



Teachers' Guide:

Peace Education for Senior
Secondary Schools

Green Scenery 2009



Forward

Green Scenery has come a long way with its Peacebuilding initiative for schools (Schools Peacebuilding Project). The organization started this initiative in 2003 after the despicable violent event during the inter-secondary schools football competition held immediately after the official declaration of the end of the war in 2002. The violence at that event saw a number of children dead, scores wounded and property including vehicles destroyed. The violence took all by surprise and very little was done to coil it.

After five years of gaining experience in this area, Green Scenery strongly believes it must share the experience by providing materials to students and teachers alike to use as teaching and learning resources. The materials known as manuals and teacher's guide produced by highly competent and experienced curriculum development experts are intended to be used by schools wishing to explore peace education as a means to dealing with the culture of violence engulfing schools in the country.

Green Scenery is aware that the teaching and learning materials are not an end to achieving a culture of peace in Sierra Leone. We however, believe this is a contribution to the process and a lot more should be done to achieve the desired peace in Sierra Leone.

This is the first edition of the three-in-one manuals and teacher's guides supposed to be used in tandem. The efforts, time, and resources that have gone into their production are enormous and must be appreciated, even as we recognize that they should be reviewed occasionally to meet the demands in the educational system.

Green Scenery owes a lot to the German Government and particularly to the Institut für Auslandsbeziehungen e.V.(ifa) - Projekt zivik for the support they have accorded Sierra Leone through Green Scenery in the country's post war peace activities.

About Green Scenery

Green Scenery is a humanitarian, development, rights-based organization, without religious, political or governmental affiliation. Community-based programming is the basis of our operations. Green Scenery was founded in 1989 as a voluntary organization by a small group of teachers in Freetown. Its establishment came about because of the growing concern of the teachers over the spate of deforestation of especially the Forest Reserves. This concern transformed into a concrete action when the teachers organized themselves and started targeting school children in secondary schools on issues of environmental degradation and the impact of forest depletion. It was from this humble beginning that Green Scenery has been able to carve itself a niche for its current development approach.

The organization has since been transformed into a National Non-governmental Organization.

Our Vision: An empowered and nationalistic Sierra Leonean people, working towards peace and development, with equitable access to the country's resources, equal access to facilities and opportunities, and upholding respect for human dignity.

Our Mission: Green Scenery strives to build capacities for positive attitude and behavior change towards human rights, peace and development in and across communities in Sierra Leone through a process that empowers people and adds value to their lives by:

1. Working in collaborative partnership with the relevant stakeholders;
2. Advocating for policy change;
3. Training and community empowerment initiatives;
4. Promoting the rights and interests of disadvantage people.

Overall Goal

Empowering communities for sustainable development in Sierra Leone.

Organizational Objectives

To promote education and awareness on the country's environment in general and in particular the conservation of the country's biodiversity.

To promote the practice of human rights as it affects the socio-economic, political and developmental life of Sierra Leoneans as a means to access resources, facilities and opportunities.

Ensure that the voice of people are heard in policy discussions, and will itself influence policy in the interests of people at community and national levels on issues that fall within its strategic and program directions, as well as in issues in which Green Scenery and its partners have knowledge and experience.

To facilitate the build-up of the resource capacity of depressed communities and poor people by building and enhancing their knowledge base while equipping them with livelihood skills.

NOTES TO THE TEACHER

A. Principles and Characteristics of effective Teaching in Peace Education

The most significant aspect of an educational process is teaching. Learning can not take place without effective teaching. Teaching is an activity designed to move or increase the level of knowledge of the learner through the impartation of desired facts, ideas, skills, values, etc. Teaching helps to change the behaviours of the learners positively, this is the aim of the study on peace and conflict. It is a rational event, which helps to reshape or structure the competencies of the pupils so that they can be useful to themselves and to the society they found themselves. The kind or nature or behaviour a teacher tends to bring about should be considered before teaching. Teaching, like any other profession is characterized by certain facts - purposes, procedures, aims, objectives, codes of conduct, etc.

B. What a Peace Education Teacher should do

- i) The teacher should know more than he wants to teach
- ii) The teacher must know more than the learners
- iii) Teaching should start from the known to the unknown
- iv) Teaching should be child or learner-centred. Interests of the child or learner should be respected
- v) The teacher should ask thought-provoking questions
- vi) The teacher should involve the learners in the teaching-learning process
- vii) The teacher should ask questions, pause, before naming a child to answer the question
- viii) Learners' correct responses should be positively reinforced
- ix) A child or learner who answers wrongly should not be scolded but be commended for the effort
- x) The teacher must recognize individual differences among learner when teaching
- xi) The teacher must be firm and at the same time should be loving, tolerant and accommodating
- xii) The teacher should be at the middle of introverts and extroverts

C. Attributes of Effective Teaching in Peace Education

- i) Proceed from the known to the unknown
- ii) Proceed from the analysis to the synthesis
- iii) Proceed from simple to complex
- iv) Proceed from the whole to a part
- v) Proceed from the particular to the general
- vi) Proceed from the empirical to rational
- vii) Proceed from psychological to logical
- viii) Proceed from the actual to the representative

D. Features of Effective teaching

Desired learning is the focus of teaching. Therefore, the quality of teaching can only be measured by the quality of learning that takes place. Effective teaching should have the following features:

- i) Recognize individual differences among learners
- ii) Teaching is need-centred and child-centred
- iii) Improve the quality of behaviour and living of the learners
- iv) Make teaching as an interesting exercise
- v) Make teaching include sympathy and empathy
- vi) Make teaching challenging to both learners and the teacher
- vii) Make teaching productive and the productive moment should be utilized

- viii) Make teaching facilitates and promotes learning
- ix) The teaching should target the aims and objectives of the lesson
- x) It should encourage general development
- xi) A good teacher considers the social background of the learners
- xii) Teaching should be dynamic and persuasive
- xiii) Teaching should reduce the distance between the teacher and learner
- xiv) The teaching should be systematic and well structured
- xv) It should be pragmatic

Please note that at this stage of the learning experiences, the learners would have developed certain skills acquired, certain knowledge and understand which they will be expected to use to practically demonstrate their knowledge and ability to solve problems related to this study. The knowledge and understanding are listed in the Guide to help you.

There are a number of skills that are classified as life skills which will be of benefit to the pupils at this stage.

What are life skills?

Life skills are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands of everyday life.

Here is a list of life skills:

- " Active listening
- " Discussion
- " Mediation
- " Study skills
- " Decision-making
- " Empathy
- " Sympathy
- " Intrapersonal relationship
- " Interpersonal relationship
- " Problem-solving
- " Values
- " Research skill
- " Assertiveness
- " Negotiating friendship
- " Self-awareness
- " Coping with emotions
- " Creative thinking
- " Coping with stress
- " Goal setting
- " Self esteem
- " Honesty
- " Interdependence
- " Peer pressure
- " Justice
- " Conflict resolution

THE PURPOSE OF THE TEACHERS' GUIDE

The primary purpose of the Teachers' Guide is to provide the teachers with a usable material to teach or educate pupils on peace and conflict studies issues. The Teachers' Guide is meant to enable the teacher to convey peace and conflict messages effectively to the pupils in such a way that their attitude to peace and conflict education issues will change or be reaffirmed.

The format of this Guide is summarized as follows:

1. Background to chapter/introduction
2. General objectives
3. Subject treatment using the detail curriculum outline
4. Illustrative lesson guides from the main title of the chapter

Each lesson is preceded by a brief summary background reflecting peace and conflict studies issues according to the lesson topics.

Appropriate and adequate teaching aids are identified and recommended.

This Guide provides relevant information and methodology for teaching the content in the curriculum.

The final implication is that the teachers must develop their ability to use this Guide effectively in teaching peace and conflict studies to the pupils.

HOW TO USE THE GUIDE

This Guide is to aid your teaching. There are activities included in the Guide which are meant to serve as support or reinforcement for each Chapter. These activities are in no way there to replace those already in the course book as "exercises". You can use the activities or simply go straight to working with the pupils using the exercises.

TEACHERS'
GUIDE
ONE and TWO

BACKGROUND INFORMATION

The world is awashed with conflicts arising from various forms of disputes. This situation is such that without an urgent solution to it, man's existence in the world will be greatly affected by insecurity.

In trying to find a solution to this problem, Organizations such as the United Nations was formed to ensure that what the world experienced twice (1st and 2nd world wars) will never again repeat itself. The question now is, has this organization succeeded in its effort to ensure that the countries of the world are at peace?

Judging from what is happening around we can safely say that much needs to be done to be able to get the world to enjoy peace.

Our country Sierra Leone went through an eleven years of what many the world over described as the most brutal war the world had ever seen. This state of affairs totally disrupts the peace this nation once enjoyed. To make sure this unfortunate story is not repeated, it would be important for pupils to learn about Peace and conflict resolution and thus use this knowledge to "keep the peace" and so lead a secured life. It is this desire for us to be at peace that this course seeks to address.

As a nation we can not develop in an atmosphere of insecurity/conflict. No matter how wealthy we are, our vast natural resources will not be of benefit to us. Hence the need for us to live in peace.

CHAPTER ONE

PEACE EDUCATION

INTRODUCTION

This chapter specifically deals with Peace Education. It attempts at addressing various issues under the concept of peace education. It identifies some of the issues and discusses them. It is hoped that by the end of this chapter, the pupils would have learnt about: what is peace, why it is important to study about peace, types of peace, etc. etc.

Pupils will be expected to do some activities on their own to help them understand the issues discussed in this chapter.

Topics:

- What is Peace?
- Types of Peace
- Why is peace studies important?
- Why pupils need to study peace and conflict
- Conditions necessary for peace and a peaceful situation

Instructional Objectives

By the end of this chapter, pupils should be able to:

- Explain what is peace
- State the types of peace
- Tell why peace studies is important
- Discuss why they need to study peace and conflict
- Tell the conditions necessary for peace and a peaceful situation

Strategies for delivery - group work, discussion, role-play, questioning technique

Number of periods: 2

Core Messages:

- Peace will mean respect for self and others
- Man's co-existence is greatly dependent on peace
- Development thrive in peace

Teaching Aids: Picture, film shows (documentary), charts

Pre-Lesson Preparation:

Teacher should have read the relevant portion of the text, secure additional materials to support the lesson, secure suitable teaching aids to help him/her in the teaching/learning process.

Lesson Procedure:

Activity - i) Write the topic on the blackboard

ii) Ask questions to find out how much pupils know about the topic prior to your delivery of lesson

iii) Put pupils into groups to discuss the topic and allow them some time.
Encourage every pupil to take an active part in the lesson

iv) Summarize all conclusions and write them on the blackboard

Evaluation:

Ask questions. This can be in the form of oral or written form to find out how much pupils have learnt.

Follow-Up:

- Encourage pupil to dialogue and hold further discussion on the topics.

CHAPTER TWO

BASIC CONFLICT CONCEPTS

INTRODUCTION

In this study an attempt is being made to identify and define simple concepts in conflict studies and the urgent need to understand conflict at the early stage. At the end of this chapter, it is desired that pupils will be able to understand the meanings of violence, conflict prevention, conflict settlement, conflict management, etc. to help sustain a peaceful co-existence in our environment.

Topics

Unit 1: Meaning of Conflict, Stages and Types

Unit 2: Violence

- Conflict Prevention
- Conflict settlement
- Conflict Management
- Conflict Transformation

Unit 3: Types of Conflicts

- Intrapersonal Conflict
- Interpersonal Conflict
- Intra-Group Conflict
- Intra-national Conflict
- International Conflict

Unit 4: Stages of Conflict

- Pre-Conflict Stage
- Confrontation
- Crisis
- Outcome
- Post-Conflict

Unit 5: Stages of Conflicts (see diagram in Pupils' Textbook)

- Causes of Conflict
- Conflict over Resources
- Conflict over Psychological needs
- Conflict involving Values
- Conflict Management Work
- Peace Education and Training
- Mutual Understanding Work

Unit 6: Advantages and Disadvantages of Conflict

- Advantages of Conflict
- Disadvantages of Conflict
- Works to improve Conflict Situation
- Cultural traditional Work
- Justice and Rights Work
- Inter-religious Work
- Political Options Work

Unit 7: Patterns to handle Conflict

- Avoidance or Denial
- Confrontational or Fighting Style
- The Problem-Solving Method

Unit 8: The Escalation and Non-Escalation of Conflict

- Factors leading to escalation of Conflict
- Factors that reduce escalation of Conflict

Unit 9: Violence as a reaction to Conflict

Unit 10: Some Violent reactions to Conflict (see Pupils' Textbook)

Unit 11: Different Forms of Violence at different Levels

- Gender-Based Violence
- Social Violence
- Youth Violence

Unit 12: Signs to show that Students /Pupils are Violent Laden
(see Pupils' Textbook)

Unit 13: Role of Teachers and Pupils to halt Gender-Based Violence
(see Pupils' Textbook)

Unit 14: Ensuring a Non-Violent Reaction to Conflict (see Pupils' Textbook)

Instructional Objectives

By the end of this chapter, pupils should be able to:

- Define conflict and other simple concepts in conflict
- Identify the types, stages and escalation of conflicts
- Realize the need to understand conflict
- The need to avert conflict in our society

Strategies for Delivery: Group work, discussion, role-play, brainstorm, etc.

Number of Periods: 2

Core Messages:

- Creating an understanding about conflict situations
- To avert conflict brings development
- Society's advancement depends on the need to control and avoid conflict
- Freedom, justice and unity are dependant on when the society is free from conflict

Teaching Aids: Film shows, charts, pupils' textbook, pictures, other relevant materials, etc.

Pre-Lesson Preparation:

- Teacher should have read the important areas of the pupils' textbook, and other relevant materials

Lesson Procedure:

Activity:

- i) Write the topics on the blackboard
- ii) Ask questions to find out how much pupils know about the topic prior to your delivery of lesson
- iii) Put pupils into groups to discuss the topic and allow them some time
- iv) Summarize all conclusions and write them on the blackboard

Evaluation:

- Ask questions - this can be done through oral or written form to find out how much pupils have learnt

Follow-Up:

- Encourage pupils to dialogue and hold further discussions on the topics

CHAPTER THREE

PERCEPTION, SOURCES OF TENSION AND CONFLICT

INTRODUCTION

It is to be realized that our perception about something is a major factor that influence our behaviour towards others. This chapter describes perception as the way we see and interpret situations around us. It points out the factors that influence perception and how these help to create tension and conflict in our society.

Topics:

Unit 1: Meaning of Perception

Unit 2: Sources of Tension and Conflict

- Security Factors
- Political factors
- Economic Factors
- Social Factors
- Cultural Factors
- Structural factors

Unit 3: Principles that Promote Conflict

- Community related Principles
- The Human needs Principles
- Identify Principles
- Reasonable negotiation
- Conflict transformation Principles
- Inter-national miscommunication Principles

Unit 4: Classes of Work relating to Conflict

- Peace Education and Training
- Conflict Management Work
- Support for Marginalized group
- Cultural Traditions Work
- Mutual Understanding Work
- Anti-Intimidation Work
- Political Options Work
- Justice and Rights Work

Unit 5: Signals to show development of Conflict in a Country
(See pupils' textbook)

Instructional Objectives

By the end of the lesson, pupils should be able to:

- Define perception

- Describe the sources of conflict
- Identify the principles that escalate conflict
- Explain the signals to show development of conflict in a country
- Acquire the skills to avoid conflict

Strategies for Delivery: Brainstorming, group work, role-play, dramatization

Number of Periods: 2

Core Messages:

- Our perceptions can sometimes be right or wrong. We have to be prudent
- Conflict develops from various sources among individuals, groups and countries
- We should be able to observe the signals that develop conflicts
- An awareness about the need to avert conflict

Teaching Aids: Charts, film shows, pictures, etc.

Pre-Lesson Preparation:

- Read through the Chapter and summarize the contents
- Collect relevant materials suitable to teach any lesson

Lesson Procedure:

- Activity i)** Brainstorm with learners on the meaning of perception. Ask pupils to show their perception about a conflict you identify to them
- ii) Copy their responses on the chalkboard
- iii) Put pupils in small groups and assign tasks to them. Ensure that all pupils participate fully

Evaluation:

Try to find out if learners can:

- Describe the word "Perception"
- Explain the sources that promote tension and conflict
- Carefully observe pupils' responses and participation in the lesson
- Describe the techniques to avoid conflict

Follow-Up:

Give assignment to pupils and allow them to report to the whole class about their various findings

- Give tests and class examinations to know the depth of the pupils' understanding of the lesson just completed

CHAPTER FOUR

CULTURE FOR PEACE EDUCATION

INTRODUCTION

This chapter is about culture for peace education. It deals with those aspects that promote the culture for peace education which the pupils must develop in their quest to understand the study. These include material culture, non-material culture, cultural universals, cultural change and so on.

Pupils need to learn about these cultures and how they impact on peace education.

Topics:

- Meaning of culture and society
- Significance of culture
- Components of culture
- Core values in Sierra Leone
- Material culture
- Non-material culture
- Culture universals
- Cultural change
- Cultural diversity
- Sub-cultures
- Counter cultures
- Culture shock
- Cultural relativism

Instructional Objectives

By the end of this Chapter, pupils should be able to:

- Identify material and non-material culture
- Tell what is culture universals, cultural change, cultural diversity
- Discuss sub-cultures, and counter cultures
- Describe culture shock and culture relativism

Strategies for delivery - group work, discussion, brainstorm

Number of Periods: 2

Core Messages:

- A knowledge of culture influence peace
- Some peaceful resolution is backed by culture
- Some aspects of our culture undermine peace

Teaching Aids: Pictures, charts, textbooks, other relevant materials

Pre-Lesson Preparation:

- Collect materials to aid you teaching - materials can be news prints, periodicals, tracts, etc.
- Read text carefully and divide activities to cover the number of suggested periods

Lesson procedure:

Activity -

- i) Write topic(s) on the blackboard
- ii) Pose questions at pupils in the form of a task for them to accomplish
- iii) Ensure every pupil is participating by using group dynamics, pair group or group of 4. Your skill of classroom management can be useful at this stage
- iv) Encourage pupils to report back to ascertain their level of participation
- ii) Further discuss with pupils what you want them to learn about

Evaluation:

- Use oral questions and or put some questions on the board to get their responses on what material and non-material cultures, culture universals, cultural change, culture diversity are, etc.
- Find out how some aspect of our culture promote conflict

Follow-Up:

- Pupils can be made to hold further discussions using the knowledge gained from the lesson and relate this to their specific cultural practices.

CHAPTER FIVE

SOCIO-CULTURAL PRACTICES IN SIERRA LEONE

INTRODUCTION

Here some socio-cultural practices inherent in the Sierra Leonean society are explored as a path breaking effort to make learners realize the significance of some cultural practices in their environment. It is a determined effort to help learners acquire the values of their cultural milieu.

Topics

Unit 1: Naming Ceremonies

Unit 1:1 Secret Societies

Unit 1:2 Major functions of Men's secret Societies

Unit 1:3 Functions of the Bondo - Women's Secret Society

Unit 1:4 Marriages in Sierra Leone

- Christian marriage
- Muslim Marriage
- Civil Marriage
- Customary/traditional Marriage

Unit 1:5 Burial Ceremonies in Sierra Leone

Unit 2: Exercise - State some advantages and disadvantages of socio-cultural practices in Sierra Leone

Unit 3: Gender-Based Negative Cultural practices

Unit 3:1 Genital-Cutting as a Cultural Practice (see pupils' textbook)

Unit 3:2 Early Child Marriage Practices (see pupils' textbook)

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- Describe the socio-cultural practices of their environment
- Explain the advantages and disadvantages of some socio-cultural practices
- Discuss the gender-based negative cultural practices in Sierra Leone
- Identify the dangers of genital-cutting as a cultural practice

Strategy for Delivery: Group work, brainstorming, discussion, demonstration, etc.

Number of Periods: 2

Core Messages:

- Some socio-cultural practices are harmful
- Socio-cultural practices are dynamic
- Develop empathy for those suffering under some negative cultural practices
- Modify some socio-cultural practices

Teaching Aids: Pictures, charts and magazines, pupils' textbook

- Collect pictures, newspapers and their relevant materials to help in the teaching process
- Teacher should read through the pupils' textbook to prepare well

Lesson procedure:

Activity

- i) Introduce lesson through questioning
- ii) Teacher and pupils continue to brainstorm on the topic
- iii) Pupils are shared into groups to perform tasks
- iv) Summarize pupils' responses on the chalkboard

Evaluation:

- Observe pupils' participation, give assignment, tests and examinations

Follow-Up:

- Teacher gives assignments to pupils or make them to conduct small projects on the topic

CHAPTER SIX

RELIGIONS, CULTS AND MORALITY IN PEACE EDUCATION

INTRODUCTION

The study of religions and cults is a motivating factor to promote peace among men on earth. Therefore, the chapter treats religion and other moral values to strengthen the learners' vision on the significance of faith as a moral instinct that promotes peace among us.

Topics:

Units 1: Meaning of religion

The Map of Religions (see pupils' textbook)

Unit 2: What is a Cult?

Attributes of Cults

Unit 3: Conditions required for Moral Growth (see pupils' textbook)

Unit 4: Morality and relationship

Unit 5: The Five Stages in the development of Health Relationship

Unit 6: Importance of Core Values in Sierra Leone

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- Define religion, cult and morality
- Discuss the different religions of the world
- Identify the conditions required for moral growth
- Acquire awareness on the development of healthy relationship

Strategies for Delivery: Brainstorming, dramatization, role-play, etc.

Number of Periods: 2

Core Messages:

- Religion is important for man to exist as a pure human being
- Cults are sometimes misleading and destabilize a society
- Morality is the key to sustainable peace
- Religion should not be adopted to deepen conflict

Teaching Aids: Pictures, charts, video clips on religions, etc.

Pre-Lesson Preparation:

- Teacher to read through the pupils textbook and other relevant materials for effective preparation
- Prepare relevant teaching aids related to the lesson

Lesson Procedure

Activity

- i) Identify a story that demands the use of morality to solve a problem. For instance, a pupil's father is convicted for a crime, ask whether the child as the main witness will testify against the father
- ii) Continue to bring out more discussions about morality with the Pupils
- iii) Allow pupils to role-play different parts of morality and immorality

Evaluation:

Find out if learners can:

- Tell whether morality promotes peace
- Explain the role of religion to build peace around them
- Describe how cults can be destructive to members of a community

Follow-Up:

- Allow pupils to undertake simple projects on the issues discussed in the topic and to report their findings to the class

CHAPTER SEVEN

HUMAN RIGHTS AND PEACE BUILDING (1)

WHAT ARE HUMAN RIGHTS?

INTRODUCTION

The increase in the level of conflicts among individuals, groups as well as among various countries, has given cause to understand the effects of these conflicts. Among them is the gross violation of the rights of people caught in the midst of conflict. Therefore, the study of human rights has widely been accepted to help people at all levels to understand their inalienable rights as all human beings were created equal by God. This Chapter seeks to make the learners grasp the basic concepts in human rights to help them develop a spirit to defend their rights as well as others.

Topics

Unit 1: Meaning and sources of Rights

Unit 2: What are Human Rights?

Unit 3: Origins of Human Rights Instruments

Unit 4: The main Provisions of the Universal declaration of Human Rights (1948)
(See Pupils' Textbook)

Unit 5: The Sources of Human Rights

- International Sources
- Regional Sources (African)
- National/Domestic Sources

Unit 6: Human Rights Instruments (see Pupils' Textbook)

Unit 7: The Three Human Rights Generations

Unit 8: Human Rights Violations

Unit 9: Key Points on Police Conduct and Behaviour (see Pupils' Textbook)

- Police responsibilities
- The Powers of the Police in your Country

Unit 10: Rights of Vulnerable Groups

- Women
- Juveniles
- Victims of crimes
- Refugees and Internally Displaced Persons (IDP's)

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- Define the meaning of human rights
- Discuss the relevance of human rights
- Identify the three generations of human rights
- Describe the principles of the Universal Declaration of Human Rights (UDHR)

Strategies for Delivery: Group work, discussion, dramatization, etc.

Number of Periods: 2

Core Messages:

- All men were created equal
- Freedom is necessary for development
- Rights are inalienable
- Rights promote equality, freedom and justice
- Rights/liberties are God given

Teaching Aids: Charts showing human rights instruments, newspaper, film shows on human rights violation, etc.

Pre-Lesson Preparation:

- Teacher is expected to have read the pupils' textbook before the lesson
- Prepare adequate teaching materials before the lesson

Lesson Procedure:

- Activity: i) Introduce topic and brainstorm with pupils
ii) Encourage pupils to participate
iii) Develop stories on human right activities
iv) Summarize conclusions made during the lesson

Evaluation:

- Assignments, examinations and pupils' responses to the lesson

Follow-Up:

- Pupils should be given assignments to discover more about the topics already discussed

TEACHERS' GUIDE 3

THE PURPOSE OF THE TEACHERS' GUIDE

The primary purpose of the Teachers' Guide is to provide the teachers with a usable material to teach or educate pupils on peace and conflict studies issues. The Teachers' Guide is meant to enable the teacher to convey peace and conflict messages effectively to the pupils in such a way that their attitude to peace and conflict education issues will change or be reaffirmed.

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This Guide provides relevant information and methodology for teaching the content in the curriculum.

The final implication is that the teachers must develop their ability to use this Guide effectively in teaching peace and conflict studies to the pupils.

HOW TO USE THE GUIDE

This Guide is to aid your teaching. There are activities included in the Guide which are meant to serve as support or reinforcement for each Chapter. These activities are in no way there to replace those already in the course book as "exercises". You can use the activities or simply go straight to working with the pupils using the exercises.

To enable you interpret what some of these skills mean, and to be able to use them in the teaching learning situation, a brief glossary is provided for you at the end of the Guide.

BACKGROUND INFORMATION

The world is awashed with conflicts arising from various forms of disputes. This situation is such that without an urgent solution to it, man's existence in the world will be greatly affected by insecurity.

In trying to find a solution to this problem, Organizations such as the United Nations was formed to ensure that what the world experienced twice (1st and 2nd world wars) will never again repeat itself. The question now is, has this organization succeeded in its effort to ensure that the countries of the world are at peace?

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CHAPTER ONE

HOW IS PEACE STUDIES IMPORTANT

INTRODUCTION

It is increasingly becoming clear that the study of peace education is relevant for modern societies. Against this background, this chapter simply reveals the importance to involve in peace study activities and also bringing out crucial issues like conflict management, resolution, prevention and transformation. It is the desire of this study to ensure that learners inculcate an attitude of peaceful existence among individuals in all communities.

Topics:

Unit 1: Why is Peace Studies important?

Unit 1:1 Why Pupils need to study Peace and Conflict

Unit 2: A further understanding of Conflict (see pupils' textbook)

Unit 3: Why is it important to understand Conflict Study?

Unit 4: Further basic Concepts in Conflict

Unit 5: Problem-Solving Skills used in Conflict Situations

Unit 6: The Methods of Conflict Management

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- " explain the importance of peace and conflict studies
- " discuss the basic concepts in conflict management
- " identify the problem-solving skills used in conflict situations

Strategies for Delivery: Group work, discussions, role-play, etc.

Number of Periods: 2

Knowledge and Understanding:

- " Peace and development are complementary
- " Conflict brings instability in a society
- " Conflict management skills are necessary
- " Peace education ensures good leadership

Life skills - decision-making, problem-solving, interpersonal empathy

Teaching Aids: Pictures, film shows, charts, etc.

Pre-Lesson Preparation:

Teacher should have read the pupils' textbook and other relevant materials to support the lesson. It is important to search for other materials and read them for him/her to have more scope to explain to the pupils.

Lesson Procedure:

Learning Activity i) Copy the topics on the chalkboard

ii) Put the pupils/learners into small groups

iii) Ask questions to find out how much they know about the topic before you begin to deliver the lesson

iv) Encourage all the pupils to participate effectively on the discussion and write answers on the blackboard and continue to discuss with them by picking out the relevant answers

Evaluation:

" Ask pupils several questions on the topic, this can be in the form of oral or written to observe the level of pupils' knowledge on the topic already learnt

Follow-Up:

" Encourage pupils/learners on further discussions relating to the topics already covered.

CHAPTER TWO

WAR, VIOLENCE AND PEACE

INTRODUCTION

The main aim of this chapter is to introduce to the pupils a simple meaning of war and violence as well as the causal factors of war both at national and international levels. Here pupils/learners will be exposed a little bit to the nature of man as the initiator of war in a society. Also, it will cover a small portion on the types of international conflicts including the dangerous role of terrorism that engulf the whole world in fear. Moreover, international organizations like the UN and the OAU are discussed to view their effectiveness in trying to resolve conflicts throughout the world.

Topics:

Unit 1: What is war and Violence?

Unit 2: Causes of War and International Conflicts

Unit 3: Types of International Conflicts

Unit 4: International Organizations and their role in preventing and resolving Conflicts

Unit 5: The Organization of African Unit (OAU)

Unit 6: Background to the formation of the African Union (AU)

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- " define war and violence
- " identify the causes of war and international conflicts
- " explain the types of international conflicts
- " discuss the international organizations and their effort to manage and prevent conflicts

Methodology/Strategies for Delivery: Brainstorming, role-play, dramatization, discussion, questions and answers

Number of Periods: 2

Knowledge and Understanding:

- " War brings about backwardness and under-development
- " Sometimes the nature and attitude of man instigates war and violence
- " War and other forms of violence can be prevented by man himself
- " Conflict resolution ensures stability among societies

Life skills -Research skills, self-awareness, empathy, problem-solving

Teaching Aids: Charts, pictures, newspapers, magazines, etc.

Pre-Lesson Preparation:

- " Teacher is expected to read the pupils' textbook and other materials to prepare well

Lesson Procedure:

- Activity i)** Introduce topic and ask questions on the topic
- ii) Make sure pupils participate in the discussions
 - iii) Use pupils' experience to develop the lesson
 - iv) Write the pupils' responses on the chalkboard and discuss the accepted answers with them

Evaluation:

Find out if pupils would be able to:

- " explain the meaning of war and violence
- " explain the types of international conflicts
- " state the role of the international organizations to resolve conflict
- " discuss the methods of managing conflict
- " give class tests and examinations

Follow-Up:

- " Give pupils/learners assignments to find out more about the topics discussed

CHAPTER THREE

SOCIO-CULTURAL PRACTICES IN SIERRA LEONE

INTRODUCTION

Here some socio-cultural practices inherent in the Sierra Leonean society are explored as a path breaking effort to make learners realize the significant dangers involved in some cultural practices in their environment. It is a determined effort to help learners acquire the values of their cultural milieu.

Topics:

- Unit 1** Naming Ceremonies
- Unit 1:1** Secret Societies
- Unit 1.2** Major functions of Men's secret Societies
- Unit 1:3** Functions of the Bondo- Women Secret Society
- Unit 1:4** Marriages in Sierra Leone

- " Christian Marriage
- " Muslim Marriage
- " Civil Marriage
- " Customary/Traditional Marriage

Unit 2: Exercise - State some advantages and disadvantages of socio-cultural Practices in Sierra Leone

Unit 3 Gender-Based negative Cultural Practices

Unit 3:1 Genital-Cutting as a Cultural Practice

Unit 3:2 Early Child Marriage Practices (see pupils' textbook)

Instructional Objectives

By the end of the lesson, pupils should be able to:

- " describe the socio-cultural practices of their environment
- " explain the advantages and disadvantages of some socio-cultural practices in Sierra Leone
- " discuss the gender-based negative cultural practices in Sierra Leone
- " identify the dangers of genital-cutting as a cultural practice

Strategies for Delivery: Group work, brainstorming, discussion, debate, etc.

Number of Periods: 2

Knowledge and Understanding:

- " Some socio-cultural practices are harmful
- " Socio-cultural practices are dynamic
- " Develop empathy for those suffering under some negative cultural practices

Life skills - Empathy, self-awareness, decision-making

Teaching Aids: Pictures, charts and magazines, resource persons in the environment

Pre-Lesson Preparation:

- " Collect pictures, newspapers and other relevant materials to help in the teaching process
- " Teacher should read through the pupils textbook to prepare well

Lesson Procedure:

Activity i) Introduce lesson through questioning

- ii) Teacher and pupils continue to brainstorm on the topic
- iii) Pupils are shared into groups to perform tasks
- iv) Conduct debates for or against the practices
- v) Summarize pupils' responses on the chalkboard

Evaluation:

- " Observe pupils' participation, give assignments to pupils or make them to conduct small projects on the topic
- " Help pupils draw conclusions from discussions and debates

CHAPTER FOUR

RELIGIONS, CULTS AND MORALITY IN PEACE EDUCATION

INTRODUCTION

The study of religions and cults is a motivating factor to promote peace among men on earth. Therefore, the chapter treats religion and other moral values to strengthen the learners' vision on the significance of faith as a moral instinct that promotes peace among us. Cults are discussed to educate pupils of the misleading consequences.

Topics:

Unit 1: Meaning of Religion

Unit 1:2 The Map of Religions (see pupils' textbook)

Unit 1:3 What is a Cult?

Unit 1:4 Attributes of Cults

Unit 2: What is Morality?

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- " define religion and cult
- " discuss the origins of different religions in the world
- " identify the characteristics of cults
- " explain the meaning of morality

Strategies for delivery: Brainstorming, dramatization, role-play, discussion, questions and answers.

Suggested Number of Periods: 2

Knowledge and Understanding:

- " Religion is important for man to exist as a pure human being
- " Cults are sometimes misleading and destabilize a society
- " Morality is the key to sustainable peace

Life skills - Decision-making, self-awareness, interpersonal, intrapersonal

Teaching Aids: Pictures, charts, film shows on religion, etc.

Pre-Lesson Preparation:

- " Teacher to read through the pupils' textbook for effective preparation

" Prepare relevant teaching aids related to the lesson

Lesson Procedure:

- Activity i)** Identify a story that demands the use of morality to solve a problem
- ii) Continue to bring our series of discussions on morality
 - iii) Dramatize stories about morality

Evaluation:

Find out if learners can:

- " Explain the role of religion to ensure peace
- " Describe the characteristics of cults
- " Tell whether morality helps to maintain peace
- " Give the meanings of religion, cult and morality
- " Describe the origins of the different religions you can identify
- " Discuss the importance of morality to an individual

Follow-Up: Allow pupils to undertake simple projects on the issues discussed in the topics and to report their findings to the class

CHAPTER FIVE

HUMAN RIGHTS AND PEACE BUILDING (2)

INTRODUCTION

Teachers and pupils would be expected to note that in this study, learners are thoughtfully provoked to realize their fundamental human rights as citizens of a country and their duties as well as obligations to that country. Several discussions on the rights of persons and methods in monitoring human rights situations are clearly indicated. Therefore, learners may very likely benefit from a clear understanding of their God given rights and responsibilities within a given country.

Topics:

- Unit 1:** Duties and Obligations of Citizens (see pupils' textbook)
- Unit 2:** The Monitoring of Human Rights
- Unit 3:** Qualifications of Human Rights Monitor
- Unit 4:** Basic Principles of Human Rights Monitoring

Instructional Objectives:

By the end of the lesson, pupils should be able to:

- " be aware of themselves as citizens of a country
- " identify with what they have in common with others
- " promote solidarity and respect
- " realize their responsibilities towards the country
- " become good citizens and contribute positively to their country

Strategies for Delivery: Brainstorming, group work, discussion, role-play, questioning

Suggested Number of Periods: 2

Knowledge and Understanding:

- " Ensure equality in dignity and respect
- " The right not to be discriminated against
- " The right to life, liberty and security of person

Life skills - Self-awareness, interpersonal, intrapersonal, empathy

Teaching Aids: Flip chart papers and markers, pictures, film shows, drawings, etc.

Pre-Lesson Preparation:

" Teacher should read pupils' textbook and other related materials to prepare well before the lesson

Lesson Procedure:

Activity i) Revision on the previous lesson about the rights, duties and obligations of citizens

- ii) Now introduce this new lesson through questioning. Allow pupils to think for a while
- iii) Write their responses on the blackboard
- iv) Continue to discuss with pupils on the required answers
- v) Now put pupils into small groups and give them minor tasks relating to the topic to perform them. Ask them to report to the class about their findings

Evaluation:

Teacher tests pupils to find out whether they can:

- " describe the duties and obligations of a citizen
- " list and discuss the qualifications of human rights monitoring
- " state and describe the basic principles of human rights monitoring

Follow-Up:

" Pupils are given assignments to find out more about human rights, duties and obligations of a citizen

CHAPTER SIX

GENDER IN PEACE EDUCATION

INTRODUCTION

It is the role of this study to make pupils develop an awareness about gender-based issues. The need to remind pupils about gender equality therefore forms the base line of the chapter. It further deepens the understanding of pupils on the major factors that cause gender parity and inequality among communities.

Topics:

Unit 1: Meaning of Gender

- " Difference between Gender and Sex Roles
- " Concepts associated with Gender
- " Gender and Discrimination
- " Gender Mainstreaming
- " Achieving Gender Issues
- " The Role of Gender and Poverty
- " Factors that increase Poverty in a Society
- " What is feminization of Poverty?
- " Why Women suffer more poverty than Men in Sierra Leone
- " Some solutions to Women's Poverty

Instructional Objectives

By the end of the topic, pupils should be able to:

- " describe gender and other gender concepts
- " differentiate gender and sex roles
- " discover that everybody is part of the environment
- " explain the meaning of gender discrimination

Strategies for Delivery: brainstorming, discussions, questions and answers, field trips, group work

Number of Periods: 2

Knowledge and Understanding::

- " Gender covers all sexes
- " Gender discrimination undermines peace
- " Gender inequality increases poverty
- " Gender-based violation is a threat to peace

Life skills - Decision-making, reactive thinking, empathy and effective communication

Teaching Aids/Diagrams: Charts and diagrams, pictures, magazines, newspapers, etc.

Pre-Lesson Preparation:

" Teacher should read pupils' textbook and other materials. Teacher prepares charts as specific teaching/learning aids

Lesson Procedure:

Activity i) Conduct field trips to various areas. Pupils to identify gender relationship in different communities

ii) Class to discuss the visit and generalize the various gender issues
Observed

iii) Put pupils into groups and ask each group to role-play different parts on gender and sex roles. This activity should be preceded by a film show to prepare pupils mind to do the task

Evaluation:

Teacher tests pupils to find out whether they can:

" describe, define gender

" list and differentiate the various gender concepts, e.g., gender equity, gender parity, etc.

" explain what is feminization of poverty

" explain how gender discrimination deepens underdevelopment

Follow-Up:

" Give assignments to pupils to find out more about gender issues in order to maintain peace in our society

GLOSSARY

Active listening:	Paying attention to what someone is saying
Anxiety:	Trouble feeling in the mind caused by fear and uncertainty
Assertiveness:	An act of showing strength and confidence in oneself
Conflict resolution:	Solving disagreements
Coping with emotions:	Dealing with strong feelings successfully such as anger
Creative thinking:	Imagining and formulating things in the mind
Critical thinking:	The act of making judgements on issues instead of accepting everything at face value
Decision-making:	Making up one's mind on what to do
Effective communication:	Passing or getting message successfully
Empathy:	Ability to understand and share another person's feelings
Honesty:	Being truthful
Interpersonal relationship:	How people behave towards each other
Intrapersonal relationship:	How people behave towards themselves
Justice:	Fairness in making judgement
Negotiation:	An act of reaching agreement through discussion
Peer pressure resistance:	Force, influence or persuasion from friends
Self-awareness:	Knowledge of oneself
Self-esteem:	Good opinion of one's self. Self-respect: Good opinion of oneself.
Tolerant:	Willing to accept other people's beliefs or ways of life
Values:	Acceptable standards of behaviour

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