

PEACE BEGINS WITH ME

**A step-by-step life-skills programme
for managing conflict**

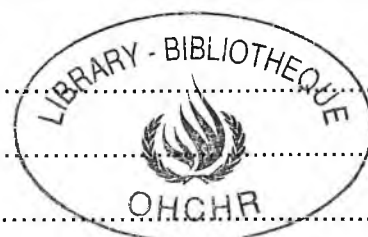
INTERMEDIATE PHASE

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GUIDE TO THE TEACHER

Why teach concepts of Peace?

People sometimes ask “Why teach about peace? Children just know what peace is”. But research tells us that while most children have concrete ideas about what war is, their ideas about peace are often vague. They may see peace as merely the opposite of war.

Thus peace is often seen as weak, passive, dull and boring. Most learners have little understanding of the peacemaking process and feel powerless about the future. Consequently, they express little hope for lasting peace.

Yet there is an acute need for children in South Africa to learn about peace. In our classrooms, our schools and our communities there is clear evidence that violence is escalating and that peace eludes us. Peace needs to be presented to learners as something valued, worth learning about and worth working for.

Although peace means something different to everyone, for most of us it is a condition where all people can survive and succeed without being limited by conflict, prejudice or injustice. Peace is more likely to thrive in a community that cares, co-operates, communicates and values diversity.

Peace is a realistic goal for our classrooms and an inspiring ideal for our community.

This ***Peace Begins with Me*** course is a teaching programme which is designed to be used easily by teachers of Intermediate Phase learners, i.e. Grades 4, 5 and 6. All the learning material is related to peace and peacemaking skills. The activities are divided into 22 lessons and are designed to be used in sequence, starting at lesson 1 and working systematically through to lesson 22.

Before you start using this programme, it is essential that you spend some time reading through all 22 lessons in order to familiarise yourself with the content.

What each lesson plan contains

LESSON TITLE	This tells you the topic of the lesson.
LESSON NUMBER	This tells you in what order to do the lessons.
LESSON CONTEXT AND CONTENT	This explains broadly and briefly what the lesson is about and how it links to the other lessons.
LEARNING OUTCOMES	This indicates which Learning Outcomes (LOs) and Assessment Standards (ASs) the lesson targets. Because the Learning Outcomes are so broad, you will find the specific target(s) for each lesson in the identified Assessment Standards.
WHAT YOU NEED	This lists the teaching and learning support materials you will need for the lesson so you can plan it and gather all the materials ahead of time.
WHAT TO DO	This is a step by step guide to the lesson activities.

EXTENSION ACTIVITIES

These are activities that you can use either to adapt your activities to the grade level you are working at, or for follow-up in class or at home.

ASSESSMENT SUGGESTIONS

Most of the lessons give suggestions for informal daily assessment to find out if learners have understood the concepts in each lesson and met the relevant Assessment Standards targeted. However Lesson 9 and Lessons 15 and 21 include formal assessment. There are detailed guidelines and rubrics for these assessments at the back of this book. Of course, you can develop formal assessment for any other lesson activity. For example, the rubrics provide for assessment in the Life Orientation Learning Area but you may wish to develop new assessment tools for Home Language or First Additional Language.

How this programme fits into the National Curriculum Statement (NCS)

This programme, *Peace Begins with Me* (for the Intermediate Phase), is designed to fit into the National Curriculum Statement (NCS) in the following ways:

Firstly, the programme is designed to respond strongly to most of the Critical and Developmental Outcomes which underpin the National Curriculum Statement (NCS).

The Critical Outcomes envisage learners who will be able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The Developmental Outcomes envisage learners who are also able to:

- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.

The programme will help to achieve integration of knowledge, skills and values within as well as across each of two Learning Areas in the Intermediate Phase (Grades 4, 5 and 6), namely Life Orientation and Languages. Each of the lessons works towards the achievement of at least one of the Learning Outcomes listed in the tables on pages 7 (Life Orientation) and 8 (Home Language).

Which Learning Area is mainly targeted? The Learning Area which provides the best 'home' for this programme is of course Life Orientation. The activities will generally target the relevant Life Orientation LOs and ASs at Grades 4, 5 and 6 and the programme can form an extended Learning Unit for Life Orientation.

However, as you study each lesson you will find that it also targets Home Language, which integrates very well indeed with Life Orientation for this programme, as various language abilities are developed and reinforced from lesson to lesson. Most of the relevant Home Language LOs and ASs (mainly LOs 1 (Listening), 2 (Speaking) and 5 (Thinking and Reasoning)) are listed in the lesson plans. It would be very well worth while for Life Orientation and Language teachers to explore the possibility of teamwork in this respect.

The tables on page 7 and 8 show the Life Orientation and Home Languages Learning Outcomes and Assessment Standards targeted, and in which lessons they are addressed. The table on page 9 shows how you could use the programme as Learning Units for your Life Orientation year plan.

Which Grade level? These lessons are broadly suitable for all three Intermediate Grades. However, once you have decided at which Grade level you will teach this programme you can 'fine-tune' the activities to target that Grade. At the beginning of each lesson you will see the Assessment Standard for achieving the relevant Learning Outcome at each Grade level. These ASs will help you decide which lesson activities to use, discard or adapt. Many of the activities can be done at different degrees of depth. The Extension activities also offer options for 'deepening' the lesson.

You will be able to make the best use of all the curriculum links in Peace begins with me if you include the programme at all levels of planning at your school, so that all the relevant teachers get involved.

What language will you use for learning and teaching in these lessons?

Of course this is up to you. It will depend on which language is the language of learning and teaching (LOLT) at your school, and which Learning Area you are mainly targeting in each lesson.

However, we think it is worth mentioning that when learners are exploring topics such as Peace (that is, topics which involve strong and complex feelings) they will almost certainly feel most comfortable using the language in which they have always most readily and easily expressed their feelings: their home language. If they are not competent and confident using an additional language this can easily inhibit or distract them from dealing fully with the issues the lesson focuses on.

Doing assessment

Remember that you will be assessing learners informally in most of the lessons. However while learners won't get grades or marks for their performance in such lessons, you should give encouraging feedback to as many learners as possible from lesson to lesson. This feedback could be both oral and (where relevant) written. In either case, you should

- Make comments which affirm the learner or group and their effort.
- Also comment on areas of work which were not done well and suggest how they could have done it better.
- Always try to end your comments in an affirmative way.

Some positive comments could be:

- This is an interesting poster.
- You must have felt very proud.
- I like this description.
- You have obviously enjoyed this lesson.
- I can see that you are beginning to understand peace.
- I can see that you have worked hard.

The same guidelines apply when you do formal assessments. However you should also use the rubrics and guidelines supplied on pages 70 to 71 for those activities identified for formal assessment (Lessons 9, 15, and 21).

Some important tips on teaching the course and preparing each lesson

- Read the Teacher's notes for each lesson carefully before you begin each lesson.
- Each lesson topic has been specifically chosen because of its importance to the subject of peace. Remember to help learners make the links between peace and each of the lesson topics.
- The suggested time allocation for each lesson is fairly flexible, depending on the level of your learners. The Extension activities should be do-able in the allocated time for older and more competent learners, with a little adaptation of the lesson plan. For Grade 4 learners, you could use them (or some of them) as homework or in remaining time to consolidate and enhance what is achieved during the lessons. They will help you to assess whether learners have grasped the concepts and strategies they have learned. Try to organise homework or other time in order to get appropriate benefits from the Extension activities at the relevant Grade level.

You, the teacher, are invited to submit some of your learners' best work to:

The Project Co-ordinator
Peace Begins with Me

Media in Education Trust Africa (MIETA)
359 King George V Avenue
Glenwood
Durban 4001

Tel: 031 273 2311

Glossary of terms

Peace

Peace means something different to everyone. For most of us, peace is a condition in which all people can survive and succeed without being limited by conflict, prejudice or injustice. (See Introduction to Peace Begins with Me)

Conflict

Conflict is a fight or disagreement between two or more people. It is the state of tension that exists when two or more parties perceive that their needs or interests clash. Many people see conflict as a negative thing and try to avoid it. Conflict is neither good nor bad - it is just a part of our lives. We also need to recognise that conflict can be a positive thing, if we understand that it can provide the opportunity for development and growth, perhaps leading to an improvement in people's relationships and lives.

Schools as Centres of Care and Support (SCCS)

The KwaZulu-Natal provincial Education Department's Schools as Centres of Care and Support (SCCS) programme aims to assist every school in the province to become a centre of learning, care and support. Each school and every teacher has the responsibility to identify children in need and help them to solve their problems so that they can get the education that is their right. (See Teacher's notes for Lesson 2: What makes me happy?)

Rights

All people are entitled to basic human rights regardless of where they live in the world or of their position in society. People should not be discriminated against because of their race, gender, culture, and so on. Some basic rights include: the right to human dignity, to life, to freedom and security, to freedom of speech and expression, to freedom of religion, belief and opinion, to use the language of your choice and to participate in the cultural life of your choice. (See Teacher's notes for Lesson 4: Fairness and Responsibility)

Responsibility

For every right that a person has there is usually a duty that is connected to that right. There is a general duty to respect and be tolerant of other people's rights. Another word that is often used which means the same as duty is responsibility. (See Teacher's notes for Lesson 4: Fairness and Responsibility).

Injustice

Injustice refers to a situation of unfairness. Injustice and inequality in our society is closely tied to a tendency of some groups of people to discriminate against other groups because they are in some way different. For example, apartheid was a situation of injustice whereby certain race groups were discriminated against on the basis of race. (See Teacher's notes for Lesson 3: It isn't fair. See also Lessons 10, 11, 12 and 13).

Tolerance

Tolerance is all about accepting differences in other people, whether the differences are in their attitudes, actions, cultures, religions or sexual orientation (heterosexual or homosexual). For example, a tolerant person will accept that other people have different opinions to their own, and they will allow them to express these without shouting at them or assaulting them.

Tolerance means: to show respect towards other people; to be patient with other people; to be a good listener; to be slow to get angry. (See Teacher's notes for Lesson 4: Fairness and Responsibility. See also Lessons 10, 11, 12, and 13).

Managing anger

It's almost impossible to resolve conflict constructively when you are really angry. Therefore, learning how to calm down and control yourself when you are angry is key to managing anger effectively. Managing anger effectively involves: calming the body, distracting yourself from your anger by thinking about something else - something pleasant, or peaceful – or talking to yourself. (See Teacher's notes for Lesson 8: Managing Anger).

Diversity

Diversity is closely tied to the notion of difference. However, whereas difference between people often causes them to discriminate against others, the word diversity is usually used to describe difference in a positive way. This course encourages learners to value and embrace diversity because we are trying to build a more equal and more peaceful society in which some people are not disadvantaged on the basis of their differences.

Discrimination

Discrimination often results when people feel different from, separate from, or distanced from other people. There is usually a lack of understanding about this other group of people. Aggressive feelings easily develop when we are distanced from and ignorant about others. Therefore, it's important for learners to start learning about the group of people they feel different from (for example, boys learning more about girls, black people learning more about white people, Christians learning more about Muslims and so on), in order to build a more peaceful society.

Prejudice

Prejudice is a negative opinion someone holds against another person or group of people - usually because the other person or group is different in some way - in their thinking, beliefs, behaviour, form of worship or some other aspect.

LIFE ORIENTATION: LEARNING OUTCOMES AND ASSESSMENT STANDARDS

Learning Outcome	Assessment Standard	Grade	Lessons
LO 2: Social Development The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.	AS 1: Discusses children's rights and responsibilities as stipulated in the SA Constitution	4	1, 3, 4, 5, 10, 11, 12, 13, 15, 21
	AS 1: Applies children's rights and responsibilities to a range of problem situations	5	1, 3, 4, 5, 10, 11, 12, 13, 15, 21
	AS 1: Reflects on own application of children's rights as stated in the SA Constitution	6	1, 3, 4, 5, 10, 11, 12, 13, 15, 21
	AS 2: Identifies and explains stereotype, discrimination, and bias	4	3, 4, 5, 10, 11, 12, 13, 15, 21
	AS 2: Discusses instances of stereotype, discrimination, and bias, and presents a plan to deal with them in own local context	5	3, 4, 10, 11, 12, 13, 15, 21
	AS 2: Discusses and evaluates the significance of a nation-building programme associated with a national day	6	12
	AS 3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships	6	3, 4, 5, 10, 11, 12, 13
LO 3: Personal Development The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.	AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences	4	10, 14, 15, 18, 19, 20, 21
	AS 1: Identifies personal successes and develops an action plan for continued positive self-concept formation	5	10, 14, 15, 18, 19, 20, 21
	AS 1: Reflects on own abilities, aptitudes, interests and strengths as well as body image	6	10, 14, 15, 18, 19, 20, 21
	AS 2: Explains why other persons' bodies should be respected	4	12, 14, 15, 18, 19, 20
	AS 2: Explains how to respond to peer pressure in different situations	6	18, 19, 20
	AS 3: Considers and interprets the emotions of others	4	2, 7, 8, 11, 12, 13, 18, 19, 20
	AS 3: Appropriately expresses and copes with a range of emotions	5	2, 7, 8, 11, 12, 13, 18, 19, 20
	AS 3: Demonstrates compassion by caring for people	6	2, 7, 8, 11, 12, 13,
	AS 4: Demonstrates the ability to select and apply useful responses in conflict situations	4	5, 6, 7, 8, 9, 13, 14, 15, 18, 19, 20, 21
	AS 4: Explores and evaluates ways to respond effectively to violent situations and contexts	5	5, 6, 7, 8, 9, 13, 14, 15, 18, 19, 20, 21
	AS 4: Demonstrates peacekeeping and mediation skills in different conflict situations	6	5, 6, 7, 8, 9, 13, 14, 15 18, 19, 20, 21
	AS 5: Reflects on and learns from own personal experience of working in a group	4	14, 15, 16, 17, 21, 22
	AS 5: Reflects on how feedback can be given and received	5	14, 15, 16, 17, 21, 22
	AS 5: Explains what has been learned by reflecting on an experience related to self-management skills	6	14, 15, 16, 17, 21, 22

HOME LANGUAGE: LEARNING OUTCOMES AND ASSESSMENT STANDARDS

Learning Outcome	Assessment Standard	Grade	Lessons
LO 1: Listening The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations	AS 8: Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view	4	2, 12, 16, 17
	AS 6: Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions.	5	2, 12, 16, 17
	AS 6: Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context	6	2, 12, 16, 17
LO 2: Speaking The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations	AS 1: Uses language with ease for interpersonal communication Shares ideas, offers opinions on familiar topics from personal experience	4 4	3, 11, 18, 19, 20 3, 11, 18, 19, 20
	Uses language thoughtfully for interpersonal communication	5	3, 11, 18, 19, 20
	Uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations)	6	3, 11, 18, 19, 20
	Uses language for imaginative self-expression (tells a story / expresses feelings and thoughts /dramatises)	4, 5, 6	7
	Discusses and compares own and others' ideas and opinions.	4	4, 8, 13
	Shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis	5	4
	Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way	6	4
	Expresses and justifies own opinion with reasons	5	8, 13
	Develops factual and reasonable arguments to justify opinions	6	8, 13
	AS 2: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, maintains discussion; responds to others with empathy and respect; gives balanced and constructive feedback; uses appropriate intonation and facial expressions; shows respect for others in the group)	4, 5, 6	1, 14, 15, 20, 21, 22
LO 4: Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes	AS 1: Writes for personal, exploratory, playful, imaginative and creative purposes e.g. descriptive paragraph (Gr. 4); poem/diary (Gr. 5); journal /poem (Gr 6)	4, 5, 6	10
	Writes informational texts expressing ideas clearly for different audiences (e.g. short reports)	4	
	Writes informational texts expressing ideas clearly and logically (e.g. reports)	5	9
	Writes informational texts expressing ideas clearly and logically (e.g. research reports)	6	9

Note: The above Assessment Standards appear across the Intermediate Home Language statements for all Home Languages. Differences between the different languages are reflected mainly in Learning Outcomes 3 (Reading and viewing) and 6 (Language structure and use), neither of which are strongly applicable in the Intermediate *Peace begins with Me* programme.

LO 5: Thinking and Reasoning The learner will be able to use language to think and reason, as well as to access, process and use information for learning	AS 1: Discusses cause and effect in written texts and the language used to express it	4	5
	Identifies cause and effect in oral and written texts and explains the relationship	5	5
	Distinguishes cause from effect in a variety of cross-curricular contexts	6	5
	Identifies alternative options and why and how they are different	4	6, 9
	Makes estimations based upon known information	5	6
	Expresses an opinion and supports it with solid evidence	6	6
	Infers meanings not obviously stated and can explain how the meaning was conveyed	4	9
	Questions and develops different perspectives on familiar topics	5	9
	Contrasts opposing perspectives and gives reasons	6	9

Note: The above Assessment Standards appear across the Intermediate Home Language statements for all Home Languages. Differences between the different languages are reflected mainly in Learning Outcomes 3 (Reading and viewing) and 6 (Language structure and use), neither of which are strongly applicable in the Intermediate Peace begins with me programme.

FOR YOUR YEAR PLAN (LIFE ORIENTATION)

No. of weeks	Unit title	Activities	Time
2	1. Peace, fairness and responsibility	Lesson 1: What is peace? Lesson 2: What makes me happy? Lesson 3: It isn't fair Lesson 4: Fairness and responsibility	90 minutes 45 minutes 90 minutes 60 minutes
2	2. Handling conflict and anger	Lesson 5: The peace tree Lesson 6: Types of conflict Lesson 7: Feelings about conflict Lesson 8: Managing anger	60 minutes 45 minutes 75 minutes 75 minutes
3	3. Dealing with diversity	Lesson 9: Points of view (Assessment) Lesson 10: The value of diversity Lesson 11: Racism Lesson 12: Understanding the opposite sex Lesson 13: Bullying	90 minutes 45 minutes 75 minutes 60 minutes 45 minutes
1 ½	4. Learning to co-operate	Lesson 14: Co-operative behaviour 1 Lesson 15: Co-operative behaviour 2 (Assessment) Lesson 16: Listening skills 1 Lesson 17: Listening skills 2	45 minutes 60 minutes 45 minutes 45 minutes
1 ½	5. Practising assertiveness	Lesson 18: Assertiveness Lesson 19: The "I" message 1 Lesson 20: The "I" message 2	45 minutes 90 minutes 60 minutes
1	6: Bringing it all together for peace	Lesson 21: Presentation of projects (Assessment) Lesson 22: The hand mural	75 minutes 90 minutes

The Peace begins with me course will take up 11 weeks / 24 hours of the year plan for Life Orientation

WHAT IS PEACE?

(Lesson 1)

LESSON CONTENT AND CONTEXT

Learners express their own interpretations of peace.

LEARNING OUTCOMES

- **Life Orientation:**

LO 2: Social Development

- AS 1: Discusses children's rights and responsibilities as stipulated in the SA Constitution (Gr. 4)
- Applies children's rights and responsibilities to a range of problem situations (Gr. 5)
- Reflects on own application of children's rights as stated in the SA Constitution (Gr. 6)

- **Home Language**

LO 2 Speaking:

- AS 2: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, maintains discussion; responds to others with empathy and respect; gives balanced and constructive feedback; uses appropriate intonation and facial expressions; shows respect for others in the group)

(Grs. 4, 5, 6)

WHAT YOU NEED

Poster no 1 (Happy, smiling children sitting together, talking and laughing)
Paper, pencils / crayons, old magazines or newspapers, scissors, glue

TIME 90 minutes

WHAT TO DO

1. Show Poster no 1.

Ask the learners to say what they see.

Prompt if necessary e.g. Can anybody see ... ? Do you like ... ? What about ...?

Accept answers without judging what learners say.

2. Introduce the word PEACE. Ask the following questions:

What is peace? What is the opposite of peace?

What pictures do you see in your mind when you think of peace? Do you think the picture that we have looked at is peaceful? Why do you say this?

Can anyone tell me about a peaceful event they have been at or know about?

How does peace make you feel? Why does it make you feel that way?

3. Divide the class into three groups and give each group a different task:

Group 1 Peace words

This group must talk among themselves and write on one piece of paper as many words as they can think of related to PEACE. Learners in this group could also use magazines or newspapers to find words. (E.g. quiet, tranquil, calm, loving, silent, birds, happy, etc.)

Group 2 Peace actions

This group must demonstrate actions related to peace. (E.g. hugging, shaking hands, smiling, waving, etc.)

Group 3 Peace posters

This group must browse through magazines or newspapers and cut out (or draw) posters related to peace.
These must be pasted onto blank paper.

4. Call the class together again and ask:

- Group 1 To show and say the words they have written. Ask other groups to add to the list if possible.
- Group 2 To demonstrate their peace actions. Then invite others to join in.
- Group 3 To show and explain their peace posters.

5. The peace words and the peace posters should be stuck on the classroom wall for at least a week.

FOLLOW-UP ACTIVITIES

- The next day cover up the peace words on the wall and ask the learners to write down as many of them as they can remember. Then show the peace words and ask learners to fill in those they forgot.
- Each learner could also create (cut out or draw) a peace poster at home.

INFORMAL ASSESSMENT

Observe learners at all steps of the lesson in accordance with the Assessment Standards you wish to apply. Take note in particular how fully, actively and positively they are able to explain/express the concept of peace by Step 4 and in any follow-up activities they do. Give feed-back and encouragement.

WHAT MAKES ME HAPPY?

(Lesson 2)

LESSON CONTENT AND CONTEXT

Learners identify the emotions of happiness and sadness, and what causes these.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 3: Considers and interprets the emotions of others (Gr. 4)

Appropriately expresses and copes with a range of emotions (Gr. 5)

Demonstrates compassion by caring for people (Gr. 6)

- **Home Language**

LO 1: Listening:

AS 8: Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view (Gr. 4)

AS 6: Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions (Gr. 5)

AS 6: Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context (Gr. 6)

WHAT YOU NEED

Poster no 2 (Happy and sad faces)

Paper, pencils/crayons

TIME 45 minutes

WHAT TO DO

1. Read carefully the Teacher's notes for this lesson before you begin.

2. Revise the PEACE words from lesson 1.

Mention that as these words show, peace is strongly linked to our feelings. In this lesson they are going to explore feelings.

3. Show Poster no 2.

Ask the class:

Are these faces the same?

How are they different?

What do you think each girl is feeling?

Do you ever feel like this?

4. Divide the learners into pairs.

Each learner must ask his/her partner:

What makes you happy?

What makes you sad?

Then change around so that every learner has the chance to ask and to respond to the questions.

5. Ask some learners (five or six) what they said in response to the questions.

Comment favourably (e.g. affirm learners for participation).

Each learner must write down his/her partner's name, with one thing that makes him/her happy and one thing that makes him/her sad.

FOLLOW-UP ACTIVITIES

- The next morning, ask the class these questions:
How do you feel today?
Who feels happy? Why?
Who feels sad? Why?
- At home, learners could ask at least one person the same question and write or draw their answer.

INFORMAL ASSESSMENT

Keep assessment informal in this lesson: remember, however, that it provides an opportunity to identify learners who may be in need of special support. Because of this and because of the sensitive nature of the topic, you will need to be both especially tactful and especially attentive in presenting the lesson and observing learners' responses during the lesson (see Teacher's Notes below).

TEACHER'S NOTES

Note: This lesson has the potential for raising sensitive issues with learners.

As the teacher you will be aware that there are learners in the class who have good reasons to be happy. However, you also know that there are those learners who have reason to be sad and who may need special support for a number of reasons:

- They may be hungry and tired.
- A parent might be ill or dying at home, or they may recently have lost a loved one.
- They may have been abused, or are being abused, verbally, physically, sexually or otherwise.
- They may be ill.

It's important to remember that learners should not be expected to reveal information about themselves in class that they would prefer not to. You should remind the learners of this. It is also important to remind all learners of the confidentiality rule: that they need to respect each other by not talking to others about what a classmate may share with them. Remember also that it may distress some learners to be questioned by you in open class. Such learners may prefer to write about their feelings, or speak one on one.

What will you do if a learner, when asked to talk about what makes him/her sad, starts crying in class or starts talking about experiences which are traumatic?

A learner ought to feel that he/she can receive emotional and other forms of support from you and from the school. In terms of the KwaZulu-Natal provincial Education Department's **Schools as Centres of Care and Support** (SCCS) programme every school in the province will become a centre of learning, care and support. Each school and every teacher has the responsibility to identify children in need and help them to solve their problems so that they can get the education that is their right.

If, as a result of this lesson, you are able to identify a learner in need, you should let this learner know, privately, that he or she can receive counselling and/or support through the school. If you feel you are not able to provide this support yourself, you need to speak to your HOD or principal to see what can be done for this learner. If there is no support team at your school, or if you do not receive a helpful response from your HOD/principal, or you would like more information about SCCS, you can contact:

The Project Co-ordinator

Schools as Centres of Care and Support
Media in Education Trust Africa
359 King George V Avenue
Glenwood Durban 4001

Tel: 031 273 2300

IT ISN'T FAIR (Lesson 3)

LESSON CONTENT AND CONTEXT

Learners explore the concepts of fairness and unfairness and express how these make them feel.

LEARNING OUTCOMES

- **Life Orientation:**

LO 2: Social Development

AS 2: Identifies and explains stereotype, discrimination and bias (Gr. 4)

AS 2: Discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context (Gr. 5)

AS 3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships (Gr. 6)

LO 3: Personal Development

AS 3: Considers and interprets the emotions of others (Gr. 4)

Appropriately expresses and copes with a range of emotions (Gr. 5)

Demonstrates compassion by caring for people (Gr. 6)

- **Home Language**

LO 2 Speaking:

AS 1: Communicates experiences, ideas and information in different contexts:

- Uses language with ease for interpersonal communication (Gr. 4)

- Shares ideas and offers opinions on familiar topics from personal experience (Gr. 5)

- Uses language thoughtfully for interpersonal communication (Gr. 5)

- Uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations) (Gr. 6)

WHAT YOU NEED

Poster no 3 (Father giving fruit to children)

TIME 90 minutes

WHAT TO DO

1. Ask the learners: "How do you feel when you are treated unfairly?"

Take a few answers and explain that in order to build peace, we have to understand what promotes peace and what tends to destroy peace. Unfairness is a destroyer of peace. In this lesson they will look at fairness and unfairness.

2. Show Poster no 3 and discuss. Ask the following questions:

What is the man in the picture doing?

How do you think the children feel in picture 1?

How do you think the children feel in picture 2?

Why? How would you feel if this happened to you?

3. Divide the class into groups of four to five learners in each. Each group must identify fair and unfair practices that often happen at home.

Guide groups by suggesting that fair/unfair practices could relate to:

- work (chores etc)
- how space is divided and used
- money/pay
- food and/or clothes
- freedom of movement
- opportunities like education
- acceptance/love/ care shown
- other (their own suggestions)

One representative from each group will report back to the class.

4. Teacher to lead discussion about unfairness and the feelings it raises:

First, ask learners to sum up: What is it that makes treatment unfair?

(Discrimination - on the basis of race, gender, religion, culture, etc; inequality; inconsistent behaviour, etc.)

When you have reached a consensus, ask learners:

Think of one of the **unfair** practices you described. How did it make you feel?

(Cross, hurt, sad, etc.)

If your brother or sister gets privileges that you are unfairly denied, how do you feel towards him/her? How does s/he feel towards you?

On the other hand, if everyone is treated fairly, how do they feel in themselves?

How do they feel towards each other?

EXTENSION ACTIVITY

Allocate ONE of the examples of unfairness at home that came up in Activity 3 to each group (preferably one that they came up with themselves). Ask them to

- describe the corresponding **fair** practice, and
- suggest what could be done to promote fairness and heal bad feelings between people (e.g. themselves and siblings/parents) resulting from the unfair practice.

Take a report back.

INFORMAL ASSESSMENT

Did learners glean appropriate insights from the Poster? (Activity 2)

In Activity 3, did they offer a range of examples freely?

Did they:

- explore the effects of discrimination?
- offer ideas for counteracting unfairness at home? (Activity 4, Extension)

TEACHER'S NOTES

In this lesson you begin to explore with learners their understanding of "fairness" and "unfairness". In particular, learners articulate what they understand by the concept of unfairness. Another word for unfairness is "injustice". Ask them if they are familiar with the words **injustice** and **prejudice** and ask them what they associate with the terms. A good example of injustice

was apartheid, which was institutionalised racism. In other words apartheid was injustice enforced by laws which actually sanctioned racial prejudice. Later in this course we will explore different aspects of injustice and prejudice that learners may experience in their everyday lives: Racism (Lesson 11), Understanding the opposite sex (Lesson 12), and Bullying (Lesson 13).

In the following Lesson 4: **Fairness and Responsibility**, we begin to look at how unfairness and injustice can be addressed by exploring **rights** and **responsibilities**. Learners begin to explore their rights, how rights relate to responsibilities, and explain the need to take responsibility for ensuring fair behaviour in the classroom.

FAIRNESS AND RESPONSIBILITY

(Lesson 4)

LESSON CONTENT AND CONTEXT

Learners begin to explore their rights and explain the importance of taking responsibility for ensuring fair behaviour in the classroom.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Social development

AS 1: Discuss children's rights and responsibilities as stipulated in the SA Constitution (Gr. 4)

Applies children's rights and responsibilities to a range of problem situations (Gr. 5)

Reflects on own application of children's rights as stated in the SA Constitution (Gr. 6)

- **Home Language**

LO 2 Speaking:

AS 1: Communicates experiences, ideas and information in different contexts:

- discusses and compares own and others' ideas and opinions (Gr. 4)

- shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis; (Gr. 5)

- shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (Gr. 6)

WHAT YOU NEED

Poster no 4: Our Rights

Paper, pencils

TIME 60 minutes

WHAT TO DO

1. Re-cap last lesson: IT ISN'T FAIR.

Explain that we ensure that people are treated fairly by allowing certain rights to everyone - things they should have and ways they can expect to be treated. Where everyone has these rights, and the rights are respected for everyone, we have a fair and just home/school/society where peace can prosper.

2. Show Poster 4. Discuss these rights, one at a time. Explain each one well.

Ask questions like:

Whose rights are these? (Classroom rights)

What does it mean "to be treated with compassion"? To "be yourself"? To "be heard"?

To "learn about myself"?

How would these rights make a difference to your life?

Finally, ask learners what other kind of rights children might have apart from classroom rights (rights to parental care, health care, enough to eat, shelter, protection from abuse, etc - see children's rights from the SA Constitution listed on p. 21)

3. **Explain that in order to get rights, everyone has to respect the rights of others. And to ensure this we need to accept that we each have RESPONSIBILITIES.**

4. **Ask the learners to suggest how we would need to behave in the classroom in order to make sure that everyone has the rights that are listed in the poster.**

For example, don't laugh at others; don't tease others; don't bring weapons to school; don't hit others etc. Ask learners to suggest several 'Dos' and 'Don'ts' that support each of the rights on the poster. Write up their suggestions on the board.

For example: for 'I have the right to be heard in this room' they might suggest '*Listen carefully when other classmates are speaking*'; '*Don't interrupt other speakers*'; '*Take turns in group work and give others a chance to speak*'; etc.

5. **Remind learners that for each right, there is a responsibility.**

Ask each group to take ONE of the classroom rights on the poster (allocate them) and to develop a statement of responsibility to match that right, guided by the dos and don'ts that have been shared. They should word it as carefully as they can in large letters on a strip of poster sheet.

Stick all the 'responsibility' strips on a poster sheet, in the same order as **Our rights** on Poster 4. Keep the list of responsibilities stuck up on the wall for the rest of the programme.

EXTENSION ACTIVITIES

- Divide the class into 4 groups. Each group must discuss and create a set of **responsibilities** for one of the following:
 - The playground.
 - The home.
 - The bus/train/taxi.
 - The street where he/she lives.
- Ask learners to write a paragraph or diary entry which identifies a classroom right that they do not think is respected well enough in their classroom. They should say why they think this is so, and describe something they themselves will do to try and respect that right for their classmates.

INFORMAL ASSESSMENT

- Could learners identify different kinds of rights?
- Could they identify responsibilities that were essential for achieving each right?
- Did they identify a range of responsibilities in different contexts?
- Could they prioritise relevant rights and responsibilities to apply in their own lives?

TEACHER'S NOTES

What are rights and how do **rights** relate to **responsibilities**?

Before you discuss rights and responsibilities with learners it may help to familiarize yourself with these terms and think about how they relate to each other.

Basic human rights are sometimes thought of as natural rights. This means that they belong to people simply because they are human beings. All people are entitled to them regardless of where they live in the world or of their position in society. It doesn't matter what a person's race, sex, age, class, language, beliefs, culture or religion is, or how much money or education a person has, we all have the same human rights.

All rights are to do with equality. **We all have an equal right to all rights**, and people cannot be discriminated against because of their race, gender, culture, and so on.

All human beings have the right to:

- Human dignity
- Life
- Freedom and security
- Freedom of speech and expression
- Freedom of religion, belief and opinion
- Use the language of your choice and participate in the cultural life of your choice

What can you as teacher do to promote a human rights culture in South Africa?

A human rights culture means people in a society understand what their rights are and understand that they have a duty to respect and tolerate other people using their rights.

Our South African Constitution has a Bill of Rights which guarantees our rights. Building a human rights culture depends mostly on the attitudes of individuals, and the respect and **tolerance** that they show towards other people. You can encourage discussion among learners about the relationship between rights, respect and tolerance. Respecting each others' rights in the classroom is a good place to start.

What is **tolerance** and how does it relate to **respect** and **rights**?

People are tolerant when they learn to accept and live with the differences in other people, in their attitudes, actions, cultures, religions, sexual orientation (homosexual or heterosexual), and so on. For example, a tolerant person will accept that other people have different opinions to their own, and they will allow them to express these without shouting at them or assaulting them.

So, **tolerance** means to:

- Show respect towards other people.
- Be patient with other people.
- Be a good listener.
- Be slow to get angry.

Rights and duties (responsibilities)

For every right that a person has there is usually a duty that is connected to that right. There is a general duty to **respect** and be tolerant of other people's **rights**. Another word which means the same as duties is **responsibilities**. Each of the rights listed in **Poster no 4: Our Rights** corresponds to a responsibility. Help learners relate the rights to the responsibilities.

Constitutional rights of children in South Africa

1. Every child has the right

- a. to a name and a nationality from birth;
- b. to family care or parental care, or to appropriate alternative care when removed from the family environment;
- c. to basic nutrition, shelter, basic health care services and social services;
- d. to be protected from maltreatment, neglect, abuse or degradation;
- e. to be protected from exploitative labour practices;
- f. not to be required or permitted to perform work or provide services that
 - i. are inappropriate for a person of that child's age; or
 - ii. place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;
- g. not to be detained except as a measure of last resort, in which case the child may be detained only for the shortest appropriate period of time, and has the right to be
 - i. kept separately from detained persons over the age of 18 years; and
 - ii. treated in a manner, and kept in conditions, that take account of the child's age;
- h. to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
- i. not to be used directly in armed conflict, and to be protected in times of armed conflict.

2. A child's best interests are of paramount importance in every matter concerning the child.

3. In this section "child" means a person under the age of 18 years.

N.B. For the NEXT lesson, do not show Poster 5a until Poster 5b has been discussed

THE PEACE TREE

(Lesson 5)

LESSON CONTENT AND CONTEXT

Learners examine and explain the causes and effects of violence and non-violence.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal development

AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)

Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)

Demonstrates peace keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

LO 5 Thinking and reasoning:

AS 1: Uses language to think and reason:

Discusses cause and effect in written texts and the language used to express it (Gr. 4)

Identifies cause and effect in oral and written texts and explains the relationship (Gr. 5)

Distinguishes cause from effect in a variety of cross-curricular contexts (Gr. 6)

WHAT YOU NEED

Poster No 5a: The Peace Tree (showing its roots and fruits)

Poster no 5b: The Peace Tree (with words over the roots and fruits)

TIME 60 minutes

WHAT TO DO

1. Show Poster no 5a: The Peace Tree (without words on it)

2. Discuss this poster.

Point out that a tree has fruit (i.e. what it produces) and roots (i.e. what nourishes the fruit). Our behaviour is the same. What we do is the fruit, and what causes us to do this is the root.

3. Ask learners to suggest words associated with violence.

Record these on the board as the learners suggest them. Comment on each suggestion and see if other learners agree.

4. Ask learners to distinguish between 'fruits' words (effects/outcomes) and 'roots' words (causes):

If they can distinguish between the "fruit" words, (e.g. war, death, misery, terror, revenge, wounds, fights, pain, hurt, defeats, blows, etc.), and the "roots" words, i.e.: those things that cause violence (e.g. ignorance, hatred, fear, anger, despair, racism, unfairness, discrimination, greed, jealousy, intolerance, insult etc.).

Comment on each suggestion and see if the other learners agree. (Note: don't get tied up over the distinctions - accept that some words refer to both 'roots' and 'fruits'. For example, fear can drive people to violence and a further outcome of the violence may then also be fear.)

5. Repeat this exercise with the word peace.

(Note: here you can refer learners back to the 'peace' words elicited in Lesson 1.) Ask the learners for peace words and record these on the board. Ask them if they can distinguish between the "fruit" words (e.g. harmony, unity, plenty, safety, friendship, comfort, calm, good government, happiness, confidence, prosperity, democracy, justice,) and the "roots" words, i.e.: causes of these (e.g. love, patience, acceptance, care, understanding, hope, equality, respect, truth, tolerance, honesty, etc.).

6. Now show Poster no 5b (with words on the roots and fruits).

Ask learners to see whether there are any similarities here with the words they gave. Point out similarities. Explain again that the "roots" cause the "fruits".

EXTENSION ACTIVITIES

Ask learners to list all the peace words from this lesson, and then link them with their opposites, e.g. love/hate, hope/despair, peace/war, knowledge/ignorance, honesty/dishonesty, etc.

INFORMAL ASSESSMENT

Do learners grasp the difference between causes and effects in the context of conflict and violence on the one hand and of peace on the other?

TEACHER'S NOTES

When we are involved in a conflict we often get trapped in the anger of the moment and lose the ability to see a way through it all to a peaceful solution.

Therefore, it can be very helpful to learn a process which helps us to understand conflict better. Thus we empower ourselves to do things differently next time we find ourselves in a conflict situation - we are better able to respond more creatively and constructively.

There are different ways of analysing or assessing conflict. But most ways of analysing conflict recognise that it is complex and that it helps to break conflict down into parts and then examine these parts one by one.

It is important to understand the root causes of any conflict because this helps us to get beyond the sometimes petty and immediate issues that **seem to be** what the conflict is all about. We have seen how sometimes, the issues which seem to be causing the conflict may not really be what has actually caused the conflict in the first place. It is only by addressing the **root causes** of a conflict that lasting peace is possible. Identifying the root causes can also help us to understand what may be the possible results of the conflict related to this root cause or causes.

TYPES OF CONFLICT

(Lesson 6)

LESSON CONTENT AND CONTEXT

Learners identify various types of conflict and apply these to personal experience.

LEARNING OUTCOMES

- **Life Orientation:**

- LO 3: Personal development

- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)

- Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)

- Demonstrates peace keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

- LO 5 Thinking and reasoning:

- AS 1: Uses language to think and reason:

- Identifies alternative options and why and how they are different (Gr. 4)

- Makes estimations based upon known information (Gr. 5)

- Expresses an opinion and supports it with solid evidence (Gr. 6)

WHAT YOU NEED

Poster no 6 (Types of conflict)

TIME 45 minutes

WHAT TO DO

1. Read the Teacher's Notes for Lesson 6 before you start this lesson.

2. Show Poster no 6.

3. Explain each type of conflict illustrated in the poster.

1) Write the label for each type of conflict on the board:

- Me vs. me (e.g. indecision/uncertainty in your own mind about what is good).
- One person vs. another person (e.g. you vs. your friend).
- Part of a group vs. another part of the same group (e.g. boys in a class vs. girls in a class).
- Group vs. group (e.g. one class vs. another class).

2) Ask learner groups to describe one example of each type of conflict from their own experiences or observations

- Use groups of 6.
- They can use real examples or examples based on real events.
- They should also answer the question: *What happens where more people are involved in a conflict?*
(The more people involved, the more difficult it is to resolve. Also, the more likely that new conflict will grow out of it).
- Take a report back. Finish up by discussing the above question.

EXTENSION ACTIVITIES

- Now ask the groups to role-play ONE selected example from those they have discussed. Half the groups should prepare 'one-on-one' conflicts and the other half should prepare 'group vs group' conflicts.
- Learners who are not acting need to help guide the role-play. Groups should prepare to perform their role-plays for the whole class. Explain that when they perform them, the audience should be able to see the differences between one-on-one conflicts and group vs group conflicts.
- When groups have performed their role-plays, ask learners to comment on whether the role-plays illustrated the differences between one-on-one and group vs group conflicts that they discussed earlier

INFORMAL ASSESSMENT

Did learners' examples clearly illustrate the four types of conflict?

Did their role-plays demonstrate the difficulties that occur when more people are involved?

TEACHER'S NOTES

Me vs. me conflicts (e.g. indecision/uncertainty in your own mind about what is good), are also known as **intra-personal** conflicts. For example, your friends want you to skip school to listen to music at the home of a friend's uncle. You would love to go but you also believe that education is important and that you should go to school.

One person vs. another person conflicts (e.g. you vs. your friend) are also known as **interpersonal** conflicts. For example, your friend accuses you of stealing a sweet from his/her bag. You are angry because a) you did not steal the sweet and b) you are hurt that your friend does not trust you, and so you argue.

Part of a group vs. another part of the same group conflicts (e.g. boys in a class vs. girls in a class) are also known as **intra-group** conflicts. For example, one of the boys in the class punched one of the girls in the class. The girls all support the girl who was punched and start swearing at and pushing the boy. The boys in the class then come to defend the boy, saying that he was provoked, and there is a major shouting match.

Group vs. group conflicts (e.g. one team vs. another team) are also known as **intergroup** conflicts. For example, team 1 scores a goal against team 2. Team 2 accuses team 1 of cheating and demands that the referee disallow the goal. The referee allows the goal and the teams begin fighting.

We all know about conflict because we have all been in a conflict situation. Conflict is everywhere. It is within us, at home, at school, and in the world. It happens everywhere, and in everyone's life. It has been around as long as there have been people.

For most of us, it is a negative thing. When you hear the word conflict, what comes to mind? What feelings do you associate with the word? Compare your feelings about conflict with those of a friend or family member. Most of us see conflict as a contest where there is a winner and a loser and only one right solution.

The truth is that conflict is neither good nor bad - it is just a part of our lives.

It is how we handle (or manage) conflict that can have either negative or positive effects.

We need to recognise that conflict can be a potentially positive thing. If we accept that conflict is a natural part of our lives and try to manage it maturely, we can come to understand that it provides the opportunity for development and growth, perhaps leading to an improvement in people's relationships and lives.

When we find ourselves in conflict and are able to communicate openly and honestly about our feelings it can lead to improved understanding between ourselves and other people. This can result in a resolution of the conflict which leaves everyone feeling better.

In order to resolve conflicts constructively, we need to learn and practice certain skills which help the peaceful process. We need to learn to listen actively to others, and we need to communicate assertively and effectively. Lessons 16 and 17 explore **Listening skills**, Lesson 18 covers **Assertiveness**, while lessons 19 and 20 deal with a technique for more effective communication, called **"I" messages**.

FEELINGS ABOUT CONFLICT

(Lesson 7)

LESSON CONTENT AND CONTEXT

Learners identify causes and consequences of anger.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal development

- AS 3: Considers and interprets the emotions of others (Gr. 4)
 - Appropriately expresses and copes with a range of emotions (Gr. 5)
 - Demonstrates compassion by caring for people (Gr. 6)
- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)
 - Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)
 - Demonstrates peace-keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

LO 2 Speaking:

- AS 1: Communicates experiences, ideas and information: uses language for imaginative self-expression (tells, a story / expresses feelings and thoughts / dramatises) (all Grades)

WHAT YOU NEED

Poster no 7 (two people fighting)

TIME 75 minutes

WHAT TO DO

1. Show Poster 7 and discuss.

Ask: "What is going on here?" "Why do you think this is happening?"

2. Ask the learners to think of a recent conflict they have been involved in.

3. Ask them how they felt.

Prompt answers such as *cross, angry, upset, hurt, vengeful, powerful, loser, sorry*, etc.
Record the words on the board.

4. Ask the learners to imagine how the other person felt.

Prompt answers similar to these. Write the words on the board.

5. Divide the class into small groups, four to five learners in each.

6. Assign different words from the list on the board to each group

(Don't tell the other groups what these words are).

7. Ask each group to dramatise/act out its word.

- This could be done as a tableau or 'still scene' rather than a role-play.
- The other groups must try to guess which word they are acting out.

EXTENSION ACTIVITY

Ask learners to write about an example of people they know getting angry. Guide them with the following questions:

- What situation led to them being angry?
- How did you know they were angry?
- How did they express their anger?
- What other feelings could you see? (E.g. Fear, sadness, pain, anxiety, etc.)
- What was the outcome of the situation?
- Did they calm down? How did they calm down?

INFORMAL ASSESSMENT

Is there lively discussion?

Are all the learners involved? Or only the dominant ones?

Did the written examples display

- an understanding of the causes and effects of conflict and anger?
- recognition of and empathy for the feelings of others in such situations?

Do you think the learners are participating more actively than they did at the beginning of the course?

TEACHER'S NOTES

Anger

Everyone gets angry; some people more than others. Does this mean anger is good or bad? There are several views on this:

1. Anger is wrong and destructive. It damages the angry person and those to whom it is directed. Anger is a major cause of violence. Good people don't get angry.
2. Anger is neither good nor bad. Good people get angry and express it openly. It should not be suppressed because damage will result if it is. Anger, in and of itself, is not harmful, but the violence that results from it is.
3. Anger is necessary and beneficial. It has its rewards, its pleasures and its practical uses. We could not survive without it.

Anger is a response to pain or hurt. It helps us to protect ourselves. It gives us the *awareness*, the *motivation* and the *energy* to face, deal with and solve problems.

*Anger is intimately connected to feelings of **hurt**, **sadness** and **pain**..* We often resort to angry outbursts to cover up the hurt or sadness we are feeling.

Main points for learners to understand:

- It's normal to get angry and to want to lash out against others.
- Anger can make people behave violently towards others, which causes physical and emotional hurt. This kind of behaviour can also lead to feelings of regret as we behave in ways which cause harm to ourselves and to others.
- Learning how to calm down and control yourself when you are angry is key to managing anger.
- Tell learners: next lesson we learn how to manage anger creatively.

Important Note: this lesson may bring up traumatic memories, or remind learners of violence they are witnessing every day at home or in the community: rape, assault, domestic abuse, etc. It is important that you as the teacher are able to offer vulnerable children the care and support that is their right as a learner and child. Please refer to Teacher's Notes in Lesson 2 for information about Schools as Centres of Care and Support (SCCS).

N.B. For the NEXT lesson, do not show the Poster 8b until the Poster 8a has been discussed.

MANAGING ANGER

(Lesson 8)

LESSON CONTENT AND CONTEXT

Learners describe creative and healthy ways of managing anger.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal development

- AS 3: Considers and interprets the emotions of others (Gr. 4)
 - Appropriately expresses and copes with a range of emotions (Gr. 5)
 - Demonstrates compassion by caring for people (Gr. 6)
- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)
 - Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)
 - Demonstrates peace-keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

LO 2 Speaking:

- AS 1: Communicates experiences, ideas and information in different contexts:
 - Discusses and compares own and others' ideas and opinions (Gr. 4)
 - Expresses and justifies own opinion with reasons (Gr. 5)
 - Develops factual and reasonable arguments to justify opinions (Gr. 6)

WHAT YOU NEED

Poster no 8a (Person experiencing anger)
Overlay for Poster no 8b (physical responses to anger)

TIME 75 minutes

WHAT TO DO

1. Read the Teacher's Notes for Lesson 8 carefully before the start of this lesson.

It is important to understand anger management issues yourself.

2. Ask learners all to close their eyes and think of a situation when they were really angry and behaved badly.

- Give them 2-3 minutes to think about this
- Then ask them to write a few notes about how they could have managed their anger better.

3. Show POSTER no 8a.

Ask the learners to look at the Poster as you ask them the following questions.
Write their answers on the board:

What happens to your body when you get angry? (Clench fists, cry, get hot, go red, shake etc.).

How do you behave when you feel like this? (aggressively, wildly, out of control, etc.).

4. 8b and ask the learners to compare their responses to the words/phrases on the overlay.

Discuss similarities and differences.

5. Now discuss the effects of this anger. Ask learners:

- What happens when people express their anger violently (e.g. attacking others physically or using harsh words)?
- Does this behaviour improve things? How? How not?

Focus on the answers that say that aggressive behaviour does not solve this problem.

6. Divide the class into groups of four or five and brainstorm better ways of handling anger.

- Ask learners to imagine the situation where they were angry (Step 1) again, and imagine themselves handling that anger in different possible ways. They should say why they think their chosen strategies might be effective.
- Take a report back.

Some suggestions:

Tell the others how you feel.

Talk to someone.

Write down how you feel.

Do some physical activity.

Figure out some peaceful ways of changing things.

EXTENSION ACTIVITY

Suggest the following to learners:

- Draw a picture of yourself when you are angry/cross.
- Draw another picture of yourself when you are calm/happy.
- Paste both of these pictures, side by side, into your exercise book.
- Underneath write one or two strategies that you feel will really help you to handle your anger better and say why.

INFORMAL ASSESSMENT

- Are learners able to describe effectively what anger is like?
- Did they produce a range of logical consequences of anger?
- Did they all manage to come up with anger management strategies?
- Did their answers/pictures show some insight into their own anger management needs?

TEACHER'S NOTES

Main points for learners to understand:

- Anger is a natural emotion. Everyone experiences anger at some time. The learners must be made to feel that anger is normal. It is not "naughty" to get angry. The important thing about anger is how we manage it. Bottled up anger can become explosive and bad for our health. It could also lead to us taking out our anger on others. A safe expression of anger is healthy.

- It's almost impossible to resolve conflict constructively when you are furious.
- Therefore, learning how to calm down and control yourself when you are angry is key to managing anger effectively (see point no 6 in lesson).

Notes on managing anger effectively:

1. It's important to calm the body - you can do this by breathing deeply (remember deep breathing starts with the out breath not the in breath), or going for walk, or doing some form of physical activity. Remember to excuse yourself from the situation saying that you are too angry and need to calm down.
2. Try and distract yourself from your anger by thinking about something else - something pleasant, or peaceful.
3. Talk to yourself - remind yourself that you are angry now and its okay and that it will pass and you will calm down later and be able to think straight. Tell yourself you are in control and will deal with the situation effectively.

It's important to reflect on the situation once it is over. (E.g. ask yourself: what made me get angry? How did I behave? How could I manage my anger better in future?)

Note: One way to channel your anger constructively is through assertive but non-violent communication. In lessons 18, 19 and 20 we explore assertive behaviour and effective communication using **"I" messages**.

POINTS OF VIEW

(Lesson 9)

LESSON CONTENT AND CONTEXT

Learners explain that people have different points of view and that it is important to understand and respect another person's point of view.

LEARNING OUTCOMES

- **Life Orientation:**

- LO 3: Personal development

- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)
 - Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)
 - Demonstrates peace keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

- LO 2 Writing

- AS 1: Write different kinds of texts for different purposes and audiences
 - Writes informational texts expressing ideas clearly for different audiences (Gr. 4)
 - (e.g. short reports)
 - Writes informational texts expressing ideas clearly and logically (Gr. 5)
 - for different audiences (e.g. reports)
 - Writes informational texts expressing ideas clearly and logically (Gr. 6)
 - for different audiences (e.g. research reports)

- LO 5: Thinking and reasoning

- AS 1: Uses language to think and reason:

- Identifies alternative options and why and how they are different (Gr. 4)
 - Infers meanings that are not obviously stated and can explain how the meaning was conveyed (Gr. 4)
 - Questions and develops different perspectives on familiar topics (Gr. 5)
 - Contrasts opposing perspectives and gives reasons (Gr. 6)

WHAT YOU NEED

The story of *The Wise men and the Cow* (Teacher's Notes)

TIME 90 minutes.

WHAT TO DO

1. **Read the Teacher's Notes for Lesson 9 before starting this lesson.**
2. **Discuss the meaning of *points of view* with learners.**

Ask them to give simple examples of things there might be different points of view about. Then point out that peace is often destroyed because people can't tolerate and respect the different points of view of others. Discuss these issues with learners, drawing on the Teacher's Notes for this lesson.

3. **Tell the story of The Wise Men and the Cow (See Teacher's Notes for Lesson 9).**

4. Divide the class into pairs and have them answer these questions. Each pair then joins another pair and shares the answers.

- Which blind man was right?
- Why did they go on fighting - what was at the bottom of their conflict?
- Were they really wise? How do we know if someone is really wise?
- How could the wise men have discovered what the cow really looks like?
- What does this story tell us about solving conflicts?

6. On the board write the following messages. Then record how many learners agree, and how many disagree, with each message:

- "Our province ... (name the province you live in) is the best province".
- "Kaiser Chiefs is the best soccer team".
- "Girls are cleverer than boys".

7. Discuss their responses: Point out:

There is likely to be more agreement where there is complete unity of experience or identity (i.e. when they are all from the same province). There is likely to be less agreement where there is more choice (i.e. there are many soccer teams) or if opinions are split along interest lines (i.e. girls will support girls and boys will probably support boys).

FORMAL ASSESSMENT: ACTIVITY

Ask learners to do the following:

1. Write your own personal answers to the three questions on the board and give reasons for your answers.
2. Now interview at least 3 other learners in the class who have different answers. Ask these 3 learners to give reasons for their answers.
3. Say why it is important to respect other people's opinions even though they differ from our own.
4. Write this activity up on one to two pages in your exercise book, using the following headings:

My own views, with my reasons for each

My classmates' views, with their reasons

Why it is important to respect other people's opinions

(Allow learners to use their Home Language if they prefer to do so)
You will find an assessment rubric for this activity on page 70

TEACHER'S NOTES

Points of View

Remind learners of what was explored in Lessons 3: **Fairness** and 4: **Responsibility**. Ask them if they can remember what **tolerance** means and how **tolerance** relates to **respect** and **rights**.

People are tolerant when they learn to accept and live with the differences in other people, whether it is their attitudes, actions, cultures, religions, sexual orientation, and so on.

For example, a tolerant person will accept that other people have different opinions to their own, and they will allow them to express these without shouting at them or assaulting them.

Everyone has his or her points of view. Some people like hot food. Some people do not. If you like hot food, you tend to assume that everyone does. If you like to be teased, you may assume that everyone likes to be teased. If you enjoy certain sports, you may assume that everyone likes those sports and so on.

In resolving conflicts it is important to understand and respect the other person's point of view. How do we better understand a person's point of view? If their opinions differ to ours, we can ask them to give reasons. We should listen carefully to their reasons without judging them. This will help us to understand why they hold that point of view. Then we need to respect their **right** to have an opinion different to ours.

An example of the need to understand the other's point of view is given below in the story *The Wise Men and The Cow*.

The Wise Men and the Cow

Once upon a time, four blind men who were considered to be very wise wanted to know what a cow looked like. When the cow was brought to their town, they all went to touch it. The first wise man grabbed hold of the cow's tail. "The Cow is like a rope" he yelled. The second wise man rubbed his hands over the cow's side "No, no! The cow is like a big furry rug", he cried. The third wise man grabbed hold of the cow's horn. "The cow is like a spear!" he shouted. "You are all wrong", the fourth man exclaimed. "The cow is like a table!" He was holding two of the cow's legs "Rope!" "Rug!" "Spear!" "Table!"

The blind men yelled at each other for the rest of the day! They never did agree on what a cow looked like.

THE VALUE OF DIVERSITY

(Lesson 10)

LESSON CONTENT AND CONTEXT

Learners explain the value of diversity and the value of their own uniqueness.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal development

- AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)
- Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)
- Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)

- **Home Language**

LO 4: Writing

- AS 1: Writes different kinds of text for different purposes and audiences (Grs. 4, 5, 6)
- Writes for personal, exploratory, playful, imaginative and creative purposes e.g. descriptive paragraph (Gr. 4); poem/diary (Gr. 5); journal /poem (Gr. 6)

WHAT YOU NEED

Poster no 10 (Animals).

A large (poster sized) sheet of paper, coloured pencils/crayons/koki pens.

TIME 45 minutes.

WHAT TO DO

1. **Read the Teacher's Notes for Lessons 10 before starting this lesson.**
2. **Draw on your Teacher Notes to introduce the lesson and link it to the other lessons.**

Explain that much conflict arises because people can't easily tolerate it when others are clearly different from themselves in some way or ways. Learning about peace therefore means learning to deal with difference - diversity.

3. **Show Poster no 10 and discuss it. Ask:**

- What animals do you see?
- The giraffe is tall: When is it good to be tall? When is not so good to be tall?
- The elephant is big: When is it good to be big? When is not so good to be big?
- The tortoise is slow: When is it good to be slow? When is it not so good to be slow?
- The bird can fly but it can't swim: When is it good to be able to fly? When is it bad not to be able to swim?

4. **Discuss how we need lots of different qualities to get things done.**

We cannot all have every quality, so we need lots of people who can all contribute something. For example, when you hold a concert or fundraiser at school, you need people who can:

sing, dance, act etc; plan and organise the event; look after the money; design attractive programmes, and posters to advertise it; look after security, show audience members to their seats; etc.

Ask learners what quality of theirs is appreciated/valued by their families, friends, church, community, etc.

For example, are they: willing and hard-working, good with people, efficient, very strong, talented at drawing, etc.

5. On a large sheet of paper ask every learner to write his/her name, using several different colours.

Next to their name they must write two or more (positive) words about what makes them special (e.g. kind, clever, funny, shy, helpful, quick, tall, musical, creative, loving, etc).

Put this poster on the wall and leave it there until the end of the course.

EXTENSION ACTIVITY

Ask learners to write a description or poem that starts with: "It is good to be me because..." It should explain the part you play in your family or community or class, because of your particular qualities.

INFORMAL ASSESSMENT

- Did learners manage to come up with both advantages and disadvantages of various characteristics?
- Did they seem to be giving positive value to qualities they don't have?
- Were they able to celebrate their own unique qualities and strengths?

TEACHER'S NOTES

Why are we focusing on the issue of diversity?

In the next four lessons we build on the exploration of **difference** we started in Lesson 4. **Injustice** and **inequality** in our society is closely tied to a tendency of some groups of people to discriminate against other groups because they are in some way different. It is important for learners to examine these issues because we are trying to build a more equal society; a society in which people are not more or less disadvantaged than others on the basis of their **differences**.

Discrimination results from us feeling different from, separate from, or distanced from another group of people. There is usually a lack of understanding about this other group of people. It's important for learners to start exploring how best they could learn about the group of people they feel different from, be it boys learning more about girls, blacks learning more about whites, Christians learning more about Muslims and so on.

In Lessons 4 and 9 we explored the notion of **tolerance** and how it links with **rights** and **responsibilities**. Before we can overcome our feelings of **prejudice** towards others we need to practice being **tolerant** of the way they are, i.e. respecting the ways in which they are different from us. It's important to practice new ways of thinking about the people we feel distanced from. A good starting point is to explore what makes us similar, rather than to be so concerned about what makes us different. Then we begin to focus more on the similarities between us, rather than the differences.

Main points that learners need to understand:

- No two people are exactly the same.
- Everyone is different, and this is good.
- The world would be very boring if everyone were the same.
- We are meant to be different from everyone else. The world needs many different qualities, so it is good if people are different.
- Some people might be artistic or scientific, short or strong, sensitive or funny, etc.
- Nobody can be all of these things. We must value those people who have strengths that we don't have.
- We must value those qualities in ourselves that make us special and appreciated by those who know us.

RACISM

(Lesson 11)

LESSON CONTENT AND CONTEXT

Learners describe how racism has affected their lives and suggest ways in which the negative effects of racism could be overcome.

LEARNING OUTCOMES

- **Life Orientation:**

- LO 3: Personal development

- AS 3: Considers and interprets the emotions of others (Gr. 4)
 - Appropriately expresses and copes with a range of emotions (Gr. 5)
 - Demonstrates compassion by caring for people (Gr. 6)

- LO 2: Social Development

- AS 2: Identifies and explains stereotype, discrimination and bias (Gr. 4)
 - AS 2: Discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context (Gr. 5)
 - AS 3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships (Gr. 6)

- **Home Language**

- LO 2: Speaking

- AS 1: Communicates experiences, ideas and information in different contexts:

- Uses language with ease for interpersonal communication (Gr. 4)
 - Shares ideas and offers opinions on familiar topics from personal experience (Gr. 4)
 - Uses language thoughtfully for interpersonal communication (Gr. 5)
 - Uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations) (Gr. 6)

WHAT YOU NEED

(NO POSTER FOR THIS LESSON).

TIME 75 minutes

WHAT TO DO

1. **Read the Teacher's Notes before teaching this lesson.**
2. **Tell the class that they are going to explore racism in this lesson.**

Racism as practised is a very extreme form of unfairness and intolerance of difference/diversity. It is therefore a powerful source of conflict and a threat to peace. This is especially true when racism becomes part of the way a country is run. With our history as South Africans it's important for us to understand it and to know how to deal with it.

3. **Divide the class into two groups, Group A and Group B. Have the groups sit at opposite sides of the class facing each other.**

4. **Tell Group A that they will be asked to tell the class about the first time they remember being treated differently from someone else because of their race.**

The group might like to choose a few learners (3 or 4) to each tell his/her story, or you could ask for volunteers. Give the group about five minutes to think about their experiences before you begin the activity.

5. **While Group A are thinking about their stories, tell Group B that they will listen to the stories from Group A and then ask the speakers the following questions (Give them the questions on a piece of paper):**

- How did you feel about what happened to you?
- Did you talk about it to other people, such as friends or your parents?
- Did what happened make life different for you afterwards? How?

6. **Now ask the learners from Group A to tell their stories to Group B. Then learners from Group B can put their questions to Group A. Finally, lead a discussion on how experiences of racism affect us.**

Draw on what learners have said and on your Teacher's Notes.

7. **Now divide the class into groups of 4-5 members (place the speakers from Group A amongst different groups).**

Ask the groups to discuss the following questions:

- How did you feel as you told your story, or listened to people's stories?
- What did you learn about what race and racism does to people?
- What do you think you can do to help yourself and others overcome the bad effects it has had in our lives?

8. **In the report back, lead a discussion on ways in which learners think they can help themselves and others overcome the negative effects of racism.**

The idea is to get a conversation going between the learners as they discuss the issue of racism and their experiences of it.

INFORMAL ASSESSMENT

Throughout the lesson, check levels of participation.

If some learners are shy to participate, try different methods of grouping (e.g. in pairs) to involve them.

Take note of learners who may need extra support. Activities which bring out strong feelings may make the extreme distress of such learners more evident to you.

TEACHER'S NOTES

Why a lesson on Racism?

As South Africans we have been so conditioned to see each other in terms of the different race groups to which we belong that it has become a normal way of seeing things. Today we live in a country with laws that guarantee equality for all (regardless of race). However, even though racial discrimination through law has been abolished, we are still very aware of race. One of the reasons for this is that all institutions and employers are bound by law, when employing people, to give previously disadvantaged race groups preference. This has been done to ensure that these people are given equal opportunities. As you know this is called **affirmative action**.

Affirmative action is one way the government attempts to address the effects of racial discrimination under which people suffered during apartheid. Despite this, racism continues to negatively affect the daily lives of South Africans - especially black, coloured and Indian people. Under apartheid, there was a culture of racism - white people were encouraged by the government, schools, churches, and parents to see black people as inferior to white people. In black communities, children were often taught, even by their own parents, that whites were superior and that they as blacks could never be as successful in the world as whites. This kind of message combined with the day to day experience of racism in our society has had a very negative impact on the thinking and behaviour of many black people and caused much unhappiness and conflict.

One way we can overcome the effects of racism is to get people, especially children, to talk openly about their experiences of racism. They are given the opportunity to say how they feel about racism, to discuss the issues with others and in this way, we hope, come to a better understanding of racism, how it affects everyone, and to find ways of overcoming the negative effects.

Read over the Teacher's notes for Lesson 3: **It isn't fair** and Lesson 4: **Fairness and responsibility**. Remind learners of discussions about **fairness** and **justice** and encourage them to make the links between those lessons and this one on racism. Encourage them to make the links between racial equality, **rights** and **responsibilities**.

Read over the Teacher's notes on Lesson 10: **The Value of Diversity**. In class remind learners of the discussions about difference, discrimination and tolerance. In this lesson about racism we want to help learners to better understand racism through discussing their experiences of it and encouraging them to think of ways in which they can overcome the negative affects of racism. Remember in Lesson 10 we suggested that it's important to practice new ways of thinking about the people we feel distanced from. We thought that one way of doing this was to explore what makes us similar, rather than to be so concerned about what makes us different.

Remember to ask learners why they think learning about justice, tolerance and racism is important to learning about peace.

UNDERSTANDING THE OPPOSITE SEX

(Lesson 12)

LESSON CONTENT AND CONTEXT

Learners will describe how members of the opposite sex would like to be treated.

LEARNING OUTCOMES

- **Life Orientation:**

- LO 3: Personal development

- AS 3: Considers and interprets the emotions of others (Gr. 4)
 - Appropriately expresses and copes with a range of emotions (Gr. 5)
 - Demonstrates compassion by caring for people (Gr. 6)
 - AS 2: Explains why other persons' bodies should be respected (Gr. 4)

- LO 3: Social development

- AS 2: Identifies and explains stereotype, discrimination and bias (Gr. 4)
 - AS 2: Discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context (Gr. 5)
 - AS 3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships (Gr. 6)
 - AS 2: Discusses and evaluates the significance of a nation-building programme associated with a national day (Gr. 6)

- **Home Language**

- LO 1: Listening

- AS 7: Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view (Gr. 4)
 - AS 6: Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions (Gr. 5)
 - AS 6: Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context (Gr. 6)

WHAT YOU NEED

NO POSTER FOR THIS LESSON.

TIME 60 minutes.

WHAT TO DO

1. **Read the Teacher's notes for Lesson 12 before starting this lesson.**
2. **Tell learners that today they will look at another kind of diversity - the difference that divides the human race in half, i.e. into men and women, boys and girls.**

Ask the class what they think this has to do with peace. (Gender differences lead to much misunderstanding, conflict and unfairness/inequality).

3. **Now say that the boys are going to help the girls understand what it's like being a boy and the girls are going to help the boys understand what it's like being a girl.**

Ask for 5 or 6 girls to volunteer to be "spokesgirls" and 5 or 6 boys to be "spokesboys".

4. Seat the spokesboys around two or three desks in the middle of the classroom with the other learners all sitting around them quietly, listening.

No one is allowed to speak or interrupt once the activity begins, except you, the teacher who may ask for clarity, encourage learners to say more, etc. Emphasise that the spokespersons (and everyone else) have a responsibility to put their ideas seriously, sincerely and independently. They should keep the concept '*Peace begins with me*' constantly in mind.

5. Ask the spokesboys to discuss the following questions one by one:

- What do you like about being a boy?
- What is hardest for you about being a boy?
- What do you want girls to know about what it's like to be a boy?

6. Ask the spokesboys to join the other learners. Have the spokesgirls take the place of the spokesboys in the middle of the classroom. Ask them to discuss the following questions one by one:

- What do you like about being a girl?
- What is hardest for you about being a girl?
- What do you never want to hear said about you, or done to you, again as a girl?

7. Discuss what learners learnt from this activity about the opposite sex.

Encourage learners who weren't spokespeople to contribute.

Clarify any misunderstandings and encourage learners to think about how members of the opposite sex suffer as a result of sexual discrimination. Urge that **both** groups must take responsibility for making the changes they would like to see, once they have identified an example of inequality and discrimination.

EXTENSION ACTIVITY

You can enrich the above discussion (or follow it up) by using the following questions:

- How are girls and boys different?
- How does it make the other person feel when I regard him/her as less than me, because he/she is a boy/girl?
- How are boys and girls similar? How do they **both** want to be treated?

Explore this with the whole class OR use group work according to your sense of what will work best with the class.

You could also ask learners to write down their answers to the above questions in the following format:

We both feel.... (say how you feel).

When... (describe the situation).

Because... (say why you feel that way).

What we would like is for the opposite sex to... (say how you would like to be treated by members of the opposite sex).

Their statements could be mounted on an illustrated display for Women's Day. (Grade 6)

TEACHER'S NOTES

As we continue with the theme of valuing **diversity**, it's important to examine the different ways in which boys and girls understand and treat each other. Refer back to your **Teacher's notes for Lesson 3: it isn't fair**, and Lesson 4: **Fairness and responsibility**. Remind learners of what they thought was fair and unfair. Refer learners to the poster showing ***Our classroom responsibilities***.

Refer to your Teacher's notes for Lesson 10: **The Value of Diversity**. Remind learners of the importance of tolerance and respect for others. Remind them of **Some key points on diversity**.

Main points that learners need to understand:

- Boys and girls are different to each other in fundamental ways. Each needs to understand the differences and respect them. But by the same token, each needs to explore the similarities between the sexes and value these as important for harmony between the sexes.
- Each of us has a responsibility to understand how the opposite sex would like to be treated and to make a commitment to respect those wishes.

BULLYING

(Lesson 13)

LESSON CONTENT AND CONTEXT

Learners describe the experience of bullying and being bullied and suggest strategies for addressing the issue at school.

LEARNING OUTCOMES

- **Life Orientation:**

- LO 2: Social Development

- AS 2: Identifies and explains stereotype, discrimination and bias (Gr. 4)

- AS 2: Discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context (Gr. 5)

- AS 3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships (Gr. 6)

- LO 3: Personal development

- AS 3: Considers and interprets the emotions of others (Gr. 4)

- Appropriately expresses and copes with a range of emotions (Gr. 5)

- Demonstrates compassion by caring for people (Gr. 6)

- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)

- Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)

- Demonstrates peace-keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

- LO 2: Speaking

- AS 1: Communicates experiences, ideas and information in different contexts: (Gr. 4)

- Discusses and compares own and others' ideas and opinions (Gr. 5)

- Expresses and justifies own opinion with reasons (Gr. 6)

- Develops factual and reasonable arguments to justify opinions (Gr. 6)

WHAT YOU NEED

Poster no 13: Bullying

TIME 45 minutes.

WHAT TO DO

1. **Read the Teacher's Notes for this lesson before you teach it.**

2. **Show Poster 13 and ask learners:**

- What do you see happening in the picture?
- Have you experienced or witnessed bullying happening at this school?
- Is bullying always physical - pushing, kicking, hitting etc- as in this picture? What other kinds of bullying are you aware of?
- Why is bullying relevant to the *Peace Begins with Me* programme?

3. **Listening Circles: divide the class into two equal groups, A and B.**

Ask each group to form a circle. Circle A on the inside, facing out and circle B on the outside, facing in, each learner towards a partner in circle A.

Step 1: ask circle A to share with their partners in circle B one incident when they were the victims of bullying.

Give them a few minutes to think of the incident before you say "begin". Give them 2 to 3 minutes to share their stories.

Step 2: ask circle B to share with their partners in circle A one incident when they were the victims of bullying.

Give them a few minutes to think of the incident before you say "begin". Give them 2 to 3 minutes to share their stories.

Step 3: ask circle B to take one step to the LEFT.

They will each now have a different partner. This time ask circle A to share with their partners in circle B one incident when they were themselves were guilty of bullying someone else. Give them a few minutes to think of the incident before you say "begin". Give them 2 to 3 minutes to share their stories.

Step 4: following the same process, give learners in circle B a chance to share their stories on the same topic with their partners in circle A.

4. Discussion. Learners leave their circles and return to the larger class group.

Ask learners:

- How did it feel when
- you remembered (and heard about) being bullied?
- you heard about your partner's bullying? How did you react?
- you described bullying someone? How did your partner react?
- Why do you think people bully?
- Why do you think people allow themselves to be bullied?
- When and where does bullying happen at school? (at break, near the toilets, etc etc)
- What kind of behaviour encourages bullying? (watching bullies and fights, ganging up, laughing at victims, etc)
- What do you think could be done about bullying at school?

If you had learners who were observers, remember to give each of them a chance to share their observations with the class.

EXTENSION ACTIVITY

Make the above activity a group activity. A scribe in each group should record the group's ideas about what could be done to reduce bullying at your school. In the report back, the class can identify all the best ideas and compile them into a set of **"Recommendations for reducing bullying at..."** This can be presented to the principal from your class and the **Peace begins with me** programme.

INFORMAL ASSESSMENT

- Did learners describe different kinds of bullying?
- Did they share their experiences freely in the Listening Circles?
- Did they give reasons for why bullying happens at school?
- Did they produce recommendations for reducing bullying?

TEACHER'S NOTES

Why do some people bully others?

It is generally believed that people bully because:

- They are (or have been in the past) victims of bullying. This has led to feelings of inferiority so bullying others gives them power over someone weaker than themselves and this makes them feel better.
- They are victims of abuse of some kind (verbal, physical or sexual abuse). Again, this has led to feelings of inferiority so bullying others helps them regain power and feel better about themselves.

Clearly, bullying is closely tied to feelings of insecurity and powerlessness and the act of bullying is an attempt to reclaim power and regain a sense of control over the social environment.

Bullies are usually psychologically damaged. While their behaviour should not be excused, it does not help simply to punish. Rather, it is important to try to identify the factors in the life of the person that are causing the bullying behaviour and to offer support and counselling to the person. Refer to Teacher's notes for Lesson 2 for information on the provincial Education Department's Schools as Centres of Care and Support (SCCS) programme which aims to assist every school in the province to become a centre of care and support for learners.

Listening Circles Activity

Note that the Listening Circles activity may require more space than you have in your classroom. It would best be done outside or in a larger venue such as a school hall. If you have to do the activity in the classroom with learners at their desks, instead of forming two circles you could simply start by asking learners to form pairs and then when the pairs need to change, make sure that each learner chooses a new partner.

If there is an uneven number of learners in the class, ask three learners to play the role of observer. Their task is to observe the activity and share their observations during discussion time at the end. They could be asked to consider:

- Did learners enjoy the activity?
- What worked well?
- What didn't work well?
- Are there any suggestions for improving the activity?

CO-OPERATIVE BEHAVIOUR

(Lesson 14)

LESSON CONTENT AND CONTEXT

Learners explain the meaning and value of co-operation.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)

Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)

Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)

AS 5: Reflects on and learns from own personal experiences of working in a group (Gr. 4)

Reflects on how feedback can be given and received (Gr. 5)

Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 2: Speaking

AS 2: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, maintains discussion; responds to others with empathy and respect; gives balanced and constructive feedback; uses appropriate intonation and facial expressions; shows respect for others in the group) (Grs. 4, 5, 6)

WHAT YOU NEED

Poster no 14 (donkeys).

TIME 45 minutes.

WHAT TO DO

1. **Read through the Teacher's Notes for Lesson 14 carefully before doing this lesson.**
2. **Introduce the lesson by telling learners that having learned quite a lot about attitudes and behaviours that divide people and threaten peace, they are now going to explore behaviours that create harmony and peace.**

3. **Show Poster no 14 and make sure that the learners understand what the picture is about.**

Ask: What are the donkeys doing? Why? What happens? Are the donkeys happy at the end? Why?

4. **Ask: What does it mean to co-operate?**

(We all have different strengths so we need to share them to achieve things).

Refer learners back to the poster they created in Lesson 10 .

Ask: How do we co-operate?

**5. Play the Knot Game: (See Teacher's Notes (A) for Lesson 14).
After the game, ask:**

- What things made it harder to unravel the knot? What made it easier?
 - What makes it hard to co-operate?
 - What makes it easy to co-operate?
- (See Teacher's Notes (B) for Lesson 14).

6. Organise learners in pairs. Ask them to discuss these questions briefly:

- What am I good at that I can help others with?
- What am I not good at that I need help with?

Encourage them to give each other encouraging, creative advice, rather than negative criticism.

After about five minutes discussion, each learner should write up their answers as a statement to themselves, and select personal goals for co-operation during the coming week: one aspect they will help others with and one aspect they will get help with.

EXTENSION ACTIVITY

- Organise learners in groups for writing a co-operative story.
(See Teacher's Notes (C) for Lesson 14).

INFORMAL ASSESSMENT

Were learners able to describe the nature of co-operation?

Were they able to interpret the story on the poster?

Did they use co-operative strategies in the game?

Did they use their experience of the game to reflect on the personal advantages of co-operation?

Did they set personal goals for helping others and seeking help?

TEACHER'S NOTES

A. The Knot Game

The learners - up to 20 - must form a circle in the centre of the space. You might need to do this in the playground or outside the classroom. When they are standing in a tight circle, ask them to raise their **left** hands above their heads. Then raise their **right** hands in front of them. When they are all doing this, tell them to lower their **left** hands and grab someone else's **right** hand with their **left** hand. Once they have made this contact they must NOT let go. Now tell the learners that they must untangle themselves without breaking their grip on each other. When they have untangled themselves, tell them not to worry if some are facing away from the centre of the circle.

Ask the learners:

- Did anyone break contact with anyone else?
- Could we have done this any faster? How?
- Shall we try again and see if we can do it faster?

As in optional extra, some learners could offer to wear a blindfold during the game. This will lead to them having to depend on others, and others will have to assume leadership roles.

B. What makes it hard to co-operate?

- Some people want to give the orders and be listened to.
- Some do not participate fully.
- Most people naturally want to compete.
- We often want to have things our own way.
- We are often rewarded for competing and being the winner.

What makes it easy to co-operate?

- If you are working with friends or people you know
- If everyone agrees to listen to one leader
- Having a common goal
- Having a common fear
- Telling the truth
- Being helpful
- Listening to other's points of view

C. Co-operative stories

Learners all sit in a circle. Each learner has a loose sheet of paper. The teacher instructs the learners to write down the name of a famous celebrity. They do this and fold the paper over so that no one can see what they have written. They pass the paper to the learner on the left. Then the teacher asks them to write down one 'action' or 'doing' word or phrase (e.g. *plays with, kisses, hugs, goes to town with, lives near to, drives a taxi, eats a meal, has a fight with, beats with a stick, steals a shoe from, hides the toys*, etc). Then fold the paper over and pass to the left. Then the teacher asks the learners to write another phrase containing the name of a well-known person, then to fold the paper and pass to the left. Then the teacher asks them to write the name of a place (e.g. *in the school, on the bus, in Soweto, at church, in the street, on the beach*, etc). They fold over and pass to the left. The next phrase must start with "and so ..." and contain a consequence (e.g. *they all fell over, the car crashed, they were punished, he got hurt, the people laughed* etc.) Then unfold the papers and read out the "stories" (E.g. *Jomo Sono drove a taxi with Michael Jackson on the beach and so they all laughed.*)

It is advisable to repeat this exercise once the learners have heard some of the possibilities. The results are often more imaginative the second time.

CO-OPERATIVE BEHAVIOUR 2

(Lesson 15)

LESSON CONTENT AND CONTEXT

Learners explain the meaning and value of co-operation.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

- AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)
Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)
Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)
- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)
Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)
Demonstrates peace keeping and mediation skills in different conflict situations (Gr. 6)
- AS 5: Reflects on and learns from own personal experiences of working in a group (Gr. 4)
Reflects on how feedback can be given and received (Gr. 5)
Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 2: Speaking

- AS 2: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, responds to others with respect etc) (Gr. 4)
Uses interaction strategies to communicate effectively in group situations (Gr. 5)
Applies interaction skills in group situations (Gr. 6)

WHAT YOU NEED

Poster 15 (Characteristics of co-operative behaviour).

TIME 60 minutes.

WHAT TO DO

1. **Before the start of this lesson, explain that the projects that they are starting today will be presented to the whole class during Lesson 21 of this course. Tell the learners the date for this presentation, so they prepare in time.**

Emphasise that each group should make use of all they have learned in the course to put together a powerful message about peace in their presentation.
(See Teacher's Notes)

2. **To build awareness of co-operative qualities, you could try putting learners in pairs for a Trust Walk before starting the projects. (See Teacher's Notes)**
3. **Offer learners a choice of three projects (below) then divide them into groups of 5-6 members each according to the choices made.**

(If you prefer you can allocate the learners to groups yourself according to what you already know about their interests and capabilities)

Group 1: This group must prepare a peace collage. They must collect and/or draw pictures about peace. These must be pasted onto a large sheet of paper to be displayed on the day of presentation. All the learners must be involved.

Group 2: This group must write a peace song, poem or rap, and prepare to sing it on the day of presentation (it may be accompanied by any instruments that the learners have). It should be no longer than 5 minutes.

Group 3: This group must write a short scene about conflict and peace and must prepare to perform it on the day of presentation. All learners must be involved in some way, e.g. writing, acting, directing, etc. The performance should be no longer than 10 minutes.

Note: These are only suggestions. You may introduce any other suitable ideas.
See the Teacher's Notes for further guidance.

3. Put Poster 15: Co-operative behaviour on the wall and leave it there until the end of the course.

Discuss the behaviours listed on the poster with the learners and tell them that these criteria will be used to assess their work.

6. The learners spend the rest of the lesson planning their final projects.

You may allocate further class time for the preparation of this project if you feel it is necessary. Or you may insist on preparation in the learner's own time.

ASSESSMENT

The projects could be used for formal assessment. See page 71 for an assessment rubric you could use for the final assessment of the projects. During the time they are being developed, you could do the following formative assessment:

In presenting the assessment rubric, emphasise:

- The assessment does include the end result of their process (the way their collages, songs, dramas etc reflect an understanding of peace).
- However the group's co-operative skills and joint commitment to the project will also be monitored throughout and are key criteria.
- You are not assessing artistic skills and talent, but the ability to understand peace and practise peace-related skills, namely co-operation.

The final assessment will therefore focus on the project process as a whole.

Try to observe each group through the period they are developing the project to assess the level of co-operation within the group and give assistance they may need as they develop their presentation. Apply the criteria for co-operation on Poster 15 and also look for the following indicators:

- The enthusiasm with which the project is undertaken.
- The emergence of a leader(s).
- Willingness of learners to co-operate, to lead, and to follow.
- The number of suggestions made by the group.
- The willingness of the group members to listen to suggestions.
- The speed with which the project gets underway.

At the end of the lesson ask each group how far it has got in its preparations and what their next step is. Ensure that everyone knows the date by which projects need to be ready.

TEACHER'S NOTES

Support groups carefully in developing and executing their work.

Ideas: Help learners to recall **specific topics, ideas, stories and strategies** that have come up during the course, so that the concept 'peace' is deepened and enriched. For example, you could suggest that a particular presentation focuses on an aspect of fairness/justice at school or at home and link it to peace. Or a group could focus on the celebration of diversity as essential to peace. **Encourage learners to focus on relevant experiences in their own school, home or community contexts** (e.g. bullying/ peace-making at school, discrimination in the community.)

Technical support: Some groups may need some technical support: for example assistance with loaning musical instruments or costumes for drama; or help with the collage technique. Also, the collage task will probably need some raw materials (magazines, old pictures and posters, beads, fabric etc to cut up and/or apply) and examples to inspire; this may be the least familiar of the project options for learners.

Trust walk

Note: If space is limited in the classroom then the exercise will work well outside (in the playground) or in a more spacious venue, such as a hall. Ask learners to form pairs. One of the partners should close his/her eyes or be blindfolded so that he/she cannot see. The other person gently guides the "blind" person around the room or playground, giving the person various experiences. Caution the learners not to lead their partners into potentially dangerous situations.

After 5 minutes or so, learners swap roles so that the "blind" person becomes the leader.

Be sure to gather learners together afterwards to talk about the experience.
Ask them:

- How did it feel to have to trust someone to lead you around?
- Did you feel safe?
- Why is trust important for co-operation?

Go beyond simple "yes" or "no" answers and get learners to give reasons for their answers.

LISTENING SKILLS 1

(Lesson 16)

LESSON CONTENT AND CONTEXT

Learners demonstrate good listening skills.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

- AS 1: Reflects on and learns from own personal experiences of working in a group (Gr. 4)
- Reflects on how feedback can be given and received (Gr. 5)
- Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 1: Listening

- AS 7: Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view (Gr. 4)
- Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions (Gr. 5)
- Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context (Gr. 6)

WHAT YOU NEED

Poster no 16 (Teacher talking to learner).

TIME 45 minutes.

WHAT TO DO

1. **Read the Teacher's Notes before you teach this lesson.**
2. **Ask one learner to tell you something about herself/himself e.g. what he/she did last weekend, or what their favourite game is, etc.**

While they are talking, role-play bad listening, e.g. look out of the window, fidget, yawn, sharpen a pencil, interrupt, talk to someone else etc.

2. **Then ask the learners:**

- Was I a good listener?
- How do you know?
- What do good listeners do?

3. **Now repeat the exercise, but this time demonstrate good listening skills**
(E.g. look at the speaker, listen, ask questions, recap the main points, nod, face the speaker, etc.)

4. **Show Poster no 16 and discuss it.**

5. **Ask the learners to name the key points of good and bad listening.**
(See Teacher's Notes)

EXTENSION ACTIVITY

Divide the class into pairs to role-play bad listening and good listening.

Each learner takes turns in asking the partner a question. They role-play first bad listening and then good listening while the partner speaks. Swop around so that everyone gets a turn to talk and to role-play good and bad listening skills.

INFORMAL ASSESSMENT

Were learners able to come up with key characteristics of good and bad listening?
Did their role-plays show that they understood these characteristics?

TEACHER'S NOTES

The reason why we have two ears and only one mouth is that we may listen more and talk less.

Why is good listening so important to resolving conflict peacefully?

Effective communication between people is critical for dealing with conflict in creative, non-violent ways. For there to be effective communication people must be able to listen to each other. So often we get so caught up in our own needs and desires and beliefs that it blinds us to what other people are trying to communicate to us.

When it comes to conflict situations, people have a strong desire for their side of the story to be heard. It is important that the person speaking to you feels that you are listening attentively to what they are saying. People feel valued and respected when they can see that the other person has heard and understood what they have to say. It enables trust to be established between people. This is important because conflict is more likely to be resolved peacefully by first building trust and goodwill on both sides.

We have all had the experience, when trying to communicate with someone, of feeling that the other person is not paying attention to what we are saying. It is particularly frustrating or hurtful when we are trying to convey strong or deep feelings and the other person seems not interested. They are present, but they are not **listening actively**.

Behaviours of a poor listener:

- Turning away
- Avoiding eye contact
- Interrupting
- Fiddling with your watch, clothes, etc
- Having a defensive body posture
- Looking bored and yawning

Active listening (demonstrating respect, care and involvement), encourages the other person to talk more freely and openly.

In order to be a good listener, you have to **want** to be a good listener. In other words, good listening requires a certain **attitude**.

A good listener is:

- Willing to listen
- Non-judgmental
- Respectful
- Approachable
- Pays attention to what is being said

Listening involves not only receiving sounds but, as much as possible, accurately understanding their meaning. **Active listening** entails not only accurately understanding what the speaker has to say, but **also showing that you have understood**.

Active listening involves two kinds of skills:

Receiving communication from the speaker, and
Sending communication back to the speaker.

Show that you are listening actively by:

- Facing the speaker
- Looking at the speaker
- Nodding to show you understand or agree with what is being said
- Asking questions to help you understand better
- Recapping the main points if necessary

LISTENING SKILLS 2

(Lesson 17)

LESSON CONTENT AND CONTEXT

Learners demonstrate good listening skills.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 5: Reflects on and learns from own personal experiences of working in a group (Gr. 4)

Reflects on how feedback can be given and received (Gr. 5)

Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 1: Listening

AS 8: Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view (Gr. 4)

AS 6: Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions (Gr. 5)

AS 6: Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context (Gr. 6)

WHAT YOU NEED

There is no poster for this lesson.

TIME 45 minutes.

WHAT TO DO

1. Play this introduction to the listening game:

Learners close their eyes. You make several noises, e.g. striking a match, crumpling some paper, clicking a ball-point pen, breaking a stick, etc.
Learners must guess what the noise is.

2. Play the listening game: divide the class into pairs.

- **A** talks to **B** for two minutes on one of the topics you give them (see Teacher's Notes for Lesson 17).
- **B** listens carefully to **A** without interrupting.
- **B** then retells what **A** has said as accurately as possible.
- **A** then tells **B** how accurately he/she heard what was said to him/her.
- Swap roles. Give **B** a chance to be the speaker. Follow the same procedure.

3. Bring learners back into the class group. Ask them:

- Did you find it difficult to talk/listen for two minutes?
- What can happen when you don't listen to someone?
- How can you show someone you're listening?

- How do you feel when someone listens to you? And when they don't listen?
- When do you think it is difficult to be a good listener?

4. Ask learners to complete a comparison table like the one below.

They should list at least 5 skills of good and bad listening.

A poor listener:	A good listener:
(E.g. interrupts the speaker)	(E.g. waits for the speaker to finish)

INFORMAL ASSESSMENT

- Did the role-plays demonstrate that learners understand what good and bad listening skills are?
- Did they demonstrate a range of good listening skills?
- Were they able to list a number of characteristics of good and poor listeners?

Learners could do **peer-assessment** by applying the active listening criteria listed in the Teacher's Notes for Lesson 16. (Either use some learners as observers or let partners assess each other) See the relevant Home Language Assessment Standard in the Learning Outcomes box)

TEACHER'S NOTES

The Listening Game

The Listening Game involves learners sitting close to and opposite another person. Learners take turns to speak while the other person listens to them. Then they feed back to the other person what has been said. This involves paying close attention, concentrating, listening, showing they hear and understand. Most people who do this exercise report that it makes them feel affirmed. It makes them feel valued. It helps to build trust between people.

Instructions

- It will be better not to give all the instructions to learners at the beginning of the activity because they may forget the sequence and become confused.
- Take them through the process step by step, giving instructions at each step.
- When you give the topic, allow learners to think about what they want to say for a few minutes before you say "begin".
- Tell learners that when they are listening they may not interrupt the other person except to ask questions to help them understand better what is being said.
- Keep track of the time and stop the speakers after two minutes.
- If time allows, you could allow learners to form new pairs and repeat the activity.

Suggested topics for the listening game:

Talk about:

- Someone I admire and why.
- Something good that happened to me this week.
- Qualities I admire in a leader and why.
- Qualities I look for in a friend and why.
- A time I did something I am proud of.
- A time I overcame fear.

ASSERTIVENESS

(Lesson 18)

LESSON CONTENT AND CONTEXT

Learners demonstrate assertive behaviour.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 5: Identifies own strengths and those of others, and explains how to convert (Gr. 4)

less successful experiences into positive learning experiences

Identifies personal successes and develops an action plan for continued (Gr. 5)

positive self-concept formation

Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)

AS 2: Explains how to respond to peer pressure in different situations (Gr. 6)

AS 3: Considers and interprets the emotions of others (Gr. 4)

Appropriately expresses and copes with a range of emotions (Gr. 5)

AS 4: Demonstrates the ability to select and apply useful responses in conflict (Gr. 4)

situations

Explores and evaluates ways of responding effectively to violent contexts (Gr. 5)

Demonstrates peace-keeping and mediation skills in different conflict situations (Gr. 6)

- **Home Language**

LO 2: Speaking:

AS 1: Communicates experiences, ideas and information in different contexts:

- Uses language with ease for interpersonal communication (Gr. 4)

- Shares ideas and offers opinions on familiar topics from personal experience (Gr. 5)

- Uses language thoughtfully for interpersonal communication (Gr. 5)

- Uses language for interpersonal communication which reveals deeper (Gr. 6)

personal feelings and reflections (e.g. talk about emotions and aspirations)

WHAT YOU NEED

Poster no 18 (Aggressive, Non-assertive, Assertive behaviour).

TIME 45 minutes.

WHAT TO DO

1. **Introduce the lesson by referring to the previous lessons about listening skills. Say that today learners are going to learn about another aspect of behaviour that leads to understanding, good relationships and peace between people.**
2. **Show Poster no 18.**
3. **Ask learners what kind of behaviour is being shown by the people in each picture on the poster. Discuss aggressive, non-assertive and assertive behaviour (see Teacher's Notes (A) for Lesson 18).**

4. Learners can now role-play some examples. Organise pairs and groups to role-play the situations listed in Teacher's Notes (B) for Lesson 18.

After 5-10 minutes, bring the class together for discussion. You may wish to ask a few groups to repeat their role-plays for the whole class. Then, ask learners:

- What did the 'injured' person in your group do in your situation?
- How did the others react to her/his behaviour?
- Do you think s/he was assertive, aggressive or non-assertive? Why?
- How did it feel to be a) aggressive, b) non-assertive and c) assertive?
- What was the difference between these feelings?
- What was easy about the activity? What was difficult? Give reasons for your answers.

5. Have the following behaviours listed on the board or on a chart:

ASSERTIVE BEHAVIOURS

- standing up for yourself
- expressing your views and/or feelings honestly
- saying what you need
- displaying respect for others even as you put your own views or needs
- speaking up confidently

Ask learners if they used any of the behaviours listed on the board/chart in their role-play. Elicit examples of each of the kinds of behaviour listed - either from their role-plays, or from their general understanding and experience. (E.g. "*Expressing my feelings*": Someone treats you unfairly. Instead of meekly accepting this treatment, you tell the person firmly that you are upset by such unfair treatment and ask them to stop treating you that way).

Ask learners:

- Why do you think the items on the list are important?
- Do you agree with the points?
- Give reasons for your answers.
- Can you think of any points to add? Say why you think a point should be added.

INFORMAL ASSESSMENT

Ask learners:

- Was this lesson helpful, ie: do you think you will be able to be more assertive in future? If yes, say why.
- If no, what would it take for you to be more assertive?

Remind learners that in the next two lessons (19 and 20) they will be exploring some practical skills for communicating assertively using "I" Messages.

TEACHER'S NOTES

A. Notes on aggressive, non-assertive and assertive behaviour

AGGRESSIVE	NON-ASSERTIVE	ASSERTIVE
shouting blaming humiliating demanding ridiculing accusing dominating bullying wanting to get one's own way	apologising hesitating putting oneself down giving in doing nothing & hoping for the best ignoring one's own rights	standing up for oneself saying what you need respecting others being confident expressing oneself honestly

- Aggressive behaviour is hostile and self-defeating. It often results in anger, self-righteousness and possible guilt later.
- With non-assertive behaviour feelings of low self-worth could arise. Needs are not met and often anger builds up.
- Assertive behaviour is expressive and is likely to result in confidence, self-esteem and improved relationships with others.

B. Examples of situations for role-plays:

1. Someone in the class accidentally bumps you while you are writing.
2. You have been waiting at the shop counter to be attended to when someone pushes in front of you. The shop assistant attends to this person first.
3. Someone in the class has a bag of sweets and is offering these only to a certain group of friends. You feel left out.
4. Your friend wants you to play a game with him/her but you don't feel like it, so he/she gets upset with you.
5. Your older brother/sister keeps teasing you and calling you names.

THE “I” MESSAGE - 1

(Lesson 19)

LESSON CONTENT AND CONTEXT

Learners demonstrate the ability to express themselves assertively using “I” Messages.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)

Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)

Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)

AS 2: Explains how to respond to peer pressure in different situations (Gr. 6)

AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)

Explores and evaluates ways of responding effectively to violent contexts (Gr. 6)

- **Home Language**

LO 2: Speaking:

AS 1: Communicates experiences, ideas and information in different contexts:

- Uses language with ease for interpersonal communication (Gr. 4)

- Shares ideas and offers opinions on familiar topics from personal experience (Gr. 5)

- Uses language thoughtfully for interpersonal communication (Gr. 5)

- Uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations) (Gr. 6)

WHAT YOU NEED

POSTERS no 19a and 19b (The “I” Message)

TIME 90 minutes.

WHAT TO DO

1. Read the Teacher's Notes (A and B) for Lesson 19 before starting this lesson.

2. Tell learners that they are going to develop their assertiveness skills further in this lesson. Show Poster 19a. Work through it with the learners. Ask:

- Which of the two children seems to have listened properly to the other? Why do you say this? (The girl: she is trying to re-state what the boy has said)
- What kind of behaviour is the boy showing: aggressive, non-assertive or assertive? Why does he use this kind of language? (He is aggressively blaming the girl instead of asserting his own needs or listening to her. He is not taking responsibility for his side of their relationship)
- Similarly, what kind of behaviour is the girl showing? (Calm, assertive behaviour. She is also listening to the boy and trying to interpret his statements.)

Say that in this lesson learners will explore a new way that the boy in the picture could have expressed himself in order to resolve problems/ conflicts he experienced with the girl.

3. Now use Poster 19b : The "I" Message. Discuss it with the learners and then demonstrate the "I" Message several times. (See the examples in Teacher's Notes (A) or Lesson 19).

4. Create an imaginary situation and ask a learner to role-play a response with you, using the "I" Message.

For example, you accuse someone in the class of stealing your ruler:

Teacher: You stole my ruler - I want it back!

Learner: I feel angry ... **when** I am accused of doing something I did not do **because** ... I do not steal people's things. **What I would like** ... is to be asked whether or not I have that thing.

5. Repeat this several times, until you feel that the learners are familiar with the structure of the "I" Message.
6. Ask learners to suggest problem situations in which the "I" Message would be useful.

Discuss these.

7. Ask learners to demonstrate assertiveness using the "I" Message. (See examples in Teacher's Notes (B) for Lesson 19).
8. Leave Poster 19b The "I" Message on the wall for the remainder of the course.

Encourage learners to practice using it. Set a good example by using "I" messages yourself when communicating assertively with learners.

INFORMAL ASSESSMENT

Poster 19a: Were learners able to describe the behaviour of each speaker, and the reasons for their behaviour, accurately?

Did the learner demonstrations show that they understood the structure and meaning of the 'I' message? Did they use it effectively?

TEACHER'S NOTES

A. Understanding the "I" Message

Often when we are unhappy or angry with another person because of the way they have treated us or because of something they have done, we tend to **blame** them for the way we are feeling. We usually **blame** people by **accusing** them of wrongdoing. In other words we say: "YOU have... (done something wrong)", or "YOU are... (stupid, selfish, thoughtless, cruel, etc)", or "YOU always...", or "YOU never...". The outcome is a war of words. Their response will usually be to defend themselves and/or deny the accusation. An angry argument often results with both you and the other person blaming each other.

The "I" Message is a special way of stating how we personally respond to a situation. It helps us to communicate assertively by enabling us to express our wants, needs and feelings in a non-threatening way **without blaming the other person**.

"I" Messages are structured in the following way:

when...	I am shouted at	(the action).
I feel...	hurt	(the response or emotion).
Because...	I don't like to fight	(the reason).
What I would like is...	to be spoken to calmly	(the preferred outcome).
When...	I am forced to do something I do not want to do	
I feel...	very uncomfortable and nervous	
Because...	I am going against what I believe in.	
What I would like...	is to for you to ask my permission first.	

NB NOTICE HOW THE WORD "YOU" IS NOT USED! "I" Messages do not BLAME!

"I" Messages might not seem effective because you are not asking the other person to change - even though that is probably what you want them to do!

There is a danger that you may try to impose your values on someone when you use an "I" Message. It is fine to use it to defend your rights or to state your view but it is not okay to try to impose your values on someone else!

The "I" Message is a way to address a problem - it is not the solution!

B. Examples of situations which might require "I" Messages:

(These are merely suggestions - you should use your own examples or adapt these to be appropriate for your learners.)

1. An adult in your family asks you to look after the baby again. You feel this is unfair as you have looked after the baby more than anyone else.
2. The teacher picks on you for bad work although you have been trying hard.
3. Your friend won't share a book with you.
4. You hear that one of your best friends has been saying bad and untrue things about you.
5. Your brother/sister/friend borrows something of yours without asking.
6. You arrange to meet someone in town and they do not turn up.
7. You get wrongly penalised by the referee for a foul on the sports field.
8. You lend something precious of yours to a friend and he/she returns it.....damaged.

The “I” MESSAGE - 2

(Lesson 20)

LESSON CONTENT AND CONTEXT

Learners express themselves assertively using “I” Messages.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)

Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)

Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)

AS 2: Explains how to respond to peer pressure in different situations (Gr. 6)

AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 4)

Explores and evaluates ways of responding effectively to violent contexts (Gr. 6)

- **Home Language**

LO 2: Speaking:

AS 1: Communicates experiences, ideas and information in different contexts:

- Uses language with ease for interpersonal communication (Gr. 4)

- Shares ideas and offers opinions on familiar topics from personal experience (Gr. 5)

- Uses language thoughtfully for interpersonal communication (Gr. 5)

- Uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations) (Gr. 6)

WHAT YOU NEED

Poster 19b: The “I” message)

TIME 60 minutes.

WHAT TO DO

1. Recap the “I” Message. Refer to Poster 19b: The “I” Message.

2. Read out “problem” situations - write these on the board if you wish.
(Find examples in the Teacher’s Notes for Lessons 19 and 20).

Learners use “I” Messages to supply assertive responses.
Do this 4 or 5 times for practice.

3. In their exercise books, learners describe two (real) situations which they have found themselves in that could have been helped by using “I” Messages.

Learners then write “I” Messages in response to each of the situations.
Hand this in for assessment.

INFORMAL PEER ASSESSMENT

Divide the class into pairs. Each learner is to read their partner's "I" Messages (from 3, above) and comment on them. Each learner should be asked:

- Did your partner follow the rules for "I" Messages?
- Learners should give reasons for their answers, that is, if they agree, say why. If they disagree, how do they think their partners could better rephrase the "I" Message?

TEACHER'S NOTES

More examples of situations which might call for "I" Messages:

(These are merely suggestions - you should adapt these or use your own examples appropriate for your learners.)

1. While you are out, your family eats the whole cake without leaving any for you.
2. Your father/brother/mother/guardian (someone older) never allows you to watch/listen to your favourite programme because he/she wants to watch the news/sport/soapie.
3. Your best friend tries to convince you to help him/her shoplift ... just for fun!
4. Your mother/guardian refuses to let you go out wearing your favourite new dress - she feels it is too short.
5. An older boy/girl tries to kiss you without your permission.

PRESENTATION OF PROJECTS (LESSON 21)

LESSON CONTENT AND CONTEXT

Learners present their own projects and assess each other's projects.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

- AS 1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences (Gr. 4)
- Identifies personal successes and develops an action plan for continued positive self-concept formation (Gr. 5)
- Reflects on own abilities, aptitudes, interests and strengths as well as body image (Gr. 6)
- AS 4: Demonstrates the ability to select and apply useful responses in conflict situations (Gr. 6)
- Explores and evaluates ways of responding effectively to violent contexts (Gr. 6)
- Demonstrates peace-keeping and mediation skills in different conflict situations (Gr. 6)
- AS 5: Reflects on and learns from own personal experiences of working in a group (Gr. 4)
- Reflects on how feedback can be given and received (Gr. 5)
- Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 2: Speaking:

- AS 2: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, responds to others with respect etc) (Gr. 4)
- Uses interaction strategies to communicate effectively in group situations (Gr. 5)
- Applies interaction skills in group situations (Gr. 6)

WHAT YOU NEED

Poster 15: Co-operative behaviour.

TIME 75 minutes.

WHAT TO DO

THIS ACTIVITY FOCUSES ON THE ASSESSMENT OF THE PROJECTS

1. **Remind the learners about listening skills (see Lessons 16 and 17).**
2. **Refer to the points listed in Poster 20: Co-operative behaviour and help learners to construct their own criteria for assessment using these points as a guide.**
E.g:
 - Did everyone in the group work together?
 - Did they listen to one another?
 - Did they put their strengths together effectively?
 - Did they achieve a common goal?

3. **Write these criteria up on the board or on newsprint and display for the class to see. Show them the assessment rubric you are using to assess their project work, and clear up any inconsistencies between the two sets of criteria.**

Emphasise:

- The assessment does include the end result of their process (the way their collages, songs, dramas etc reflect an understanding of peace),
- However their co-operative skills and joint commitment to the project have also been monitored throughout and are key criteria
- You are not assessing artistic skills and talent, but the ability to understand peace and practise peace-related skills, namely co-operation.

The final assessment will therefore focus on the project process as a whole.

4. **Ask each group to present its project. Invite comments from the class after each presentation.**
5. **In making your own formal assessment, you can make use of the assessment rubric on page 71.**

Remember in giving feed-back to follow the guidelines given in the Teacher's Guide at the beginning of this book. Make sure you spend some time with each group discussing their perceptions of their process and achievement as well as your own.

TEACHER'S NOTES

This lesson is a useful opportunity for learners to practice peer assessment. It is important that they learn to assess each other using formal criteria. However, equally useful is the practice of giving more detailed feedback (using the same criteria) which, while pointing out problem areas, affirms learners for what they did well, and provides some guidance as to how they could improve.

Remember the suggestion for assessment (informal or formal/structured assessment) we gave you in the Teacher's Guide? Share this with learners and ask them to make comments on their peer's presentations using the following format:

- Start with a comment which affirms the learner/group and his/her/their effort (what was done well).
- Comment on areas of work which were not done well and suggest how he/she/they could have done it better.
- End with an affirmative comment/s.

Encourage learners to make comments based on their feelings (E.g. "I really enjoyed... it made me smile...I laughed when...; AND/OR: I didn't enjoy...I was confused by...I didn't understand...").

Always prompt learners to give reasons for their comments (E.g. "I didn't understand... because I thought...).

THE HAND MURAL (LESSON 22)

LESSON CONTENT AND CONTEXT

Learners create a “hand-mural” to conclude their participation in this course.

LEARNING OUTCOMES

- **Life Orientation:**

LO 3: Personal Development

- AS 5: Reflects on and learns from own personal experiences of working in a group (Gr. 4)
- Reflects on how feedback can be given and received (Gr. 5)
- Explains what has been learned by reflecting on an experience related to self-management skills (Gr. 6)

- **Home Language**

LO 2: Speaking:

- AS 1: Uses interaction skills and strategies for working in groups (takes turns; stays on topic; asks relevant questions, responds to others with respect etc) (Gr. 4)
- Uses interaction strategies to communicate effectively in group situations (Gr. 5)
- Applies interaction skills in group situations (Gr. 6)

WHAT YOU NEED

(THERE IS NO POSTER FOR THIS LESSON).

A large sheet of paper, water-soluble paint in a variety of colours.

If possible, ask the Art teacher to help you.

If you cannot obtain paints for this lesson, the mural may be done in pen.

TIME 90 minutes.

WHAT TO DO

1. Return the projects and comment on them.

Emphasise the good points about them. Invite several learners to share some aspects of their projects.

2. Give all learners time to look at one another's projects.

3. The class could now choose to do one or both of the following activities as an end to this *Peace begins with Me* course (The Hand Mural, and/or Plant a Peace Tree).

The Hand Mural

- Each learner puts his/her right hand into a paint colour of his/her choice, and makes a hand print on the paper. Or, each learner draws the outline of his/her right hand in pen.

- The learner then writes his/her name on or just below the hand print (or in the hand print).
- Ask learners to decorate the mural with other peace signs and symbols (cross, dove, mother, flowers, etc).
- Label the mural with the class name (Grade) and present it to the principal to display in a prominent place at your school. (Alternatively, it could be handed to the next teacher or class who will be doing this Peace Begins with Me course).

Plant a Peace Tree

Ask learners if they can obtain a young tree which could be planted on the school premises as a symbol of peace.

There may be a nursery nearby or someone may know where you can get a tree. Be sure to get permission from the principal and if possible, involve him/her in the tree planting. Explain the significance of the tree representing Peace in the school and the learners' commitment to making the school a more peaceful place.

Notes on planting a tree:

You may be an experienced gardener, in which case you won't need to consult these notes. However, if not, you may find these guidelines helpful:

- If possible, choose a spot where it will be easy to water the tree regularly.
- Find out whether the tree prefers a sunny or shady spot.
- For a tree up to one metre high you should dig a hole at least 50cm by 50cm square and 50cm deep.
- Pour at least one bucket of water into the hole before you plant the tree.
- Mix plenty of dry manure into the soil from the hole (this will feed the tree while it is growing).
- Make sure that the tree roots are completely covered by soil when you put it into the hole.
- Stamp the soil down firmly to ensure that the tree stands strong in the ground.
- It helps if you create a bowl in the soil around the tree, so that when you water it, the water sits in a dam while it is sinking into the soil, and does not run off away from the tree.
- Pour at least one more bucket of water around the tree.
- Make sure that you keep the soil around the tree damp.
- Give the tree at least one bucket of water every week, especially during winter.

WE TRUST YOU AND YOUR LEARNERS HAVE ENJOYED THIS PROGRAMME!

WE INVITE YOU TO SEND US A FEW OF THE BEST PROJECTS OR OTHER WORK FROM THE COURSE!

(See the address on page 4.)

Assessment tools

On these pages you will find rubrics to support assessment of the two projects identified for this purpose in Lesson 9 and Lessons 15 and 21. You may wish to adapt them according to the particular Grade and Learning Area you are focusing on. As you undertake the assessment, please note also the targeted Learning Outcomes and Assessment Standards identified in each lesson plan. The rubrics are directed mainly to the Life Orientation curriculum. However both projects might also be used for assessment of Home Language with appropriate assessment tools.

RUBRIC FOR THE ASSESSMENT ACTIVITY IN LESSON 9

Criteria for assessment	1 not achieved 0-34%	2 partial achievement 35- 49%	3 satisfactory achievement 50-69%	4 excellent achievement 70-100%
Criterion 1: how effectively the learner's own views on the three issues are stated and own reasons given	no clear identification of the three issues, the learner's views, or his/her reasons	the learner has attempted to give views on the three issues but has not offered clearly identifiable reasons	the learner has offered a view on each issue and given a reason in each case	learner has clearly described his/her views and offered effective arguments to support them
Criterion 2: how fully and clearly the learner describes the views and reasons of at least three other learners	too few learners were interviewed and their views and reasons were not clearly identified	three learners were interviewed but their views and arguments were not all different from learners' own and were only partially described	the different views and arguments of three other learners on the three issues were broadly described	learner has clearly described the different views of at least three other learners and represented their supporting arguments fully and clearly
Criterion 3: how well the learner argues the importance of respecting others' opinions	learner has restated this point without supplying any arguments to support it	some attempt to argue the importance of respecting others' opinions	at least one clear reason was given for respecting others' opinions	learner has given several clear and sound arguments for respecting others' opinions

THE RUBRIC FOR THE FINAL PROJECT: SEE LESSON 15 (PROJECT START) AND LESSON 21 (PROJECT PRESENTATION)

This project makes for useful summative assessment as in bringing together different aspects of peace action that have already been explored it also targets both LOs 2 and 3 and several of the ASs that fall within these LOs.

Criteria for assessment	1 not achieved 0-34%	2 partial achievement 35- 49%	3 satisfactory achievement 50-69%	4 excellent achievement 70-100%
Criterion 1: how well the group worked together towards a common goal	no common goal was set / the group pulled in different directions during the process	a common goal was set although the group did not co-operate fully in pursuing it	the group worked together towards a common goal through most of the process	the group displayed excellent team-work and a consistent sense of common purpose.
Criterion 2: how well each member did their share and took responsibility for it	no clear identification of each member's role and little responsibility taken	roles were allocated but only one or two members took responsibility	roles were allocated and each member took responsibility for their part	roles were extremely well identified and members fulfilled them with initiative and commitment
Criterion 3: the pace and enthusiasm with which the project was led forward	little or no evident enthusiasm and members did less than the minimum of work	some enthusiasm but no leadership in setting a pace for the project	leadership shown in setting a pace and reaching goals throughout the process	project reflected enthusiasm and steady progress throughout; very well co-ordinated
Criterion 4: how well the final presentation reflects the group's understanding of peace issues and peace action in their own lives	hardly any evidence of peace knowledge and peace action learners had been exposed to	presentation reflects ideas about peace but confusion on some aspects; no clear application to own setting	presentation reflects basic understanding of peace issues and actions in their local setting	presentation shows full awareness of peace issues and applies the ideas imaginatively to relevant local action