

PEACE BEGINS WITH ME

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

SENIOR PHASE

Adapted from material developed
by the Independent Projects Trust
and The Media in Education Trust Africa,
with funding from the Joseph Rowntree Charitable Trust.
Developed for MiETA by Africa!Ignite.



Contents

Guide to the teacher	1
Glossary of terms	5
Learning Outcomes and Assessment Standards	7
For your year plan	8
Lesson 1: What is peace?	9
Lesson 2: What makes me happy?	11
Lesson 3: It isn't fair	13
Lesson 4: Fairness and responsibility	15
Lesson 5: The peace tree	19
Lesson 6: Types of conflict	22
Lesson 7: Feelings about conflict	25
Lesson 8: Managing anger	28
Lesson 9: Points of view (Assessment)	31
Lesson 10: The value of diversity	34
Lesson 11: Racism	37
Lesson 12: Understanding the opposite sex	40
Lesson 13: Bullying (Assessment).....	43
Lesson 14: Co-operative behaviour 1	47
Lesson 15: Co-operative behaviour 2 (Assessment)	49
Lesson 16: Listening skills 1	52
Lesson 17: Listening skills 2	55
Lesson 18: Assertiveness	58
Lesson 19: The "I" message 1	62
Lesson 20: The "I" message 2	65
Lesson 21: Presentation of projects (Assessment)	68
Lesson 22: The hand mural	70
Assessment rubrics	73



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.

This is exactly in keeping with important features of South African educational policy that must be implemented in our classrooms. White Paper 6 (focused on *Building an inclusive education and training system*) emphasises that differences in learners (whether due to age, gender, ethnicity, language, class, disability, religion, HIV status, etc) must be acknowledged and respected, and attitudes, behaviours, curricula and the school environment need to be changed to meet the diverse needs of all learners. These different learning needs amongst learners should be valued equally.

Peace, founded on values of human rights, equality, respect and tolerance of diversity is therefore not only an inspiring ideal for our community but a realistic and priority goal for our classrooms.

This ***Peace Begins with Me*** course is a teaching programme which is designed to be used easily by teachers of Senior Phase learners, i.e. Grades 7, 8 and 9. 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 relatively informal daily assessment to find out if learners have understood the concepts in each lesson and met the relevant Assessment Standards targeted. However Lesson 13 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.

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

This programme, *Peace Begins with Me* (for the Senior 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.

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 7, 8 and 9 and the programme can form an extended Learning Unit for Life Orientation.

However, it is worth noting that each lesson may also integrate usefully with other Learning Areas, especially Home Language or First Additional Language. Various language abilities are developed and reinforced from lesson to lesson. It would be very well worth while for Life Orientation and Language teachers to explore the possibility of teamwork in this respect.

The table on page 7 shows the Life Orientation Learning Outcomes and Assessment Standards targeted, and in which lessons they are addressed. The table on page 8 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 Senior 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?

This will depend on which language is the LOLT for Life Orientation in your school. 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 generally 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 73 to 74 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 7 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

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 the application of children's rights as stated in the SA Constitution	7	4, 9, 11
	AS 1: Discusses violation of children's rights and plans counter-strategies	8	3, 4, 10, 12, 15, 21
	AS 1: Debates issues with regard to citizens' rights and personal choices	9	3, 4, 9
	AS 2: Explains how to counter gender stereotyping and sexism	7	3, 12, 15, 21
	AS 2: Explains how to use democratic processes to address a local problem	8	10, 11
	AS 2: Reports on participation in or planning of the local celebration of a national day	9	12
	AS 3: Discusses how the learner would promote nation-building in different contexts	8	9, 11, 15, 21
	AS 3: Critically discusses social relationships in a variety of situations	9	3, 12
	AS 4: Explains how recognition of diverse cultures can enrich South African society	7	9, 10, 11
	AS 4: Critically evaluates changes in cultural norms and values in relation to personal and community issues	8	9, 11
	AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures	9	9, 10, 11, 15, 21
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: Reports on the implementation of strategies to enhance own and other's self-image through positive actions	7	1, 13, 14, 18, 19, 20
	AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation	8	2, 13, 16, 17, 18, 19
	AS 1: Analyses and reflects on positive personal qualities in a range of contexts	9	1, 5, 16, 17
	AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships	8	1, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21
	AS 2: Critically discusses own rights and responsibilities in interpersonal relationships	9	13, 15
	AS 3: Explains and evaluates own coping with emotions and own response to change	7	2, 7, 8
	AS 3: Responds appropriately to emotions in challenging situations	9	1, 2, 7, 8
	AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways	7	5, 6, 7, 8, 9, 13, 15, 16, 17, 18, 19, 20, 21
	AS 4: Discusses appropriate ways to initiate, sustain and end relationships	8	1, 16, 17

	AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour		6, 7, 8, 13, 15, 18, 19, 20, 21
	AS 5: Applies goal-setting and decision-making strategies.		18, 19, 20
	AS 6: Critically evaluates own application of problem-solving skills in a challenging situation.		14, 15, 16, 17, 21

HOME LANGUAGE: LEARNING OUTCOMES AND ASSESSMENT STANDARDS

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

LO 3: Personal Development

Grade 7:

AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships

AS 4: Discusses appropriate ways to sustain relationships

Grade 9:

AS 1: Analyses and reflects on positive personal qualities in a range of contexts

AS 3: Responds appropriately to emotions in challenging situations

WHAT YOU NEED

Poster no 1 (Happy, smiling learners sitting together, talking and laughing)

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 two groups, and give each group a different task related to the following scenario:

Scenario: Two friends have had an argument/fight and both are feeling angry and hurt.

(Suggest that learners think of arguments and fights they have actually witnessed or been involved in.)

Group 1 Peace words

This group must talk among themselves and write down the kinds of things that these friends could say to each other which would help them to forgive each other and restore the peace between them.

Group 2 Peace actions

This group must demonstrate the kinds of actions that these friends could take which would show that they have forgiven each other. (E.g: hugging, shaking hands, smiling, waving, etc).

4. Call the class together again and ask:

Group 1 To share with the class the words they have written. Ask the other group to add to the list if possible.

Group 2 To demonstrate their peace actions. Then invite others to join in.

EXTENSION ACTIVITIES

Give learners the following instructions for an individual written activity:

Two of your friends have had an argument/fight. Both are angry and hurt. One of them asks you to intervene to help them to repair the friendship.

- Describe how you would help them.
- What would you say to each one that would help him/her to forgive the other?
- What advice would you give them to help them avoid similar conflicts in the future?
- How do you think these friends will feel when the peace between them is restored?
- How will you feel?

INFORMAL ASSESSMENT

When you observe the oral work (Steps 3 and 4) and/or read and comment on follow-up written assignments, use the six points in the Teacher's Notes below. To what extent do learners' discussions, report backs and written answers reflect the six suggestions there?

TEACHER'S NOTES

Conflict, especially between friends, often leaves both people feeling upset. Towards the other they may feel anger, hurt, indignation, a sense of betrayal. Towards themselves they may feel anger, hurt, sadness, a sense of failure.

In order for both people to recover their sense of self-worth and forgive the other, each needs:

- An apology from the other.
- Their positive qualities to be affirmed.
- To be reminded of the reasons why they like each other.
- The behaviours which caused the conflict to be identified and discussed between them.
- To identify how they could each help to prevent similar conflicts between them from arising in the future.
- To say that they forgive each other.

Remind learners that when one acts a peacemaker it contributes to one's own sense of self-worth (i.e: it makes one feel good about oneself).

Note: Once learners' assignments have been marked and returned to them, take some time to go through the six points listed above to allow them to reflect on appropriate ways of resolving conflicts.

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

LO 2: Personal Development

Grade 7:

AS 3: Explains and evaluates own coping with emotions and own response to change

Grade 8:

AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation

Grade 9:

AS 3: Responds appropriately to emotions in challenging situations

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? Do you usually share your happiness with others, like friends and family? How do you do this? If not, then say why you don't/can't.

What makes you sad? Do you usually share your sadness with others, like friends and family? How do you do this? If not, then say why you don't/can't.

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

5. Ask some learners (5 or 6) what they said in response to the questions.

Ask them if they think it helps to share their feelings with others. Encourage them to give reasons for their answers. Encourage them to ask for help if they want to share their sadness with friends/family, but for some reason cannot.

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

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. So it is important to 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 this lesson enables you 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)

(This lesson makes use of information from the Legal Resources Centre booklet: *Know Your Constitution* (1997))

LESSON CONTENT AND CONTEXT

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

LEARNING OUTCOMES

LO 2: Social Development

Grade 7:

AS 2: Explains how to counter gender stereotyping and sexism

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies

Grade 9:

AS 1: Debates issues with regard to citizens' rights and personal choices

AS 3: Critically discusses social relationships in a variety of situations

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 4 - 5 learners in each.

Each group must discuss examples of people being treated unfairly because they are male or female/ boy or girl.

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

4. Teacher to lead discussion: What is UNFAIR?

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

How do UNFAIR practices make you feel?

(Cross, hurt, sad, etc).

What can be done about UNFAIR gender practices - at school, at home, in society, etc).

5. (See assessment suggestions below) Ask learners to reflect in writing as follows:

Write about one incident in which you were treated unfairly because you were a boy/girl.

- Describe what happened.
- Say how you felt and what you did about it.
- If you feel your actions were not helpful to you at the time, say what you could have done which might have been more helpful.
- How does sexism violate basic human rights? What do you think can be done at school/at home/in society to ensure that we all enjoy our basic rights whether we are male or female?

INFORMAL ASSESSMENT

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

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

In Activity 4 did they:

- explore the effects of gender discrimination?
- offer ideas for counteracting unfairness?

Activity 5 offers an opportunity for more structured or formal assessment. Apply the ASs and ensure that Grade 9 learners in particular explore the different contexts in which gender discrimination takes place and the effects that it has.

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” - the opposite of “justice”. 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 this lesson, be sure to discuss with your class Section 9 of the Constitution of the Republic of South Africa: the right to equality and freedom from discrimination, which states not only that the law must treat and protect everyone equally, but that no person shall be discriminated against (treated differently and unfairly) because of his/her race, gender, ethnic or social origin, colour, sexual orientation, age, disability, religion, belief, culture or language. Mention also Section 10 which states that we all have the right to be treated with respect and dignity by the state and fellow South Africans. No one may insult you because of your race, colour, gender, etc. Point out that discriminating against anyone because of his/her gender is a violation of that person's basic human rights. Be sure to allow learners to air their (perhaps strong) views on this matter. Remember - it's important that you try to remain as impartial as possible, especially if you have strong views on the matter. Try to ask questions of learners which encourage them to examine their points of view in relation to the statements of the constitution.

In the following **Lesson 4: Fairness and Responsibility**, we begin to look at how unfairness and injustice can be addressed through 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.

As a preparation for the next lesson, and to help them with the possible assessment task in Step 5, discuss with the class how they think they could ensure that gender equality (fairness) is practised in the classroom/at school?

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

LO 2: Personal Development

Grade 7:

AS 1: Discusses the application of human rights as stated in the South African Constitution

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies

Grade 9:

AS 1: Debates issues with regard to citizen's rights and personal choices

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. XX)

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 guidelines for classroom behaviour in order to make sure that everyone has the rights that are listed in the poster.

Focus on the rights that are listed in Poster 4. Ask the learners: "How would we need to behave in order for us all to have these rights"?

Take the rights one by one and write up the guidelines offered. Answers could include:

- Don't laugh at others
- Don't tease others
- Don't hit others
- Don't bring weapons to school, etc.

Go on to discuss other rules for classroom behaviour that link to rights not mentioned on the poster, and identify the rights in each case.

Keep this list of responsibilities/behaviour guidelines on the wall through the rest of the course.

5. Organise groups of 4-5 members each to develop strategies.

Ask them to:

- Identify one guideline/responsibility from the list which they think is particularly poorly observed in their class.
- Discuss why they think learners don't do this
- Plan a strategy to get their classmates to observe this responsibility
- Write up and report back on their plan, explaining the strategy and why they have chosen it.

Support groups as they discuss the reasons for irresponsibility (e.g. learners haven't thought about it/ others set a bad example/ no-one has explained the relevant rights before etc) and plan strategies (e.g. organise a discussion and vote on the issue; give a talk; design a skit, poster or song to raise awareness; etc).

EXTENSION ACTIVITIES

- Get groups to carry out their strategies in spare lesson time and/or for homework.
- Then ask them to monitor how well learners observe the responsibility they have been promoting. You could remind groups regularly of this and schedule brief review slots through the rest of the year in Life Orientation sessions

INFORMAL ASSESSMENT

Could learners identify responsibilities that were essential for achieving each right?

Could they identify rights and responsibilities beyond the list already offered?

Did they show insight into poor exercise of responsibilities?

Did they come up with useful strategies for developing particular responsible behaviours?

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 the overlay until the POSTER 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

LO 3: Personal Development

Grade 7:

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of personal relationships

Grade 9:

AS 1: Analyses and reflects on positive personal qualities in a range of contexts

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. Turn the overlay for Poster no 5 over so that the words are visible.

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

7. Ask learners to write about a fight/argument they have seen/heard.

Let them respond to the following questions:

- Who was fighting?
- What were they fighting about?
- What do you think were the real causes (roots) of this fight?
- What were the 'fruits' as far as you know?
- If the fight did not end peacefully, write down what you think the people fighting could have done to resolve the fight/argument in a peaceful way.

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?

Did they come up with appropriate ideas for resolving conflicts? I.e. did these strategies deal with the actual **causes** of the fights/arguments referred to?

TEACHER'S NOTES

Refer to your Teachers Notes for Lesson 1: **What is peace?**

One of biggest problems with conflict is that often people see conflict itself as a problem. In other words, people regard conflict as a negative thing and do as much as they can to try and avoid it.

But whatever the exact cause, we need to recognise that conflict is normal in human relationships. All relationships (between individuals, families, groups, communities, nations) experience times of difficulty and conflict. We also, therefore, need to recognise that conflict can be a potentially 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. Do you agree that conflict can be healthy? Perhaps we can take defining conflict a step further. Would you agree with the following understanding of conflict:

- Conflict in itself is neither positive nor negative but neutral.
- Outwardly, conflict, is evidence of the fact that people think and behave differently.
- Inwardly, conflict reflects our difficulty in coming to terms with life's challenges.
- Conflict is always going to exist, but it need not necessarily be destructive.
- Conflict generates energy which can be used destructively or constructively.

When conflict is identified and people reflect on and explore the conflict between them, people have a chance to air their anger and say what they think the real problem is. Important issues can thus be opened up, clarified and solved which can lead to better communication and the development of team spirit.

So often when we are involved in a conflict we become so trapped in the immediate issues and the anger of the moment that we lose the ability to see a way through it all to a peaceful solution.

This is one of the reasons why it can be very helpful to learn a process which helps us to better understand conflict. Conflict is often complex and there are many factors and issues which contribute. By examining and analysing conflict we may come to a better understanding of conflict.

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

LO 3: Personal Development

Grade 7:

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of personal relationships

Grade 9:

AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour

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.**
4. **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).
5. **Ask learners to look again at the fight they wrote about in the last lesson.**

Referring to the types of conflict just discussed, ask learners to say what type of conflict it was. Take answers around the class, asking learners to explain each time.
6. **Recap and discuss:**
 - Make sure all the types of conflict have been mentioned in 5. If any have not been mentioned, elicit examples from the class, drawing on well-known events locally or in the news; or make up some possible examples for learners to 'label' according to type.
 - 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).

7. Ask learners to write briefly about a conflict they were involved in:

- What kind of conflict was it (eg intrapersonal, interpersonal, intergroup or intragroup)?
- Describe the part you played in the conflict. Did your behaviour help to resolve the conflict peacefully or did it help to make the conflict worse? Why?
- Could you have behaved differently to help resolve the conflict peacefully? How?

INFORMAL ASSESSMENT

Were learners able to illustrate the four types of conflict?

Did their written work show an understanding of how different kinds of conflicts develop and/or can be resolved?

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.

- Learn to listen actively to others, and communicate your own feelings assertively.
- Have respect for yourself - in other words don't allow yourself to be pushed around by bullies - stand up for what you believe is right.
- Expect that others will give their best when you treat them with respect.
- Always look for a peaceful solution to the conflict.
- Care about the wellbeing and feelings of others.

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

LO 3: Personal Development

Grade 7:

AS 3: Explains and evaluates own coping with emotions and own response to change

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of personal relationships

Grade 9:

AS 3: Responds appropriately to emotions in challenging situations

AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour

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.

The other groups must try to guess which word they are acting out.

8. Using the same groups, ask learners to discuss the following:

What do you get angry about?

What do people you know get angry about?

How do you feel when people you know get angry with you?

How do you think these people feel when you get angry with them?

9. Ask learners to write about a time when they got angry with someone else:

Give the following instructions:

- Describe the situation that led to you being angry:
- How did you know you were angry?
- How did you express your anger?
- What other feelings did you have? (E.g: fear, sadness, pain, anxiety, etc.)
- Did you calm down? How did you calm down?
- What was the outcome of the situation?
- If your anger led you to behave violently or disrespectfully towards the other person, describe how you could have behaved more respectfully and peacefully.

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?
- an understanding of their own feelings of 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 effectively.
- 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)***.

MANAGING ANGER

(Lesson 8)

LESSON CONTENT AND CONTEXT

Learners describe creative and healthy ways of managing anger.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

- AS 3: Explains and evaluates own coping with emotions and own response to change
- AS 4: Shows evidence of respect for others and ability to disagree in constructive ways

Grade 8:

- AS 2: Reflects on appropriate behaviour in different kinds of personal relationships

Grade 9:

- AS 3: Responds appropriately to emotions in challenging situations
- AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour

WHAT YOU NEED

Poster no 8a (person experiencing anger)
Poster no 8b (words describing physical responses)

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. Show Poster no 8b and ask the learners to compare their responses to the words/phrases.

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.

- Discuss which of these alternatives would be more effective than remaining angry.

7. Ask learners to write as follows:

- Describe two situations when you were really angry and managed to calm yourself down. Which calming technique/s did you use? Did they work well?
- Did you learn about new ways of calming yourself down in this lesson?
- Which do you think would be most useful to you in future situations? Why do you say this?

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 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)

(This lesson uses information on diversity from *Phaphama Initiatives* (www.phaphama.org))

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

LO 2: Social Development

Grade 7:

- AS 4: Explains how recognition of diverse cultures can enrich South African society
- AS 1: Discusses the application of human rights as stated in the South African Constitution

Grade 8:

- AS 3: Discusses how the learner would promote nation-building in different contexts
- AS 4: Critically evaluates changes in cultural norms and values in relation to personal and community issues

Grade 9:

- AS 1: Debates issues with regard to citizens' rights and personal choices
- AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures

LO 3: Personal Development

Grade 7:

- AS 4: Shows evidence of respect for others and ability to disagree in constructive ways)

WHAT YOU NEED

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

TIME 60 minutes plus spare time for survey.

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 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* (Teacher's Notes, 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?

5. On the board write down the number of learners who agree and the number who disagree with the following messages:

- People from different countries and cultures add something valuable to our lives. If we leave out or ignore the contribution of these people we all lose.
- Kaiser Chiefs is the best soccer team.
- Girls are cleverer than boys.

6. Discuss their responses: Point out:

There is likely to be more agreement where there is complete unity (i.e. when people are all from the same country or culture). There is likely to be less agreement where there is more diversity (i.e. there are people from different cultures) or if opinions are split along lines of different interests (i.e. girls will support girls and boys will probably support boys).

7. Organise learners for an opinion survey.

Divide the class into groups. Each group must canvass the opinion of 20 people from outside the class regarding the messages in no 6. They should compile the results into a comparative table. For example:

Foreigners add something valuable to the lives of South African people		Kaiser Chiefs is the best team		Girls are clever than boys	
AGREE	DISAGREE	AGREE	DISAGREE	AGREE	DISAGREE

INFORMAL ASSESSMENT

Were learners able to:

- explain why different people have different opinions on the same issue?
- show respect when others gave their views and discuss the issues in a constructive manner?
- accept that other people have an equal right to their opinions?
- canvass opinions for the survey in an open and receptive style?
- welcome a diversity of cultural viewpoints amongst their peers?

You may wish to do more structured assessment for Step 8.

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.

Some points that learners need to understand about diversity

- Our differences give us much richness. If we leave out or ignore the contribution of others, we all lose.
- There is no right or wrong culture; there are only different ways of approaching life and different patterns of behaviour.
- When someone does something that you do not understand - or that you think is rude or stupid - remember that you do may be doing something equally confusing for the other person. The best way to get around this (and prevent it from becoming a barrier between the two of you) is to talk about it in a non-violent way
- Try to see people as individuals, and not only as part of the ethnic group they belong to; to help you do this try not to begin a sentence with the words, "You people are always"
- Learn to know and appreciate your own culture and background.
- Learning about other people's cultures and traditions does not mean you are losing your own culture; it simply means you have gained extra tools and skills which you can use to respond to all the different situations you will find yourself in

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.

Thanks to *Phaphama Initiatives* (www.phaphama.org) for information on diversity. *Phaphama's* calling is to build world peace by empowering one another to experience our wholeness and interconnectedness, as the foundation of fulfilling and happy lives.

THE VALUE OF DIVERSITY

(Lesson 10)

(The article in this lesson was provided by the Centre for Adult Education (UKZN) and was published in Learn with Echo, No 871, supplement to *The Natal Witness*, June 5 2008)

LESSON CONTENT AND CONTEXT

Learners explain the value of diversity.

LEARNING OUTCOMES

LO 2: Social Development

Grade 7:

AS 4: Explains how recognition of diverse cultures can enrich South African society

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies

AS 3: Explains how to use democratic processes to address a local problem

Grade 9:

AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures

WHAT YOU NEED

Article: *I might not be a South African*.

TIME 45 minutes.

WHAT TO DO

1. **Read the Teacher's Notes for Lesson 10 before starting this lesson.**
2. **Read the article "*I might not be a South African*"². Organise either group work or an open class forum to discuss it, using the questions below:**

- How do you feel after hearing this article?
- What is the writer saying about how South Africans see and treat other Africans?
- What do you think about it? Do you agree or disagree with the ideas expressed in the article? Give reasons for your answers.
- What do you think the founders of our South African democracy thought about how to deal with cultural differences in our country and immigrants from neighbouring African countries?
- Does attacking people from other cultures help to solve our problems? Give reasons for your answers.

(Ideas in the article are:

- Foreigners in South Africa are Africans like ourselves
- Our leaders and exiles were protected and cared for in other African countries, yet we chase away people from those countries.
- South Africans themselves may also be seen as foreigners in different parts of SA. They may look different and speak different languages. Just like people from other African countries, they may not know local languages such as IsiZulu. When we beat people for these differences, we are often beating our own people.

² Source: Centre for Adult Education (UKZN): Learn with Echo, No 871, June 5 2008

- Black people who blame and persecute 'foreign' Africans are behaving like whites who treated Africans as inferior to them and less than human. They are trying to terrify people and chase them from their homes in exactly the same way.
- Some people (both from other nearby countries and from other parts of South Africa) are told to go back to where they came from, yet others feel it is their right to move to wherever in the country they want to go.
- Many jobless people say foreigners or South Africans from other areas who have work are taking their jobs yet they won't take responsibility for getting educated or finding work. Such 'foreigners' do many jobs that South Africans don't want to do anyway.
- Foreigners are helping to build our country, yet we reject them.)

EXTENSION ACTIVITIES

Make use of the following debate statement to explore issues of diversity with the class:

Discriminating against people who are different from ourselves can weaken our democracy and our nation as a whole.

You could:

- organise a debate on the statement; or
- give learners time to formulate questions that the statement raises for them, and then discuss them.

INFORMAL ASSESSMENT

- Did learners manage to identify all the main issues of unfairness and discrimination raised in the article?
- Did they show empathy with the views expressed in the article?
- Were they able to identify advantages in welcoming diversity?
- Were they able to link issues of diversity with democratic values and practices?

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.

I might not be a South African

[In May and June 2008 some South African people attacked other Africans who live in South Africa. The following article provides some thoughts from a foreigner's point of view. It is not known who wrote it].

I might not be a South African, but I am black, my skin is the same as yours. My colour is the same as yours. My genes are African, I am nothing but African.

When your leaders were beaten by whites, I was there to shelter them. I was patient with them. I offered them food, shelter, most of all, I offered them protection.

I might be a South African...

I cannot speak Zulu, because I am Vhenda. I cannot speak Zulu because I am Shangaan. I don't know what an elbow is in Zulu. Just the same as you do not know what an elbow is in my language. Since when was Zulu the only South African language?

Yes, I am not from Gauteng. I was not born here, but I am South African. Where should I go if you beat me? I am not beating your father, mother, brother, or sister who works at my area on the mines. I am not calling them 'makwerekwere' though they can't speak my language. My skin might be dark. I might have the foreigner's looks. I might have the foreigner's body structure.

Now I am scared to go to the only place that I call my home. I'm scared of walking down the streets without my ID. Whites wanted me to be scared centuries ago. Now you, my black brother, are acting white. Why should you black South Africans do this? What makes you think you are better than me? Who told you that I am responsible for your unemployment? Who told you that I am less human?

If I need to go back to Vhenda, should all the Tswanas go back to Botswana? Should all the Sothos go back to Lesotho? Should all the Ndebeles go back to Kwandebele? Should all the Xhosas go back to Eastern Cape? Should all the Zulus go back to KwaZulu-Natal?

Is this not ignorance? Your joblessness is your responsibility. Use your mind, think! Get up and work. Let education empower you. Look for humanity (ubuntu). Before 1994 you blamed the whites. Now you are blaming me. Who are you going to blame after you chase me away? Who are you going to blame after killing me?

I'm sorry I was not born here. I am sorry I cannot speak Zulu. I am sorry for being too dark for your Joburg. I am sorry for cleaning the toilets you don't want to clean. I am sorry for doing your garden. I am sorry for repairing your shoes. I am sorry for protecting your leaders while they were in exile.

Yes, what you call exile (ekudingisweni) is my country. And most of all... I am sorry to help build things in South Africa.

Please my brothers, let there be peace and success amongst black African people.

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

LO 2: Social Development

Grade 7:

- AS 1: Discusses the application of human rights as stated in the South African Constitution
- AS 4: Explains how recognition of diverse cultures can enrich South African society

Grade 8:

- AS 2: Explains how to use democratic processes to address a local problem
- AS 3: Discusses how the learner would promote nation-building in different contexts
- AS 4: Critically evaluates changes in cultural norms and values in relation to personal and community issues

Grade 9:

- AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures

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 (2 or 3) 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):**

- Which of your human rights were violated in this incident? Explain.
- Why do you think you were treated in this way?
- Did you assert your right to be treated with respect and dignity? If yes, how did you respond? If no, say why not.

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?
- In what ways do you think we can act to ensure that others respect our human right to dignity and equally that we respect the dignity of others?
- What can we as learners do to promote better understanding of the different cultures in South Africa?

8. In the report back, lead a discussion on ways in which racism is a violation of human rights and why it is important to promote better understanding of diverse cultures in South Africa.

The idea is to get a conversation going between the learners as they discuss the issue of racism, how racism is a violation of human rights, and what they as learners can do to promote better understanding of diverse cultures in South Africa. Try to encourage practical strategies for promoting understanding in their own school and community.

INFORMAL ASSESSMENT

- Throughout the lesson, check levels of participation.
- 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.
- Observe whether learners can:
 - identify various effects of racism
 - link racism with other issues of diversity such as culture
 - identify a range of strategies to counter racism at school and/or in the society.

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 new 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 find out and describe how members of the opposite sex would like to be treated.

LEARNING OUTCOMES

LO 2: Social Development

Grade 7:

AS 2: Explains how to counter gender stereotyping and sexism

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies

Grade 9:

AS 2: Reports on participation in or planning of the local celebration of a national day

AS 3: Critically discusses social relationships in a variety of situations

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". Ask one girl and one boy to be the reporter for each group. The girl reports for the girls and the boy for the boys.

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 must 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. Ask learners to return to their places. Ask each reporter to read out what they wrote during the activity.

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.

Grade 7, 8 and 9 learners should all be able to offer strategies for countering gender stereotyping and sexism. Ensure you engage Grade 8 learners in a discussion about how sexism is a violation of human rights (Sections 9 and 10 of the constitution).

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

You and your Grade 9 learners could select the most powerful of these statements and design pair or group presentations to dramatise each statement. These could be presented to the class or to assembly at school on Women's Day.

INFORMAL ASSESSMENT

Did both boys and girls listen carefully to the spokespersons for the other?

Did they listen seriously and with empathy?

Was there evidence that each group had learned something about the other in the final discussion/ group work / written statements?

Were learners able to explain how to counter gender stereotyping and sexism (all grades)?

Were they able to discuss gender discrimination as a violation of human rights (Grade 8)?

Were they able to say why good gender relations are important for a peaceful society (Grade 9)?

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:

- Gender discrimination is a violation of human rights as set out in the constitution and as such we all have a responsibility to ensure that we treat each other equally, with respect and dignity.
- 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)

(Some of the information in this lesson was drawn from the article "No innocent bystanders" by Simon Weaver (*The Natal Witness*, Tuesday, Sept 9, 2008))

CONTENT AND CONTEXT

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

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

- AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.
- AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

- AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation.
- AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

- AS 2: Critically discusses own rights and responsibilities in interpersonal relationships.
- AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.

WHAT YOU NEED

Poster no 13: Bullying

Materials for making posters: paper/card; kokis, paints etc.

TIME 90 minutes plus homework time

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?
- Why do people bully others?
- 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 witnessed bullying at school (in other words, he or she was a bystander). Each learner should explain what happened and what they did during the incident (eg: watch, laugh, cheer, walk away, etc)

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 witnessed bullying at school, explaining what happened and what they did themselves (e.g. watch, laugh, cheer, walk away, etc).

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

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

Ask learners:

- How did it feel to be a bystander?
- What kind of behaviour encourages bullying? (watching bullies and fights, ganging up, laughing at victims, etc)
- What kind of behaviour discourages bullying (walking away, voicing disapproval, calling a teacher, physically intervening to defend the victim, 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.

FORMAL ASSESSMENT

Ask learners to work individually OR in pairs to:

- Prepare a poster designed to
 - raise better awareness and understanding of bullying
 - discourage learners both from bullying and from unhelpful 'bystanding' at your school; and to
 - encourage more constructive behaviours.
- Use the information gathered during the Listening Circles activity and the discussion following it to help them design their posters.
- Make the poster look neat and appealing, although expert drawings and visuals are not required.
- Focus the messages on the poster according to your Grade:
 - Grades 7 and 8: the importance of behaviour that develops a positive self-concept (for the bully, the person bullied and the onlooker); treating others with respect; disagreeing constructively when appropriate.
 - Grade 9: rights of person being bullied; responsibilities of onlooker/bystander; reflecting on one's own behaviour(That is, the messages should reflect the relevant ASs for the Grade)

There should be 8-10 clear persuasive sentences (including short bulleted pieces of advice e.g. **Don't watch and cheer!**) on each poster to carry the messages.

Try to organise large sheets of unlined paper or card for this task. If you can't obtain these, learners will have to design a small poster or a leaflet on exercise book pages.

Familiarise learners with the rubric requirements on page 73 and indicate what they should emphasise at their Grade level. Adapt the rubric if necessary.

Support learners in structuring their messages and laying out the poster attractively.

Learners will probably need some homework time to complete the posters.

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.
- They are trying to impress other learners and win their friendship and respect.

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.

The role of bystanders

(See Weaver, Simon: "No innocent bystanders" (*The Natal Witness*, Tuesday, September 9, 2008) which is the source of some of the information in this lesson)

The role of bystanders has been found to play a key role in influencing bullying behaviour at schools. The way bystanders respond to the bullying can influence the behaviour in positive or negative ways. For example, if the bystanders just watch, or cheer the bully on, then this encourages the perpetrator. However, researchers have shown that if other learners discourage the bully verbally (voice disapproval) there is a strong chance that the bullying will stop. As teachers we can play an important role by encouraging learners to actively combat bullying at school. Learners can respond to bullying in a way which helps the victim by:

- Walking away from the scene (which shows disapproval)
- Telling the bully that they disapprove of such behaviour
- Getting the help of a prefect or teacher
- Actively physically assisting the victim.

Teachers can also help by publicly praising the actions of bystanders who intervene to stop bullying and by actively encouraging a "hurt-free" culture at the school.

Support and counselling

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.

It is also important to remember that victims of bullying may suffer great distress as a result. They may lose confidence, become depressed and lose friends; they may stay away from school, their schoolwork may suffer; they may also harbour feelings of anger and revenge which could give rise to violent incidents in the future. As a teacher, try to be aware of the impact that bullying may have on learners and offer support and counselling where possible. 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

LO 3: Personal Development

Grade 7:

AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

AS 6: Critically evaluates own application of problem-solving skills in a challenging situation.

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).

Ask: *How do we co-operate?*

Refer learners to any activities from previous lessons where they have had to work as a group to make a presentation/ reach a better understanding etc.

5. **The secret spot game**

No preliminary explanation is necessary. Note that this game should be played outside in a designated area or in a space bigger than the classroom.

- Form learners into groups of four.
- The members of each group are to join hands in a circle. There is to be no talking.
- Each member of the group has 30 seconds to silently pick out a secret spot in the room/space to which he/she would like to take the other members of the group.
- At a signal, each member of the group silently influences the whole group to go to her or his secret spot.

Allow 5 minutes to do the exercise. Instruct participants not to break hands until the exercise is over. Ensure that the physically stronger learners do not make the exercise uncomfortable for the others in the group.

6. Ask learners:

- How did it feel to be part of your group?
- If a group did not go to all the secret spots, what prevented this?
- Did any group go to all four secret spots?
- How did each member communicate their intention to the rest of the group?
- What made it possible for this group to succeed in this activity?
- Why is cooperation important for peace and harmony?

Remind learners that in the next lesson they will be given an assignment task which requires that they cooperate on a creative project.

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?

TEACHER'S NOTES

Sometimes, conflict is a result of people not trusting each other and not being able to see that if they cooperated to solve a problem, that it both people (or everyone) could get what they wanted. So often we tend to compete with each other in order to get something we want. Competition is a way of interacting that we learn from our families, from school and from the society in which we live. We are raised to believe that in order for me to win, someone else must lose. It may feel great to beat someone else and get what you want, but if that means that the other person gets nothing, he/she may be left feeling sad, frustrated or angry. This may negatively affect your relationship with him/her and may lead to conflict between you in the future.

Often, if people are only prepared to commit to working together, another way can be found - a way that ensures that everyone wins, or at least gets some of what they want. If this is possible, then relationships may be preserved and the chances of future conflict reduced. One of the ways we can help learners to realise this is to encourage them to practice cooperation in the classroom.

A. 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.

CO-OPERATIVE BEHAVIOUR 2

(Lesson 15)

LESSON CONTENT AND CONTEXT

Learners explain the meaning and value of co-operation.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.

AS 6: Critically evaluates own application of problem-solving skills in a challenging situation.

LO 2: Social Development

Grade 7:

AS 2: Explains how to counter gender stereotyping and sexism.

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies.

AS 3: Discusses how the learner would promote nation-building in different contexts.

Grade 9:

AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures.

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. 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). In order to meet the ASs for LO 2: *Social Development*, allocate a different topic to each grade, eg:

Grade 7: Sexism and gender stereotyping;

Grade 8: Bullying or racism

Grade 9: Racism or xenophobia.

Group 1: This group must prepare a peace collage. They must collect and/or draw pictures about peace and show how these relate to the topic. These must be pasted onto a large sheet of paper to be displayed on the day of presentation. All the learners must be involved and the group should elect one or more members to present the collage on the day and explain the story behind the images.

Group 2: This group must write a peace song, poem or rap on the given topic, 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 on the given topic 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.

4. 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 74 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 in which 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. 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.

LISTENING SKILLS 1

(Lesson 16)

LESSON CONTENT AND CONTEXT

Learners demonstrate good listening skills.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

AS 4: Discusses appropriate ways to initiate, sustain and end relationships.

Grade 9:

AS 1: Analyses and reflects on positive personal qualities in a range of contexts.

AS 6: Critically evaluates own application of problem-solving skills in a challenging situation.

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. **Show Poster no 16 and discuss it.**
3. **Ask the learners to name the key points of good and bad listening.**
(See Teacher's Notes)
4. **Play the listening game: divide the class into pairs.**
 - **A** talks to **B** 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 steps.
5. **Bring learners back into the class group. Ask them:**
 - Did you find it difficult to talk/listen for 2 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?

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)

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 also 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

The Listening Game

Each learner sits close to and opposite a partner. Learners take turns to speak while the partner listens to them. Then they feed back to their partner 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 2 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

LISTENING SKILLS 2

(Lesson 17)

(Information in this lesson is Adapted from Reardon and Cabeduzo, 2002. *Learning to Abolish war: Teaching Towards a Culture of Peace*, Book 2: Sample Learning Units, pp 96 - 98)

CONTENT AND CONTEXT

Learners demonstrate good listening skills.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

AS 4: Discusses appropriate ways to initiate, sustain and end relationships.

Grade 9:

AS 1: Analyses and reflects on positive personal qualities in a range of contexts.

AS 6: Critically evaluates own application of problem-solving skills in a challenging situation.

WHAT YOU NEED

There is no poster for this lesson.

Brief descriptions of conflict scenarios (see Teacher's Notes).

TIME 60 minutes.

WHAT TO DO

- 1. Recap good listening skills with learners.** Write up on the board some guidelines for good listening (see Teacher's Notes). Ask students if they need any clarifications.
- 2. Form groups of three to practice the listening skills.**
- 3. Give each group a brief description of a conflict situation.** Ask two learners to assume opposing positions. Appoint the third student as a mediator.
- 4. Direct those who are taking a position to present their cases to the mediator.** The role of the mediator is to listen to each speaker, following the good listening guidelines.
- 5. Announce 12 minutes for the first round:** allow 4 minutes for each learner to present his/her argument (8 minutes) and 4 minutes for the mediator to question, summarise, and have the conflicting parties agree on his/her summary of the conflict.
- 6. Repeat the process three times, with three different conflict scenarios** so that all 3 students in every group have performed the mediator role.

7. Lead a discussion in which you raise questions about what learners gained from the activity. Ask them:

- What do you need to develop further to be good listeners?
- What do you need to develop further to be good mediators?
- Why are good listening skills important in relationships?

Stress that, to prevent the escalation of conflicts in all aspects of life, active listening must be practiced.

INFORMAL ASSESSMENT

- Did learners demonstrate good listening skills during the activity?
- Were mediators able to effectively summarise what the speakers were saying?
- In discussions were learners able to articulate the importance of disagreeing in constructive ways?
- Were learners able to say why good listening skills are important in respectful relationships?

TEACHER'S NOTES

Listening skills are significant in all human relations and absolutely essential to preventing and resolving conflict. The development of good listening skills is an important goal of education for democracy, human rights, and peace. We do this listening exercise to help us to practice giving full attention to what another person says, and in turn to experience for ourselves the pleasure of being really heard.

Both of these things are extremely important in resolving conflicts. For one reason, you must be able to hear everything your opponent is saying before you can find a way to reach agreement with him or her. For another, most people seldom have the experience of being really listened to and heard. When they do, they usually find that whatever desire they may have had for violence is diminished and their interest in finding more creative solutions is increased.

Since the best solutions come from within the persons affected, good listening, which draws these out, is a much more effective means of resolving conflicts than is good advice, which tends to stifle these solutions. Listening is one thing people can really do for one another. We cannot solve each others' problems, but we can listen. It is the basic counselling skill. All of us, no matter how good we are at listening, can always take another step and learn to improve this skill.

Listening and mediation activity

The listening and mediation activity provides a wonderful opportunity for developing such skills. It is particularly useful because not only does it develop listening skills, it offers an introduction to the conflict resolution technique of mediation.

The activity furthermore teaches learners how to:

- create a supportive environment that helps people relax and focus on issues;
- develop rapport and trust with both parties in a disagreement or conflict;
- convey empathy and respect for each person, regardless of their beliefs, words or conduct;
- state clearly the basic problems that need to be resolved in a conflict, in terms of problems and issues rather than personalities.

Guidelines for good and bad listening

A good listener:	A bad listener:
Looks at the person speaking Reacts responsively Pays close attention to the speaker Does not interrupt the speaker Is sensitive to the speaker Does not rush the speaker Asks appropriate questions Is emotionally controlled Has no hidden agenda Tries to understand the person	Always interrupts Jumps to conclusions Makes moral judgments Keeps finishing the speaker's sentences Is always writing and taking notes Changes the subject Is unresponsive Is impatient Can't control their emotions Fidgets Does not care

Conflict Scenarios

Remember that in the role-plays girls can play boys and boys, girls. If learners protest, remind them of the importance of understanding what its like to be a member of the opposite sex (see Lesson 12).

- Nomfundo's best friend, Phuphelihle starts hanging out with another girl who Nomfundo does not like. Nomfundo feels hurt and betrayed and confronts Phuphelihle with her feelings.
- Dudu's best friend, Ntombifuthi finds a boyfriend and starts spending all her time with him. Dudu feels hurt and betrayed and confronts Ntombifuthi with her feelings.
- Lindo has courageously told the class that he is HIV positive and has asked for their support. Fezile thinks people with HIV should not come to school because they will infect other learners. Fezile attacks Lindo verbally, accusing him of being selfish and irresponsible.
- Thami is angry because his friend Zamo refuses to join him in teasing another learner whose clothes are old and worn. Thami accuses Zamo of being like an old woman.
- Mthembeni has intervened to stop his friend Scelo from harassing a girl in their class. Mthembeni is furious with Scelo because he is not acting like a man.
- Nonhlanhla and Bheki have been friends since they were in Grade 1. Now Bheki has got a girlfriend and won't talk to Nonhlanhla because his new girlfriend is jealous of her.

ASSERTIVENESS

(Lesson 18)

LESSON CONTENT AND CONTEXT

Learners demonstrate assertive behaviour.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

- AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.
- AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

- AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation.
- AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

- AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.
- AS 5: Applies goal-setting and decision-making strategies.

WHAT YOU NEED

Poster no 18 (Aggressive, Passive, 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 will learn about another aspect of behaviour that leads to understanding, good relationships and peace between people.
- 2. Show Poster no 18.** Ask learners what kind of behaviour is being shown by the people in each picture on the poster. Discuss aggressive, passive and assertive behaviour (see Teacher's Notes (A) for Lesson 18).
- 3. 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 passive? Why?
- How did it feel to be a) aggressive, b) passive and c) assertive?
- What was the difference between these feelings?
- What was easy about the activity? What was difficult? Give reasons for your answers.

4. 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
- asking for a non-violent solution to problems/conflicts
- thinking before reacting.

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.

EXTENSION ACTIVITY

Ask learners how an aggressive person would walk into a room and sit down. Ask one to demonstrate. Ask another to demonstrate how a passive person would walk into a room and sit down. Ask a third to demonstrate how an assertive person would walk into a room and sit down.

Point out that passive and aggressive people carry much of their 'messages' in the way they move their bodies, their postures and facial expressions.

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, passive and assertive behaviour

AGGRESSIVE	PASSIVE	ASSERTIVE
<p>"I am the only one who matters"</p> <p>shouting blaming humiliating demanding ridiculing accusing dominating bullying wanting to get one's own way</p>	<p>"You matter, I don't"</p> <p>apologising hesitating putting oneself down giving in doing nothing & hoping for the best ignoring one's own rights</p>	<p>"we both matter"</p> <p>standing up for oneself saying what you need respecting others being confident expressing oneself honestly asking for a non-violent solution to problems/conflicts thinking before reacting.</p>

Aggressive

Aggressive behaviour is hostile and self-defeating. It often results in anger, self-righteousness and possible guilt later.

An aggressive person:

- provokes arguments
- always wins arguments
- can be rude and sarcastic
- thinks s/he is better than others
- may threaten others and even be violent
- shouts
- doesn't listen to others

Passive

With passive behaviour feelings of low self-worth could arise. Needs are not met and often anger builds up.

A passive person:

- Thinks they are not as good as others
- Always allows others to take advantage of them
- Doesn't complain about injustice
- Doesn't think their feelings are important
- Behaves like a victim
- Opens him/herself to attack

Assertive

Assertive behaviour is expressive and is likely to result in confidence, self-esteem and improved relationships with others.

An assertive person:

- does not allow him or herself to be controlled by others
- does not try to control others
- looks for solutions to problems
- stands up for his or her rights
- does not harm others
- expresses his or her feelings constructively
- listens to the feelings of others
- does not blame others
- uses phrases like:
 - “I would like to discuss something with you...”
 - “I feel upset when you”
 - “I feel you are being unfair because...”
 - “I understand you, but I cannot agree...”

During your discussion with learners (see Point 3 of the lesson plan), for each behaviour (eg: aggressive, passive, assertive), ask them:

- Do you know people who behave this way?
- Give an example of a situation when you saw someone behaving like this.
- What effect does passive/aggressive/assertive behaviour have on others?

B. Examples of situations for role-plays:

- Classmates who come from wealthier homes tease you because your parents are unemployed.
- Other learners are giving you a hard time because you are friends with someone who is known to be HIV-positive.
- During a soccer/netball match, you score a goal and members of the opposing team accuse you of cheating.
- You do very well on a test. Some learners who fail the test accuse you of being 'uncool' because you studied so hard.
- There is an older learner at your school who always picks on you. Every time he/she sees you he/she says something insulting and/or pushes you.
- Three of your good friends arrange to go to town together on the weekend and don't invite you. You feel hurt and angry.

THE “I” MESSAGE - 1

(Lesson 19)

LESSON CONTENT AND CONTEXT

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

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation.

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.

AS 5: Applies goal-setting and decision-making strategies.

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 and the Teacher's Notes for Lesson 20 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, passive 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) for 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), or you could use the examples suggested by learners in Point 6 (above).
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?

Were they able to link 'I' messages to having respect for others and the importance of disagreeing in constructive ways?

Did learners suggest any situations where 'I' messages may not be appropriate and were they able to suggest strategies to overcome such challenges?

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>I am shouted at</i>	(the action).
I feel...	<i>hurt</i>	(the response or emotion).
Because...	<i>I don't like to fight</i>	(the reason).
What I would like is...	<i>to be spoken to calmly</i>	(the preferred outcome).

When...	<i>I am forced to do something I do not want to do</i>
I feel...	<i>very uncomfortable and nervous</i>
Because...	<i>I am going against what I believe in.</i>
What I would like...	<i>is to for you to ask my permission first.</i>

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:

Remind learners of the scenarios they used for the Listening and Mediation activity in Lesson 17. Learners can choose any of these scenarios to practice "I" Messages. By doing this, some continuity is created and learners can begin to see how conflicts they have already explored might be resolved effectively using "I" Messages.

- Nomfundo's best friend, Phuphelihle starts hanging out with another girl who Nomfundo does not like. Nomfundo feels hurt and betrayed and confronts Phuphelihle with her feelings.
- Dudu's best friend, Ntombifuthi finds a boyfriend and starts spending all her time with him. Dudu feels hurt and betrayed and confronts Ntombifuthi with her feelings.
- Lindo has courageously told the class that he is HIV positive and has asked for their support. Fezile thinks people with HIV should not come to school because they will infect other learners and has verbally attacked Lindo, accusing him of being irresponsible and selfish. Lindo now confronts Fezile and tells him how he feels.
- Thami is angry because his friend Zamo refuses to join him in teasing another learner whose clothes are old and worn. Thami accuses Zamo of being like an old woman. Zamo now confronts Thami and tells him how he feels.
- Mthembeni has intervened to stop his friend Scelo from harassing a girl in their class. Mthembeni is furious with Scelo because he is not acting like a man. Scelo now confronts Mthembeni and tells him how he feels.
- Nonhlanhla and Bheki have been friends since they were in Grade 1. Now Bheki has got a girlfriend and won't talk to Nonhlanhla because his new girlfriend is jealous of her. Nonhlanhla now confronts Bheki and tells him how she feels.

The “I” MESSAGE - 2

(Lesson 20)

LESSON CONTENT AND CONTEXT

Learners express themselves assertively using “I” Messages.

LEARNING OUTCOMES

LO 3: Personal Development

Grade 7:

- AS 1: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.
- AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

- AS 1: Analyses and discusses factors which influence self-concept formation and self-motivation.
- AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

- AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.
- AS 5: Applies goal-setting and decision-making strategies.

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.

Grade 7 and 8 learners should say what impact assertive communication in these situations could have had on their own and the other person's self-image.

Grade 9 learners should analyse their own their own behaviour in the situations they describe and explain how the situation could have had a different outcome if they had used “I” Messages.

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, ie: if they agree, say why. If they disagree, how do they think their partners could better rephrase the "I" Message?

TEACHER'S NOTES

More about "I" messages

'I' Messages clarify the feelings and assumptions that surround a problem. There is value in learning to use 'I' messages as opposed to the way most of us usually speak in mild or serious conflict situations.

In any conflict situation:

Think about **whose problem** it is.

Think about who owns the problem:

"If I am bothered, that's **my** problem."

"If you are bothered, that's **your** problem."

"If we care about each other's feelings, or if the other person could be prompted into action that may affect both of us, then it's **our** problem."

Think about **focus**. In other words, 'I' messages help me to focus my feelings.

In 'you' statements we focus on the shortcomings of the other person.

Think about **feelings**. Look at the feelings that result from both ways of interacting. Note that anger often produces a 'YOU' message.

Think about **experiences**. Note the judgements that exist. Don't try to drive them underground.

Think about **perceptions**. Note that judgements always rest on our assumptions or perceptions and be aware that people will not act on assumptions that they don't share.

Think about **relating to the real world**. 'I' messages will not work if you're trying to use them to control another person. They are best used to clarify a problem and give both parties the opportunity to be part of the solution. 'I' messages, properly used, can be part of trusting and valuing yourself and the other person.

Examples:

You Message : 'You're always criticising me.'

I Message : 'I feel frustrated and angry when my faults are mentioned, and the good things that I do are ignored.'

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

Remind learners of the conflict scenarios they used during the assertiveness role-plays in Lesson 18. Learners can choose any of these scenarios to practice "I" Messages. By doing this, some continuity is created and learners can begin to see how conflicts they have already explored might be resolved effectively using "I" Messages.

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

- Classmates who come from wealthier homes tease you because your parents are unemployed. You now confront them and tell them how you feel.
- Other learners are giving you a hard time because you are friends with someone who is known to be HIV-positive. You now confront them and tell them how you feel.
- During a soccer/netball match, you score a goal and members of the opposing team accuse you of cheating. You now confront them and tell them how you feel.
- You do very well on a test. Some learners who fail it accuse you of being 'uncool' because you studied so hard. You now confront them and tell them how you feel.
- There is an older learner at your school who always picks on you. Every time he/she sees you he/she says something insulting and/or pushes you. You now confront him/her and tell him/her how you feel.
- Three of your good friends arrange to go to town together on the weekend and don't invite you. You feel hurt and angry. You now confront them and tell them how you feel.

Some special notes on how and when to use "I" Messages

1. The structure suggested for "I" Messages should not be rigidly taught as the only way to assertively communicate your feelings and desires.

E.g. You could start with "When...", or "I feel..." .

The essence of the "I" Message is:

- **Tell the other person how you feel** (I feel...);
- **Describe the situation** that makes you feel like that (when...), and
- **Say why it makes you feel that** (because...);
- **State the kind of interaction or the outcome you desire** (I would like...)
 - **without blaming the other person** for how you feel.

2. It is sometimes argued that "I" Messages may be inappropriate in certain circumstances. For example, Zulu children are taught not to address their elders directly and assertively the way "I" Messages suggests we should. Even as adult men and women we may be uncomfortable addressing our elders or superiors in this way. There is no one answer to this problem and it is perhaps up to us as educators to discuss issues like this with learners. What ideas do they have for overcoming this challenge? This issue should also be discussed among educators and in the community. How do we communicate assertively with elders and superiors in a way which shows them due respect, but does not take away our right to have our say?

PRESENTATION OF PROJECTS (LESSON 21)

LESSON CONTENT AND CONTEXT

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

LEARNING OUTCOMES

LO 2: Social Development

Grade 7:

AS 2: Explains how to counter gender stereotyping and sexism.

Grade 8:

AS 1: Discusses violations of human rights and plans counter-strategies.

AS 3: Discusses how the learner would promote nationbuilding in different contexts.

Grade 9:

AS 4: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures.

LO 3: Personal Development

Grade 7:

AS 4: Shows evidence of respect for others and the ability to disagree in constructive ways.

Grade 8:

AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships.

Grade 9:

AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.

AS 6: Critically evaluates own application of problemsolving skills in a challenging situation.

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 15: 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 and how it relates to their given topic - eg: sexism, bullying, racism, xenophobia),
 - 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 74** 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 “peace graffiti” poster to conclude their participation in this course.

LEARNING OUTCOMES

This lesson targets, and integrates, both LO2 and LO3 and most of the Assessment Standards that have been addressed through the course. This will be clear to you if you read the lesson plan and then refer to the table of curriculum links for the course (pages 7–8). The lesson is focused on integration of all the ideas in the course, and celebrating what has been learned overall rather than on trying to meet a particular AS or ASs.

WHAT YOU NEED

(THERE IS NO POSTER FOR THIS LESSON).

A large sheet of paper,

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 Peace Graffiti Poster, and/or Plant a Peace Tree).

The Peace Graffiti Poster

- Ask learners to reflect on all that they have learnt during this Peace Begins with Me course. If you like, help to recap some of the most important themes, eg: fairness and responsibility, respect for diversity, respecting others' opinions, active listening, assertive communication, etc).
- Ask each learner to think of a slogan for peace which he/she will write on the Peace Graffiti Poster (see Teacher's Notes for some examples).
- When learners are clear about what they want to write, ask them to write their slogan (graffiti) on the poster.
- Learners may also want to decorate the poster with other peace signs and symbols (cross, dove, mother, flowers, etc).

- Label the poster 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).

Notes on creating a Peace Graffiti Poster

Discourage learners from expressing themselves in the negative (ie: sentences beginning with "Don't". E.g: "Don't discriminate against others because they are different" could better be written positively like this: "Celebrate diversity!" or "Accept the differences in others".

Encourage learners to be creative and express themselves freely. If they are struggling to formulate slogans, you could suggest they begin a slogan with words like "Peace means..." (eg: "Peace means: co-operate, collaborate, communicate" or, "Peace means: love your neighbour as you love yourself".

Learners may also start their slogan with the words "Peace is..." (eg: "Peace is: caring for others" or "Peace is: treating others fairly".

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 50 cm 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 in Lesson 1.)

The rubric for the assessment task in Lesson 13 (Bullying)

	1 Not achieved 0-29%	2 partial achievement 35- 49%	3 Moderate 40-49%	4 Adequate 50-59%	5 Substantial 60-69%	6 Meritorious 70-79%	7 Outstanding 80-100%
Criterion 1: how well poster reflects insight into causes and effects of bullying at school	little evidence that learner understands self-concept issues for bullies or victims of bullying	partial understanding of causes but little insight into effects	some understanding of causes and some empathy for victims	general awareness of self-concept issues and effects for victim but wider effects not mentioned	basic understanding of causes of bullying and effects on victim, bully and school community	well-developed understanding of causes of bullying and effects in relation to individuals and school community	exceptional insight into causes and effects at all levels
Criterion 2: how well poster reflects issues of rights and responsibilities related to bullying	little or no awareness of relevant learner rights reflected	some unfocused reference to rights of learners	refers to relevant rights but not related responsibilities	puts learner rights in relation to bullying and attempts to outline responsibilities	states learners rights and responsibilities in relation to bullying	well-directed statement of learner rights and learner/school responsibilities in relation to bullying	full and focused expression of relevant rights and responsibilities
Criterion 3: how well poster reflects awareness and importance of issues related to bystanders	role of bystander barely or not mentioned	bystanders mentioned but understanding of role not evidenced	some awareness of bystander issues	raises some issues related to bystanders	main issues relating to bystanders raised	clear expression of problems and responsibilities in role of bystander	excellent insight into bystander role and persuasive account of bystanders' responsibilities
Criterion 4: quality of suggestions for discouraging bullying on poster	no strategic suggestions beyond urging not to bully	beginnings of strategic suggestions offered	one or two partly developed suggestions offered	several strategic suggestions but not relating to all involved	strategic suggestions related to interaction with bully, victim and bystanders	fully developed strategies relating to bully, victim, bystanders and general behaviour	persuasive well focused strategies relating to all involved and general behaviour

The rubric for the final project: see Lesson 15 (project start) and Lesson 21 (project presentation)

This project makes for useful summative assessment, because 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.

	1 Not achieved 0-29%	2 partial achievement 35- 49%	3 Moderate 40-49%	4 Adequate 50-59%	5 Substantial 60-69%	6 Meritorious 70-79%	7 Outstanding 80-100%
Criterion 1: level of team-work, respect for each others' ideas and approach to disagreements	little evidence of team interaction; work sabotaged by disagreements	some evidence of teamwork and listening to each other but poorly sustained	part of group worked as a team but disagreements hampered progress at times	team usually co- operated and listened to each other; some unresolved disagreements	group generally worked well together, listened to each other and resolved disagreements	very good team that listened respectfully to each other and solved problems constructively	excellent team- work, high mutual respect; disagree--ments all handled constructively
Criterion 2: how well each member did their share and took responsibility	no identifiable roles allocated and little responsibility taken	attempts were made to allocate roles and responsibilities; not followed up	partly defined roles and only some members took on their responsibilities	roles defined but some members had to take part of others' responsibilities	roles were allocated and each member took on their main responsibility well	roles were well defined and all responsibilities fully undertaken	roles extremely well identified and undertaken in detail with initiative and commitment
Criterion 3: the direction, pace and enthusiasm with which the project was led forward	little evident enthusiasm, no clear goals were set; minimal work done	one or two members showed enthusiasm but not goal- directed or sustained	some keenness but weak goal- setting and co- ordination affected the pace and outcome	goals and timelines set but some gaps in co-ordination slowed the pace	steady pace set and key goals achieved; some enthusiasm	project reflected enthusiasm and steady progress throughout; very well co- ordinated	goals extremely well defined; a very keen pace was kept up; excellent co-ordination
Criterion 4: understanding of relevant peace issues and peace action reflected in presentation	little evidence of peace knowledge and peace action or link with given topic	some evidence of peace- related ideas but not on topic and not applied to own setting	a few ideas about peace and given topic but confused in parts and little applied to own life	ideas about peace and given topic reflected and partly applied to own setting	understanding of peace issues and actions and links to the given topic	peace issues and actions well developed around given topic and own setting	full awareness of peace issues and topic applied imaginatively to relevant local action
Criterion 5: (Grades 8 & 9) critical reflection on the process of cooperation	little evidence of being able to reflect on co-operative skills necessary for effective groupwork	some awareness of co-operative skills but little application to own process	awareness of co-operative skills but few aspects of own process were evaluated	fair understanding of co-operative skills with some application to own process	learners able to describe how co- operative behaviour enhanced group preparation and performance	learners evaluated their levels of co- operation through process honestly and with insight	critical evaluation of problem-solving and co-operative abilities during preparation and performance

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.