

# Emerging Issues Trainers' Guide Pre-service Course 3<sup>rd</sup> Year



Photo by Ronja Hoelzer



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### Materials Acknowledgements

A full bibliography of resource materials is supplied at the end of this book. However, some resources were extensively used and need separate acknowledgements. Much of the work in the section on Principles and Pedagogy is taken from the INEE Peace Education Programme and is used with permission. Other materials used extensively came from Save the Children and CARITAS "To Reach Peace; Teach Peace". The contributions of all these materials are gratefully acknowledged.

## Table of Content

Unit 100: Rights-based Quality Education .....	6
Unit 101: Environmental Hygiene.....	12
Unit 102: Appropriate Assertiveness.....	14
Unit 103: Drug Abuse.....	17
Unit 104: Causes and Effects of Drug Abuse.....	19
Unit 105: Teaching Assertiveness.....	21
Unit 106: Prevention and Rehabilitation of Drug Abuse .....	23
Unit 107: Breaking the Silence.....	25
Unit 108: Deforestation .....	27
Unit 109: Minimising Deforestation .....	30
Unit 110: Gender and Poverty .....	32
Unit 111: Feminization of Poverty .....	36
Unit 112: Natural Disasters .....	40
Unit 113: Disaster Management.....	43
Unit 114: Responding to Disasters.....	46
Unit 115: Principles of Problem Solving .....	48
Unit 116: Psychosocial Well-being.....	53
Unit 117: Principles of Problem Solving II .....	56
Unit 118: Building Resilience .....	59
Unit 119: Record Keeping – An Example of Transparency and Accountability ...	64
Unit 120: Record Keeping Part II .....	67
Unit 121: Principles of Problem Solving III .....	69
Unit 122: Gender and Development.....	73
Unit 123: Gender and Development II.....	75
Unit 124: Climate Change.....	78
Unit 125: Effects of Climate Change .....	80
Unit 126: Code of Conduct Revisited .....	82
Unit 127: Workers Rights .....	85
Unit 128: Reconciliation .....	88
Unit 129: Human Rights.....	92
Annex 1: Basic Training Tips .....	99
Appendix 4: Problem Solving.....	107

# Unit 100: Rights-based Quality Education

Principles and Pedagogy

**Objectives:** By the end of this unit students will:

- Understand a rights-based approach to education
- Know and be able to use the most appropriate type of questions to ensure higher level learning

## Timing Allocation

Introduction	02 minutes
Activity 1: 10 dimensions	15 minutes
Activity 2: How do we respond?	40 minutes
Conclusion	03 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [02 minutes]

Rights-based education is an approach that incorporates all facets of the education system. UNESCO through *Education for All* (EFA) has developed 10 dimensions for quality education. This is almost identical to what UNICEF calls child-friendly schools (but they are friendly to parents and teachers as well). This unit is to look at these 10 dimensions.

Improving quality depends on addressing all 10 of these dimensions. The framework consists of two levels, each with five dimensions.

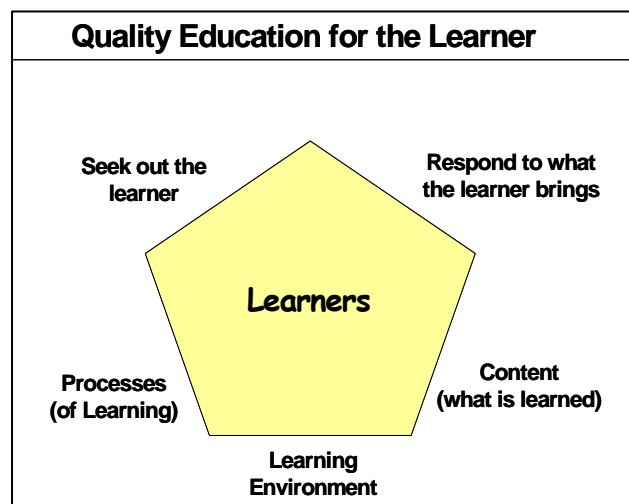
### Activity 1: 10 Dimensions [15 minutes]

Show a diagram on the board like the one shown here, but do not write the dimensions on the pentagram at the moment. Fill in the dimensions as you discuss them.

### At the level of the learner

**Seeks out learners:** Education must be available without discrimination. This includes the poor, girls, working children, children suffering from the effects of the emergency, those with disabilities, and those with nomadic lifestyles. *However, it is not merely a concern with quantity.* Learners have a right to an education that will serve as the basis for lifelong education.

A high-quality education means an environment that actively seeks out learners and helps them to learn. It is necessary to use a wide range of methods, recognizing that learning is linked to experience, language



and cultural practices, gifts, traits and interests. Such an approach recognizes that people learn in different ways.

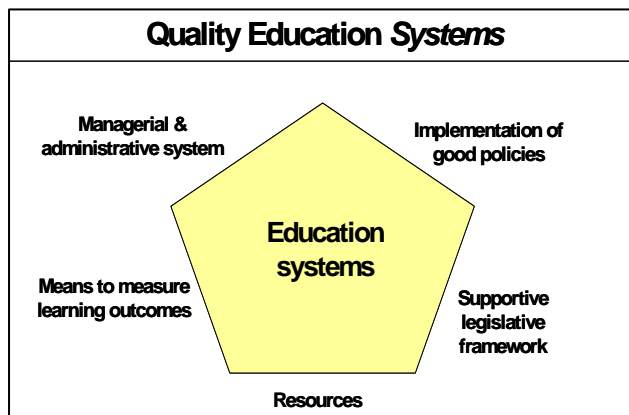
- *What the learner brings:* What the learner brings to his or her own learning, and to that of a group, is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities, to illness or hunger.  
A high-quality education has to consider the learner as an active student and a central part of educational efforts. Learners bring to their learning, and to that of the group in which they participate, a large diversity of experiences, characteristics, skills and conditions, reflecting both their prior and current situation.  
All of these characteristics determine how a learner learns, behaves in class, interacts with the group and teacher and how she or he interprets the knowledge presented. Therefore, a high-quality education has to recognize, actively respond to, and take advantage of the diversity of learners.
- *Content:* The content of education needs to be re-examined in light of the changes that have occurred in the world. Much of what is now taught worldwide may be less relevant to future generations of learners. In many countries, there is a need for modern and relevant curricula and materials covering areas such as literacy, numeracy and 'facts and skills for life' (which includes education on rights, gender equality, respect for the earth and other life forms, health, nutrition, HIV/AIDS, peace, and respect for and appreciation of diversity). Learners have a right to a quality education that will serve as the basis for lifelong learning.  
Access to sufficient educational materials has long been recognized as essential for learning. Low-cost teaching and learning materials can facilitate learning as well as expensive materials. However, the materials need to be reviewed in light of what they convey about rights, obligations and responsibilities – with respect to gender, stereotyping and religion.
- *Processes:* The processes of education are a frequently overlooked aspect of the quality of education. How learners are enabled to frame and solve problems, how different learners in the same group are treated, how teachers and administrators are treated and behave, and how families and communities are engaged in education are all processes that affect the quality of education. Differential treatment of children puts forward the notion at an early age that some people do not have the same rights as others, which can foster intolerance towards minority groups.  
High-quality educational processes require well-trained teachers who are able to use learner-centred teaching and learning methods and life-skills approaches. As a result, even the term 'learner-centred' must be reconstructed to address issues of disparity and discrimination with regard to, for example, culture, language and gender.

How knowledge, skills, and values are transmitted is as important a part of the curriculum as what is learned – because, in fact, the process is part of ‘what’ is learned. Within the learning environment learners must be able to express their views, thoughts, and ideas – to participate fully, associate freely, and feel comfortable about who they are, where they come from, and what they believe in. They need to be treated with dignity. With these facilitating processes in place, learners can develop the self-esteem that is essential for decision-making throughout life, and a sense of self-discipline that will help them pursue their personal goals.

- *Environment:* Evidence is mounting that a suitable learning environment can also be considered as contributing towards the quality of education. There must be adequate hygiene and sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psychosocial one, which is at least as important, deserves serious attention – so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated.

**At the level of the system**

- *Managerial and administrative system:* An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial



and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep at-risk children from dropping out, or otherwise losing their right to education.

Well run schools include a space for bringing difficult issues into the open, a key first step to addressing them. Education must be ‘approachable’ by parents and communities. They must feel positive and comfortable about their roles in the educational process. This will not occur without an enabling structure and organization of the education system at all levels.

Because the structure, organization and management of education play an important role in providing the necessary checks and balances, involved institutions (such as teacher training colleges and research institutes) must also play a key role in educational activities.

- *Implementation of 'good policies'*: Typically, ministries of education set policies that may not be widely known and understood by all, particularly at the classroom level. Therefore, a helpful starting point is to raise awareness among administrators, teachers and students about these policies. The next step is to ensure that there are mechanisms to implement and enforce the policies, since it is pointless to have rules and procedures if they are not observed.

Some of the more successful efforts to promote, implement and enforce good policies are those that have been built upon the broad involvement of teachers and students in setting and respecting them. All school policies need to be consistent with national laws and legislation, which should be regularly reviewed and updated to ensure relevancy.

- *Supportive legislative framework*: Legislation is essential for ensuring that agreed principles contained within the concept of the right to education can, in fact, be put into action on a daily basis in a sustained way. As with policies, both education legislation and other related legislation must be in place, understood by the general public as well as by experts, and implemented.

There must be an enabling legislative framework that does more than simply state the right to education, defined broadly. It must facilitate necessary changes in the education system, throughout the system to the classroom. Clearly, a high quality of education must be accessible to all children. This means that it must be expanded in certain countries to ensure that there are sufficient places and teachers. Legislation needs to address the obligations of the provision of education (defined broadly to include both access and quality), resource allocations (human, time and financial), and the overall expectations of the system.

- *Resources*: A high quality of education requires resources, recognizing the full range of human and material resources that can be brought to bear in support of education. Allocating resources to support high-quality education requires a long-term view. In the short-run, it is essential that the costs of education be distributed equitably.
- *Means to measure learning outcomes*: As discussed previously, the focus of the learning system should be on the learner. Thus, it is only appropriate that the last of the ten dimensions of quality comes full circle and addresses learning outcomes. The following main types of learning outcomes may be appropriate: (a) knowledge – the essential cognitive achievement levels that all learners should reach (including literacy, numeracy and core subject knowledge); (b) values – solidarity, gender equality, tolerance, mutual understanding, respect for human rights, non-violence, and respect for human life and dignity; (c) skills or competencies – a secure command of how to solve problems, to experiment, to work in teams, to live together and interact with

those who are different, and to learn how to learn; and (d) behaviours – the capacity to put into practice what has been learned.

Our ability to measure learning achievement, however, varies considerably in relation to the kinds of outcomes that are being measured. There are many indicators of learning achievement (or their proxies) already in use, and there are a number of systems in place to measure learning achievement and use the results for the implementation and assessment of educational policies, programmes and practices. In general, however, more effort has gone into the measurement of knowledge and competencies, than into values and behaviours.

Without all 10 dimensions working together, we cannot build a quality education system and we cannot effectively respond to the education needs of the learners.

### **Activity 2: How do we respond to the 10 dimensions? [40 minutes]**

Put the students into ten groups. Assign one dimension to each group and explain that they have 20 minutes to complete their part of the table in their workbooks.

After 20 minutes ask each group in turn to respond by saying what they could do. Remind all students to record what other groups have suggested in their workbooks.

<b><i>Dimension</i></b>	<b><i>What can be done to address it?</i></b>
Seeks out the learner	<ul style="list-style-type: none"> <li>▪ <b><i>Increase enrolment by talking to and enlisting the support of the community</i></b></li> <li>▪ <b><i>Recognise the different experiences that learners bring with them in order to fully involve them in the learning process</i></b></li> <li>▪ <b><i>Address poverty by providing scholarships to poor families so that children can attend</i></b></li> </ul>
Respond to what the learner brings	<ul style="list-style-type: none"> <li>▪ <b><i>Assess the different abilities of children by, for example, grouping children</i></b></li> <li>▪ <b><i>Learn about children's different circumstances (by talking to them, by talking to their parents) in order to address children's needs. It is necessary for teachers to be able to react in positive ways to how children were affected.</i></b></li> </ul>
Contents of learning	<ul style="list-style-type: none"> <li>▪ <b><i>Head teachers are responsible for making sure that teachers know the curricula and for providing model lessons in areas where teachers are weak</i></b></li> <li>▪ <b><i>There is also a responsibility to ensure that the content of learning does not contradict a rights-based approach.</i></b></li> </ul>
Processes of learning	<ul style="list-style-type: none"> <li>▪ <b><i>Head teachers and education officers should give demonstration lessons in order to show teachers how to implement more learner-centred teaching methodologies</i></b></li> <li>▪ <b><i>Head teachers and education officers could also provide professional development Units for their staff to ensure that teachers have the skills and values necessary to use a process that requires a range of different methodologies.</i></b></li> </ul>
Learning	<ul style="list-style-type: none"> <li>▪ <b><i>Head teachers and education officers can play an important role</i></b></li> </ul>

environment	<p><i>with regard to site selection for new schools. This will help to reduce the noise level (for schools located near busy roads) and the safety of the children.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Head teachers and teachers are responsible for making sure that the physical environment of the school is attractive and welcoming to children as well as making sure that the psychological environment is welcoming and accepting of children. This also includes making sure that corporal punishment is not allowed in the school.</i></li> </ul>
Management and administrative structures	<ul style="list-style-type: none"> <li>▪ <i>Checks and balances must be in place in the system.</i></li> <li>▪ <i>Head teachers and education officers have a responsibility to ensure that rules and regulations are followed.</i></li> </ul>
Implement good policies	<ul style="list-style-type: none"> <li>▪ <i>Head teachers and education officers have an obligation to know the national policies and to make sure that their teachers also know the policies.</i></li> <li>▪ <i>Head teachers must follow the policies themselves (national policies as well as those that they establish, for example, if head teachers state the teachers must be present by 8:30, then the head teachers must also be present at 8:30).</i></li> </ul>
Appropriate legislative framework	<ul style="list-style-type: none"> <li>▪ <i>Head teachers must ensure that they and their teachers follow the education laws. This also includes, for example, increasing enrolment in order to meet Sierra Leone's commitment to Education for All.</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>▪ <i>Head teachers and education officers have a responsibility to ensure that resources which they have are used to maximum advantage. This includes using low cost or locally made AV materials, allocating teachers to various classes/assignments based on the teachers' varying abilities.</i></li> </ul>
Measurement of learning outcomes	<ul style="list-style-type: none"> <li>▪ <i>Head teachers, education officers and teachers not only have a responsibility to prepare their students for examinations but also have a responsibility to assess their students on a regular basis. This can be done by interviewing/discussing with children in order to check their understanding of various knowledge, skills, values and attitudes.</i></li> <li>▪ <i>Head teachers and supervisors can also check students' homework to determine how well they understand various subjects.</i></li> </ul>

### **Conclusion [03 minutes]**

Emerging issues is an important part of improving quality in education. But just adding new subjects will not by itself improve the quality – we must address all 10 dimensions whatever our role is in the education system.

# Unit 101: Environmental Hygiene

Health and Environment

**Objectives:** By the end of this unit students will:

- Explain what we mean by environmental hygiene
- Identify constructive environmental hygiene behaviour
- Explain the links between poor environmental hygiene and health

## Time allocation

Introduction	05 minutes
Activity 1: What do we mean by environmental hygiene?	45 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction: [05 minutes]

Earlier we looked at health and hygiene. In this unit we will discuss the links between health and the environment. If we cannot keep our surroundings clean – how can we remain healthy? Many diseases are related to poor environmental hygiene such as diarrhoea, typhoid, dysentery, malaria, food contamination and water borne diseases..

### Activity 1: What do we mean by environmental hygiene? [45 minutes]

Look at the following scenarios and identify where the hygiene risks are. Look at the possible diseases resulting from the environmental risk and then in the fourth column state what can be done to improve the situation.

**Tell the students that they have 30 minutes to complete this exercise**

Scenario	Environmental risks	Possible diseases	Possible solutions
Household garbage is dumped by the householders down the bank at the river. Everybody dumps their rubbish there – it cannot be seen from the houses which are kept swept clean. The water is supposed to wash the rubbish away but now there is so much that it would take a flood to wash it away. There are lots of flies and dogs around this part of the river. The dogs are starving and wild and will bite anyone who	<p><i>Contaminated water</i></p> <p><i>Rats, flies and dogs spreading disease (through touch contamination and through fleas biting humans)</i></p> <p><i>Water borne diseases</i></p>	<p>Dysentery</p> <p>Cholera</p> <p>Food contamination</p> <p>Water borne diseases</p>	<p><i>Hold a community meeting to explain the health issues involved.</i></p> <p><i>Dig garbage pits away from the river and cover them every day or two with lime and earth (or just soil)</i></p> <p><i>Clean the river banks using a community health drive (or beautification drive) and bury the filth.</i></p> <p><i>Tell the young girls that they must collect the water upstream from the</i></p>

<p>comes close.</p> <p>Just downstream there is an open flat area where the young girls collect water and wash clothes.</p>			<p><i>garbage and wash the clothes upstream but in a spot separate from the water collection.</i></p>
<p>Around the houses there are lots of old tyres, tin cans and other rubbish. In the rainy season this rubbish holds water that becomes dirty and smelly.</p>	<p><i>Rubbish that holds water provides mosquitoes with breeding areas and generally is a breeding ground for flies, rats and germs.</i></p>	<p>Malaria Food contamination</p>	<p><i>Make sure that all rubbish is buried and that there is nothing around the houses that can hold stagnant water. Mosquitoes need only a very small amount of water to breed.</i></p>
<p>The latrines at the school are too few and the conditions are very poor.</p> <p>Students are defecating outside in the grass and even on the path on the way to the latrines.</p> <p>Boys urinate up the walls (as small boys do) to see who can go the highest but this makes the latrines smell bad. There are no covers and so the latrines are smelly and full of flies</p>	<p><i>Flies carry disease</i></p>	<p>Diarrhoea Cholera</p>	<p><i>Hold community meetings to support the school in building more latrines</i></p> <p><i>Discuss with the students the importance of cleanliness and that not using the latrines is a shameful practice.</i></p> <p><i>Make lids for the latrines and use ashes every day to keep down the flies and develop a cleaning roster for washing the latrines (this should not be the students) and equipment must be bought that makes it hygienic to clean the latrines.</i></p>

Move around the room collecting responses and mention the particularly good ones. Ask if others have good ideas to add.

### **Conclusion [5 minutes]**

Environmental hygiene is simply a way of making sure that our surroundings are kept clean so that we can be free of disease. We will look at how affective we are in staying environmentally healthy later in this course when we look at pollution.

# Unit 102: Appropriate Assertiveness

Gender

**Objectives:** By the end of this unit students will:

- Understand what assertiveness is
- Understand the need for girls (in particular) to be assertive

## Time allocation

Introduction	05 minutes
Activity 1: What is assertiveness?	20 minutes
Activity 1: Which behaviours are these?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

Much of what we have dealt with in the theme of gender is actually about assertiveness or the lack of it. Some of this is because of culture and tradition and some of it may be because we don't understand about assertiveness. This also impacts on our understanding of Human Rights.

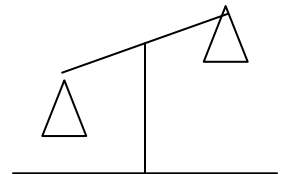
### Activity 1: What is assertiveness? [20 minutes]

Ask students if they are familiar with the terms 'aggressive', 'assertive' and 'submissive'. Explain that the words relate to behaviours that people display. They also have strong links to rights and how people view themselves and each other.

Ask what the words mean to them

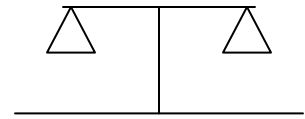
**Aggressive** is when a person:

- Stands up for her/his own rights without caring for the rights of others.
- Makes sure that s/he is okay no matter what happens to others
- Accuses and blames others
- Denigrates other people's point of view ("you must be stupid").



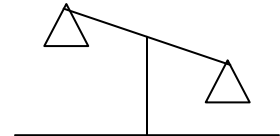
**Assertive** is when a person:

- Stands up for her/his own rights while acknowledging the rights of others
- Respects self and the other person
- Listens to what the other person is saying
- Separates the problem and the person
- Doesn't blame the other person
- Expresses her/himself clearly and honestly.



**Submissive** is when a person:

- Takes no action to assert her/his own rights
- Puts others before self at her/his own expense
- Gives in to what others want
- Has no opinion of her own
- Remains silent
- Apologizes more than is needed



### **Activity 2: Which behaviours are these? [30 minutes]**

Ask the students to form small groups and then ask them to group the following statements under the headings of aggressive, assertive or submissive. They should discuss the statements fully and check against the definitions of aggressive, assertive and submissive behaviours.

- "If you don't wear a condom, I cannot make love with you."
- "Whatever you say in the meeting is okay with me."
- "I think we should try to do this, but this is only my opinion."
- "I feel frustrated when I talk to you but you don't listen."
- "You are just being stupid when you talk like that."
- "I need to think about what you have said before I make a decision."
- "You go ahead to the party; I will stay behind and finish our work."
- "But I want to go now, why should we all have to wait for you?"
- "I bought you a drink; you owe it to me to love me now."
- "I don't really have an opinion, you go ahead and decide."
- "If you feel like that, that is your opinion but, I can't agree."

Ask the groups why they chose the categories that they did.

Would it be different if a young girl made the statement or a community leader, or a child to the parent or the parent to the child?

**Remember assertiveness is never a lack of good manners; it is true respect for the other person's feelings and position as well as your own**

It needs to be understood that assertiveness is constructive behaviour (reasonable or useful) and both aggression and submission are destructive behaviours.

It is easy to identify the destructive aggressive behaviour as a cause of conflict but submissive behaviour is far more destructive. In Sierra Leone we have

aggressive behaviour and submissive behaviour: but very little assertive behaviour – at least in part because there is not enough genuine respect.

People who are taught and trained to be submissive:

- take no responsibility for their actions
- take no social responsibility at a community level
- do not understand the concept of rights; only that of power
- become 'defensive – aggressive'
- take pride in the destructive behaviour because it is the only source of pride that they have.

It is an abuse of human rights to expect people to be submissive because of sex, age or status; even when they concur in the abuse – it is still abuse.

**Conclusion [05 minutes]**

Assertiveness is about rights – it is about doing unto others as we would like them to do to us. Other behaviours are short term and not sustainable but most of all they are destructive. We need to know how to become more assertive and how we can inculcate this behaviour in others.

# Unit 103: Drug Abuse

Health and Environment

**Objectives:** By the end of this unit students will:

- Have a basic knowledge of commonly used drugs in Sierra Leone
- Know how to recognise drug abuse

## Time Allocation

Introduction	05 minutes
Activity 1: What drugs are in use in Sierra Leone?	20 minutes
Activity 2: The signs of drug abuse	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [5 minutes]

In this unit we will look at the use and misuse of drugs. When we hear about drug abuse on the news we are hearing about a tiny example of drug abuse – there is a lot of drug abuse that is never reported in the news.

There are drugs that are legal; both prescription and non-prescription but these drugs can still do damage if misused or abused. In this unit we will look at the sort of drug abuse we face in our own context.

### Activity 1: What drugs are in use in Sierra Leone? [20 minutes]

In small groups ask the students to list all the drugs that you can think of that are in use in Sierra Leone. Ask them to think of both legal drugs (like tobacco) and illegal drugs (like djamba). **Tell the groups that they have 10 minutes to complete the lists**

<i>Marijuana (djamba)</i>	<i>Kumbajara</i>	<i>Rum</i>
<i>Crack-cocaine</i>	<i>Gunpowder</i>	<i>Palm wine</i>
<i>Cocaine (brown-brown)</i>	<i>Tobacco/cigarettes</i>	<i>Omole</i>
<i>Heroin</i>	<i>Petrol sniffing</i>	<i>Whiskey</i>
<i>Kola nuts</i>	<i>Glue sniffing</i>	<i>Blueboat (Diazepam)</i>
		<i>'uppers'</i>

After 10 minutes conduct a 'round robin' and write a combined list on the board. Remind the students to write down any drugs that they may have missed. Look at the list of possibilities above and add to the list if necessary.

Discuss with students that even things that we use without thinking (such as palm wine or tobacco) are still drugs. How do we know when somebody is abusing drugs and so needs help?

## Activity 2: The signs of substance abuse [20 minutes]

The idea that drug abusers are vagrants wandering the streets and scavenging for food, talking to themselves and acting as if insane is just not accurate. Most drug abusers look exactly the same as anybody else and act in a similar way to anybody else. But there are some key signs to note that will help you to recognise substance abuse.

Ask students to tick the signs that they think are signs of drug abuse. This is an individual exercise.

Note: The responses in italics are real signs of drug abuse

<i>Excessive activity</i>	<i>Sleeplessness</i>	<i>Irritability</i>
Regular sleep patterns	<i>Aggressive behaviour</i>	<i>Lack of concentration</i>
<i>Loss of appetite</i>	<i>Distorted perceptions</i>	Increased intelligence
<i>Loss of coordination</i>	<i>Dilated pupils</i>	<i>Panic attacks</i>
<i>Loss of memory</i>	<i>Reckless behaviour (taking unnecessary risks)</i>	Increased concentration
<i>Increased coughing and possibilities of bronchitis</i>	<i>Pinpoint pupils</i>	Increased wisdom

Go through and identify the correct responses. Point out that while many people can function socially and economically for a long time while abusing drugs there are side effects – some of which may not be seen for years; some of which are apparent immediately.

## Conclusion [05 minutes]

There are many myths about drugs – that they somehow make us better than we are. Many of us use drugs like a crutch – a stick to help us walk straight. Many people have a lot of pressure in their lives; but they do not all turn to the stick. We need to be aware of what drugs are out there and the effects that they have so we know how to deal with them.

# Unit 104: Causes and Effects of Drug Abuse

Health and Environment

**Objectives:** By the end of this unit students will:

- Be able to identify some of the factors leading to substance abuse
- Have a basic knowledge of the effects of substance abuse

## Time Allocation

Introduction	05 minutes
Activity 1: What are the effects of substance abuse?	30 minutes
Activity 2: What leads to substance abuse?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

Ask students to think back to the previous unit on drug abuse. In that unit we looked at what drug abuse actually is and the signs of drug abuse. In this unit we will look at the effects of abuse and what leads somebody to become dependent on drugs.

### Activity 1: What are the effects of substance abuse? [30 minutes]

There are a series of longer term effects of substance abuse which can be classed under the headings of health; economics and societal effects.

Put the students into small groups (different from the last unit) and assign one area in the table to each group. Ask the groups to brainstorm on the effects of substance abuse for the area assigned.

**Tell the groups that they have 10 minutes for this exercise.** After 10 minutes, ask the groups for feedback to share with the plenary group.

Share the points below if they are not already mentioned.

	Effects on the individual	Effects on the society
Health	<i>Increased poor health; lung cancer; behavioural problems (resulting from increased aggressiveness); chronic bronchitis; pneumonia; brain damage; mental illness; lack of attention to personal hygiene with the consequent infections and diseases.</i>	<i>Increased demand on the limited health facilities</i>
Finances	<i>Money spent on drugs rather than food Loss of employment because of irregularities; loss of work prospects; school drop out</i>	<i>Increase in drug-related crime Lack of development</i>

		<i>because of employment opportunities lost</i>
Social Relationships	<i>All concentration is on getting the next intake of drugs and so social relationships and caring for others disappears. Increased high risk behaviours (criminality, prostitution, increased risk of HIV/AIDS); increased acceptance of destructive behaviours; greater rebelliousness; poorer relationships; lower school achievements; family and social fragmentation</i>	<i>Breakdown of society with extra pressure on the authorities to provide care previously given by the family.</i>

Discuss with students that the costs of drug abuse are not limited to the money spent on drugs. The real cost is the destruction of human potential and the cohesion of society.

**Activity 4: What leads to substance abuse? [20 minutes]**

If we know that drug abuse is destructive to the individual and to the society we need to understand what leads to drug abuse because it is only then that we can do something about it.

Put students into small groups (different from the previous groups) and ask each group to develop a role play that demonstrates why people get involved with drugs. Give an example such as peer group pressure or disappointment (depression) that leads to taking something to “feel better”.

Give the groups 10 minutes to prepare and tell each group that the role play should be no more than 5 minutes long.

**Point out that some of these role plays will happen in the next unit.**

**Conclusion [05 minutes]**

Poor self-esteem and a lack of self-confidence are often associated causes (and also effects) of drug abuse. In addition, people who are under stress or pressure (perhaps to perform well in school) are more susceptible to the “promise” that is often associated with the myths of drug use: increased attention and ability to study is a myth that is exactly the opposite of the true effects of smoking djamba – the true effects are a loss of concentration and poor memory.

# Unit 105: Teaching Assertiveness

Gender

**Objectives:** By the end of this unit students will:

- Understand the impact of behaviours on problems
- Develop some strategies for teaching assertiveness

## Time allocation

Introduction	05 minutes
Activity 1: Impact of behaviours	20 minutes
Activity 2: Teaching Assertiveness	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last unit we looked at what assertiveness is in comparison to aggressive and submissive behaviour. In this unit we will look at some of the impacts of the destructive behaviours of submissive and aggressive behaviours.

### Activity 1: Impact of behaviours [20 minutes]

Tell this story and then ask students to fill in the table in their book/

**Allow 10 minutes to complete the table**

Two mothers get involved in an argument that their children are having. One mother screams at the other that her child is training to be a terrorist and he will never be any good as he is violent and he injured her son. The other mother cries and says that her son is the one injured and she will forbid her son to play with the other one ever again. She takes away her child and goes to the police station to complain.

Constructive (reasonable) behaviour		Destructive behaviour (examples)	
	Assertive	Aggressive	Submissive
Elements of behaviour		<i>abuse anger</i>	<i>crying going to an higher authority</i>
Possible positive effects		<i>vindication (proud that she has won)</i>	<i>justice release of emotions</i>
Possible negative effects		<i>poor role model enmity (made an enemy of the other woman and possibly the family) assumption that aggression is positive</i>	<i>poor role model perceived as weak by community nuisance to the police</i>

Effectiveness of a particular behaviour pattern may be short term or long term. Short term effectiveness may satisfy the emotions of the moment but will probably not resolve problems.

Aggressive behaviour may enable someone to get what he/she wants in the short term, but it may arouse dislike, non-cooperation and perhaps revenge on the part of the other individual.

Submissive behaviour may “keep the peace” in the short term but at a very high cost to the individual and to the society.

### **Activity 2: Teaching Assertiveness [30 minutes]**

It is important for girls to learn how to be assertive, especially in matters of sexual activity. Discuss this with the group.

- How do we teach our daughters and sisters to be assertive so that men do not take advantage of them?
- Is it important for our girl children to have enough self-esteem so that they value themselves and their bodies more than a soda or some food or the danger of an argument in the community? How do we build the girls' self-esteem?

Put students into small groups and ask them to formulate answers to the question

“How do we teach appropriate assertiveness?”

### **Tell the groups that they have 15 minutes for this exercise**

After 15 minutes ask the groups to return to plenary and conduct a “round robin” to get ideas from each group.

List these ideas on a combined flipchart and ask the groups to undertake to put at least two of these into practice in the future.

### **Conclusion [5 minutes]**

Teaching assertive behaviour can only come when people have sufficient self-esteem to believe that they are worth something just as they are. Problems such as male dominance of situations can only occur because women allow it to be so. Situations such as teenage mothers where these young girls take pride in the number of children they have can only occur because they have nothing else in which they can take pride. First we need to build self-esteem before we can truly break the silence.

# Unit 106: Prevention and Rehabilitation of Drug Abuse

Health and Environment

**Objectives:** By the end of this unit students will:

- Understand the need for prevention and rehabilitation
- Understand the dangers of drug trafficking

## Time Allocation

Introduction	05 minutes
Activity 1: What leads to substance abuse? (continued)	20 minutes
Activity 2: How do we prevent drug abuse?	10 minutes
Activity 3: How do we rehabilitate drug users?	10 minutes
Activity 3: Dangers of drug trafficking	10 minutes
Conclusion	5 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

This is a continuation of the previous units on drugs and drug abuse. In the last unit we are doing role plays to identify some of the reasons for substance abuse. Then we will look at how we can prevent drug abuse in the future and help those who are currently addicted.

### Activity 1: What leads to substance abuse? [20 minutes]

Continue with the role plays from the previous unit.

Remind students that we know that drug abuse is destructive to the individual and to the society we need to understand what leads to drug abuse because it is only then that we can do something about it.

Use the teaching points in the role plays to show that poor self-esteem and a lack of self-confidence are often associated causes (and also effects) of drug abuse. In addition, people who are under stress or pressure (perhaps to perform well in school) are more susceptible to the “promise” that is often associated with the myths of drug use: increased attention and ability to study is a myth that is exactly the opposite of the true effects of smoking djamba – the true effects are a loss of concentration and poor memory.

### Activity 2: How do we prevent drug abuse? [10 minutes]

Do a large group brainstorm for ways that prevent the misuse and abuse of drugs:

Possible responses include:

- ***Appropriate legislation and policing in terms of drug trafficking and the drug ‘lords’***
- ***Education to empower people to understand the dangers of drug use and trafficking***
- ***Initiate programmes to increase self-esteem so that young people can say no.***

Ask the students to brainstorm on ways that these things can be achieved. Possible strategies include:

- *Lobby for appropriate legislation*
- *Share accurate information about the effects of drug abuse especially to young people.*
- *Provide constructive activities (such as sport and cultural activities) to provide alternatives to drug use.*

**Activity 3: How can we rehabilitate drug users? [10 minutes]**

Do a large group brainstorm for ways that can rehabilitate drug users: Possible responses include:

- *Awareness that drug users are people who need help; not necessarily criminals or insane people*
- *Develop community level programmes to provide emotional support to recovering drug addicts*
- *Legislation to support the users while persecuting drug pushers*
- *Counselling to support drug users*
- *Provide support to address the underlying issues not merely the actual drug use.*
- *Provide constructive activities for recovering addicts that help provide for a constructive future*

**Activity 3: Dangers of drug trafficking [10 minutes]**

Ask students to turn to their workbooks and look at the list and decide whether the statements are true or false in terms of the dangers of drug trafficking.

Because drugs are small they are easy to transport and almost impossible to find.		<i>F</i>
Drugs can be smelled by specially trained dogs	<i>T</i>	
You can transport drugs by packing them into empty capsules and swallowing the capsules	<i>T</i>	
Drugs carried inside the body (either swallowed or inserted in the rectum) can kill if the container bursts (which is quite common)	<i>T</i>	
First time offenders for drug trafficking are just given a caution		<i>F</i>
Drug trafficking is often associated with other criminal activities	<i>T</i>	
Drug traffickers are to be pitied because they only traffic drugs to pay for their drug habits		<i>F</i>
Many countries have very high prison or even death sentences for drug trafficking	<i>T</i>	

**Conclusion [5 minutes]**

Drug abuse is common, pervasive in our society and is like a cancer. For many of us we assume that drug abuse is only the sort we read of in the newspapers. We don't think of the money spent on tobacco or palm wine (that could pay for school fees) or that smoking a little djamba is slowing down our brains and making us think less clearly. Drug abuse like so many other elements in this course is adding to the cycle of poverty and lack of development in Sierra Leone.

# Unit 107: Breaking the Silence

Gender

**Objectives:** By the end of this unit students will:

- Understand the need to build girls' self-respect
- Understand the need for girls to be assertive

## Time allocation

Introduction	05 minutes
Activity 1: Breaking the silence	50 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

True assertiveness is about living Human Rights: it is about treating others as equals, about treating others with respect – all others and behaving with dignity and dealing with others in a dignified manner. So far we have looked at constructive and destructive behaviours and how to teach assertiveness; in this unit we need to look at how this has impacted on our society and what it does in terms of gender and behaviour.

### Activity 1: Breaking the silence [50 minutes]

According to MICS (2005), women aged 15-49 were asked whether husbands are justified in hitting or beating their wives. An overwhelming 85% said yes it was justified – 54% for something as minor as burning the food to 74% for something like neglecting the children. It is accepted by the researchers that those women who accept this domestic violence as justified are in fact the victims of this sort of abuse. The impact of this is frightening: 85% of women in Sierra Leone are victims of domestic violence and accept this as normal.

If we look at this in terms of rights how can we ask for equal participation in government, an equal voice in civil society, equal education, when the most basic respect is not offered to women – and women accept it? Without respect how can we achieve equality and dignity?

Ask students to form small groups and develop a role play to demonstrate why this domestic violence is destructive to our society.

**Tell students that they have 10 minutes to develop their role play**

After 10 minutes ask the first group to perform their role play and discuss the key teaching points from it. Continue with the other role plays.

**Conclusion [05 minutes]**

Breaking the silence requires all of us to really live the principles of Human Rights. It means educating those men who believe that violence is a reasonable response and women who believe that this violence is justified. If there is a high level of violence in the home then it is obvious that this will be reflected in the schools and we will find it extremely difficult to change behaviour.

# Unit 108: Deforestation

Health and Environment

**Objectives:** By the end of this unit students will:

- Understand the concept of deforestation
- Examine the causes of deforestation
- Discuss the effects of deforestation and how to minimise them

## Time allocation

Introduction	05 minutes
Activity 1: What is deforestation?	20 minutes
Activity 2: What are the effects of deforestation?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

So far we have looked at various forms of environmental degradation; waste management, pollution and general environmental hygiene. Today we will be looking deforestation and its effect on the environment and how it affects our lives.

### Activity 1: What is deforestation? [20 minutes]

Deforestation is a situation where forest is cleared either by cutting or burning so that subsequent forest dies off (as in the case of tropical rainforest) and where the soil is left exposed and the trees and ground cover are not replaced.

List some reasons why people may clear the forest:

<i>Firewood</i>	<i>Logging for export (money)</i>
<i>Making charcoal</i>	<i>Logging for domestic use (house building and furniture making)</i>
<i>Clearing land for agriculture (shifting cultivation – slash and burn)</i>	<i>Clearing land for new development</i>
<i>Keep bush animals away from farming land</i>	<i>Encourage new grass growth for grazing</i>

A major issue of deforestation is the sustainable use of forest areas. We need to be able to use our forest areas responsibly – we need to have fuel for cooking and for warmth, agricultural areas, grazing lands, houses to live in and furniture to sit on and timber is renewable so why is deforestation a problem?

## Activity 2: What are the effects of deforestation? [30 minutes]

Ask students to turn to their workbooks and read the points about the effects of deforestation.

Explain that two groups will be formed to debate the question:

“Deforestation is a myth from the West; deforestation will not affect us”

Explain that the groups have 15 minutes to read and prepare their arguments – group A is arguing in favour of the statement (that is they agree with it) and group B is arguing against the statement.

This picture is of deforestation that has occurred by those harvesting palm oil.

An area of forest equal to 20 football fields is lost every minute. Some of the results are below:



Logging deforestation for palm oil. © Helen Buckland. Media Friends of the Earth Internet

### The carbon cycle:

Forests act as a major carbon store because carbon dioxide (CO<sub>2</sub>) is taken up from the atmosphere. (That is; trees “breathe in” carbon dioxide and “breathe out” oxygen). When forests are cleared, and the trees are either burnt or rot, this carbon is released as carbon dioxide. This leads to an increase in the atmospheric concentration of carbon dioxide which is the major contributor to the greenhouse effect.

It is estimated that deforestation contributes one-third (1/3) of all carbon dioxide releases caused by people.

**The water cycle:**

Trees draw ground water up through their roots and release it into the atmosphere (transpiration). In Amazonia over half of all the water circulating through the region's ecosystem remains within the plants. With removal of part of the forest, the region cannot hold as much water. The effect of this could be a drier climate.

**Soil erosion:**

With the loss of the protective cover of vegetation, rain washes away the topsoil cover: this means that any crops grown will need more and more chemical fertilizer in order to produce; the watercourses (rivers and dams) silt up with the soil that is washed away.

**Desertification:**

While the causes of desertification are complex, but deforestation is one of the major contributing factors

**Extinction of species:** Forests contain more than half of all species on our planet - as the habitat of these species is destroyed, so the number of species declines. It is estimated that more than half of our medicines also come from tropical rainforests.

**Social and economic destruction:**

Although deforestation happens in a country like Sierra Leone because of poverty, the deforestation itself increases the poverty. The destruction increases at each level of the cycle. And the poverty also increases; as fertilizer has to replace the natural goodness of the soil.

**Conclusion [05 minutes]**

We are now aware of what deforestation is and what effect it has on us as individuals and as a country as well as the effect on the planet. In our next unit we will look at what can be done to reverse this trend towards destruction.

# Unit 109: Minimising Deforestation

Health and Environment

**Objectives:** By the end of this unit students will:

- Discuss the effects of deforestation and how to minimise them

## Time allocation

Introduction	05 minutes
Activity 1: How do we minimise deforestation?	20 minutes
Activity 2: Strategies	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction: [05 minutes]

In the last unit on deforestation we looked at the causes and effects of deforestation. In this unit we will consider how these effects can be minimised and perhaps reversed.

### Activity 1: How do we minimise deforestation? [20 minutes]

Ask students to turn to their workbooks and, in pairs, discuss the issues and then complete the table.

If deforestation brings money into the economy how do we ensure that this can occur without the negative effects of deforestation and become sustainable? List ways that deforestation can be prevented

Reason	Control and Prevention
Commercial logging	<i><b>Absolute prohibition of logging on tropical rainforest areas. Strict laws and monitoring to limit commercial logging in farmed areas plus replanting of forests Community based monitoring schemes to prevent corruption</b></i>
Forest clearance for shifting cultivation	<i><b>Encourage the planting of cover crops such as legumes to protect the soil and fertilize it. This saves on the use of chemical fertilizer which pollutes the water This reduces the fallow period to a single year.</b></i>
Domestic logging for charcoal, furniture and medicine	<i><b>Monitoring of laws to limit logging. Promote use of wonder stoves Community replanting schemes Tree farming (Taungya: a mix of subsistence farming and young trees in the same area)</b></i>

**Activity 2: Strategies [20 minutes]**

Form groups of four (two pairs from the previous exercise) and ask the groups to prepare a strategy – a way of helping people to understand the importance of trees and forests and their role in saving the planet.

The groups should not just say “education” or “sensitisation”: rather they should outline all the steps necessary to make an education campaign catch people’s attention and overcome the needs outlined during the debate as these needs also have to be addressed.

**Tell the groups that they have 15 minutes to prepare their strategy.** The

steps involved should be on a flip chart and the chart hung. After 15 minutes conduct a ‘gallery walk’ where all students look at all charts.

Ask if there are questions and discuss the reality of the strategies and which ones (perhaps in combination) can be used in the schools and communities.

**Conclusion [5 minutes]**

Deforestation adds to the pollution and destruction of the planet. Without trees there will be no life on the planet as the trees create oxygen from the carbon dioxide in the atmosphere. What we breathe out the trees breathe in and what they breathe out we need to live. We must protect the forests in order to protect ourselves.

# Unit 110: Gender and Poverty

Gender

**Objectives:** By the end of this unit students will:

- Understand poverty in the context of Sierra Leone

## Time allocation

Introduction	15 minutes
Activity 1: Causes of poverty?	20 minutes
Activity 2: Feminisation of poverty	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [15 minutes]

Many of us understand what it is to be poor, but does this mean that we understand poverty? What is described as poverty in one community differs from the understanding in another community.

Poverty generally means the lack of basic needs and denial of opportunities. Every person is supposed to have sufficient food (as per our nutrition unit), be able to access education, access health services and other basic facilities. Those who cannot are regarded to be poor.

Sierra Leone is the lowest ranked country in the Human Development Index and the seventh lowest in the Human Poverty Index. This means that most people in Sierra Leone are considered very poor, even though Sierra Leone is a very rich country (but with very poor people).

The United Nations (UN) defines poverty in terms of earning power. The UN definition is someone living on less than one dollar per day, falls below the poverty line. This means approximately 3,000 leones per day.

Look at this example:

A male teacher earns 200,000 per month. On average this is 6,600 leones per day which makes a teacher very wealthy, or at least well above the poverty line. However, if the teacher has five dependents (a wife, two children, a cousin and an old auntie) then there are six people living on this one wage. Each person then is "earning" 1,100 leones per day which is well below the poverty line.

Do you think that alleviating poverty in a community is a positive move to development? Of course we all answer yes to this question. The point is how do we begin to alleviate poverty?

### Activity 1: Causes of Poverty [20 minutes]

Ask two students to read and dramatise the scenario below for the other students:

*Pa Abu (to his friend Pa Sorie):* "Life in the city is hard. When I was a peasant farmer in my village, Konta twenty five (25) years ago, I thought life could be better in the city."

*Pa Sorie:* "As if you knew. That was what brought me to the city too. How was it boy, when you first came to the city?"

*Pa Abu:* "It was really tough! Guess what? My bedroom was one of the rooms under the Congo Bridge and I sold plastic bags to earn my living".

*Pa Sorie:* "We all have similar stories to tell. I ran to the city because I did not realize much from the small farm I had. I labored hard but got very little in return and moreover I had over twenty dependants. When I came here my bed was one of the tables at the groundnut market and I earned my living by carrying loads for people."

*Pa Abu:* "Later, I met Yeanoh and we decided to live together at Kroo bay. Hmm, It is a long story. Yeanoh and I now have eight children – five boys and three girls. Here in the city, people say education is important so I have sent five of my children to school: four boys and one girl. The three younger ones help their mother with garden work and sell kola nuts in the street. Sorie, I thought it was quite easy to get a good job and plenty of money in the city. Unfortunately things have not worked out according to my desires because I am illiterate and have not got basic skills for any profession".

*Pa Sorie:* (proudly) Three of my daughters were initiated in the bondo society last harvest season and got married to good husbands in the village.

*Pa Abu:* So you never sent any of your children to school? In fact, how many children do you have?

*Pa Sorie:* To answer your first question, no, education is not important these days. By the way I have fifteen children with two wives. Do you know I am highly respected because of this?

*Pa Abu:* I am not happy. Although I work as a watchman for a big company, I cannot support my family. My wife sits at home whole day except the kola nuts she sells and the vegetable garden she has by the bridge. Things are really bad for us. My eldest daughter Mabinty dropped out of school when she got pregnant last year when she was in JSSI at Queens school. The other girl was removed from school to sell water for her aunt. Two of my boys have joined bad company and have dropped out from school too. I hear they now take hard drugs and have become 'bag snatchers'. Oh I wish they had become doctors like Pa Lamina's children".

*Pa Sorie:* That does not bother me. That was why I did not send any of my children to school. The boys work in my farm in the village and girls are given to husbands to clear their burden off my head.

*Pa Abu:* That does not solve the problem of poverty, we are still poor and will remain poor if something is not done.

*Pa Sorie:* Like what?

*Pa Abu:* People say education brings wealth and development therefore I will try to educate my last two children – Sento and Alimamy.

Ask students to work in small groups of three or four and to list the key points that they feel contribute to the poverty suffered by these two in the drama. Tell the groups that they have 10 minutes to list as many elements as they can. These should be put onto a flip chart for group discussion.

Points should include:

- **Urbanisation (the view that there are more jobs in the city) and so people move, but they have no marketable skills and no support structure**
- **Lack of family planning (cultural view that more children prove manhood)**
- **Lack of education and so of marketable skills**
- **Clinging to the old culture because the new ways do not provide for self-esteem for the uneducated**
- **Initiation costs**
- **Lack of knowledge about unprotected sex and use of drugs resulting in negative consequences**
- **Ignorance and lack of vision**

Ask the students how they would try to convince Pa Sorie that he is adding to the poverty cycle through his actions. Allow open discussion.

**Activity 2: Feminization of poverty [20 minutes]**

Ask students to turn to their workbooks and to look at all the work listed in the table. This is the work that is done primarily by women. Circle the items in the table that are paid labour for women. Put a cross in the box if the labour is paid for when a man does it. If a woman pays another woman to do the work – it is still work done by women and if the ‘payment’ is food and shelter: this is adding to the cycle of poverty.

Cleaning the home	Nursing	Street/market trading	Caring for children
Teaching	Farming	Feeding children	Growing vegetables for the family
Collecting fuel wood	Sewing/tailoring	Gara (tie-dying)	Collecting water
Any professional paid work (Private enterprise, government work, NGO or UN work)	Nursing infants (Breast feeding babies)	Preparing food	Domestic chores (washing dishes, clothes, cleaning compound etc.)

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

After 10 minutes ask the students what their table shows them about women's labour. This table is fairly representative of the women in Sierra Leone and here almost 69% of the work is unpaid labour.

Look at this in practical terms: in the course of a single day of 24 hours, we consider that 8 hours is for sleeping, 8 for working and 8 for recreation (including eating). Now if the average woman sleeps for 8 hours, and of the remaining 16 hours 69% of her time is spent in unpaid labour (just over 11 hours in a day) ... how much time is available for paid work? Much of the feminization of poverty is because much of women's work is unrecognized and unpaid.

This however is not the only problem. Even when women are doing recognised work (that is work that is paid for) on average, women earn less than men for the same work.

**Conclusion [05 minutes]**

When most of the work of half the population is unrecognised and unpaid it is not surprising that there is a high level of poverty.

In the next unit on gender and poverty we will look at the specific problems facing women in Sierra Leone and what we can do to minimise these problems.

# Unit 111: Feminization of Poverty

Gender

**Objectives:** By the end of this unit students will:

- Understand the feminization of poverty
- Develop some strategies for minimizing the feminization of poverty

## Time allocation

Introduction	05 minutes
Activity 1: Discrimination and poverty	20 minutes
Activity 2: Effects in Sierra Leone	15 minutes
Activity 3: Minimising the effects of poverty	15 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In this unit on gender and poverty we will look at the specific problems facing women in Sierra Leone and what we can do to minimise these problems.

### Activity 1: Discrimination and poverty [20 minutes]

Discuss with students that even when men and women are subject to the same general forces or causes of poverty, (and they are) here in Sierra Leone women have quite specific discriminatory practices to contend with that generate more poverty or have a multiplier effect for women.

Conduct a large group brainstorm with the students and then discuss the discriminatory practices recognised. The brainstorm should include the following (although not necessarily using these words)

- *Denial of access to resources: e.g. credit; land and inheritance (even though the laws have changed – attitudes have not).*
- *Labour: Women's work (including their reproductive and caring roles), are unpaid and most often unrecognised (think back to the Pa Santigie story). If you work ten hours a day in unpaid labour there is not much time left for paid labour (the type that is recognised)*
- *Health care: Women's specific health needs are not given priority (because the loss of their labour has no monetary significance)*
- *Because of the belief that men work harder, they are given more food and women's nutritional needs are often unrecognised and unfulfilled, which in turn leads to issues of poor health.*
- *Harmful traditional practices such as FGC (female genital cutting), create massive health problems that reduces women's mobility and general health. It is no accident that Sierra Leone has the highest rate of women dying in childbirth and the highest rates of fistula in the world. Both of these are a direct result of the FGC performed during initiation and the early marriage before the girl's bones have fully formed. Fistula is a hole that forms between the birth passage and*

*other internal organs (such as the bladder or bowel). These women cannot bear other children and are usually deserted by their husbands.*

- *Education: because women are not considered to have value to the family, education is not a priority for them – without the education women cannot compete equally in the economic marketplace; they lack access to support services and are often too intimidated to seek out the support that they need.*
- *Decision making – women have limited participation in decisions that affect them personally, that affect their homes, their community and their country. This means that decisions are made that may adversely affect women – but the women themselves have no voice.*

After discussing the discriminatory practices ask the students what effects they think that this has on the economy and society of Sierra Leone. Explain that we will do this by doing activity 2.

### **Activity 2: Effects on Sierra Leone [15 minutes]**

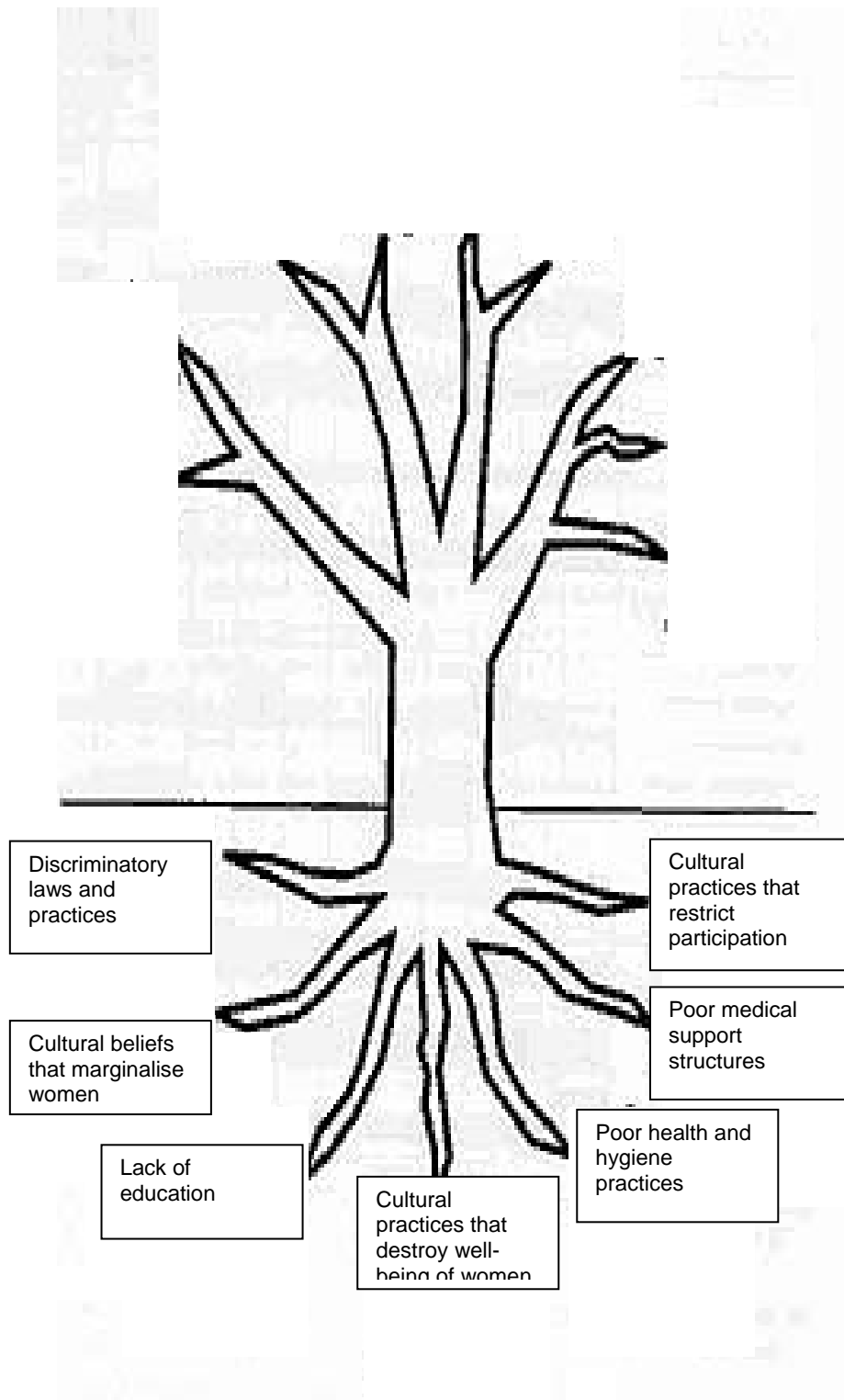
Ask students to turn to their workbooks and look at the poverty tree. The causes are more or less as we have discussed in activity 1.

Ask the students to work in their small groups and to look at the effects of the causes listed. These “fruits” need to be very specific. For example: poor medical support for women mean increased ill-health – but what does that mean? It means that the work that women do, is likely to be reduced by 50%. If women cannot work during their menstrual period; that is a 25% loss of work in a year. If the work is paid work then that is a 25% loss of income. If it is unpaid work – somebody else has to do that work – often the girl child which reinforces the poverty as she is missing school as a result.

**Tell the students that they have 10 minutes to complete their tree.**



Photos by Mariko Komatsu 2008



After 10 minutes, ask for feedback from the groups. Ask what this means for the future of Sierra Leone.

**Activity 3: Minimizing the effects of gender-based poverty [15 minutes]**

Ask the groups to discuss and then list five ways that the negative effects can be minimised: these things must be realistic and logical.

Then ask the groups to nominate two things that THEY will do personally to minimise this in their own community.

**Conclusion [5 minutes]**

Poverty affects the most vulnerable people in society. Poor women are affected more adversely than poor men. Many aspects of life in Sierra Leone impact more adversely on women and so the poverty is more extreme. If we are going to rebuild Sierra Leone we cannot do it by concentrating on only a part of the population. No country can rebuild using only half of its resources – just the same as you cannot hear the sound of one hand clapping.

# Unit 112: Natural Disasters

Health and Environment

**Objectives:** By the end of this unit students will:

- Have some information about natural disasters that occur
- Understand how disasters affect our lives

## Time allocation

Introduction	05 minutes
Activity 1: What is a disaster?	30 minutes
Activity 2: Types of disasters	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

Floods, cyclones, volcanic eruptions, tsunami (giant tidal wave), earthquakes, bushfires and mudslides are all natural phenomena and have occurred recently in various parts of the world. Many of these are made worse by human activity or lack of care (for example, logging where all the trees are removed that bind the soil, so that with heavy rains there is nothing to hold the soil and therefore a mudslide occurs). In this unit we will be looking at the causes of disasters and how they affect life.

### Activity: What is a disaster? [30 minutes]

There are many things that happen that we call disasters.

Ask students how they would define a 'natural disaster'.

Write responses on a flip chart.

If students suggest responses such as an earthquake or a cyclone, ask questions such as:

Is a cyclone out at sea where there are no ships a disaster?

If there were no people in the place where there was a fire or a flood would it be a disaster?

What would make an earthquake a 'disaster'?

Generally a natural occurrence such as a cyclone or mudslide is not a disaster unless it affects people. Even then, if a country or community can cope with the event (can provide the needed food, clean water, health support and education response necessary) then it may not be a disaster in the technical sense.

A disaster then is an occurrence that

- Affects people
- Directly related to vulnerability
- Exceeds capacity of household, community or group of people to cope
- Social processes play an important role
- More to do with society than natural phenomena

## Activity 2: Types of disasters [20 minutes]

Form small groups and ask the students to turn to their workbooks and ask the groups to look at the natural disasters that are listed. In their small groups they should discuss what they believe are the causes of each of these disasters.

What natural phenomena can occur?	What causes these phenomena?
Earthquake	<i>Movement in the earth's surface: either the tectonic plates of the earth's surface move and slide over or under each other at the edges; or the pressure building up from the earth's core pushes part of the earth's surface up (like pushing two edges of a piece of material)</i>
Mudslide	<i>Too much water for the land to absorb. If the land is heavily forested the trees hold the soil together, but if there are no trees, then the soil mixes with the water and washes away. It is more deadly than a flood because it destroys the soil and because it is stronger than water alone it causes more damage.</i>
Wildfires	<i>In a natural situation, generally caused by lightning strikes. Some trees are more susceptible to being burned. Trees that have a lot of oil in the leaves (such as eucalypt trees) will explode when heated and so the fire spreads very quickly. High winds, hot weather and very dry conditions make the fire much worse.</i>
Floods	<i>High rainfalls, poor drainage of land, a warming climate all contribute to floods. Poor maintenance of drains and rivers (when they are allowed to become full of silt), or when banks are broken or in poor repair all make the flood situation worse. Over time, the poorest people live on dangerous land – land that is shunned by others because it is known to flood. These are the people at most risk.</i>
Volcanic eruptions	<i>A weakness in the earth's surface that gives way to the pressure from the molten core of the earth. This molten rock forces its way to the surface and becomes a volcano. This is a purely natural phenomenon although once again over-crowding will often force people to live on the slopes of a volcano that already exists and so these people are in the most danger.</i>
Tsunami	<i>The giant tidal wave called a tsunami is caused by an undersea earthquake. Especially the type of earthquake caused by a shift in the plates. The water is "sucked back" by the movement and then rushes forward. Low-lying areas and coastal areas are susceptible to damage from tsunamis.</i>
Cyclones	<i>As the earth rotates on its axis (spins around) it forces the atmosphere (the air surrounding the earth) to also move. This explains the normal wind patterns that we experience. Cyclones</i>

	<p><i>are formed when air is heated and then cooled quickly as it moves over water. The more rapidly it cools, the more intense a cyclone. Most damage from a cyclone comes from the circular movement of the wind in the cyclone especially after the 'eye' (the middle part of the 'tube of wind) has passed and then the wind is blowing the other way.</i></p>
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**Allow 15 minutes for this activity**

After 10 minutes, ask the groups to record their key points on the flip chart and to choose one person to give feedback to the plenary group.

Allow two minutes per group. After the groups have given their feedback ask for comments and questions for open discussion.

Ask the students about war. As war is not a natural phenomenon it does not belong in the list of natural disasters. However, if we apply the definition of a disaster, certainly a war or violent conflict should also be considered. Disasters change our lives. We need to understand that while we may not be able to control the disaster, we can learn to deal with the situations in which we find ourselves. We have an opportunity to learn from the experience and to understand what we should do in the future. This course should help us to do that.

**Conclusion [05 minutes]**

This unit has looked at the formal ideas of disasters, in the next unit we will look at managing a disaster and saving life wherever possible.

# Unit 113: Disaster Management

Health and Environment

**Objectives:** By the end of this unit students will:

- Know what needs to be done to manage a disaster
- Know what they can do to minimise the effects of a disaster

## Time allocation

Introduction	10 minutes
Activity 1: Disaster management	45 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [10 minutes]

Disaster management is concerned with the vulnerability of an individual, community, sub-group, structure, service or geographical area; that is the extent to which they are likely to be damaged or disrupted by the impact of a particular hazard. Disaster preparedness is about minimising the risks associated with disasters. It is about knowing what to do and being ready for the worst situation.

A disaster can result in a loss of life, destruction of property and the greatest damage has perhaps been to the psyche and emotional well-being of the people. It is possible that a lack of knowledge and understanding of appropriate safety techniques added to the losses suffered; certainly the understanding now that specific knowledge could have saved lives, weighs heavily in the hearts of survivors. This unit is to help teachers to understand what and how to minimise damage in the future.

### Activity 3: Disaster Management; Role Plays [45 minutes]

Form students into five groups by counting off around the room.

Ask the groups to turn to their workbook and read the scenario for their group.

Explain that they are to develop a role play according to the scenario. Explain that they have **10 minutes** to prepare the role play which should not last longer than five minutes. At the end of each role play the groups will be asked to explain why they demonstrated the actions that they did.

Note: The scenarios are at the end of this unit.

At the end of each role play, ask the groups to explain why they demonstrated the actions that they did. When all of the role plays are complete, ask the group if they understand better how to respond to an emergency such as the disasters.

Discuss with the group that response actions depend on the situation: what you would do with small children in a multi-story cement block building would be

different than what you would do with upper secondary students in a single story school.

**Conclusion [05 minutes]**

Point out that while disasters cannot be prevented, a needless loss of life through ignorance can be prevented. This unit has hopefully given you some knowledge and skills that may protect you and those in your care should we suffer another disaster.

## Scenarios

### Group 1

You are teachers in class on the 3<sup>rd</sup> floor (the top floor) of a school building. You can feel the wind growing stronger and you know that there is a tropical cyclone warning. As trees begin to be uprooted and branches start crashing into the school you know you are faced with a disaster. You think your school building is strong enough to withstand the cyclone as it is fairly new but you are worried about damage to the windows and roof. Demonstrate through your role play what you will do in your class.

### Group 2

You have early childhood classes in a small brush building that is separated from the rest of the school buildings. You are told that there is a flash flood roaring through the valley. There is a hill at the back of the school across the playing area but you are concerned that as these are small children, they will panic and run away into danger. Demonstrate through your role play what you will do with your class.

### Group 3

You are all in the staffroom of a large school when you first feel the tremors. There are hundreds of students in the school although you are not currently responsible for any as you are not teaching. The staffroom is on the 1<sup>st</sup> floor very close to the stairs. You can hear students starting to cry out and fear that people may be crushed in the panic of trying to escape. Demonstrate through your role play what you will do.

### Group 4

Your children are in school when you hear the news that there is a massive mudslide heading towards the town. Your one wish is that you face whatever is going to happen all together as a family. You rush to the school to get your children, but you cannot find them. The school authorities tell you that they will look after the children and that you should find a safe place for yourself. Demonstrate through your role play what happens.

### Group 5

Your job is school administration. You are in the office when you are told that there is a cyclone warning and it is due to hit your district in three hours. You and your colleagues have fifteen schools in your area. The files and all administration work for all these schools and students are stored in your offices. Your office is in a new high rise building in the centre of town. Demonstrate through your role play what you will do.

# Unit 114: Responding to Disasters

Health and Environment

**Objectives:** By the end of this unit students will:

- Know what needs to be done to manage a disaster
- Know what they can do to minimise the effects of a disaster
- Develop strategies to include these in the school and teach techniques to students

## Time allocation

Introduction	05 minutes
Activity 1: What needs to be done in response?	30 minutes
Activity 2: How do we prepare children?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction [05 minutes]

Many of the problems that occur after a disaster happen because we do not respond appropriately.

### Activity 1: What needs to be done in response to a disaster? [30 minutes]

In a large group, brainstorm on all the things that need to be done immediately after a disaster. Write these on a flip chart.

Categorise the brainstorm. This should include: data collection; needs assessment of physical structures and materials and needs assessment of the children and community.

### *Possible responses should include:*

- *Accounting for numbers of children (are they alive, is the family still in the area?)*
- *Assessing the physical resources of the school (is it destroyed, is it damaged but possible to use, are there materials available, are the records pre-disaster available?)*
- *Assessing the numbers of available teachers*
- *Assessing the psycho-social needs of the children*

Remind the students that a disaster is known as a disaster because of the effect on human beings. The more capacity an individual or group has to deal with the disaster, the less of a disaster it is. The actual occurrence may be devastating, but it is how we respond to this that proves our capacity.

Discuss the responses that people have made. Ask if any groups have relied on outside help (such as the UN agencies) to provide for the educational needs. If so, what does the education system need to provide so that the help is timely. [Generally data from before and after the disaster and a needs assessment of physical structures]

**Activity 2: How do we prepare children? [20 minutes]**

Form small groups (different to the previous exercise) and ask the groups to discuss which elements need to be in place to protect children. Then the groups should look at strategies on how to teach children preparedness; without creating panic. Many countries do this already (such as Japan). Sierra Leone is lucky in that it is not common to have many natural disasters: but we do have strong tropical storms and there is always a possibility of mudslides and droughts.

**Tell the groups that they have 15 minutes to develop some ideas about preparing children.**

After 15 minutes, ask the groups to provide their feedback to the rest of the students.

**Conclusion [5 minutes]**

The more quickly we respond, the more quickly the healing process can occur. In addition, a quick response can prevent long-term after-effects and the compounding of disaster related problems (such as health problems and social problems).

# Unit 115: Principles of Problem Solving

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Understand the skills of problem solving
- Understand that there are multiple ways to solve problems

## Time allocation

Introduction	10 minutes
Activity 1: Trial and error	20 minutes
Activity 2: Making Assumptions	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

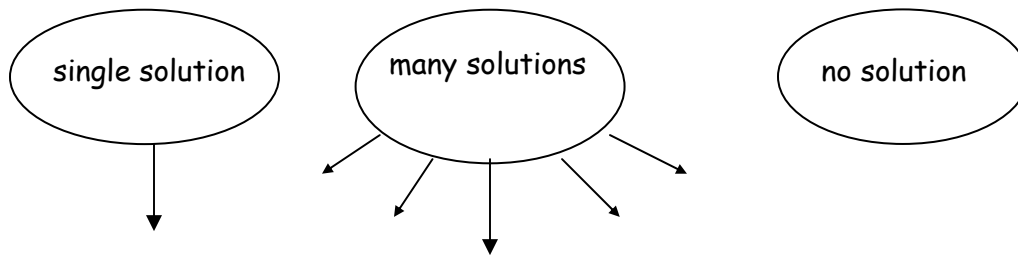
## Introduction: [10 minutes]

While we can develop very positive attitudes and constructive skills (and we should), there will still be problems and if we cannot or do not solve these problems, we will almost certainly contribute to conflict. But problems do not always require the same type of solution – in this unit we will look at some of the ways problems can be solved and why we should utilise these different ways.

## Principles of problem solving

Initially we have to establish exactly what we mean by ‘problems’. Often people will say ‘there is a problem’ and that phrase means a wide variety of things. Sometimes we use the word ‘problem’ to mean a situation – such as “HIV/AIDS is a problem” – actually of course HIV/AIDS is a situation: the problems are a lack of concern of others (demonstrated through having unprotected sex), lack of appropriate medicines (due to poverty), loss of income from being sick, discrimination against those with the illness: these are problems and they all come together to create a situation. In the same way as we can ‘dig deeper’ to find the causes of conflicts, equally we need to be aware in problem solving that when a problem appears to have no solution it is because we have failed to dig deep enough to find the real problem or to find a sustainable, long-lasting solution. Remember that situations may have no solutions but situations are made up of many problems; most of which do have solutions.

So we need to look at problems in terms of the type of solutions: essentially there are several types of problems: those with a single solution, those with many solutions and those with no solution. Very few problems in fact have no solutions.

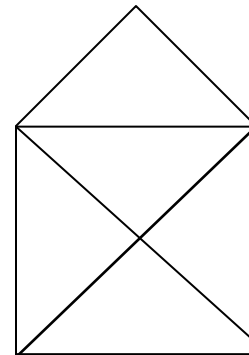


Explain to the students that there are a series of puzzle problems – each of which demonstrates a particular principle. These principles are the key to the way we constructively solve problems.

**Activity 1: Trial and Error [20 minutes]**

Draw this diagram without lifting your pen from the page and without going over the same line twice (or ask them to look at it in their workbook).

Give the groups **15 minutes** to complete the exercise and then ask if people have a solution. (If people have a solution very quickly ask them to do it a different way.)



Move around the groups and check how they are working. *[Remember the problem itself is only an example to demonstrate a point: do not look for the solutions but rather look for the way people are working.]*

Look for how many different ways people have found to draw the diagram. Check that people have obeyed the instructions and see whether people have worked alone or in the group. *[Generally people use trial and error and people usually work alone.]*

Allow people who solved the problem to come to the board to demonstrate how they managed it.

Discuss with the groups how they solved the problem and point out that there is really only one solution. (The diagram must look like the one above, but there are several methods of getting to that solution.)

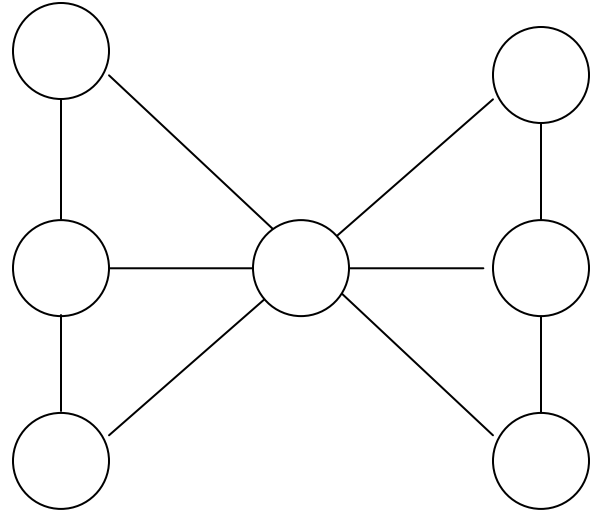
- Explain that this is common and that we all make mistakes, and if you don't try you can never get the solution.
- Ask what the point of this exercise is. *[What lesson have people learned?]*

**The principle behind this puzzle is that: Trial and error is okay – but try not to make the same mistake over and over again.**

**OR [Do not do both of these problems]**

Draw this diagram on the board (and tell the students that it is also in the workbooks and explain that the numbers 1, 2, 3, 4, 5, 6, 7 must go in the circles so that the circles that are joined by the lines all add up to 12.

If necessary, give the students a hint by asking “which is the middle number?” and then ask where this number should go. Discuss with the groups how they solved the problem and ask if they worked out the mathematical principles behind the problem or if they worked by ‘trial and error’ (that is they just kept putting different numbers in the circles to see if they would work.)



Ask how often we do this in real life: we try only the solutions that we already know; even when we know that the solutions don't work. Often we are intellectually lazy and do not think of an alternative.

Discuss that sometimes people who are very rigid thinkers want not only the one solution. (i.e. the one they know) but also they want it done the way they do it). Point out that this often compounds the problem and can lead to conflict.

**The principle behind this puzzle is that: Trial and error is okay – but try not to make the same mistake over and over again.**

### **Activity 2: Making Assumptions [20 minutes]**

Draw the diagram on the board.

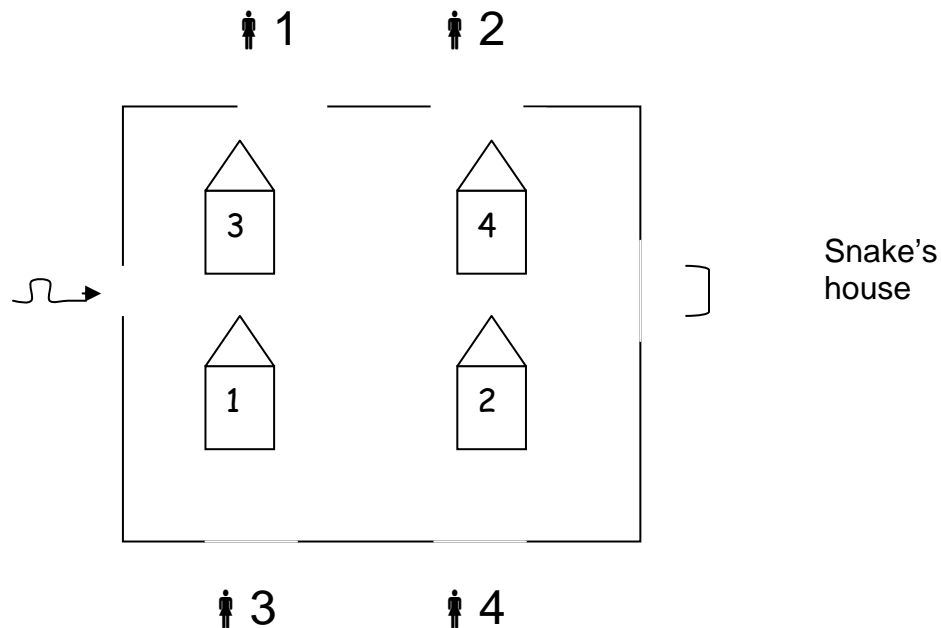
Explain the problem to the students:

Each person lives in the house opposite where he or she is standing (numbered). The snake lives in the house on the other side of the compound. Everyone (and the snake) must go through the compound to get to their houses but none of the paths are allowed to cross. It doesn't matter what time people travel because the paths (the tracks in the sand) cannot cross. You are not allowed to kill the snake and you are not allowed to go around the compound.

Put the students into small groups for this exercise and watch to see if they work together as a group. [That is, do they listen to each other and support and build on each other's ideas.]

**Allow 15 minutes for this problem**

**Note:** Do not motion from left to right on the drawing as it leads to a false assumption



Discuss with the groups how they solved the problem.

Ask what assumption people made that prevented them from solving the problem (*that the snake travels in a straight line*).

Discuss how assumptions prevent us from solving problems in real life because very often we don't realise that we are making an assumption. Ask students to think back to the miscommunication cycle – most of the miscommunication comes from the fact that people make assumptions and then act on those assumptions as if they were the truth.

Ask the group to think of situations where they have made assumptions and so had a difficult time solving the problems they are faced with.

Ask about assumptions that are made about certain groups in society; ask if these assumptions are actually bias or even stereotypes. Ask if, as a result of these assumptions, people are discriminated against.

**Never make assumptions! Assumptions lead to misunderstandings and miscommunication and so to conflict.**

**OR [Do not do both of these problems]**

Ask students to work together in small groups.  
Draw 9 stars on the board or flip chart and ask the students to join all nine using only four straight lines.

\* \* \*

**Allow 15 minutes for this problem**

\* \* \*

Discuss with the groups how they solved the problem.

Ask what assumption people made that prevented them from solving the problem (that they had to draw a square).

\* \* \*

Discuss how assumptions prevent us from solving problems in real life because very often we don't realise that we are making an assumption. Ask students to think back to the miscommunication cycle – most of the miscommunication comes from the fact that people make assumptions and then act on those assumptions as if they were the truth.

Ask the group to think of situations where they have made assumptions and so had a difficult time solving the problems they are faced with.

Ask about assumptions that are made about certain groups in society; ask if these assumptions are actually bias or even stereotypes. Ask if, as a result of these assumptions, people are discriminated against.

**Conclusion [05 minutes]**

This is only the beginning of looking at how we solve problems: there are some problems where we use trial and error – but these should never be life or death problems; for obvious reasons. Equally we are prevented from finding solutions to many problems because we make assumptions about the situation, about the people involved or about how they should or could be solved. In the next unit on problem solving we will look at other principles of problem solving.

# Unit 116: Psychosocial Well-being

Health and Environment

**Objectives:** By the end of this unit the students will:

- Define psycho-social
- Recognise signs of psycho-social distress
- Constructively respond to promote psycho-social well-being

## Time allocation

Introduction	05 minutes
Activity 1: What is psycho-social?	15 minutes
Activity 2: What is well-being and resilience?	20 minutes
Activity 3: Protective Factors	15 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [5 minutes]

In this unit we are looking at psycho-social well-being. We are looking at this area, not because we are trying to turn teachers into doctors, but because you may be faced with children in your classrooms or colleagues in your workplace who need support to regain their psycho-social well-being.

### Activity 1: What is psycho-social? [15 minutes]

The word psycho-social is in two parts because it refers to the links between two different areas of development. Thus psychosocial refers to the dynamic relationship between Psychological and Social processes, each in turn influencing the other.

Brainstorm for the processes:

***Psychological processes are internal to the person. These processes include:***

- ***Thoughts***
- ***Feelings***
- ***Memory***
- ***Understanding***
- ***Emotions***
- ***Learning ability***
- ***Perceptions***

Ask that if psychological processes are the processes inside us what do you think social processes are?

***A person's external relationships and environment.***

***What do you think is involved here?***

- ***Family***
- ***Economic Status***
- ***Community and other Social Networks***
- ***Traditions and Values***

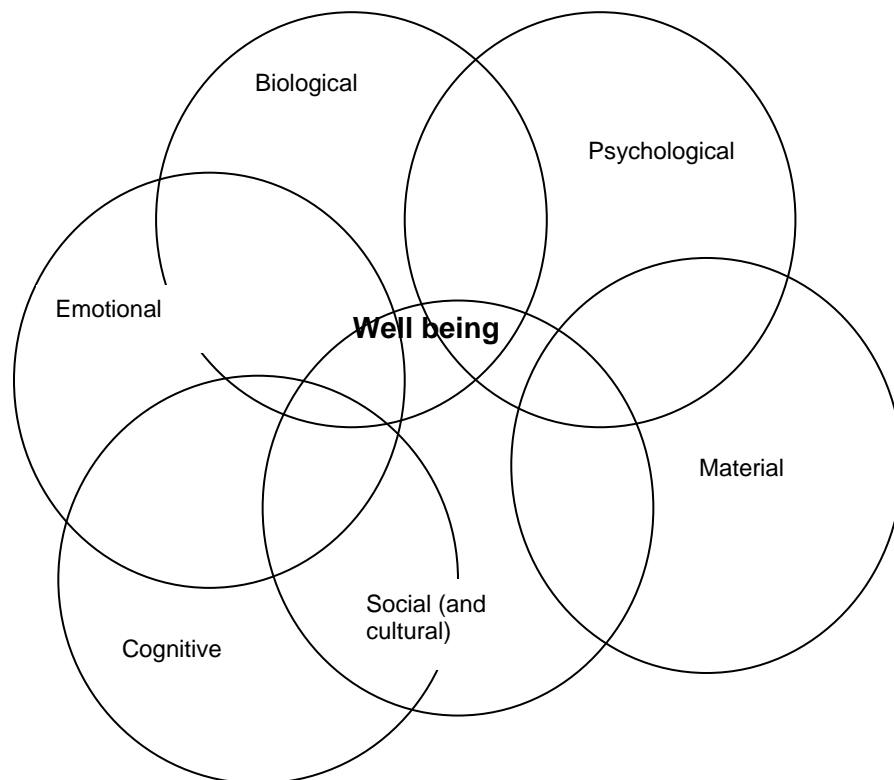
Both the psychological and the social processes include many of the things that we have discussed in other units of this course.

Because our psychological and our social processes are all ***interconnected*** our feelings, thoughts and emotions then influence how we relate to ourselves and others.

Equally our behaviour, relationships, services, economic status, values, beliefs and traditions influence our psychological state and response to situations. List as many examples as you can of situations where there is an interaction between our psychological and social processes? For example: if you are feeling very angry or hurt (your emotions) because of a situation at home then you make mistakes in your work because you are upset and then speak harshly to people with whom you work who in turn become angry with you.

**Activity 2: What is well-being and resilience? [20 minutes]**

A state of well-being is what we are trying to achieve. Psycho-social health is generally called a state of well-being.



A state of well-being means that each of these circles that interlink is responded to positively. All aspects of well-being are interlinked – the fulfilment of one need almost always has an impact on other areas of need.

By looking at well-being we know where we want the learners to be (in the same way as we have objectives in lessons). Psycho-social programmes should therefore be helping to re-establish well-being (as far as possible) by helping to re-establish the social network and support structures. This means that psycho-social well-being is multi-faceted. Our challenge then is to build a bridge between psycho-social needs and the state of well-being.

### **Activity 3: Protective Factors [15 minutes]**

All of us as humans have strategies or building blocks to help us towards well-being. This is often called resilience. The more resilience we have as individuals the easier it is to “bounce back” from troubles. This resilience is made up of coping mechanisms and protective factors. These in turn depend on the type of experiences before the traumatic situation.

Ask students to brainstorm on the possible protective factors that help individuals to “bounce back”

*Protective factors include:*

- *Emotional and physical security*
- *Sense of belonging: Feeling socially connected*
- *Capacity for seeking emotional support*
- *Capacity for enjoyment*
- *Sense of mastery of one’s own environment: Feeling of competence*
- *Goals in life and a sense of future*
- *Intellectual capacity – derive meaning from events: Curiosity*
- *Confidence and trust in adults and peers*
- *Need and ability to assist others*
- *Sense of empathy and altruism*
- *Self-control*
- *Physical health*

After discussion, remind the students that there are some general guidelines for improving psycho-social responses:

- Provision of a learning environment that is conducive to the needs of others.
- Recognition that the people need as much factual information as possible
- Explain that it is okay to feel distress or confusion, to feel sad is normal.
- Answer honestly any questions about the situation that the learners may ask. This requires careful effective listening and great emotional honesty. Answer only what is asked. If you do not know the answers say so.
- Improve the quality of interaction.
- Provide opportunities for intellectual development including problem solving skills.
- Enhance self-esteem and self-worth by helping the learner to succeed in specific skills and tasks.
- Help strengthen and develop the links with the community.

### **Conclusion [05 minutes]**

In the next unit we will look at how to build the resilience that adds to these protective factors.

# Unit 117: Principles of Problem Solving II

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Understand the skills of problem solving
- Understand that different problems require different methods of solutions

## Time allocation

Introduction	05 minutes
Activity 1: Working Through the Problem	30 minutes
Activity 2: Focus on the Solution	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

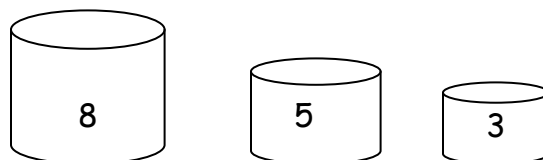
### Introduction: [05 minutes]

In the last unit on problem solving we looked at two principles of problem solving: trial and error and making assumptions. In this unit we will look at two more principles. It needs to be kept in mind however, that these are not just fun puzzles – they are designed to help us to understand just how much we need to analyse and work through the problems that we face.

### Activity 1: Working through the problem [30 minutes]

Tell this story to the students and ask them to work in small groups to try to solve the problem.

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



**Note: DO NOT** provide the solution but help people work towards the solution: the key 'hint' is that people should look not just how much oil is in the pots but also what space is in the pot!

Ask the students “Why was this problem difficult to solve?”

Ask if people worked in groups to solve this problem. [*People do not generally listen to each other in this problem and so cannot solve it.*] Ask (or point out to the offenders) if some people just said this problem cannot be solved and so gave up.

Discuss how in attempting to ‘solve’ the problem, people actually create new problems by not bothering to work through the problem, but by looking for ‘short-cuts’. [Point out any examples where this happened – people who “guess” how much oil can be moved; people who offer an empty container in place of the oil; people who try to sell the oil and so on.

Discuss that some real life problems have no short cuts; they must simply be worked through. Generally these are the problems that remain unsolved. Ask for examples.

### **Activity 2: Focusing on the solution [20 minutes]**

Explain to the groups that they have to organize a knockout chess or football competition. (A knockout competition is where the players/teams play only as long as they are winning. As soon as players/teams lose a game, they are out of the competition.) There are sixteen players/teams in the competition.

How many games need to be played to find the champion team?

Allow as much discussion as is needed.

Write up all the number of games suggested. Ask which one is correct – and then ask how the other numbers appeared.

[*Often the students make a mistake and count one game for every team i.e. 16 or they count only the first round and so say 8, or they forget the final game and say 14. People who do not listen to the definition of ‘knockout’ will often say 32 or even 64 games. Sometimes people simply cannot add up correctly.*]

Ask how many winners are needed at the end.

Allow the group to respond. Groups will generally answer ‘one’.

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

Point out that if there are 15 losers there must be 15 games.

Explain that there are situations where, if you focus on the outcome you want (one winner); the problem can be solved more easily than by working through the problem.

This problem emphasizes ‘seeking the solution’ as opposed to ‘working through’ the problem.

Explain that many people work out the problem but this means that it is more likely to make a mistake. Point out that many problems have so many layers of problem with wrongs on both sides and time for resentment to take hold.

If we try to work through the problems in a chronological manner, there may be other problems that come from trying to solve it this way.

Usually there is a lot of blame, bitterness and a desire for revenge attached to things that people have done and said during the time of the problem. A 'seeking-the-solution' approach concentrates on what both sides want now and can agree on. It does not concentrate on trying to right past wrongs. Sometimes it is better to concentrate on the solution rather than trying to work out the problem. This does not mean that the past should be ignored but it does mean that more effort should be spent on the future than on the past. In conflict situations, after hearing people's views about the past, it is necessary to turn away from the past and look to the future, to the needs people have for the future, and concentrate on them. Ask the students to remember this when we come to the unit on negotiation.

### **Conclusion [05 minutes]**

So far we have looked at four principles of problem solving: trial and error, making assumptions, working through a problem and focusing on the solution. The point is to understand which type of problem allows for which principle to be used. Lateral thinking (creativity) is needed for many problems, simply because the old solutions do not work in the 21<sup>st</sup> century. In this case we may need to use the trial and error method to find a range of solutions or ways of solving the problems. Making assumptions is like building a high wall – we cannot see anything and certainly we cannot see a solution. Working through a problem is just hard work and if we are lazy we want to give up. Focusing on the solution means that we need to put aside thoughts and feelings of revenge or anger or hurt and focus just on the solution. This means to ignore our false pride and this is very, very difficult to do.

# Unit 118: Building Resilience

Health and Environment

**Objectives:** By the end of this unit the students will:

- Understand how to build resilience
- Constructively respond to promote psycho-social well-being

## Time allocation

Introduction	05 minutes
Activity 1: Building Resilience	30 minutes
Activity 2: Case Studies	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [5 minutes]

In the last unit on psycho-social well-being we looked at the elements involved and what helps some children to overcome psycho-social trauma better than others. As teachers we need to concentrate on what **we** can do as part of normal good teaching practice to promote psycho-social well-being.

### Activity 1: Building Resilience [30 minutes]

Discuss and record the activities that a teacher (or other education personnel) can do to encourage and reinforce the protective factors listed to increase resilience.

Elements of Resilience (Behaviours that help people to cope)	Responses from teachers that help children strengthen their resilience
Emotional and physical security	<p><i>Physical – ensure the safety of the school space (fencing; latrines; water; shelter; furniture)</i></p> <p><i>Cognitive – teaching learners how to avoid situations of danger</i></p> <p><i>Emotional – supportive learning environment, friendliness from the teacher; non-threatening classroom; making time for the student.</i></p> <p><i>Conducive classroom environment: games, songs.</i></p> <p><i>Learning environment is gender sensitive</i></p>
Sense of belonging	<p><i>Teacher to provide group activities (taking care that the groups are formed on the basis of children who have strengths partnered with those who need support)</i></p> <p><i>Teacher provides constructive non-competitive games.</i></p> <p><i>Teacher creates pride in the class as a group through activities, group work in extra/co-curricular activities</i></p> <p><i>Teachers create opportunities for shared responsibilities</i></p>

Feeling socially connected	<i>Teacher “reaches out” to the child creating time and experiences for the child to develop social connections. Teacher provides constructive non-competitive games. (Peace education games and activities work well) Teachers create class projects that support elements in the community</i>
Capacity for seeking emotional support	<i>Teacher provides time and space offering emotional support to students. Teachers provide structured discussion time for students to share understanding and knowledge of the situation.</i>
Capacity for enjoyment	<i>Teacher provides many games and activities that are fun to do but that also stretch the child’s capacity (Peace education games and activities work well)</i>
Feeling of competence and sense of mastery of one’s own environment	<i>Teacher provides opportunities for each child to succeed at their own level Provision of gardens, caring for animals, establishing rules for the classroom Teacher ensures that child is offered a range of activities that s/he can succeed at (even if these are at a lower level than the previous achievements)</i>
Goals in life and a sense of future	<i>Teacher provides opportunities for visualisation exercises – hope for the future – songs; art; relaxation exercises</i>
Intellectual capacity – derive meaning from events	<i>Analysis of events and discussion groups about current affairs and what led to the violence Analysis of a variety of books and readers Critical thinking exercises Problem solving exercises</i>
Curiosity	<i>Teacher to use exploratory learning techniques to arouse curiosity Field trips and question time to view the world in a new way</i>
Confidence and trust in leaders and peers	<i>Teacher must be a constructive role model, consistent in approach, honest and have integrity. Teacher discusses what it means to have integrity Teaching of peace education – trust, empathy, communication, co-operation</i>
Sense of empathy and altruism and a need and ability to assist others	<i>Teacher organises charity and/or a variety of community work to suit the different needs and interests of the children Partners children who can assist others with those who need support Teacher develops class activities that provide for younger</i>

	<p><i>classes (e.g. buddy system, writing books for younger children, peer teaching of older to younger children</i></p> <p><i>Teacher instigates “good deed day” for a secret act of kindness to somebody less fortunate.</i></p> <p><i>Reading of stories and poetry and discussing how characters felt</i></p>
Self-control	<p><i>Teacher provides:</i></p> <p><i>Understanding emotions (from Peace Education)</i></p> <p><i>Anger management</i></p> <p><i>Games to release tension and frustration</i></p> <p><i>Time out zones to help children to control themselves</i></p>
Physical health	<p><i>Where possible ensure that children have sufficient good food.</i></p> <p><i>Invite medical teams/health clinic personnel to check children’s health, provide vaccinations, deworming campaigns etc.</i></p> <p><i>Teach basic health and sanitation and nutrition in class</i></p>

**Activity 2: Case Studies [20 minutes]**

Form five small groups and ask students to open their workbooks to the case studies. (The case studies are at the end of the unit).

Assign one case study to each group. Ask students to read their assigned case study and then analyse what specific psycho-social needs the child has. The groups should then discuss the specific responses a teacher should make to respond to these needs.

**Tell the groups that they have 20 minutes to discuss and develop responses.**

After 20 minutes ask the groups to briefly describe their scenario and then explain their responses. Ask for feedback from the rest of the students.

Remind the students that there are some general guidelines for improving psycho-social responses:

- Provision of a learning environment that is conducive to the needs of others.
- Recognition that the people need as much factual information as possible
- Explain that it is okay to feel distress or confusion, to feel sad is normal.
- Answer honestly any questions about the situation that the learners may ask. This requires careful effective listening and great emotional honesty. Answer only what is asked. If you do not know the answers say so.
- Improve the quality of interaction.
- Provide opportunities for intellectual development including problem solving skills
- Enhance self-esteem and self-worth by helping the learner to succeed in specific skills and tasks
- Help strengthen and develop the links with the community

## **Conclusion [05 minutes]**

Dealing with learners who have psycho-social problems is often a matter for professionals. As teachers, we may feel that we do not have the skills to cope with these troubled children. But teachers are in a position to provide healing. Compassion, activities and interaction with children will help not just the children but also the teacher. If the professional mental health people are available, call on them, but in the meantime think of the things that you as a teacher can provide. Luckily, many of the things that help build resilience in children are the same things that create a learner-centred rights-based learning environment. By responding to rights we actually answer many needs that children have.

## **Case studies**

### **Case study 1**

Alia is in middle school and before the violence she was doing well in class. Even though she returned to school as soon as it was opened, her behaviour has been erratic. Some days she is completely silent and sits staring into space, other days she is rude to both her teacher and her classmates. She has been seen fighting in the playground with other girls and the teachers feel that she is probably the instigator of the fighting. When the teacher has tried to talk to her, Alia complains of headaches and stomach aches. She says sometimes she is dizzy and cannot see properly to write. There is a medical team in the area but no doctor in the village.

Almost everybody in the school, including the teachers, suffered during the violence, losing homes and in many cases losing loved ones. Nobody has very much patience to deal with Alia and her behaviour is distressing to other students.

### **Case Study 2**

John is of primary school age, but has not attended school since the violence. For some weeks after school started, his teacher thought that his parents had become IDPs because their house was completely destroyed. But his parents have been seen by teachers and other parents although John himself has not returned to school.

Just recently, John's teacher saw him at the back of the market with some older boys. They looked like ruffians. John's mother has been seen crying with her sister and other women in the community say that she is upset as John is extremely rude and aggressive to her and to his father. His father lost two brothers in the disaster and as they have no house, the whole family is living in a tent. John's father is grieving for his losses and is very moody. It seems that John's two younger sisters have been sick from living in these poor conditions but he is not interested in helping the family.

**Case study 3**

Matthew is a secondary school student who has been consistently at school since the disaster. He appears to be working very hard at his school work and is very quiet and obedient in school. His teacher thinks that he is coping very well with the situation after the violence although he has noticed that Matthew looks very tired. He has also noticed that Matthew does not interact with any of his classmates during the breaks: instead he sits in the corner reading. But because his work is still of a very high quality, the teacher does not see that anything is wrong.

**Case study 4**

Ahmed is just 4 years old. He lost his mother in the violence and he, himself was pulled from his house after it was set on fire. Ahmed is now staying with his grandmother and several aunts and uncles. Although everybody in the house shows him a great deal of affection, Ahmed sits on the floor in the corner, crying and rocking back and forth. He sucks his thumb continually. At night he cannot bear to be alone in a dark room and if he should wake suddenly in the night, he screams until somebody comes for him. He also wets the bed; sometimes several times in a night. His aunts and grandmother have tried to talk to him about his mother but he squeezes his eyes shut and turns to the wall. His grandmother is very worried and is trying to get help.

**Case study 5**

Nancy is in middle school, she lost her brothers in the violence and her parents are deeply grief-stricken. Nancy has talked to her teachers about her own sadness, but she feels that she cannot comfort her parents and she can never replace her brothers. Even though she tries to be good and helpful at home, it seems that her parents don't even notice. All she wants is to go back to the time when the whole family was happy. Even though her brothers used to tease her and wouldn't play with her, she feels sick when she thinks about the fact that they are gone. Several times she has vomited after thinking about them but she does not tell her parents as they are sad enough, without having to worry about her. Her teachers have discussed the problem and are concerned that the family's grief is having a negative effect on Nancy.

# Unit 119: Record Keeping – An Example of Transparency and Accountability

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Identify the elements of good record keeping
- Understand the importance of transparent record keeping
- Understand records management

## Time allocation

Introduction	05 minutes
Activity 1: What are records?	30 minutes
Activity 2: Why are accurate records important?	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In this unit we are looking at record-keeping to show how to eliminate the opportunity for corruption and to demonstrate a practical form of accountability and transparency. People must be held accountable for their actions and to ensure that this happens we need to understand how to maintain transparent and accurate records.

In your school the headmaster collects fees and uses this money for the day to day running of the school. Whatever he collects and spends must be written down and kept for reference purposes. This is not a new idea it has always been a requirement but in recent years has not been followed. To reconstruct Sierra Leone we need to be honest, transparent and accountable for all our actions. Accurate record keeping is one way of doing this.

### Activity 1: What are records? [30 minutes]

Discuss with the students the following:

Think of the important parts of your life – school achievements, marriage, owning land or a house. How does somebody else know that you have these things or have done these things? Usually there is some documentation – certificates from school, a marriage certificate or community records, photographs of the wedding, verification from community leaders, land title or deeds to a house. These are all records of official occasions.

Ask the students what sort of records would you expect to find in school? Ask the students to list these, by completing the table in their workbooks - thinking about the individual classes, the teaching staff, other staff in the school, the buying of equipment and the school support committee.

**Tell the students that they have 15 minutes for this exercise**

Individual classes	<b><i>Registration (enrolment) of students with name, age, address and grade</i></b> <b><i>Daily attendance register</i></b> <b><i>Tests and examination records of each child</i></b> <b><i>Lesson plan book</i></b> <b><i>Discipline book</i></b> <b><i>Sick report book</i></b> <b><i>Syllabus</i></b>
Teaching staff	<b><i>Registration number of each teacher with name, address, qualifications, training undertaken</i></b> <b><i>Attendance and performance monitoring reports for each teacher</i></b>
School administration	<b><i>Receipt book and formal accounts book to record donations, fees collected and monies raised</i></b> <b><i>Stock and inventory books to ensure transparency in purchases made and goods distributed</i></b> <b><i>Cash book vouchers (for purchase of equipment or consumables)</i></b> <b><i>Visitors book</i></b> <b><i>Personnel files (personal details and official correspondence for each member of staff)</i></b> <b><i>Official correspondence –</i></b> <b><i>- letters to and from the Education Ministry</i></b> <b><i>- letters to and from other government departments</i></b> <b><i>- letters to and from the community</i></b>

Move around the groups checking the responses that people are making and push the students to be very specific. After 15 minutes (or when most people have finished) ask for feedback and add the things mentioned above if necessary.

Ask students if all of these things are equally important. Ask what makes them important.

Discuss with the students but try to make the point that the records are important because they are a verifiable fact – they are accurate records of things that have happened.

## **Activity 2: Why are accurate records important? [20 minutes]**

Conduct an open discussion with the large group outlining the following:

- **Transparency and accountability:** Accurate record keeping ensures accountability – when every input is recorded, when every expenditure is recorded and verified then corruption, bribery and manipulation cannot occur. Poor and inaccurate record keeping allows falsification of records, stealing of school funds, demanding non-official fees from students in cash or goods and so being a poor role model for the citizens of tomorrow.
- **Planning:** knowing how many children are enrolled, how much money has been raised and how much has been spent at a particular time of the year all help the school head-teacher and the school support committee to plan appropriately so that they can respond to all the children equally and organise buying equipment for when the funds are available.
- **Ease of reference:** Accurate record keeping means being able to trace and retrieve documents quickly. Only when documents are kept accurately and up-to-date and then filed correctly can there be ease of reference. This also means that documents need to be checked and out-of-date or inaccurate records disposed of so that the needed records can be easily accessed.

Before we can say how important these records are we need to ensure their accuracy – how do we do that? Have an open discussion but try to elicit the following points:

- There should always be at least two people cross-checking
- Invoices should be supplied for all work
- Receipts for all work done and all items purchased and the receipts verified by cross-checking with the invoice (and by different people)

Ask students to note the important points of the discussion in their workbooks for future reference.

## **Conclusion [05 minutes]**

Understanding what records actually are and the importance of their accuracy is only part of the solution. We have all been into offices where the records are nothing more than a good home for cockroaches and rats. In the next unit we will look at how to manage records successfully.

# Unit 120: Record Keeping Part II

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Understand the importance of transparent record keeping
- Understand records management

## Time allocation

Introduction	05 minutes
Activity 1: How do we manage records correctly?	20 minutes
Activity 2: Managing records and documents	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction: [05 minutes]

In the last unit we looked at records and the importance of having accurate records. In this unit we will look at how to manage records successfully and understand how this is an example of transparency and accountability.

### Activity 1: How do we manage records correctly? [20 minutes]

Ask the students to complete the table in their workbooks as an individual exercise. **Tell the students that they have 10 minutes for this exercise.**

Records Identification	<i>Check if the document is official or private; whether it needs to be kept to verify income or expenditure, whether it is a policy document or just rough notes.</i>
Records Classification	<i>Classification or categorisation is where documents that are similar are kept together in chronological order (according to date and year)</i>
Filing and Labelling	<i>Files (either hanging files, box files or folders) must be created where all documents that belong to a single subject are kept together and in date order. Administration files and financial records are usually kept separate.</i>
Archiving	<i>Keeping the files in order so that documents can be retrieved quickly, keeping the files in clean secure conditions so that they cannot be altered or made corrupt and where they are safe from pests.</i>

Move around the room picking some good examples to mention. Ask for any other good examples.

## Activity 2: Managing documents [20 minutes]

Ask the students to undertake the last table of matching the documents to the files that they belong to by marking them with the letter of the correct file. Tell the students that they can put 'T' if they think a document should be thrown out.

**Explain that this is also an individual exercise and that there is 10 minutes for the exercise.**

Documents			Files	
1	Minutes of the school board meetings for the current academic year	<i>H I</i>	<b>A</b>	Official Ministry of Education Correspondence
2	List of community members who helped to build the new latrines	<i>C G</i>		
3	The sick report book of 1994	<i>T</i>	<b>B</b>	Donor correspondence
4	Receipts of purchases made for school equipment	<i>E</i>		
5	Donors' lists from last year with amounts and dates	<i>B C</i>	<b>C</b>	Registration book of donations
6	Letter of appointment for the head teacher	<i>D</i>		
7	Inventory of textbooks delivered to the school	<i>E</i>	<b>D</b>	Personnel files of staff members
8	Letter requesting school support for a public health campaign in the community	<i>A</i>	<b>E</b>	School assets
9	Letter from the district education official about fund-raising	<i>A</i>	<b>F</b>	Student record files
10	Enrolment register recording all children's names and addresses	<i>H</i>	<b>G</b>	School Maintenance
11	List of student achievements for the previous two terms	<i>F</i>		
12	Letter offering 100,000 leones to the school dated this financial year	<i>B C</i>	<b>H</b>	Official school register
13	Letter to teacher explaining the absence of a student dated 2006	<i>T</i>		
14	Invoice for payment of school well construction	<i>G</i>		
			<b>I</b>	School support committee meetings

### T – throw out

After 10 minutes call out the correct responses and ask people to 'mark' their quiz. Allow discussion but point out that keeping everything is not effective and it is not transparent: very often corruption can "hide" in the paperwork. Knowing what to keep and how to keep it is the skill of a good records manager and one that is transparent and accountable.

### Conclusion 5 minutes

Now that you understand the importance of keeping clear accurate records and have some knowledge of how this can be done, it is expected that you will be a constructive role model in your school for honesty and reliability demonstrated through your good record keeping.

## Unit 121: Principles of Problem Solving III

Civics and Democracy

**Objectives:** At the end of this unit students will:

- Understand the skills of problem solving
- Understand that different problems require different methods of solutions

### Time allocation

Introduction	05 minutes
Activity 1: Solutions are coloured by our experiences	30 minutes
Activity 2: 'Win Win' solutions	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

So far in this series on problem solving we have looked at different ways of solving problems. In this unit we look at how when we solve problems; we do so by looking at the problem through the spectacles of culture and values. This makes it difficult sometimes for us to deal with things logically.

### Activity 1: Solutions are coloured by our experiences [30 minutes]

Tell the students the story (in the box):

Form the students into groups and allow them 15 minutes to discuss and find at least 5 solutions and how can this problem be solved?

A beautiful young girl had a father who was a gambler and who had got himself heavily into debt. Again and again he borrowed money from the money-lender. Finally the moneylender came to the man's house and demanded his money. The man begged and pleaded for one more chance but the money lender was determined. He said if he did not get his money immediately – that very day; then he would have the man thrown into prison (where he would surely die).

While they argued, suddenly the moneylender saw the daughter of the man walk past in the garden. The girl was exceptionally beautiful and the money lender had a sudden thought.

When he saw the beautiful daughter he said that he would let the father go free if the daughter agreed to marry him.

The father was very happy at the thought of being saved from prison and certain death. He went to explain to his daughter that the moneylender wanted to marry her in return for his debt cancellation.

The girl was horrified. The moneylender was old and ugly and horrible. The girl refused but the father begged, saying that if she did not marry the old man he would have to go to prison where he would surely die. The girl wept and pleaded but she loved her father. The father wept and begged the daughter for her to marry and save his life. She was a good and dutiful daughter, and she wanted to

save her father but the moneylender was truly horrible and she could never marry him; so she was trapped.

The moneylender could see that there was a problem and so he asked if he could talk to the girl alone. They walked a small way down a path through the garden. The path was a gravel path made of black and white stones. The moneylender said, 'Look, I have an idea. I can see that you are having a problem here. I will give you and your father a special chance. I will put a black stone and a white stone (from the path) into this bag. You pull out one stone – if it is the white stone your father will go free and you will not have to marry me – if it is the black stone your father will go free but in return you must marry me.' The girl had no choice and she felt that this way at least she might have some chance to go free and save her father.

As the moneylender bent to pick up the two stones from the path the beautiful girl saw that he picked up two black stones and put them into the small bag. She cannot accuse him of cheating because her father's life is in his hands.

What does she do?

Allow for discussion about the various solutions and list them all on the board – demonstrate some if necessary to show that some 'solutions' are not really solutions they just pass on the problem.

Point out the solutions fall into several categories:

- Legal solutions (where the father goes to prison because he is the one at fault)
- Moral solutions (generally are not solutions – they point out that solutions are not morally right but do not offer alternatives)
- Cultural solutions (the obedience of the daughter to her father). These solutions often lead to problems in the future. For example an unhappy wife can make the whole household miserable, and does this solve the problem?
- Solutions that add to the story may apparently offer a solution but in real life we have to deal with the situation as it is not as we would wish it to be.

Discuss with the students that problems that involve human emotions, become more complex and issues such as the morality and legal aspects all play a part. Emotional honesty comes in when we look at a problem objectively thereby de-linking the problem and what we feel about it.

Each of us makes judgements based on our experiences and values (remember perceptions), but if we are to try to solve or resolve problems and conflicts, then we need to look for solutions that do not hurt people or cause them to 'lose face'.

Often, because of our unwillingness to be open-minded because we are not emotionally honest and because we are used to seeing things in a particular way (because of our background, experiences and culture) we think there is no

solution to a problem or only one solution and, if this is not acceptable to the other side than we have a conflict. But problems are different and often there are many solutions but we cannot or do not want to see alternative solutions.







We need solutions where everybody can feel that they have won or kept something, that is to say, they have not lost. Often our desire for revenge makes us want to hurt people or humiliate them.

Each problem teaches us a particular element about problem-solving and the various different ways of solving them.

**Activity 2: ‘Win Win’ Solutions 20 minutes]**

Draw this table and explain to the students that problem solving usually falls into one of these categories: Remind the students of the Conflict management Continuum: many of the techniques there are confrontational – that is they require one person to be right and the other person to be wrong. This is how we often see that problem solving should be: it also fulfils our desire for revenge and to keep our pride.

Ask students for some examples.

Win	Lose	Lose	Lose	Win	Win
					

**Note:**

War is often considered win/lose, but a better example would be the Law Courts where one person is found guilty and the other innocent.

Lose/lose is often actually war as both sides lose lives and property and suffer destruction.

Win/win is any successful negotiation (such as bargaining in the market) where both sides are satisfied with the outcome.

Put people into small groups and ask them to discuss problems that they know of and how these have been solved (and whether the solution is sustainable). Tell the students that they have **10 minutes** to think of 3 different problems (one for each section).

After 10 minutes ask for the feedback and then ask the rest of the group if these problems and solutions really belong in the categories in which they were put. Point out (if necessary) that only 'win win' solutions are sustainable; both of the others lead to thoughts of revenge. 'Win win' solutions are not compromises – compromises are often "solutions" where everybody is equally unhappy with the solution. 'Win win' solutions are where everybody has some benefit from the situation and the solution is sustainable because there is logic to the solution and people's emotions and feelings have been healed.

### **Conclusion [5 minutes]**

When we are really emotionally honest then the problem is "depersonalised". The real underlying problem is the one to be dealt with, the problem, not the people.

Using assertive language opens way for good two-way communication and that is a positive step towards solving problems and ultimately conflict resolutions.

### **Summary of principles of problem solving**

- Trial and error is okay, but try not to make the same mistake over and over again.
- Remember there may be many solutions to a problem. Just because the method is not the one you would use does not make it wrong.
- Never make assumptions
- Never give up
- Focus on the solution you want rather than going or things that cannot e changed.
- Remember that your experiences, culture and background will influence (and perhaps limit) the solutions you think of.
- Be prepared to listen to different points of view; remember there are very few problems in the world with no solutions!

# Unit 122: Gender and Development

Gender

**Objectives:** By the end of this unit students will:

- Understand women's contribution to the economy

## Time allocation

Introduction	05 minutes
Activity 1: Women's economic contribution	15 minutes
Activity 2: How can we improve women's economic contribution?	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction: [05 minutes]

So far in this course we have looked at a range of issues with regard to gender. In this unit we will look at the planning for development and the effect that this has on gender – and the effect that gender has on planning for development.

### Activity 1 Women's economic contribution [15 minutes]

In a previous unit on gender and poverty, we looked at the fact that in a country where almost everybody is poor; women are the most poor.

Ask students why this is so

- ***Because most of the work that women do (and that takes their time) is unpaid work***
- ***Because women are under-educated (29% literacy against 49% literacy for men)***
- ***Because culturally it is considered improper for women to be in paid work***
- ***Because there is institutionalised discrimination against women in terms of property ownership, inheritance***

Discuss with the students that because of these issues women are contributing to development but in a hidden way and their contributions are not as effective as they could be. It should be remembered that globally, women do 80% of the work done in the world – but they own less than 2% of the wealth.

Women contribute – but the recognition of this contribution is not there.

**Activity 2: How can we improve the potential economic contribution of women? [30 minutes]**

After WWII in Europe and the USA, there was (after a time of hardship) a marked increase in the support women had in the home. Suddenly there were machines to do a lot of the work that traditionally women had done. There are many reasons why this is so but the result was that this released women to become more educated and to move into the workforce.

If the unpaid work of the women takes most of their time how will they get the time to be educated?

Ask students to turn to their workbooks and look at the table. This table looks at the sort of work that many women have to do that could be supported to allow women to be educated and to be part of paid work.

Ask students to complete the table as an individual exercise

**Tell students that they have 10 minutes to complete the table.**

<b>Task</b>	<b>Support needed</b>
Pounding grain	<i>Rice milling machine</i>
Cooking (three stone fire)	<i>Improved stove (minimises wood collection, increases speed of cooking and is environmentally more effective)</i>
Cooking (charcoal)	<i>Use of wonder stove (minimises time spent at the stove because of slow cooking)</i>
Child care	<i>Day care centres – especially for mothers going to literacy or other classes – so that a girl is not taken out of school to look after the infant</i>
Collecting water	<i>Water wells or pumps in the centre of the village</i>

After 10 minutes ask for feedback and remind students to write down any new ideas that they did not think of for themselves.

**Conclusion [05 minutes]**

One of the indicators of a developing country is if 40% of the population is literate. A developed country has close to 100% literacy. If women are excluded or provided with poor quality education then the country can never be developed (by definition). Without the women of Sierra Leone becoming educated then there is no possibility of development.

## Unit 123: Gender and Development II

Gender

**Objectives:** By the end of this unit students will:

- Discuss the relationship between gender and development
- Understand how change is possible

### Time allocation

Introduction	05 minutes
Activity 1: Why does development have a gender perspective?	15 minutes
Activity 2: How do we make the changes?	20 minutes
Activity 3: What should we do now?	15 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

### Introduction: [05 minutes]

In the last unit on gender and development we looked at the issue of unpaid work and a lack of education. We also looked at what would be needed to give women the extra time that would enable them to get an education and so become employable.

In this unit we will look at some strategies that can be put into place to support the development of Sierra Leone – by supporting women and men.

### Activity 1: Why does development have a gender perspective? [15 minutes]

It should be kept in mind that nearly half of the working age population of Sierra Leone is engaged in subsistence farming (that is; not earning an income). This means both women and men. According to the World Bank figures, under-employment is a serious issue where 3 of every 10 young men (particularly in urban areas) is neither employed nor involved in education.

So development does not just depend on getting women educated and into paid work – it needs work in all areas. However, in this unit, we are focussing specifically on women's contribution, or potential contribution, to the development of Sierra Leone (but we are aware that the issue is not just one of gender).

If this situation affects both men and women what is the gender perspective?

Why are we looking at development from a gender perspective?

### Allow open discussion on this question

Remind the students that one of the indicators of development is the literacy rate. For a developing country the literacy should be a minimum of 40%. A developed country has close to 100% literacy. Sierra Leone has 39% literacy, because less than 30% of women are literate. Without the women of Sierra Leone becoming educated then there is no possibility of development.

In an earlier unit we looked at gender-based discrimination. We know from this unit that there is a lot of discrimination against women here in Sierra Leone. This

is excused as culture and tradition but when we look at development we see that it has a much wider impact than simply the women themselves.

### **Activity 2: How do we make the changes? [20 minutes]**

Brainstorm with the group to look at reasons why discrimination against women has an effect on the development of the whole country.

In the discussion make sure that the following are covered:

- *Women are at least 50% of the population; if 50% are held back then obviously the country cannot move ahead. Holding back 50% means that any development will be halved.*
- *Loss of life through negative health practices or maternal mortality means loss of potential.*
- *Traditionally women are the care-givers and the primary users of many elements in the environment: It is only common sense that the users must be educated to make the best use.*
- *Because women are not considered part of the decision making process, decisions that have to do with women's work are made in their absence: it would make more sense for them to be part of the decision-making process and for them to provide suggestions and alternatives to harmful practices.*

### **Activity 3: What should we do now? [15 minutes]**

Ask the students to turn to their workbooks and read the case study and then in small groups discuss what mistakes were made and answer the question that the chief in the story asked.

A development officer arrived in Mapoawa Village and called a meeting of the village chief and elders. He told them that his agency was prepared to build a hand pump in the centre of the village. The men in the meeting were very happy with the idea and planned the location of the pump.

The men were quite proud of their consideration for the women and young children who had to carry water. The pump was built and then the big day came when the water came through the pump for the first time.

The men were disappointed that the women seemed very unexcited about the new pump. Worse than that, the women continued to walk to the stream every day.

The men could not understand; they had provided a brand new pump for the women and they were not even grateful! The men decided that next time they would do things only for the men in the village as the women were so ungrateful.

Why did the women continue to go to the stream?

After some time the chief asked the women this exact question. The women laughed and sat the chief down to explain.

The stream was a social meeting place where the women had privacy to discuss all sorts of problems and issues. The wise women gave advice about marital problems, to young girls about possible marriage prospects. Trading issues were discussed at the stream and the women talked and laughed while they washed the clothes. They braided hair talked and relaxed in the shade by the stream and enjoyed the time together.

The chief was shocked. "But we made your life easier by bringing the water into the village".

The women shook their heads "you acted on our behalf without asking us; this does not help us; it deprives us of one of the few relaxation times we had."

The chief was quiet "Well what should we do now?" He asked.

List the mistakes that were made. Then answer the question that the chief asked

<b>Mistakes made</b>	<b>Preventative measures</b>
<i>The development officer had already decided on the needs of the village (without asking anybody)</i>	<i>Ask do not tell!</i>
<i>The development officer did not insist that the women be involved or consulted</i>	<i>Be aware of who is not present as well as who is present</i>
<i>The village meeting did not include the women</i>	<i>Consult the women in a different meeting if necessary</i>
<i>The women (who were the primary users of the resource) were not asked for their views</i>	<i>Be gender sensitive</i>
<i>The women themselves did not go to the chief or the elders to state their views</i>	<i>Assertiveness needed to respond appropriately to situations that concern them.</i>

**Chief's question: What should we do now?**

*Promote the use of the stream as a place of leisure and private discussion for women; but use the hand pump for collecting water.*

*Develop an education/awareness programme to explain the positive benefits of safe drinking water (from the pump).*

**Conclusion [05 minutes]**

If we do not respond to the needs, development is not possible – it is like trying to run with chains wrapped around one leg: even though only one leg is chained, it is still not possible to move ahead efficiently and effectively.

# Unit 124: Climate Change

Health and Environment

**Objectives:** By the end of this unit students will:

- Understand the terms global warming and climate change
- Look at the causes of climate change

## Time allocation

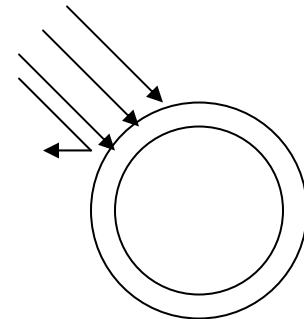
Introduction	05 minutes
Activity 1: What do we mean by global warming?	20 minutes
Activity 2: Identifying problem practices	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>50 minutes</b>

### Introduction [05 minutes]

We have in this course looked at a number of ways that we, as human beings are destroying our planet – from the large ways (such as vehicle pollution) to the very small (such as leaving litter on the ground). Climate change and global warming is the result of our lack of care of our planet. While climate change is the more accurate term, most of us are familiar with the term ‘global warming’ – even though this term leads to some inaccuracies.

### Activity 1: What do we mean by global warming? [20 minutes]

We have life on earth because we have the light of the sun and an atmosphere that provides air and also protects us from some of the harmful effects of the sun. If we had no sunlight there would be no life on the planet. If we had no atmosphere we would have no air to breathe and the sun’s rays would be so strong that we would all fry.



The atmosphere creates a natural “greenhouse effect” allowing the sun’s rays in and protecting the earth by stopping the infra-red rays from bouncing off the surface. This is what keeps us warm.

However, pollution and the mix of gases that occur as a result of pollution create an artificial greenhouse effect by allowing too much sun radiation to pass through but stops the infra-red radiation from escaping (like a blanket on a warm night ; things get too hot). This is called the greenhouse effect. . The polar ice caps reflect a great deal of sunlight (because they are white). As the ice caps melt so more of the sun’s rays are absorbed rather than reflected which speeds up the warming process. Greenhouse gases are any gases in the atmosphere (either natural or caused by pollution) that absorb infra-red gases. The increased greenhouse effect results in global warming

As a result, weather patterns of the world are changing. Air pressure (which creates wind and rainfall patterns) is changing, the water that has been trapped as ice, is melting and so some countries are getting more rain while others are getting less – some have more severe droughts. This change in weather patterns is generally called climate change. Global warming does not necessarily mean every place is getting hotter; it means that our climate becomes more extreme: hot places (like Sierra Leone) get hotter; cold places get colder; windy places get windier, dry places get drier and wet places get wetter!

**Activity2: Identifying Problem Practices [20 minutes]**

Form groups based on geographical areas and ask the groups to open their workbooks and complete the table.

**Tell the groups that they have 15 minutes for this activity**

Can you identify practices in your community that contribute to global warming and climate change? List all the causes that you can think of and explain who is responsible for these practices.

Practices	Responsible persons
<p><i>Burning fossil fuels such as coal or oil.</i></p> <p><i>Exhaust fumes from cars and trucks; smoke and industrial waste from factories and industries; smoke from charcoal and three stone fires, fumes from kerosene stoves.</i></p> <p><i>CFCs from discarded refrigeration units.</i></p> <p><i>Burning of rubbish especially plastics.</i></p> <p><i>Farming (rather than forests)</i> <i>Population; increased transport</i></p> <p><i>Mining (releases natural methane gas)</i></p>	<p><i>Each one of us</i></p> <p><i>Governments who do not make or police strict enough laws</i></p> <p><i>Mining companies</i></p>

After 15 minutes, ask for feedback from the groups. Emphasise that most of the pollution is caused by us – individually and together. Even when we want to blame the government or large industry – it is our responsibility as citizens to be aware and to raise the awareness among the politicians and demand the change that will protect us in the future.

**Conclusion [05 minutes]**

Many people do not believe in global warming and climate change because it makes them feel helpless. But this is our planet and we can make a change – everything we do has an impact – we can make it either a positive impact or a negative one.

# Unit 125: Effects of Climate Change

Health and Environment

**Objectives:** By the end of this unit students will:

- Understand what the term 'climate change' means
- Look at the causes of climate change
- Identify measures that minimise climate change

## Time allocation

Introduction	05 minutes
Activity 1: Effects of climate change	30 minutes
Activity 2: Cycles of Change	20 minutes
Conclusion	05 minutes
<b>Total</b>	<b>60 minutes</b>

## Introduction [05 minutes]

In the last unit we looked at global warming, climate change and what causes these things. In this unit we will look at the effects of climate change on our lives.

## Activity 1: Effects of climate change [30 minutes]

In your small group look at the components of climate change listed, and list all the effects that they have on our life that you can think of.

Component	Effect
Melting ice caps	<i>Rise in the sea level and flooding of low-lying areas</i>  <i>Rise in temperature of the sea with loss of marine life as a result</i>
Higher air temperatures	<i>Increase in the air pressure and therefore stronger winds especially over oceans with a subsequent rise in the number of cyclones</i>
Increase in rain in some areas	<i>Flooding, mudslides (especially if deforestation has occurred)</i>
Decrease in rain in some areas	<i>Slow onset disasters such as drought</i> <i>Change in agriculture</i>
More extreme weather patterns	<i>Change in agriculture</i> <i>Shortage of food staples</i> <i>Increase in poverty</i>

After 15 minutes ask for feedback from the groups and discuss the responses. Point out that changes like this have cyclic effects (or impacts at different levels). For example what are the effects of a drought? What are the effects of desertification?

**Activity 2: Cycles of change [20 minutes]**

Ask the groups to look at the responses they have listed and to look at the consequences for people for each of the consequences listed.

Tell the groups that they have 15 minutes for this activity.

After 15 minutes, discuss with the students that we create global warming and climate change because we are 'developing'. This sort of development is killing us: Bangladesh is drowning; there is an increase in the number and intensity of cyclones, tropical storms and hurricanes; polar bears are dying of starvation (polar bears are an indicator of the health of the planet); the equatorial countries (like Sierra Leone) are getting hotter, which means that our crops will fail, the fish will die and our people will starve: but still we think that this is progress.

**Conclusion [5 minutes]**

Major changes in our climate will increase food shortages and poverty in the world. Sierra Leone is currently one of the poorest countries in the world – we cannot afford for it to be made even more poor by contributing to climate change.

# Unit 126: Code of Conduct Revisited

Principles and Pedagogy

**Objectives:** By the end of this unit students will:

- Understand the need for a Code of Conduct
- Understand why a CoC is important

## Time allocation

Introduction	05 minutes
Activity 1: Components of a CoC	20 minutes
Activity 2: Identifying elements of a CoC	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

### Introduction: [05 minutes]

While we have already looked at a Code of Conduct, in this unit we need to be able to identify what behaviour is expected in terms of a Code of Conduct.

### Activity 1: Components of a Code of Conduct [20 minutes]

Ask the small groups to develop a code of conduct taking into account the following components:

**Tell the groups that they have 10 minutes to outline their code of conduct**

Areas of concern	Elements of a Code of Conduct
Teachers and other related education personnel – behaviour at the level of the education system <ul style="list-style-type: none"> <li>▪ Relations within the system</li> <li>▪ Relations with the community</li> <li>▪ Relations with the parents</li> </ul>	
School supervisors <ul style="list-style-type: none"> <li>▪ Honest, transparent dealings with school data and finances</li> <li>▪ Honest constructive and objective monitoring</li> </ul>	
Teachers <ul style="list-style-type: none"> <li>▪ Implementation of a rights-based approach</li> <li>▪ Constructive and safe learning environment for students</li> <li>▪ Honest dealings with students</li> <li>▪ Honest, transparent dealings with school data and finances</li> </ul>	

The following points are examples of what must be included:

- *The teacher and education supervisor has a role in the philosophy and tone of the school and is part of the education system as a whole as well as being part of the community. Therefore they need to be a positive role model for each of these areas. Thus they will behave in a manner that embodies the core principles of Human Rights: equality, respect and dignity towards others at all times.*
- *In the classroom the teacher should promote a positive and safe learning environment without prejudice to sex, physical characteristics, age, race, religious convictions, colour or place of origin.*
- *Teachers and education personnel should respect the dignity and rights of all students by using a rights-based approach at all levels of the education system.*
- *The teacher should promote students' self-esteem, confidence and self worth. As a result the teacher will not treat students in a manner that is degrading or humiliating, through physical or psychological means (for example corporal punishment – beating or by calling a students names or in other ways attempting to humiliate a student) as a punishment or in an attempt to control the student.*
- *The teacher should encourage students to develop as active, responsible and effective learners through the provision of constructive learning activities.*
- *The teacher should show understanding, consideration and consistent justice in relation to all learners especially in matters of evaluation and discipline. The teacher should create an atmosphere of trust.*
- *The teacher should endeavour to develop in their learners the motivation to learn and inculcate an appreciation of the principles and values of good citizenship.*
- *With respect to the community, the teacher should encourage parents to support and participate in their children's learning.*
- *The teacher should recognize the importance of family and community involvement in school.*
- *The teacher should contribute positively to the socio/economic life of the community and society through involvement in community structures and activities such as Community Teachers Association (CTA), school committees, parent days, school visits and other activities to extend public knowledge about his teaching professions.*

Move around the groups and make sure that they are focused. After 10 minutes, conduct a 'round robin' and get feedback from the group.

## Activity 2: Identifying Elements of CoC

Ask students to study the following scenarios and identify which elements of a CoC are violated.

Scenario	Which elements of a CoC are violated?
A teacher yells at and punishes a sick pupil who throws up in class	<ul style="list-style-type: none"> <li>▪ <i>Role of “in loco parentis” has been violated</i></li> <li>▪ <i>Violation of the right to health</i></li> <li>▪ <i>Violation of the child’s right to dignity</i></li> </ul>
A teacher gets into a quarrel with a parent who came to inquire why his child is doing poorly in the exams. He confronts the parent and accuses the parent of not supervising the child studying at home. The teacher claims he has done his half of the job. If the parent needs an extra service, he should pay something extra.	<ul style="list-style-type: none"> <li>▪ <i>Parents’ right for information and consultation</i></li> <li>▪ <i>Cooperation with parents</i></li> <li>▪ <i>Discouraging bribery and corruption</i></li> </ul>
A head teacher speaks out in the village CTA meeting, and he says that as long as he is the most educated person in the village, he alone knows what’s good for children.	<ul style="list-style-type: none"> <li>▪ <i>Constructive community-teacher relationship violated</i></li> </ul>
A principal gets angry with a young teacher in front of the class and chastises him for a small mistake which could have been dealt with privately. The teacher is shamed and does not know how he will face his class	<ul style="list-style-type: none"> <li>▪ <i>Constructive and healthy relationship with colleagues</i></li> <li>▪ <i>Right to dignity and respect</i></li> </ul>
A teacher is very friendly and nice with his students. He travels home from school with his female students and there is talk that he has several girlfriends among his students.	<ul style="list-style-type: none"> <li>▪ <i>Constructive and respectful relationships with students</i></li> <li>▪ <i>Being ‘seen’ to be professional (care of the reputation of the students)</i></li> </ul>
A teacher tells some students that their PE master was in fact a rebel commando during the Civil War, and must have been responsible for the burning down of the school lab during the war.	<ul style="list-style-type: none"> <li>▪ <i>Spread of malicious and inaccurate information about colleagues</i></li> </ul>
A teacher normally takes home some of his chinks and papers for his children’s use	<ul style="list-style-type: none"> <li>▪ <i>Proper use of school materials</i></li> </ul>

## Conclusion [05 minutes]

A Code of Conduct is a reminder of how we need to live professionally and to be good role models for our students.

# Unit 127: Workers Rights

Human Rights

**Objectives:** By the end of this unit students will:

- Define the meaning of workers' rights
- Discuss the causes of violations

## Time allocation

Introduction	20 minutes
Activity 1: Violations and Impact	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>55 minutes</b>

## Introduction: [20 minutes]

Workers are part of the process of production – for most products that we can think of the labour force as a big and vital part. In developing countries, much of production is labour intensive and this means that 'workers rights' affects each one of us. For education of course the labour force is vital as without a teacher there can be no schooling.

## Ask the students what we mean by workers rights

- Do we mean the right to seek employment (as per the UDHR)?
- Do we mean the right to not work in dangerous places?
- Do we mean the right to work whenever we like?
- Do we mean the right to refuse to work if the hours are too long?

Allow discussion of these questions and then ask:

- How does this affect the man who is working waist deep in water and digging for diamonds?
- How does it affect the woman working in a restaurant and standing up for seven hours?
- How does it affect the farmer who has to plant all his rice alone because he is too poor to hire labour?
- How does it affect the young boy on the street peddling clothing?

In the UDHR Article 23-states that: "everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against exploitation."

Additionally Article 24 of this document states that "everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay".

But these articles probably do not mean a lot to the people we have identified earlier. If the basic articles in the UDHR do not protect the workers, why do we need workers' rights and what do they actually mean?

Workers rights are to ensure decent working conditions and also protect against discrimination and exploitation in the work place – such as unhealthy and dangerous working environment or exploitative hours of work.

The International Labour Organization (ILO) was formed in 1919 was part of the League of Nations to protect workers rights. The ILO later became incorporated into the United Nations in 1947. The ILO and several other groups have sought international labour standards to create the legal rights for workers across the world.

Workers rights' deal with the relationships between workers and employers: there is a focus on fair pay for work, benefits associated with working (often including sick and vacation pay) and safe working conditions. One basic right that helps to ensure these things is the right to be part of a union (to join together in solidarity). Unions are a demonstration of “strength in numbers” as they are only as powerful as their ability to look after the interests of their members and their ability to make their members work together.

**Activity 1: Violations and Impact [30 minutes]**

Put the students into small groups and ask them to brainstorm for all the violations of workers' rights that they can think of.

Ask them to complete the left hand side of the table in the workbooks.

As a second part of the exercise ask the groups to list the impacts that these violations have on the society and economy in the right-hand column.

**Explain that they have 20 minutes for this exercise; 10 minutes for the first part and 10 minutes for the second part.**

<b>Violations</b>	<b>Impact</b>
<i>Discrimination – sex, origin, political affiliation, age</i>	<i>Under-utilisation of human resources Increase in poverty levels in particular groups Increase in social and political unrest</i>
<i>Hazardous working conditions - no access to safety equipment, medical facilities or safe spaces</i>	<i>Increase in social costs Increase in mortality rate</i>
<i>Unequal remuneration – different pay for the same work based on a level of discrimination</i>	<i>Inefficiency of workers Resentment Lack of self-esteem (and so lower productivity) Labour unrest – leading to violent conflict</i>
<i>Reprisals against workers – either from the industry (being dismissed) or government (being harassed or imprisoned)</i>	<i>Unemployment – thereby increasing the poverty cycle</i>

Move around the groups and push for accurate and thoughtful responses. After 20 minutes ask the groups for feedback and create (if necessary a consolidated list on the board.

### **Conclusion [5 minutes]**

Workers rights are difficult to maintain in conditions of extreme poverty. Nevertheless rights are rights and we should all work towards the recognition of these rights. From the work done here it is easy to see that the impact of the violations is adding to the cycle of poverty.

# Unit 128: Reconciliation

Civics and Democracy

**Objectives:** By the end of this unit students will:

- Understand the importance of reconciliation in peace-building
- Recognise the key elements of reconciliation

## Time allocation

Introduction	05 minutes
Activity 1: Elements in the process of reconciliation	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>40 minutes</b>

### Introduction [05 minutes]

Remind students that reconciliation is the bridge between resolution of the problem and transformation (in the Conflict Management Continuum). Remind them also that in problem solving we learned that we can solve problems intellectually, but those involving our emotions and our values require a healing process. Reconciliation is one way of promoting that healing.

### Activity 1: Elements in the Process of Reconciliation [30 minutes]

Ask students to turn to their workbooks on the process of Reconciliation and discuss the elements that are needed for reconciliation. [See the table of discussion points below]

Point out that win/win solutions can only occur if both parties are willing to work towards this.


It is not necessary for both sides to be 'peacemakers' but the side that is the peacemaker will be aware of the emotions of themselves and the other side and how these emotions affect our behaviour.

Ask if students can see these steps in a situation that they know of where there has been a genuine reconciliation.

If there has been no reconciliation, ask:

- which steps do they feel have been left out
- what other things happen to prevent reconciliation? (e.g. often when person 1 reaches the point of anger, he/she responds with aggressive behaviour, harsh words or actions to the other person which add another layer or the 'conflict cycle' 1
- what happens if there is no empathy on either side, (there will not be reconciliation, although the conflict may be managed or apparently resolved).
- What happens if either side 'hangs on' to the hurt or anger, through habit or pride, status or 'culture', (then there can be no reconciliation).

Point out in the discussion (if necessary) that reconciliation may take a long time to occur. Trust must be rebuilt, there must be open and honest communication, and both people or parties must feel ready for reconciliation. They must both work through all the stages.

 Time		First person (person who has been most wronged)	Second person (person who has most offended)
	Problem or conflict situation		
	Reactions	Denial Why this happened to me? Why did he/she do this? It must be my fault! (submissive behaviour)	Denial I didn't do t! You forced me to behave this way (aggressive behaviour)
		Hurt There is a focus on the emotional pain caused (submissive behaviour)	Anger Where the person becomes angry and resentful at being put in the 'wrong' (aggressive behaviour)
		Anger There is a focus on blaming the other person (aggressive behaviour)	Remorse When the person wants to relieve their conscience and guilt.
		Empathy Where there is understanding of the other's emotions and an attempt to understand the motives behind the wrongdoing	Empathy Where there is understanding of the other's emotions and an attempt to understand the hurt and anger
		Resolution Where the problem is 'depersonalized' and solutions are sought and agreed to	Resolution Where there is understanding of the other's emotions and an attempt to understand
		Forgiveness Internal peace and 'letting go' of pain.	Ask for forgiveness If genuine, then an internal peace and 'letting of the anger and the aggression
		Reconciliation	Reconciliation

<b>Discussion points</b>	
<b>Person most wronged</b>	<b>Person who has most offended</b>
<p><b>Denial</b> If we think of situations where somebody has wronged us (whether it is an individual or something like war), very often our immediate response is 'This cannot be happening'. This is sometimes very quick and we move almost immediately to the stage of hurt.</p>	<p><b>Denial</b> If we have wronged others, we tend to be defensive and deny that we did anything wrong. Then we try to justify why we did (because we cannot blame ourselves).</p>
<p><b>Hurt</b> All we can feel is the emotional pain of being betrayed or wronged by somebody. We are not yet angry with the other person, because we are in too much pain. Sometimes this stage is also quick but if it is somebody we trusted or somebody very close to us this stage may take a long time before we move to the next stage.</p>	<p><b>Anger</b> When we are confronted with the hurt of the other person, we generally have to admit that we did something wrong (but we don't admit that). Then we become angry and we project that anger onto others (to try to put them 'in the wrong').</p>
<p><b>Anger</b> As the hurt fades, people become angry. This is often the stage when people start to think of revenge.</p>	<p><b>Remorse</b> This is not to be confused with truly being sorry. This is when people are sorry that they were caught, not sorry for what they have done. People often apologize at this stage to stop the other person's anger and to relieve their own guilt (at this stage people understand that they have done wrong but they cannot yet admit it).</p>
<p><b>Empathy</b> This is an effort of will, where the person attempts to understand why the other person may have acted as he/she did. This requires the person to put aside emotional reaction and to analyse both his/her own behaviour and that of the other person as well as the situation. Once the individual can see why the other person acted as he/she did, it is possible to relate to that and so become empathetic</p>	<p><b>Empathy</b> Once the person has admitted to himself/herself that they have done wrong it becomes easier to understand why the other person reacted as he/she did. When there is this understanding, empathy can follow.</p> <p>This is the stage that decides whether the problem can be resolved and whether there can be a reconciliation or whether the cycle of conflict will simply continue.</p>
<p><b>Resolution</b> Because the emotional aspects can be put aside, it is possible to concentrate on the problem. Through the level of empathy, there is an understanding of</p>	<p><b>Resolution</b> Once there is empathy with the other person and it is possible to see the situation from the other's point of view and the emotions have been</p>

<p>the other person's point of view so that it is possible to promote solutions that will be acceptable to both sides.</p>	<p>acknowledged, then it is possible to work through the problem and propose solutions. This stage is just the problem-solving, not the healing stage.</p>
<p><b>Forgiveness</b> When the other person asks for forgiveness, this is the start of the healing process. If this is rejected, the process goes back to the hurt and anger stages. True forgiveness is when there is no 'holding' of the hurt and no attempt at revenge. Forgiveness is not just healing for the situation and the relationship, but also for the person who has been most hurt.</p>	<p><b>Asking forgiveness</b> In order for the healing to start the person must be willing to admit his/her mistake and be genuinely sorry; sorry for the hurt caused and sorry for the action (this is different to being sorry for being found out). At this stage, it is possible to ask for forgiveness, but it takes an effort to overcome the pride.</p>
<p style="text-align: center;"><b>Reconciliation</b></p> <p>Once the problem is resolved, and the emotional hurt has been acknowledged and apologies have been accepted, the situation has now been resolved, and this allows the two people to be reconciled; to start the relationship again in a positive and constructive way.</p>	

**Conclusion [05 minutes]**

Point out to the students that reconciliation, like peace-building itself is a process. It takes a long time to accomplish and can only be accomplished with good will (the affective domain) and effective problem solving. Reconciliation requires all the knowledge, skills, values and attitudes concerned with peace if it is to work.

# Unit 129: Human Rights

Human Rights

**Objective:** By the end of this unit students will:

- Demonstrate a good understanding of the principles of Human Rights

## Time allocation

Introduction	05 minutes
Activity 1: Quiz	30 minutes
Conclusion	05 minutes
<b>Total</b>	<b>40 minutes</b>

## Introduction [05 minutes]

This is the final unit for the theme of Human Rights and just to check the level of your understanding – try this quiz.

Note: this quiz is designed to promote discussion – it is NOT a test!

Quiz questions – true or false?	Answer
1. The Universal Declaration of Human Rights was written in the year 1900.	<i>False</i>
2. The Commission that drafted the Universal Declaration of Human Rights was chaired by a woman.	<i>True</i>
3. All countries in the United Nations have promised to promote peace and human rights.	<i>True</i>
4. Food, shelter and the death penalty are examples of human rights.	<i>False</i>
5. Murder, torture and arbitrary imprisonment are violations of human rights.	<i>True</i>
6. The United Nations cannot do anything when governments commit human rights violations.	<i>False</i>
7. Governments should make national laws and legal systems that correspond to the human rights treaties they have ratified.	<i>True</i>
8. Children are not included in any human rights treaties.	<i>False</i>
9. Under human rights treaties, governments cannot deny rights to girls and women because of their sex.	<i>True</i>
10. Governments must try to provide free and compulsory education.	<i>True</i>
11. The Convention on the Rights of the Child states that children under 15 should not be recruited to armies or militias.	<i>True</i>
12. Refugees do not have any rights because they are not in their own countries.	<i>False</i>
13. Refugees have the right to resettlement in a country of their choice.	<i>False</i>
14. The 1981 African Charter on Human and People's Rights gives the right to national and international peace and security, and to environmental protection.	<i>True</i>
15. Human rights agreements always mention rights but never duties and responsibilities.	<i>False</i>

16. The 1949 Geneva Conventions forbid the maltreatment of prisoners of war and civilians.	<i>True</i>
17. The mandate of the International Committee of the Red Cross and Red Crescent (ICRC) is limited to setting up hospitals for the war-wounded.	<i>False</i>
18. Human rights declarations and treaties, and international humanitarian law, are attempts to create up-to-date, worldwide standards that governments and others in authority should aim for, so that human beings are treated with respect and dignity.	<i>True</i>

**Conclusion [05 minutes]**

Human Rights is not about knowing all the answers in this quiz. It is about living Human Rights – treating everybody the way that you would like to be treated: with respect, equality and dignity. If we truly live by these three principles we will be living a rights-based approach.

## Human Rights and Duties Quiz: Background Information

Note: The subject of human rights is very complex. Many different treaty articles, customary law, precedents and issues have to be reviewed in any given context.

For example, we can talk of moral rights, or rights under law. The focus in the quiz is on international standards accepted by governments, through international declarations or treaties. The explanations provided are in simple layman's terms. They are not meant to be a full discourse on the subject of human rights: they serve only as an introduction.

*The Universal Declaration of Human Rights was written in the year 1900.*

**False.** The Universal Declaration of Human Rights was adopted and proclaimed by the United Nation's General Assembly in 1948, to be 'a common standard of achievement for all peoples and all nations'. It was intended to clarify the meaning of the term 'human rights', which had been used in the Charter of the United Nations. It has been re-affirmed by the General Assembly several times, and by the 1993 World Conference on Human Rights. It has inspired many national constitutions, as well as the 1966 International Covenants on Human Rights, and the regional human rights treaties of Europe, Africa and the Americas.

*The Committee that drafted the UDHR was chaired by a woman.*

**True.** Mrs. Eleanor Roosevelt, widow of the former United States president, chaired the discussions and negotiations. Perhaps this is why the United Nation's Charter and Universal Declaration of Human Rights use the term 'human rights', whereas in earlier times people spoke of the 'rights of man'.

*All countries in the United Nations have promised to promote peace and human rights.*

**True.** The United Nation's Charter, signed in 1945, stated that the signatory countries would work together to promote peace and fundamental human rights, the dignity and worth of the human person, the equal rights of men and women. Article 55 of the Charter says that the United Nations shall promote 'universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion. Article 56 states that 'all members pledge themselves to take joint and separate action in co-operation with the Organisation for achievement of the purposes set out in Article 55'.

*Food, shelter and the death penalty are examples of human rights.*

**False** (about the death penalty). The Universal Declaration of Human Rights and human rights treaties protect the right to life, which requires food and shelter. Regarding the death penalty, there is a second optional protocol (1989) for those countries who do not have the death penalty as those governments consider it an infringement of the right to life.

*Murder, torture and arbitrary imprisonment are violations of human rights.*

**True.** For example, they violate the Universal Declaration of Human Rights and the 1966 International Covenant on Civil and Political Rights. There is a 1984 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.

*The United Nations cannot do anything when governments commit human rights violations.*

**False.** Most human rights treaties have a committee to which governments must send reports on their implementation of the treaty. These include the Human Rights Committee (for the International Covenant on Civil and Political Rights), the Committee against Torture (for the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment), and the Committee on the Rights of the Child (for the Convention on the Rights of the Child). These Committees can ask governments to explain things that are not clear from their reports.

If a country has ratified the Optional Protocol to the International Covenant on Civil and Political Rights, then individuals from that country can complain to the Human Rights Committee about human rights abuses they have suffered (after exhausting all legal remedies in their home country, if this is practicable). Since 1984, the chairpersons of these committees have met to review problems of implementation of the key human rights treaties.

The Human Rights Commission (established in 1946 by the Economic and Social Council (ECOSOC) of the United Nations; its first task was drafting the Universal Declaration of Human Rights) was asked to find ways of responding to individual complaints about human rights violations, that are received by the UN Secretary General. In 1970, ECOSOC's Resolution 1503 led to a procedure whereby a Working Group meets in Geneva each year to review incoming communications, and pass them up the system (through a Sub-Commission on to the Human Rights Commission). The Human Rights Commission can establish a Working Group or appoint a rapporteur under ECOSOC's 1967 Resolution 1235, to consider a particular human rights topic or to provide expert advisory services to countries.

Although these procedures are often slow and cumbersome, governments do not like to face the embarrassment of such proceedings, so they have some influence. Also, aid donors follow these proceedings and sometimes reduce their aid where there are reports of frequent human rights abuses. Further, the individual complaints help keep the UN informed of problems, even when those particular complaints are not followed up by the various committees mentioned above.

It should be emphasized, however, that the major influence of human rights treaties is through 'standard-setting' for national laws and legal procedures. These treaties and the Universal Declaration of Human Rights can also help

communities check themselves informally against internationally accepted standards.

Following the 1993 World Conference on Human Rights, the post of UN High Commissioner for Human Rights was created in 1994, to strengthen the work of the UN in this area.

*Governments should make national laws and create legal systems that correspond to the human rights treaties they have ratified.*

**True.** See previous explanation.

*Children are not included in any human rights treaties.*

**False.** Children are protected as human beings under human rights treaties. Moreover, the 1989 Convention on the Rights of the Child is the most widely ratified human rights treaty (only two countries have not ratified it at the time of writing).

*Under human rights treaties, governments cannot deny rights to girls and women because of their sex.*

**True.** Discrimination by sex, race or religion is condemned under Article 55 of the UN Charter and in international and regional human rights treaties. Moreover, there is a 1979 Convention on the Elimination of All Forms of Discrimination against Women. (Discrimination by race is forbidden under the 1965 International Convention on the Elimination of All Forms of Racial Discrimination.)

*All governments must try to provide free and compulsory basic education.*

**True.** This is included in the Universal Declaration of Human Rights, in the 1966 International Covenant on Social, Economic and Political Rights and in the 1989 Convention on the Rights of the Child, for example. Education is an example of a 'progressive' right. Governments have promised to move towards these rights as fast as possible. (Some rights are absolute rights, non-derogable: life; freedom from torture and cruel, inhuman or degrading treatment or punishment; freedom from slavery and servitude; not to be imprisoned for debt; recognition as a person before the law; freedom of thought, conscience and religion; criminal laws not to be retrospective.)

*The Convention on the Rights of the Child states that children under 15 should not be recruited to armies or militias.*

**True.** At the time of writing, many countries (and NGOs) want to create an optional Protocol (an annex) to the Convention, for governments to promise not to recruit young persons for military service below age 18. (Note. The Convention on the Rights of the Child mostly applies to everyone under age 18, except in countries where the legal age for becoming an adult is less than this.)

*Refugees do not have any rights because they are not in their own countries.*

**False.** When a government signs a human rights treaty such as the International Covenants or the Convention on the Rights of the Child, the government has promised to protect the human rights of everyone within its boundaries. Also, the provisions of the Universal Declaration of Human Rights have become a kind of international customary law. In countries that have ratified the 1951 Convention relating to the Status of Refugees and its 1967 Protocol, there are specific rights protecting refugees.

The United Nations High Commissioner for Refugees (UNHCR) is mandated to provide protection and assistance towards a durable solution for refugees. It can often protect and assist refugees under its own mandate ('mandate refugees') where they are not recognized by the host government.

*Refugees have the right to resettlement in a country of their choice.*

**False.** Under the 1951 Convention, refugees have the right to non-refoulement. This means that they should not be sent back to their home country, when they are trying to leave it because of persecution and danger. After the country they enter gives them asylum, there is no automatic right to resettlement somewhere else.

*The 1981 African Charter on Human and People's Rights gives the right to national and international peace and security, and to environmental protection.*

**True.** The Organisation for African Unity (OAU) (now the African Union) adopted the Charter at a summit in 1981. As a modern document, it is noteworthy for mentioning the Universal Declaration of Human Rights as a standard, for including 'collective rights' or 'people's rights' including the equality of peoples; economic, social and cultural development; national and international peace and security; and a satisfactory environment. It is also the first human rights treaty to elaborate the fact that rights are linked to duties, to human solidarity within the family and wider society.

*Human rights documents always mention rights but never duties and responsibilities.*

**False.** The Universal Declaration of Human Rights was intended to be used as a checklist for our own behaviour and that of 'every organ in society', and to be disseminated by teaching and education. It is clear from the document that each right implied by someone implies duties for others. However, the first document to spell out this relationship clearly was the 1981 African Charter (see above).

*The 1949 Geneva Conventions forbid the maltreatment of prisoners of war and civilians.*

**True.** It is important to note that each Convention has the same 'Article 3', which forbids murder, cruelty and degrading treatment.

*The mandate of the International Committee of the Red Cross and Red Crescent (ICRC) is limited to setting up hospitals for the war-wounded.*

**False.** The ICRC mandate includes visiting prisoners of war, and delivering mail and food parcels to them. They also deliver humanitarian aid to civilians in the midst of armed conflict and conduct tracing of missing persons. ICRC is also involved in training armed forces to respect humanitarian law. They extend and develop the Geneva Conventions, acting as go-betweens for the release of prisoners of war, etc.

*Human rights declarations and treaties, and international humanitarian law, are attempts to create up-to-date, worldwide standards that governments and others in authority should aim for, so that human beings are treated with respect and dignity*

**True**

**Remarks.**

Sometimes human rights are classified into three 'generations'. Attention was first focused on civil and political rights, then on economic, social and cultural rights, and most recently on 'collective' rights, such as the right to development/peace/human rights/a satisfactory environment.

Often, one right has to be balanced against another. As a very simple example, making loud speeches outside a hospital could mean that the right to free expression of the people outside was conflicting with the right to health treatment of the people inside. In this case, the solution is probably simple. Often, however, the balancing of different rights requires careful attention.

## **Annex 1: Basic Training Tips**

These are divided into four areas: Content, Method, Environment and Product/Outcomes) which generally correspond to the way people think of a training workshop.

### ***Content***

#### **Preparation**

- Prepare. Know what it is you're going to cover in each unit.
- Ensure that you have all the materials and have prepared all the aids you need for each unit.

#### **Implementation**

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate student comments into the message you are trying to teach.
- Create a mindset for your students: explain the learning objectives for each unit.
- Allow for the input of the students on the elements of the course.
- Ensure that the units have variety and use a range of methods to maintain the pace of the unit or day. The units have been designed this way; make sure to conduct all of the unit activities.
- Units should be well planned, but make sure you are also flexible so that you can respond to the needs of the students.
- Conclude each unit or day by synthesizing what has been covered. Summarizing and clarifying the key points of the units help the students to focus on learning outcomes.
- Be sure to thank students for their time and attention.

### ***Method***

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

### *Lecture*

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your students. [See the psychological environment.]

### *Brainstorming*

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- If the group is larger than twenty, divide it into at least two groups for the brainstorming activity.
- All students should contribute to the brainstorm.
- There should be no judgment of ideas offered; all ideas are accepted.
- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the ten minutes, the ideas should be categorized into groups according to the suggestions of the students.

### *Case studies/scenarios*

The case studies used in this training course, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the minimum standards and the indicators and the accompanying guidance notes. In this course, case studies are used to demonstrate where and how the minimum standards may be used, no matter what the phase (emergency, chronic crisis or early reconstruction).

This approach allows students to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

### *Group work*

Group work can be used for most discussions where you are drawing on the skills of the students. For brainstorming activities and for the preparation of demonstrations, you need groups composed of students with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Students in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials – if necessary, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
  - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once if you ask people to sit next to people they don't know at different times in the workshop.
  - Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 students and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
  - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
  - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the students. These feedback units can (and should) be varied. A feedback unit which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very

- Whatever methods you choose for a feedback unit, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

### *Role-plays*

Role-plays are used to illustrate a point or concept you are trying to make.

- Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- Ensure that the students are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- Some role-plays require the students to take on certain characters, which you have prepared. Ensure that the students really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- At the conclusion of the role-play, ask the students to stay in role during the discussion on motives, etc. of the characters.
- There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion.

### *Debate*

Debates provide an opportunity for students to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

### ***Environment***

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

#### ***The Physical Environment***

##### **The venue**

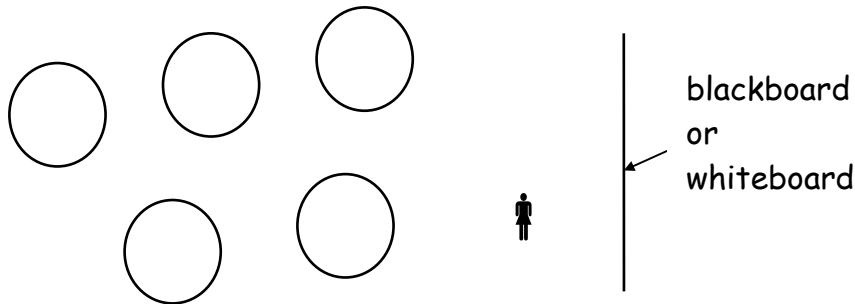
- Organize the seating so that there is no barrier between you and the students. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the students) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of students (that is, with your back to the sun). If the students cannot see you, they will lose interest.
- If there are desks or tables for the students, then stand for your training (unless you are having an open discussion). If the students are seated in a

circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).

- Classic seating arrangements are the horseshoe or hollow square.



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



- The small tables mean that generally your groups are already formed (by table) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

### **Training equipment**

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

- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the unit starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.
- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the students to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a unit are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

### **Breaks**

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last at least twenty to thirty minutes. Students need this time to mentally ‘regroup’ and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the unit (not just at break times).

### ***The Psychological Environment***

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the students. Having a facilitation partner helps units to run more smoothly as one person can keep time while the other is conducting the unit, and moving around groups is more timely and effective.

### **Manner**

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the students probably will as well.
- Never set yourself up as the master. The students are adult learners and deserve the respect of their age and experience.
- Learn the names of as many students as you can (or have name badges). Use individual’s names, not just to ask questions - if you refer to a point made by a student, acknowledge it by naming the person.
- Be genuinely interested in what your students have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.

- Listen to what students say, really listen. Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the student.
- Listen also when students talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the student be the 'good guy'.

### **Eye contact and voice**

- Make frequent eye contact, not staring (which intimidates students) but look at all the students.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the students to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all students to hear and with expression (a monotone will put your students to sleep).
- Use the level of language your students need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

### **Posture**

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
  - *the walker*: this is the one who walks ceaselessly up and down. Students become mesmerized by the pacing to and fro, and fail to listen to what is being said.
  - *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side.
  - *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
  - *the statue*: this one is perfectly still – no movement at all.
  - *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the students.

The psychological environment also depends to some extent on the students. Make sure that they know each other, that they feel psychologically comfortable

in each other's company. Many ice-breakers have just this purpose. *Never* make a fool of a student. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your students will also be courteous.

Training or facilitating should be enjoyable for both you and the students. It is a learning experience for everybody. Be sure to acknowledge what you learn from the students.

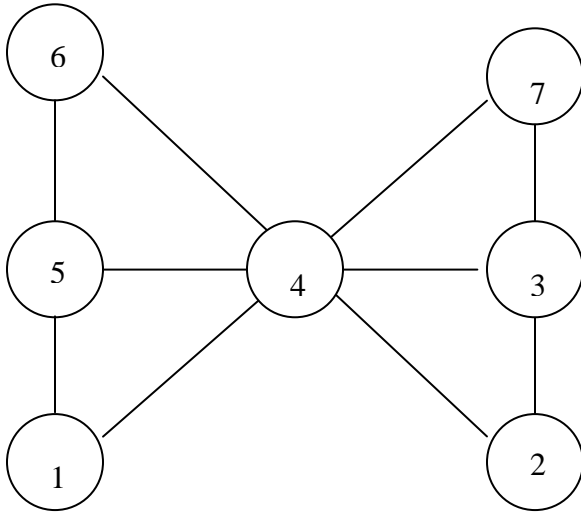
### ***Product/outcomes***

- The product or outcomes from any training should be tangible. If students make recommendations or decisions, ensure that these are followed.
- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask students to summarize what has been learned during a unit or a day.
- Have revision units built into the course. Make this a quiz or some form of game; the students should be able to discuss and build on each others' responses.
- If necessary, have follow up units so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names).

# Appendix 4: Problem Solving

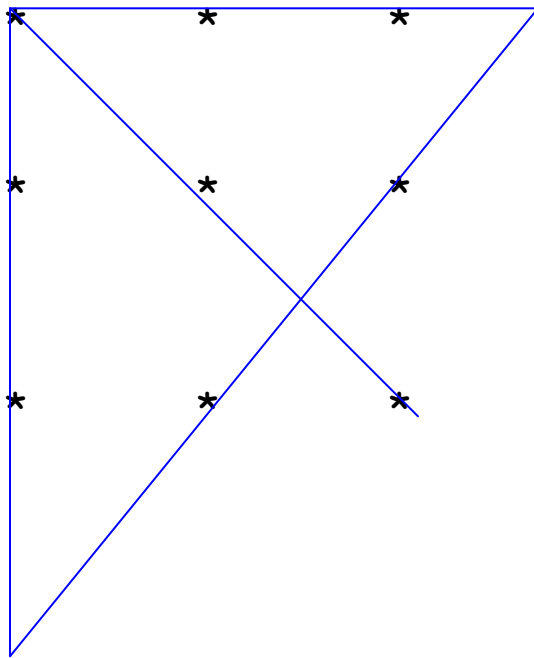
## Trial and error

One solution (there are many)



## Making assumptions

This can be done in mirror reverse as well



### Sharing the oil

One solution is as follows:

