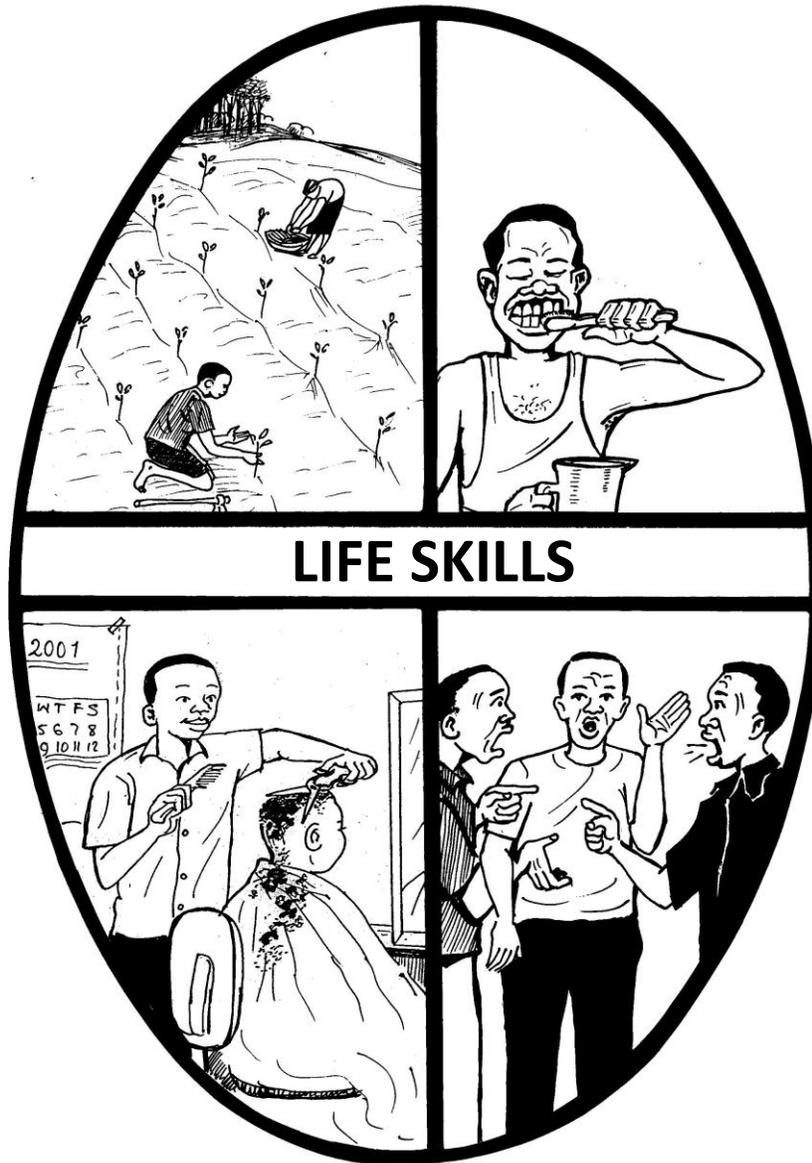




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Alternative Basic Education Curriculum



Facilitator's Manual for Life Skills Level 1, Semester 2

August 31, 2011

Ministry of Education, Government of Liberia

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Introduction to the Facilitator’s Manual – Semester 2

Background Information and Curriculum Structure

Teaching and learning activities for Life Skills Level 1 are divided into 8 modules (Module A to H) which incorporate elements of all 5 content standards. Modules are designed to complement one another and to build on information gained in the previous topic or module. For example, Module E: Negotiation and Mediation will build on material first covered in Module D: Peace Education. The modules for Level I Semester 2 Life Skills are as follows:

1. Module D: Peace Education
2. Module E: Negotiation and Mediation
3. Module F: Managing Stress and Maintaining a Happy Family Environment
4. Module G: Safe Pregnancy and Childbirth
5. Module H: Environment

Number of Modules and Lessons:

Level 1 Life Skills has 8 instructional modules. Each module varies in length dependent on the material covered; the total number of lessons for Level 1 Life Skills is 108 which includes all end of module assessments, end of level assessment and service learning activities.

The following table shows the list of lessons for Level II.

MODULE	LESSON No.	LESSON TITLE
MODULE D PEACE EDUCATION	55	Getting Started & What is Peace to Me?
	56	Maintaining Peace – Are We All the Same or Not?
	57	Maintaining Peace – Inclusion or Exclusion?
	58	Maintaining Peace – My Relationships with Others
	59	Maintaining Peace – Building Healthy Relationships
	60	Maintaining Peace – Trust

	61	Maintaining Peace – Active Listening
	62	Maintaining Peace – 1-Way Versus 2-Way Communication
	63	Maintaining Peace – Emotions and Co-operation
	64	What Causes Conflict?
	65	Maintaining Peace – Problem Solving
	66	Maintaining Peace – Solving Conflict
	67	Revision of Peace Education Module
	68	End of Module Assessment
MODULE E NEGOTIATION AND MEDIATION	69	When Conflict Occurs – The Art of Negotiation (Part 1)
	70	When Conflict Occurs – The Art of Negotiation (Part 2)
	71	When Negotiation Fails – The Art of Mediation (Part 1)
	72	When Negotiation Fails – The Art of Mediation (Part 2)
	73	When Negotiation Fails – The Art of Mediation (Part 3)
	74	End of Module Assessment
MODULE F MANAGING STRESS AND MAINTAINING A HAPPY FAMILY ENVIRONMENT	75	Introduction to Module
	76	Understanding Stress
	77	Signs and Symptoms of Stress
	78	Coping with Stress (Part 1)
	79	Coping with Stress (Part 2)
	80	Planning for Courtship/Marriage
	81	Balancing Work and Home Life
	82	Decision Making in the Family

	83	Review for Managing Stress and Maintaining a Happy Family Environment
	84	End of Module Assessment
MODULE G SAFE PREGNANCY AND CHILDBIRTH	85	Introduction To Module
	86	Family Planning Methods
	87	Spacing Pregnancies
	88	Safe Pregnancy (Part 1)
	89	Safe Pregnancy (Part 2)
	90	Unsafe Pregnancy
	91	Seeking Treatment During Pregnancy
	92	Safe Childbirth
	93	Baby's First Days – Danger Signs
	94	Review on Safe Pregnancy & Childbirth Module
	95	Safe Pregnancy & Childbirth Module Assessment
	MODULE H ENVIRONMENT	96
97		Is Everything We Need Readily Available?
98		What Are the Consequences of Man's Action on the Environment? (Part 1)
99		What Are the Consequences of Man's Action on the Environment? (Part 2)
100		What Are the Consequences of Man's Action on the Environment? (Part 3)
101		What Are the Consequences of Man's Action on the Environment? (Part 4)
102		Reducing the Impact of Environment Issues at the

		Community Level – Development of Work Plan
	103	Reducing the Impact of Environment Issues at the Community Level – Development of Work Plan
	104	Reducing the Impact of Environment Issues at the Community Level – Project Work
	105	Reducing the Impact of Environment Issues at the Community Level – Project Work
	106	Reducing the Impact of Environment Issues at the Community Level - Evaluation
	107	Reducing the Impact of Environment Issues at the Community Level – Presentation
REVIEW AND ASSESSMENT	108	End of Level Assessment Review
	109	End of Level Assessment

MODULE D: Peace Education

MODULE D

After these lessons, learners will be prepared to:

- Describe what a peaceful society looks like to them.
- Be accepting of other people's differences and similarities.
- Explain how trusting and cooperating with one other supports peace.
- Demonstrate personal and social responsibilities within their communities.
- Explain why good communication is important to prevent and resolve conflict.
- Identify effective communication strategies for peaceful coexistence.

Overview

Learning Objectives: The learner who successfully completes this ten-week module should be able to:

- Describe what a peaceful society looks like to them.
- Be accepting of other people's differences and similarities.
- Explain how trusting and cooperating with one another supports peace.
- Demonstrate personal and social responsibilities within their communities.
- Explain why good communication is important to prevent and resolve conflict.
- Identify effective communication strategies for peaceful coexistence.

Links With Other Modules:

Communication; Personal Leadership and Development; Psychosocial Wellbeing; Health and Hygiene.

Estimated Length of Module:

This module will be covered in 16 lessons over 5 weeks with the assumption that learners will put in 3 instructional days per week, with a 45 minutes class period.

List of Numbered Lesson Titles:

LESSON	MODULE D LESSON TITLES
55	Getting Started & What is Peace to Me?
56	Maintaining Peace – Are We All the Same or Not?
57	Maintaining Peace – Inclusion or Exclusion?
58	Maintaining Peace – My Relationship With Others
59	Maintaining Peace - Building Healthy Relationships
60	Maintaining Peace – Trust
61	Maintaining Peace – Active Listening
62	Maintaining Peace – 1-Way Versus 2-Way Communication
63	Maintaining Peace – Emotions and Co-operation
64	What Causes Conflict?
65	Maintaining Peace – Problem Solving
66	Maintaining Peace – Solving Conflict
67	Review of Module
68	Peace Education Module Assessment

Background Information:

- In every family and community at some time there may be conflict, this may arise from a simple disagreement for example, over everyday chores or more complex issues for example land ownership. Should the problem not be resolved, it can result in the relationships at the family and/or community level being affected in a negative or bad way.
- It is important for everyone to understand how improved communication, acceptance of people's differences, trusting others and being cooperative will result in peace in our lives. Should conflict occur it is necessary to communicate with each other in an open and trusting way which will find a solution which is acceptable to all parties.

This module will ask learners to examine how they view themselves and others, how trust and cooperation are necessary features in all our lives and how good communication is the key to solving any potential or actual issues which may arise.

Evaluation:

- In order to assess learners' understanding of the lessons, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the module and of each lesson of the module.

MODULE D

Lesson 55: Getting Started & What Is Peace To Me?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify learner's prior knowledge of the module material
- To describe what a peaceful society looks like

Preparation and Materials:

- Key words on flash cards
- Key words displayed on the chalkboard or classroom wall

Key Words:

- Peace, Behavior, Values, Beliefs

Background Information:

- Our desire to learn new things is based on our needs and wants driven by the problems we encounter on a daily basis. These challenges most often are obstacles that prevent us from achieving our goals in life.
- In order to meet the expectations and needs of learners, it is important for facilitators and the learners themselves to have a common understanding of what the learners expect to achieve from the module. This introductory lesson is designed for facilitators to be able to identify the expectations and learning needs of all learners participating in the Peace Education Module. It helps the facilitator to match the learners' expectations with the overall objective of the module.
- Additionally, we will look at what peace means to each and every one of us. Many people find it difficult to say what peace means to them as they are more often asked as to what is NOT peace. Many of us have different interpretations of the word peace. It may be that to some of us it is to do with how we can live in peace with ourselves and our families/friends and neighbors. In other instances people will think of peace as being able to live without fear of war or persecution. To others it is about a way of preventing conflict in our homes, communities or society.
- The following are examples of what peace may mean to different people:
 - a) Basis of life
 - b) Conflict resolution and problem-solving,
 - c) Absence of war,
 - d) Good government
 - h) Understanding between people
 - i) Lack of interpersonal problems
 - j) Unity
 - k) Love

- e) Happiness
- f) Prosperity, productivity
- g) Calm

- l) Good health
- m) Feeling good
- n) Availability of basic services

- To understand what peace means to each and every one of us is important. Sometimes we don't understand that our behavior, beliefs or attitudes do not always support peace. Understanding what peace is will help us to develop the strategies and skills to recognize where conflict may arise either within ourselves, our families or communities and will help us to resolve issues in a way which is acceptable to all parties.
- The module will examine how we can maintain peace in our communities and families by understanding the similarities between all of us respective of ethnic group, family, economic status etc; how miscommunication and a lack of trust in people may give rise to conflict; and the necessity for us to recognize our emotional response in potentially difficult situations. The module will discuss how problems can be solved before they reach the level of conflict.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module or during the introductory lesson, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner’s pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

ASSESSMENT

#	Statements	√ (T)	× (F)
1	Peace can mean more than just the absence of war.	True	
2	Saying that one group is better than another can lead to conflict (palava).	True	
3	Excluding others based on their differences can make our society peaceful.		False
4	Trust is important for building peace.	True	
5	Good communication and listening to each other promotes peace.	True	
6	One should always listen even if they don’t agree.	True	
7	It is important to win in order to resolve conflict.		False
8	One way communication is the best way of communication in all situations.		False
9	Cooperation between everyone is one part to stopping conflict (palava).	True	
10	Problems cannot be solved once they occur.		False

Learning Points or Key Messages:

- **Having a clear vision of what can be achieved in this module will support me in reaching my goal.**
- **Understanding what peace means to me and to others will support me in understanding and accepting each person’s opinions which will help to reduce conflict.**

Activities:

Step 1	2-3 Minutes – Introduction <ul style="list-style-type: none">• Given that this is the first day of the Peace Education module, welcome everyone.• Say to the learners that the Peace Education module will help us learn how we can maintain a peaceful society and to support us in solving the issues which may give rise to conflict either in our own lives or those of the community around us.• Explain that we will now look at what prior knowledge the learners already have on the topic and that we will be doing a true/false quiz which they must answer as individuals and must NOT speak to anyone else.
Step 2	10 Minutes – Main Activity 1 – Conflict Game <ul style="list-style-type: none">• Ask all learners to sit in a circle. You, the facilitator, stand in the middle of the circle. If there is no room to do this in the classroom, ask learners to step outside.• Let the learners know that you will call out something and anyone with those characteristics must change seats. Tell the learners that you will also be playing the game.• Call out “Anyone who is wearing a white shirt”.• All learners wearing a white shirt should move seats and the facilitator also tries to get a seat.• The learner left without a place then stands in the middle, calls another characteristic for example, everyone with braids and the learner attempts to get a seat.• At anytime the person in the middle can call ‘CONFLICT’, which means everyone must change seats.• Stop the game after 5 minutes and ask learners to return to their seats. Ask the learners the following questions:<ul style="list-style-type: none">➤ <i>How did you feel when you tried to change seats?</i>➤ <i>How did you feel if you were the person in the middle?</i>

	<ul style="list-style-type: none"> • Say to the learners that in some situations, all we think about is winning or wanting to make sure that we are not the odd one out. It is these situations that may make it difficult to maintain peace and so conflict may arise.
Step 3	<p>20 Minutes – Main Activity 2 – Pre-test</p> <ul style="list-style-type: none"> • Administer the pre-test.
Step 4	<p>10 Minutes – Main Activity 3 – What is Peace?</p> <ul style="list-style-type: none"> • Ask learners to think individually what the word peace means to them. Let the learners know that there is no wrong or right answer to this question. (2-3 minutes). • Choose 2-3 learners to state what their vision of peace is? • Ask other learners if they have any different ideas as to what peace means to them (refer to the Background Information section on the different definitions of peace). • Write down the key points from what the learners say.
Step 5	<p>5 Minutes – Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Summarize with learners that: <ul style="list-style-type: none"> ➢ Peace can mean different things to different people but it will involve not having any form of conflict either to an individual, in their families, in their communities and in their society. ➢ That sometimes our behavior – and therefore our values and beliefs (as shown in the conflict game) does not support peace but could be the starting point for conflict. • Follow Up: Ask learners to discuss with a member of their family or friend as to what they understand by the word ‘peace’.

MODULE D

Lesson 56: Maintaining Peace - Are We All the Same or Not?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify at least 6 qualities that we all have in common

Key Words:

- Peace, Different, Same, Conflict

Preparation and Materials:

- Illustration showing a cat and a lion on the same drawing
- Flash cards of key words
- Key words displayed on the chalkboard or classroom wall

Background Information:

- When we talk about other people, we are often focusing on the physical differences that we have noticed in people as this helps others identify that person. However it is important for us to look at what is the same about each one of us (physically, mentally, emotionally, spiritually and our attitudes). These similarities are what draw people together in the family, in a community and in a society. It is when we focus on the differences for example, HIV status, male/female, number of children we have, our skin color, our race etc. and on how our beliefs and values expect us to follow the norm for our society that problems may arise. If the problems are not dealt with, it can result in conflict.

Examples of Similarities and Differences:

What might be the same about us?	What is different about us?
<ul style="list-style-type: none"> • We want peace. • We want a happy family. • We want love. • We want to be financially secure. • We want an education for our children. • We want basic services in our community. • We want to live in harmony with each other. • We want to be law abiding citizens. • We want to feel valued for who we are. • We want to be listened to. 	<ul style="list-style-type: none"> • Our sex. • Our colour. • Our race. • Numbers of children we have. • Our status in the community/family. • Our religion.

- Other people in general will group us based on our differences which we usually have no or limited control over. These differences mark our role in our communities. We are judged on our differences and sometimes we will be discriminated against. We will usually form groups based on our differences for example, women in one group, men in another. It is when one of these groups decides that they are better than another group (and this may result in exclusion of that group from particular roles or tasks in society) that the situation can result in problems and potentially conflict.

Learning Points or Key Messages:

- **We have many similarities and have similar goals in that we want to be happy, in loving relationships and free from conflict. However we usually focus on the differences between people which can lead to exclusion, discrimination and potentially conflict if the problem is not addressed.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none"> • Ask learners to call out some definitions of peace. Ask if their families or friends had a different definition. • Introduce the lesson by stating that we will look at: <ul style="list-style-type: none"> ➤ How similar we all are. ➤ How different we are. ➤ How our differences can lead to conflict.
---------------	---

Step 2**25 Minutes – Main Activity 1 – How Are We Similar To Each other?**

- Ask learners to look at the picture of the lion and the cat. Ask them how these animals are the same and how they are different.
- Ask learners to sit in groups of 4-5 people. Ask them to think of all the ways in which people from different ethnic groups are the same. Each group should come up with at least 6 points. Let the learners know that they may only have 2 physical similarities and that the other should focus on the emotional, mental, spiritual aspects as well as our attitudes. (10 minutes)
- Ask the first group to present their findings one by one. As individual findings are presented, ask the other groups if they also had this similarity or not.
- Draw a table on the board as shown below.

What is the same?	No. of Groups
We want to be happy	1,2,4

- Write in the table each similarity under the heading “What is the same?” and write the number of groups who had this similarity under the heading “No of Groups”
- After the first group has finished all their points, ask the other groups if they have any additional similarities to add.
- Put a star by all the similarities which every team noted.

Step 3**10 Minutes – Main Activity 2 – Differences**

- Ask the class to think of the differences between people in our community for example, sex, status, number of children, religion, race.
- Ask learners the following:
 - *Do we always accept people from different religions, HIV status, etc. into our families or communities?*
 - *What could happen if we don't accept their differences?*

Step 4**5 Minutes – Conclusion, Evaluation and Follow-up**

- Ask learners to think of the similarities and differences between people. Ask

learners when does conflict result?

- Summarize the lesson by saying:
 - We have many similarities and have similar goals in that we want to be happy, in loving relationships and free from conflict.
 - Problems and even conflict can arise when we do not accept people's differences.
 - This conflict could arise in our families, communities or society.
- **Follow Up:** Ask learners to look around in their communities and notice the similarities and differences between people.

MODULE D

Lesson 57: Maintaining Peace - Inclusion or Exclusion

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify which groups we belong to.
- Identify which groups of people can be excluded.
- Identify why groups are excluded.

Key Words:

- Peace, Same, Different, Inclusion, Exclusion, Conflict

Preparation and Materials:

- Flash cards with key words
- Key words displayed on the chalkboard or on the classroom wall

Background Information:

- In the previous lesson, we looked at how we can be judged due our differences and how this can lead to problems and even conflict in some instances. Sometimes people or groups who are different want to be part of the same group but they are excluded. This can result in problems and conflict.
- Exclusion is when a person or group of people wants to be part of another group or activity but they are NOT allowed to join for example, people who are HIV positive are not allowed to be part of a choir.
- Inclusion is when a person or group of people want to join another group or activity and they are accepted fully by this other group or activity whatever their differences may be.
- Excluded groups can include:
 1. Women
 2. Children
 3. People with a particular illness for example, HIV, tuberculosis
 4. People who are less fortunate than others for example, people living on the streets
 5. People of a different religion
- When people or groups are excluded, they can feel sad, unhappy, angry, jealous, bitter, want revenge etc. This may lead to problems and eventually conflict if these feelings and the reason for exclusion are not dealt with appropriately by each person/group.

Learning Points or Key Messages:

- We all form groups, sometimes based on our interests for example, a football team. Sometimes we can exclude people from a community, school etc. due to their differences for example, HIV status, sex etc.
- We exclude people or groups because we are misinformed, frightened or because it is our belief or value.
- Excluding people or groups based on their differences is not contributing to a peaceful society.

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson – ask learners to work in pairs and to discuss what they observed in their communities regarding similarities and differences.• Introduce this lesson by stating that we will:<ul style="list-style-type: none">➢ Look at which groups we are parts of.➢ Examine how certain groups of people may be excluded.➢ Why some groups are excluded.➢ Examine if it is fair to exclude groups or people due to differences?
Step 2	20 Minutes – Main Activity 1 – Exclusion Game <ul style="list-style-type: none">• Ask the participants to call out all the groups that they belong to for example, a church group, choir group, youth group, school council, women’s group, football team, family etc.• Let the learners know that we are ALL part of one or more groups and that this is normal.• Ask all learners to stand in a circle. If there is not enough room in the classroom, ask the learners to step outside.• Ask the learners to put their arms around each others shoulders. If it is not appropriate for men and women to be touching, have 2 circles; one male and one female.• Choose one person from the group who is outgoing to stand OUTSIDE of the circle. If there are more than 10 people in the circle, choose more than one person.

	<ul style="list-style-type: none"> • Tell the learners that the person(s) outside of the circle must now try to become a part of the main circle but that the main circle must not let him/her into the circle. • Tell the person outside of the circle that he/she may use any means to try to get to become part of the circle. • Let this carry on for 2-3 minutes. • Ask the learners to remain standing and ask them the following questions: <ul style="list-style-type: none"> ➤ <i>What did the person(s) outside of the circle try to do to get into the circle?</i> ➤ <i>What happens in real life when people are excluded for example, not let into the circle?</i> ➤ <i>Do these excluded people go and form their own group?</i> • Ask the person(s) who were playing the excluded person(s) the following: <ul style="list-style-type: none"> ➤ <i>How did you feel when you were not allowed to become part of the main circle?</i>
<p>Step 3</p>	<p>15 Minutes – Main Activity 2 – Exclusion</p> <ul style="list-style-type: none"> • Ask the learners to think of how being part of a group helps to promote peace. • Ask the learners to call out what groups of people are EXCLUDED by others in their communities. • Ask the learners the following? <ul style="list-style-type: none"> ➤ <i>Why are these groups excluded by others?</i> ➤ <i>What can this do to the people/groups who are excluded?</i> ➤ <i>Is it fair that these people/groups are excluded?</i>
<p>Step 4</p>	<p>5 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask the learners to tell you why people are excluded from joining in with another group or activity? • Ask them to call out the groups or people in their communities who are commonly excluded. • Summarize the lesson by saying: <ul style="list-style-type: none"> ➤ We are all parts of groups and sometimes we want to become a member of another group but are not allowed to.

- | | |
|--|---|
| | <ul style="list-style-type: none">➤ This can make us feel sad, unhappy, angry, jealous and can lead to a conflict between the people or groups.➤ Groups who are excluded are usually ones who have less power in society for example, women, children, people with diseases, people from a minority religion, people in a weak economic situation etc.● Follow Up: Ask learners to speak to someone in their family or community about the reasons why some people/groups are excluded and whether they think this is fair or not. |
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MODULE D

Lesson 58: Maintaining Peace - My Relationships with Others

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List 3 groups that learners are part of in their communities.
- Name four kinds of relationships that exist among people in the community.

Preparation and Materials:

- Illustration of person with low self-esteem – they look unwashed, they are wearing dirty clothes, they have their head bowed, make no eye contact with anyone around them, they are drinking heavily
- Paper and Markers if available
- Stones of different sizes if paper and markers not available
- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Self-Esteem, Community Relationships, Values, Good, Bad, Church, Family, Mosque, Youth, Women's, Sport, School, Friends

Background Information:

- Each one of us enjoys good relationships. We yearn for relationships that are fulfilling and long-lasting. Good relationships are based on love, mutual respect and willingness to work at the relationship. We find enjoyment and pleasure in a relationship in which neither person tries to control the other person or to pressure him/her into doing things. We do not desire relationships in which we are exploited, or one person takes advantage of the other in any way.
- The issues of disrespect, exploitation and distrust are prevalent in relationships nowadays. People feel unsafe and come to the realization that their relationships are not as good as they had hoped they would be.
- This lesson is designed for learners to work towards building healthy relationships at home, school, in the work place and in their communities.

Learning Points or Key Messages:

- Relationships show how people are connected to or interact with each other in the community.
- Different relationships exist among different people.

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Write the lesson title on the board.• Inform the learners that the lesson focuses on the relationship with others within the community.• State the objectives of the lesson: To be able to list the groups that are found in the community and name four kinds of relationships that exist among people.
Step 2	25 Minutes – Activity: Groups I belong to <ul style="list-style-type: none">• Ask the learners to call out all the groups which they are involved in within their community. Have these on prepared flash cards to stick on the chalkboard (<i>for example, Family, School, Workplace, Religious Groups, Friends</i>).• Explain to the learners that they are to use different sized stones to show the importance of groups, institutions and organizations in their community according to them (<i>for example: small, big, medium circles</i>).• Ask the learners to use the biggest stone for the group which they think is most important to them. This stone should go in the middle of the desk. Learners should think of how important the other groups are to them – if they are not very important, they should use a little stone and place this a long way from the big central stone. If some groups are of equal importance, this should be shown by stones of the same size and distance from the central stone.
Step 3	10 Minutes – Evaluation to game <ul style="list-style-type: none">• Ask the learners to describe their stone designs to the person sat beside them by answering the following questions:<ul style="list-style-type: none">➤ <i>How many groups are you part of?</i>➤ <i>What group is the most important to you?</i>➤ <i>What group is the least important to you?</i>

	<ul style="list-style-type: none"> ➤ <i>What kinds of relationships exist in the most important group, least important group?</i>
Step 4	<p>5 Minutes – Conclusion, and Follow-up</p> <ul style="list-style-type: none"> • State the following to the learners: <ul style="list-style-type: none"> ➤ <i>Relationships show how people are connected to or interact with each other in the community.</i> ➤ <i>Different relationships exist among different people.</i> • Follow Up: Ask learners to think of one relationship that they have and 2 things that contribute to a healthy relationship.

MODULE D

Lesson 59: Maintaining Peace - Building Healthy Relationships

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify four qualities (good things) that contribute to a fulfilling relationship.
- Name four qualities that contribute to a breakdown of relationships.

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Relationship, Good, Bad, Self-Esteem, Values, Behavior

Background Information:

- Each one of us enjoys good relationships. We yearn for relationships that are fulfilling and long-lasting. Good relationships are based on love, mutual respect and willingness to work at the relationship. We find enjoyment and pleasure in a relationship in which neither person tries to control the other person or to pressure him/her into doing things. We also don't desire relationships in which we are exploited, or the other person takes advantage of the other in any way.
- The issues of disrespect, exploitation, and distrust are prevalent in relationships nowadays. People feel unsafe and come to the realization that their relationships are not as good as they had hoped they would be.
- This lesson is designed for learners to work towards building healthy relationships at home, school, work place and in their communities.

Signs of a Good Relationship:

- Respect, Responsibility, Understanding, Cooperation, Caring, Honesty, etc.
- Good relationships are based on love, mutual respect and the willingness to work at the relationship.
- People feel safe in a relationship that is healthy. People usually find enjoyment and pleasure in a relationship where neither person tries to control the other person, exploits or takes advantage of the other in any way.

Signs of a Bad Relationship:

- Lack of Respect, Irresponsibility, Lack of Understanding, Lack of Cooperation, Lack of Care, etc. *(One example that might be mentioned is gender violence and rape. If it comes up, tell the learners that this subject will be talked about in more detail later).*
- People feel unsafe in a relationship that is unhealthy and are dissatisfied when one person is controlling, exploits or takes advantage of the other person.

Learning Points or Key Messages:

- **A relationship shows how people or things are connected to or interact with each other.**
- **Healthy relationships make our lives better, our self-esteem is higher and our communities become safer places to live.**

Activities:

Step 1	5 Minutes: Introduction and Review <ul style="list-style-type: none">• Review the previous lesson, ask learners to stand up and find someone they haven't spoken to very often in class. Ask the pairs to discuss what relationships they have with clubs in their communities and which are most important to them.• Introduce the lesson title, "Healthy Relationships".• State the objectives of the lesson: for learners to be able to name good and bad qualities of a relationship.• Say to the class that a relationship shows how people are connected to or interact with one another as a result of our existence.
Step 2	30 Minutes – Main Activity 1: A Successful Relationship <ul style="list-style-type: none">• Divide learners into groups of 6-7 people ensuring gender balance. One group should be given the following topic to discuss: "Four qualities of a successful relationship" and the other group the following topic "Four qualities of an unsuccessful relationship".• Ask each group to create a drama that demonstrates the topic they have been given. Ask the groups to show their drama and ask for comments from the other learners.

Step 3**10 Minutes – Evaluation, Conclusion and Follow-up**

- Ask learners to list the points which make up a good, healthy relationship and the points which make up a bad relationship.
- Summarize that:
 - *A relationship shows how people or things are connected to or interact with each other.*
 - *Healthy relationships make our lives better, our self-esteem is higher and our communities become safer and peaceful places to live.*
- **Follow Up:** Ask learners to speak to one person in their community or family about the signs of a successful relationship.

MODULE D

Lesson 60: Maintaining Peace – Trust

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify who we trust.
- Identify why losing trust or never having trust can lead to conflict.

Preparation and Materials:

- Flash cards with key words
- Key words displayed on the chalkboard or on the classroom wall

Key Words:

- Peace, Exclusion, Differences, Trust

Background Information:

- Life is made more difficult because of personal conflicts as well as cultural conflicts. Trust makes it easier to cooperate. Trust develops slowly through experience and knowledge of the person whom you are trusting.
- There are some people who we have trusted for a long time for example, members of our families but when we meet new people or groups of people, we are slow to trust them. We only begin to trust them as we get to know them and understand their values and beliefs.
- In many cases when people or groups are excluded, this can be due to fear because we do not trust the person or group and/or because we know that their values/beliefs are not the same as ours. We may have heard from other people or groups that this group/person is bad for us and we believe these other people. A lack of communication means a lack of trust and thus understanding of a particular group or persons. Trust cannot be built unless we leave our suspicions behind.
- As trust develops between people or groups, the feeling of closeness also grows. Sometimes for lots of different reasons we can lose trust in people, this can make us feel hurt and upset. If these people/groups were close to us, we would push them away so that they cannot hurt us again.

Learning Points or Key Messages:

- **Trust between people and groups takes time to develop, as trust develops so does the closeness of that person or group to us.**

- Exclusion can occur because we are not prepared to communicate due to fear and a lack of trust.

Activities:

<p>Step 1</p>	<p>5 Minutes – Review and Introduction</p> <ul style="list-style-type: none"> • Review the previous lesson on exclusion. Ask 2-3 learners to speak about what they found out in their communities as to which groups are excluded, the reasons for exclusion and if this was fair or not. • Let the learners know that this lesson: <ul style="list-style-type: none"> ➢ Continues from the previous one on inclusion and exclusion. ➢ Examines how exclusion can be due to a lack of trust between groups or people. ➢ Why we need trust to support peace?
<p>Step 2</p>	<p>15 Minutes – Main Activity 1 – Who Do I Trust And Why?</p> <ul style="list-style-type: none"> • Ask learners to call out all the people that they trust in their lives. • Ask learners the following: <ul style="list-style-type: none"> ➢ <i>Are there some people they trust more than others, ask them why?</i> ➢ <i>How do we begin to trust a person or group?</i> ➢ <i>Why do we need to trust someone?</i>
<p>Step 3</p>	<p>10 Minutes – Main Activity 2 – Do I Trust Other Learners?</p> <ul style="list-style-type: none"> • Tell the learners that we are going to play a trust game. • Ask all the learners to form a circle (if it is not appropriate for men and women to be physically touching, have separate circles). • Ask the learners to turn to their right and they must all be close to each other. • Tell the learners that they should trust you and when you tell them to sit, they must all sit even though there are no chairs. They must NOT squat! • If all the learners trust each other, they will all be sat on each other’s knees. • If they are not trusting, it means that they will have done something else to protect themselves.

	<ul style="list-style-type: none"> • Explain to learners that this game only makes them aware of trust, it does NOT build trust.
Step 4	<p>10 Minutes – Main Activity 3 – Suspicions</p> <ul style="list-style-type: none"> • Ask the learners to work in pairs and to answer the following: <ul style="list-style-type: none"> ➤ <i>Remember the excluded groups they mentioned at the beginning of the lesson.</i> ➤ <i>Is one of the reasons why these groups/people are excluded because of fear and a lack of trust.</i> ➤ <i>What can we do to rebuild or gain trust in that person/group? (see Background Information section). For example, approach the other group, communicate with the other group, do not bring their suspicions to the discussion.</i> • Ask 3-4 pairs to present their findings to the rest of the class.
Step 5	<p>5 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask 3-4 different pairs from the previous activity to explain what they have learned in this lesson. • Summarize the lesson by saying: <ul style="list-style-type: none"> ➤ Exclusion can be as a result of lack of trust between the groups or people. ➤ Trusting other people/groups is necessary to support peace in our homes and communities. Suspicions and lack of trust can cause problems and potentially conflict. ➤ We can build trust between each other and other groups by being open and wanting to communicate with each other. ➤ Being open means that we are willing to listen even though there may be different values and beliefs. • Follow Up: Ask the learner to think of one person or group that they do not trust. Ask the learner to think how they could start to build trust between themselves and this person or group.

MODULE D

Lesson 61: Maintaining Peace – Active Listening

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Review what makes a good listener.
- Identify how active listening can promote peace.

Preparation and Materials:

- Flash cards with the key words
- Key words displayed on the chalkboard or wall of classroom
- Statement for Chinese Whispers game
- Activity workbook

Key Words:

- Peace, Exclusion, Differences, Trust, Communication, Listening

Background Information:

- **Active Listening Skills**

It is important that we are able to listen to anyone who speaks to us. We can use the following skills to make sure that we are a good listener:

1. Reflect:

- a. Repeat the situation and feelings that the person is expressing to you back to him/her.
- b. Capture exactly what the person has told you. This requires very effective active listening skills.

2. Paraphrase:

This skill can be explained in two parts. Feedback is an integral part of effective paraphrasing. The skilled communicator can elicit such feedback (both verbally and nonverbally) without explicitly asking a question. Paraphrasing does not add any new perspective or interpretation beyond what the student said.

- a. **Reword:** Restate (in your own words) what the person tells you in a way that demonstrates that you understood it. This is a very effective skill, particularly when a person expresses a lot of feelings and emotion.
- b. **Ask for Feedback:** Always ask the person, in some way, if you heard him or her correctly after paraphrasing the speaker's comments.

3. Assess and Explore:

This involves gathering more information from the person. Ways of assessing and exploring involve the following:

- a. **Open-Ended Questions:** These are questions that call for more than a “yes” or “no” answer. They encourage the person to open up and share more and to think about his/her feelings, situation and options for example, “Tell me more about that,” “What are you most afraid of?” or “What would you like to happen as a result of your coming to me?”
- b. **Understanding and Seeking Clarification:** This involves digging through information or statements to make sure you understand correctly. It is most often used when a person says something that is not clear. For example, if a young person says “I just want out,” you will not know what that means unless you ask what the person means by “I just want out.”
- c. **Probing Questions:** These are questions to solicit more information for example, “Was anyone else there?” or “Did anything else happen?”
- d. **Encouragers:** These are short statements that encourage the person to say more, elaborate, explain or take an in-depth look at the situation for example, “I’d like to hear more about that” or “I’m listening. Go ahead.”

4. Validate:

This involves recognizing or sensing the speakers’ challenges, anxiety or difficulty with regard to a sensitive disclosure or decisions and commending their effort and courage in sharing information. For example, “I understand it is difficult but you have made an important decision by telling me this” or “You have done the right thing by coming forward to tell me.”

Learning Points or Key Messages:

- **Good communication and practicing active listening supports the promotion of peace.**
- **Listening to others opinions and honest communication supports active peace.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on trust and ask learners how trust can be built up between people. Ask learners what happens if there is no trust.• Introduce this lesson:<ul style="list-style-type: none">➢ Linkages between good communication and peace.➢ How to effectively communicate and listen (relate to lessons on GBV – empowered to speak out).➢ Why communication should be a 2 way process where possible.
Step 2	15 Minutes – Main Activity 1 – Chinese Whispers <ul style="list-style-type: none">• Ask learners what they remember about what makes a good listener from the GBV module. Write up any of the key ideas and ask for clarification. Summarize but don't leave out important detail (see Background Information section).• Tell the learners that we are going to play a listening game. Tell the learners that the aim of the game is to listen and to get all the main facts right – it does not matter if the order is a little different.<ul style="list-style-type: none">➢ Sit all the learners in a circle – if there are more than 15 learners, have more than one circle.➢ Whisper a short statement to one person in the group (See Background Information section for blind men – Chinese Whispers game). Say the statement only once. Tell that learner to whisper it to the next person until the story has completed the circle.➢ Ask the last learner to repeat the story. The facilitator then repeats what the original story was.• Ask the learners the following:<ul style="list-style-type: none">➢ <i>Were the two stories the same or different?</i>➢ <i>Why were the stories so different?</i>➢ <i>Can you think of any real life situation where the above activity has occurred?</i>➢ <i>What impact did this lack of listening/miscommunication have on the people in the story?</i>
Step 3	15 Minutes – Main Activity 2 – Am I A Good Listener? <ul style="list-style-type: none">• Tell the learners that the previous activity was one way to see how good our listening skills were and that we are now going to do another activity.

	<ul style="list-style-type: none"> • Divide the learners into groups of 3, one is the speaker, one the listener and one the observer. • Ask the speaker to speak about any topic for one minute. For example, the topic can be about their family, their work, the place they live. • Ask the listener to summarize what they heard, to ask for clarification and report back to the speaker on what was said. • The observer checks that the information is correct. • Everyone changes roles so that everyone has the turn of becoming a listener. • Ask the learners the following: <ul style="list-style-type: none"> ➤ <i>Is it easy to be a good listener?</i> ➤ <i>If not, why not?</i>
<p>Step 4</p>	<p>10 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask the learners how being a good listener can promote peace and reduce the chance of conflict. • Summarize the lesson by saying: <ul style="list-style-type: none"> ➤ Poor listening skills or one way communication can result in misinformation or misunderstandings which may give rise to problems and then conflict (refer to the game of Chinese Whispers). ➤ Active listening skills include asking for clarification, summarizing the main points, asking additional questions. • Follow Up: Ask the learners to go home and actually practice their listening skills with someone in the family or a friend. They must summarize the situation in the next lesson. • Ask the learners to look in their activity workbooks at Lesson 59 and to complete as homework if possible.

MODULE D

Lesson 62: Maintaining Peace – 1-Way Versus 2-Way Communication

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify advantages and disadvantages of one-way communication.
- Identify advantages and disadvantages of two-way communication.

Preparation and Materials:

- Flash cards with the key words.
- Key words displayed on the chalkboard or wall of classroom.
- Activity workbook

Key Words:

- Peace, Exclusion, Differences, Trust, Communication, Listening.

Background Information:

Advantages and Disadvantages of One and Two-Way Communication

One-Way Communication	Two-Way Communication
<p>Advantages</p> <ul style="list-style-type: none">• Can be completed in a fast time.• Large amount of information can be given quickly.	<p>Advantages</p> <ul style="list-style-type: none">• Good communication between everyone.• Can ask questions.• Can check understanding.• Can provide feedback and correct.• Provides confidence (no confusion).
<p>Disadvantages</p> <ul style="list-style-type: none">• Can result in misunderstanding.• Lack of confidence in the person who is not communicating.• Cannot ask questions.• Can result in lack of understanding.• Can result in confusion.	<p>Disadvantages</p> <ul style="list-style-type: none">• Slow, takes lots of time.

Points About One-Way Communication:

- It can be fast and actually positive for the speaker, but negative for the listener, like a lecture.
- A radio is a good example of pure one-way communication.
- If we are just giving information and it is simple, then one-way communication is useful.
- One-way communication does not give the listener a chance to respond and may create resentment. If a person is not given the opportunity to explain his/her side, it can become a grudge.
- One-way communication needs lots of repetition, which is why the news is given every hour.

Points About Two-Way Communication:

- If you want to know if people understand, you can use two-way communication which allows the listener to give feedback.
- Builds trust and confidence as there is less chance of misunderstanding.

Learning Points or Key Messages:

- **Wherever possible, we should be doing two way communication so that there are no misunderstandings or lack of information occurring. Two way communication can support building trust and confidence in ourselves and in others.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Ask the learners to sit in pairs and to summarize the listening exercise that they did at home or with a friend. The listener in the pair should clarify, summarize and report back to the speaker. The listener and the speaker should change roles.• Introduce this lesson by saying that we will:<ul style="list-style-type: none">➤ Look at one-way and two-way communication and the pros and cons of each.➤ Practice both one and two-way communication➤ Decide if one or two-way communication is better for promoting peace.
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<p>Step 2</p>	<p>30 Minutes – Main Activity 1 – Advantages And Disadvantages Of One And Two-Way Communication</p> <ul style="list-style-type: none"> • Ask the learners to sit in pairs. One person in each pair will need pen and paper. They should sit with their backs to each other – this is VERY important. • ONE learner should draw a picture in their book – it can be very simple for example, a house with people around etc. • One learner should then describe the picture to his/her partner but the partner is NOT allowed to see the picture OR TO ASK ANY QUESTIONS ABOUT THE PICTURE. The partner should try and draw the picture as their friend is describing it to them on a different page of the book. Remember that the pairs are sitting with their backs to each other – they MUST NOT turn around to see what each other is doing. • Now ask the pairs to sit side by side, and repeat the exercise but this time the person drawing can ask questions and the person describing the drawing can see what the person is drawing to provide advice. • Ask the pairs to compare the drawings: <ul style="list-style-type: none"> ➤ <i>Which drawing is closest to what the first person drew, the one where the pairs had their backs to each other or when they sat together?</i> ➤ <i>Why do they think the one where they sat together is the better drawing?</i> • Explain to learners that we can call this one-way and two-way communication. Ask learners to think: <ul style="list-style-type: none"> ➤ <i>What are the advantages of one-way communication? (Remind learners of the game of Chinese Whispers in the previous lesson).</i> ➤ <i>What are the disadvantages of one-way communication?</i> ➤ <i>What are the advantages of two-way communication?</i> ➤ <i>What are the disadvantages of two-way communication?</i> • Ask learners to think of how two-way communication can help promote peace? <i>(Accept answers from learners. Prompt them to think about how two way communication can help people prevent a small misunderstanding from erupting into a larger conflict).</i>
<p>Step 3</p>	<p>10 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask the learners to look in their activity workbooks at Lesson 60 and to complete the activity. They can do this in pairs if they want and the facilitator can support with reading the directions if necessary.

- Summarize the lesson by saying that:
 - Two-way communication has more advantages than one way communication.
 - Two-way communication means that everyone understands fully what is happening and is provided with the opportunity to ask further questions or clarification.
 - One-way communication means that only one person (the communicator) fully understands the issue and the other person or group may be confused or misinformed which can lead to problems.
- **Follow Up:** Ask the learners to observe in their communities if there is one-way or two-way communication occurring and that they should provide examples of it.

MODULE D

Lesson 63: Maintaining Peace – Emotions and Cooperation

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify how our emotions can affect the way we communicate.

Preparation and Materials:

- Flash cards with the key words
- Key words displayed on the chalkboard or wall of classroom
- A number of emotions written on small pieces of paper for example, happy, sad, angry, frustration, jealousy, hate, love

Key Words:

- Communication, Peace, Emotions, Happy, Sad, Angry, Frustration, Jealousy, Hate, Love

Background Information:

- Everyone has emotions and sometimes these emotions make us feel happy and loved but at other times they can make us feel angry, jealous, frustrated etc. If we cannot control these bad emotions, they may take over and result in us being less open to communication and thus the result can be problems and eventually conflict can occur.
- It is important for us to recognize how our emotions affect how we feel, how we can control our emotions and also how we can calm down another person who is emotionally upset, angry, jealous etc.
- Cooperation builds communication between everyone and thus reduces the potential for conflict. Cooperation usually works best if it involves people who are directly affected by the issue; if someone from outside comes in and wants to cooperate but does not fully understand the issue, the issue will take longer to resolve and has the potential of not being resolved. Involving someone from the outside to cooperate takes longer as trust needs to be built up between everyone, the person will be seen as being different etc.

Learning Points or Key Messages:

- **Some emotions can result in poor communication occurring which can give rise to conflict.**
- **Cooperation between everyone is necessary to stop conflict from occurring and if it does occur, it is necessary to resolve the conflict.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Ask the learners to call out examples of one and two way communication which they have observed in their communities.• Explain that this lesson will look at:<ul style="list-style-type: none">➤ Our emotions and how sometimes these can result in problems and conflict occurring.➤ Co-operation – what it is and why it is important.
Step 2	15 Minutes – Main Activity 1 – Our Emotions <ul style="list-style-type: none">• Take all the pieces of paper with emotions written on them and ask for volunteers. Each volunteer takes a piece of paper – they must NOT show this to anyone else in the class. If they have trouble reading the word on the paper, the facilitator will help.• Ask the learners one at a time to come to the front of the class and act out their emotion.• The rest of the learners have one minute to guess the emotion.• Ask the learners the following:<ul style="list-style-type: none">➤ <i>How do these emotions affect our everyday actions for example, how does anger affect how we behave?</i>➤ <i>Does this occur in real life – that sometimes people let their emotions (especially bad emotions) get the better of them?</i>➤ <i>What can be the result of these bad emotions?</i>➤ <i>What can we do to deal with these emotions?</i>
Step 3	15 Minutes – Main Activity 2 – Co-operation Game <ul style="list-style-type: none">• Ask learners the following:<ul style="list-style-type: none">➤ <i>Why is cooperation important?</i>➤ <i>Who should we cooperate with?</i>• Ask learners to be in groups of approximately 10-15 people. Explain the following:<ul style="list-style-type: none">➤ For each group, one outgoing person must volunteer to wait outside for a minute.➤ Explain to the rest of the group that they should form a circle and hold hands

	<p>(if single sex groups are more appropriate, the class can be divided like this).</p> <ul style="list-style-type: none"> ➤ Tell the learners that THEY MUST NOT LET GO OF EACH OTHERS' HANDS and that now they are going to form a human knot. ➤ Help the learners form a knot by going under each other's arms, over each other's arms etc. ➤ Ask the volunteers from the outside to come in. Let the volunteers know that they must undo the human knot to form a circle again but that the learners can NOT let go of each other's hands. The learners will cooperate but THEY MUST NOT SPEAK or provide any suggestions. ➤ Let the volunteers have 3-4 minutes to do this. ➤ Ask everyone to form a circle again including the volunteer. Ask them to form a knot again. ➤ This time tell them that they can all talk to each other about how to get out of the knot. <ul style="list-style-type: none"> • Let the learners know that this knot is like a conflict and that to solve the conflict requires everyone to cooperate actively. If someone from outside comes in to help solve the conflict, it can take longer if there is not active cooperation from everyone. Let them know that if our emotions get in the way, that this can be more difficult to resolve the conflict.
<p>Step 4</p>	<p>10 Minutes – Conclusion, Evaluation and Follow-Up</p> <ul style="list-style-type: none"> • Ask the learners to call out what they have learned in the lesson. • Summarize the lesson by saying: <ul style="list-style-type: none"> ➤ We must all recognize that sometimes our emotions can have a bad impact on us and others. They could cause problems for example, being angry, jealous. Having bad emotions can result in poor communication and cooperation. ➤ Cooperation between everyone is necessary to reduce the chance of conflict and to help resolve conflict if it arises. • Follow Up: Ask the learners to look in their families or communities at an example of where cooperation has occurred to help resolve conflict. Ask the learners to think of an example where people's emotions have led to conflict.

MODULE D

Lesson 64: What Causes Conflict?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify 4 causes of conflict.

Preparation and Materials: None

Background Information:

- Each individual has his/her own ideas, beliefs, principles, values and interests that may be different from other people in their families or communities. When our interests/beliefs are opposed to others it results in conflict. In handling conflict, many young people do not consider the root causes of the conflict. Being able to identify the root causes of the conflict is the first step to settling conflicts. At the end of this lesson, learners will be able to identify some causes of conflict.

Learning Points or Key Messages:

- **Conflict is part of our everyday life.**
- **Conflict occurs because there is a problem that needs to be solved.**
- **Conflict is caused by focusing on the differences of people, by excluding people or groups, not trusting people, miscommunication, lack of cooperation and letting our emotions get in the way.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on emotions and cooperation.• Ask 2 learners to give examples of where cooperation has occurred which has either helped to prevent or to resolve conflict.• Ask 2 learners to provide examples of when emotions have caused conflict to occur.• Let the learners know that this lesson will:<ul style="list-style-type: none">➤ Bring together all the previous lessons about how we can promote peace
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	and how conflict can arise.
Step 2	<p>20 Minutes – Main Activity 1 - Brainstorm</p> <ul style="list-style-type: none"> • Ask the learners to brainstorm everything which contributes to peace and everything which contributes to conflict – focus on why conflict occurs (<i>for example, bad listening, lack of trust</i>) not on actual issues or problems. (See Background Information section). • Ask learners to think how each of the points they raise are inter-related. • Ask the learners if we need all of the points above for conflict to occur?
Step 3	<p>15 Minutes – Main Activity 2 – A Tropical Storm</p> <ul style="list-style-type: none"> • Explain to the class that conflict happens because there is a problem somewhere. Sometimes we don't see the problem or we ignore the root causes which results in conflict. • Ask learners to stand in a big circle. Tell the learners that we are going to make a tropical storm. The facilitator is also part of the circle. Tell everyone that they must do what the person on their right is doing. Let everyone know that they must do it in sequence. • The facilitator starts by rubbing their hands together. The person on the right starts to do this and so on until everyone is rubbing their hands. • The facilitator clicks their fingers, the person on the facilitator's right starts to click their fingers and so on until everyone is clicking their fingers. Continue this time by clapping your hands, slapping your thighs, stamping your feet. • When everyone is stamping their feet, do the sequence in reverse for example, slapping your thighs, clapping your hands, clicking your fingers, rubbing your hands. • Ask learners to go back to their seats. • Explain to learners that a tropical storm is like conflict, it starts very quietly with a small misunderstanding or misinterpretation and then grows until it is a full conflict full of noise and action. As the conflict is resolved, the level of activity begins to decrease again for example, as people communicate more effectively, accept the differences etc.

Step 4**5 Minutes – Evaluation, Conclusion and Follow-Up**

- Ask learners to call out why conflict occurs and how it starts and ends.
- Summarize the lesson by saying:
 - Conflict occurs due to misunderstandings through lack of communication and listening, not being accepting of other people’s differences, not trusting, letting your bad emotions affect your behavior, not co-operating.
 - Conflict can be prevented or resolved by everyone co-operating, communicating and listening, learning to trust others, accepting differences etc.
- **Follow Up:** Ask learners to think of one situation where conflict has been avoided in their communities and why.

MODULE D

Lesson 65: Maintaining Peace – Problem Solving

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify solutions to potential conflict.

Preparation and Materials:

- Flash cards with the key words
- Key words displayed on the chalkboard or wall of classroom

Key Words:

- Peace, Conflict, Listening, Differences, Co-operation, Emotions, Trust

Background Information:

- Conflict can occur due to one or more of the following:
 1. Poor understanding of the problem.
 2. Lack of cooperation between everyone.
 3. Lack of trust.
 4. Lack of two-way communication.
 5. Letting your emotions run out of control.
 6. Focusing on people's differences.
 7. Excluding people or groups due to their differences.
- Whenever we encounter any problem we should think of the logical steps that we should go through to help solve the problem, these are as follows:

Six Steps To Problem-Solving:

Steps	What should be done
What do you want?	Both sides should be able to say what they want without blame or accusation.
What is the problem?	Both sides need to agree on what exactly is the problem.
How many solutions can we find?	Both sides need to propose as many solutions as possible so that the best

	solution (not the first solution) is found.
Would you be happy with this solution?	Both sides need to look at all the solutions and eliminate unacceptable solutions.
What is the best solution?	Both sides need to agree on the best solution for both.
Is the problem solved?	After some time, check that the solution is really working.

Falling asleep at school

Debra and her family live in a village near a large town. Many relatives of people who live in the village come to stay when they have business in the town, so the village is always busy and often noisy.

Debra is a good student and her family is very proud of her, especially as she is one of the few girls in her class. Debra's father feels it is important for his daughter and his sons to go to school. He believes it is only through education that their country can improve.

Often Debra is woken in the night by visitors playing loud music in their relatives' houses. Debra and her brothers are finding it harder and harder to be successful at school and Debra often falls asleep at school. The elders of the village think that Debra should not be at school and argue with her father, telling him that she is sleeping at school because she is a lazy girl and that school is wasted on girls as they only get married and have children.

Learning Points or Key Messages:

- **Potential conflict can be avoided by all sides by discussing the issue (ensuring active listening, cooperation, trust, etc are maintained).**
- **Active problem solving will help to resolve the problem.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review previous lesson on causes of conflict; ask learners to call out all the reasons why conflict occurs for example, lack of listening, no trust or break in trust.• Explain to learners that we are now going to look at some potential conflict areas and see how we can avoid the conflict from occurring. We are going to problem solve.• Explain to the learners that to solve a problem there are various steps we should take:<ul style="list-style-type: none">➤ <i>What do both sides want?</i>➤ <i>What is the problem?</i>➤ <i>Brainstorm all possible solutions.</i>➤ <i>What is the best solution?</i>➤ <i>Is everyone happy with this solution?</i>➤ <i>Is the problem solved?</i>• Write these steps on the chalkboard so that learners can refer to them in the next activity.
Step 2	30 Minutes – Main Activity 1 – Problem Solving <ul style="list-style-type: none">• Learners should be in groups of 5-6 people.• Read out the story about Debra (see Background Information section).• Ask the groups to develop a short 3-4 minute role play showing the meeting between Debra’s father and the village elders. The role play should show the following (15 minutes):<ul style="list-style-type: none">➤ <i>What does everyone want?</i>➤ <i>What is the problem?</i>➤ <i>What are the possible solutions?</i>➤ <i>What is the best solution?</i>➤ <i>Would you be happy with this solution?</i>➤ <i>Is the problem solved?</i>➤ The role play should use all the different ways that have been described in previous lessons on how to maintain peace for example, active listening, trust, co-operation etc.

	<ul style="list-style-type: none">• Each group should act out their role play.• After each role play, learners may ask a maximum of 2 questions.
Step 3	5 Minutes – Conclusion, Evaluation and Follow-Up <ul style="list-style-type: none">• Ask the learners to call out what they have learned in the lesson.• Summarize the lesson by saying:<ul style="list-style-type: none">➤ Potential conflict can be prevented by people discussing the issue and following the 6 steps to problem solving.➤ If difficult situations are not discussed, conflict can arise.• Follow Up: Ask learners to discuss with friends or family, an example of when conflict has been avoided and how it was avoided.

MODULE D

Lesson 66: Maintaining Peace – Solving Conflict

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify solutions to potential conflict.

Preparation and Materials:

- Flash cards with the key words
- Key words displayed on the chalkboard or wall of classroom

Key Words:

- Peace, Conflict, Listening, Differences, Co-operation, Emotions, Trust

Background Information:

- Conflict can occur due to one or more of the following:
 1. Poor understanding of the problem.
 2. Lack of cooperation between everyone.
 3. Lack of trust.
 4. Lack of two way communication.
 5. Letting your emotions run out of control.
 6. Focusing on people's differences.
 7. Excluding people or groups due to their differences.

Six Steps To Problem-Solving:

Steps	What should be done
What do you want?	Both sides should be able to say what they want without blame or accusation.
What is the problem?	Both sides need to agree on what exactly is the problem.
How many solutions can we find?	Both sides need to propose as many solutions as possible so that the best solution (not the first solution) is found.
Would you be happy with this solution?	Both sides need to look at all the solutions and eliminate unacceptable

	solutions.
What is the best solution?	Both sides need to agree on the best solution for both.
Is the problem solved?	After some time, check that the solution is really working.

Falling Asleep at School

Debra and her family live in a village near a large town. Many relatives of people who live in the village come to stay when they have business in the town, so the village is always busy and often noisy.

Debra is a good student and her family is very proud of her, especially as she is one of the few girls in her class. Debra's father feels it is important for his daughter and his sons to go to school. He believes it is only through education that their country can improve.

Often Debra is woken in the night by visitors playing loud music in their relatives' houses. Debra and her brothers are finding it harder and harder to be successful at school and Debra often falls asleep at school. The elders of the village think that Debra should not be at school and argue with her father, telling him that she is sleeping at school because she is a lazy girl and that school is wasted on girls as they only get married and have children.

Debra's father and the village elders meet to discuss the issue of Debra and her brothers falling asleep at school. Debra's father explains the problem and the decision is made that no loud music is allowed after 10pm except on a Saturday night.

When other people in the village hear this decision, they are very upset; they have no idea why this decision was made. They decide to ignore the request from the village elders and play their music even louder and until the early hours of the morning. After hearing that Debra's father was involved in the decision, some of the villagers actually set up a music box outside his house and play it very loud every night.

Debra and her brothers now get even less sleep than before the meeting between Debra's father and the village elders.

Learning Points or Key Messages:

- **Everyone should be involved in the decision making about any problem or conflict arising. Everyone should be listened to and the decisions should be joint decisions.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review previous lesson. Ask learners how potential conflict in their communities can be prevented.• Ask learners if they can remember the different steps to solving a problem. Write this on the chalkboard.• Explain to learners that we are now going to look at what happens when conflict does occur and how we can solve this.
Step 2	35 Minutes – Main Activity 1 – Problem Solving <ul style="list-style-type: none">• Learners should be in groups of 5-6 people – the same groups as the previous lesson.• Read out the story about Debra (see Background Information section).• Read out the additional part of Debra’s story regarding the outbreak of conflict.• Ask the groups to develop a short 3-4 minute role play showing the result of the conflict and ways in which the conflict can be resolved peacefully. The role play should show the following (15 minutes preparation):<ul style="list-style-type: none">➤ <i>What does everyone want?</i>➤ <i>What is the problem?</i>➤ <i>What are the possible solutions?</i>➤ <i>What is the best solution?</i>➤ <i>Would you be happy with this solution?</i>➤ <i>Is the problem solved?</i>➤ The role play should use all the different ways that have been described in previous lessons on how to maintain peace for example, active listening, trust, co-operation etc.• Each group should act out their role play.• After each role play, learners may ask a maximum of 2 questions.
Step 3	5 Minutes – Conclusion and Evaluation <ul style="list-style-type: none">• Ask the learners to call out what they have learned in the lesson.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Summarize the lesson by saying:<ul style="list-style-type: none">➤ Conflict can be solved by everyone working together and listening to each other. |
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MODULE D

Lesson 67: Review Lesson for Peace Education Module

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Review module for Peace Education Module

Preparation and Materials:

- Flash cards with key words
- Key words displayed on chalk board or classroom wall

Links to other modules:

- Gender Based Violence, Health and Hygiene

Background Information:

Quiz questions

1. Identify 3 qualities that we all have in common.
2. List another 3 qualities that we all have in common.
3. List 2 qualities that we do NOT have in common with everyone
4. List 2 qualities that we do not have in common with everyone
5. Explain what might happen if we focus on these differences
6. What does the word 'inclusion' mean?
7. What does the word 'exclusion' mean?
8. Spell the word 'inclusion'.
9. Spell the word 'exclusion'.
10. Give 3 examples of excluded groups.
11. Give 2 examples of why we exclude people or groups.
12. Give 3 examples of how people feel if they are excluded.
13. Explain how trust between people or groups can help build peace.
14. What are the important parts of active listening?
15. Spell listening.
16. Spell communication.
17. Explain how active listening can promote peace
18. Give 2 advantages of one way communication.
19. Give 3 advantages of two way communication.
20. Give 3 disadvantages of one way communication.
21. Give 1 disadvantage of two way communication.
22. Why should we practice 2 way communication if we want to maintain peace?

- 23. Why is cooperation good for problem-solving or resolving conflict?
- 24. Name 3 things which cause conflict.
- 25. Name 3 things which cause conflict.
- 26. List the 6 steps to problem solving.

Activities:

<p>Step 1</p>	<p>5 minutes – Review and Introduction</p> <ul style="list-style-type: none"> • Explain to learners that today’s lesson is going to be a quiz about the module. • Explain that it is in preparation for the short assessment of the module which will take place in the following lesson.
<p>Step 2</p>	<p>35 minutes – Main Activity 1 – Quiz</p> <ul style="list-style-type: none"> • Ask learners to sit in groups of 6-7 people and ask them to assign one person as spokesperson. • Explain the rules of the quiz: <ul style="list-style-type: none"> ○ The first team will be asked a question and given 10 seconds to provide the answer. ○ If they get the answer correct, they receive 1 point. ○ If they get the answer wrong, the question goes to the next team, if they get it correct, they get 1 point. If they get it wrong it goes to the next team and so on. ○ The team who has the most points at the end of the quiz wins • Ask each team to make up a name for their team. Write up all the teams’ names on the chalkboard so that each team’s scores can be clearly seen.
<p>Step 3</p>	<p>10 minutes – Conclusion and Follow up</p> <ul style="list-style-type: none"> • Explain that the assessment in the next lesson will be no harder than what they have just done in the quiz. • Ask learners to reflect back on the module in preparation for the assessment.

MODULE D

Lesson 68: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner’s pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

ASSESSMENT

#	Statements	√ (T)	× (F)
1	Peace can mean more than just the absence of war.	True	
2	Saying that one group is better than another can lead to conflict (palava).	True	
3	Excluding others based on their differences can make our society peaceful.		False
4	Trust is important for building peace.	True	
5	Good communication and listening to each other promotes peace.	True	
6	One should always listen even if they don’t agree.	True	
7	It is important to win in order to resolve conflict (palava).		False
8	One way communication is the best way of communication in all situations.		False
9	Cooperation between everyone is one part to stopping conflict (palava).	True	
10	Problems cannot be solved once they occur.		False

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners.• Thanks them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the next module will be about negotiation and mediation.

Module E: Negotiation and Mediation

MODULE E

The learner who successfully completes this module should be able to:

- Discuss why negotiation and mediation are important in preventing and solving conflict.
- Successfully complete all the steps of negotiation.
- List what makes a successful mediator.
- Identify and utilize the required actions for a good mediation.

Overview

Estimated Length of Module: 6 Lessons - 45 minutes for each lesson.

List of Numbered Lesson Titles:

LESSON	MODULE E LESSON TITLES
69	When Conflict Occurs – The Art of Negotiation (Part 1)
70	Solving Conflict – The Art of Negotiation (Part 2)
71	When Negotiation Fails – The Art of Mediation (Part 1)
72	When Negotiation Fails – The Art of Mediation (Part 2)
73	When Negotiation Fails – The Art of Mediation (Part 3)
74	End of Module Assessment

Background Information:

- Everyone negotiates on a daily basis. Negotiation means when two or more people have differences and come to a compromise so that all parties are happy with the result. The simplest example is when someone goes to the market to buy fruit or vegetables and they bargain with the stall seller over the price. The result is that the store seller is happy that they have sold some goods at a reasonable price and the buyer is happy as they have bought some goods at what they think is a good price.

- Another example is when a girl wants to continue her schooling in the town 50km away but her parents don't want her to live away from home. The girl negotiates with her parents that she will stay at her Aunty's house near to the school and every school holiday she will come back to her parents' house.
- When conflict has broken out either at home, amongst the family, in the community or society, negotiation is necessary. In these instances, people will be selected by their groups to act as their negotiator. There will be a negotiator from each party involved in the conflict. The negotiators will meet together to discuss the issue, identify the needs of each person or group, discuss possible solutions, identify a solution or solutions which are agreeable to all sides and reach an agreement. In everyday negotiating the ideal solution is a win-win one where all sides are in agreement. This is even more important when the people or groups will continue to work or live together in the future. If there is a win-lose situation, this can mean that the conflict has not been fully resolved and could ignite again.
- Sometimes people confuse what they need with what they want – these can be very different and in the process of negotiation, people need to think about what it is that they need so that solutions can be found which make everyone happy.
- Negotiation involves active listening which includes:
 - a) Reflecting on what we are hearing.
 - b) Rewording the issue to make sure we have understood correctly.
 - c) Asking additional questions where necessary.
 - d) Asking for more clarification if something is not clear.
 - e) Confirming/thanking the person for talking about the issue and telling them that it was the right thing to do.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:

- Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Negotiation happens only in a courtroom.		F
2	When negotiating, the best solution is where one side wins.		F
3	It is important to listen when finding common ground (negotiation).	T	
4	Each side should discuss all possible solutions to the issue.	T	
5	Conflict (Palava) is a form of negotiation.		F
6	You should ask many questions when mediating.	T	
7	Mediation and negotiation are the same thing		F
8	A mediator is someone who is not directly involved with either side.	T	
9	The decision of the mediator in a conflict (palava) is the final for both parties.		F
10	People negotiate only when there is conflict (palava).		F

Negotiation also involves solving the problem. Problem solving can follow the six steps outlined below:

Steps	What should be done
What do you want?	Both sides should be able to say what they want without blame or accusation.
What is the problem?	Both sides need to agree on what exactly is the problem.
How many solutions can we find?	Both sides need to propose as many solutions as possible so that the best solution (not the first solution) is found.
Would you be happy with this solution?	Both sides need to look at all the solutions and eliminate unacceptable solutions.
What is the best solution?	Both sides need to agree on the best solution for both.
Is the problem solved?	After some time, check that the solution is really working.

- When negotiations fail or get stuck, parties often call on a mediator. This person or group will try to help settle the conflict. The mediator plays an active part in the process, advises both or all groups, acts as a go-between and suggests possible solutions.
- In many societies, the mediator may be someone who has status in the society. If this form of mediation occurs, it usually involves giving advice, telling the conflicting parties that they need to reconcile, judging one or more of the involved parties and ensuring that the 'victim' receives compensation. This method is usually accepted by those involved but it does not usually result in long lasting solutions or reconciliation.

Evaluation:

- In order to assess learners' understanding of the lesson, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the module and of each lesson of the module.

MODULE E

Lesson 69: When Conflict Occurs – The Art of Negotiation (Part 1)

Estimated Length of Lesson: 45 Minutes

Lesson Learning Objectives:

- Identify the steps involved in problem solving.
- Define what negotiation means.
- Identify daily situations where negotiation occurs.

Links With Other Lessons and Materials:

- Psychosocial Well-Being, Peace Education, Gender Based Violence

Key Words:

- Conflict, Negotiation, Agreement, Win-Win, Good Listener, Calm, Problem Solving

Preparation and Materials:

- Key words on flashcards
- Key words displayed on the chalkboard or classroom wall
- 6 steps to problem solving displayed on chalkboard or classroom wall
- Activity workbook

Background Information

- Everyone negotiates on a daily basis – it is when two or more people have differences and come to a compromise so that all parties are happy with the result. The simplest example is when someone goes to the market to buy fruit or vegetables and they bargain with the stall seller over the price. The result is that the store seller is happy that they have sold some goods at a reasonable price and the buyer is happy as they have bought some goods at what they think is a good price.
- Another example is where a girl wants to continue her schooling in the town 50 km away but her parents do not want her to leave home as they are concerned about her welfare. The girl negotiates with her parents that she will stay at her Aunty's house near to the school and every school holiday she will come back to her parents' house.
- When conflict has broken out either at home, amongst the family, in the community or society, negotiation is necessary. In these instances, people will be selected by their groups to act as their negotiator. There will be a negotiator from each party involved in the conflict. The negotiators will meet together to discuss the issue, identify the needs

of each person or group, discuss possible solutions, identify a solution(s) which is agreeable to all sides and reach an agreement. In everyday negotiating the ideal solution is a win-win one where all sides are in agreement. This is even more important when the people or groups will continue to work or live together in the future. If there is a win-lose situation, this can mean that the conflict has not been fully resolved and could ignite again.

Rules For Negotiation:

- Keep the problem and the people separate.
- Look at the problem objectively, without concentrating on the personalities involved.
- Concentrate on responding to needs of those involved not their positions (i.e. not their perceived status, or emotional state).
- Find as many options as possible to answer the other person's or group's needs.
- Be as objective as possible.
- Seek a win/win solution.

6 Steps to Problem Solving:

Steps	What should be done
What do you want?	Both sides should be able to say what they want without blame or accusation.
What is the problem?	Both sides need to agree on what exactly is the problem.
How many solutions can we find?	Both sides need to propose as many solutions as possible so that the best solution (not the first solution) is found.
Would you be happy with this solution?	Both sides need to look at all the solutions and eliminate unacceptable solutions.
What is the best solution?	Both sides need to agree on the best solution for both.
Is the problem solved?	After some time, check that the solution is really working.

Scenario 1

A household of a husband and wife and four children. The husband has finished high school and has a job in an office, the wife has no education and cannot read and the four children all go to school. The wife announces to her husband that there are literacy and numeracy classes provided in the community centre three times a week and that she would like to go. The husband does not see any reason why his wife needs to read or write as he can provide for her and his wife is happy at home doing the cooking and housework. The wife demands that she be allowed to go to the classes as she is fed up of being in the house all the time; she wants to be able to help her children with their homework and be able to read notices displayed in the community centre for the villagers. The husband forbids it as he doesn't want his wife going to lessons where other men may look at her.

Scenario 2

A young man and a young woman have been seeing each other for three months and as a sign of commitment and love from the young woman, the young man wants to sleep with her. The young woman doesn't want to sleep with him yet as she has heard of lots of diseases that you can get from sleeping with someone and she knows that her boyfriend had a girlfriend before who he slept with and then left. She tells her boyfriend that she doesn't want to sleep with him. He becomes angry with her and says that if she really loves him she would. They both go home upset and confused.

Scenario 3

The villagers who live up the river have recently sprayed their crops with pesticide and by mistake, the pesticide ended up in the river, killing the fish which the villagers downriver rely on as their livelihoods. People in the riverside village who used to fish started to go hungry. Young men from the riverside village went to a nearby farming village and cut down all the crops; fighting broke out between the two sides and some people were hurt and had to be taken to hospital. The situation is still very tense.

Learning Points or Key Messages:

- **Listening to the concerns of the other person involved in a conflict can help find a common ground.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Explain to learners that this module is about what we can do when conflict breaks out in our lives and what we can do about it so that we can return to a peaceful living.• Ask learners to state ways in which conflicts are settled in their community. <i>[Possible answers: Conflicts are solved by elders, friends in the community, polic or through court action].</i>• Introduce the word negotiation and ask learners to discuss in pairs all the different ways in which they negotiate on a daily basis.• Explain that negotiation is something which each of us does everyday for example, going to the market, but that sometimes negotiation occurs when there is some form of conflict in our lives or community.• Ask learners if they can remember the different steps to solving a problem from the Peace Education module. Write these up on the board or have them prepared previously (see Background Information section).<ul style="list-style-type: none">➤ <i>What does everyone want?</i>➤ <i>What is the problem?</i>➤ <i>What are the possible solutions?</i>➤ <i>What is the best solution?</i>➤ <i>Would you be happy with this solution?</i>➤ <i>Is the problem solved?</i>• Ask learners to look int heir activity workbooks at Lesson 67 and to arrange the 6 steps to problem solving in the correct order. The facilitator can support if the literacy level required is too difficult for some learners.• Tell the learners the rules of negotiation:<ul style="list-style-type: none">➤ Keep the problem and the people separate.➤ Look at the problem objectively, without concentrating on the personalities involved.➤ Concentrate on responding to the needs of those involved not their positions (i.e. not their perceived status, or emotional state).➤ Find as many options as possible to answer the other person’s needs.➤ Be as objective as possible.➤ Seek a win/win solution.
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<p>Step 2</p>	<p>25 Minutes – Main Activity 1 – Art of Negotiation</p> <ul style="list-style-type: none"> • Ask the learners to sit in groups of 4-5 people which should further sub-divide into 2 smaller groups of 2-3 people. Read out the 3 scenarios from the background information section. Let the groups decide which scenario they would like to work on. Explain that the 2 sub-groups represent the 2 groups involved in the conflict and that they must sit down to negotiate a solution or common ground which all parties are happy with. • Remind the groups that they should remember the different problem solving steps, rules for negotiation and what makes a good listener and use all of these skills in the negotiation process. (15 minutes) • Ask at least one group for each scenario to present their solution to the rest of the class. • The facilitator should ask the following questions: <ul style="list-style-type: none"> ➤ <i>What was most difficult about the negotiation process?</i> ➤ <i>Was it easy to come to a solution which all parties were happy with?</i> ➤ <i>Did you remember to follow the six steps of problem solving – if not why not?</i>
<p>Step 3</p>	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask the learners to state the different steps of negotiation/problem solving. • End the discussion with the key message: <ul style="list-style-type: none"> ➤ Listening to the needs and interests of the other person involved in a conflict can help us find a common ground. ➤ Negotiation is something we all do every day in various situations. It involves finding solutions which all parties are happy with. • Follow Up: Ask the learners to speak to their families or communities about a time when negotiation was necessary to solve a problem. Find out about the process.

MODULE E

Lesson 70: Solving Conflict – The Art of Negotiation (Part 2)

Estimated Length of Lesson: 45 Minutes

Lesson Learning Objectives:

- Identify the six steps to problem solving.
- Identify what makes a good listener.
- Apply these skills to a situation which requires negotiation.

Key Words:

- Conflict, Negotiation, Win-win, Good Listener, Calm, Problem Solving

Preparation and Materials:

- Case study of Kollie and Hawa
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Six steps to problem solving displayed on chalkboard or classroom wall

Background Information:

- Life is a nonstop cycle of contacts that require give and take. Everyone negotiates. It is an everyday happening between married couples, buyers and sellers, boss man and workers. Win-Win (not win-lose) is the best situation to look for when negotiating. People should be looking for solutions that result in both parties getting what they need – a win-win situation - this is especially important in a group where people will continue to work together toward common a mission and goals.
- Sometimes people confuse what they need with what they want – these can be very different and in the process of negotiation, people need to think about what it is that they need so that solutions can be found which make everyone happy.
- Negotiation involves active listening which includes:
 - a) Reflecting on what we are hearing.
 - b) Rewording the issue to make sure we have understood correctly.
 - c) Asking additional questions where necessary.
 - d) Asking for more clarification if something is not clear.
 - e) Confirming/thanking the person for talking about the issue and telling them that it was the right thing to do.

6 Steps To Problem Solving:

Steps	What should be done?
What do you want?	Both sides should be able to say what they want without blame or accusation.
What is the problem?	Both sides need to agree on what exactly is the problem.
How many solutions can we find?	Both sides need to propose as many solutions as possible so that the best solution (not the first solution) is found.
Would you be happy with this solution?	Both sides need to look at all the solutions and eliminate unacceptable solutions.
What is the best solution?	Both sides need to agree on the best solution for both.
Is the problem solved?	After some time, check that the solution is really working.

Case Study:

Kollie and Hawa are assigned a book by the librarian for five days. Kollie is using the book on day one to do his assignment and Hawa wants to use the book too for her test that is coming up in four days' time. Hawa asks Kollie and he says he also needs four days to read the book. Hawa is vexed. She needs the book.

Learning Points or Key Messages:

- In negotiating, everyone looks at what they need as compared to what they want. Sometimes these are not the same.
- People need to think about what it is they need and find a solution that all parties are happy with.

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Follow up from previous lesson. Ask 2-3 learners to call out what situations have occurred in their homes or communities which have required negotiation.• Ask learners to call out the steps required in problem solving. Write these up on the chalkboard or on the classroom wall.• Tell learners that this lesson is about practicing our negotiating skills.
Step 2	10 Minutes – Main Activity 1 – Presentations <ul style="list-style-type: none">• Ask any groups who did not present in the last lesson to do so now.• The facilitator should ask the following questions:<ul style="list-style-type: none">➤ What was most difficult about the negotiation process?➤ Was it easy to come to a solution which all parties were happy with?➤ Did you remember to follow the 6 steps of problem solving – if not why not?
Step 3	20 Minutes – Main activity 2 – Negotiation <ul style="list-style-type: none">• Present the following problem to the learners and ask them to work in the same groups as the last lesson and to discuss possible solutions to settle the problem. Give the groups 10 minutes to settle the matter:<p><i>Kollie and Hawa are assigned a book by the librarian for five days. Kollie is using the book on day one to do his assignment and Hawa wants to use the book too for her test that is coming up in four days' time. Hawa asks Kollie and he says he also needs four days to read the book. Hawa is vexed. She needs the book.</i></p>• Ask two groups to present their findings. Ask the groups the following questions:<ul style="list-style-type: none">➤ <i>What was the problem?</i>➤ <i>What did Kollie and Hawa both need? Is this different from what they want?</i>➤ <i>What were the possible solutions?</i>➤ <i>Which solution was the best one for the situation?</i>➤ <i>Were Kollie and Hawa both happy with this solution?</i>➤ <i>Is the problem solved?</i>• Ask the other groups if they have any other solutions to the problem that Kollie and Hawa have.

Step 4 **10 Minutes – Evaluation and Conclusion**

- Ask the learners what the most difficult part of negotiation is for them. Ask them to try to explain why. Let the learners know that we will be practicing these skills in the next lessons on mediation and also in future modules.
- Ask the learners to recap what makes a good listener.
- Ask the learners to think about the conditions we need for peace.
- Summarize the lesson by saying:
 - We need to combine everything we learned in the peace module about maintaining peace for example, being a good listener, not excluding people, trust, not being emotional and thinking about the problem solving steps.
 - Successful negotiating so that we have a win-win situation means that the conflict is no longer there.

MODULE E

Lesson 71: When Negotiation Fails – The Art of Mediation (Part 1)

Estimated Length of Lesson: 45 Minutes

Lesson Learning Objectives:

- Identify the good attitudes and qualities of a mediator.
- Identify how the parties in a conflict may be feeling.

Key Words:

- Mediation, Independent, Problem Solving, Good Listener, Calm

Preparation and Materials:

- Key words on flash cards.
- Key words displayed on the chalkboard or classroom wall
- Scenario for role play (in Background Information section)
- 6 steps to problem solving displayed on the chalkboard or classroom wall

Background Information:

- Before the civil war, community conflicts were judged using court action or through a neutral person within the family, school or community. Mediation is a process that involves a third party (a mediator, often a fair third party) assisting two or more persons, to find solutions that are agreed upon. A mediator does not impose a solution on the parties. When negotiations fail or get stuck, parties often call on a mediator. This person or group will try to help settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as go-between and suggests possible solutions.
- In many societies, the mediator may be someone who has status in the society. If this form of mediation occurs, it usually involves giving advice, telling the conflicting parties that they need to reconcile and judging one or more of the involved parties and ensuring that the 'victim' receives compensation. This method is usually accepted by those involved but it does not usually result in long lasting solutions or reconciliation.

A Good Mediator	A Bad Mediator
Not taking sides with any party.	Taking sides with either of the parties.
Being sensitive to the needs of both parties.	Not concerned about the needs of both parties.
Remaining calm or unemotional.	Quick to get angry or emotional.
Confident at and creative in solving the problem.	Quick to get confused when things are going bad.
Listening attentively to each party.	Not understanding the different parties' needs.
Patient.	Not listening to both parties when their concerns are being raised.

- Persons or groups in a conflict which has not been resolved by negotiation may feel any of the following:
 - Hurt and want to hit back.
 - Angry because there is no solution.
 - Feel that it is their fault that the conflict has happened.
 - Feel that it is the other party's fault for the conflict.

Learning Points or Key Messages:

- **Mediation is necessary when negotiation has failed to produce a win-win situation and conflict continues. The mediator should be an independent person agreed upon by all sides in the conflict.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on negotiation and ask learners to call out what is necessary to ensure successful negotiation. Write these on the board or classroom wall.• Introduce this lesson by saying:<ul style="list-style-type: none">➤ Sometimes negotiation does not work and the conflict continues and can get bigger. In these situations we need to call in a third party to help find the solution.➤ This is called mediation.• Ask the learners to think of any situations where there has been conflict which could not be solved by negotiation and someone else, a mediator, had to be called in.
Step 2	15 Minutes – Main Activity 1 – Qualities of a Good Mediator <ul style="list-style-type: none">• Ask learners the following:<ul style="list-style-type: none">➤ To provide examples of mediators in their communities.➤ Why were these people chosen as mediators? (See Background Information section for details).➤ Point to the key words on the chalkboard.
Step 3	15 Minutes – Main Activity 2 – How Do The People In The Conflict Feel? <ul style="list-style-type: none">• Explain to learners that negotiation has failed so we need a mediator. It is important for the mediator to understand how the persons/groups in the conflict feel so that the mediator can help find the best solution.• Ask the learners to discuss in pairs when they were in a big conflict and how they felt.• Ask 2-3 pairs for their answers, ask the other pairs if they have anything to add.
Step 4	10 Minutes – Evaluation and Conclusion <ul style="list-style-type: none">• Ask learners to call out all the characteristics of a good mediator.• Summarize the lesson by saying:<ul style="list-style-type: none">➤ A mediator is independent, listens to all parties, remains calm, is creative in

	<p>thinking of solutions and is sensitive to the emotions of each party.</p> <ul style="list-style-type: none">➤ The mediator understands how each party may feel. This helps the mediator support the parties in finding the best solution for them both.• Follow Up: Ask the learners to think of possible people in their communities who could be mediators. Learners should think why they chose these people as mediators.
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MODULE E

Lesson 72: When Negotiation Fails – The Art of Mediation (Part 2)

Estimated Length of Lesson: 45 Minutes

Lesson Learning Objectives:

- Identify the processes and steps involved in mediation.

Key Words:

- Conflict, Mediator, Good Listener, Problem Solving, Calm, Independent, Trust

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on the chalkboard or classroom wall

Background Information:

- Mediation is a process that involves a third party (often a fair third party) assisting two or more persons to find solutions that are agreed upon. People make use of mediation in many different ways: from small disputes to worldwide peace-talks. A mediator does not impose a solution on the parties. When negotiations fail or get stuck, parties often call in a mediator. This person or group will try to help settle the conflict. The mediator plays an active part in the process, advises both or all groups, acts as a go-between and suggests possible solutions. Skilled mediators are able to gain the trust and confidence of the conflicting groups or individuals.

Preparatory and Introductory Stage in Planning for Mediation:

1. Meet the parties to agree to meet and talk. This can be a major problem since people are hurt and want to show to the other party that they are worth more than the other. Be sure to state the time and date when the matter will be discussed.
2. Arrive at the meeting before the parties arrive. This gives you time to think through and check your plans for mediation.
3. Decide where people will sit in relation to each other and you, the mediator. Sitting in circle or triangle may be helpful.
4. Decide on how you will greet people as they arrive. It will be helpful to ask the parties how they would like to be addressed: by their first name, last name, nick name or title.
5. When the parties arrive, explain to them that that your role is not to decide who is right or wrong but to help them find their own solution. Assure them that issues discussed

will not be shared with other people not involved in the discussion (things will be held confidential).

6. Establish ground rules: For example, each party must give the other time to give their view and not interrupt when the other party speaks and confirms.
7. Confirm whether parties have agreed on the rules.

Discussing the conflict and problem(s) – why is this important?

1. It allows the mediator an opportunity to understand the concerns of each party.
2. It helps the mediator to start thinking in his/her mind of the concerns that need to be addressed and a way to proceed with the talk.
3. It provides the opportunity for the parties to feel they have been heard.
4. It helps them hear from each other the effect of the action on the other party. As a result of the conflict and sometimes for the first time after the conflict.

Scenario

The villagers who live up the river have recently sprayed their crops with pesticide and by mistake, the pesticide ended up in the river, killing the fish which the villagers downriver rely on for their livelihood. Young men from the riverside village went to the farming village and cut down all the crops; fighting broke out between the two sides and some people were hurt and had to be taken to hospital. The two villages decided to sit down together to discuss the issue, however they couldn't decide on a solution which was acceptable to them all. Young women from the fishing village are now frightened to go and collect firewood as they must pass through the farming village and likewise women from the farming village are scared to go to the weekly market in the fishing village. The elders from both villages decide that the situation is unacceptable and ask the village head from a village 10km away to come and mediate.

Learning Points or Key Messages:

- **A good mediator refrains from imposing his or her decisions on the parties involved in a conflict.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the previous lesson. Ask learners who they identified as mediators in their communities and the reasons why.
- Tell learners that this lesson will look at how we can plan for mediation.

Step 2 15 Minutes – Main Activity 1

- Ask learners to sit in pairs and discuss the following (10 minutes):
 - *Where shall the mediation meeting be and why?*
 - *How should people sit in the mediation meeting?*
 - *How should the mediator start the meeting?*
 - *Should there be any ground rules in the meeting?*
- Ask the learners to discuss their answers with the whole class (5 minutes).
- Ask learners to remain in their pairs and discuss the following:
 - *How can the conflict be explained to the mediator? For example, each party outlines the conflict and the mediator asks other questions as necessary.*
- Ask learners to share their discussion.
- Summarize by saying that:
 - The meeting should be in a neutral place acceptable to all parties.
 - People should sit in a circle or triangle.
 - Mediator should start with introductions.
 - Everyone should listen to each other.
 - Mediator asks each party to present their side of the conflict.

Step 3 20 Minutes – Main Activity 2 – Introduction and Explanation of the Problem

- Explain to learners that we are now going to practice the introduction and explanation of the conflict.
- Ask learners to get into groups of 5 people. Ask them to assign one person as the mediator; 2 people are from the fishing village and 2 people are from the farming village.
- Read out the scenario (in the Background Information section) to the learners.

- Ask them to now role play the introduction and explanation of the conflict.
- Ask 2 groups to present their role plays to the other learners.

Step 4 5 Minutes – Review and Evaluation

- Ask the learners to answer the following:
 - *How did you feel in the role play?*
 - *Was it easy to explain the problem to the mediator?*
- Summarize the lesson by saying:
 - A good mediator refrains from imposing his/her decisions on the parties involved in a conflict.

MODULE E

Lesson 73: When Negotiation Fails – The Art of Mediation (Part 3)

Estimated Length of Lesson: 45 Minutes

Lesson Learning Objectives:

- Identify the processes and steps involved in mediation.

Key Words:

- Conflict, Mediation, Calm, Independent, Good Listener, Problem Solving, Trust

Preparation and Materials

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Scenario from Background Information section

Background Information:

- Mediation is a process that involves a third party (often a fair third party) assisting two or more persons to find solutions that are agreed upon. People make use of mediation in many different ways: from small disputes to worldwide peace-talks. A mediator does not impose a solution on the parties. When negotiations fail or get stuck, parties often call in a mediator. This person or group will try to help settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as go-between and suggests possible solutions. Skilled mediators are able to gain the trust and confidence of the conflicting groups or individuals.

Preparatory and Introductory Stage in Planning for Mediation:

1. Meet the parties to agree to meet and talk. This can be a major problem since people are hurt and want to show to the other party that they are worth more than the other. Be sure to state the time and date when the matter will be discussed.
2. Arrive at the meeting before the parties arrive. This gives you time to think through and check your plans for mediation.
3. Decide where people will sit in relation to each other and you, the mediator. Sitting in a circle or triangle may be helpful.
4. Decide on how you will greet people as they arrive. It will be helpful to ask the parties how they would like to be addressed: by their first name, last name, nick name or title.
5. When the parties arrive, explain to them that that your role is not to decide who is right or wrong but to help them find their own solution. Assure them that issues discussed

will not be shared with other people not involved in the discussion (things will be held confidential).

6. Establish ground rules: For example, each party must give the other time to give their view and not interrupt when the other party speaks and confirms.
7. Confirm whether parties have agreed on the rules.

Discussing the Conflict and Problem(s) – Why Is This Important?

1. It allows the mediator an opportunity to understand the concerns of each party.
2. It helps the mediator to start thinking in his/her mind of the concerns that need to be addressed and a way to proceed with the talk.
3. It provides the opportunity for the parties to feel they have been heard.
4. It helps them hear from each other the effect of the action on the other party. As a result of the conflict and sometimes for the first time after the conflict.

Finding a Solution:

5. Work together toward a fair solution.
6. Brainstorm solutions together.
7. Agree on a solution that satisfies both people.
8. Accept, forgive or thank each other (shake hands).

Scenario

The villagers who live up the river have recently sprayed their crops with pesticide and by mistake, the pesticide ended up in the river, killing the fish which the villagers downriver rely on as their livelihoods. Young men from the riverside village went to the farming village and cut down all the crops; fighting broke out between the two sides and some people were hurt and had to be taken to hospital. The two villages decided to sit down together to discuss the issue, however they couldn't decide on a solution which was acceptable to them all. Young women from the fishing village are now frightened to go and collect firewood as they must pass through the farming village and likewise women from the farming village are scared to go to the weekly market in the fishing village. The elders from both villages decide that the situation is unacceptable and ask the village head from a village 10km away to come and mediate.

Learning Points or Key Messages:

- **Having a mediator listen to us and provide understanding of our situation helps the people in the conflict find a solution which everyone is happy with. Listening to the concerns of the other person involved in a conflict can help both parties feel they have been heard.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the previous lesson. Ask learners how the mediator should prepare for the meeting.
- Explain that we are going to continue the role play today.

Step 2 15 Minutes – Main Activity – Resolving Conflict Through Mediation

- Ask learners to get into the same groups as the previous lesson.
- Explain to learners that we are going to continue the role play but this time they must try to resolve the conflict through the help of the mediator.
- Explain to the learners that they must remember all the skills they have learned in problem solving and how to be a good listener.
- Explain to the learners that the role play should be no longer than 4 minutes.
- Let the groups begin. (15 minutes)
- Ask 2 groups to present their role plays. (10 minutes)
- Ask the learners the following questions:
 - *What was the problem?*
 - *What were the needs of the two groups?*
 - *What were the possible solutions?*
 - *What was the best solution(s)?*
 - *Was this acceptable to both sides?*
 - *Is the problem solved?*
- Congratulate the learners for successfully going through a mediation process.

Step 3 10 Minutes – Evaluation and Conclusion

- Ask learners what conditions are necessary for successful mediation to occur.
- Summarize the lesson by saying:
 - The mediator should be independent, prepared to listen, creative at solving problems and calm.
 - The parties involved in the conflict should be prepared to find an appropriate solution.

MODULE E

Lesson 74: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Negotiation happens only in a courtroom.		F
2	When negotiating, the best solution is where one side wins.		F
3	It is important to listen when finding common ground (negotiation).	T	
4	Each side should discuss all possible solutions to the issue.	T	
5	Conflict (Palava) is a form of negotiation.		F
6	You should ask many questions when mediating.	T	
7	Mediation and negotiation are the same thing		F
8	A mediator is someone who is not directly involved with either side.	T	
9	The decision of the mediator in a conflict (palava) is the final for both parties.		F
10	People negotiate only when there is conflict (palava).		F

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners• Thank them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the next module will be about managing stress and maintaining a happy family environment.

Module F: Managing Stress and Maintaining a Happy Family Environment

Module F

After these lessons, learners will be prepared to:

- Identify the factors in their life that lead to stress.
- List ways to reduce stress in their life.
- Utilize mechanisms to reduce their stress levels.
- Identify what factors are required for a happy family.
- Promote healthy dynamics within families.

Overview

Links with Other Modules: Psycho-social Wellbeing, Peace Education, Negotiation and Mediation, Gender Based Violence.

Estimated Length of Module: This module will be covered in 11 lessons of 45 minutes each.

List of Numbered Lesson Titles:

LESSON	MODULE F LESSON TITLES
75	Introduction to the Module
76	Understanding Stress
77	Signs and Symptoms of Stress
78	Coping with Stress (Part 1)
79	Coping with Stress (Part 2)
80	Planning for Courtship/Marriage
81	Balancing Work and Home Life
82	Decision Making in the Family
83	Review for Managing Stress and Maintaining a Happy Family Environment
84	End of Module Assessment

Background Information:

- When most people hear the word stress (constant worry), they think of something bad or bad feelings. This is not always true. Changes for the better can also cause stress, like a new baby, a wedding, new house, starting a new job, starting at school. Stress is about the way that you react to something which is happening around you; it could be something which you expect to happen for example, starting a new job or it could be because of something you did not expect for example, losing your job suddenly. Stress can make us think positively, give us focus in our lives and makes us perform more efficiently and effectively. If a person thinks about themselves in a positive manner, this means that they will always perform better under pressure. The emotions and feelings, bodily functions and physical health, our thoughts and behavior can all be affected by whether we are stressed or not.
- In an ideal world, maybe we could get away from stressful situations, or change them but this cannot usually happen. We also need to remember that we can be stressed due to positive changes in our lives for example, getting married, having a baby. Being stressed is a natural part of our lives but it is something which we can learn to control so that it does not affect our lives in a bad way. If we do not manage to control the stress in our lives, we will usually breakdown emotionally very quickly, show anger quickly, be

easily irritated and sometimes turn to bad behaviors for example, drinking too much alcohol, smoking, taking drugs, eating too much or too little.

- Stress can be managed by recognizing what makes us stressed, knowing the symptoms of when we are stressed and how we can manage these situations.
- Managing our stress appropriately will help us to have more fulfilling relationships at work and in the home. We will be able to manage conflict in our home more easily, we will be able to make decisions and we will be setting a good example for our children on how to behave in stressful situations.

Evaluation:

- In order to assess learners' understanding of the lesson, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the module and of each lesson of the module. The beginning of each lesson also starts with a review of the previous lesson to support learners in making links between lessons.

MODULE F

Lesson 75: Introduction to the Module

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify their expectations for the module.
- Understand the objectives of the module
- Identify what prior knowledge learners already have of the subject material

Links With Other Lessons and Materials:

- Psychosocial Well-being, Peace Education, Negotiation and Mediation, Gender-based Violence

Key Words:

- Stress, Behavior, Emotions, Feelings, Health, Thoughts

Preparation and Materials:

- Key words on flash cards
- Key words displayed on the chalkboard or classroom wall
- Module objectives displayed on the chalkboard or classroom wall

Background Information:

- When most people hear the word stress (constant worry), they think of something bad or bad feelings. This is not always true. Changes for the better can also cause stress, like a new baby, a wedding, new house, starting a new job, starting at school. Stress is about the way that you react to something which is happening around you; it could be something which you expect to happen for example, starting a new job or it could be because of something you did not expect for example, losing your job suddenly. Stress can make us think positively, give us focus in our lives and makes us perform more efficiently and effectively. If a person thinks about themselves in a positive manner, this means that they will always perform better under pressure. The emotions and feelings, bodily functions and physical health, our thoughts and behavior can all be affected by whether we are stressed or not.
- In an ideal world, maybe we could get away from stressful situations, or change them but this cannot usually happen. We also need to remember that we can be stressed due to positive changes in our lives for example, getting married, having a baby. Being

stressed is a natural part of our lives but it is something which we can learn to control so that it does not affect our lives in a bad way. If we do not manage to control the stress in our lives, we will usually breakdown emotionally very quickly, show anger quickly, be easily irritated and sometimes turn to bad behaviors for example, drinking too much alcohol, smoking, taking drugs, eating too much or too little.

- Stress can be managed by recognizing what makes us stressed, knowing the symptoms of when we are stressed and how we can manage these situations.
- Managing our stress appropriately will help us to have more fulfilling relationships at work and in the home. We will be able to manage conflict in our home more easily, we will be able to make decisions and we will be setting a good example for our children on how to behave in stressful situations.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module or during the introductory lesson of each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Good and bad news can cause stress.	T	
2	Prolonged stress can lead to physical illness.	T	
3	We can manage stress by drinking alcohol excessively.		F
4	Marriage is a big commitment that must be entered into carefully.	T	
5	We should concentrate on work rather than take time off for ourselves and family.		F
6	Balancing work and family issues can help reduce our stress levels.	T	
7	Stress can create changes in our behavior, emotions and health.	T	
8	Planning helps us to balance work and family.	T	
9	If someone or something is bothering you, keep it to yourself.		F
10	Different people show stress in different ways.	T	

Learning Points or Key Messages:

- Learners will identify their expectations for the module. Stress is normal in our lives and can have a positive impact.
- Good news or bad news can make you stressed, for example: a job promotion or marriage are good things that can make you stressed.

Activities:

Step 1 15 Minutes – Introduction to Module

- Explain to learners that we are starting a new module which is called Managing Stress and Maintaining a Happy Family Environment. Explain that for this module there are some objectives or statements which we would like to achieve and these are as follows:
 - Identify the factors in their life that lead to stress.

- List ways to reduce stress in their life.
 - Utilize mechanisms to reduce their stress levels.
 - Identify what factors are required for a happy family.
 - Promote healthy dynamics within families.
- Ask learners if they can think of how this module may relate to any of the others which they have studied so far. Accept all answers but ask for clarification as necessary.
 - Explain to learners that we are now going to see what information they already know about the subject and that we will do a true/false quiz in what they must not speak to anyone else but to answer individually.

Step 2 25 Minutes – Pre-test

- Administer the pre-test.

Step 3 5 Minutes – Conclusion

- Restate the main objectives of the module.
- **Follow Up:** Ask learners to think of when they have been stressed over the last few months and why they were stressed.

MODULE F

Lesson 76: Understanding Stress

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Know the meaning of stress and the sources of stress.
- Be able to identify positive stress and negative stress.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Peace Education, Negotiation and Mediation, Gender Based Violence

Key Words:

- Stress, Behavior, Emotions, Feelings, Health, Thoughts

Preparation and Materials:

- Key words on flash cards
- Key words displayed on the chalkboard or classroom wall

Learning Points or Key Messages:

- **Everyone has stress in their lives. Stress can be due to bad changes or good changes happening.**
- **Happy, well balanced families are those who communicate with one another, support one another, love one another, solve conflict or problems together and make decisions as a family.**

Activities:

Step 1 5 Minutes – Introduction to Lesson

- Explain to learners that we will:
 - Look at what stress means to us as individuals.
 - Look at why we get stressed.
 - Look at our family relationships and how we can promote a happy, healthy family life.

Step 2 15 Minutes – Main Activity 1 – What Does Stress Mean To Me?

- Brainstorm with the learners what they understand by the word stress. Point to key words on the board as learners call them out. If learners have any additional points not included in the key words, write these on the chalkboard.
- Ask learners to call out some of the reasons why we get stressed.
- Combine all the learners points and state that:
 - Stress occurs when there is some change in our lives. It can result in changes in our behavior, emotions, feelings, thoughts, physical being and health. Stress can be caused by bad things happening to us but also by happy things for example, getting married, having a baby, moving to a new house, starting a new job.

Step 3 15 Minutes – Main Activity 2 – A Happy Family

- Ask learners to work in pairs.
- Ask learners to consider what characteristics a happy family may have (5 minutes).
- Ask each pair to state one characteristic a happy family may have.
- Write these on the chalkboard. If learners have stated that a happy family requires money, a nice house etc, ask learners if money, a nice house, clothes etc is ALL that is required to make a family happy (*Answer = No*).
- Say to learners that for a happy family, we need:
 - Love and understanding.
 - Family members who listen to us.
 - Decisions made by everyone in the family.
 - Difficult situations/conflict are solved by negotiation and/or mediation.

Step 4 10 Minutes – Evaluation and Conclusion

- Randomly choose learners to state a cause of stress.
- Randomly choose other learners to state what is required to make a happy family.
- Conclude the lesson by stating:
 - Everyone has stress in their lives. Stress can be due to bad changes or good changes happening. Examples of causes of stress are: getting married, having a baby, moving house, starting a new job, money problems, relationship problems, losing your job, being forced to move from your home.
 - Happy, well balanced families are those who communicate with one another, support one another, love one another, solve conflict or problems together and make decisions as a family.
- **Follow Up:** Ask learners to think of a situation of when they were stressed and how this made them feel for example, the emotional, behavioral and physical feelings that they had.

MODULE F

Lesson 77: Signs and Symptoms of Stress

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List five warning signs and symptoms that will show that you or someone is stressed.
- Identify serious warning signs of bad stress.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Negotiation and Mediation, Peace Education

Key Words:

- Stress, Signs, Health, Physical, Emotional, Behavior, Thoughts

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or classroom wall
- Illustrations – one showing a woman with 4 young children, 2 children are screaming and fighting, the mother is trying to cook and another child is holding on to her leg. One child is naked after having his bath. The woman’s husband comes in demanding to ask where his clean clothes are. The woman looks very stressed.
- Second illustration of a woman with 4 young children at home. She is cooking, she has the oldest child helping the naked child put on his clothes. She has provided the two other children with some plastic containers to play drums with. The woman’s husband comes in and picks up his clean clothes of the chair. All is calm.
- Activity workbook

Background Information:

- Your body will automatically by itself react to stressful events in your life with expected signs. Think about something strange you did in the past; like taking an unannounced quiz or learning how to drive or ride a motorbike, there is always a feeling of anxiousness and fear. At this time, your heart rate (beat) increases (goes up) and you will start to breath fast. These are all built in survival responses and are considered normal (these are normal things that happen to everybody). When you can no longer manage stress and it starts to control you, other danger signals may appear. These usually don’t disappear once the stressful event has past; rather, they seem to happen all the time.

Symptoms of Stress:

These can be divided into physical/health, behavior, emotions/feelings and thoughts.

- **Physical symptoms** include backache, headache, muscle aches, feeling tired, feeling dizzy, nail biting and some health issues for example, high blood pressure, obesity or being too thin. Stress can make our hearts beat faster, our breathing become faster, muscles tense up, start sweating.
- **Emotional symptoms** may include a person becoming irritable, frustrated, angry, sad, over happy, thinking the worst, worrying all the time, forgetting things, feeling hopeless or helpless.
- **Behavioral symptoms** may include wanting to sleep more often, suffer from lack of sleep, wanting more or less sex, starting to smoke or smoking more, drinking more alcohol and taking drugs, not being able to relax.

Learning Points or Key Messages:

- **Anyone who is alive experiences the signs and symptoms of stress.**
- **If your stress is prolonged, it can lead to physical illness examples; ulcers, stroke, heart attacks, accidental injuries etc.**
- **Different people may show that they are stressed in different ways for example, one person may eat more, another person may eat less.**

Activities:

Step 1 15 Minutes – Introduction

- Introduce the lesson and briefly tell learners about the background of the lesson. Explain to learners that we shall be:
 - Looking at the signs and symptoms of stress.
 - Looking at the effect these symptoms can have on our long term health.
- Show learners the 1st illustration – the one of the mother looking stressed. Ask the learners what types of symptoms/signs of stress she is showing in the first illustration. (*possible answers, she is disorganized, can't manage her time, she is angry with her children, she is not finishing one task before she is starting the next task for example, husband's clothes not ironed, young child not dressed*).
- Show the 2nd illustration to the learners and ask the learners what they see in this picture and how it is different from the first illustration.
- Tell learners that stress occurs in every day situations around us all the time.

Step 2 25 Minutes – Signs/Symptoms of Stress

- Ask learners to speak to the person sitting next to them and to discuss the following:
 - *When were they were stressed?*
 - *Why were they were stressed?*
 - *What were the signs/symptoms that they were stressed?* (Follow up from previous lesson)
- Explain to learners that we can usually divide up the signs and symptoms of stress into one of three categories: physical, emotional and behavioral. Show the learners these three key words written on the board.
- Ask learners to call out signs/symptoms of stress and ask them to state if this is an emotional, behavioral or physical symptom . Let as many learners as possible state a symptom or sign of stress under the correct heading. Write these symptoms on the board. If there is a confident, literate learner, they may help the facilitator write on the board.
- Ask learners the following questions:
 - *When you were stressed, did you show all of these symptoms or just some of these symptoms?*
 - *What are some of the more serious symptoms of stress?*
- Explain to learners that we all react to stress in different ways and we all show different symptoms of stress. Explain that sometimes the stress can be so bad, that we have serious health problems for example, heart attack, high blood pressure.

Step 3 5 Minutes – Evaluation and Conclusion

- Tell learners that we are now going to play a game. The facilitator will call out a symptom or sign of stress and the learners have to call out if this is a behavioral, emotional or physical symptom. Tell the learners that they only have 2 seconds to reply. If they don't reply within 2 seconds, a point goes to the facilitator.
- Optional or alternative activity: ask learners to look in their activity workbooks and to complete the activity. They may work individually or in pairs. The facilitator can support as necessary.
- If possible a learner should keep score on the chalkboard for example, score for learners and score for the facilitator. At the end the learners should count up together, who got the most points.

- Summarize the lesson by saying:
 - There are many signs/symptoms of stress.
 - If a person is highly stressed or stressed for a long time, this can result in long term health issues for example, high blood pressure, heart attack.
- **Follow Up:** Ask learners to go and speak to a member of their family or a friend and ask them how they deal with stress in their lives.

MODULE F

Lesson 78: Coping with Stress (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List the four major ways to cope with stress.
- Recognize that if stress is not handled properly, this could lead to more serious problems.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Negotiation and Mediation, Peace Education

Key Words:

- Stress, Behavior, Physical, Health, Thoughts, Emotions, Avoid, Alter, Adapt, Accept

Preparation and Materials

- Key words written on flash cards
- Key words displayed on chalkboard or on classroom wall

Background Information:

- Everyone has a unique response to stress. There is no “one size fits all” solution to managing it. No single method works for everyone or in every situation, so trying different methods and tactics might give you a good result.
- Most people like to focus on the source of the stress thereby creating a continuous negative image of their situation. It is necessary to focus on the factors which make you feel calm and in control. It is necessary to consider what it is that can be changed about the situation so that the same problem does not occur again in the future. This may involve changing the way in which you communicate with others and how you behave on an everyday basis.
- If your methods of coping with stress are not contributing to your total well-being, it is time to find better ones. There are many good ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction.
- The problem for many young people in Liberia today is that they do not manage their stress well. The effects of the war and everyone’s experience of the war have created many stressful situations which we have felt helpless to change as we do not have the necessary skills to implement this change.

Stress Management – The Four A’s – Avoid, Alter, Adapt, Accept

AVOID unnecessary stress:

- Not all stress can be avoided and it is not good to avoid a situation that needs to be addressed.
- Learn how to say “no” – Know your limits and stick to them. Refuse to accept added responsibilities when you are not close to reaching them. Taking on more than you can handle will cause stress for you.
- Avoid people who stress you out – If someone consistently causes stress in your life and you can’t turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.

ALTER (change) the situation:

- Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don’t voice your feelings, dislike will build and the situation will likely remain the same.
- Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you’ll have a good chance of finding a happy middle ground.

ADAPT (get used to) the stressor (the thing causing the stress):

- If you can’t change the thing which is stressing you, you must change yourself. You can get used to stressful situations and regain your sense of control by changing your hope and thoughts.
- Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you value in your life, including your own positive qualities and gifts.

ACCEPT the things you can’t change:

- Some sources of stress are unavoidable. You can’t prevent or change stressors such as the death of a loved one, a serious illness, or a national problem. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it’s easier than railing against a situation you can’t change.
- Don’t try to control the uncontrollable. Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

Scenario 1

A man lent money to his best friend two weeks ago and has still not received the money back. He is stressed as his wife is now in hospital and he needs that money to pay the hospital bills. His friend says that he'll get the money to the man in two days time but he needs the money now. He is also stressed as he wants to visit his wife in hospital but his three young children can't be left by themselves in the house. He is now feeling confused, worried and is getting angry at the children. How can he manage the stress?

Scenario 2

The woman is due to have her first baby any day and she is very excited about this. She is also stressed as she does not know if she will be a good mother and having the baby will mean that she can no longer work in the bakery. Her husband has just lost his job and she doesn't know how they will manage to look after the baby when neither of them is working. She is feeling very tired all the time, has headaches and is getting moody because all she can think about is money. How can she manage her stress?

Learning Points or Key Messages:

- **The first step in learning to manage stress is to recognize what is stressing you.**
- **We can manage the stress by dealing with it in a positive way.**
- **We need to be able to recognize when we are stressed and how we may deal with it.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Ask learners to call out the different symptoms/signs of stress and to state which group they belong to for example, behavioral, physical etc.• Explain that this lesson will:<ul style="list-style-type: none">➢ Examine the ways we can manage stress.➢ Ask learners to practice managing a stressful situation.
Step 2	5 Minutes – Main Activity 1 – Short And Long Term Stress Management Techniques <ul style="list-style-type: none">• Ask learners to ask call out how they have managed a stressful situation in the past. (From follow up section in previous lesson).

	<ul style="list-style-type: none"> • Explain to learners that there are short term and long term ways to deal with stress. • Explain that the short term ones for example, walk away from the situation, massage the head, closing your eyes should be used alongside the longer term ones.
Step 3	<p>15 Minutes – Main Activity 2 – 4As To Stress Management</p> <ul style="list-style-type: none"> • Explain to learners that every person will manage their stress differently but that there are some common steps which we should follow and that these are known as the four As – AVOID, ALTER, ADAPT and ACCEPT. • Have these four key words on the chalkboard or classroom wall. • Explain to learners, each of the four As and what they stand for. • Ask learners if they have any questions.
Step 4	<p>15 Minutes – Case Studies</p> <ul style="list-style-type: none"> • Divide the class into groups of 4-6 people. Read out the 2 scenarios from the Background Information section and ask the learners to develop a short drama (3-4 minutes) on how the stressful situations can be managed. • Remind learners that they should remember the 4 As when they are developing their role play (Avoid, Alter, Adapt and Accept). • Explain to learners that the role plays will be presented in the next lesson.
Step 5	<p>5 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Ask learners to state what the four As are, ask learners to explain what each of the 4 As mean. • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ Everyone will use different stress management techniques for maybe the same stressful situation. People should use what works for them. ➤ Recognizing the stress is the first step to managing the stress. ➤ Managing the stress can have positive results for you. ➤ Managing stress techniques can take a while to perfect and you should keep on and not give up.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Follow Up: Ask learners to think of a stressful situation they are facing now and how they may manage the stress. |
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MODULE F

Lesson 79: Coping with Stress (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List the four major ways to cope with stress.
- Recognize that if stress is not handled properly, this could lead to more serious problems.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Negotiation and Mediation, Peace Education.

Key Words:

- Stress, Behavior, Physical, Health, Thoughts, Emotions, Avoid, Alter, Adapt, Accept

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or on classroom wall

Background Information:

- Everyone has a unique response to stress. There is no “one size fits all” solution to managing it. No single method works for everyone or in every situation, so trying different methods and tactics might give you a good result.
- Most people like to focus on the source of the stress thereby creating a continuous negative image of their situation. Remember, to think badly or negatively about your situation is to get more negative results; so, focus on what makes you feel calm and in control. If you can’t avoid a stressful situation, try to change it. Think of what you can do to change things so the problem doesn’t present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.
- If your methods of coping with stress are not contributing to your total well-being, it is time to find better ones. There are many good ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction.
- The problem of many young people in Liberia today is, they do not manage their stress well. The effects of the war and everyone’s experience of the war have created many stressful situations which we have felt helpless to change as we do not have the necessary skills to implement this change.

Stress Management – The Four A’s – Avoid, Alter, Adapt, Accept

AVOID unnecessary stress:

- Not all stress can be avoided, and it is not good to avoid a situation that needs to be addressed.
- Learn how to say “no” – Know your limits and stick to them. Refuse to accept added responsibilities when you are not close to reaching them. Taking on more than you can handle will cause stress for you.
- Avoid people who stress you out – If someone consistently causes stress in your life and you can’t turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.

ALTER (change) the situation:

- Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don’t voice your feelings, dislike will build and the situation will likely remain the same.
- Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you’ll have a good chance of finding a happy middle ground.

ADAPT (get used to) the stressor (the thing causing the stress):

- If you can’t change the thing which is stressing you, you must change yourself. You can get used to stressful situations and regain your sense of control by changing your hope and thoughts.
- Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you value in your life, including your own positive qualities and gifts.

ACCEPT the things you can’t change:

- Some sources of stress are unavoidable. You can’t prevent or change stressors such as the death of a loved one, a serious illness, or a national problem. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it’s easier than railing against a situation you can’t change.
- Don’t try to control the uncontrollable. Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

Scenario 1

A man lent money to his best friend two weeks ago and has still not received the money back. He is stressed as his wife is now in hospital and he needs that money to pay the hospital bills. His friend says that he'll get the money to the man in two days time but he needs the money now. He is also stressed as he wants to visit his wife in hospital but his three young children can't be left by themselves in the house. He is now feeling confused, worried and is getting angry at the children. How can he manage the stress?

Scenario 2

A woman is due to have her first baby any day and she is very excited about this. She is also stressed as she does not know if she will be a good mother and having the baby will mean that she can no longer work in the bakery. Her husband has just lost his job and she doesn't know how they will manage to look after the baby when neither of them is working. She is feeling very tired all the time, has headaches and is getting moody because all she can think about is money. How can she manage her stress?

Learning Points or Key Messages:

- **The first step in learning to manage stress is to recognize what is stressing you.**
- **We can manage the stress by dealing with it in a positive way.**
- **We need to be able to recognize when we are stressed and how we may deal with it.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Ask learners to call out the 4As to stress management.
- Explain that this lesson will:
 - Continue the previous one on stress management.

Step 2 10 Minutes – Main Activity 1 – Stress Management Dramas

- Read out the scenarios for the learners on which they are developing role plays.
- Ask learners to get into their groups and spend 10 minutes on practicing their dramas.

Step 3 25 Minutes – Main Activity 2 – Dramas

- Let each group show their drama.
- After each drama, ask the learners if the 4As were included in the drama.
- Ask the learners if the stress has been managed, if not why not?

Step 4 5 Minutes – Evaluation and Conclusion

- Ask learners to state what the four As are, ask learners to explain what each of the 4 As mean.
- Summarize the lesson by stating:
 - Everyone will use different stress management techniques for maybe the same stressful situation. People should use what works for them.
 - Recognizing the stress is the first step to managing the stress.
 - Managing the stress can have positive results for you.
 - Managing stress techniques can take a while to perfect and to find one which works for you. However, people should not give up on finding the right management technique for them.
- **Follow Up:** Think of a situation where you have been stressed. Assess if you managed the problem by following the four As or not.

MODULE F

Lesson 80: Planning for Courtship/Marriage

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List the reasons for choosing a good partner.
- Identify the reasons why the length of a courtship depends on the individuals.

Links With Other Lessons and Materials:

- Health (teenage pregnancy), Negotiation and Mediation, Peace Education

Key Words:

- Courtship, Marriage, Responsibility

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or on classroom wall

Background Information:

- The process of planning for marriage is different from one culture to another. In some cultures the decision is easy but in others it can be more difficult. Marriages can be arranged by the parents who sometimes join to help the marriage adviser. These people consider family histories and try to negotiate the best dowry. The young couple may have no say in the matter and may not even meet each other until the day of the marriage.
- In our society, many marriages are no longer considered blessed or everlasting. It is now more acceptable for people to be living together and not get married and separation/divorce are becoming more common place in our society.
- The choice of our partner is an important one and one which could last for the remainder of our lives so we have to be prepared for this. We need to think of what type of partner we want in our lives – is their physical appearance more important than their personality, is their work more important than their behavior towards others etc. We need to think about these things, we also need to remember that our families may have beliefs and expectations about the person they would like us to marry and this may not be the same as our expectations and this needs to be managed.

- The length of courtship needs to be carefully considered, sometimes young people want to get married as soon as possible even though they may not know their partner very well. Sometimes this leads to regrets later on in the marriage and even separation and divorce. Couples should take the time to get to know one another and to spend time together on everyday tasks – not just on the dates where there’s only fun to be had.
- In Liberia today, people see a newly wedded couple and may comment, “Marry today and divorce tomorrow” or “You get the ring, and I have the man”. Young people need to understand what marriage involves and how to plan for one.

Learning Points or Key Messages:

- **Marriage is a huge commitment and should be entered into with respect and care.**
- **Courtship and marriage are a journey where people get to know each other more and more as time goes on.**

Activities:

<p>Step 1</p>	<p>5 Minutes – Review and Introduction</p> <ul style="list-style-type: none"> • Ask learners to name the main points in managing stress (Avoid, Alter, Adapt and Accept). • Explain that this lesson will cover: <ul style="list-style-type: none"> ➤ What we look for in our ideal partner. ➤ The importance of a healthy relationship. ➤ How relationships can be stressful.
<p>Step 2</p>	<p>10 Minutes – Main Activity 1 – Our Ideal Partner</p> <ul style="list-style-type: none"> • Ask learners to close their eyes and to imagine what their ideal partner would be. Ask them to think about this and not to talk at the moment. (2 minutes). • Ask learners to turn towards the person they are sitting next to and to talk about the qualities that their ideal partner would have. • Ask some of the learners to state the qualities of their ideal partner. Ask the learners to think about these qualities – can they be grouped for example, physical qualities, personality, profession etc. • Ask the learners: <ul style="list-style-type: none"> ➤ Are there some qualities which are more important than others? Explain.

	<ul style="list-style-type: none"> Summarise with learners that each of us has ideas of what qualities we would like our partner to have and that some of these qualities are more important than others.
Step 3	<p>25 Minutes – Main Activity 2 – Courtship and Marriage</p> <ul style="list-style-type: none"> Ask learners to put up their hands if they think it’s important for couples to have a long courtship (at least one year) before people get married. Ask learners to separate into groups of 8-10 people. These groups should further divide again into groups of 4-5 with i) learners who think that a long courtship (at least one year) is necessary before marriage in one sub-group and ii) learners who think that it does NOT matter how long a courtship is before someone gets married in the other group. Tell the groups that they have 10 minutes to discuss this, ask them to negotiate a decision. (All groups should be reminded of the need for good listening skills and letting each party share their views). Ask each group to present their findings (10-15 minutes – each group 2-3 minutes) Summarize the discussions.
Step 4	<p>5 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> Ask 2 learners to outline what material has been covered today. Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ Courtships are necessary so that we can get to know our partner and to see if they are the right person for us before we enter into marriage. ➤ Different people have different ideas as to whether courtships should be long or short. ➤ The important thing to remember is that each couple continues to get to know each other throughout their courtships and the more we know about someone before we commit our lives to them, the better the final relationship will be. Follow Up: Learners should think of examples in their communities where couples have good marriages / relationships and the reasons for this.

MODULE F

Lesson 81: Balancing Work and Home Life

Estimated Length of Lesson: 45 minutes

Learning Objectives:

- List the good and bad things that will happen when we try to balance what we do between work and home.
- Make a balance between work and home.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Peace Education

Key Words:

- Balance, Home, Work

Preparation and Materials:

- 2 Illustrations – 1 illustration showing a family all sat together eating a meal, helping each other with housework and homework. The second illustration should show a mother at home with 2 children, it is night time and she is busy washing laundry for some customers, her husband is still out working in the market. One child is asleep on the floor.
- Illustration - showing two sets of scales – one set of scales is in perfect balance with the happy family on one end and a happy working environment on the other end; the other scales are not in balance with a very unhappy family on one end with no father and the other end showing the father at work with loads of paperwork on his desk.
- Key words on flash cards.
- Key words displayed on the chalkboard or on the classroom wall.
- Activity workbook

Background Information:

- Previously, the time for the family and the time for working was very clear in each family. However, as it becomes more difficult to find jobs, people want more commodities for example, televisions, phones, good education for their children etc, this means that people are working longer hours than ever before and are finding it more and more difficult to find time to spend with their families. Although people are working harder to make a better material life for their families, this can be at the

expense of the family relationships. Sometimes the children in the family don't see one or both of their parents because their parents have left for work before the children wake up and return home after the children have fallen asleep. Trying to find the balance between work and home life is getting harder and harder.

- To find a balance between work and home life requires careful planning and discussion between family members as to what they each need and want. Couples/families should plan/organize their home lives so that there is a special time when all the family can be together for example, all have an evening meal or breakfast together or on a Sunday have lunch together, go to church together etc. This will take planning and commitment from the family members but through discussions it can occur.

Dos and Don'ts in Balancing Work and Home Life:

Do	Don't
<ul style="list-style-type: none"> • Plan your activities well. • Budget your time well. • Organize your task/work. • Communicate with family and let them know if you will be late home. • Set limits on what you can do. • Delegate responsibility where necessary. 	<ul style="list-style-type: none"> • Leave work on your desk, it will attract your attention even when at home. • Answer work emails or answer work phone calls whilst at home if at all possible. • Agree to work on the family's special time.

Learning Points or Key Messages:

- **Planning and being committed is the answer to a balanced home and work life and will reduce stress levels.**
- **Taking some time off for yourself will not only benefit you, but it will benefit your work and family greatly.**
- **It is important to evaluate your work-home relationships.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the previous lesson by asking learners to provide examples of where they have observed good relationships/marriages and the reasons why.
- Explain to learners that this lesson will:
 - Examine how we can balance our work and home life.
 - Show how having quality time with our family positively affects our family

relationships.

Step 2 10 Minutes – Main Activity 1 – Is Our Family And Work In Balance?

- Ask learners to work in pairs and to discuss the following (5 minutes):
 - When did my family last have a special family time for example, meal all together?
 - How often does this occur?
 - Is it planned or does it just happen occasionally?
 - How often would I like it to occur?
- Ask some learners to share their discussion. Ask the learners to look at the illustrations and see if their family and work lives are balanced or not.
- Summarize with the learners that:
 - In a lot of cases, we do not have as much quality time as a family as we would like.

Step 3 10 Minutes – Main Activity 2 – What Happens When Work Rules Our Lives?

- Ask learners to work in groups of 4-6 people and ask them to answer the following questions:
 - Why are people working longer hours than we did before?
 - What are the positive impacts of us or our families working longer hours than before?
 - What are the negative impacts of us or our families working longer hours?
- Ask 2-3 groups to present their discussion (these groups should be different from the pairs in Activity 1).
- Summarize with the learners:
 - We are working longer hours as we want the money to be able to provide a better life for our family for example, more material things (television, radio) and education for our children.
 - Working longer hours means that we have less time to sit down as a family to chat and discuss things important to us.

Step 4 10 Minutes – Main Activity 3 – What Can We Do To Find Quality Time For Our Families?

- Ask learners to remain in their groups and to discuss the following:
 - How can we find a balance between work and family?
 - What should we do so that we have quality time as a family on a regular

basis?

- Ask 2-3 groups to present their discussion findings. Refer to the do's and don't's in the Background Information section if necessary.
- Summarize with learners:
 - By careful planning and being committed to finding the time, we can have good family relationships where we can have fun, chat, discuss important matters etc.

Step 5 10 Minutes – Evaluation and Conclusion

- Go round the class asking each learner to quickly say ONE thing which they will do to make sure that they have quality time with their families. Ask them to be specific.
- Ask learners to look in the activity workbook at Lesson 79 and to complete the activity. This should be done individually, the facilitator can provide support with reading the directions as necessary.
- Summarize with the learners that:
 - Planning our lives better can mean a better balance between our work and family lives.
 - Planning will also help us to reduce stress in our lives regarding our families and work.
 - Following the do's and don't's will support us in a balanced work-family life.
- **Follow Up:** Ask learners to speak to members of their community or family about how they manage to balance their work and family lives.
- Learners can complete the activity in the activity workbook if the time in the lesson was not enough.

MODULE F

Lesson 82: Decision Making in the Family

Estimated Length of Lesson: 45 minutes

Learning Objectives:

- Identify the present decision makers in their families.
- Understand that in family decisions, all family members should be involved.

Links With Other Lessons and Materials:

- Psychosocial Wellbeing, Peace Education.

Key Words:

- Family, Decision, Communication, Listening, Sharing.

Preparation and Materials:

- Illustration showing a family sitting in circle discussing something.
- Illustration showing all the family sitting except for the father who is standing and talking at them all.
- Key words written on flash cards.
- Key words displayed on chalkboard or classroom wall.

Background Information:

- The family is a unit made up of people with different behaviors, attitudes and abilities that can greatly affect family decision making. "Decision-making" describes the process by which families make choices, judgments, and rules that guide behaviors. Family decision-making means that more than one person is making the decision. The decision-making process looks at the ways people talk to each other so that they come to one agreement. When decision-making is taking place, family members are learning how to give and take and what to do to keep the family together.
- Families are faced with different decisions, including the buying of things for the family use, the selection of schools for the children, etc. Decision making is something we do daily but it can result in conflict and stress if everyone concerned is not involved.
- Fathers in Liberia make key decisions but this is changing as more women are playing key roles in family life. Everyone in the family should have a role in decision making especially if there are decisions which may affect them. This does not only mean that adults should make decisions but that children themselves can be active participants.

- The decision making process should involve active listening to all people involved, patience and understanding and a willingness to find the best decision for everyone.

Scenario 1

There are 7 people in one household with one bathroom. All the adults and 5 children have to be up and out by 7am. The parents use the bathroom first and then Flora, the oldest child followed by the others in any order. The parents always leave the house on time. All the children are always late to school as Flora always takes twice as long in the bathroom as everyone else. She uses all the water so the other children need to go to the well to get more. This is causing conflict and stress for the children. What type of decision could they make to ensure that everyone gets to school on time?

Scenario 2

Betty wants to go to Monrovia to live with her aunt. In Monrovia she will be able to go to high school and on the weekends help her aunt in the market. Her parents have agreed to this as they think it will be a good opportunity for her but they are worried about how she will travel to Monrovia as no one in the family can take her and her parents don't want her traveling by herself. Betty has never been to Monrovia before. What decision can be made on how to help Betty get to Monrovia?

Learning Points or Key Messages:

- **Decision making should involve everyone who may be affected by the decision.**
- **Decision making involves active listening and taking the best solutions for everyone affected by the decision.**

Activities:

<p>Step 1</p>	<p>5 Minutes – Review and Introduction</p> <ul style="list-style-type: none"> • Review the previous lesson – ask learners to provide examples of how people in the community balance home and work life. • Explain that this lesson will: <ul style="list-style-type: none"> ➤ Look at the decision making processes in our families.
<p>Step 2</p>	<p>15 Minutes – Main Activity 1 –Types of Decisions and the Decision Makers</p> <ul style="list-style-type: none"> • Ask the learners:

	<ul style="list-style-type: none"> ➤ To call out some of the decisions which are made in their homes on a daily basis <i>for example, who gets to have a wash first, who washes the dishes.</i> ➤ To call out some of the 'bigger' decisions which are made in their families <i>for example, what school, the children should go to, if the oldest daughter should be allowed to go to Monrovia to live and work etc</i> <ul style="list-style-type: none"> • Write these up on the board and let learners know that we make decisions every day. Sometimes these decisions are small but sometimes they are big decisions. • Ask learners to look at the illustrations and ask them to describe what they see (remind learners that this lesson is about decision making and the illustration is related to that). • Ask the learners: <ul style="list-style-type: none"> ➤ <i>Who in your family makes the decisions?</i> ➤ <i>Does this depend on if the decision is a small or big one?</i> ➤ <i>Who should be involved in the decision making process?</i> ➤ <i>What should the decision process look like? (See Background Information section).</i> • Summarize with learners that: <ul style="list-style-type: none"> ➤ In many Liberian families, the head of the household (the father) makes the decisions. ➤ Ideally everyone who is affected by a decision should be involved in the decision making process.
<p>Step 3</p>	<p>20 Minutes – Main Activity 2 – Decision Making In The Home</p> <ul style="list-style-type: none"> • Ask learners to sit in groups of 4-6 people. • Read out the scenarios and ask the groups to choose one scenario. • Ask learners to think in their groups of the following: <ul style="list-style-type: none"> ➤ <i>Who should be involved in the decision making process in the scenario?</i> ➤ <i>Why have you chosen these people?</i> ➤ <i>What are the possible decisions that could be made in this instance?</i> ➤ Remind learners that as they work in their groups, they are also making decisions and should follow the decision making process for example, listening to everyone, being patient, being understanding etc. • Ask groups to present their decisions to the rest of the class. (Make sure that

	they have answered each of the above questions).
Step 4	5 Minutes – Evaluation and Conclusion <ul style="list-style-type: none">• Ask learners to quickly recap on who should be involved in decision making and why?• Summarize the lesson by stating:<ul style="list-style-type: none">➤ Decisions can be big or small but all have an impact on our family lives. Without decisions we would have conflict.➤ Where possible, the people affected by the issue should be involved in the decision making.➤ Decision making involves trust, listening to people.

MODULE F

Lesson 83: Review Lesson on Module F

Estimated Length of Lesson: 45 minutes

Learning Objectives:

- Review Module F

Links With Other Lessons and Materials:

- Psychosocial well-being, Peace Education.

Background Information

1. Define the word stress.
2. Give 3 causes of stress.
3. Give 3 causes of stress.
4. Does stress only occur in bad situations? Explain.
5. Symptoms of stress can be divided into 3 main groups, one of which is physical. What are the two other groups?
6. Give 3 physical symptoms of stress.
7. Give 3 behavioral symptoms of stress.
8. Give 3 emotional symptoms of stress.
9. Do all people react to stress in the same way? Explain.
10. Name the 4 A's of stress management.
11. Explain 1 of the 4 As.
12. Explain 1 of the 4 As.
13. Explain 1 of the 4 As.
14. Explain 1 of the 4 As.
15. Spell the word stress.
16. Give 2 possible reasons why a couple should have a long courtship.
17. Give 2 possible reasons why a couple should have a short courtship.
18. Give 2 reasons why it is good to spend time with your family.
19. Give 2 reasons why it is good to spend time with your family.
20. Give 3 examples of how we can balance work and home life.
21. Give 2 examples of what we should NOT do in balancing work and home life.
22. What are 2 of the negative impacts on our family of working long hours.
23. Who should ideally be involved in decision making in the home?
24. Explain why everyone who is affected by the decision should be involved in the decision making process.
25. Spell the word decision.

Activities:

Step 1	5 minutes – Review and Introduction <ul style="list-style-type: none">• Explain to learners that today’s lesson is going to be a quiz about the module.• Explain that it is in preparation for the short assessment of the module which will take place in the following lesson.
Step 2	35 minutes – Main Activity 1 – Quiz <ul style="list-style-type: none">• Ask learners to sit in groups of 6-7 people and ask them to assign one person as spokesperson. (Refer to Background Information for Quiz.)• Explain the rules of the quiz:<ul style="list-style-type: none">○ The first team will be asked a question and given 10 seconds to provide the answer.○ If they get the answer correct, they receive 1 point.○ If they get the answer wrong, the question goes to the next team, if they get it correct, they get 1 point. If they get it wrong it goes to the next team and so on.○ The team who has the most points at the end of the quiz wins• Ask each team to make up a name for their team. Write up all the teams’ names on the chalk board so that each team’s scores can be clearly seen.
Step 3	10 minutes – Conclusion and Follow up <ul style="list-style-type: none">• Explain that the assessment in the next lesson will be no harder than what they have just done in the quiz.• Ask learners to reflect back on the module in preparation for the assessment.

MODULE F

Lesson 84: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Good and bad news can cause stress.	T	
2	Prolonged stress can lead to physical illness.	T	
3	We can manage stress by drinking alcohol excessively.		F
4	Marriage is a big commitment that must be entered into carefully.	T	
5	We should concentrate on work rather than take time off for ourselves and family.		F
6	Balancing work and family issues can help reduce our stress levels.	T	
7	Stress can create changes in our behavior, emotions and health.	T	
8	Planning helps us to balance work and family.	T	
9	If someone or something is bothering you, keep it to yourself.		F
10	Different people show stress in different ways.	T	

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners• Thanks them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the next module will be about safe pregnancy and childbirth.

Module G: Safe Pregnancy and Childbirth

Module G

After these lessons, learners will be prepared to:

- Understand the need for and utilize family planning methods.
- List reasons why antenatal care is important.
- Create a list of steps to think about before delivery.
- Have safe and healthy pregnancies.

Overview

Links With Other Modules:

- **Health and Hygiene, Psychosocial Well-being, Negotiation and Mediation, Managing Stress and Maintaining a Happy Family Environment**

Estimated Length of Module: This module will be covered in 12 lessons of 45 minutes each.

List of Numbered Lesson Titles:

LESSON	MODULE G LESSON TITLES
85	Introduction To Module
86	Family Planning Methods
87	Spacing Pregnancies
88	Safe Pregnancy (Part 1)
89	Safe Pregnancy (Part 2)
90	Unsafe Pregnancy
91	Seeking Treatment During Pregnancy
92	Safe Childbirth
93	Baby's First Days – Danger Signs
94	Review on Safe Pregnancy & Childbirth Module
95	Safe Pregnancy & Childbirth Module Assessment

Background Information:

- Pregnancy and childbirth are an important and normal part of many people's lives but it is vital that we understand what we can do to make sure that the pregnancy and childbirth occur without problems. Additionally it is important for us to know what to do if the pregnant woman or her new born baby display any danger signs which require medical assistance. Not having enough time between births or having a baby when still a teenager are issues which can result in more problems during pregnancy and childbirth. This module will look at how we can plan our families and have safe pregnancies and childbirth.
- Family planning is when couples have considered when they would like to have children and how many children they would like. It supports having adequate spacing between births. There are various family planning methods available and it is up to the couple in consultation with their family planning clinic, nurse and/or doctor to decide on the most appropriate method. The effectiveness of the method in preventing pregnancy is variable. Some family planning methods are also effective in preventing STIs and HIV.
- All people should be aware of the different needs of a woman during the different

stages of her pregnancy and in childbirth. Everyone should be aware of the danger signs which a pregnant woman or a new born baby may experience and should know what to do in any emergency situation.

- Antenatal care when a pregnant woman visits the local clinic, midwife or traditional birth attendant is essential as this checks on the progress of the pregnancy, reassures the mother when things are going well and also recognizes the early signs of any problems. Not receiving regular antenatal checkups can result in serious complications for the mother and her baby and may even result in death of the mother and/or baby.
- Maternal and child health continues to be a large problem in Liberia. Delivery still primarily occurs at home with 61.2% of births delivered at home compared to 36.8% delivered in a health facility (LDHS 2007). Those who seek antenatal care are more likely to deliver within a facility. Besides formal antenatal care, there are also many informal steps including choosing correct foods, monitoring the body, and resting that are important.

Evaluation:

- In order to assess learners' understanding of the lesson, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the module and of each lesson of the module.

MODULE G

Lesson 85: Introduction to Safe Pregnancy and Childbirth

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the main topic areas to be covered during this module.
- Identify prior knowledge on the information covered in the module

Links With Other Lessons and Materials:

- Health and Hygiene, Psychosocial Wellbeing

Key Words:

- Pregnancy, Childbirth, Safe, Family Planning

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- “Agree” and “Disagree” written on two pieces of paper and stuck on opposite ends of the classroom
- Agree/disagree statements from the Background Information section

Background Information:

- All of us have some knowledge and understanding of family planning, pregnancy and childbirth which we have gained from our parents, our relatives, our friends, community members and also from our own experiences if we have had children. Sometimes that knowledge and understanding is based on fact but sometimes it can be due to misconceptions or misinformation. Many times it is women who must bear the most responsibility of the pregnancy and childbirth as this is traditionally seen as “women’s work/business”. However it is important for men to be involved and to have knowledge of what is and what isn’t safe practice during pregnancy and childbirth and the reasons why so that everyone has the same understanding and knowledge that will result in safe practices being followed.

Statements for Main Activity 1

- Family planning is a joint responsibility between a couple.
- Using condoms can prevent you from getting an STD or HIV.
- Pregnancy is woman's business.
- Childbirth and a baby's first days are woman's business and a man should not interfere.
- 6 out of 10 babies delivered in Liberia are born at home.
- Having lots of babies is good.
- If a pregnant woman feels healthy, she doesn't need to visit the clinic or midwife.
- Knowing your HIV status will help you protect your baby.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Family planning is the responsibility of a woman only.		F
2	Having many children and not spacing them between births can affect a woman's health and wellbeing.	T	
3	Condoms prevent pregnancy and diseases that are spread through sexual intercourse.	T	
4	There are different kinds of family planning methods.	T	
5	Encouraging late marriages of our girl children can help to ensure a safe pregnancy.	T	
6	Pregnant women must be prevented from seeing a doctor, nurse or traditional birth attendant.		F
7	A man and his partner should begin planning for delivery during the eighth month of the pregnancy.		F
8	Abstinence is 100% safe in preventing pregnancy and diseases that are spread through sex (STDs).	T	
9	It is okay for a girl below 17 years to get pregnant.		F
10	If a pregnant woman feels healthy, she doesn't need to visit the clinic or midwife.		F

Learning Points or Key Messages:

- **Pregnancy and childbirth and ensuring that everything goes well is the responsibility of the man and woman.**

Activities:

Step 1	5 Minutes - Introduction <ul style="list-style-type: none">• Introduce the module to learners. Explain that in the module we will:<ul style="list-style-type: none">➤ Identify why family planning brings benefits to the whole family.➤ Look at how we can support a woman in having a safe pregnancy and childbirth.➤ Identify danger signs in a baby's first few days.• Ask learners to look at the key words and support them in reading these words.• Explain to learners that we will be looking to see what prior knowledge they have of the subject by having a quiz in which they must answer individually and must not speak to anyone else.
Step 2	20 minutes – Pre-test <ul style="list-style-type: none">• Administer pre-test.
Step 3	10 Minutes – Main Activity 1 – Vote With Your Feet <ul style="list-style-type: none">• Tell the learners that we are going to play the vote with your feet game. Show learners that at each end of the classroom there is a paper with either the word AGREE or DISAGREE written on it. Explain that learners will all start in the middle of the classroom and the facilitator will read a statement and learners must decide if they AGREE or DISAGREE with the statement by moving towards the poster.• Let learners know that there is no right or wrong answer but that they should be prepared to explain why they AGREE or DISAGREE with a statement.• Tell learners that after they hear an explanation from another learner they may change ends of the room if they like, for example move from AGREE to DISAGREE or vice versa.• Read out the first statement. (See Background Information section).• Ask the learners to vote with their feet either to AGREE or DISAGREE. Ask a learner from the AGREE group to explain why they chose this. Do the same with the DISAGREE. There are no right or wrong answers.• Repeat with all statements.

Step 4	5 Minutes – Conclusion <ul style="list-style-type: none">• Ask learners to reflect on what has been discussed in the lesson.• Explain to learners that it is important that we discuss the issues of family planning, safe pregnancy and childbirth so that we all have the same information.• Being well informed will reduce the instances of unsafe pregnancy or childbirth.• Follow Up: Ask learners to go home and think of what family planning methods they know of.
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MODULE G

Lesson 86: Family Planning Methods

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List 2 family planning methods.
- State how safe the methods are against pregnancy, STDs and HIV.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Family Planning Methods, Condoms, Pill, IUD, Diaphragm, Sterilisation, Vasectomy, Emergency Contraception

Preparation and Materials:

- Condoms
- Photos of pills, injection, IUD, diaphragm
- Pieces of paper with methods written on them
- Activity workbook

Background Information:

- Once a couple has decided to plan a family, they need to consider what family planning method is most appropriate for them. As well as the various methods helping to prevent pregnancy, some methods also prevent the transmission of HIV and STDs from one partner to another. The choice of the family planning can depend on a number of factors including if the couple are in a monogamous relationship, their health, their previous sexual history etc.
- None of the different methods are 100% safe against preventing pregnancy although there are some which are more effective than others. In addition some of the methods have side effects. All of these factors need to be carefully balanced before the right method for a couple is decided upon. This can be discussed with the local clinic or person responsible for family planning.

Different Family Planning Methods:

The Pill

- A woman takes one pill EVERY day to prevent pregnancy. The pill does NOT prevent against HIV or STDs. 8 women in every 100 women will become pregnant even though they may take the pill correctly. The main problem with the pill is that women forget to take it at the same time every day and this increases the risk of becoming pregnant. Side effects include nausea, weight gain, breast tenderness, headaches, unexpected bleeding, depression or dizziness and that they must be taken EVERY day. The benefits of the pill are that it is safe and easy to use, may lead to lighter, regular periods, does not interfere with sex, decreases risk of cancer of the reproductive organs and the woman can become pregnant again after stopping taking the pill.

Male Condom

- The condom is a thin sheath worn over the erect penis when a couple is having sex. With couples who use condoms as their method of family planning for one year, 3/100 women will become pregnant. It is effective against preventing most STDs and HIV. The condom is safe and easy to use, can be bought from a shop, chemist or provided free by the clinic. The disadvantages are it interrupts sex, requires skill to use it and to negotiate with the partner, a condom can only be used once, it can sometimes slip or break during sex. Some people are allergic to condoms.

Female Condom

- The female condom is a plastic pouch which covers the cervix, vagina and part of the external organs. It is effective in preventing HIV and transmission of most STDs. It is safe and can be bought from a shop or from a clinic with no prescription. It can be inserted 8 hours before sex and it is very sensitive. Disadvantages are that it is expensive, can be noisy or awkward to use and requires skills to be used properly and for the partner to accept its use. Some people suffer from allergic reaction when using a female condom.

Injections

- This is given every 3 months to the woman and is very effective in preventing pregnancy. It does not stop transmission of HIV or STDs. It is safe and lasts for 3 months, periods can become very light and after 3 months disappear altogether, women can become pregnant after stopping taking it and it does not interfere with sex. Disadvantages are that the regularity of periods may change, the woman may feel more hungry and gain weight, it can take 3-4 months to get pregnant after stopping taking it. Women can sometimes forget when they need to go to get another injection.

Emergency Contraception

- These are used to prevent pregnancy from occurring after a woman has had unprotected sex. 2 out of 100 women will become pregnant after using these pills.

They are safe and provide a stop measure before alternative contraception is considered. They do not protect against HIV or STDs and need to be used within 5 days of having unprotected sex. They should not be used regularly. They can cause nausea, vomiting, headaches or dizziness.

Intrauterine Device (IUD)

- These are a small plastic and copper device that is inserted into the uterus. It is very effective against pregnancy – only 1 in 125 women will become pregnant after using an IUD for a year. It is safe, effective and can last for 10 years if the woman does not want it removed before this time. It does not interfere with sex or breastfeeding. It is not suitable for women who have more than one sexual partner or whose partners have other partners as the risk of pelvic inflammatory disease increases. It should only be used when appropriate screening for pelvic inflammatory disease has occurred. It does not protect against HIV or STDs and can result in pain for the first few days after insertion.

Breast Feeding

- This is a temporary measure and can only occur when the woman is still actively breastfeeding and has not begun to menstruate after having her baby. In the first six months after childbirth, 2 out of 100 women will become pregnant if they use this method. If breastfeeding exclusively this will decrease to 1 in 100 women becoming pregnant. It prevents pregnancy for the first 6 months after childbirth, it encourages breastfeeding and there is no direct cost involved. Disadvantages of breastfeeding are that it may be difficult for some people and if the mother is HIV positive, HIV can be passed to the baby. It does not protect against HIV or STDs. It can only be used if periods have not returned, breastfeeding is occurring exclusively or only little other food is given to the baby and the baby is less than 6 months old.

Learning Points or Key Messages:

- **Knowing how a family planning method works, how well it prevents me from pregnancy and how well it protects me from STDs and HIV will help me choose the right method.**

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none">• Review the previous lesson on the benefits of family planning.• Explain the purpose of this lesson:<ul style="list-style-type: none">➤ Look at different family planning methods.➤ How safe these are in preventing pregnancy, HIV and STDs.
Step 2	15 Minutes – Main Activity 1 – Family Planning Methods <ul style="list-style-type: none">• Ask learners to state various family planning methods they have heard about or seen (from the follow up section of the last lesson).• Give each learner a folded or crumpled piece of paper with the name of a family planning method written on it. Ask them not to open it until they are told to do so.• Having distributed the paper, ask each learner to open it. Ask learners with the same family planning method to get into a group.• Ask each group to discuss these points:<ol style="list-style-type: none">1. <i>What knowledge and skill do we have of this method?</i>2. <i>How safe is it when it comes to preventing pregnancy?</i>3. <i>How safe is it when it comes to preventing STDs/HIV?</i>4. <i>What are the places we have in our community that provide services on family planning?</i>5. <i>Are there any health risks to this method of family planning?</i>
Step 3	15 Minutes – Main Activity 1 – Discussion <ul style="list-style-type: none">• Ask each group to present their points.• Add on any further information necessary from the Background Information section.• Optional activity: Ask learners to look in their workbooks at Lesson 85 and to complete the activity. They should do this individually but may discuss with other learners.
Step 4	5 Minutes – Evaluation and Conclusion <ul style="list-style-type: none">• Ask learners to call out different family planning methods and the advantages

and disadvantages of each.

- Summarize the lesson by stating:
 - We should all know about the different methods available for family planning and should use the one which is most appropriate.
 - Family planning can prevent pregnancy and some methods can prevent some STDs and HIV.
- **Follow Up:** Ask learners to speak to someone in their home or a friend about family planning and which method he/she uses to prevent pregnancy.
- Learners should complete the activity in the workbook if there was not enough time during the lesson to do this.

MODULE G

Lesson 87: Spacing Pregnancies

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify impacts of having lots of children.
- List the benefits of delaying pregnancy.

Preparation and Materials:

- Flash cards with the key words displayed.
- Illustration of family with lots of children and for example, not enough food on the table, very small space to live in, no money to buy medicine for the sick child, the mother very tired and sick from having a pregnancy every year.
- Illustration of family with only 2-3 children and the different situation that this brings.

Key Words:

- Communication, Information, Sex, Unwanted Pregnancy, Sickness, No Money

Background Information:

Reasons for families to have many children:	Reasons for families not to have many children
<ul style="list-style-type: none">• They can help the family with income by working.• They will help us when we are old.	<ul style="list-style-type: none">• The family will need more food.• There will be more costs for medicines.• The family will need more money for school fees.• Each child costs more money.• Poor spacing between births may result in premature births and even still births.• Poor spacing between births may result in low birth rate and stunting.• The mother has little time to recover between births.

Learning Points or Key Messages:

- **Having lots of children can place a financial burden on the family.**
- **Having lots of children and not having good spacing between the births can affect the woman's health and well-being.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on family planning methods, ask learners to list all the methods and the advantages and disadvantages of each method.• Introduce this lesson by stating:<ul style="list-style-type: none">➤ Family planning helps us identify how many children we want and when.➤ Having lots of children can bring advantages and disadvantages.
Step 2	25 Minutes – Main Activity 1 – Benefits And Disadvantages Of Having Lots Of Children <ul style="list-style-type: none">• Ask the learners if they know of any families who have lots of children or if they themselves are from a big family. Show the illustrations of a family with lots of children and a family with only 2-3 children. Ask them to identify the differences between these two illustrations.• Ask the learners to divide into small groups of 4-5 people. Tell the learners that they are going to develop a role play. They can decide if they want to do a drama on why it is ‘good’ to have lots of children or why it is ‘bad’ to have lots of children. They may combine the two if they want.• The facilitator should note that there are no right or wrong answers but that people should be aware of the reasons and consequences of having lots or few children.• Summarize by pointing out that knowing the positive and negative impacts of having lots of children may help people think more about planning their family.
Step 3	10 Minutes – Evaluation and Conclusion <ul style="list-style-type: none">• Conclude the lesson by asking the following questions to the groups to check understanding:<ul style="list-style-type: none">➤ <i>What are the positive impacts of having lots of children?</i>➤ <i>What are the negative impacts of having lots of children?</i>➤ <i>How can unwanted, multiple pregnancies be prevented?</i>• Summarize the lesson by saying:<ul style="list-style-type: none">➤ Having children when I am prepared is one way to show that I am responsible and ready to become a parent.

	<ul style="list-style-type: none">➤ Having too many children can place a financial burden on the family and can make the woman sick.• Follow Up: Ask the learners to speak to friends or family about the benefits or disadvantages of having lots of children.
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Note: *There may be ways in traditional medicine that can help women to not get pregnant, but they have not been tested for safety and effectiveness.*

MODULE G

Lesson 88: Safe Pregnancy (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- State 2 factors that can lead to a safe pregnancy.
- Explain the importance of women within the family and community.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Pregnancy, Safe, Morning Sickness, Tender breasts, Pepes, Tired, Stops Menstruation

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or on classroom wall
- Prepared drawing of a freshly growing tree
- Scotch Tape
- Activity workbook

Background Information:

- When a young woman starts to do man and woman business (have sexual intercourse), she needs information about pregnancy and the risks of sexually transmitted diseases (STDs), including HIV. She should be able to recognize the early signs of belly (pregnancy). If she gets pregnant, she needs the support from her family especially her husband or boyfriend to care for her and the unborn baby. Learning about the growth of the belly and danger signs during and after she gives birth will help her have a safe pregnancy and delivery. This lesson is designed with information on the enabling conditions that can lead to a safe pregnancy.

What are the signs of pregnancy?

A girl or woman who experiences any of these signs may be pregnant:

- When she misses her 'time' or monthly menstruation.
- Her breast feels sore and grows bigger.
- Feels sick in the stomach and sometimes vomits or feels like vomiting.
- She pepees (urinates) plenty.
- She feels tired and most times sleepy.

What to do to help ensure a safe pregnancy

General

1. Encouraging late marriages among our girl children – waiting until they are 18 years and above before they get married.
2. Spacing pregnancies so that the body does not get sick or overwhelmed.
3. Talking to our children (both boys and girls) about how to make good decisions about sex.
4. Informing our children about where to get more information on family planning.
5. Discussing family planning with our partners.

Health - at the clinic or with TBA

1. Going for pre-natal visits (visits to the hospital before the baby is born) every month to the clinic or hospital to ensure that the mother and baby are growing well.
2. Take iron supplements and other medicines that have been prescribed by the birth attendant.
3. Partners should take voluntary HIV test; knowing her HIV status will help the health workers take measures to prevent the child from getting the HIV.

At Home

1. Eat nutritional food; eating the right types of foods and enough of the right foods gives strength, prevents infection, builds a healthy baby and helps prevent too much bleeding during birth.
2. Eat foods such as beans, eggs, potato greens, fresh fruits, fish, etc. This is because food provides vitamins that are important for the body. Remind the learners that the pregnant mother is feeding herself and her baby.
3. Watch out for signs of sexually transmitted diseases (STDs) or other infections: Gonorrhoea, syphilis, 'itchy fish', HIV are all infections that affect you and the baby negatively.
4. Taking exercises or doing things as directed by the health worker or walking around the house daily.
5. Avoiding alcohol or tobacco during pregnancy. They are bad for the mother and can harm the developing baby.
6. Using mosquito nets consistently.
7. Avoid taking traditional medicines or modern medicines that have not been prescribed by a trained midwife or health worker.

Learning Points or Key Messages:

- **Safe motherhood or safe pregnancy and delivery means a woman should not die or be harmed because of pregnancy, while giving birth or after she gives birth.**
- **Women are important members of our community. They need to be valued and cared for properly.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the previous lesson on the benefits and disadvantages of having lots of children and the importance of spacing between pregnancies.
- Inform the class that in this lesson we will be talking about the signs/symptoms that a woman/girl is pregnant and the things we do that make a pregnancy safe.

Step 2 15 Minutes – Main Activity 1 – Signs/Symptoms That A Woman Is Pregnant

- Tell the learners that we are now going to look at the signs which might show a woman is pregnant.
- Ask learners to brainstorm all the symptoms/signs that a woman is pregnant. Refer to Background Information section (5 minutes). Write these on the board.

Step 3 20 Minutes – Main Activity 2 – How To Make The Pregnancy As Safe As Possible.

- Put up the drawing of a blooming tree (a tree that is growing well) with ripe fruits on the board.
- Ask learners the following:
 - What do you observe from the drawing? [*Possible Answer: a strong, growing tree with fruits*].
 - Why do you think the tree looks the way it is? [*Possible answer: The tree looks strong because it receives fertilizers and water from the environment to keep it growing well. The community tends to the tree so that it continues to grow and be strong*].
 - How does the tree relate to pregnancy? [*Possible answer: A strong, growing tree can be compared to a pregnant woman who receives food, care and all the necessary support from her family and the community to be healthy and have a safe delivery.*]
 - What are some good things we can do to ensure a woman or a girl has a safe pregnancy?
- Correct any of the misconceptions that learners may have about safe pregnancy. Add any points from the Background Information section not already mentioned by the learners.
- Optional activity: Ask the learners to look in their workbooks at lesson 87 and to complete the activity. The facilitator can support as necessary.

Step 4 5 Minutes – Conclusion and Evaluation

- Ask the learners to call out the signs that a woman/girl is pregnant.
- Ask them what can be done to make a pregnancy as safe as possible.
- Summarize the lesson by stating that:
 - Safe motherhood or safe pregnancy and delivery means a woman should not die or be harmed because of pregnancy and the baby should be born healthy.
 - Women are important members of our community. They need to be valued and cared for properly and this includes during pregnancy.
 - We should know what signs to look out for which might show a woman/girl is pregnant.
 - We should help the woman/girl take all measures for her pregnancy to be safe.
- **Follow Up:** Learners should speak to members of their family or friends and ask them to share some of the things that should be done to make sure that a woman's pregnancy is as safe as possible.
- The learners should complete the activity in the workbook if there was not enough time in the lesson to do this.

MODULE G

Lesson 89: Safe Pregnancy (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify what can be done to relieve some of the unpleasant effects of pregnancy.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Pregnancy, Safe, Morning Sickness, Tender Breasts, Pepes, Tired, Stops Menstruation

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or on classroom wall

Background Information:

- During a woman's pregnancy there are some aspects of it which make her feel unwell which prevent her from doing her everyday business. There are various ways in which we can relieve some of these symptoms although it must be remembered that for any serious symptoms or ones which continue for a long time, the pregnant woman should go to her clinic or traditional birth attendant.

HOW TO DEAL WITH COMMON PREGNANCY PROBLEMS

Common Pregnancy problems	Good ways to deal with common pregnancy problems
1. Vomiting or wanting to vomit in the morning.	<ul style="list-style-type: none">• Eat small meals often and avoid foods that are oily or hard to digest. Eat crackers or bread.
2. Heartburn.	<ul style="list-style-type: none">• Eat small meals instead of one big meal.• Avoid eating plenty pepper or spicy food and oily foods.• Drink plenty water.• Try not to lie down after eating.• Put a pillow or bundle cloth into a ball and

	<p>place it under your head whenever you are sleeping. (Make sure your head is higher than your stomach).</p> <ul style="list-style-type: none"> • Take a cup of milk or put a pinch of soda in a glass of water or antacid.
3. Discharge from the vagina	<ul style="list-style-type: none"> • Wear a panty liner or a clean piece of cloth. Make sure to change them every day. If the discharge burns, itches or has a bad smell, you may have an infection of the private parts, which should be treated properly. If the discharge is bloody or has pink mucus in it or there is a lot and it looks like water, the pregnant woman may be starting labor early. She needs to see a health worker.
4. Swollen veins around the private parts (vagina).	<ul style="list-style-type: none"> • Try not to stand up too long. If you have work to do that requires you to stand a lot, walk in place or move your feet or legs. When you are sitting down, rest your feet on a chair, block or stool as often as possible. • Be sure to walk every day. If have a disability ask someone to help move and exercise your legs. • If the problem is severe, seek medical attention.
5. Difficulty passing pupu (stool).	<ul style="list-style-type: none"> • Drink at least 8 glasses of water every day. • Get regular exercise. • Eat plenty of fruits, vegetables and food fibers like bulgur wheat or cassava. • Do not take running stomach medicines (laxatives). They only solve the problem for a short while and then you need to take more.

Learning Points or Key Messages:

- **Many of the unpleasant symptoms which make the woman feel unwell during her pregnancy can be relieved.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the previous lesson on what to do to help make a pregnancy as safe as possible.
- Introduce the objectives of this lesson:
 - Looking at how the common pregnancy problems can be relieved.

Step 2 30 Minutes – Main Activity 1 – Common Pregnancy Problems

- Ask learners to remember some of the common symptoms/signs of pregnancy and which of these can make a problem.
- Ask the learners if there are other common pregnancy problems which they know of. Write these down on the chalkboard and help the learners read the words.
- Divide the learners into groups of 4-6 people. Have all the common pregnancy problems written on pieces of paper – ask each group to pick a piece of paper, each of which has 2 problems written on it.
- Ask each group to think of what can be done to relieve the symptoms of each problem.
- Ask each group to present their findings. Ask other groups if they have anything to add after each group presentation. Add on any information (see Background Information section) which was not presented by the learners.
- Ask the groups when it is necessary to go to the clinic/Traditional Birth Attendant due to problems with the pregnancy.

Step 3 10 Minutes – Evaluation and Conclusion

- Call out a common pregnancy problem. The first group to answer correctly gets a point. This is written on the chalkboard.
- Call out another common pregnancy problem. This continues. Ask a learner to add up the scores.
- Summarize the lesson by stating:
 - Many common problems during pregnancy can be relieved.

- Explain that some problems may need medical help and it is important that we know when to look for help. That this will be covered in the next lesson.
- **Follow Up:** Ask learners to think of some of the danger signs in a pregnancy.

MODULE G

Lesson 90: Unsafe Pregnancy

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Recognize the danger signs during pregnancy.

Links With Other Lessons and Materials:

- Health and Hygiene.

Key Words:

- Pregnancy, Unsafe, Danger, Bleeding, Swelling, Fast Breathing, Fainting.

Preparation and Materials:

- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.
- Prepared tree drawing of a dry, withering tree - if not available, a withered tree branch.
- Scotch tape.

Background Information:

There are various danger signs which everyone should be aware of which may show during a woman's pregnancy. We should be able to recognize these signs and know what to do. Some danger signs are:

- Bleeding from the vagina.
 - Go to the nearest hospital or health center.
 - While on your way lie down with your feet up.
 - Do not put anything in your vagina.
 - This is why it is important for partners to begin saving money during the initial stage of the pregnancy in case of any eventuality.
- High fever can be malaria. Make sure you see a health worker and take your malaria tablets as instructed.
- Swelling of hands, feet and blurred vision: Some swelling of the hands can be normal during pregnancy. But swelling of the hands with blurred vision can be toxemia especially if the pregnant woman has headaches, blurred vision (cannot see clearly or

sight becomes dark), or pains in the abdomen - find someone who can check your blood pressure.

- Go to the nearest health center or hospital.
- Rest as often as possible – lie down on your left side.
- Try to eat more foods with a lot of protein every day.
- Plan to deliver in the hospital.

Learning Points or Key Messages:

- **The danger signs of pregnancy tell me that something is wrong with the pregnancy.**
- **A girl below the age of 18 years may experience high blood pressure, low blood, fainting, too much bleeding, be in labor for a longer time, deliver early than expected or even die.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review quickly with the class the key points from the previous lesson.
- Briefly introduce the lesson and explain to the learners that the lesson focuses:
 - On the signs that indicate a mother and unborn baby are in danger.

Step 2 10 Minutes – Main Activity 1 – What Are The Signs That Something Is Wrong?

- Place the drawing of a dying tree on the board. The tree must have dry or withering leaves and unripe, shrinking fruits falling to the ground. If the facilitator cannot draw, they can bring in a withered plant or tree branch as a prop.
- Ask learners these questions:
 - What do you notice about the picture? [*Possible answer: a dry tree with withering fruits that are dropping off to the ground*].
 - How does the condition of the tree relate to pregnancy? [*Possible answer: The dried tree is a sign that something is wrong with the pregnancy*].
 - Why is it important for the husband or male partner to be aware of these danger signs?

Step 3 10 Minutes – Main Activity 2 – What Are The Signs That Something Is Wrong?

- Ask learners to sit in pairs and share two signs that indicate that there is problem during pregnancy.

- Take responses from the groups and include any of the factors below not mentioned by the class:
 1. Vaginal bleeding.
 2. Convulsions or fits.
 3. Severe and continued headache.
 4. Blurred vision (eyes turning or getting dark).
 5. Severe lower abdominal pain.
 6. Fast or difficult breathing.
 7. Fever (over 38.5 C) and severe fatigue.
 8. Water breaks and labor is not induced within 6 hours.
 9. Illness.
 10. Unusual swollen face, fingers or legs.

Step 4 15 Minutes – Main Activity 3 - What Action Should I Take If There Are Danger Signs?

- Advise the learners on what to do in case of any of the danger signs:

Step 5 5 Minutes – Review and Conclusion

- Go around the class asking them to state one sign that something is wrong in the pregnancy. Ask the learners what they should do in each of these situations.
- Summarize the lesson by stating that :
 - Recognizing the danger signs of pregnancy can safeguard the life of the mother and her baby. Once a woman gets pregnant, she and her partner should start saving money to take care of her and the baby.
 - Girls below 18 years can be in great danger when pregnant. They may experience high blood pressure, low blood, too much bleeding, be in labor for a longer time, faint most of the time, and deliver earlier than expected or even die.
- **Follow Up:** Ask learners to speak to their friends and families about the danger signs of a pregnancy.

MODULE G

Lesson 91: Seeking Treatment During Pregnancy

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List the benefits of seeking treatment during pregnancy.

Links With Other Lessons and Materials:

- Health and Hygiene.

Key Words:

- Pregnancy, Treatment, Antenatal, Clinic, Traditional Birth Attendant

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Background Information:

- Prenatal care, good food, later marriage and family planning to space children's births are good and inexpensive ways to prevent problems in childbirth. The location of health facilities is a contributing factor to unsafe motherhood for most women in the rural areas of Liberia. Women are not always in control of the conditions that facilitate access to health care. Physical, financial, traditional and cultural practices and beliefs can contribute to women and families' resistance to seek health care. Although there may not be clinics which are close by, there may be traditional birth attendants (TBA) who have received training on prenatal care.
- Prenatal (or antenatal) care is very important for every pregnant woman. A pregnant woman should receive prenatal care even if she feels fit and healthy. A pregnant woman visiting a nurse or clinic on a regular basis should be seen as one way to ensure that the pregnancy is safe.
- Prenatal visits are necessary for the following reasons:
 - To ensure that the woman and her baby are in good health (her pressure, weight gained, too much protein or sugar is not in her urine, no infection).
 - To recognize any problems during pregnancy and treat them quickly.
 - To learn about what is important for a safe pregnancy.

- What to expect during a prenatal/antenatal visit:
 - Measuring the woman’s weight; each visit will show an increase in weight.
 - Measuring of blood pressure. The midwife will check if the mother’s blood pressure is high, low or stable.
 - Physical examination of the womb to check the baby’s growth, listening to the baby’s heartbeat, checking of eyelids and face for signs of anemia.
 - Test for STDs and HIV for immediate treatment.
 - Pee-pee test for sugar, infection and evidence of high pressure.
 - Provide medication (vaccines such as tetanus – the disease can kill the baby, malaria treatment medicines, iron tablets, folic acid and vitamins to keep the mother strong and healthy).
 - Sharing any uncommon change or problem with the midwife is very important.
- This lesson is intended for learners to identify the benefits of pre-natal care and seek treatment during pregnancy.

Learning Points or Key Messages:

- **Pre-natal care is health care and education provided during pregnancy by a health worker.**
- **When I am pregnant I should go to a traditional birth attendant, mid-wife or doctor once every month.**

Activities:

Step 1 10 Minutes - Review and Introduction

- Review the previous 3 lessons – ask learners to “vote with their feet” (answer is yes/no) by asking them the following questions:
 - Swelling of the hands or legs during pregnancy is normal.
 - A pregnant woman with swelling of the hands or feet should visit a health centre.
 - During your pregnancy, if you start bleeding, you should put something in the vagina to stop the bleeding and go to the health centre.
 - Drinking a little alcohol or smoking a couple of cigarettes every day during a pregnancy is ok.
 - HIV can be passed from the mother to the baby during childbirth.
 - A pregnant woman should eat lots of fruit and vegetables during her pregnancy.
- Introduce the objectives of this lesson by explaining that:
 - It will examine why a pregnant woman should visit a clinic or TBA every month.

- What happens during a prenatal/antenatal visit?

Step 2 10 Minutes – Main Activity 1 – Why Is It Important To Check On The Pregnancy Regularly?

- Ask the learners if we should be checking on the pregnancy regularly, ask them what we should be checking for.
- Ask the learners who are the people who should be checking on the pregnancy. Write their responses on the chalkboard.
- Explain to learners that a pregnancy should be checked daily by the couple and at least monthly by the health worker. If the couple has any concerns over the pregnancy they should go and see the health visitor immediately rather than having to wait for the next prenatal visit.

Step 3 20 Minutes – Main Activity 2 – Prenatal/Antenatal Visits

- Ask the learners to sit in groups of 4-6 people (try to make sure that in each group there is at least 1-2 learners who have children). Ask them to brainstorm in their groups the following:
 - *What happens during a prenatal/antenatal checkup?*
- Ask one group to present their discussion - write this down on the chalkboard.
- Ask the other groups one by one to add on any other information which has not already been included by the first group.
- Add any other information which has not been included (see Background Information section).

Step 4 5 Minutes – Review and Conclusion

- Ask learners to provide the reasons as to why a pregnant woman should have regular checkups throughout her pregnancy.
- Summarize the lesson by stating:
 - Prenatal/antenatal visits on a monthly basis are very important as they can reassure a woman that everything is going well with the pregnancy and can also identify any danger signs.
 - Prenatal/antenatal visits involve checking the woman's and unborn baby's health.

- **Follow Up:** Ask learners to find out from friends and family if they had regular prenatal/antenatal visits and what happened during these visits.

MODULE G

Lesson 92: Safe Childbirth

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Recognize 2 early signs of labor.
- Develop a plan for childbirth.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Pregnancy, Childbirth, Labour, Delivery, Clinic, Traditional Birth Attendant

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Background Information:

- Every pregnancy is special. All pregnant women expect to give birth to a healthy child. Women who have been informed by a trained health worker that they will have a difficult childbirth should work towards giving birth in a clinic or hospital. However, even women who are in good health can still develop complications (problems) during pregnancy or childbirth. All women, therefore, need to be familiar with the danger signs, and be ready to go to a health facility if necessary. If they live far away, women should attempt to make provisions to stay close to the hospital prior to the expected delivery.

Preparations for Childbirth:

- A woman and partner should plan where to deliver and who can assist during the delivery process. Any woman who had no problems during pregnancy could develop a serious problem during delivery. The family should be prepared to take her to a hospital in the event a problem develops. Some of the things which should be considered are as follows:
 1. How will she get to the nearest health center or hospital?

2. Will she and her family have to pay for transport?
3. How much will it cost?
4. Is it possible to start saving now?
5. If the hospital is far, can a relative who lives close to the hospital facility be identified where the wife will stay 2 weeks earlier to delivery time?
6. What cost will be paid at the health center? Is it free of charge? How will this be paid?
7. Who will accompany the woman to the health center?
8. Who will help to care for the home and other children while the mother is away?
9. Has a blood donor been identified in case there is a need?
10. What should she have on hand for delivery? [*Possible answer: Small towel or cortex, bath soap and bathing towel, tooth paste and tooth brush, lappa/cloth, blanket or cloth to wrap the baby, baby clothes, money for hospital bill or emergency, new razor blade for cutting the baby's cord, alcohol and detol*].

Learning Points or Key Messages:

- **A woman and her partner should be able to recognize the signs of labor.**
- **A pregnant woman and her partner should begin planning for childbirth as soon as she knows she is pregnant.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Ask learners the following questions:
 - *Why is it important for a pregnant woman to have regular prenatal/antenatal checkups?*
 - *What happens during a prenatal checkup?*
- Introduce the lesson and its objectives:
 - We should all know the early signs of labor.
 - We should all begin planning for the birth of the baby as soon as we know we or our partner is pregnant.

Step 2 15 Minutes – Main Activity 1 – Signs Of Labor

- Ask learners to share in the large group the difference between labor and delivery.
- Take answers from the class and clarify the meaning of the two words. [*Possible answer: Labor is the severe pain at nine months a pregnant woman goes through for delivery. Delivery is a period when a woman brings forth a baby from the womb into the world*].

- Ask learners to share with the large group the signs of labor. Include any of the below points not mentioned by the learners:
 - Pain comes from the lower back to the front of her stomach.
 - Pain comes faster, sharper and last longer.
 - The bag of water containing the baby sometimes breaks and the water comes out of her vagina.
 - There is bloody, sticky discharge.

Step 3 20 Minutes – Main Activity 2 – Preparing For Childbirth

- Ask these questions and ask learners to work in pairs:
 - *What will happen if both men and women do not know the signs of labor?*
 - *Are there instances in our lives that families have been badly affected because they weren't able to recognize the early signs of labor?*
 - *What could be the effect on the mother, baby and the family?*
- Ask 2-3 pairs to call out their answers. Ask any other pairs if there is anything they would like to share (10 minutes).
- Explain to the class that every pregnant woman and her partner should be prepared for delivery before labor begins. Ask the learners the following:
 - *What preparations can be made by the couple for the birth of their baby?*
- Ask 2-3 different pairs to present their findings. Add in any points which have not been covered by the learners from the Background Information section. (10 minutes).

Step 4 5 Minutes - Evaluation and Conclusion

- Ask the learners to call out any signs of labor which they can remember.
- Conclude the lesson with the key message:
 - A woman and her partner should be able to recognize the signs of labor.
 - A delivery plan is very important for every family.
 - A pregnant woman and her partner should begin planning for childbirth as soon as she knows she is pregnant.
- **Follow Up:** Ask learners to go home and speak to members of their family who have children and what preparations they did for the birth of the child.

MODULE G

Lesson 93: Baby's First Days – Danger Signs

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Recognize 2 danger signs for mother and baby after birth.
- Develop an emergency plan for problems after childbirth.

Links With Other Lessons and Materials:

- Health and Hygiene.

Key Words:

- Pregnancy, Childbirth, Danger Signs, Baby, Mother.

Preparation and Materials:

- Key words written on flashcards.
- Key words displayed on chalkboard or classroom wall.

Background Information:

- Problems do not end with childbirth. A mother and child may be in danger even after she gives birth and at anytime during the first 6 weeks. The most dangerous period is the first 72 hours following childbirth. Families need to be aware of the danger signs after childbirth and act appropriately to help save the life of the mother and her baby.

Danger Signs To Look Out For:

MOTHER

- Bleeding heavily from the vagina.
- Fainting.
- Fast or finding it hard to breathe.
- Fever and extreme fatigue.
- Severe headaches with blurred vision.
- Swollen, red or tender breasts or nipples.
- Problems urinating or leakage occurring.
- Infection in the area of the wound.
- Smelly vaginal discharge.
- (Obstetric Fistulas can be a common problem. They can occur when there are

complications during pregnancy. A Fistula is a hole between the rectum and the vagina. Although there is a social stigma, those with a fistula should seek medical attention)

BABY

- Difficulty in breathing.
- Fainting.
- Fever.
- Feels cold to the touch.
- Bleeding and/or paleness.
- Swelling on the scalp.
- Stops feeding.
- Vomiting or big stomach.
- Runny stomach and vomiting.
- Taking taytay water (breast milk) less than every 5 hours.
- Eyes red, swollen or draining pus.
- Sore, pus or blood on cord.
- Naval red and swollen, leaking pus or foul smelling.
- Yellow eyes or skin.

Learning Points or Key Messages:

- **We should all know about the danger signs to look out for and be prepared to act to protect the mother's and new baby's lives.**
- **Danger signs can also be seen after a woman gives birth and returns home.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Ask learners to share with the person they are sat beside what preparations their family has made for a birth of a child.
- Introduce the lesson and inform the class that they will:
 - Discuss some danger signs that occur after a woman gives birth.
 - Discuss what should be done if there are any danger signs after the delivery has taken place.

Step 2 30 Minutes – Main Activity 1 – Danger Signs For The Mother And Baby After Birth

- Divide learners into groups of 4-6 people. Ask the learners to choose either the baby or mother. When each group has chosen, inform the learners that they must now think of all the danger signs that either a mother or baby could show

after childbirth.

- Let the learners have 10 minutes to discuss this.
- Ask a group who are representing the baby to present their findings. Write these on the board. Ask the other baby groups if they have anything to add. Add on any information which has not already been stated by the learners. (10 minutes)
- Repeat for the mother groups. (10 minutes)
- Tell the learners that any danger signs mean that the mother or baby should go immediately to the TBA or health clinic.

Step 3 10 Minutes – Evaluation and Conclusion

- Ask the mother groups to call out some danger signs for a new born baby.
- Ask the baby groups to call out some danger signs for a new mother.
- Summarize the lesson by stating:
 - A mother and baby may be in a healthy condition in hospital but problems may develop at home which require immediate medical attention.
 - That we need to know all the danger signs so that we will know what to do.

MODULE G

Lesson 94: Review for Module

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Review module of safe pregnancy and childbirth.

Background Information:

TRUE/FALSE Statements for the QUIZ

1. Family planning is a joint responsibility between a couple.
2. Explain
3. Using condoms can prevent you from getting an STD or HIV.
4. Explain
5. Pregnancy is woman's business.
6. Explain
7. Childbirth and a baby's first days are woman's business and a man should not interfere.
8. Explain
9. 6 out of 10 babies delivered in Liberia are born at home.
10. Explain
11. Having lots of babies is good.
12. Explain
13. If a pregnant woman feels healthy, she doesn't need to visit the clinic or midwife.
14. Explain
15. Knowing your HIV status will help you protect your baby.
16. Explain

Regular questions

17. List 3 benefits of family planning.
18. List 3 methods of family planning.
19. List another 3 methods of family planning
20. Which family planning method(s) prevent transmission of STDs/HIV?
21. Name the health risks associated with any one family planning method.
22. Name the health risks associated with a different family planning method.
23. Explain why it is important to space pregnancies.
24. What are some of the reasons some couples want to have lots of children.
25. List some reasons why having a few children is good.
26. List 3 signs of pregnancy.
27. Name 3 things which help to make a safe pregnancy.

28. Name another 3 things which help to make a safe pregnancy.
29. What are some of the common health issues a pregnant woman may experience?
30. What should you do if you notice bleeding from the vagina during a pregnancy?
31. Name 3 things a health worker may do when you go for a pregnancy check up.
32. What is the difference between the words labor and delivery?
33. Name 2 signs of a woman going into labor.
34. What could happen if the signs of labor are not recognized early enough?
35. After childbirth, list some of the danger signs that things are not going well for the mother.
36. After childbirth, list some of the danger signs that things are not going well for the new baby.

Activities:

Step 1 5 minutes – Review and Introduction

- Explain to learners that today's lesson is going to be a quiz about the module.
- Explain that it is in preparation for the short assessment of the module which will occur the following lesson.

Step 2 35 minutes – Main Activity 1 – Quiz

- Ask learners to sit in groups of 6-7 people and ask them to assign one person as spokesperson.
- Explain the rules of the quiz:
 - The first team will be asked a question and given 10 seconds to provide the answer.
 - If they get the answer correct, they receive 1 point.
 - If they get the answer wrong, the question goes to the next team, if they get it correct, they get 1 point. If they get it wrong it goes to the next team and so on.
 - The team who has the most points at the end of the quiz wins
- Ask each team to make up a name for their team. Write up all the teams' names on the chalk board so that each team's scores can be clearly seen.

Step 3**10 minutes – Conclusion and Follow up**

- Explain that the assessment in the next lesson will be no harder than what they have just done in the quiz.
- Ask learners to reflect back on the module in preparation for the assessment.

MODULE G

Lesson 95: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner’s pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

#	Statements	√ (T)	× (F)
1	Family planning is the responsibility of a woman only.		F
2	Having many children and not spacing them between births can affect a woman’s health and wellbeing.	T	
3	Condoms prevent pregnancy and diseases that are spread through sexual intercourse.	T	
4	There are different kinds of family planning methods.	T	
5	Encouraging late marriages of our girl children can help to ensure a safe pregnancy.	T	
6	Pregnant women must be prevented from seeing a doctor, nurse or traditional birth attendant.		F
7	A man and his partner should begin planning for delivery during the eighth month of the pregnancy.		F
8	Abstinence is 100% safe in preventing pregnancy and diseases that are spread through sex (STDs).	T	
9	It is okay for a girl below 17 years to get pregnant.		F
10	If a pregnant woman feels healthy, she doesn’t need to visit the clinic or midwife.		F

Activities:

Step 1 10 minutes –Introduction

- Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.

Step 2 30 minutes – Main Activity 1 – Assessment

- Conduct the assessment

Step 3 5 minutes – Evaluation, Conclusion and Follow up

- Collect in the papers from the learners
- Thanks them for their time and let them know that they can have their scores in the next lesson.
- Explain briefly that the next module will be about the environment.

Module H: My Environment

Module H

After these lessons, learners will be prepared to:

- Describe how man is dependent on the environment to survive.
- Identify man's impact on the environment and climate change.
- Identify what can be done to reduce the harmful impact man has on the environment and climate change.

Overview

- Man needs food, water, oxygen and shelter to survive. All of these needs are found in the environment and without any one of them, man would die. In our ancestors' time we were living in harmony with our environment and recognized that what we took had to be given back or it would vanish for ever for example, we hunted animals for food, we cut down wood to use for cooking fires or shelter. In those times, we knew that we should not cut down all the trees and/or the young trees or kill animals which had young as it was necessary to leave these resources for our children and grandchildren. However, the impact of an increasing population, the devastation of a civil war and the increasing consumerism of society means that these resources that we rely on are decreasing sometimes at a rapid pace. Trees are now being cut down by logging companies and the wood exported with the local communities only receiving a small proportion of the profits. Fishermen are now fishing with nets or cyanide bombs so that they catch more fish to sell. The result is that there is now a strain on the natural resources that we have, less fish are in our seas and rivers, we have to walk further into the forest to get firewood etc. Deforestation results in many other negative impacts on the environment including contributing to global warming and climate change, soil erosion, landslides, flooding etc. Unless action is taken now, some of these negative impacts will be irreversible and will make more and more Liberians sink into poverty.
- This module will look at the relationship between man and the environment, the consequences of man's actions on the environment and also climate change. It will examine how Liberians at the community level can adapt their lives to the changing situation and how the negative impact that man has on the environment can be reduced.

Learning Objectives: The learner who successfully completes this eight-week module should be able to:

- Explain the importance of the natural environment to human beings.
- Explain how the natural environment influences their lives.
- Explain the impact of climate change on the lives of Liberians.
- Identify how we can adapt and reduce our impact on the environment and thus climate change.

Links With Other Modules: Health and Hygiene, Psychosocial Wellbeing.

Estimated Length of Module: This module will be covered in eight weeks with an additional 3 weeks allocated to service learning.

List of Numbered Lesson Titles:

LESSON	MODULE H LESSON TITLES
96	Introduction – What Does Man Need to Survive?
97	Is Everything We Need Readily Available?
98	What Are the Consequences of Man’s Action on the Environment? (Part 1)
99	What Are the Consequences of Man’s Action on the Environment? (Part 2)
100	What Are the Consequences of Man’s Action on the Environment? (Part 3)
101	What Are the Consequences of Man’s Action on the Environment? (Part 4)
102	Reducing the Impact of Environment Issues at the Community Level – Development of Work Plan
103	Reducing the Impact of Environment Issues at the Community Level – Development of Work Plan
104	Reducing the Impact of Environment Issues at the Community Level – Field Work
105	Reducing the Impact of Environment Issues at the Community Level – Field Work
106	Reducing the Impact of Environment Issues at the Community Level - Evaluation
107	Reducing the Impact of Environment Issues at the Community Level - Presentation
108	End of Level Assessment Review
109	End of Level Assessment

Evaluation:

- In order to assess learners' understanding of the lesson, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the module and of each lesson of the module.

MODULE H

Lesson 96: Introduction: What Does Man Need to Survive?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List 3 things that man needs to survive.
- Identify where these needs are located.

Links With Other Lessons and Materials:

- Health and Hygiene, Psychosocial Wellbeing

Key Words:

- Oxygen, Food, Water, Shelter, Environment

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or on classroom wall
- Short story of Betsy and Grandfather John (Background Information section)
- Activity workbook

Background Information:

- For us to survive, we require food, water, oxygen and shelter. If one or more of these are missing we will die. All of these factors are directly related to the environment – our food comes from plants, fish and animals, water comes from a river or well, oxygen is found all around us and is produced by trees and our homes are all made of things which started in the environment for example, glass windows from sand, cement/concrete from sand, gravel and lime, tin roof from mining the tin etc. In previous times, all these items were more easily accessible but now people are finding it more and more difficult to find some of the items that they require to survive. People are experiencing crop failure, water sources drying up or becoming polluted, people may have to walk further to find food or to plant their crops; all of which are affecting people's lives in a negative way. Additionally the prices of good are increasing as the items become more difficult to find.

Short story for Step 2 of lesson

Grandfather John and Betty were sitting on the wall outside Betty's home chatting. Betty was chatting about how much she needed all these new clothes, shoes and makeup or she would just die. Grandfather John sat listening to her with a big smile on his face and said; "Betty, my dear, at the moment you are young and you still don't really understand what things you need to stay alive and what things you think you need. I can assure you that if you don't have new clothes, shoes and makeup, you will still live, but hey if you didn't have"

Learning Points or Key Messages:

- All human beings need water, food, oxygen and shelter to survive.
- Water, food, oxygen and shelter are all found in the environment.

Activities:

Step 1 10 Minutes – Introduction to Module

- Explain to learners that we are starting a new module. State the objectives of the module:
 - To look at man's impact on the environment.
 - To identify what man can do to reduce his negative impact on the environment.
- Brainstorm with learners what they understand by the word environment – point to the key word on the chalkboard.
- Explain to learners that there is the natural environment for example, sea, rivers, deserts, forests, farmland, mountains etc and there is the man made environment for example, houses, towns, factories etc.

Step 2 15 Minutes – Main Activity 1 – What Do I Need to Survive?

- Ask the learners to sit in groups of 4-6 people.
- Read out the short story to the learners about the Grandfather and Betty (see Background Information section).

- Tell the learners that they have 5 minutes to finish the story about what they need to stay alive.
- Ask one group to state what they need to stay alive. Ask the other groups if they have anything to add. Write up all the points on the board under the heading “What do I need to survive?”
- Ask learners to look in their workbooks at Lesson 95. Ask learners to complete the exercise. They can work in pairs if they want to. The facilitator should support as necessary.
- Conclude the activity by saying that we all need food, water, oxygen, shelter to survive. (Some groups may have added in extra points for example, love, friendship, medicines; accept all of these points).

Step 3 15 Minutes – Main Activity 2 – Where Can We Find Everything We Need To Survive?

- For each group, assign them one “need” from the following: oxygen, food, water and shelter. Ask the groups to answer the following questions:
 - *Where does the food, water, shelter or oxygen come from?* For example, food comes from plants, fish and animals, water from a river or well, oxygen comes from our surroundings and is produced by trees, shelter is made from wood (trees), metals (mining), Glass (sand), metals (mining) etc.
 - *Is it easy to get the food, water, shelter or oxygen?*
 - *Has it got easier or harder to find the food, water, shelter or oxygen?*
- Ask each group to present their discussion to the rest of the class. Add on any points which have been missed out.
- Explain to the class that everything we need comes from the natural environment, even things which we think are 100% man made, for example, plastic originally came from oil.

Step 4 5 Minutes – Evaluation, Conclusion and Follow-up

- Ask learners to call out anything they have learned during this lesson.
- Summarize the lesson by stating:
 - Humans need food, water, shelter and oxygen to survive.
 - All our food, water, shelter and oxygen originates/comes from the environment.
 - In some places it is getting harder and harder to find food, water and shelter. People have to travel further and further to find these things.

- **Follow Up:** Ask learners to go home and look around their homes and identify where each of the building materials comes from.

MODULE H

Lesson 97: Is Everything We Need Readily Available?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Describe how availability of some basic needs is becoming more difficult.

Links With Other Lessons and Materials:

- Health and Hygiene, Psychosocial Wellbeing.

Key Words:

- Environment, Shelter, Oxygen, Water, Food, Deforestation, Over-fishing, Farming, Dam Building.

Preparation and Materials:

- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.

Background Information:

- We require food, water, shelter and oxygen to survive, all of these 4 needs are found in the natural environment. However, in some places it is getting more difficult to access these needs. This is usually due to direct or indirect action by man. For example, people would hunt in the forest for animals and for fruits for example, apples and monkey nuts. The cutting down of the forest by logging companies and by charcoal workers means that the villagers now have to walk further to find food (either plants, fruits or animals) and that there is less and less food available. Another example is how fishermen may use fishing nets with very small holes to catch fish. All of the fish whether they are small or big are caught and as the small ones can't be sold, they are thrown back dead into the river. There are now less fish in the rivers and fishermen spend longer fishing for a smaller catch.

Learning Points or Key Messages:

- **There is more demand for food, water and resources than ever before due to an increasing population and increasing consumerism.**

Activities:

Step 1 5 Minutes - Review and Introduction

- Review the previous lesson. Ask learners to quickly call out various materials which their houses are made of and where the materials originally came from.
- Ask learners to name the four things that we need to survive. Explain that oxygen is readily available although air pollution can affect the level of oxygen in the air.
- Introduce the lesson's objectives by stating:
 - We will examine how available food, water, shelter are to everyone.
 - We will examine why the availability of food, water, shelter is becoming more difficult.

Step 2 30 Minutes – Main Activity 1 – Availability Of Resources

- Remind learners that in the last lesson, we looked at the availability of food, shelter and water and how availability of these resources is becoming more limited in some places. Explain that in this lesson we will look at the reasons why the availability of these resources is becoming more limited.
- Ask learners to sit in 3 groups - water, shelter and food. (If the groups have more than 6 people in them, further sub-divide). Ask the learners to think why in their communities or somewhere else in Liberia, the availability of water, food and shelter materials have decreased. Use the following questions to help:
 - Are there more or less trees around now? Why is this?
 - Are there more or less animals around now? Why is this?
 - Are we having better or worse harvests now? Why is this?
- Ask each group to present their findings. Invite comments/suggestions from other groups.
- Summarize each group's discussion and add any additional points not mentioned in the discussion. The main point should be that there is more demand for food, water and resources than there was before. This is due to an increasing population.

Step 3 10 Minutes – Evaluation, Conclusion and Follow-up

- Ask each group to summarize one of the other groups findings for example, the water group can summarize the food group's findings etc.

- Summarize the lesson by stating that :
 - Availability of many foods, water and shelter materials is becoming more difficult.
 - The demand for resources including food and water has increased.
 - Population growth also means more demand for basic resources.

- **Follow Up:** Ask learners to speak to someone in their family or community about the availability of resources including food and water and how it has changed over the years.

MODULE H

Lesson 98: Consequences of Man's Action on the Environment - Pollution

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify how man is having a bad impact on the environment.
- Identify at least 2 types of pollution.
- Recognize 2 harmful effects of pollution on human health.
- Identify good ways of getting rid of man-made things that cannot be recycled.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Pollution, Environment, Air, Water

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Background Information:

- Man can have a negative or bad impact on the environment and he may even be unaware of it. Sometimes the bad effects can not be felt, seen or heard for days, weeks, months or even years afterwards. This then makes it very difficult for people to understand that what they are doing to the environment may have a bad effect which may not affect them personally but could affect their children or grandchildren. However, it is necessary for people to know of the effect that they have and to not only think of the short term benefits but also of the long term impact of their action.
- In Liberia many people will throw away their rubbish on the streets, in the river, in the sea or they may burn it. People throw away anything which they no longer need and they will often throw it a long way from their homes as they do not want the smell or the sight of the rubbish near them. By throwing it a long way from their homes means that they are aware that it is not good and can be bad for them. Throwing rubbish anywhere can result in air and water pollution which can lead to health problems.

- Many factories or mines in countries like Liberia do not follow international safety standards about the disposal of waste or rubbish. This may be because they are unaware of the problems which they may cause or because there is no enforcement of laws regarding the disposal of waste or that there are no laws in place regarding waste disposal. The result is that these factories or mines can pollute rivers, the sea and the air around them which can lead to health issues.
- Some people do not have bathrooms and use the rivers or sea or forests as their toilet. This again can pollute the water and the soil/ground and may lead to health problems.

Examples of Pollution:

- Making the beaches, rivers, and creeks dirty with human waste and garbage. Depositing human waste too close to wells can also spoil the drinking water for an entire community. This is **water pollution**.
- Charcoal production requires more wood to be cut down than would be used for firewood. When it is burned, it can cause lots of smoke and spoil the air around us. This is **air pollution**.
- Smoke from cars, generators, and burning rubber makes the air dirty and not good to breathe. People may keep generators inside their houses to prevent thieves from stealing them. The generators are usually in poorly ventilated areas and this can result in health problems and even death. This is **air pollution**.
- Throwing away or burning our rubbish like batteries, plastics and tins, makes the air and ground bad, and that can make us sick. This is **air and ground pollution**.
- Used oil from machines thrown in water or on soil can ruin the water and soil. This is **ground and water pollution**.
- Oil spills in the ocean and in our water ways (rivers, streams) kills the fish and animals that live in the water. This is **water pollution**.
- **Pollution** is when waste (or harmful things) are kept in places that they are not supposed to be. Water can be polluted by oil spilling from ships. We pollute our beaches by using them for toilets and dump-piles. For example, the many diesel generators around the country pump huge amounts of poisonous gas into the air (atmosphere) which human beings and other animals breathe. Breathing this kind of air over a long period of time can cause very serious breathing illnesses. Some even say that this can cause cancer.

Learning Points or Key Messages:

- **Pollution is when something that is poisonous or has other harmful effects is introduced into or exists in the environment.**

Activities:

Step 1 5 Minutes – Review and Introduction

- Review the last lesson by asking learners to speak to the person sat beside them about the changes that a member of their community or family has seen in the availability of resources.
- Introduce the lesson and its objectives:
 - To look at the impact man is having on the environment.
 - To list 2 types of pollution.
 - The harmful effects of pollution on our health.
 - How we can reduce pollution.

Step 2 10 Minutes – Main Activity 1 – Household Waste

- Brainstorm with learners about the meaning of the words “Waste” and “Rubbish”.
- Ask learners the following questions:
 - *How do most people in your community get rid of their household waste/rubbish?*
 - *Do you think this is a good way to get rid of waste? Explain.*
 - *Can you think of any health problems from throwing away household waste like this?*
 - *Can you think of any better ways in which we can get rid of our household waste/rubbish?*
- Fill in any points which the learners have missed out.

Step 3 15 Minutes – Main Activity 2 – Factory Waste/Mine Waste

- Ask learners the following:
 - *Are there any factories or mines close to where you live?*
 - *Where does the factory or mine throw their waste?*
 - *Is this a good or bad way to get rid of their waste? Explain.*
 - *Are there any health problems from the factories or mines because they throw away their waste like this?*
- Fill in any points which the learners have missed out

Step 4 10 Minutes – Main Activity 3 – Toilet waste

- Ask learners the following questions:
 - *Are there some people in the community who do not have a toilet?*
 - *If yes, where do they go to the toilet?*
 - *Is this good or bad? Explain.*
 - *What could be some of the health problems caused by people not using a toilet?*
- Fill in any points which the learners have missed out.

Step 5 10 Minutes – Evaluation, Conclusion and Follow-up

- Let the learners know that this lesson has been about discussing **POLLUTION** – when harmful substances can get into the water, air or ground for example, from factories, mines, human waste, household waste.
- Ask learners to look at Lesson 97 in the activity workbook and to complete the activity. They may discuss this with other learners but should complete the activity individually. The facilitator can support as necessary.
- Summarize the lesson by stating:
 - If any kind of waste is not disposed of properly, it can cause pollution and health problems.
- **Follow Up:** Ask learners to discuss with someone in their community about how waste/rubbish is disposed of and if this is good or bad. Ask them to discuss what some of the good ways of disposing of waste are.
- If there is not enough time to complete the workbook activity, the learners can do it as homework.

MODULE H

Lesson 99: Consequences of Man's Action on the Environment - Slash and Burn Farming

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify how man is impacting negatively on the environment.
- Understand the benefits and disadvantages of slash and burn farming.

Links With Other Lessons and Materials:

- Health and Hygiene Module.

Key Words:

- Environment, Slash and Burn, Farming, Impact, Corn, Cassava

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Short story about slash and burn farming

Background Information:

- Farming is a major source of livelihood for Liberians, especially those living in rural areas and villages. One common method of farming in many areas is slash and burn farming where the land is cleared of trees and bushes, the small bushes and grasses are all burnt off and crops usually corn and cassava are planted. There are some advantages of this type of farming but these are short term and the long term negative/bad impact is far greater.

Slash and Burn Farming	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Land becomes available quickly. • Hardwood can be sold. • Other trees cut down can be used as firewood. • Soil is relatively fertile when the land is newly cleared. 	<ul style="list-style-type: none"> • Farmers can only use the land for 1-2 years. • Top soil is very thin and gets washed away easily if the land is on a slope. • Soil erosion is high. • Risks of flooding and landslides increased if land cleared on a slope/hill. • Burning causes release of carbon dioxide and contributes to global warming. • Wild animals and birds no longer have anywhere to live.

Case study

A family wants to begin preparing the land for planting corn and cassava. They have decided to clear the land on the hillside above their small house. They know their grandparents said this piece of land should be left as forest. They remember their grandparents saying that the trees protected the house from landslides and flooding, the trees also provided food and good hunting grounds for animals. The father thinks in the 10 years he has lived here, there has never been a flood or landslide and they only go hunting occasionally so they may as well clear the land for growing crops rather than having to clear land 5km away. They clear the land, sell the wood to a logging company and plant corn and cassava. That year it rains more than usual.

Learning Points or Key Messages:

- **Slash and burn farming has short term benefits of providing firewood and possibly hardwood to sell.**
- **Disadvantages of slash and burn farming are that it can cause soil erosion, landslides and floods. Farmers will have to move on every 1-2 years as the topsoil gets washed away and crops will no longer grow.**

Activities:

Step 1 10 Minutes – Review and Introduction

- Ask for 3 volunteers to stand up and speak about one of the following: throwing away household rubbish, factory waste and human waste. Ask other learners to add in any points which have been missed out.
- State that during this lesson we will be looking at a very popular farming practice in Liberia and will look at the positive and negative impact of this practice.
- Ask the learners how many of them are farmers or know of someone who is a farmer.
- Ask learners why farming is so important to Liberians and people around the world.
- Ask learners if they know of one of the really common types of farming – slash and burn and what it means.

Step 2 15 Minutes – Main Activity 1 – finish the story – Slash and Burn Farming

- Explain to learners that we are now going to look at the positive and negative impacts of slash and burn farming on our lives and communities.
- Explain to learners that you are going to read out a short story (from Background Information section) which is not complete. Explain that you will go around the class asking each learner to add a sentence to the story of what happens next. Tell the learners that each sentence must relate to the sentence before it. Read the short story (10 minutes).
- Quickly summarize the story which has been developed by the learners.

Step 3 15 Minutes – Main Activity 2 – Discussion

- Ask the learners to sit in pairs and to think of the story in the previous activity and to discuss the following questions:
 - *What are the benefits of slash and burn farming?*
 - *What are the disadvantages of slash and burn farming?*
 - *Are there alternatives to slash and burn farming, what are these?*
- Discuss the learners' responses, accept comments from other learners.

Step 4 5 Minutes – Evaluation, Conclusion and Follow-up

- Ask 2-3 learners to state some of the key points from the lesson.

- Summarize the lesson by stating that:
 - Slash and burn farming has short term benefits of providing firewood and possibly hardwood to sell.
 - Disadvantages of slash and burn farming are that it can cause soil erosion, landslides and floods. Farmers will have to move on every 1-2 years as the topsoil gets washed away and crops will no longer grow.
 - Alternatives to slash and burn farming can include rotating crops and terracing.

- **Follow Up:** Ask learners to speak to members of their community or families about the advantages and disadvantages of slash and burn farming. Ask them to find out what alternatives there are and what the advantages of these alternatives are.

MODULE H

Lesson 100: Consequences of Man's Action on the Environment – Sand Mining

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain what sand mining is and why people do it.
- State the 2 harmful effects of sand mining on the environment.
- Suggest at least 2 ways that sand mining could be prevented.

Links with other Lessons and Materials:

- Health and Hygiene Module

Preparation and Materials:

- Copy of Sonie's Story.
- Poster Sheets.
- Chalk.

Background Information:

- Sand mining is a common activity in Liberia and occurs in coastal areas (sea sand), river beds and also on land. Sand may be mined by individuals who then sell the sand to either companies or to individuals for building purposes or it may be mined commercially.
- Sand mining has a number of different impacts on the environment which depends on the quantity of sand mined and where it is mined.
- In coastal areas, the mining of sand can result in erosion of cliffs or sand dunes which may result in houses which were previously safe from the sea being flooded at particular times or falling down. In addition the freshwater courses may be polluted by the sea water.
- In river and land areas, mining of sand can result in erosion and serious flooding. The direction of the river may be changed as a result of the sand mining and this can mean that houses which were previously located away from the river are now in the line of the river.
- For the sand miners, there are health risks – these include respiratory illnesses for example, coughs and lung infections, eye problems and in coastal areas, the salt in the sand may cause hands and legs to become dry and cracked and then easily infected if there are any small cuts.

Learning Points or Key Messages:

- Due to an increase in construction works, the demand for sand has increased.
- Sand mining can affect the sea currents, course of a river and result in erosion and flooding.
- Sand miners can become sick with respiratory illnesses, cuts which will not heal due to continuous submersion in sea water and other illnesses.

Activities:

Step 1 10 Minutes – Review and Introduction

- Ask members of the class to share alternatives to slash and burn farming and the advantages of these alternatives. Ask learners what are the advantages and disadvantages of slash and burn farming.
- State the objectives of this lesson:
 - Explain what sand mining is and why people do it.
 - State the 2 harmful effects of sand mining on the environment.
 - Suggest at least 2 ways that sand mining could be prevented.

Step 2 25 Minutes – Sand Mining

- Brainstorm with learners the following questions:
 - *Where does sand mining occur?*
 - *What do people use the sand for?*
 - *What are the advantages of sand mining?*
 - *What is the impact of sand mining on the environment?*
 - *Are there any health problems associated with sand mining?*
 - *Can you think of any alternatives to how the sand is mined to prevent the health and environmental problems?*

Step 3 10 Minutes – Evaluation, Conclusion and Follow-up

- Summarize the main points of the lesson by stating that:
 - Sand mining has short term economic benefits for the individuals involved.
 - The long term impacts of sand mining include the changing of the river course, changes in sea currents which result in erosion and flooding.
 - Sand miners can become sick with respiratory illnesses, cuts which will not

heal due to continuous submersion in sea water and other illnesses.

- **Follow Up:** Learners to discuss with people in the community who are involved in sand mining (if available) about the benefits and disadvantages.

MODULE H

Lesson 101: Consequences of Man's Action on the Environment - Deforestation

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- State at least 3 effects of deforestation on the natural environment and communities.

Links with other Lessons and Materials:

- Health and Hygiene, Psychosocial Well-being, Negotiation and Mediation

Key Words:

- Environment, Deforestation

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Background Information:

- Forests provide essential resources such as food, firewood, building materials, medicines and many other things. Trees and forests also play an important role in sustaining a healthy environment. They keep the air and water clean, prevent erosion and flooding, enrich soil, make homes for birds, animals and plants, provide shade and make our communities beautiful.
- But because forest resources are valued by industries as well as by communities and because the land under forests is sometimes wanted for other uses, forests around the world are being cleared faster than they can grow back. Sometimes logging companies or other industries that clear forests, such as mining, offer people sources of income they desperately need.
- Deforestation, cutting down whole forests, is a problem for our country. We need to find a balance between the need to use land and resources and the need to protect these resources for the future. Whenever too much of a natural resource is used, far-reaching and long-lasting harm results. In order for forests to continue providing wood, food and other resources and to sustain a healthy environment, they must be well cared for, managed fairly and well and used wisely.
- We clear the forests for farming, mining, making roads and building homes for settlements. Too much clearing of forest kills the trees and drives the animals from their homes. This also leaves the ground bare and destroys the useful things, which make our

plants grow well.

What Is Deforestation?

- Deforestation is the cutting down of trees in large numbers by communities, townspeople or commercial logging companies. It occurs when forests are converted to non-forest areas for building of more homes, agriculture and other reasons without sufficient reforestation (replanting of trees).

What Are The Effects Of Deforestation On The Natural Environment?:

- **Extinction Of Animal And Plant Species:** When trees are cut down, animals lose their place to live and have to move. If there is nowhere for them to move to, they will die. Plants which live in the forest may die if the trees are cut down as they require the forest conditions to live. The loss of animals and plants can affect the livelihoods of communities who rely on these.
- **Heavy Soil Erosion:** Trees make up the forests. Tree roots hold the soil in place. Without trees soil erosion and landslides easily happen. When heavy rains come, soil is easily carried to lower areas especially to communities at the foot of the mountains.
- **Greenhouse Effect:** Trees absorb a gas called carbon dioxide (this is the gas that we breathe OUT) and this helps to keep the earth's temperature stable. However when we cut down trees, they can no longer absorb carbon dioxide which means that the level of carbon dioxide in the air around us increases. Through time, due to increasing levels of carbon dioxide, the earth's temperature increases. This is known as global warming and can cause increases in sea level, or can cause fertile farming land to become desert etc.
- **Flooding:** One major importance of forests is that they absorb water quickly in great amounts during heavy rains. But due to the cutting down of trees, there are no trees to absorb the water and the result is flooding. At the same time, logs or branches from the trees may fall into the river and block the flow of water which can result in flash floods. *Give examples of flooding in areas around Liberia for instance Ganta, Coca cola Factory, Doe Community, Sinkor Old Road in Monrovia areas.*
- **Landslides:** The roots of the trees hold the soil together. This prevents the soil from getting eroded by wind or water. When trees are uprooted, there will be nothing to hold the soil together thus increasing the risk for landslides which can seriously threaten the safety of people and damage their properties.
- **Desertification:** After several harvests of the forest the cleared land is no longer suitable for planting trees. In countries to the north of Liberia, for example, where it is very dry, this can become desert. Global warming also contributes to this.

- **Degraded Watershed:** When forest turns to desert land, water levels are reduced leading to the loss of sustained water for lowland communities. Trees can change the amount of water in the soil, groundwater and in the atmosphere.

Learning Points or Key Messages:

- **Deforestation is the cutting down of trees in large numbers by communities, townspeople or commercial logging companies.**
- **Deforestation can have short term financial gains for communities and individuals.**
- **Deforestation has long term negative impacts on the environment and communities. This includes loss of plants and animals which are used as resources by the communities.**
- **Erosion, landslides and flooding are more common after cutting down of forests.**

Activities:

Step 1 10 Minutes – Review and Introduction

- Review the previous lesson on sand mining.
- Explain that this lesson will look at the impact of deforestation on the environment and our communities.
- Ask learners if they understand what the word “deforestation” means – explain if necessary.
- Take responses from the groups highlighting key words mentioned by the learners and give a simple definition. [*Deforestation is cutting down of trees in large numbers by communities, townspeople or commercial logging companies*]. Point to the key word on the chalkboard or classroom wall.

Step 2 15 Minutes – Main Activity 1 – Benefits Deforestation Brings To Communities

- Ask learners to work in pairs and to discuss what benefits deforestation brings to communities and individuals (remember that some learners may have very strong views about the pros and cons of deforestation if they are directly involved with it).
- Ask one pair to state one benefit. Ask the next pair to list another benefit. Continue until there are no more benefits to be added by the learners.
- Summarize all the benefits of deforestation.

Step 3 15 Minutes – Negative Impact Of Deforestation On Communities

- Ask the learners to choose a different person to work with and to answer the following questions:
 - *What are some of the disadvantages of deforestation?*
 - *What will happen if all the trees in Liberia have been cut down?*
 - *When trees are cut down, and it rains, what happens to the soil?*
- Ask each pair to describe ONE disadvantage of deforestation. Continue until there are no more disadvantages.
- Add on any information not included by the learners for example:
 - Disappearance of plant and animal species (extinction).
 - Heavy soil erosion.
 - Release of more carbon dioxide into the air (Greenhouse effect).
 - Flooding.
 - Landslides.
 - Desertification.
 - Reduction in the water level (degraded watershed).

Step 4 5 Minutes – Evaluation, Conclusion and Follow-up

- Ask learners to call out the advantages and disadvantages of deforestation.
- Summarize the lesson by stating that:
 - Benefits/advantages of deforestation are usually short term.
 - Disadvantages are short and long term and include:
 - Disappearance of plant and animal species.
 - Heavy soil erosion.
 - Release of more carbon dioxide into the air.
 - Flooding.
 - Landslides.
 - Desertification.
 - Reduction in the water level.
- **Follow Up:** Ask learners to speak to people in their communities about the positive and negative impact of deforestation upon their lives.

MODULE H

Lesson 102 : Reducing the Impact of Environmental Issues at the Community Level - Development of Work Plan – Part 1

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Develop a plan on how to reduce the impact of one environmental issue within our community

Preparation and Materials:

- Flash cards with key words
- Key words displayed on chalkboard or classroom wall

Key Words:

- Environment, Pollution, Sand Mining, Slash and Burn Farming, Deforestation, Listening, Negotiation, Communication

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

- In the previous lessons on the environment, the impacts (positive and negative) which man is having on the environment in Liberia were explored. The positive and negative impact or effect that these have on the community or families was examined.
- The next 5 lessons will cover the service learning component of the life skills curriculum (refer to Service Learning Manual) and will focus on the development, implementation and evaluation of a plan to reduce the impact of one environmental issue which is affecting the community that the learners live in. This will be group work and the class will choose one particular environmental issue to focus upon, the environmental issue will be one which the impacts and effects on the community have already been explored in previous lessons.
- Before the actual “field work” begins, the facilitator should ensure that the locality for each team to work in is clearly defined. The facilitator may if necessary provide support to the groups to find suitable ‘experts’ (if available) on the environmental issue.
- The overall plan **may include** the following:
 - Initial survey to identify how widespread the environmental problem is in a particular locality or neighborhood.

- Community meetings to discuss the environmental impact of the issue – both positives and negatives can be discussed
- Public awareness campaigns
- Meetings with the community to discuss how to reduce the negative impact of the issue
- Talks from experts (if available) on the environmental issue
- And others

Learning Points or Key Messages:

- **The importance of team work and the clear allocation of roles is very important in any group exercise.**
- **Listening to others opinions and developing solutions from these inputs is a good skill to have.**

Activities:

Step 1 25 minutes – Review and Introduction

- Ask learners to quickly state the different environmental issues which are affecting Liberia today. Ask learners to state the impact or effect that these environmental issues are having on the community.
- Explain to learners that the next 5 lessons will be project work/service learning and there may be work that needs to be done out of lesson time.
- Explain to learners that they will be developing and implementing a plan to reduce the negative impact of either pollution, deforestation, sand mining or slash and burn farming on the community.
- Ask the groups to list what environmental problems this particular community experiences. Write this list on the chalkboard.
- Ask learners to brainstorm some possible solutions to each of the environmental problems identified. Write these on the chalkboard.
- Explain to the learners that we will focus on one of the environmental problems they have identified above and it is now necessary for them to vote for which problem they would like to explore in more detail.
- Voting can either be done in a secret ballot with each learner writing down what environmental problem they would like to become the service learning project or they may vote by a display of hands or any other means

that the facilitator feels appropriate. THE IMPORTANT THING IS THAT IT IS THE LEARNERS THEMSELVES WHO DECIDE UPON WHAT ISSUE THEY WISH TO DEVELOP INTO A PROJECT.

Step 2 **20 minutes – Main Activity 1 – Preparation for Project Work**

- All learners should be in groups of approximately 6 people. One person should be nominated the team leader.
- Explain to the groups that each group will develop a plan of action (example of plan can be found in the Service Learning Manual) on how we may reduce the impact of that environmental problem on the community.
- Explain to the groups that when we develop an action plan – there is a process that we need to follow and various questions (written on chalkboard) which need to be answered:
 - *What is the goal of the team? – what do they want to achieve by the end of the project?*
 - *What are the mini or smaller goals which are needed to help the team achieve the overall goal?*
 - *What tasks or activities need to be done for the mini goals to be achieved? (Provide examples from the Background Information).*
 - *What order do they tasks need to be done in? Are there some tasks which need to be done at the same time?*
 - *Who will do each of these tasks? For example will everyone do each task or will the group divide up roles/tasks?*
 - *When does each task need to be completed by? (day or time)*
 - *What support is required from the facilitator or anyone else to complete the project?*
- The possible activities which may be conducted should be shared and brainstormed with the learners (from Background Information).
- Explain to teams that they may need to spend some time outside of the regular lesson to implement their plan.
- Each group/team should have flipchart paper to help them plan. If possible there should be one literate learner with each group to record what each person should be doing. If this is not possible, let each group know that they should each know what they have to do and by when.
- Advise the teams that they have the remainder of this lesson, the next one and any time out of regular class hours to develop their plans. Where

possible the major points of the plan should be written down by a member of the team.

Step 3 **5 minutes – Conclusion**

- Congratulate the teams on their progress today and let them know that they still have another lesson to finish the development of their plan.

MODULE H

Lesson 103: Reducing the Impact of Environmental Issues at the Community Level - Development of Work Plan – Part 2

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Develop a plan on how to reduce the impact of one environmental issue within our community

Preparation and Materials:

- Flash cards with key words
- Key words displayed on chalkboard or classroom wall

Key Words:

- Environment, Pollution, Sand Mining, Slash and Burn Farming, Deforestation, Listening, Negotiation, Communication

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

- In the previous lessons on the environment, the impacts (positive and negative) which man is having on the environment in Liberia were explored. The positive and negative impact or effect that these have on the community or families was examined.
- The next 5 lessons will cover the service learning component of the life skills curriculum (refer to Service Learning Manual) and will focus on the development, implementation and evaluation of a plan to reduce the impact of one environmental issue which is affecting the community that the learners live in. This will be group work and the class will choose one particular environmental issue to focus upon, the environmental issue will be one which the impacts and effects on the community have already been explored in previous lessons.
- Before the actual “field work” begins, the facilitator should ensure that the locality for each team to work in is clearly defined. The facilitator may if necessary provide support to the groups to find suitable ‘experts’ (if available) on the environmental issue.
- The overall plan **may include** the following:
 - Initial survey to identify how widespread the environmental problem is in a particular locality or neighborhood.

- Community meetings to discuss the environmental impact of the issue – both positives and negatives can be discussed
- Public awareness campaigns
- Meetings with the community to discuss how to reduce the negative impact of the issue
- Talks from experts (if available) on the environmental issue
- And others

Learning Points or Key Messages:

- **The importance of team work and the clear allocation of roles is very important in any group exercise.**
- **Listening to others opinions and developing solutions from these inputs is a good skill to have.**

Activities:

Step 1 30 minutes – Continue With Development of Plan

- Write the questions to support the development of the group’s plan on the chalkboard.
- Support any of the groups who require assistance.

Step 2 15 minutes – Presentation of Plan

- Ask each group to do a quick presentation of their plan which should include stating the goal, mini goals and main tasks/activities which need to be completed.
- The other learners and facilitator should provide input as necessary.
- Ensure that all groups/teams are ready to start the project work/fieldwork in the next lesson.
- Check with learners where everyone will meet for the beginning of the project work.

MODULE H

Lesson 104 & 105: - Reducing the Impact of Environmental Issues at the Community Level - FIELD WORK

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Implement a plan on how to reduce the impact of one environmental issue at the community level

Preparation and Materials:

- Team plan of action

Key Words:

- Environment, Pollution, Sand Mining, Slash and Burn Farming, Deforestation, Listening, Negotiation, Communication

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

The next 2 lessons and other available time outside of regular class hours will be used by the different teams in implementing their projects at reducing the impact of an environmental issue in their communities.

Learning Points or Key Messages:

- **The importance of team work and the clear allocation of roles is very important in any group exercise.**
- **Listening to others opinions and developing solutions from these inputs is a good skill to have.**

Activities

Step 1 45 minutes – Project Work

- The individual teams will begin to implement their projects. The facilitator will be available to support the teams where necessary and will rotate around the groups to provide assistance.

MODULE H

Lesson 106: Reducing the Impact of One Environmental Issue on the Community - REFLECTION ACTIVITY

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Evaluate effectiveness of project activity at reducing the impact of environmental issues on the community

Preparation and Materials:

- Team plan of action
- Key words on flash cards

Key Words:

- Information, Awareness, Effect, Environment, Pollution, Sand Mining, Slash and Burn Farming, Deforestation, Listening, Negotiation, Communication

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

- After any activity it is very important that we evaluate/assess and reflect on how well the activity went. For example at the end of each life skills lesson, we do a short 5 minute evaluation activity to see if the learning objective(s) of the lesson have been achieved by the learners. Evaluation provides a time for us to reflect on what went well, what went ok and what did not work well and to develop solutions or revisions to future plans with similar or identical activities.
- This was a short term project and it may not be possible to assess how successful the project has been in reducing the impact of a particular environmental issue at the community level.

Learning Points or Key Messages:

- **All activities should be evaluated/assessed for their usefulness and effectiveness. We need to reflect on what happened.**
- **After an evaluation/assessment of an activity or project, we can make the necessary changes so that the same problems do not happen in the future.**

Activities:

Step 1 10 minutes – Review and Introduction

- Welcome the learners back to the classroom. Ask a general question:
 - *How well did the activity/project work go?*
 - *What is the last step of the project activity that we now need to do?* (possible answers: write up the activity, assess how well things went, talk about what went wrong, talk about the successes, discuss next steps etc)
- Explain to learners that a very important step in every activity that we do in our lives is to reflect on how well the activity went.
- Ask learners the following question:
 - *Why is it important for us to reflect on how well an activity went?*
 - *Write up the learners answers on the chalk board.*

Step 2 30 minutes – Main Activity 1 – Reflection/Evaluation

- Ask learners to sit in their teams. Ask learners to look at the team plans they developed, and what their overall goal and mini goals were.
- Ask them to answer these questions in their teams (let the learners know that there is no wrong answer to any of these questions). If necessary the questions can be divided up into 2 blocks, for example, team A address the first few questions and then the other questions are presented to the teams to answer. The questions should be written on the chalk board:
 - *What did the team achieve? What difference can be seen?*
 - *Did the team achieve all of the mini goals from the plan?*
 - *If no, which mini goals did the team not achieve and why not?*
 - *If yes, was the overall goal of your team's project achieved? Explain.*
 - *What was difficult about the project?*
 - *What went well with the project?*
 - *What new skills did the team or individual team members learn?*
 - *How did the team work together?*
 - *How did the team overcome any problems?*
 - *If you had to do this project again, what would the team change?*

➤ *Do you think this project has made a change for the community that we live in?*

- Ask each team to develop a short presentation (5 minutes maximum) on their evaluation/assessment of the project activity. Explain that the teams can present their findings in any way that they like: presentation, role play/drama, song etc but it is important that EVERY team member is involved. Explain that the teams will present in the next lesson.

Step 3

5 minutes: Evaluation, Conclusion and Follow up

- Ask each team if they have finished answering all the questions. Explain that there will be no time in the next lesson to finish these. Explain that if necessary and possible, learners should complete their presentation preparation outside of class hours.
- Conclude that reflection/assessment or evaluation of any activity conducted is a very important part of everything we do. That it helps us improve activities for the future and so that the same mistakes are not repeated.
- **Follow up** – if possible, the learners should meet up to further discuss their presentation for the following life skills lesson.

MODULE H

Lesson 107: Module Assessment: Presentation of Project Evaluation

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Present findings from project evaluation

Preparation and Materials:

- Team plan of action
- Key words on flash cards

Key Words:

- Information, Awareness, Effect, Environment, Pollution, Sand Mining, Slash and Burn Farming, Deforestation, Listening, Negotiation, Communication

Links to Other Modules:

Health and Hygiene (Level 1) and Myself, My family and My Community (Level 2), Peace Education

Background Information:

Presenting the evaluation findings after a project has been completed is very important as it provides the opportunity for other interested people to provide some input for future project activities.

Learning Points or Key Messages:

- **Presentations provide the opportunity for other people to provide valuable input on the activity.**

Activities:

Step 1 5 minutes – Introduction

- Explain that this lesson will be made up of presentations from each group and that each group has 5 minutes to present and 2-3 minutes for questions from the other learners.
- Remind learners that we should respect each other and that some people find it easier than others to do presentations in front of lots of people. We should all be supportive.

Step 2 35 minutes – Main Activity 1 – Presentation

- Ask each team to do their presentation. At the end of each presentation, let 2-3 other learners ask questions if necessary.

Step 3 5 minutes: Evaluation, Conclusion

- Congratulate the learners on doing a very good job with their presentations.
- Ask the learners if they have any questions.
- Conclude that for any project to happen, there must be enough preparation (goal setting, task development and task division with a time line), project implementation and finally project evaluation. If one of these steps is missed out, it will make the project less effective.

MODULE H

Lesson 108: End of Level Assessment Review

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Review all module in Level I

Preparation and Materials:

- Review questions
- Facilitator’s Manual Semester 1 and 2

Background Information

- This lesson will review all 8 modules which have been covered in Level 1 Life Skills and support preparation of learners for the End of Level Assessment scheduled for next week.
- Review questions

Module A: Health and Hygiene

No.	Statement	True	False
1.	The change in weather can bring sicknesses.		
2.	The sperm tube forms part of the male reproductive system.		
3.	Washing our hands before eating will not prevent runny stomach.		
4.	Eating only rice is an example of a balanced diet.		
5.	If I know of anyone who gets raped, I must tell someone about it.		

Module B: Psychosocial Wellbeing

No.	Statement	True	False
1.	The color of my skin is a physical feature that does not form part of my identity.		
2.	My character describes who I am.		
3.	My values determine my behavior.		
4.	A good way to build up one's self esteem is to look down on oneself.		
5.	Respect is a good thing needed for a healthy relationship.		

Module C: Gender-based Violence

No.	Statement	True	False
1.	Knowingly spreading HIV/AIDS is an example of sexual gender-based violence.		
2.	The roles of men and women are fixed and cannot be changed over time.		
3.	The meaning of the word, sex, means to the physical differences between men and women.		
4.	An example of the word, gender, is that women have breasts and men have testes.		
5.	Women cooking food and men hunting for food are examples of gender roles.		

Module D: Peace and Civic Education

No.	Statement	True	False
1.	Excluding others in decision can lead to conflict.		
2.	Fighting is a good way to solve a problem.		
3.	Having false beliefs about others can cause conflict.		
4.	Good health is a basic human right.		
5.	Our different skills and talents can be used to make our communities better.		

Module E: Negotiation and Mediation

No.	Statement	True	False
1.	Bargaining the price of a pair of slippers is an example of negotiation.		
2.	The involvement of a third party to settle a conflict is known as mediation.		
3.	A good mediator takes sides with one of the parties involved in a conflict.		
4.	A good mediator presents his or her decision as final for both parties.		
5.	We are born with negotiation and mediation skills.		

Module F: Managing Stress and Maintaining a Happy Family Environment

No.	Statement	True	False
1.	Everyone reacts to stress in the same way.		
2.	Physical symptoms of stress include high blood pressure, headache and a feeling of hopelessness.		
3.	Stress can be managed by everyone by avoiding unnecessary stress, altering the stressful situation, adapting to the cause of the stress and accepting what can not be changed.		
4.	All major decisions in a family should be made by the head of the family.		
5.	Planning and being committed is the answer to a balanced home and work life and will reduce stress levels.		

Module G: Safe Pregnancy and Childbirth

No.	Statement	True	False
1.	Family planning has no benefit because people cannot choose when they want to have children and how many children they want to have.		
2.	Avoiding man and woman business (abstinence) is the best way to prevent unwanted pregnancy and sexually transmitted diseases.		
3.	Young girls who get pregnant before 17 years old have a higher risk of complications (having problems) during pregnancy and delivery.		
4.	A pregnant woman should visit the nearest health center or a traditional birth attendant every month during the time of pregnancy.		
5.	A woman and her partner should wait until the pregnancy is eight months before they begin planning for delivery.		

Module H: Environment

No.	Statement	True	False
1.	Humans need water and food only to survive.		
2.	Pollution is when something poisonous or harmful is found in the environment.		
3.	Soil erosion and flooding can be two effects of deforestation		
4.	Burning trash is one way to keep our environment free from pollution.		
5.	Digging up and hauling sand from the beaches and rivers has no effect on the natural environment.		

Activities:

Step 1 5 minutes – Review and Introduction

- Explain to learners that today’s lesson is about preparing learners for the end of level assessment and that it will take the form of a quiz but with time to discuss each point.
- Explain that the format of the quiz (true/false) will be the same as for the final assessment.

Step 2 35 minutes – Main Activity 1 – Quiz

- Ask learners to sit in groups of 6-7 people and ask them to assign one person as spokesperson.
- Explain the rules of the quiz:
 - The first team will be asked a question and given 10 seconds to provide the answer ‘True’ or ‘False’.
 - If they get the answer correct, they receive 1 point.
 - The team will receive an extra point if they can provide additional information to support the statement (if it is true) or to correct the statement if it is false.
 - If the team gets the question wrong, the next team may provide the additional information to support or not the statement.
 - The team who has the most points at the end of the quiz wins
- Ask each team to make up a name for their team. Write up all the teams’ names on the chalk board so that each team’s scores can be clearly seen.

Step 3 10 minutes – Conclusion and Follow up

- Explain that the final assessment will be no harder than what they have just done in the quiz but that the learners will be doing it individually and that it is very important to listen carefully to each statement as one word can make the difference between a ‘True’ and ‘False’ statement.
- Ask learners as follow-up to look back at all of the modules which they have covered and to look in their workbooks at the activities. Explain that this will help them in preparation for the assessment. Explain that if they want to work in small groups to prepare for the assessment, that that is a very useful way for some learners to prepare but may not be suitable for all. Remind the learners that their workbooks are a good source of review material

MODULE H

Lesson 109: End of Level Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess learners understanding and knowledge of Level I Life Skills materials

Preparation and Materials:

- Question and answer sheet

Background Information

- This lesson will assess all 8 modules which have been covered in Level I Life Skills.

End of Level Assessment Instructions and Questions

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Explain that for each module covered in Life Skills Level I there will be 5 statements read out. Learners must determine if the statement is TRUE or FALSE.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T in the column headed 'TRUE' if they think the statement is true and the letter F in the column headed 'FALSE' if they think the statement is false. Show the following example to learners on the chalkboard:

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No.	Statement	True	False
1	Today, we are sitting the final assessment for Life Skills Level I.	T	
2	Yesterday, we sat the final assessment for Life Skills Level I.		F

- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are ready.
- Provide the module title and read out statement 1 clearly and slowly.
- Remind learners that the answer to statement 1 for Module A Health and Hygiene should go under the heading Moduel A Health and Hygiene, No. 1.

- Read the statement out again to the learners.
- Repeat the statement one more time.
- Move to statement 2. Call out the number clearly so that learners know that it is the next statement.

Module A: Health and Hygiene

No.	Statement	True	False
1.	Puberty happens at the same age for boys and girls.		
2.	Conception is when one sperm joins with the egg in the woman's uterus.		
3.	Emptying any uncovered containers of water will help prevent malaria.		
4.	Fufu and fish is an example of a balanced meal/diet.		
5.	HIV can only be transmitted through unprotected sex.		

Module B: Psychosocial Wellbeing

No.	Statement	True	False
1.	Our religion is part of our identity which can not be changed.		
2.	Our feelings, thoughts and behavior are all parts of our character and make us who we are.		
3.	My values are defined by the community that I live in.		
4.	A person's values should be respected by everyone.		
5.	Having a high self esteem makes us feel we have things to offer to other people.		

Module C: Gender-based Violence

No.	Statement	True	False
1.	A woman should do her role and a man should do his role. These roles should never mix.		
2.	Gender based violence occurs when someone abuses their power and uses force.		
3.	Men who have been victims of gender based violence should not tell anyone about it.		
4.	The economic, social, sexual and psychological effects of gender based violence are only short term on the victim.		
5.	Girls under 18 who marry according to their family's wishes are victims of GBV.		

Module D: Peace Education

No.	Statement	True	False
1.	Conflict can occur when problems are not solved.		
2.	Our society can be kept peaceful by excluding groups due to their differences.		
3.	One good way to show that you are listening to someone is to repeat back to the speaker what was said.		
4.	Two way communication is one way to solve problems and maintain peace.		
5.	No one wins in a conflict.		

Module E: Negotiation and Mediation

No.	Statement	True	False
1.	Everyone negotiates on a daily basis.		
2.	Negotiation involves the use of a third party to help settle the conflict or problem.		
3.	The solution to a conflict should be agreed by all parties.		
4.	A mediator should have no relationship with either party involved in the conflict.		
5.	Mediation can occur when negotiation has failed.		

Module F: Managing Stress and Maintaining a Happy Family Environment

No.	Statement	True	False
1.	Stress can only be caused when we receive bad news.		
2.	Each person deals with stress in a different way.		
3.	Drinking alcohol daily helps to relieve the symptoms of stress.		
4.	Balancing our work and home lives will result in a happier environment in our homes.		
5.	Developing strategies to avoid unnecessary stress is the first way to prevent stress.		

Module G: Safe Pregnancy and Childbirth

No.	Statement	True	False
1.	All family planning methods can prevent the transmission of sexually transmitted diseases and HIV.		
2.	Feeling sick in the first few months of pregnancy is normal and women do not need to see a health worker or traditional birth attendant to discuss this.		
3.	If a woman experiences headaches and blurred vision after childbirth, she should immediately seek medical attention.		
4.	Childbirth is a woman's business.		
5.	A 15 year old pregnant girl is at no higher risk of complications than a 24 year old pregnant woman.		

Module H: Environment

No.	Statement	True	False
1.	The availability of food, water and building materials is becoming scarcer in many parts of the world.		
2.	Going to the toilet in the river is a good and safe way to remove human waste.		
3.	Sand mining is free from any associated health problems for the miners.		
4.	Slash and burn farming helps to renew the soil and gives a better yield/production of crops.		
5.	Deforestation can provide short term economic benefits to the community.		