met.

Democracy and the existence of democratic institutions and processes are essential for Human Rights to exist and be assured. Democracy, like other key values such as love, care, tolerance and respect, must not only be taught, but also needs to be modelled in practice. If we talk about democracy and rights, but run our classes in undemocratic and authoritarian ways, where students have no say at all, then the message we promote will be lost.

“Human Rights may be generally defined as those rights which are inherent in our nature and without which we cannot live as human beings. Human Rights and fundamental freedoms allow us to develop fully and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs. They are based on humankind's increasing demand for a life in which the inherent dignity and worth of each human being are accorded respect and protection. Their denial is not only an individual and personal tragedy but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations”.

ABC – Teaching Human Rights, United Nations New York and Geneva, 2004

WHO AM I?

Objectives: students should be able:

1. To be aware of his/her individuality and that of others
2. To identify what they have in common with others
3. To promote solidarity and respect

Concepts

- o Equality in dignity and respect
- o The right not to be discriminated against
- o The right to life, liberty and security of person

Materials

- o Coloured pens and markers, if possible a different colour for each pupil
- o One sheet of paper per pupil
- o Flip chart paper and markers

Methodology

- o Buzz groups

- Brainstorming
- Drawing
- Group discussion

How to do it

1. To warm up, ask students to get into pairs to form buzz groups – ask them to pretend that they are strangers and to introduce themselves to each other.
2. Now ask students to reflect on what is interesting or important to know about someone else when you first meet, and brainstorm the general categories of information. For e.g. name, age, sex, nationality, family role, religion, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more.
3. Now explain that students are going to find out how much each of them has in common with others in the group. Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars; aspects of their identity radiate out into their society. Ask students to consider the 8 to 10 most important aspects of their identity and to draw their personal star.
4. Tell students to go around and compare their stars. When they find someone close with whom they share a beam or ray, they should write that person’s name near the beam. Allow 13 minutes for this.
5. Now come back into plenary and ask students to talk about how each of them was. You could ask:
 - a. Which aspects of identity do people have in common and which are unique?
 - b. How similar and how different are students in the group? Do students have more in common with each other or whether they have aspects that are different?
6. Finally, do a group brainstorm of the aspects of identity that students choose and those that they are born with? Write these up in two columns on the flip chart.

“DRAW-THE-WORD” GAME

Overview:

This is a game in which students have to draw creatively to depict a word relating to Children’s Rights.

Related rights:

- The right to education
- The right to freedom of opinion and expression
- Equality in dignity and rights

Objectives: Learners should be able to:

- develop knowledge of the Convention on the Rights of Child (CRC)
- develop team-building and creative thinking, and an awareness of how we use images
- promote solidarity and respect for diversity

Materials:

- A wall chart which lists the articles of the CRC
- A large sheet of paper or flipchart paper and a marker to record the scores.
- Sheets of paper (A4 size) and pens for the group drawings, one sheet per team per round of the game.
- Sticky tape or pins to display the drawings.

Preparation:

- Refer to the **abridged version of the Convention on the Rights of Child (CRC – Annex 1 + 2)** and copy it onto a large sheet of paper.
- Select the rights you want the group to work with and make a list for use in the game.

How to do it:

1. Ask students to get into small groups of four to five and choose a name for their team.
2. Explain that in the activity they will be working in teams. The teacher will give one pupil in each team an Article from the CRC to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
3. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should spread out so that they do not overhear each other.
4. Call up one member from each team. Give them one of the rights on your list, for example, “right to health care” or “the right to be with their family or care takers”.
5. Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
6. The rest of the team may only say their guesses; they may not ask questions.
7. After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and put the paper to one side.
8. Do a second round; call new students to be the drawers and give them a different right. Do 7 or 8 rounds. A different pupil should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
9. At the end, ask the groups to pin their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Debriefing and evaluation

Begin by reviewing the activity and then go on to talk about what students know about Children’s Rights.

- Was it easier or harder than students had expected to depict Children’s Rights?
- How did students choose how to depict a particular right? Where did they get the images from?
- How do the different images of each right compare? How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much – or how little – students discovered they knew about Children’s Rights.
- Do they think Children’s Rights have any relevance to their own lives? Which ones?

This exercise can be done in the same way to learn about the **Universal Declaration of Human Rights (UDHR) Annex 3**.

WANTS AND NEEDS

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

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

Time: 20-30 minutes

Instructions:

- Students work in groups of up to four and each group receives a set of the fourteen Wants and Needs cards.
- Ask students 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 students, 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

PROTECTING LIFE- THE INDIVIDUAL IN SOCIETY

Being a human being

Place a convenient object (e.g. inverted wastepaper bin) before the class. Suggest that it is a visitor from another part of the universe. This visitor is curious to learn about the beings who call themselves “human”. Ask for suggestions that might help the visitor identify us as “human beings”.

Discuss:

- What does it mean to be “human”?
- How is that different from just being alive or “surviving”?

UDHR article 1; CRC article 1

Message in a bottle

Ask students to imagine that signals have been received from outer space. The United Nations is going to send information about human beings in a special ship. It is the students’ job to choose what to send (e.g. music, models of people, clothing, literature, religious objects). Brainstorm possibilities as a class, or set the activity as an individual or small group project. The questions at issue here – “What am I?”, “Who are we?” – are profound. The activities above should provide an opportunity for students to begin to establish a sense of themselves as human beings and an understanding of human dignity. This is crucial if they are ever to see themselves as human agents, with a responsibility to humanity in all its many and varied forms. Defining what is human in general helps us to see what might be inhuman.

UDHR article 1, CRC article 1

Beginnings and endings

Human beings within societies are of the highest complexion. At teacher’s discretion, the class can look at the right to be alive as argued for at each end of an individual’s life:

- Where does “life” begin?
- Could it ever be taken away?
- What kind of factors determine our opinions about what “life” means (e.g. religion, technology, law) UDHR article 3, CRC article 6

“A journalist has disappeared!”

For the following case study the teacher’s discretion is advised. Provide the class with the following details:

You are a journalist. You wrote a story in your newspaper that made someone in a high position angry. The next day unidentified people broke into your home and took you away. You were beaten and put in a room alone. No one knows where you are. No one has offered to do anything. You have been there for months.

This journalist has been deprived of a number of basic rights. Using the Universal Declaration, ask the class to determine which specific articles have been violated. Ask each pupil to draft a letter to the Minister of Justice concerned, mentioning these rights, or an open letter to the journalist. Who else could be of assistance in this case (introducing students to the role of civil society's organizations)?

UDHR article 3, 5, 8, 9, 11, 12

Protecting children

Look through the Convention on the Rights of the Child and list all the articles that offer protection to children and the circumstances and specific forms of abuse and exploitation that these articles mention.

- Are there others that you might add?
- Are some children more vulnerable and in need of protection than others?

Discuss responsibility for protecting children:

- According to the Convention, who has the responsibility for protecting children?
- Does the Convention give any order of priority for this responsibility?
- What happens when those responsible for protecting children fail to do so? Research child protection in your community, using the list generated at the beginning of this activity.
- What are children's particular needs for protection in your community?
- What people or groups are providing protection for them?
- Are there ways you and your class can contribute to this protection?
- Why do you think that the Rights of Children needed to be expressed in a special human rights treaty?

CRC articles 2, 3, 6, 8, 11, 16, 17, 19, 20, 22, 23, 32, 33, 34, 35, 36, 37, 38

DISCRIMINATION

No person is more of a human being than another and no person is less. Essentially we are all equal, and equality entitled to our Human Rights.

Equal, yes, but not identical – a fact that leads people to draw lines across the human map and to draw attention to differences they believe to be important. When lines are established that not only separate groups but suggest that one group is superior or inferior simply because of race, colour, sex languages, religion, political opinion or national or social origin, this is discrimination. Gender is among the most common bases for discrimination. Since it coincides with a biological dichotomy built into our species itself, it can be very hard for people to see past such a difference to our deeper identity. Being different in some ways does not make us different in all ways. Having different bodies that do different things does not mean that our Human Rights should be different too.

They 're all alike

Give each pupil a small stone and ask them to become "friends" with it – really get to know it. Ask few to introduce their "friend" to the class, and to tell a story about how old it is, whether it is sad or happy, or how it got its shape. They can write essays on the subject, songs or poems of

praise. Then put all the items (stones) back in a box or bag and mix them up together. Tip them out and have the students find their “friend” from among the common lot.

Point out the obvious parallel:

Any group of people seem to be alike at first, but once you get to know them, they are all different, they all have life-stories and they are potentially all friends. This means, however, suspending any stereotypes (like “rocks are cold and hard and indifferent”) long enough to get to know them. It means not prejudging them.

UDHR articles 1, 2; CRC article 2

Cultural identity / cultural diversity

Everyone has a cultural identity, of which they are often unconscious because it is so much a part of them. However, in countries with ethnic, religious or linguistic minorities or minorities of indigenous origin, cultural identity often becomes a Human Rights issue, especially when a more powerful group seeks to impose its culture on less powerful groups.

UNESCO’s *Universal Declaration on Cultural Diversity* emphasises the link between cultural identity and diversity: “Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature” (article 1).

Examine your own community.

- Are there cultural minorities?
- Is their culture respected?
- Do they participate freely and publicly in their culture, or are they expected to do so only privately or not at all?
- Does your school encourage respect for the culture of minority groups?

Discuss:

- Why is the right to cultural identity so important? Why is it important to preserve, develop and appreciate different cultures?
- Why do dominant groups often seek to impose their culture on minority groups?

UDHR article 26; CRC articles 29, 30, 31

Sex or Gender?

Explain the difference between sex (biologically determined factors) and gender (culturally determined factors).

Divide students into two teams and ask each team to make a list of differences between males and females, some based on sex (e.g. adult men have beards; women live longer) and others based on gender (e.g. men are better at mathematics; women are timid). Each team in turn reads one of its characteristics and the panel must decide whether it is a difference based on sex or gender. Of course, disagreements will arise (e.g. are men naturally more aggressive?) but the resulting discussion will help students to recognise their own gender stereotypes. Examine the classroom, textbooks, media and community for examples of gender stereotyping.

UDHR article 2; CRC article 2.

Gender bender

Take a familiar story (e.g. from a novel, film, TV series or folk tale) and retell it with the gender of the characters switched. Discuss the effect of this gender switch.

UDHR article 2; CRC article 2, 29

Expectations

Read to the class the following:

“Two judges are sitting together after dinner, talking about their work. ‘What about his chap in court today?’, one says to the other. ‘If you were me, how would you decide?’

“You know I can’t answer that’, comes the reply. Not only did his father die five years ago – but he’s also my only son!”

Ask the students if this makes sense. How could the second judge say “my son”? After all, the father of the man mentioned is already dead.

There is an answer: the second judge happens to be the man’s mother.

Does the solution come as a surprise? Do any of the students expect judges to be only men? If so, why?

HEROINES AND HEROES

Time: 60 minutes

Overview: This activity involves individual, small and whole group work, brainstorming and discussion about

- o Heroines and heroes as symbols of socialisation and culture
- o Stereotyped images of heroines and heroes

Related Rights:

- o Equality in dignity and rights
- o Right to freedom without distinction of gender

Objectives: students should be able to:

- o Reflect on history teaching and to appreciate different perspective on shared historical events and the heroines and heroes associated with them.
- o To critically analyse the significance of heroes and heroines as role models and how gender stereotypes take their roots in our history, culture and everyday life.

Materials:

- o Paper and pens (one blue and one red pen per pupil; optional but preferable)
- o Flipchart paper and markers

How to do it

1. Give students five minutes to think about which national heroines and heroes (historical or living) they particularly admire.
2. Hand out the paper and pens and ask each pupil to draw two columns. In the first column they shall (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for Cameroon. At the bottom of the paper they should write key words to describe the heroines’ personal characteristics.
3. Repeat the process (using the blue pen) for three or four heroes write this information in the second column.
4. Now ask the students to get into groups of between five and seven students to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes.
5. Now come into plenary and write the names of each group’s heroines and heroes in two columns on the flipchart. Add the key words that describe the personal characteristics.
6. Discuss the list of characteristics and the use of heroines and heroes as role models and the extent to which they are gender stereotypes. Then move on to the debriefing.

Debriefing and Evaluation

Start by reviewing the activity and what students learnt about heroes and heroines and then go on to talk about stereotypes in general and how they influence students' perceptions and actions.

- What kinds of people are heroines and heroes (ordinary men and women? Kings?) What did they do? (Fight? Write poems?). How did the students learn about them?
- What were the differences and similarities between the two lists of characteristics?
- What values do the heroines and heroes stand for? Are these values the same or both, or are there differences?
- Do students personally, and people in your society in general, have general stereotypes and expectations of men and women?
- Do students feel limited by these expectations? How?
- Does the list of characteristics produced in this activity reflect traits that some might describe as national characters?
- To what extent are social and cultural barriers in general the result of stereotyped thinking?
- In what ways does gender stereotyping deny students their human rights?
- Stereotyped expectations often act as barriers to both men and women linking life choices and options. What gender-related barriers have students experienced? At home, school or club?
- What can students do about these barriers? Can they identify strategies to break away from cultural norms and values related to masculinity and femininity?

THE RIGHT TO EDUCATION

Although everyone has the right to education, many never receive an education that fulfils article 29 of the CRC and fosters "the development of the child's personality, talents and mental and physical abilities to their fullest potential" (CRC article 29.1).

Millions of children never have the opportunity to attend school at all. Many factors exclude them, such as their social status, their sex, or poverty which forces them to work to survive. Lack of education also limits their ability to enjoy other human rights.

Who is not in our school?

Ask students to consider why young people are not represented in their school, for example:

- Many girls or boys?
- Children with physical disabilities?
- Children with mental disabilities?
- Children who have been in trouble with the law or the school authorities?
- Children who are orphaned?
- Homeless children?
- Children who are parents and/or are married?
- Children of migrant workers?
- Refugee children?
- Children of minority groups in the community?
- Poor children whose families need them to work?

For each group mentioned as absent from their school, ask:

- Why don't these children attend this school? Should they? Why or why not?
- Do they attend school elsewhere?
- What about children who cannot physically attend a school? How do they get their education?

If some children named attend different schools, ask:

- Why do these children attend a different school from yours?
- Where is this school? Can children get there easily?
- Must families pay for their children to attend this school?
- What if parents cannot afford this alternative school?
- Do you think children get a good education there?

Ask how the right to education can be made available to those children who do not attend school (e.g. poor children whose families need them to work; girls who marry or have children while still of school age). Whose responsibility is it to ensure that they receive an education?

If possible, have students research and perhaps visit some schools for students with special needs. Have students discuss or write about whether these alternative schools meet the standards of the CRC regarding the child's right to education. What can they do to advocate for the rights of all children to an education?

UDHR article 26; CRC articles 28, 29

What if you couldn't read?

Ask students to make a list of all the times they read something in a normal day: at home, at school, in the community or anywhere. They should include such "unconscious reading" as that done while watching television and walking in the neighbourhood.

Ask students to compare their lists and discuss:

- How would your life be affected if you couldn't read?
- What activities would you be unable to do or do well?
- How could illiteracy affect the health, safety and security of you and your family?
- How would you be affected if you couldn't read and you were a

- Mother? / Father?

- Factory Worker?

- Farmer?

- Shop owner?

- Police man ?

- Citizen ?

THE RIGHT TO PRIVACY

Article 16 of the CRC gives a child the right to protection from interference with privacy, family, home and correspondence and from libel or slander. However, like many other rights guaranteed to children in the Convention, the extent to which it can be exercised depends on the child's "evolving capacity". Certainly a 7-year-old is not ready to have the same rights and responsibilities as a 17-year-old.

When is "old enough"?

Read the following story to the class:

Eku and Romit met when they sat side by side at primary school. They soon became best friends, but their friendship had a problem. Their families belonged to different social groups that had a long history of distrust. So when Romit asked if Eku could visit, both parents firmly refused. Eku's family spoke to the teacher and had the friends seated separately. However, their friendship continued until Eku was sent to finish secondary school in another town. The friends promised to write, but whenever a letter from Eku arrived, Romit's parents destroyed it before Romit could even open it. Romit understands his parents' feeling but also thinks that at sixteen you are old enough to choose your own friends and entitled to have letters kept private.

Discuss:

- What rights does Romit have according to the CRC?
- How can Romit's "evolving capacity" be determined?
- What rights do Romit's parents have?

Strategise how this conflict might be resolved.

UDHR article 12; CRC articles 5, 16

FREEDOM OF THOUGHT, CONSCIENCE, RELIGION, OPINION AND EXPRESSION

Frames of Reference

Opinions may vary depending on whether we like what we see or not. This is reflected in our choice of words.

For example, a person can be described as "aloof" or "independent", "aggressive" or "assertive", "submissive" or "prepared to cooperate", "more driven" or "less afraid of hard work". Ask students to think of other dichotomies of this sort.

Have students list in the most positive way possible five qualities about themselves they really admire. Then put these into a negative frame of reference so that the same things become hurtful instead of praiseworthy. Then do the reverse, first listing possible negative qualities they do not particularly like about themselves, and then using mirror words that make the list offensive.

Another version of this activity is to ask students to list adjectives that generally describe girls or boys. Then reverse the gender (e.g. qualities described as "energetic" or "ambitious" in a boy might be considered "abrasive" or "pushy" in a girl).

UDHR articles 1, 2; CRC article 2

Words that wound

Article 13.2a of the CRC gives a child the right to freedom of expression but specifically restricts expression that violates the rights and reputations of others. Should limits be placed on what we can say about our thoughts and beliefs? Should we always be able to say whatever we like?

For the following activity the teacher's discretion is advised.

- Give everyone slips of paper and have them write down hurtful comments they hear at school, each on a separate paper. Make a scale on the blackboard ranging from "Teasing/Playful" to "Extremely Painful/Degrading". Ask students to put their words where they think they belong on the scale.
 - Then ask everyone to examine the wall silently. Usually the same words will appear several times and almost always be rated at different degrees of severity.
 - Discuss the experience: ask students to categorise the words (e.g. appearance, ability, ethnic background, sexuality).
- Are some words only for girls? For boys?
- What conclusions can be drawn about abusive language from these categories?
- Why did some people think a particular word was very painful and others find it playful?
- Divide the class into small groups and give each group several words considered most painful. Ask someone in each group to read the first word or phrase. The group should accept that this is a hurtful comment and discuss
 - (1) whether people should be allowed to say such things
 - (2) what to do when it happens.
- Repeat for each word or phrase.
- Finally discuss with the class the rights and responsibilities involved in abusive language.
- Does a teacher have a responsibility to stop hate speech at school?

- Do students have a responsibility to stop it in their own lives? If so, why?
- What can you do in your community to stop hate speech?
- Why is it important to do so?

DEMOCRATIC WAYS OF TREATING OTHERS

Specific Objectives: students should be able to:

1. Explain why everyone must be allowed to speak and do activities in a group;
2. State why women must be allowed to take part in decision-making, the planning and the development of their community/country

Core Messages

- o Everyone should be given opportunity to speak and take active part in a group activity.
- o Allow women to speak and plan side by side with men.
- o People will do very good work if their leaders treat them well.

TEACHING/LEARNING ACTIVITIES

Activity I Discussion

Discuss with students the importance of allowing everyone in a group at meeting or in the community to express his/her views. Discuss further how someone will feel if he is shouted at by the leader or other members in a peer group or at a meeting to shut up and sit down. What if only two or three in a group are allowed to speak and the others who want to speak are not allowed? Guide students to induce that when each member in a group is given his turn to speak or display something, this practice is a democratic way of treating others.

Activity II Brainstorming

Ask students about the place of women in their community. Let them tell if women sit side by side with men to plan for the community. If women do not, let the students answer why they should not. Guide the students through further discussion to conclude that women must be allowed to express their views besides the men for the welfare of the community. Apply this democratic method to chieftaincy, community or national election. Discuss why it is important to allow everyone on the voters list to vote at elections.

Activity III Values Voting

Encourage students to express their views as to how they will feel if someone does not go through the democratic process of voting and elections but imposes himself on the nation as President. Ask students to show up hands if they are in favour or not in favour if someone imposes himself/herself as President without election. If one or two are in favour, let the class hold further discussion and vote again.

Activity IV Role Play

Let six students volunteer to fill these positions. A Fon, a Section Chief, Chiefdom Court Chairman, a Priest or Imam, a Leader of a Farmers Society, a Community Health Officer.

Let each leader start with:

I am a

My role is to

I work with other people such as

To achieve.....

At the end of the role play, direct students to conclude that:

- a) everyone must have opportunity to play his role,

b) everyone must treat others democratically by allowing him time to speak and do his job.

ELECTIONEERING

Time: 45 Minutes

Overview: This is a discussion-based activity that addresses:

- o Rights and responsibilities connected with democracy
- o Democratic discussion

Related Rights:

- o The right to participate in the democratic process
- o Freedom of opinion and expression

Objectives: students should be able to:

- o consider some of the controversial aspects of a democratic society
- o practise and develop skills of listening, discussion and persuasion
- o encourage co-operation

Materials

- o An open space
- o Card (A4) and coloured pens to make the signs
- o Sticking tape

Preparations

- o Make two signs “agree” and “disagree” and tape them one at the end of a long wall. Make sure there is enough space along the wall for students to form a straight line.
- o Place two chairs in the centre of the room, about 50cm apart, and with space around them for students to move about.

How to do it

1. Point out the two signs at either end of the wall, and explain that they are going to read out a statement with which they may agree to a greater or lesser extent.
2. Select one statement from the list below and read it out to the group.
3. Tell students to position themselves along the wall between the two signs according to “how much” they agree or disagree: if they agree or disagree totally they should stand at one of the ends; otherwise they should stand somewhere between the two points.
4. When students have positioned themselves along the line, invite the two at the furthest extremes to occupy the two chairs in the centre of the room. Everyone else should now gather around the chairs, positioning themselves behind the person whose views they agree with “most” or occupying a position in the centre if they are undecided.
5. Give each of the students sitting in the chair one minute to state their reasons for agreeing or disagreeing with the original statement. No one should interrupt or assist them. Everyone should listen in silence.
6. At the end of the minutes, ask the others in the groups to move behind one or the other of the speakers (they cannot remain undecided), so that there is one group of students “for” the statement under discussion, and one group “against”. Allow the two groups ten minutes apart from one another to prepare arguments supporting their position and to select a different speaker to present these arguments
7. At the end of the ten minutes, call the groups back and invite the two new speakers to occupy the two chairs with their “supporters” around them.

8. Give these speakers three minutes each to deliver their arguments, at the end of which time, supporters for one or the other side may change position and move to the opposite group if the opposite side's arguments have been convincing.
9. Give the groups a further five minutes apart to work on their arguments and select a third speaker. Again, after the speeches, allow students to change position if they wish to.
10. Bring the group back together for the debriefing.

Debriefing and Evaluation

Now move on to reflect on the process and purpose of discussion and on the reasons for valuing a pluralist society. Try not to get drawn back into discussion of the issue itself.

- o Did anyone change their mind during the course of the discussion? If they did, what were the arguments that convinced them?
- o Do students think they were influenced by things other than the actual arguments that were being put forward, for example, by peer pressure, emotional language or a feeling of rivalry?
- o For those that did not change their opinion in the course of the discussion, was there any purpose in talking through these issues? Can they imagine any evidence that might persuade them to change their views?
- o Why do students hold different opinions? What should be done about this in a democratic society?
- o Should all opinions be tolerated in a democracy?

Statements for discussion

- We have a moral obligation to use our vote in elections.
- We should obey all laws, even unfair ones.
- The only people who have any power in a democracy are the politicians.
- "People get the leaders they deserve".
- It is the responsibility of citizens to control the day-to-day activity of the government.

WHERE DO YOU STAND?

Overview: This is a discussion activity that addresses:

- The basic essentials necessary for human dignity
- The relative importance of civil and political rights and social and economic rights
- Governments' obligations concerning social and economic rights

Objectives: students should be able to:

- gain an understanding of the difference between civil and political rights and social and economic rights
- think about some of the complex issues associated with protecting rights
- use and develop skills of discussion and argumentation

Materials:

- Large sheets of paper or flipchart paper, pens etc.

Preparation:

- Prepare two posters - one saying, "I agree" and the other saying, "I disagree" – and stick them at opposite ends of the room, so that students can form a straight line between. (You may want to draw a chalk line between them, or use a piece of string)

How to do it:

1. Start with a brief introduction to the differences between civil and political rights, and social and economic rights.
2. Spend 5 minutes brainstorming the different rights that would fall under each category. List the rights on the flipchart under the headings, civil and political rights, and social and economic rights.
3. Explain that you are now going to read out a series of statements with which students may agree to a greater or lesser extent.
4. Point out the two extreme positions – the posters stating “I Agree and “I Disagree”. Explain that students may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to students whose views almost coincide with their own. Brief discussion is permitted while students are finding their places!
5. Read out the statements in turn. Vary the rhythm: some statements should be read out in quick succession, while for others you may want to take a little time between statements to allow for discussion.
6. Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their positions indicate the lack of a strong opinion or lack of knowledge.
7. Allow students to move position as they listen to each others’ comments.
8. When you have gone through the statements, bring the group back together for the debriefing.

Debriefing and evaluation

Begin with reviewing the activity itself and then go on to discuss what students learnt.

- Were there any questions that students found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did students change position during the discussions?
- Were students surprised by the extent of disagreement on the issues?
- Does it matter if we disagree about human rights?
- Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?
- Is there a fundamental difference between the (first) two “generations” of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important?
- Do we need any more rights? Could there be a third generation of rights?

Sheet of statements

- It’s more important to have a roof over your head than to be able to say what you like.
- Students have a duty to work, but not a right.
- The most basic responsibility of any government is to make sure that all students have enough to eat.
- The right to “rest and leisure” is a luxury that only rich countries can afford.
- It’s not the government’s job to make sure that students don’t starve – but the students’.
- The way we choose to treat our students is not the business of the international community.
- Poor countries should concentrate on a basic standard of living for all before worrying about the civil and political rights of students.
- Extreme economic inequality is an infringement of basic rights.
- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.

- If rights cannot be guaranteed, there is no point in having them.

WAR, PEACE AND HUMAN RIGHTS

Packing your suitcase

One of the common results of war and oppression is the creation of refugees, people who flee their home countries because of a “well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion (article 1.A.2 of the Convention relating to the Status of Refugees, 1951)

Read the scenario:

You are teacher in _____. Your partner disappears and is later found murdered. Your name appears in a newspaper article listing suspected subversives. Later you receive a letter threatening your life because of your alleged political activities. You decide you must flee. Pack your bag. You can take only five categories of things (e.g. toiletries, clothing, photographs) and only what you can carry in one bag by yourself. You have five minutes to make these decisions. Remember that you may never return to your home country again.

Ask several students to read their lists. If they omit the newspaper article or the threatening letter (the only concrete proof to offer authorities in the new country that they are fleeing a “well-grounded fear of persecution”), say “Asylum denied”.

After a few such examples, explain the definition of a refugee and the importance of proof of persecution. Discuss the experience of making emotional decisions in a state of anxiety.

Research refugees in the world today:

- Where are the greatest concentrations of refugees?
- Where are they fleeing from and why?
- Who is responsible for caring for them?

Child soldiers

In some parts of the world, boys and girls, even younger than ten years old, are recruited to serve as soldiers. Often these children are kidnapped and forced into this dangerous work, which can lead to death, maiming and alienation from their home communities and society as a whole.

A new Optional Protocol (2000) to the Convention on the Rights of the Child bans the involvement of children in such armed conflict, as does the International Labour Organisation’s Convention concerning the Prohibition of the Worst Forms of Child labour (1999).

Discuss:

- Why would armed forces want to use children in warfare?
- What human rights of these children are being violated? Cite particular articles of the Convention on the Rights of the Child.
- How might being a child soldier affect girls and boys differently?
- If a child manages to survive and return to the home community, what are some difficulties that she or he might face at first? In the short term? In the long term?

Here are some ways in which students can take action or explore the issue further:

- Find out more about child soldiers in different part of the world.
- Find out what organisations are working to rehabilitate former child soldiers and offer them support.

Chapter Four

JUSTICE AND PEACE

Justice involves giving out the acceptable standards of behaviour according to the bye-laws or conventions in our relationship with other persons in the community. The dictionary definition of justice is “quality of uprightness or maintenance of law and right”.

The principles of just dealing, just conduct, integrity, observance of the divine laws, the exercise of authority or power in maintenance of rights, are all means to meet out justice when laws are upheld or disobeyed it might be necessary to assign reward or punishment respectively. The administration of law or the forms and process attending it, is a social control which seeks the maintenance of peace and security. The quality of being just or righteous and the mechanism for maintaining fine virtues, are within the confines of justice.

Peace begins with discovering your true nature. It is from this discovery that peaceful life unfolds itself, like a flower blooming. As long as a person lives in the dark about his or her true self, his mind is in conflict. The well-known psychologist Carl Roger says that the root cause for many people’s psychological disturbances is ignorance of their own selves. He says the fundamental questions each individual appears to be asking himself or herself are ‘**Who am I and how may I become myself.’? What is my goal in life? What am I striving for? What is my purpose?**’ He says: ‘They are old, old questions which have been asked and answered in every century of history. Yet they are also questions which every individual must ask and answer for himself’. He thought the best way to help a mentally disturbed person is to help him to discover his true self. This also holds for the normal. Understanding one’s true nature is the foundation of one’s mental sanity. Because of not knowing our true self, we wear various masks, facades and identify ourselves with various self-images projected to us by our society. When you stand on your true self, you are strong as a person.

Justice and peace can be achieved if we maintain good behaviour and attitude to others. To have peace in the country the following must be adhered to: “All citizens must demonstrate loyalty and honesty; no rivalry between ethnic and other groups; co-operation among the people for the advancement of the nation; avoiding quarrel and aggressiveness; inflicting punishment on the law-breakers and wicked people by court of law; to have good, just and wise ruler who knows the needs of the people”.

MAINTAINING GOOD BEHAVIOUR AND ATTITUDES TO OTHERS

Specific Objectives: students should be able to:

1. explain the meaning of justice
2. state why they should maintain good behaviour and attitude to others

Core Messages

- o We should maintain acceptable standard of behaviour
- o Justice is related to reward or punishment
- o Justice is expected by all citizens
- o Justice and peace are related

Teaching/Learning Activities:

Activity I Discussion

Discuss with students the meaning of justice. Ask students to state any actions which are just. From the just actions, guide students to state and list what justice involve: Points in the list may be as follows: Justice involves....

- o Dishing out acceptable behaviour to others;
- o Just conduct; just dealings; integrity;
- o Holding on to what is right;
- o Sharing something according to the instructions laid down by the giver for the receiver;
- o Giving reward to those who merit it and punishment to the party found guilty.

Let students give five examples to show justice, for example:

- o Give back something found in a taxis to the rightful owner;
- o Trying out a suspected thief in court until he is proved guilty or innocent;
- o Giving judgement impartially on a land claimed by two families;
- o Giving back the five books which have been found to their respective owners;
- o Giving the property left in the will to the rightful owner.

Activity II Values Voting

Raise the sentence cards which you have prepared on the statements below and ask the students how they will react to each one Count and write the number of students who show up hands in favour of each one:

1. We must show respect for the dignity and work of every human being regardless of his age, colour, region, income, status, nationality
2. We must not abuse or hurt others
3. Men must not beat their wives and girlfriend
4. We must appreciate different opinions, actions and aspirations of the people
5. We must show concern for the welfare of others
6. We must show tolerance, good will, kindness, and a sense of justice to others
7. Students must not give their seats to elderly persons; after all we are all paying the same fare on the bus? Why?
8. We must be willing to help others
9. We must be willing to plan and work with others
10. There will be peace and harmony if we maintain good behaviour and attitude to others

Let students explain why they support each action they have indicated.

Teaching Aids

Sentence cards carrying short statements on the topic e.g. "We must not hurt others".

EXCLUSION AND STEREOTYPES

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 students' 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: 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 students 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. Identifying generalizations: This activity helps young people develop the ability to recognize and challenge generalisations 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 others member 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

WHAT'S FAIR? ACTIVITIES ABOUT JUSTICE

These activities about justice use the discrimination faces by women and minorities as a way to examine every day injustice. The aim is to show that large numbers of people are unfairly denied their human rights in everyday situations, and that this should be opposed and overcome.

MARY'S STORY

(Adapted from p.16 of Understand the Law 1995, The Citizenship Foundation)

Aim: This case study about racial discrimination aims to explore issues of justice and human rights.

Learning point: Discrimination, including racial discrimination, is a violation of human rights.

Time: About an hour and a half

What you need: A copy of the Simplified Version of the Universal Declaration of Human Rights from Annex 3 for each group.

How to do it:

- Form the class into small groups of five or six.
- Explain to the class that many countries have laws against unfair discrimination on the grounds of race or sex. Also the Universal Declaration of Human Rights contains articles against discrimination.
- Ask the class in their groups to look at different parts of the simplified version of the Universal Declaration of Human Rights to find which are the relevant articles against discrimination. (Note: Almost every article is relevant in some way.)

- o After 10 minutes, go round the class, and ask each group to tell the class about an article they think is relevant. Ask them justify their choice by giving a practical example of how that article counters discrimination.
- o Read out Mary's Story:

Mary is a Nigerian woman. This is her story.

"I saw a job for a sales assistant advertised in the window of a clothes shop in Bamenda. They wanted someone between 18 and 23. I'm 19, so I went in and asked about the job but was told by the manageress to come back in two days because not enough people had applied. I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a Cameroonian friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

- o Now read out the manageress's response:

"I felt that Mary would find it difficult to work here, because of the distance that she would have to travel in to work each day. It would be an eight-mile journey on two buses. It makes it very difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area. The person to whom I offered the job seemed just right."

- o Ask the class in their groups to decide:

- Do you think Mary was discriminated against? Why?
- If so, what do you think the shop should have to do?
- What could Mary do about this situation? Do you think her Cameroonian friends should help her to get justice? How?

- o Now tell the class what happened:

"Mary took her case to a court which enforces the law about discrimination. The court agreed that she had been discriminated against. Several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16, Bamileke, and lived the same distance from the shop as Mary. The shop had to give Mary some money for the injury to her feelings."

Questions:

- o Mary was unfairly discriminated against because of her ethnicity. The manageress didn't really know anything about her. Which groups of people are discriminated against in your country? Why? Do you agree with this discrimination?
- o Do you know anything about these groups? Do you think this knowledge is accurate?
- o "Ignorance encourages prejudice and makes discrimination possible". Do you agree with this statement?

Choices:

- o As an action, ask the class to write stories, poems, a play or make cartoons/pictures about a time when they felt unfairly discriminated against. For example, because of their sex or age. What would it be like to be discriminated against all the time? If the students agree, display these in the classroom.

SHE DOESN'T WORK

Aim: This project activity aims to draw students' attention to discrimination against women and to encourage them to challenge it.

Learning point: Discrimination against women is a violation of human rights.

What you need:

- Simplified Version of the Universal Declaration of Human Rights.
- Text "She doesn't work" from the next page.
- Advice on project work from Chapter two
- Blackboard or large piece of paper

Time: Two lessons and homework

How to do it:

- Read, or ask the students to read the text "**She doesn't work**". With the whole class, make a quick list of all the jobs which the wife has to do.
- Now brainstorm reasons why the husband doesn't think his wife "works". Encourage the class to think of as many reasons as possible why the husband might think like this. For example, it might be because she is unpaid, or because he thinks his work is harder. Spend about 5 minutes on this part.
- Now, brainstorm reasons why the wife's responsibilities are work. For example, her longer working day. Spend about 5 minutes on this part.
- Tell the students that Articles 1 and 2 of the Universal Declaration of Human Rights, or its summary, specifically mention sexual equality. Read these articles - either the full or simplified versions. (See Annex 3 of this manual.)
- Ask the students to form pairs. Each pair should make a list of all the work which has to be done in and around **their** home.
- After 5 minutes, go around the pairs, asking for one item from each pair's list until there are no more suggestions. Write all the suggestions on the wall.
- Ask the students to form groups of four or five. Ask each group to write their own questionnaire about household work. The aim of the questionnaires is to find out about housework in their own area. They will need to phrase the questions in such a way as to find out as much as possible about the subject from the people they interview. They could include questions such as:

- Who makes the meals in your house?
- Do men and children help around your house?
- How long does housework take?
- Do the women have other jobs to do in addition?

Each questionnaire will probably be different. Alternatively, the class could work together to make one questionnaire.

- Allow a week for students to make a survey about housework in the community, using their questionnaires. Remind them to question both men and women!

- After the survey has been done, have a report-back lesson. This could be done as a mathematical analysis of the survey answers, or a verbal report, where each student is allowed to say one thing which they discovered through the survey.
- During or after the report-back, use the following questions to help students to analyse their results:

Questions:

- Did you discover anything surprising?
- How did you feel about what you found?
- Did your discoveries change the way you think about the work women do? Why/ Why not?
- Did you discover any tasks which could only be done by men?
- Did you discover any tasks which could only be done by women?
- Boys, would you like to do all the work that women do? Why/ Why not?
- Is it right for women to have to do all this work?
- What can we do in the classroom, or in our homes, to treat each other more equally? Which tasks could be done by men or women? Which tasks could be done together?

Choices:

As a project, ask the class to work out how many hours there are in each week and then to calculate for their family how much time each person spends sleeping, working, relaxing, playing, and so on. The results could be made into a statistical chart, or calculated as percentages. Then ask questions like those listed above to draw the student's attention to the burden of housework which women carry, and maybe the differences between boy's and girl's lives. It is likely that the girls will have less leisure time than the boys. Concentrate on examining whether the students think the present situation is fair.

She doesn't work

"Have you many children?" the Doctor asked.

"Sixteen born, but only nine live," he answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes. After that she goes to town to get corn ground and buy what we need in the market. Then she cooks the midday meal."

"You come home at midday?"

"No, no. She brings the meal to me in the fields, about three kilometres from home."

"And after that?"

"Well she takes care of hens and pigs. And of course she looks after the children all day. Then she prepares supper so that it is ready when I come home."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until nine o'clock."

"But you say your wife doesn't work?"

"No. I told you. She stays at home."

ADVANTAGES AND DISADVANTAGES

Aim: This activity helps students to examine their own attitudes and perceptions about the differences between the way men and women are treated in society.

Learning point: Discrimination against women is a violation of human rights.

What you need: The Simplified Version of the Universal Declaration of Human Rights.

Time: One hour

How to do it:

- o Ask the class to form small groups of males and females. Ideally, there will be an equal number of male and female groups. Explain that each group will be asked to make a list and that this will be used for a discussion.
- o Ask each group of **males** to make a list of the advantages and disadvantages of being **female**. Females do the same for males. Allow ten minutes for this.
- o The lists should have an equal number of advantages and disadvantages.
- o Now pair each group of males with a group of females. Each female group reports its list to a male group and responds to the male group's reactions.
- o Now each male group reports its list to a female group and responds to the female group's reactions.
- o If necessary, use the following questions to start a discussion.

Questions:

- o Was it easy to think of the advantages and disadvantages of being a male or female? Why? Why not?
- o Did you find yourselves listing things which could be called sexist?
- o Do you think those sorts of generalisations about people are realistic? Do they apply to the people you know?
- o Was it a useful activity? Why? Did you learn anything that you didn't know before?

Choices: This activity can also be used to examine other differences apart from gender, such as ethnicity, social class, religion...

(Adapted from Amnesty International USA HRE Resource Notebook: Women's rights)

THE CRACKED POT (STORY)

A water bearer in India had two large pots, each hung on each end of a pole, which he carried across his neck. One of the pots had a crack in it, and while the other pot was perfect and always delivered a full portion of water at the end of the long walk from the stream to the master's house, the cracked pot arrived only half full. For a full 2 years this went on daily, with the bearer delivering only one and a half pots full of water in his master's house. Of course the perfect pot was proud of its accomplishments, perfect to the end for which it was made. But the poor cracked pot was ashamed of its own imperfection, and miserable that it was able to accomplish only half of what it had been made to do.

After 2 years of what it perceived to be a bitter failure, the cracked pot spoke to the water bearer one day by the stream. "I am ashamed of myself, and I want to apologize to you." "Why?" asked the bearer. "What are you ashamed of?" "I have been able, for these past two years to deliver only half my load because this crack in my side causes water to leak out all the way back to your master's house. Because of my flaws, you have to do all of this work, and you don't get full value from your efforts," the cracked pot said. The water bearer felt sorry for the old cracked pot, and in his compassion he said: "As we return to the master's house, I want you to notice the beautiful flowers along the path." Indeed as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path. But at the end of the trail, it still felt bad because it had leaked out half its load, and so again it apologized to the bearer for its failure.

The bearer said to the pot, "Did you notice that there were flowers only on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I took advantage of it. I planted flower seeds on your side of the path, and every day while we walk back from the stream, you've watered them. For 2 years I have been able to pick these beautiful flowers to decorate my master's table. Without you being just the way you are, he would not have this beauty to grace his house."

Based on an Indian legend

Input: *Each of us has our own unique flaws. We're all cracked pots. Some of us are not so smart, some are tall, large, big, some bald, some physically challenged, but it's cracks and flaws we have that make our lives together so very interesting and rewarding. You've just got to take each person for what they are, and look for the good in them. There is a lot of good out there. There is a lot of good in you! Remember to appreciate all the different people in your life! If we were all the same it would be pretty boring.*

THE 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.

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

REFUGEE ROLE-PLAY

Aim: This activity uses a role-play where refugees and border officials express different points of view on the rights of refugees to increase students' knowledge about refugee rights.

Learning point: Refugees are an especially vulnerable group who have specific rights.

What you need:

- "Immigration officers' arguments and options' from next page
- "Refugees' arguments and options" from next page
- Information about refugees from next page

How to do it:

o Start with a brainstorm to find out what students think about refugees. Write the word "refugee" on the wall, and ask the class to say the first things which the word makes them think of. (The advice on brainstorming from chapter two may be helpful here).

- Read the Information about refugees from the next page to the class to introduce the subject.
- Consulting the advice on using role-play (Useful teaching methods in Chapter two) help the class to play the following role-play.
- Read out the following scenario (if you wish, you can invent imaginary names for countries X and Y):

"It is a dark, cold and wet night on the border between X and Y. A column of refugees has arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have no money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others don't. The refugees are desperate, and use several arguments to try to persuade the immigration officials."

- Ask one third of the class to imagine that they are the immigration officers from country Y. Give this group the "Immigrations officers' arguments and options" from the next page.
- Ask another third of the class to imagine that they are refugees. Give this group the "Refugees' arguments and options" from next page.
- Tell the players that they can use the arguments on their paper and any other relevant arguments they can think of. If it helps, draw a line along the floor to symbolise the border. Tell them that when the role-play begins, they have ten minutes to reach some sort of conclusion, which may be one of the options listed, or another solution.
- It is up to you and the class to decide whether the "refugees" and the "immigration officers" will put their arguments as a group, or whether they will individually take responsibility for putting individual arguments.
- Ask the remaining third of the class to act as observers. (Half can monitor the "immigration officers", and half can monitor the "refugees".)
- Give the "refugees" and the "immigration officers" a few minutes before the role-play to read through their arguments and options and to decide on tactics.
- Start the role-play. Use your own judgment about when to stop.
- After the role-play, discuss it using the following questions. This is important to draw out the points which the students learnt.

Questions:

- How did the situation work out? What happened?
- How did it feel to be a refugee?
- How did it feel to be an immigration officer?
- Refugees have a right to protection under the 1951 Convention Relating to the Status of Refugees. Were these refugees given their right to protection? Why/why not?
- Do you think that a country should have the right to turn away refugees?
- Would you do this yourself? What if you knew they faced death in their own country?

Choices:

- If there is time, play the role-play again, but the students who were immigration officers must now be refugees.
- The Office of the United Nations High Commissioner for Refugees (UNHCR) is responsible for protecting the rights of refugees. Ask the class in groups to pretend that they are an official team sent by UNHCR to help the refugees from country X. Ask the students to write an official report including the following issues:
- What arguments could you use to persuade the immigration officers to let the refugees in?

- Are the immigration officers doing anything wrong?
- Are any of the articles of the Human Rights Documents in Annex 3 of this manual relevant?
- What could be done with this report to make country Y protect the rights of the refugees?
- o Ask students to write an imaginative account of the scene at the border. The account could be from the point of view of a refugee child.

Immigration officers' arguments and options:

You can use these arguments and any others you can think of:

- o They are desperate, we can't send them back.
- o If we will send them back we will be responsible if they are arrested, tortured or killed.
- o We have legal obligations to accept refugees.
- o They have no money, and will need state support. Our country cannot afford that.
- o Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- o Our country is a military and business partner of country X. We can't be seen to be protecting them.
- o Maybe they have skills which we need?
- o There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- o If we let them in, others will also demand entry.
- o They don't speak our language, they have a different religion and they eat different food. They won't integrate.
- o They will bring political trouble.

Before the role-play, think about the following options:

- o Will you let all of the refugees across the border?
- o Will you let some across the border?
- o Will you split them up by age, profession, wealth...?
- o Will you do something else instead?

Refugees' arguments and options:

You can use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry; you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my home town.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

Before the role-play, think about the following options:

- Will you split up if the immigration officers ask you to?
- Will you go home if they try to send you back?

Information about refugees

Every year tens of thousands of people have left their homes and often their countries because of persecution or war. These people become refugees. They nearly always have to move suddenly, leaving their possessions behind, tearing families apart. Many are never able to return to their homes. In 1992 there were almost 19 million refugees in the world. Most refugees seek safety in a neighbouring country. Others have to travel great distances to find safety. Refugees often arrive at airports and sea ports far from their native land, asking for entry. In 1951, the United Nations adopted the **Convention Relating to the Status of Refugees**. More than half of the countries in the world have agreed with the Convention. They give protection to refugees and agree not to force them to return to their country to risk persecution or death.

Article 33 of the Convention says: "No Contracting State shall expel or return a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion."

This also applies if a government wants to send a refugee to another country from which the refugee might be sent home. Also, governments must hear the claim of a refugee who wants to find safety (seek asylum) in their country. This principle applies to all states, whether or not they are party to the 1951 Convention.

According to the Convention, a refugee is someone who has left their country and is unable to return because of a real fear of being persecuted because of their race, religion, nationality, membership of a particular social group, or political opinion.

The 1951 Convention also says that refugees should be free from discrimination and should receive their full rights in the country where they go to be safe. Also, many articles of the Universal Declaration of Human Rights protect refugees. However, countries disagree about who is a "genuine" refugee. The media and politicians often demand limits on the number of refugees, saying that they cause racial tension, and shortages of housing and jobs. In recent years the governments of many of the world's richest countries have reduced the number of refugees they allow in, for two reasons. First, air travel has become cheaper, meaning that more refugees from developing countries want to enter developed countries. Second, the world economic downturn has reduced the need for large workforces. This means that refugees who used to come as migrant workers now have to apply for refugee status.

To justify restrictions on refugees, rich countries often say that refugees are not victims of oppression, but just want a better standard of living. They call them "economic migrants". To protect the rights of refugees the **Office of the United Nations High Commissioner for Refugees (UNHCR)** based in Geneva, was established by the UN General Assembly on 14 December 1950. Governments often argue that refugee's fears are exaggerated or untrue. Refugees are protected from this argument by organisations who use evidence of human rights violations in the refugee's country to persuade the government to let them apply for asylum.

Chapter Five

WE CAN MAKE PEACE HAPPEN

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. Students 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 students can feel safe to move outside of rigidly defined gender expectations.

TWELVE WAYS

Teachers can identify the Signs that students are troubled. The following indicators may help you to identify students 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 students, set norms for behaviour in your classroom. Refuse to permit violence. Ask students 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 student-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. Take responsibility for areas outside as well as inside your classroom.
8. Insist that students 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 students 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 students 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 students 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 students move 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 students 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 students to understand gender issues associated with assertiveness and the use of social skills. Students 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 students the reasons for this, to help them understand why these steps are necessary.

WHAT IS VIOLENCE?

Aim: To collect information and ideas from students and motivate active participation.

Materials:

- A4 papers to write definition
- Flipchart or blackboard

Methodology:

- Brainstorm
- Discussion

Procedure:

- Ask students "What do you understand by violence?"
- All comments and expressions are noted on the flipchart or blackboard without comments.
- When no more expressions are mentioned, go through the list, discuss and clarify (when necessary) every term.

ESCALATION

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

Methodology: Demonstration

Procedure:

- (1) Two students 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 students 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: students 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 students 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.

- 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.
- 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.
- 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: students 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 students 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 students 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 students 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 students 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 students 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 students?
- 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 students who are being bullied?
- Who is responsible for controlling a problem of bullying?

Scenes for the role-plays

Scene 1

A student 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 students 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 students try to talk to a friend who is bullying a younger student.

Scene 3

Various students are gathered together talking about a friend who is being bullied by a group of older students. 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 students.

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 students 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”

OPENING THE DOOR TO NON-VIOLENCE

How do we behave in conflict?

On the board, under the headings VIOLENT REACTIONS and NON-VIOLENT REACTIONS TO CONFLICT, we write down everything the students say, reminding them about what they noticed during conflicts in the school.

Task for the next Peace Education lesson

Fill in the worksheet about CONFLICT. You try to observe conflicts in your environment over the course of the next several days.

Instructions:

1. Make notes about conflicts that you witness in the next three days.
2. Be as precise as you can in your written notes.
3. Note down only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO WAS INVOLVED?			
WHERE? (Classroom, playground, house)			
WHAT WAS DONE OR SAID? (Acts, words)			
HOW WAS THE CONFLICT RESOLVED? (satisfactorily, badly)			

YOUR TASK:

Select one of the examples of conflict and suggest another manner in which it could have been resolved. **Cooperation is better than conflict**

2. WHAT ABOUT CORRUPTION ?

Anti-corruption education builds resistance to corruption by promoting ethical values and attitudes, and by developing public understanding of our common responsibility to hold those in positions of power to account. Anti-corruption education is a vital and a necessary component of any anti-corruption strategy. Corruption can only be addressed if people are equipped to demand accountability from government and from public service, when they expect leaders to act with integrity and are intolerant of corruption in their daily lives.

“Education is the most powerful weapon that you can use to change the world” – Nelson Mandela

Young people constitute a country’s future political and economic leaders. Their education should be an important component of anti-corruption strategies. Youth anti-corruption education can be integrated in school subjects in the same way as the peace education. Although, the curricula may not explicitly refer to corruption, they are all implicitly linked to it in that they touch on moral issues and provide concepts such as the public good and social justice that are key to understanding the need for fighting corruption.

Anti-corruption can of course also be taught outside the formal school system. When teaching anti-corruption, practise is better than theory. Successful methods include students’ surveys and polls, role-plays to facilitate the understanding of different interests and to promote the ability for conflict resolution, public debates, and attending parliamentary sessions or visiting public institutions to understand how democracy works.

School practice also is itself an important vehicle for transmitting values. The context in which integrity and ethics are taught needs to be free of repression and fear. Those who teach must themselves represent the values they teach.

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 students: 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. HAHAAHAHAHAHA!!! It's good to be a chief!

But soon hardship hits Bomeh Chiefdom:

- o all the fowls, goats and sheep have been eaten by the project officials,
- o the villages have contributed all their savings to the project tax,
- o 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, 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 students?!

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?

DESCRIBING VALUES

Aim:

- Arrive at a shared understanding of the term values;
- determine the difference, in any, between traditional and modern values;
- discuss those values considered important to people in Cameroon.

Material: prepared paper / cards with 'describing values' + some blank paper/cards for each groups, flip chart paper and markers

How to do it:

- Form the class into small groups of six or seven
- Refer to the description below and discuss as a whole group what is meant by the term 'values'.
- Ask each group to organise the 'values cards' in the order of most to least important to them. Invite them to write on the blank paper/cards any other values to add to their list.

- Discuss the differences and similarities between modern and traditional Cameroonian values. Ask the groups to look again at the order of importance placed on the values they have identified. Would the order now change? Rearrange the paper/cards. Display them on the blackboard.
- Ask the students to read the lists prepared to the class. Summarise on flip chart paper or the blackboard, the six most important values. As a large class, discuss any difficulties in deciding that final order. The word 'values' can have different meanings for different people. What are 'values'?

A range of respected people in the field offer some useful explanations of 'values':

- ...principals or ideals to which we attribute so much worth that they guide our decisions and actions (Preston, 1992)
- ...determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We express our values in the way we think and act (Lemin, Potts & Welsford, 1994).
- "Our values are things we are for and things we are against. They give purpose and direction to our life." (Hill & Howe, 1980's)
- We have beliefs about many things, including the character of human beings and animals, the environment in which we live and the kinds of relationships we have with others. To the situations in which we are involved, we also bring values – or established internal guidelines – for our responses to these situations...Our values have developed as a result of all the influences which have affected us (Engebretson & Elliot, 1995).

List of values

The following words are to be written on paper/cards. Prepare one set for each group.

Peace	Wisdom	Respect	Happiness
Wealth	Freedom	Love	Justice
Equality	Family Progress	Tradition	Health
Power	Tolerance	Honesty	Generosity
Compassion	Responsibility	Imagination	Care
Self discipline	Dedication		

SIX CORE ETHICAL VALUES

Aim: to make aware the students of the six core ethical values.

Material: vanguard with the six core ethical values.

How to do it:

- Refer to the description below and discuss with the class what is meant by the terms 'ethics'.
- Read the following to the students: "These are the six core ethical values on which we base our ethical decision-making. They come from research and authorities.
- Explain to the class the six cores ethical values (see below). This is a presentation by the teacher on ethical values, rather than a discussion by the students.
- Students will copy the six core ethical values for the use in the following exercises.
- Often a difficulty arises when two or more values are in conflict. For example, consider a situation when you must choose between honesty and loyalty. The following case studies will help to discuss with the class about our values, ethical dilemmas and how to stand up for the right ethical behaviour.

What is ethics?

Let us refer to a range of respected people in the field.

Ethics...

- ...is the analysis of concepts such as ought, should, duty, right, wrong, obligation and responsibility (Angeles, 1992)
- ...is a system of moral principles, by which human actions may be judged good or bad, or right or wrong (Preston, 1992).
- Human beings are conscious of the distinctions between what is and what **ought** to be, between what one can do and what one **should** do. Making these distinctions calls for ethical judgements. (Department of Education, Queensland, 1996).

Ethics investigates morality: it involves reflecting on what '**right**' and '**wrong**', '**good**' and '**bad**' actually mean, when applied to human decisions and human actions or behaviour. Ethics examines what we **can** do against what we **ought** to do, and considers the arguments and the reasoning behind the process. Ethical questions, then, are raised at the personal, local, wider community, national and global levels.

SIX CORE ETHICAL VALUES

When a community of people consider themselves to be a 'good' community, the following core ethical values are often held to be important in governing their actions and decisionmaking.

RESPECT

Self-respect, personal integrity, respect for the dignity of others, respect for the community, respect for the rule of law, respect for legitimate authority, respect for public and private property.

HONESTY

Maintain confidentiality and impartiality in teacher/pupil relationships, trustworthiness, dependability, ethical behaviour, prepared to address dishonest and corrupt practices.

RESPONSIBILITY

Obligations to public good/welfare, accountable, open minded, inquiring, constructively critical, carries out lawful instructions.

CONCERN

Caring, compassionate, loyal, tolerant, considerate, cooperative, shares in decision-making.

JUSTICE

Fairness, equality, human rights, due process, negotiation, the law and system of government.

DEDICATION

Active and informed community participation, industrious, interdependent, civic minded, patriotic. Core ethical values affirm our human dignity and allow us to serve the common good. They meet the classical ethical test of reversibility: ***'would you want to be treated this way'*** They define our rights and responsibilities in a democratic society.

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 General Certificate of Education- Ordinary level (GCE-OL).

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 students should be trusted during tests. Anita likes the idea of being trusted, but also likes the idea of qualifying for the GCE-OL.

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 students 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 secondary 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 students and school when he places an order. He knows that the students 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 students

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 students 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 students 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
---	---	---	---	---	---	---	---	---

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 Secondary 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 Secondary School, was walking past the school hall one day when the grade 6 students were inside sitting for their General Certificate Examinations Ordinary level 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 Secondary School had come top in the province in both Mathematics and Science, with over 80% of the students 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 students had all prayed hard before their examinations.

Questions:

1. Is there cause to be suspicious of the results obtained at St Mary Secondary 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 students 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 students 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 students? Explain your answers.

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 cooperation 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 defence. 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 advise on the optimal implementation of the Convention.
- a reservation incompatible with the object and purpose of the present Convention shall not be permitted.

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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 practice their own religion and culture.
- Children have the right to express their own opinions and to meet together to express their views.(UNICEF - UK)

Annex 3

UNIVERSAL DECLARATION OF HUMAN RIGHTS (Abridged Version)

The following is an abridged version of the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations in 1948. Although the Declaration, which comprises a broad range of rights, is not a legally binding document, it has inspired more than 60 human rights instruments which together constitute an international standard of human rights. These instruments include the [International Covenant on Economic, Social and Cultural Rights](#) and the [International Covenant on Civil and Political Rights](#), both of which are legally binding treaties. Together with the Universal Declaration, they constitute the International Bill of Rights.

1. We are all free and equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. Don't discriminate. These rights belong to everybody, whatever our differences.
3. The right to life. We all have the right to life, and to live in freedom and safety.
4. Slavery – past and present. Nobody has any right to make us a slave. We cannot make anyone our slave.
5. Torture. Nobody has any right to hurt us or to torture us.
6. We all have the same right to use the law. I am a person just like you!
7. We are all protected by the law. The law is the same for everyone. It must treat us all fairly.
8. Fair treatment by fair courts. We can all ask for the law to help us when we are not treated fairly.
9. Unfair detainment. Nobody has the right to put us in prison without a good reason and keep us there, or to send us away from our country.
10. The right to trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. Innocent until proven guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. The right to privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters or bother us or our family without a good reason.
13. Freedom to move. We all have the right to go where we want in our own country and to travel as we wish.

- 14.** The right to asylum. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15.** The right to a nationality. We all have the right to belong to a country.
- 16.** Marriage and family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17.** Your own things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18.** Freedom of thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19.** Free to say what you want. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20.** Meet where you like. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21.** The right to democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22.** The right to social security. We all have the right to affordable housing, medicine, education, and child care, enough money to live on and medical help if we are ill or old.
- 23.** Workers' rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24.** The right to play. We all have the right to rest from work and to relax.
- 25.** A bed and some food. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
- 26.** The right to education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
- 27.** Culture and copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that "art," science and learning bring.
- 28.** A free and fair world. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29.** Our responsibilities. We have a duty to other people, and we should protect their rights and freedoms.
- 30.** Nobody can take away these rights and freedoms from us.

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