

**THIS HANDBOOK IS DEDICATED TO ALL THE TEACHERS IN KITGUM AND
PADER DISTRICTS FOR ALL THE CARE THEY GIVE TO THEIR STUDENTS AND
FOR THE MANY LESSONS THEY TAUGHT US AS WE SHARED TOGETHER.**

HANDBOOK FOR TEACHERS

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INTRODUCTION TO HANDBOOK FOR TEACHERS

You are a teacher and therefore have both the great joy and great responsibility of work with the children in your school. Your skills are a valuable resource and we hope this handbook serves as a support for you in your work.

As a teacher you are an essential part of the Kitgum District Psycho Social Support Program (PSSP) working with a larger team of people which includes: Centre Coordinating Tutors (CCTs), Community Development Assistants (CDAs), Community Volunteer Counsellors (CVCs), health workers, supervisors from the district team, Advisory Committee members, Local Councillors (LCs) and parents.

PSSP was initiated by the district in 1997 in response to the needs of people who had fled their homes after brutal attacks by the Lord's Resistance Army (LRA) rebels. The pilot project in two sub counties was expanded to cover the whole district under a tripartite agreement between Kitgum District, UNICEF, and AVSI. Funding was provided by UNICEF and AVSI which offered technical and logistic support. The district operated the program through the Community Development Office (CDO). Since 1999, USAID (United States Agency for International Development) provided additional funding for PSSP, implemented by AVSI. Other agencies carrying out similar activities in the district are World Vision, International Rescue Committee (IRC), the Churches, Kitgum Concerned Women's Association (KICWA), Gulu Support the Children Organisation (GUSCO), Concerned Parents Association, and others.

PSSP is designed to help everyone in Kitgum and Pader Districts benefit from the program. It is aimed at helping people deal with the past traumas so that they can move ahead in a productive and peaceful manner. Training to build capacity for different stakeholders is one of the major components of PSSP's community-based holistic approach.

The handbook is divided into topics similar to those you covered in training and is designed for you to use in the following ways:

- To review important concepts and materials presented to you in training sessions.
- To search for details, ideas or practical suggestions when you are faced with a situation that you are not sure how to handle.
- To challenge you to think more deeply about your work – to reflect on it and on yourself.
- To remind you of additional resources for your work.
- To encourage you to develop new ideas and approaches to fit your situation.

ACKNOWLEDGEMENTS

Special thanks to Olaa Ambrose for his invaluable leadership in the development of the PSSP and training. Many thanks for all the contributions to the contents of this handbook that have been made by the AVSI team, Centre Coordinating Tutors, district supervisors and other members of the Kitgum and Pader Districts Psycho Social Support Programme, and the teachers themselves. Thanks to Macmillan Education Ltd. for the use of the family picture on the back cover.

Although the stories, examples and photos in this handbook come directly out of people's experiences in Northern Uganda, all case studies and names have been altered in order to protect their privacy.

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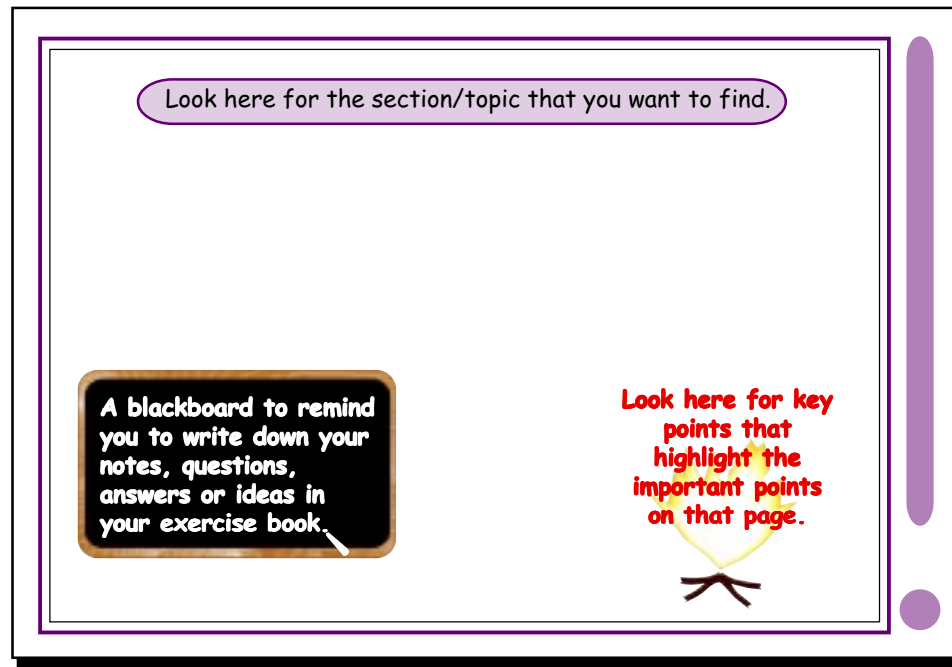
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HOW TO USE THIS BOOK

Each topic is presented in a similar way:

1. A story or case study emphasizing the focus of that section.
2. The contents with major points regarding that topic.
3. Practical ideas for you to use in your work.
4. Questions for you to think about in order to personalize the material, to discover how the theory fits with your experience, to apply the theory to your own work, and to gauge your reactions to the material in light of your experience.

Each page is laid out in a similar way so that you can easily follow it or find what you are looking for. Some symbols to look for in this handbook are:



Remember that this handbook with its material, ideas and questions is a starting point for you to expand your knowledge and skills.

Please note any questions or issues that you want to discuss with CCTs and other teachers.

Together we continue to learn, and to improve our skills and the services we offer to our communities.

DEFINITION OF PSYCHO-SOCIAL

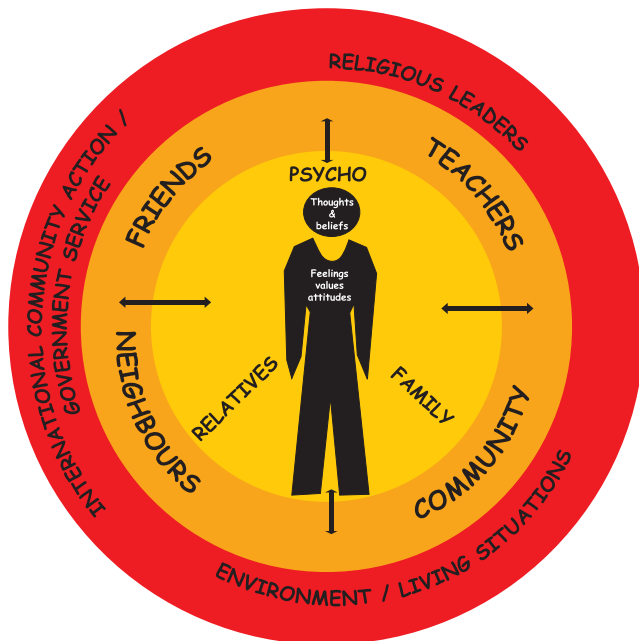


The story of the monkey and the fish

Monkey saw Fish swimming. He did not know that Fish liked water. He sympathized with Fish and took it out of water thinking it would drown. In the process Fish died. Monkey cried and said he was only helping.



In order to help others we need to understand the person, family, or group with whom we are working. Part of understanding a person is to know their psycho-social functioning that is common to all people.



PSYCHO refers to the mind and soul of a person. This involves internal aspects such as feelings, thoughts, beliefs, attitudes and values.

SOCIAL refers to a person's external relationships and environment. This includes interactions with others, social attitudes and values (culture) and social influences of family, peers, school and community.



Psycho refers to the mind and soul of a person.

Social refers to a person's external relationships and environment.

The internal (psycho) and the external (social) interact and influence each other.



The internal (psycho) and the external (social) interact and influence each other.

As you go through this handbook you will grow in your understanding of psycho-social needs and how to provide psycho-social support.

TEACHERS IN THE PSYCHO-SOCIAL NETWORK

PSYCHO-SOCIAL NETWORK IN KITGUM AND PADER DISTRICTS

DEO

- District Education Officer, coordination of teachers' activities.

CDO

- Coordination of all people involved in psycho-social support program.

Trained Counsellors

- Taking care of referred difficult cases
- Counselling services.

Supervisors

- Sensitisation sessions.
- Regular follow-up and support.
- Facilitation of training sessions.
- Coordination with other stakeholders.

CCT

- Facilitating teachers' training and supervising teachers.

CDA

- Delivering goods and social services to the community.
- Identifying psycho-social problems and handling them.
- Registration and documentation for the district.
- Supervision and follow-up at sub-county level.

Teachers

- Identifying children with difficulties, supporting them to cope positively.



- Sensitising children and parents to promote unity and to understand psycho-social needs.
- Promoting recreational activities to relieve stress.
- Requesting a home visit with the CVC.

Community

- Offering material and emotional resources to help others.
- Promoting solidarity and unity in the community.

CVC

- Sensitising the community about the need to participate in PSSP.

The teacher is not alone in promoting the well being of the people. The teacher is part of a network



- Identifying and supporting people in difficulties through frequent visits.
- Reintegrating returned abducted children into the community.
- Referring people to the appropriate services (CDA, counselor, etc).
- Promoting cultural activities and values in the community to help people cope.

Health Workers

- Identifying whether a person has a mental illness or trauma.
- Handling simple cases and referring difficult ones to psychiatric nurses and trained counsellors.
- Supporting the work of teachers and CVCs.

Non-Governmental Organisation

- Providing technical support to PSSP (logistics, capacity building).

Advisory Leaders

- Advising about and promoting positive aspects of Acholi cultural values to help people cope.
- Performing ritual and traditional practices.
- Linking PSSP with traditional framework of society.

NEEDS OF A PERSON

All of us, from the time we are born until the time we die, have needs.
What do we need to grow, to develop, and to live a healthy and satisfying life?

Needs are what we must have in order to grow, develop, and live a healthy and satisfying life.



We all need:

Shelter	Unity / Peace	Responsibilities
Love	Security	Respect
Friends	Protection	Clothing
Spirituality	Values / Beliefs	Food
Religion	Hope for the future	Communication
Medical Care	Sense of belonging	Activities
Cleanliness	Family	Formal & Informal education
		Traditional Culture

I also need:
Parental love
Parental care
School
Play
Guidance



CHILD 0-11

I also need:
Recognition
Motivation
Awareness and appropriate expression of sexuality
School
To discover new things
Adventure
Counselling
Freedom
Independence
Recreational activities
Role models



ADOLESCENT

I also need:
Partner
Companionship
Children
Income
Leisure activities
Leadership

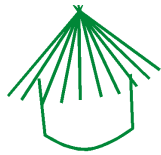


ADULT

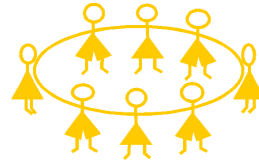
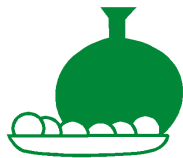
We can think of these needs in three different categories:



Material Needs

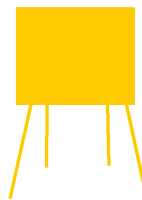


Food
Shelter
Clothing
Medical Care
Security / Protection
Money / Possessions



Social Needs

Family
Friends
School
Religion
Culture
Community
Activities



Psychological Needs

Parental Love
Parental Care
Values / Beliefs
Spiritual Guidance
Sense of belonging
Recognition
Respect
Independence
Love / Companionship from Partner
Responsibilities
Peace
Unity
Freedom



Think about your needs and the needs of those in your community. Make a list of those that you identify.

Often we look at the material needs and forget about social and psychological needs. It is essential that we think about ourselves and others as having all of these needs. Love and care is just as important for a child as proper feeding.

By first understanding our own needs and the needs of other, we become better equipped to meet their psycho-social needs.



DEVELOPMENT OF A PERSON

Child 0 - 4 Years

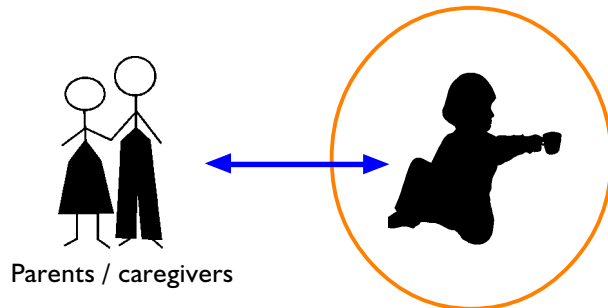


Acan is a one-year-old baby. When she is hungry or tired, she begins to cry and her parents respond by feeding her or putting her to sleep. She watches everyone very closely and moves around, touching everything she can get her hands on and putting objects in her mouth. She also listens carefully to the noises around her and can recognize the voice of her mother and father.

A child from 0- 4 years has many needs and is unable to meet them alone. As the child communicates her needs and receives an encouraging response from her parents, she begins to develop trust and to feel attached to her mother and father.

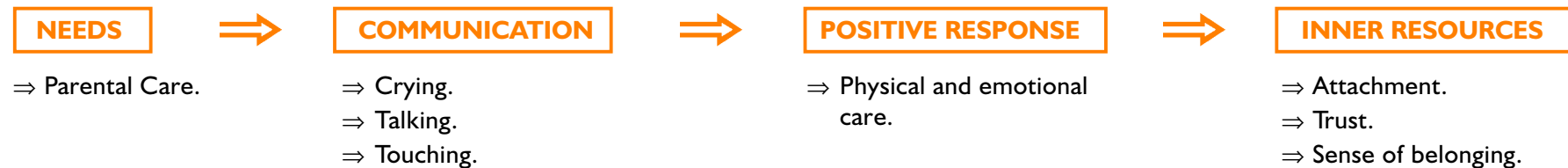


A Child 0 – 4 years develops and learns through:



- 5 senses.
- Curiosity.
- Interaction.
- Play.
- Movement.
- Talking/Crying.

When a child communicates her needs and receives a positive response, her needs become her inner resources.



DEVELOPMENT OF A PERSON

Child 5 - 11 Years

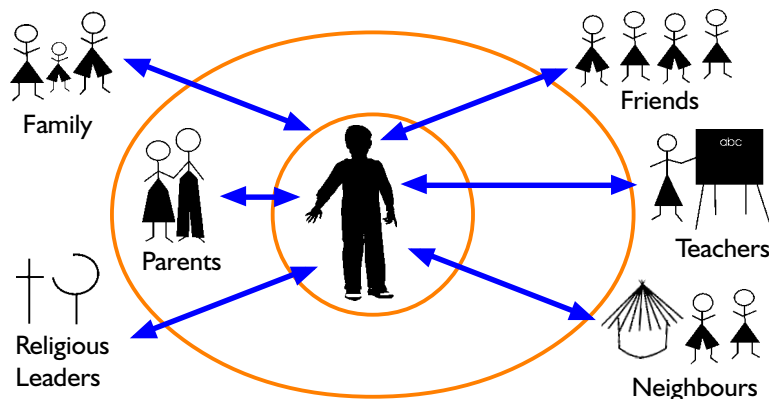


Okello is 8 years old. He attends school every day and is beginning to learn how to read and write. He often comes home with his schoolwork and proudly shows it to his mother. However small his accomplishments may be, he wants them to be recognised. Okello plays enthusiastically with his friends and cousins, pretending to be a father and mother or a teacher with students. He also enjoys being around his father, asking him endless questions and imitating his actions.

**From 5 - 11 years old
a child is becoming
more aware of himself
and those around him.**



A Child 5 – 11 years develops and learns through:



- Exploring.
- Questioning “Why”.
- Play / Make believe.
- Read / Write / Knowledge.
- Values / Rules.

**As he interacts with
family, friends,
teachers, and others,
he develops more
inner resources.**



NEEDS

- ⇒ Values / Beliefs.
- ⇒ Recognition.
- ⇒ Friends.
- ⇒ Self Awareness.
- ⇒ Play.

COMMUNICATION

- ⇒ Questions to parents/teachers.
- ⇒ Showing accomplishments.
- ⇒ Play/Make believe.
- ⇒ Interaction with friends, family, and community.
- ⇒ Trying to do small tasks for others (helping friends and teachers, doing household chores).

POSITIVE RESPONSE

- ⇒ Teaching in school.
- ⇒ Answers to questions.
- ⇒ Compliments/Praise.
- ⇒ Positive reactions from friends.
- ⇒ Given small jobs and responsibilities.
- ⇒ Given guidelines with reasons.

INNER RESOURCES

- ⇒ Cultural/Moral rules.
- ⇒ Confidence/Responsibility.
- ⇒ Competence.
- ⇒ Sense of belonging.
- ⇒ Cooperation.
- ⇒ Rivalry.
- ⇒ Social Skills.
- ⇒ Awareness of self and others.

DEVELOPMENT OF A PERSON

Adolescent



Lamara is 16 years old. She has experienced many changes over the last few years. Her body has developed and she now looks more like a woman than a child. She also wants to be treated like a woman and to make her own decisions. Sometimes, though, she

seems embarrassed of her body and acts like a child. When her parents give her certain rules, she purposely disobeys them. Lamara doesn't enjoy being at home; she always wants to be with her friends.



Otim is 19 years old. He spends most of his time with his friends and often comes home late at night. He is very reactive with his parents, occasionally speaking aggressively to his mother and father. He tells them that their ideas are old and criticizes some of their values. When they

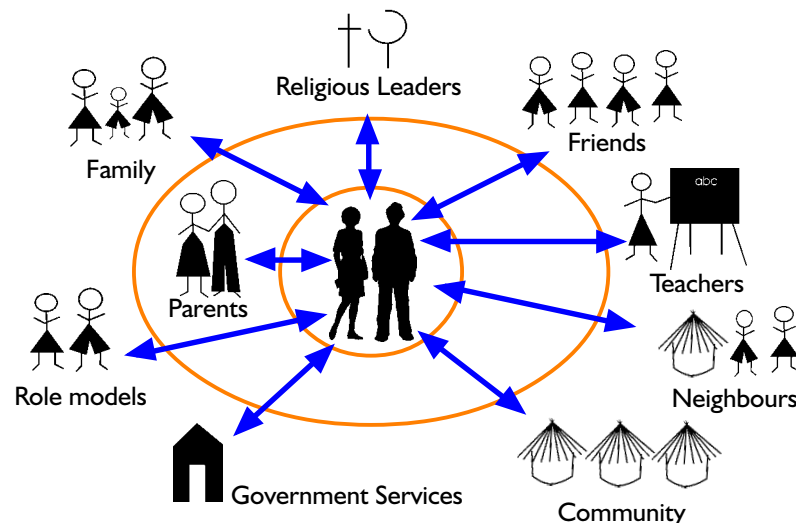
ask him about his friends or schoolwork, he tells them to leave him alone. "I can manage on my own," he exclaims. There is one teacher at school that Otim respects. He often talks to him during breaks, asking about his thoughts and ideas.

Adolescence can be characterised by:

- Physical changes.
- Rebellious behavior.
- Sexual desires.
- Insecurity / Confusion.
- Anxiety.
- Reactive emotions.
- Criticism of parents and elders.



As the adolescent passes from childhood to adulthood, he/she searches for his/her own identity and place in the community



An Adolescent learns and develops through:

- Finding sense of self in society.
- Criticising / rebelling.
- Risky behavior.
- Questioning life and death.
- Finding role models.
- New ideas and thoughts.
- Developing own sense of morality/belief/values.
- Separation from family.

NEEDS

- ⇒ Values / Beliefs.
- ⇒ Identity.
- ⇒ Freedom.
- ⇒ Independence.
- ⇒ Awareness and appropriate expression of sexuality.
- ⇒ Sense of belonging
- ⇒ Recognition.

COMMUNICATION

- ⇒ Criticising and questioning.
- ⇒ Expressing new ideas and thoughts.
- ⇒ Questioning life and death.
- ⇒ Rebelling against authority.
- ⇒ Withdrawal from family.

POSITIVE RESPONSE

- ⇒ Explanations and testimonies of values and belief from parents and others.
- ⇒ Listening and understanding.
- ⇒ Giving space and time to allow them their own thinking.
- ⇒ Giving increased independence and responsibilities.
- ⇒ Advising and helping when needed.
- ⇒ Positive interaction with those outside the family.
- ⇒ Continued love and support from the family (with a lot of patience).
- ⇒ Role models.

INNER RESOURCES

- ⇒ Own values and beliefs.
- ⇒ Culture.
- ⇒ Purpose in life.
- ⇒ Identity.
- ⇒ Independence.
- ⇒ Responsibility.
- ⇒ Ability to make own decisions.
- ⇒ Ability to solve own problems.
- ⇒ Relationship building.

What are the positive ways you can respond to adolescents to help them grow and develop? How can you encourage other teachers in your community to respond in those ways?

DEVELOPMENT OF A PERSON

Adult



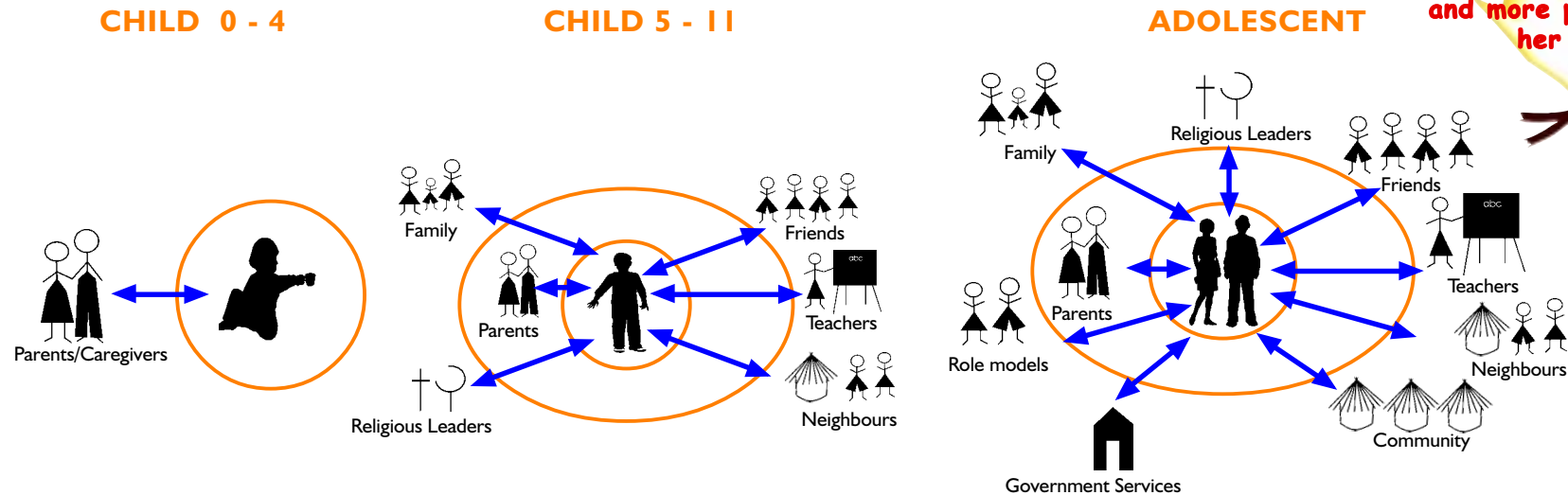
Komakech and Anek are married with four children. They work hard to provide materially for their family. They spend time encouraging their children in their school work and help them to learn their responsibilities at home. Because they want to share their beliefs, values and traditions with their children, they take them to church and to many cultural activities

Throughout the ups and downs of this stage, an adolescent needs both independence and communication from peers, parents, teachers and others in the community, in order to develop inner resources.

An adult has built many inner resources and begins to pass his/her resources to others by giving positive responses to other people's needs.

DEVELOPMENT OF A PERSON

Summary



Growth of Inner Resources



A child from 0 - 4 has a sense of belonging to his parents. As the child grows, his sense of belonging grows; he belongs to his relatives and school. As an adolescent, he feels an even greater belonging to his extended family, culture, and peer group. Finally as an adult, he has developed a sense of belonging to his family, clan, culture, country, friends, etc. As the person grows, his inner resources grow and strengthen.

List the inner resources you have developed throughout your life.

By adulthood, a person has built many resources that continue to strengthen.

DEVELOPMENT OF A PERSON

Inheritance

Opiyo's father was a cattle raiser with many cows. Opiyo spent a lot of time with his father, learning how to take care of the cattle. Opiyo's father was a very patient teacher who carefully explained and showed things to his son. When Opiyo was 15, his father died. Opiyo lost his father, but he was left with many gifts from him. These gifts are his inheritance. His father gave him his strong healthy body and his nice smile. He gave him his cows, the ability to raise cattle, and his kindness and patience with others.

The resources I receive
from my parents and
caregivers are my
inheritance.



⇒Through inheritance I receive:	Physical characteristics	⇒ strong healthy body and nice smile.
	Material resources	⇒ cows and land.
	Internal resources	⇒ kindness, patience, a sense of humor.

Even when my parents die, I am left with part of them. This is my Inheritance.

⇒Through inheritance I build: Continuity.
Sense of belonging.

What have you inherited
from your parents?
List the physical
characteristics, material
and internal resources.



This child has received some of her mother's physical appearance. What internal inheritance might she receive from her mother?

THE WORLD OF A PERSON

Another way to look at how we build our inner resources is to look at what makes up our world.
Each of us develops resources through our relationships, activities and spirituality.

Through RELATIONSHIPS:



I HAVE Parents
Family
Friends
Teachers
Religious leaders
Community

I BUILD Trust
Love
Identity
Sense of belonging



THROUGH RELATIONSHIPS
I BUILD MY PERSON

Through ACTIVITIES:



I CAN School
Work
Everyday activities

I BUILD Competence
Confidence
Initiative



THROUGH ACTIVITIES
I BUILD MY PERSON

Through SPIRITUALITY:

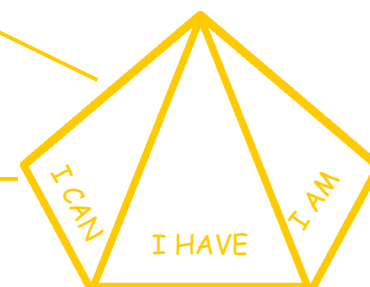


I AM Values
Beliefs
Culture

I BUILD Self esteem
Purpose in life
Identity
Responsibility



THROUGH SPIRITUALITY
I BUILD MY PERSON



MY PERSON
MY WORLD

A community also builds resources together:



WE HAVE
WE CAN
WE ARE

What have you learned
and received from your
relationships, activities,
and spirituality?

THE WORLD OF A PERSON

Resilience

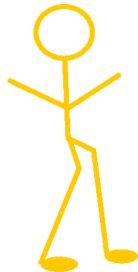
Relationships, activities and spirituality are linked to build my person and my inner resources. The capacity to use these inner resources is my RESILIENCE.



Resilience

Resilience is:

- The capacity to manage oneself when faced with difficult circumstances.
- The capacity to transform oneself in a positive way.
- The capacity to recover or rebound.



When I fall, I am able to get back up and stand on my feet.
This is resilience.

Resilience increases through **RELATIONSHIPS**
ACTIVITIES
SPIRITUALITY are strengthened by Resilience.

**Resilience is built
through my
relationships,
activities, and
spirituality.**



**Resilience is the
capacity to transform
oneself in a positive
way. Our resilience
helps us to overcome
difficult situations.**



ACHOLI STORY OF RESILIENCE

One day there was a great wedding feast in the sky. All the birds were invited and talked excitedly about going. Tortoise heard them and longed to go. He begged his bird friends to take him with them. They agreed and carried Tortoise to the party. At the party, Tortoise ate too much. On the way back he was so heavy that the birds couldn't carry him and he fell. Tortoise's shell cracked into many pieces. Tortoise was miserable and very exposed. Tortoise could not move about and stayed away from others.

One day, Tortoise realised he could not stay alone feeling depressed for the rest of his life. He decided to start looking for the pieces of his shell. His friends also began to miss him and came to find him. They helped him to pick up the pieces and put them together.

Tortoise felt better about himself and rejoined the other animals. To this day, Tortoise has scars on his shell but he moves around as he did before the wedding feast.



CHARACTERISTICS OF TRAUMATIC EVENTS

Now that you understand more about the World of a Person, it is helpful to look at the ways in which difficult situations affect people.

Often, in life, we face difficult situations. An extreme type of difficult situation is a traumatic event.

Characteristics of a traumatic event include:

- Sudden and unexpected.
- Abnormal / outside normal and acceptable life experiences.
- Threatening to a person's life.
- A cause of fear, helplessness or horror in a person.
- Attack of senses (hearing, sight, smell, touch and taste).

Some examples of traumatic events:



Fire, Bombing, Killing



Abduction



Shooting



Ambush



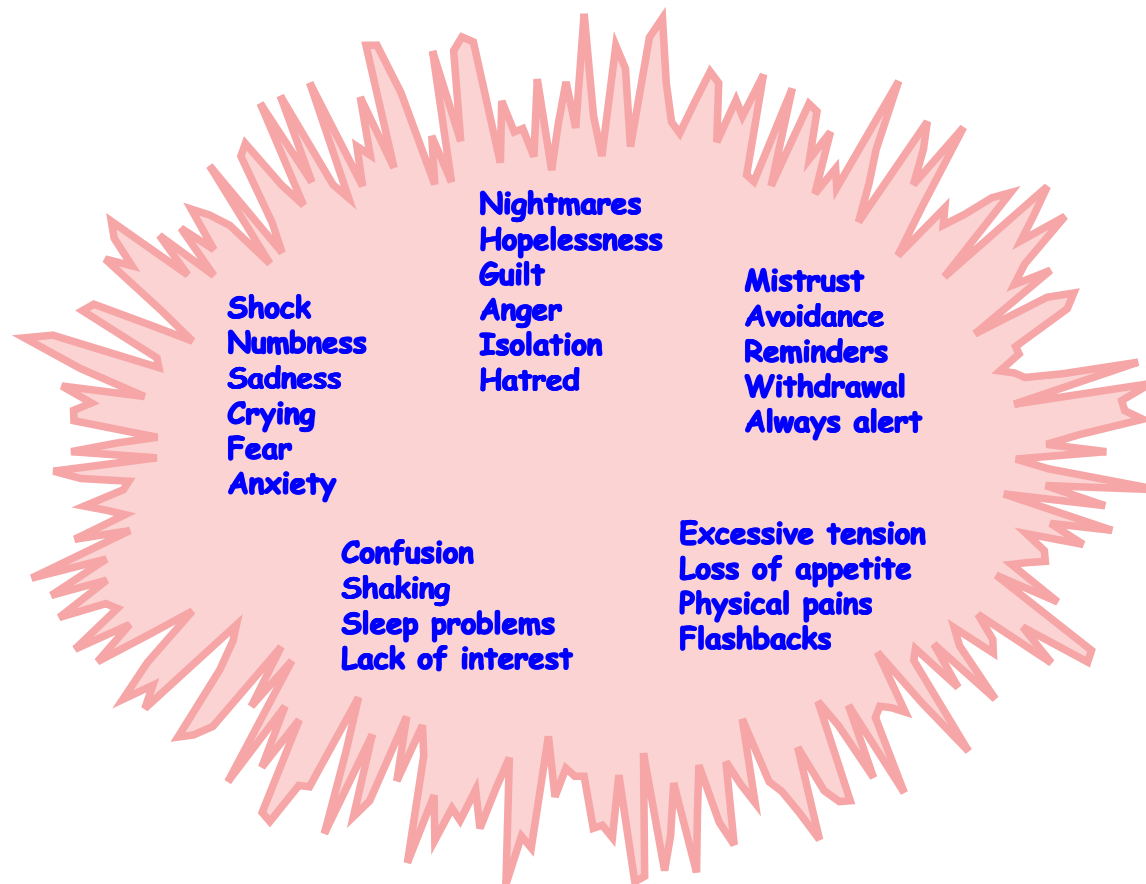
Looting, Raping

It is important to think about your own experience in order to understand and recognise the experience of others. Write down a description of a traumatic event that you experienced.

A difficult situation becomes a traumatic event when it involves extreme, sudden, abnormal and frightening experiences.

EFFECTS ON INDIVIDUALS AND COMMUNITY

After a traumatic event, a person can experience many different effects:



A person's thoughts, feelings, physical sensations and behaviour can all be affected by the experience of a traumatic event.



These effects are normal reactions to abnormal situations.



Which of these reactions have you experienced following a traumatic event?

All of these effects are normal reactions to an abnormal situation. Traumatic events can affect all people - from the strongest to the weakest.

Because each individual is unique, each person has a different reaction to a traumatic event.

CASE STUDY: *One day there was an ambush by rebels along the road to the market. In the attack some children were abducted, a few people were killed, and some people were injured.*

Each of the following people were present at the ambush, and each tells a different experience of that same traumatic event. In addition, each of these people show different effects of trauma.

These are their stories:



I was not expecting the attack so I was not prepared to defend myself. The rebels cut my leg with a panga. Now I don't want to see or go near a

panga. Whenever I see one, I remember clearly the ambush as if it was happening all over again. At night I have trouble sleeping, and I do not like eating very much. I will never forget that day of the ambush.



I was always worried about rebel ambushes and whether I would be able to protect my children. Then one day we were ambushed on the road. There was screaming and confusion and we all ran. I lost sight of my young son and did not know what had happened to him for

many hours. Some children were abducted but my son hid and returned home later. Now I cannot walk along that road without constantly watching the bushes. I fear another attack and jump whenever I see quick movement, even if it is just leaves moving in the wind. I do not want my children to go anywhere without me.



My older brother was taken by the rebels when they ambushed us. I was scared when the rebels chased us, so I

ran. Afterwards, I could not stop shaking and crying for a few hours. Now I cannot sleep because of nightmares about the attack and about what the rebels are doing to my brother. I do not want to leave home to go to school. I just want to stay inside.

People may experience the same traumatic event, but the effects or reactions are unique for each person.



EFFECTS ON INDIVIDUALS AND COMMUNITY

Intensity

When a person's reaction to the traumatic event disrupts his or her ability to perform daily life tasks for a significant period of time, then the response may be unusual.

The teachers and children in this picture experienced a traumatic event. All of them experienced some of the normal reactions!

This child continues to have reactions after one year. She used to be ranked first in her class, now she is ranked last. She feels lonely, confused, full of reminders of what happened to her and has the tendency to isolate herself from activities and relationships with fellow children. One teacher was concerned and showed her care, love and special attention. She took time to listen to her story and about the bad dreams she has. As she was good in sports before the event, the teacher involved her in recreational activities and gave her some responsibilities in the class. In order to avoid any type of abuse, the teacher talked to the class about the importance of supporting and accepting one another.



This teacher is the only one in the school who after a few months continued to have strong reactions and felt disturbed by the event he went through. He lost interest in teaching, as well as other activities in the community. In order to forget, he started to drink at night and became easily aggressive. Group discussion among teachers to share painful experiences and how they coped with them helped this man. He felt listened to without judgement and that he was not alone in such difficult situations. Listening to how others coped with their situations, he started to accept his own situation with a new understanding and with hope for the future.

Confused
Problems
concentrating at
school
Nightmares
Isolation
Loss of appetite

All people experience normal reactions to trauma, but a few people - about 1 out of 10 - experience more extreme reactions that continue for a long time. All can benefit from psycho-social support. All of us adults and children can be helped in sharing painful experiences and we need to receive support from others.

Hopelessness
Occasionally
aggressive with
pupils
Sleeping problems
Constant physical
pains

EFFECTS ON INDIVIDUALS AND COMMUNITY

The World of a Person

When there is a traumatic event the world of the person is disrupted.

Relationships are affected



= Mistrust and Loss

Activities are affected

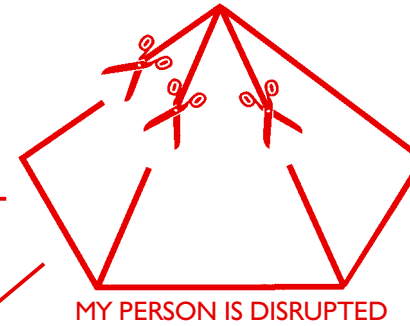


= Insecurity and Fear

Spirituality is affected



= Hopelessness and Confusion



When the world of a person is disrupted it can be overwhelming, and at first the person may feel they cannot go on with their activities, their relationships or their spirituality.



A man has trouble in trusting people and has become very aggressive with his wife.



A woman stopped digging in the field because she is afraid of going out of her hut.



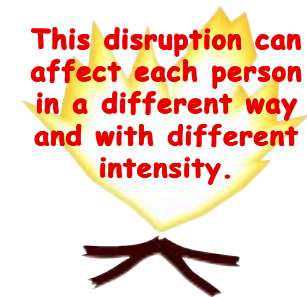
A child feels hopeless and confused and has problems concentrating at school.



**WE HAVE
WE CAN
WE ARE**



The result will also be a disruption of the community.



When the world of a person is disrupted, that person may forget about his/her resilience for a period.



RECOVERY PROCESS

Coping Mechanisms



Even though trauma disrupts the world of the person for a time, we know from experience that it is possible to move through difficult times.

COPING SKILLS are specific ways in which individuals and communities can rebuild their world.

Examples of coping skills

- Talk about the problem with someone you trust.
- Receive advice.
- Do something that helps you feel useful.
- Accept the problem and start a new life.
- Stay with a friend to feel safe.
- Change your environment to help protect yourself and your family.
- Seek spiritual help.
- Attend cultural events.
- Participate in communal work.
- Join in recreational activities.
- Participate in rituals and ceremonies.
- Return to daily routine: cooking, farming, going to school.



There are many coping skills which people use to help rebuild their world after a traumatic event. Each person has unique ways of coping.



Each individual has his/her own ways of coping with problems. What is useful for you may or may not work for someone else.

Part of coping skills is to EXPRESS one's feelings, thoughts, and beliefs. After a traumatic event, painful feelings and thoughts remain inside like a thorn in a foot. The person will continue to feel pain unless the thorn is removed. If the thorn stays in too long, the person may become disabled. But if the painful feelings are expressed (much as one removes the thorn and the infection caused by it) then the person can recover and heal, even though the scar will still be there.



By expressing one's feelings, thoughts and beliefs about a traumatic event, a person can recover more effectively.



Positive coping skills are ways to:

Rebuild relationships



I need to re-establish trust and a sense of belonging.

Resume activities



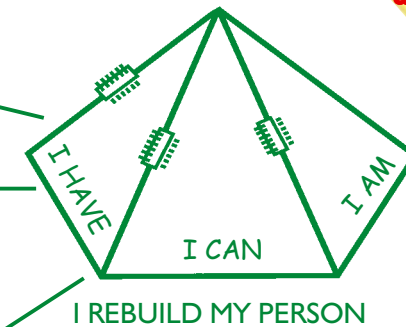
I need to identify safe places to rebuild confidence and competence in my activities.

Strengthen spirituality

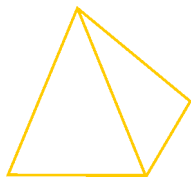


I need to

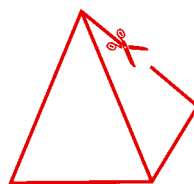
- rediscover hope in the future.
- make sense or find meaning of what happened.
- find spiritual support.



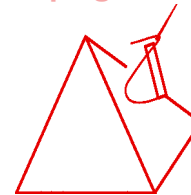
World of a person



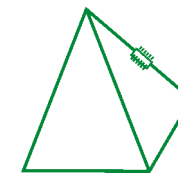
Effects on a person



Coping skills



Recovered World of a Person



A person can also use negative coping mechanisms that do not help to rebuild his/her world. An example is drinking to forget one's problems. Drinking does not fulfill the person's deep need for trust, security, and meaning and, therefore, does not help him/her to rebuild his/her person.

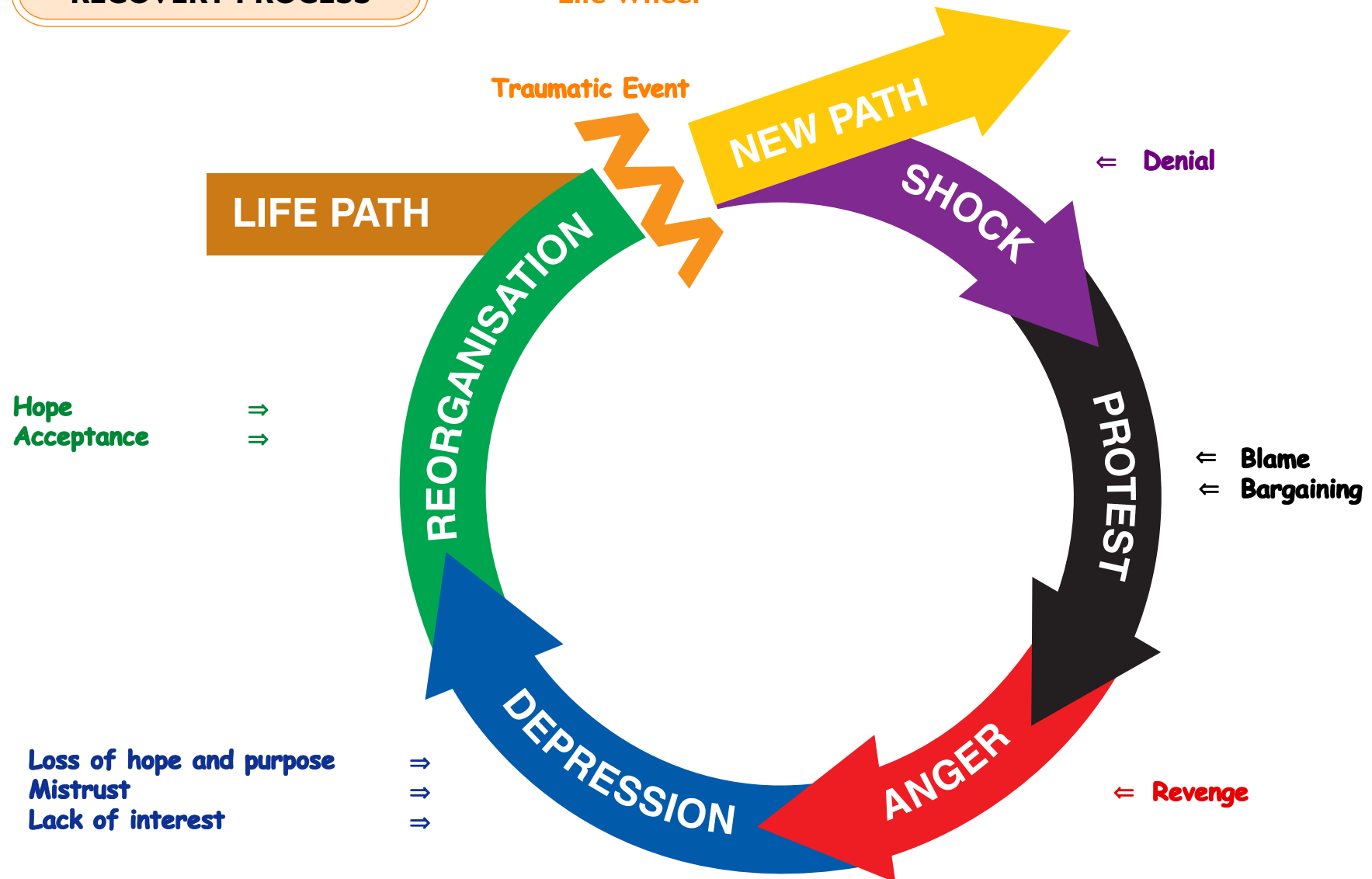
List the coping skills that you used to recover from the effects of a traumatic event.

What did you do for yourself; what advice or spiritual passages helped you to understand your situation and find hope for the future?



RECOVERY PROCESS

Life Wheel



A way to describe the whole process of healing, or rebuilding the world of the person, is called the Life Wheel. The Life Wheel shows stages of behaviour and feelings that are normal reactions to difficult events in life. Each stage involves some particular feelings and reactions.

STAGE

EXPLANATION

CASE STUDY

Life Path



Life goes along a certain **path** with a regular routine and direction until...

Aciro is a teacher who had 3 children: 5 year old Okello, 8-year-old Bosco, and 14-year-old Aloyo.

Difficult Event or Trauma



There is a **difficult event** or **trauma** that disrupts this routine.

One day Aciro and her 3 children took the bus from Gulu to Kitgum. There was an ambush by rebels and Okello was killed. Aciro was wounded and lost her arm. Bosco and Aloyo were shocked but unhurt.

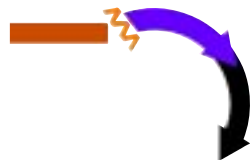
Shock Denial



When a difficult event occurs in our lives at first we go through a state of **shock**. During this initial reaction to the event there may be shaking, rapid heartbeat, or even paralysis. This leads to **denial**: "I cannot believe this is happening. Everything seems unreal."

Bosco and Aloyo felt as if they were paralyzed by this event. Aciro could not believe what happened or that Okello was dead.

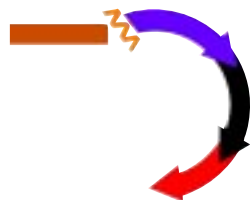
Protest Blame Bargaining



The next stage is **protest**. The affected person may put **blame** for what has happened on somebody. A person may also start to **bargain**: "God, I will do anything if only you will stop this."

Even after some weeks the family was having a hard time, experiencing the typical effects of a traumatic event. Bosco had nightmares about people wanting to kill him. He was very frightened and wanted to stay near his mother for protection. Aloyo blamed herself, feeling that she should have been able to protect her little brother Okello. She promised God that she would always be kind to Bosco if only God would not kill him like Okello.

Anger Revenge



The third stage is either **anger** or depression or both of them at different times. During anger the person may seek **revenge**: "Because they did this to me, I want to do something bad to them."

Sometimes Aciro felt a lot of anger against this life and against God. She would say, "God, why have you given me this experience? I thought you loved me. My husband died three years ago and now you have taken my youngest child! Where is he? Why did you take him? "

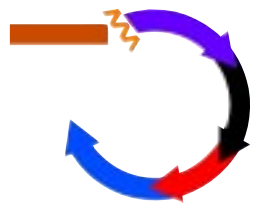
Depression

Loss of hope

Lack of interest in life

Mistrust

No purpose



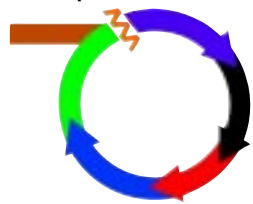
A person who is in **depression** lacks **an interest in life**: “It feels like nothing is worth doing anymore.” One has **no purpose** and **mistrusts** others, often withdrawing and becoming lonely. The person **no longer has hope** that the future will be better.

The friends and relatives of Aciro abandoned her because she was disabled. Aciro felt very helpless and hopeless about her situation. She lost her smile and felt sad, sometimes thinking about suicide. She could not stop thinking of Okello who died, and this made it very difficult for her to show interest in her two remaining children. She stopped teaching school.

Reorganisation

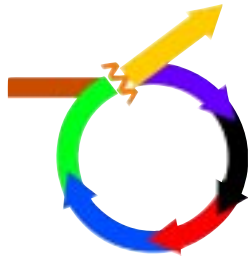
Hope

Acceptance



Finally one reaches **reorganisation** and develops **acceptance** of the situation. Accepting does not mean one agrees with what has happened, but rather it is the capacity to live positively with what has happened. A person finds a new understanding and new meaning for life: “This is a terrible thing that I have been through, but I need to make the best of it and go on.”

As time passed some good things happened and the situation of the family began to improve. Bosco, who had been very worried about his mother, one day said to her, “ Mommy you cannot leave me; I need you.” Suddenly Aciro realized that she was still important to her remaining children and that they were vulnerable. After a CVC suggested that Aciro share her experience with other disabled people, she began to realize that she was not alone. When she saw others coping with more serious wounds, she began to recover hope. The CVC also made the link with the district and the hospital in order to help Aciro get an artificial arm. After some months friends commented that she didn't seem disabled anymore and this helped her to regain confidence. Aciro and Aloyo joined a prayer group and began searching for meaning – they felt consoled and gained some understanding that life and death are not in their power. One night Aciro had a dream of a smiling woman carrying Okello and saying “Do not worry or be sad; your child is in a good place.” This helped Aciro get relief from her grief about Okello. Aloyo gained hope from the Word of God (“ God takes special care of widows and orphans”), and from the example of an orphan at school who was always smiling and happy. All these things plus support of friends allowed the family to accept what had happened, regain hope and a purpose in life, and have the energy to start on a new path.



A person's life is different than it was before the difficult event – the life path is changed. The new life path chosen helps one to make sense out of the changes and find a new way to go on. There may be other difficult events, but the person is stronger and can get through them.

Aciro eventually realized that even though she had lost all of her friends of the past (before the traumatic event) now she had more friends. Her old friends had loved her for what she could give them, but her new friends loved her for who she was as a person. This new quality of friendship was better than before. Aciro returned to teaching school and was able to provide for the education of her children. Aloyo renewed her interest in spending time with friends and Bosco was no longer afraid to go to school.



The Life Wheel
is a healing
process that is
unique for each
person.

Think about your personal story. Which stage was most difficult for you? Which needs were most difficult to meet? (Trust in people? Confidence in your work? Interest in life? Meaning of the event or purpose in life?)

How did you reorganize, and regain acceptance and hope for a new life path?

RECOVERY PROCESS

Exercises To Cope And Reorganize

Exercise A

The Life Wheel represents a part of one's life following a difficult event. However, our life is made of a past, a present, and a future full of both good and difficult events. (Remember Development of a Person and Inheritance pages 5-10.)

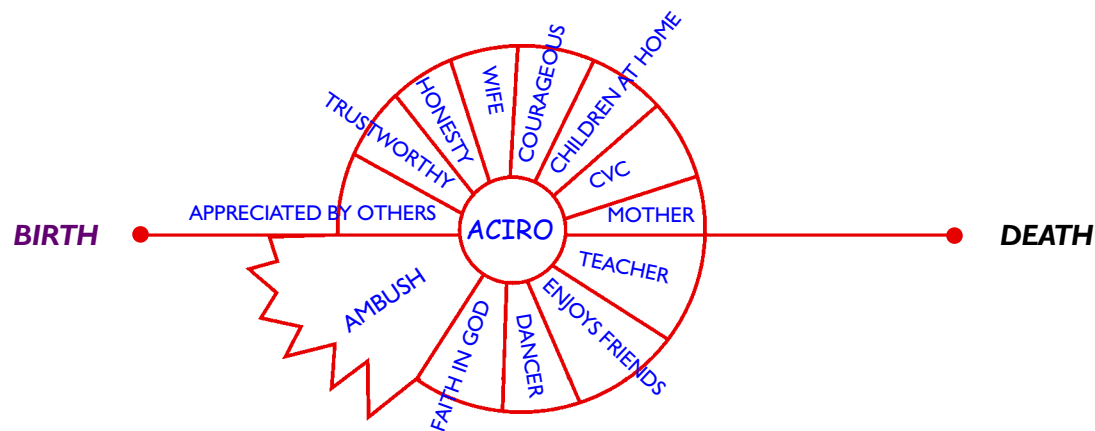
Often after a difficult event, we become focused only on that event. By thinking about the good things of the past and the difficult times we overcame, the good things that remain in the present, and our desires for the future, we are able to open our eyes to more than just our current situation. It is a way to help us cope, to get unstuck, and to reorganize our lives.



Exercise B

This is an exercise to help us look at more than our difficult event:

1. Draw a diagram like the one below.
2. Put your name in the centre like Aciro did.
3. In the space around the centre, write all of your qualities, abilities, and roles. Also include your painful situations.



You may want to use this exercise for yourself with your friends and family. They can help you think of your qualities and abilities. You may also use it with a group of children or in your class, enabling children to see their many qualities and abilities.

RECOVERY PROCESS

Sharing With Others as a Way to Cope

Listening is one of the most important skills that can help you to become an effective helper for children, parents, and people in your community. The skill of listening is important because it is one of the best ways to encourage people to tell their stories and share their problems.



Listening breaks the isolation of the person and encourages the person to share their thoughts, feelings and beliefs.

Expression helps the person:

- Feel relief.
- Think more clearly about what has happened.
- Feel accepted, cared and valued by the person who listens.
- Develop confidence.
- Build self esteem.
- Explore options or solutions to make better decisions.
- Prevent bad feelings from coming out as strange or aggressive behaviour.



Expression serves as a basis for:

- Understanding.
- Building relationship.
- Building trust.
- Promoting resilience.
- Personal change.
- Development.
- Community action.

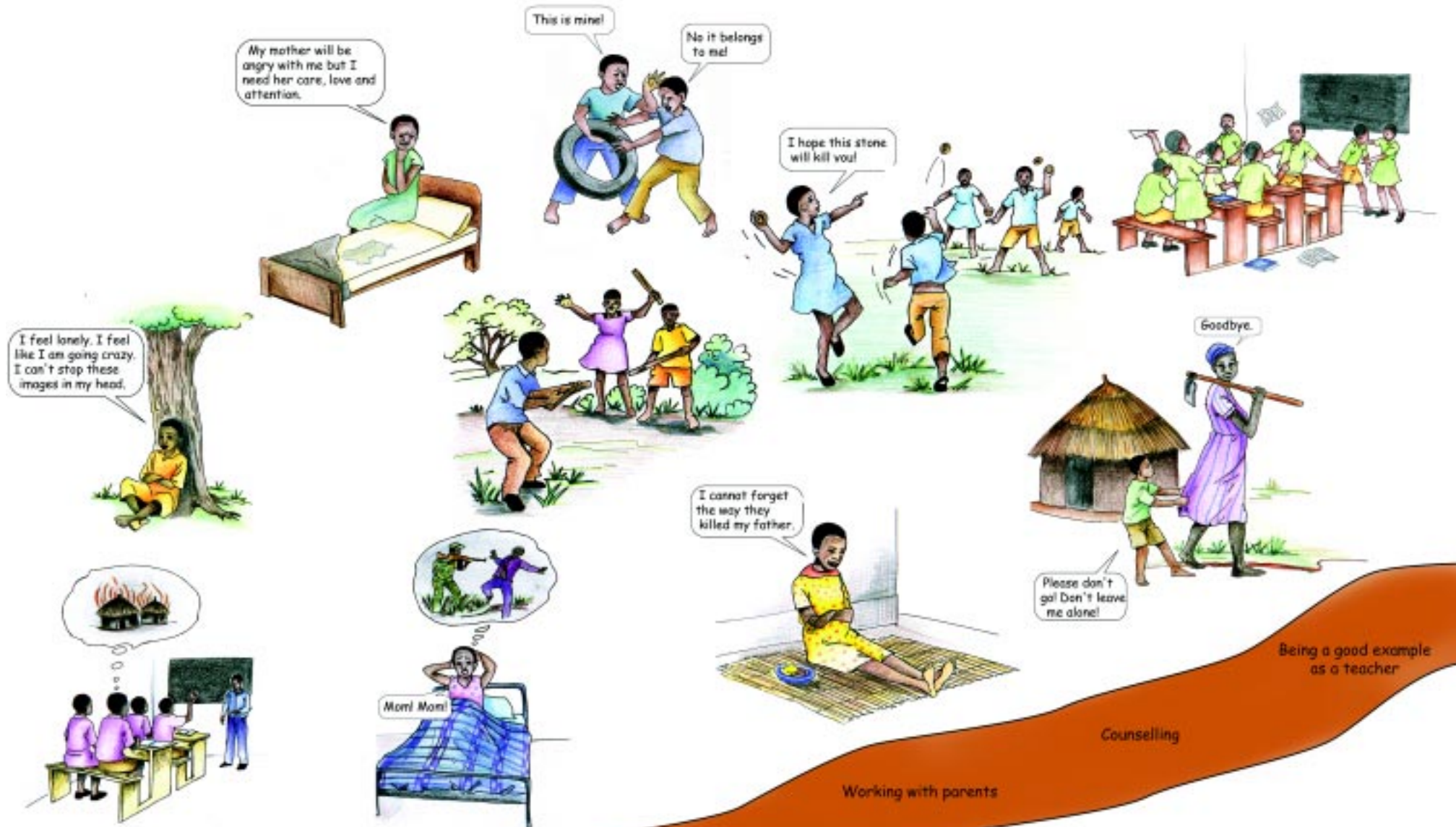
Perhaps listening is the most powerful tool of the teacher because it unlocks the potential or capacity of the person.



Are there times when someone listened to you in a way that made significant difference to your situation? Write down the story.

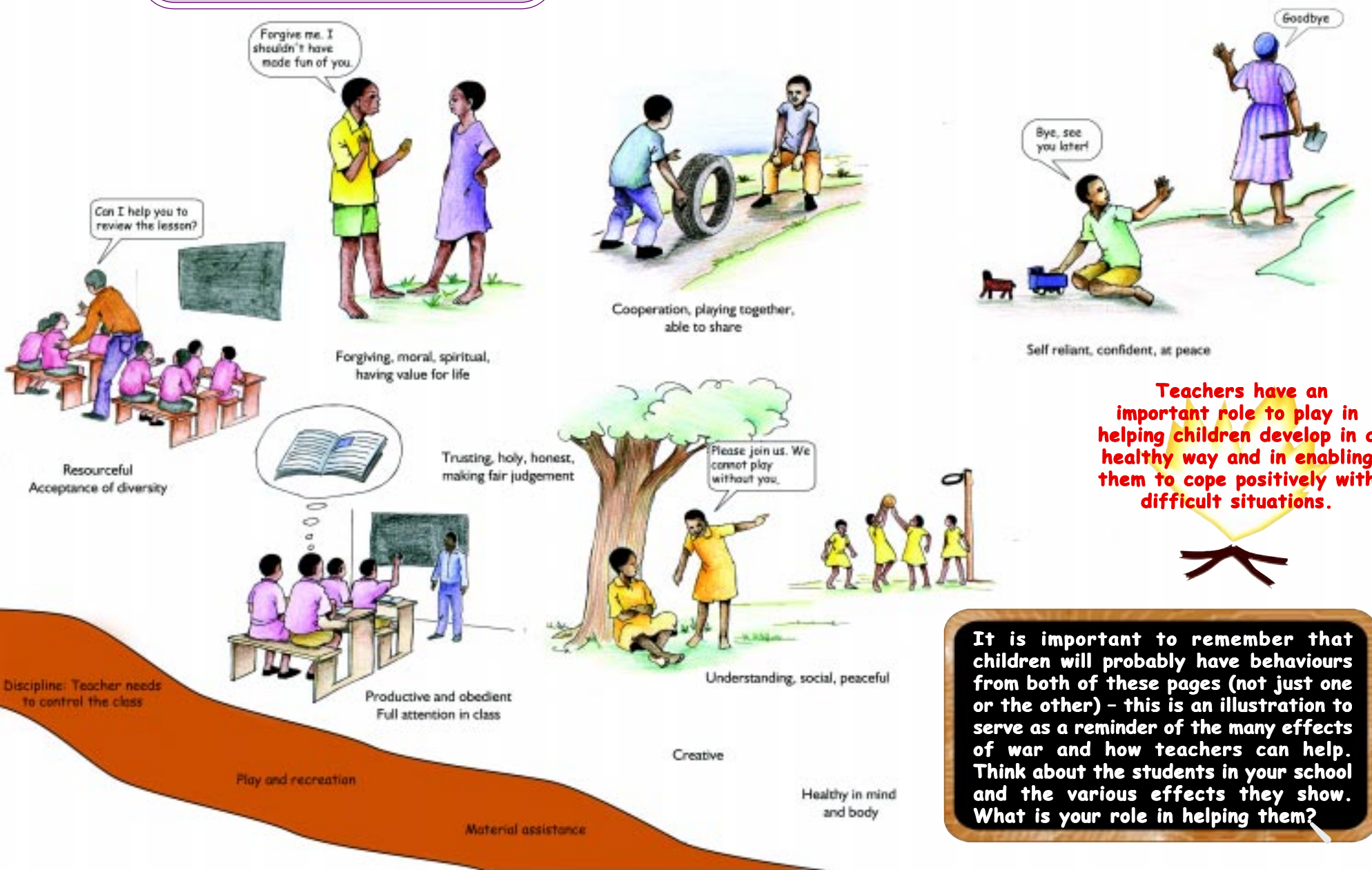
THE ROAD TO HEALING

Children Affected by War and Trauma



THE ROAD TO HEALING

The Children we Hope For



Teachers have an important role to play in helping children develop in a healthy way and in enabling them to cope positively with difficult situations.

It is important to remember that children will probably have behaviours from both of these pages (not just one or the other) – this is an illustration to serve as a reminder of the many effects of war and how teachers can help. Think about the students in your school and the various effects they show. What is your role in helping them?

Many times teachers force discipline onto children and as a result they harvest indiscipline. This is because they use their power to suppress the children without letting the children know the reason.

Corporal or harsh punishment (e.g. slash the compound, beat the students, humiliate them through words or physical punishment) do not create a good relationship, do not allow students to develop their life skills and then to learn.

While students will be more attentive if they are active learners in the process, rather than just a receiver of the teacher's knowledge. These can be best done through participatory methods in education.

Principles of participatory methods

- Learn from and with learners.
- Learn progressively.
- Link learning to children's experiences (action).
- Uses flexible and friendly approaches.
- Go at the pace of learners, be inclusive among and within the learners groups and be willing to learn from them.

Some participatory methods to use with your students are:

1. Working in pairs

Encourage students who excel to help those who have difficulty with a subject. If one student is finished their assignment early, encourage him or her to go find another student who needs help. Make sure to notice and praise them with positive words when they help another.

2. Group Work

You can make a cooperation grade part of the overall assignment grade, showing the importance of working together. Group assignments encourage students to learn to cooperate. Also, academic performance often increases when cooperation activities are properly used.

3. Expression activities

Story telling, song and dance, discussions after particular events are participatory methods that can help the students to share experiences, analyze and find solutions to the lesson given. (see page 36 for explanation).

Why use participatory methods?

- These methods are easy for teachers to use and they promote learning by allowing the students to experience, analyse and find solutions to the lessons given.
- They promote self esteem, motivation, satisfaction, trust and self confidence, sense of belonging.
- They promote voluntary participation and free communication.
- They also motivate students to learn because class becomes enjoyable!
- Participatory methods also keep the child at the centre of learning, which means that the lessons can be gauged to the level of the students and linked to their experiences.

DISCIPLINE AND CLASSROOM MANAGEMENT

Effective Rule Making

All teachers care about their students. They also want them to obey and follow the rules.

Yelling, beating, and embarrassing the children to punish them can keep control of the class, but...



Students live in fear of the teacher. Students are often full of bad feelings toward the teacher and even dislike school. They don't understand the reasons for obeying so they do what the teacher says only when he or she is around. It is difficult for them to learn responsibility for their actions.

Showing kindness and care can give students the love they need but...



Students can take advantage and soon the teacher has no control over the class. Students may like the teacher but they do not learn the lessons or how to follow rules and respect each other.

The goal of rules and discipline should always be to benefit the children and children should be helped to understand the reason behind every rule.

Effective rule-making and consistent consequences can give teachers control and create a safe learning environment.

Harsh discipline uses fear to control the classroom and does not promote cooperation, understanding or a good relationship with the teacher.

There are different ways of keeping control in the classroom while still promoting a safe, secure learning environment and a good relationship between teachers and students. One method is to make rules with your students, state clear consequences, and follow through consistently.

Steps to Effective Rule Making *(adapted from Kreidler, W.J., 1984)*

1. Make the classroom rules together

Begin with your class. Explain that you will be making your Classroom Rules all together. It will be everyone's responsibility. Ask the students to think up all the rules they can – the rules that they think are necessary to get along well in the classroom and to ensure that everyone learns in the best environment. Make a long list of all the rules given. Then go back over the list with the students and highlight those that are most important for the class.

Do either of these teachers describe how you are with your students?

2. **Choose 10-15 rules that are the most important.**

Write them in specific terms. “Do the right thing at the right time” is too vague. “Don’t shout” is specific. If possible, state the rules positively. “Speak with appropriate voice level” is better than “Don’t shout”.

3. Now, **go over the reason for each and every rule.** It is very important that the students understand these reasons and know that the rules are there for the students’ benefit, not just for the teacher.

4. With the class, **decide three or four consequences for breaking each rule.** Consequences should relate to the rule and focus on the behaviour involved. For example, if the rule says, “Keep the classroom clean”, the logical consequence for throwing paper on the ground should be staying in class during break to clean the classroom.

5. Make the range of consequences from mild to strong. **Example:**

RULE	CONSEQUENCES
Be punctual.	1. Warning. 2. Student apologizes to teacher and class. 3. Student stays in during break for the amount of time that he missed. He must study the lesson that was missed. 4. Student meets with the headmaster.

6. When the class agrees to the final list of rules and consequences, post a large master list in a prominent place. Review the rules and consequences often, until everyone knows them by heart.

7. You must show the class that you are serious about the rules. This does not mean that you have to raise your voice or use harsh punishments. You need to show that you expect them to follow the rules and that failure to do so will result in one of the listed consequences. Do not accept excuses. You may follow up specific cases during break time; however, you should still follow through on the consequences. Be very consistent! Consequences should be given clearly and in front of the class (not whispered to only one child) as a reminder to all students and to demonstrate fair treatment for everyone.

Even though this takes a lot of time at the beginning of a term, it is worth it. You, the teacher, will find that you don’t have to become angry and frustrated, you simply give the consequences that are already stated. Children will see that their consequences are a result of their own actions, not a result of your bad mood.

Look at scenario 1 for an example of teacher using the rules and consequences in his class.

If a child continues to break the rules, even after given the consequences, you may need to take other steps:

One-to-one

Don’t lose your temper in front of the class. Simply give a consequence and then speak to the child individually during break time.

Behaviour Contracts

When a particular child has difficulty following a certain rule, or many rules, spend time with the child to understand why he or she breaks the rules. Talk to the student about possible solutions. How can you help him or her to follow the rules? You can come to an agreement and write it down. This is a good reminder for the child. When you see the behaviour improving, be sure to praise the student, even if it is only a small change. This will help to motivate him or her to continue improving.

After looking at how to manage the class well, you can now turn your attention to handling individual students that need more attention. Remember, that there is always a reason behind a child's behaviour where you can discover his or her real needs.

Example 1

Behaviour at school

Achan is 13 years old. She lost all her parents in a rebel's ambush four years ago. Achan and her two brothers, one 8 years and 4 years old had no other relatives to turn to. She Achan thus had to take on the responsibilities in the family.

At school Achan is constantly late, escapes a lot, and is shabby and performance has declined tremendously. His relationship with fellow pupils has also deteriorated.

What behaviour is shown by Achan?

"She escapes from school. She is shabby and she likes to stay alone.

She is dull.

She continues to miss school.

She lacks of care. "

What problems are behind this behaviour?

"I am helpless, and have worries for my brothers. I feel alone, nobody look behind me and my brothers. I lost school because I need to dig and plant food for my brothers, and I need to take care of them"

What can you do as a class teacher to help her?

"I will help her to talk about her problems. I will appreciate her. I will let the Head Master know her problems. I will talk with the community around in order to help her.

I will send her home early."

Example 2

Behaviour at school

Okello is 13 years old. He came back from the bush after 3 months with the rebels. Even though he was abducted and didn't want to be with the rebels, the other children abuse him and call him "Olum". Because of their abuse he becomes very aggressive. He was bright last year but now his performance is very low.

What behaviour is shown by Okello?

"This child became lazy and has completely lost interest in his study. He his aggressive against the other pupils. He scares the other pupils and fears them."

What problems are behind this behaviour?

"Everybody thinks that I am a rebel, I don't want to be friend of anybody, and they mistreat me. Nobody understands what I passed through."

What can you do as a class teacher to help him?

"I will speak with him in a quite place, in order to know more from him and understand better his feeling and his story. I will sensitise the class about the abduction, I will encourage him to join a group in any extra curricula activities."

The internal/psychological and the external/social interact and influence each other.

Be careful, your first reaction and solution to the child's behaviour may make the situation worse.

Be patient, merciful and friendly in your approach. Take the time to ask and listen.



Can you identify children in your class who need special attention from you? Try to think of some who might need attention whom you haven't thought of before.

COUNSELLING

Qualities of a Good Listener



DO

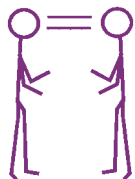
Sit face to face.
Find a quiet place where the person feels free to talk.
Lean towards the person.
Nod or use facial expression or gestures to encourage the person to say more or to let them know you understand.



Share eye contact (appropriate amount).
Notice the person's body posture.
Notice the facial expression.
Look for what is not said as well as what is said.
Find the real feelings behind the story and body language.



Listen carefully and try to remember what the person says.
Re-state what has been said to show you understand.
Ask to clarify or to understand the person better.
Give appropriate feedback - reassurance, suggestions, encouraging responses.



Give undivided attention to the person (free of other thoughts or worries).
Avoid interruptions or distractions.
Show interest in the person.
Be kind and respectful.
Concentrate on the person, not on your problems or what you want to say.



Be patient. Give time to the speaker.
Be a trustworthy person who keeps secrets.
Be empathic and approachable.
Be tolerant and accept the person without judgement.
Avoid keeping in mind bad rumours about your speaker that will influence you listening.
Have courage to tolerate reactions or behaviour that is off-putting (there's a reason someone behaves that way).
Believe there is good in every person.

DON'T

Blame.
Undermine or minimize what the person says.
Give advice or solutions (listen to the solution of the speaker).
Immediately tell your story of a similar experience.
Lie or tell half-truths.
Promise things that you cannot afford (you will lose trust).
Discipline or use an intimidating voice.
Interpret what they say without clarifying it.

**We listen not only
with our ears but
also with our eyes,
mind, body and
heart.**



We usually think that we listen only with our ears, but we also listen with our eyes, mind, body and heart. All of the above qualities of a good listener help the speaker to express their true thoughts and feelings, and this builds a good relationship.

A CASE STUDY

**PAY
SPECIAL
ATTENTION!**

It is common in our culture not to allow children to express themselves. We think that they are around only to be seen but not heard.

Remember that children want to make adults happy by saying what they think adults want to hear. This is because children cannot live independently and need parents to survive and thrive. Because they are young, they need the love and acceptance of adults. Remember the stages of development on pages 5-10.

When Bosco was ten years old he saw rebels attack his village. He hid but his best friend was taken by the rebels. He felt sad and guilty because he had not tried to prevent the abduction of his friend. He alone survived.

When Bosco was eleven years old he was abducted for one month, but succeeded in escaping before crossing into Sudan. However, he remembered that one day a boy had tried to escape so the rebels had forced all 18 children to beat this boy as a punishment. The boy died. Now Bosco has returned home but he never speaks to his parents about his guilt, his sadness or the questions inside him. He fears his father who beats him when he does something wrong. He fears to speak with his mother who cries and gets angry when the neighbours talk about the rebel activities. Bosco fears to tell her what he has done because he worries about losing her love. Bosco felt like a part of the rebels for a period of his life, even though he didn't like it.

Bosco continues to live with the pain inside him, like a big secret that is too heavy for him to carry, but he does not feel he can share it with the people he loves the most, and from whom he would like reassurance and peace. At night he cries alone and has difficulty sleeping.

Although we imagine that children do not know what is happening around them, they understand more than we think they do. For example Bosco understood that his mother wanted him to be a good boy, and he could not risk losing her love by telling her something bad about himself.

Especially in painful situations, children often fear that they will wound their parents, so they do not speak.

If children cannot talk openly about their pain, they hold painful feelings inside them. In the long run these feelings can come out as loneliness, strange behaviour, aggression, or withdrawal.

Even though I'm seven years old, I notice what is going on around me. I pick up on feelings and emotions of all the big people around me. But please, help me! Sometimes I need your explanation about what I see because I can often feel confused, worried or scared.

I would like to explain my thoughts and point of view to my father, but he does not listen to me. He immediately starts giving me advice. So I remain quiet.

It is difficult to speak with adults! Most of the time they laugh at me or humiliate me in front of others. They are critical of what I express and I feel judged. It seems that they do not trust or believe in me and what I explain to them.

If you want to talk to me, do not expect that I will instantly talk to you. I need time to feel safe, to be sure that you are a friend that I can trust. Maybe we can start by doing something together - some games or playing in order for me to feel relaxed so that it is easier to talk. I need time to observe you!

Usually I avoid speaking with adults about painful situations. You never know which way they will react. It is better to lie and please them by saying something they want to hear. That way they will continue to love and care about me, and I feel safe.



"I never imagined that children were more difficult to listen to and help than adults! They need all of my listening skills!"



I cannot hurry the child. I must allow plenty of time and be patient.

If a child is aggressive or rude with me I must remember that it may not be directed only at me. That child may be feeling angry with adults for treating him badly or letting him down. I must be patient and not take it personally.

I need to make an effort to explain things in simple terms to a young child. Just because that child is not asking questions does not mean that he or she is not thinking about things.

It is important for me to remember that there are many reasons that a child may not tell the truth - fear of punishment, desire to please adults, difficulty expressing how she really feels, or inability to accept what has happened.

I should not stop the child from crying but offer him freedom and comfort him. Although it is painful for the child, and sometimes for me, it is like removing the thorn so that the wound can heal.

I need to positively reinforce the effort of a child to express. I cannot force her to share.

I must remember that younger children in particular may need physical contact to comfort and reassure them.



Teacher

CLASSROOM ACTIVITY

Promoting Expression

Children have ways of communicating through:

- Play.
- The way they get along with other children during activities.
- Music, dance, and singing.
- Writing, drawing, and drama.
- Storytelling and prayers.
- Physical contact.
- Discussions

Writing assignments

Have your students write about a theme that is relevant to their lives.

You can use this exercise to promote expression as well as to help improve their writing skills.

Possible subjects:

The most important event of my life.

The best thing that ever happened to me.

I am most happy/sad when...

Gunshots make me...

A dream.

What is peace for me?

War.

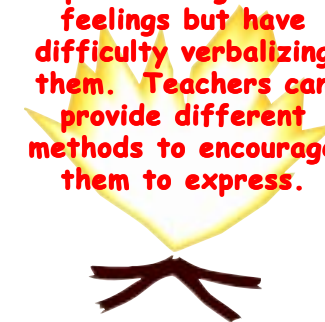
How I would describe myself.

Last week I felt...because...

My best friend.

The person I trust the most and why.

Children often want to express thoughts and feelings but have difficulty verbalizing them. Teachers can provide different methods to encourage them to express.



Students can also suggest different topics. You may then ask the students to share their writing with you and the other students. This may be done as a whole class or in small groups. Students should be given the option of whether or not they want to share. During this time, it is essential that you enforce respectful listening. Model for your students what it means to listen. Your responses to the students writing should validate whatever thoughts or feelings they share. There are no right or wrong answers for these topics.

Be careful to separate your comments about the content that they share from their writing skills. If you use this as part of a writing lesson, first affirm what they shared and the value of their thoughts and feelings, and then instruct them in their grammar and spelling.

Drawing

Ask your students to draw. You may want to allow them to draw whatever is on their mind or give them a subject such as suggested in the writing assignments above. This can be done as a whole class activity or in a smaller group of children who need special attention.

The questions you ask should encourage the students to express.

“Tell me about your drawing.”

“What happened here?”

“Who is this in this drawing?”

“Where are you in this drawing?”

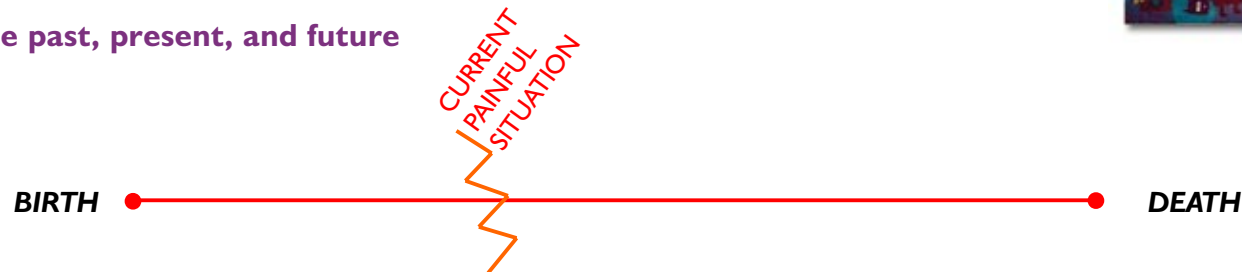
“How did you feel then?”

“How do you feel now?”

Do not give your own interpretation of the drawing: allow the student to explain. Acknowledge the value of their thoughts, feelings, and experiences, and show appreciation that they shared with you (and with others). If you don't understand something, ask. Don't assume your students have the same thoughts or feelings as you.



The past, present, and future



This exercise can be done through writing, drawing, song, dance or drama to help children express, at least once in their lives, the most difficult situations they have been through. It can help them feel relief and find new understanding. The message of this exercise, with the four sessions is:

Even while going through a painful situation, you can recall the good things happening around you.

Because the difficult situation can be so central to your thoughts and feelings, you may need help to recognise the good things that are also present.

Another important part of this exercise is having children identify and express desires and plans for the future. These help restore hope, and give purpose in life and a direction to follow.

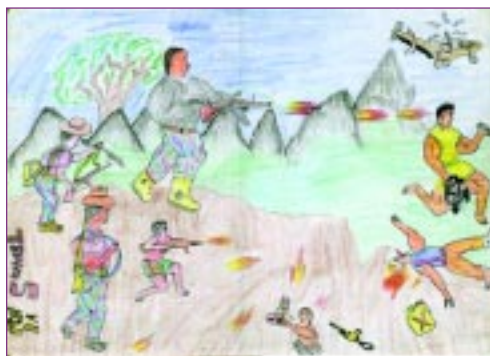
To see the continuity of life helps one not to remain stuck in a difficult situation which is generally accompanied by depression and/or anger. A painful situation is only one part of their lives – not all of their lives. This can be used with individual children or in groups/class. You may find that children are stuck in one of the stages. You can help facilitate their healing by guiding them through and helping them gain a new perspective.



Session 1. Take time during your classes to talk about the past. Have the children express what life was like in the past: what were the good things? You can just discuss in class, or you can have them write, draw, dance, sing or act their thoughts and feelings. You may find that some

children come with bad things from the past at this time. This is a time when you can emphasize all that they have received from the past (See inheritance on H 10) and highlight that the bad things in their past can show how they were able to cope and survive. Their ability to cope in the past can be a point of strength to cope with today's difficulties (see resilience on H 12).

Session 2. Next, in another session, ask them about the most difficult situations in their lives. Ask them to draw, write, dance, sing or act the events and their thoughts and feelings about them. This may be an emotional time for students as it may bring up painful memories.



Help them express what they want to about these events and share together that they are not alone in their pain and sadness.

Session 3. Next, in another session, have them discuss the present. How do they feel about the situation they are in now. What are the positive aspects? Some of them may only see the negative aspects



living with his grandmother who doesn't understand him. Listen to his story and then help to point out the good things that are still around: he is not abandoned and on his own, he has relatives, friends and is attending school. His grandmother may have her weaknesses but she is able to give him something positive). The situation may not be as they wish but there are still many good aspects about it. This can be important for their coping. Again have them discuss, write, draw, dance, sing or act.

Session 4. Finally, take some time to find out what they hope for in the future. Discuss their hopes and dreams. Take time to really listen and affirm these desires, then discuss with them what they can do today to work for their dreams in the future. Often children's desires for the future are linked with someone they consider as a role model (i.e. "I want to be a teacher like Madame Alice."). You can help the child to identify the qualities and values they appreciate in that teacher and how they may want to use them in his or her own life.



If a child is having difficulty coping with the death of a close family member or friend, work with him or her on the good things of the past. You might ask how life was like with their loved one, examples of what characteristics and values they had, what their loved one gave them. Explain inheritance (H 10) and how these characteristics and values can become a part of them. You may also encourage them to write a letter to their loved one to express what they wish they could say or use other methods of expression to help them through their thoughts and feelings.



Drama, Song, and Dance

All of these topics can also be expressed through singing, dancing, and acting. Traditional songs and dances can be performed and explaining their meanings can be a good reminder of belonging and inheritance. New songs, dances, and dramas can also be created by children to express their many thoughts and feelings (as discussed previously in 'Writing' and 'Past, Present, and Future').

Weekly Class Discussions

1. Begin by setting aside a time during the week for the classroom discussion.
2. Start your first meeting by explaining the rules of the discussion.
 - It is a place for students to share their ideas and opinions.
 - All who want to share must be allowed to share.
 - No one may criticize or make fun of anyone else.
3. Introduce a topic. "Today I think it is important for us to talk about playing at break time. I have noticed that there is a lot of arguing and fighting. Would anyone like to share about this?" Use a topic that is relevant to your class.
4. Allow students to share their feelings and thoughts and then, when appropriate, ask for possible solutions.
5. Do not tell them what to do. Try to help them come up with their own solutions. This enables them to grow in independence, responsibility and creativity.
6. When you feel comfortable with the discussions, try allowing the students to come up with the agenda for the meetings. Leave a space on the blackboard or a piece of paper in the classroom. Throughout the week if they have a topic they need to discuss, they can write it on the agenda. Students will begin to discuss topics knowing that their "community" of peers and teacher will help them come up with a solution.

You may also start regular discussions with small number of students for a particular reason. You may use the same steps with this type of group. A possible time for these discussions may be your break time, lunch, recreation, or after school, depending on the schedule and the school regulations.



Emergency Discussions

It may also be important to hold “emergency” class discussions on occasion. These are class discussions that are not scheduled. Several examples may be if there is an attack with shooting one night, a girl in the school has been defiled by a teacher, or a strike by the students became violent. It is important to talk to your students about these events. If you allow them to express their feelings about the event before starting the normal day’s activities, you will help them to clear their thoughts and feel relief, enabling them to concentrate better on other subjects.

1. Discuss the actual event: What happened? Who was involved? Where and When did it take place? Try to be factual and give correct information and dispel any rumours that you know are not true. Do not hide information from students.
2. Identify how the event ended. Have the children think of any good things that people did during the event.
3. Explain the situation now. Again, be as factual as possible. If the event may happen again (a rebel attack), discuss with the class different ways that they can stay safe.
4. Talk about the children’s reactions to the event, including their physical reactions, thoughts, and feelings. Talk about how they feel now. Emphasise the sharing of common reactions – this can help children not to feel so alone in their fear or sadness.
5. Assure them that now they are safe (if they are) and that you are together to share and support one another. If appropriate, pray together or offer final words of comfort and then begin your lessons for the day (adapted from Alexander, D.W., 1999).

Look at H 48. for a scenario of a teacher leading a discussion with students after a rebel attack.



CLASSROOM ACTIVITIES

Building Peace

A peace building classroom is one that promotes good communication, cooperation among students and teachers, acceptance of diversity, positive ways for children to express emotions, and skills to solve conflicts without violence.

Activities for co-operation and non-violent conflict resolution

I agree, I disagree: Label four sheets of paper: “I strongly agree”, “I agree”, “I strongly disagree”, “I disagree”. Place one paper on each of the four walls in the classroom (if outside, place chairs on opposite sides, allowing space approximately the size of a classroom). Explain that the middle of the room is considered neutral or “I don’t know”. Instruct participants that when a statement is read (such as, “Adults always know better than children.”) they must decide if they agree or disagree, and how strongly, and go to the appropriate place in the room or area. Once all participants have chosen their place, ask members from each side to give their reasons for their choice and try to convince others to join their side. When many from each side have shared their views, read another statement and begin again.

Knots: Everyone stands in a circle, shoulder to shoulder with closed eyes. Hold arms outstretched and move forward together towards the middle and wave arms around to shuffle them. Take another person’s hand in your own and, when each person has two hands, then open eyes. Now, without dropping hands, try to untangle yourselves. The group works together to try and untangle the knot.

Conflict Situations: Have participants pair off and face each other, forming two lines. Give a conflict situation to the pairs, “One of you cannot find your pen. You suspect the person across from you has stolen it.” Tell participants to role play the conflict – they must be strong and defend their position at all costs. After about three minutes, stop everyone and ask some of the partners to explain what happened. Then tell them to role play again, this time working to find a solution. Ask if anyone resolved the conflict. Get various examples of how it was resolved. Talk about how it was different from the first role play. Then, give another conflict. Use examples that are relevant to the participants – you may also ask them for suggestions of a conflict situation to use.

Teachers can build peace by teaching their children to be tolerant, cooperative, and ways of solving conflicts without violence.



Points for Discussion

“We can agree to disagree.” Emphasise tolerance and the importance of respecting other people’s opinions. We can disagree on issues, discuss them and learn from each other. Our disagreement does not mean that we must argue or fight. Friendship can be based on mutual respect, not just similar opinions.

The task at first seems impossible. It takes everyone’s patience and co-operation to get untangled. No one can solve the problem by themselves; we either find the solution together or break apart.

There are many different ways of resolving conflicts. By sharing solutions and being open to others’ ideas, we can help to bring peace instead of using violence. Highlight any common themes in the resolutions, such as listening, asking forgiveness, giving compensation for loss, etc.

Class Gift: Take two bags: one nice gift bag and one old, tattered plastic bag. In the nice gift bag, put some garbage. In the old, tattered bag, place a nice gift (i.e. a pen and exercise book). Place the two bags in front of the participants. Ask which gift they would like. Point to the nice bag and ask, “Who would like this gift?”. Let participants raise their hands. Point to the old bag, and ask, “Who would like this gift?”. Let participants raise their hands. Choose two participants to open the bags in front of the class.

Lap Sitting: Everyone stands in a circle, shoulder to shoulder. Have everyone face to the right and then take a side step toward the center of the circle to tighten it up. When everyone is pressed together in a tight circle, give instructions to sit at the count of three. Each person sits on the lap of the person behind.

Another important way to build peace in your classroom is by helping the students resolve their conflicts. You can lead them through the process by having them discuss the problem, look at the causes, discuss what has already been tried as a solution, and finally think of new solutions that are fair for everyone involved. Emphasize the importance of avoiding violence, which does not bring a lasting, fair solution. You may choose to introduce some of the conflicts in the weekly class discussions (H 39) and have all the students work through these steps to find a solution.

See chapter 3 for further material on peace education and conflict resolution.

We often make judgements about things and people from how they look on the outside. By doing this, we may be missing out on understanding someone and we may cause conflict or hurt someone through our assumptions.

Note: This may be used to highlight certain prejudices against those who are different: people with disabilities, people from different tribes or races, etc. (Refer to H).

We are interconnected and what we do affects others. I can lean on others and have others lean on me, and together we can stay strong. If I fall or someone else falls, all of us are affected. If we carry the weight together, it becomes light (this can be linked to sharing problems expression, H).

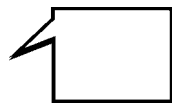


SCENARIOS

Scenario I Using Rules For Effective Classroom Management

This scenario was drawn from role plays by teachers in response to the following situation that was presented:

"You are a P.5 teacher. In your class you have one child who always arrives late, one child who sleeps and lacks concentration during the lesson, two children who are aggressive toward others in class. You have already made the class rules together with your students. Show how you would use the rules to manage your class."



= what is actually said



= TEACHER

1 Good morning, class.
Good morning, Madame.

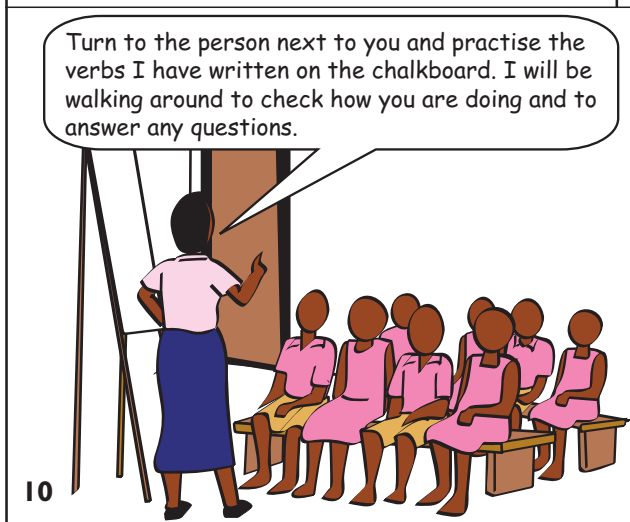
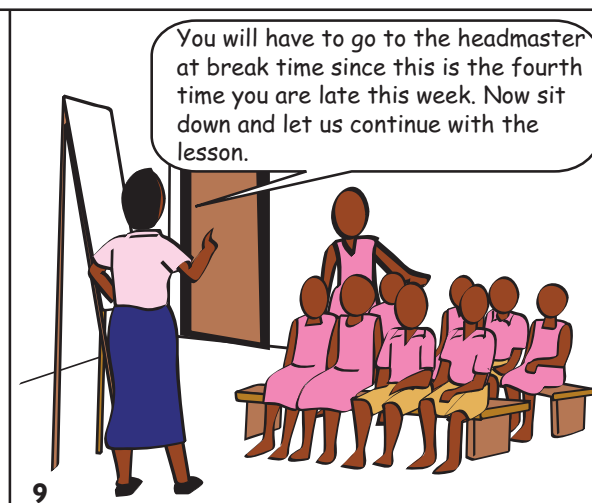
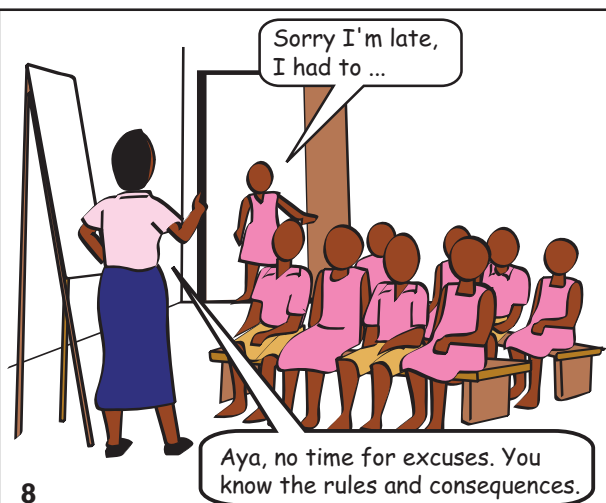
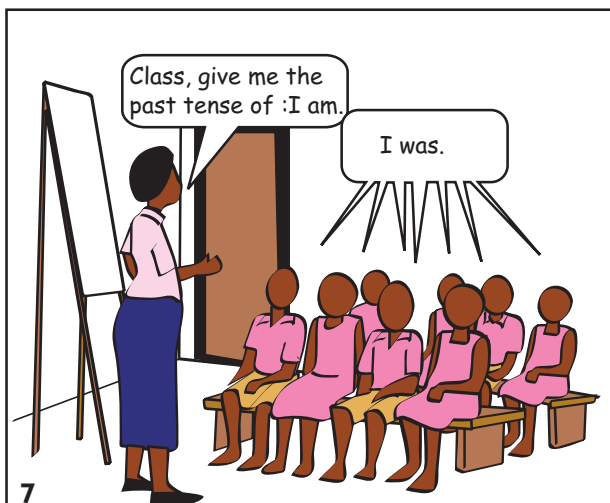
2 Leave me alone!

3 Oryem and Okello, you know rule number 4, 'Keep your hands to yourself', and rule number 6, 'Respect one another'. You have broken both rules for the second time.

4 The first time I gave you a warning, now you must stay in during break time and write an apology letter. These are the consequences we agreed upon together as a class. Now Okello, change seats with Akec so you won't be tempted again.

5 Now let us review past tense verbs. Acan, wake up.

6 You have broken rule number 1, 'Pay attention to the lesson', for the first time. Please take this warning. Next time you will have to stay in during break time to copy a lesson.
Yes, Madame. I am sorry.



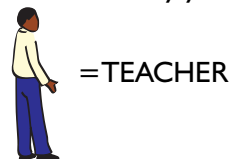
Think about your own class and the challenges you face. How will you use the rules in your class? What do you most need to work on (being consistent with the rules, not losing your temper, etc.)?

SCENARIOS

Scenario 2 Listening To A Student Who Needs Special Attention

This scenario was drawn from role plays by teachers in response to the following situation that was presented:

"You are a P4 teacher. One of your pupils has recently returned after having been with the rebels for six months. You have noticed that he doesn't concentrate much during class, and you see him staying by himself during break time. One day you approach him during break time to try to listen to him and counsel him. How will you approach him?"



1

The abductee is feeling bad and finding it difficult to concentrate in class.

Okello, can you tell us the answer to the question?

I don't know.

2

3 days later - break time. Okello isolates himself and stays alone all the time.

3

While others were in class, Okello went and sat outside.

Okello, what are you doing here yet your classmates are in for a lesson? Go in please!

Don't disturb me. Leave me alone.

4

I'm not disturbing, Okello! I am just caring for you. Can I talk to you during break or after the lesson?

I don't need your care. It's only my dead father who can care for me, not you. You can talk to other pupils, not me.

5

One week later. From this time, the teacher is concerned about Okello's behaviour and starts monitoring him closely.

Okello, why don't you play with your friends?

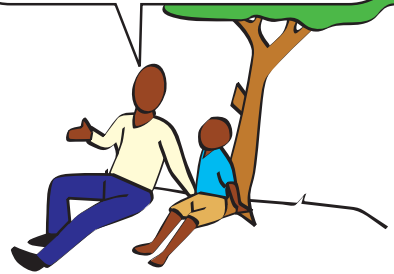
I don't want, I told you to leave me alone.

The day after. The teacher moved closer and sat near Okello.



6

I understand about your pain, but Okello, I know you are really a good active boy. You can play football very well and you are intelligent in class. I would like to see you participate if you are interested.

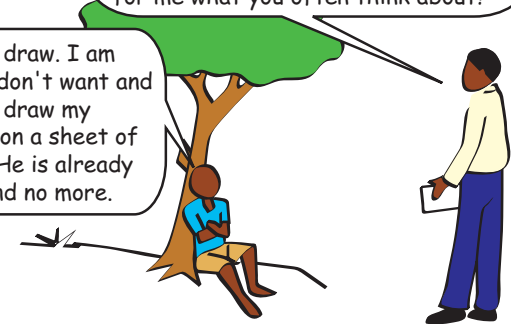


7

Okello did not participate in any activity. Three days later after class.

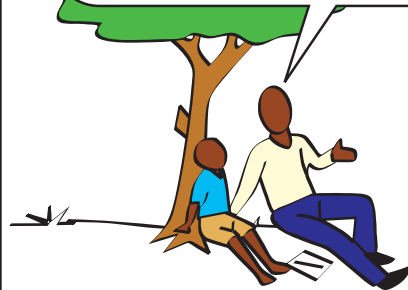
Okello, I know we can not bring your father back to life, but we can do something if you want. Can you draw for me what you often think about?

I can't draw. I am lazy. I don't want and I can't draw my father on a sheet of paper. He is already dead and no more.



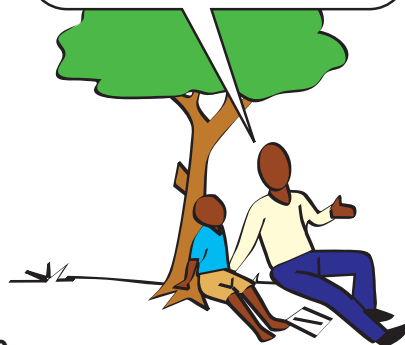
8

I know Okello and I am really sorry for what happened to your father. It hurts us all but I know your father, though dead, is alive in another world and he would not be happy seeing you alone and worried all the time.



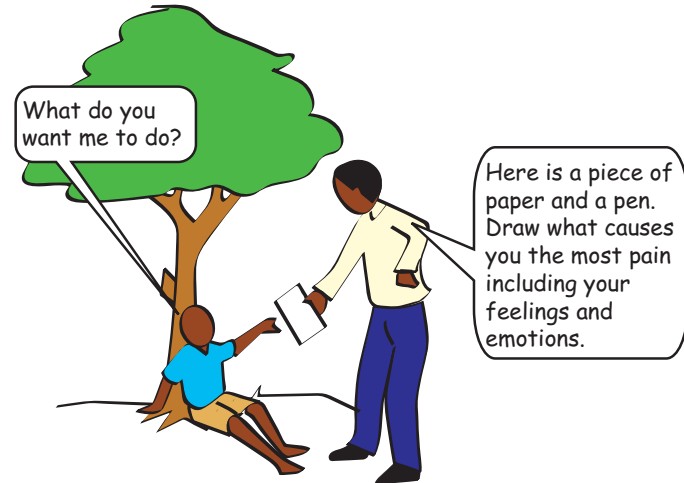
9

He loved you very much and would have wanted you to lead a happy and successful life. We can do something to help the situation if you want.



10

What do you want me to do?



11

Won't you give my drawing to any other pupil to see?

No, I won't. I will only keep it if you want me to, or you can even keep it yourself.



12

Okello accepts the paper and made his drawing in his own time and way.

Sometime later, Okello came to show his teacher the drawing after lessons.

Can you explain the drawing to me?



13

This is my home. Ten rebels came at night. Here I am with the others. The rebels tied me with some other children and took us with them. This is my father. Before leaving, the rebels killed him with a panga. I was not allowed to cry, say anything or go near my father. The rebels were rude and shouted loudly, then they forced us to run away very quickly. It was terrible.

Okello stopped talking and tears started rolling down his face. The teacher held him quietly and allowed him to cry as long as he wanted.



14

After some time Okello felt more relaxed and somehow released from his pain. The teacher continued to ask him about his feelings and thoughts. He explained what had happened to him after being abducted for six months and about the time spent with the rebels. Okello shared his anger, sadness and grief about the loss of his father who was killed in a brutal way.



15

Being able to truly listen to Okello took a long time. Even though the teacher was kind, loving, humble and respectful. Okello took time to trust and open up to him. Now a strong relationship has been built between the two. Step-by-step, and during different sessions, the teacher together with Okello, will see what to do to cope with the situation. In order to avoid any kind of abuse from fellow pupils, the teacher will also sensitise the class about solidarity and acceptance of one another.

16

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SCENARIOS

Scenario 3 Emergency Discussion

This scenario was drawn from role plays by teachers in response to the following situation that was presented:

"You are a P6 teacher. Last night there was a rebel attack in a nearby village. You and many of your pupils slept in the bush. How would you welcome the students and begin your first class of the day?"



=TEACHER

1

Although the pupils are a bit late for school, the teacher warmly welcomes them.

Good morning my students.

Now he is going to beat us because we are late.

2

Don't worry about coming late, I know it was very difficult last night. Maybe you did not sleep because of all the shooting. It was a hard time for me too. I slept in the bush for some hours.

Oh!

Sorry.

3

We shall take time to discuss and share. I see some of you are missing. Does anyone know what happened to Opio, Susan and Alfred?

4

Who wants to share something?

For us we slept in the bush and came back this morning. We were so scared, but thank God they did not reach our hiding place.

Last night the rebels came to town and started looting and abducting. On their way back they abducted Opio my neighbour.

5

Every morning I come to school with Susan, my friend, but I found her crying with her mum and family. The father was killed last night by a group of rebels looking for him.

Last night I met Alfred while I was running to find a safe place. He joined me and then suddenly we met four rebels with a lot of loot. One of them started to beat Alfred, but the two of us managed to escape.. Unfortunately he has some wounds on his shoulder that are very painful so he remained at home.

A girl starts to cry. The teacher comes near her to console her and to encourage her to speak.

6

I climbed in a tree to hide myself, but I will never forget what I saw. There were six rebels beating a poor man and cutting him to pieces with an axe. It was terrible.

I know it is so painful at your age to see such bad things. It is normal if you have the desire to cry like Emily. Who else wants to share their thoughts and feelings from last night?

7

I am so sad about Susan's father, and I am afraid that they are still around. Maybe they will also kill my parents.

Me, I was shaking so much when I heard all those gunshots. There were so many.

I thought last night was the end of my life.

I would like to kill them one day when I am a man like you, sir!

8

Thank you for what you shared with me and with each other. I will inform the authorities about the abduction of Opio and the others, if you know their names. If you agree, we can pray together for Opio, for Susan's father and her family, Alfred to recover quickly, and for the entire village that went through the difficult night. We can give God all the bad things we saw and heard. We can also pray for strength to forgive, even if it seems impossible.

The teacher and all the pupils start to pray.

9

I also want to reassure you by giving you the correct information about what happened last night. Even though you heard a lot of gunshots, it was a group of only 16 rebels. Apparently, they abducted 4 people, including Opio. They also killed Susan's father. As far as we know, no one else was killed. We know that they ran away to the north only because they were chased by the army. You are safe now; they will not come back for the moment. How do you feel now?

I feel better. It's good to share.

Maybe, we can visit Alfred after school.

10

I was feeling so desperate and lonely. Now I feel together with friends again.

I now fear less and I have cooled down knowing that the rebels ran away.

Thank you for sharing with us; I made a right decision coming to school today.

11

Okay, dear students, now we can go ahead with the lessons. Will someone reminds us of what we learnt yesterday?

Do you think this teacher's approach was a waste of time or was it worth it? Think about how you would feel after such an event. Would you be able to concentrate? Does it help when you talk to friends? You can also help your students in this way.

INDIVIDUAL TEACHER PLAN

Here is an example of individual teacher plan:

Name _____ School _____ Subcounty _____

How do I want to make my class a better place for children?	What specific steps will I take?	When?	What changes do I expect to see in my pupils?
1. Make class rules.	<ul style="list-style-type: none"> Discuss with pupils on how to make class rule. Involve pupils in making the rules. 	Next term.	<ul style="list-style-type: none"> Promote discipline in the class. Love and respect for one another.
2. Allow free expression through: <ul style="list-style-type: none"> discussion. drawing. writing. 	<ul style="list-style-type: none"> Set time for discussion. Divide pupils for group discussion. Guide them in choosing a topic. Ask them to draw their feelings. Ask them to write about their ideas. 	Starting second week of next term.	<ul style="list-style-type: none"> Cocperation. Respect for one another. Skills of imagination. Promote memory.
3. Keep records (charts, drawing models).	<ul style="list-style-type: none"> Display them in the classroom. 		<ul style="list-style-type: none"> Build confidence. Promote more effort. Respect of properties.

The teacher training gives an approach, a different way of looking at your normal, daily work. It is not adding additional work or giving you a new job.



Remember what you planned and how you created your personal way forward. What positive results have you had since the training? What challenges have you encountered? Take personal notes about what you have put into practice – the successes and the difficulties. This will be useful during follow up sessions to share with colleagues and continuously improve your skills.

You were chosen to be a role model in your school – an example of this approach. One of the first steps is to sensitise your headmaster and colleagues about what you have learnt. Be sure to work together with the trained teachers in your area. Sharing your difficult cases and examples of how you put rules or activities into practice can be very helpful. Working together makes your task much lighter! Your group of teachers can give each other advice, ideas, and encouragement. You can also review some of the topics from the training. Good luck and enjoy the wonderful role you have with your students!

SELF EVALUATION

The same qualities that you use in listening to others are important for listening to your inner self – openness, non judging, alertness and curiosity. As a teacher it is important to listen to yourself and your experiences because the more aware you are of your own abilities, limits, strengths and problems, the better you are able to understand and help others.

Following are some tools or exercises and guides for encouraging you to think about your inner self and your experiences.

A. About My Life

One thing I like about myself is _____

Something I'm not good at doing, but wish I were good at is _____

The thing I like most about my home is _____

If I could change one thing about my life it would be _____

A person who has been a role model in my life is _____

What I appreciate about this role model is _____

One new thing I would like to learn is _____

One skill I could improve is _____

The thing I most like about my family is _____

One thing in my daily life that I enjoy is _____

My favorite day of the week is _____ because _____

My favorite time of the day is _____ because _____

What I like most about my friends is _____

My favorite activity is _____

Something I believe strongly is _____

You can also use these tools to help you get to know other adults and children.

B. Some Questions To Think About And Discuss With Other Teachers Or In Follow Up Meetings

In my role as teacher:

How do I work best?

What is easy for me?

What is difficult for me?

What would I like to share with others about a difficult case?

What is the reason the case was difficult for me?

What do I want from my colleagues?


What do I not want from my colleagues?

What can I contribute to this group of teachers in my school?

C. Listening To Children And Using Rules And Activities In The Class

Rate your level of **skill** / **ability** / **attitude** for each of the following sentences.

This information is for you to assess your areas of strength as a teacher, as well as areas where you want to grow and develop. It is important to be honest with yourself and open to learning new things about yourself. This information is for yourself alone; no one will check on it. Doing these ratings over time can also help you to track your progress.

To rate yourself, think of yourself as a water jar:  By shading in the amount of water it contains you indicate how well you think you are doing.



Currently do not have - need to learn this skill/attitude.



Have a little of this skill/attitude but need to grow and develop it.





















Have an average amount of this skill/attitude.












Have reached the best in this skill/attitude.






















- Complete one rating for each:
1. **Before you took the teacher training (before).**
 2. **How you see yourself right now (today).**
 3. **Leave blank now for you to complete in the future, maybe a year from now (future).**

Listening To Children

	Before	Today	Future	One way I could grow/develop in this area is:
Listen to the child				_____
Try to understand the child's point of view				_____
Help the child express thoughts and feelings				_____
Be patient and merciful				_____
Enable the child express thoughts and feelings				_____
Offer alternatives				_____

	Before	Today	Future	One way I could grow/ develop in this area is:
Refer to the network if needed				_____
Know my limits				_____
Be trustworthy				_____

Using Rules And Activities In The Class

	Before	Today	Future	One way I could grow/ develop in this area is:
Made rules together with the students				_____
Use appropriate consequences instead of harsh punishment				_____
Do not lose my temper but remain fair and consistent				_____
Use participatory methods to encourage students' active participation in lessons				_____
Use different methods in class to help student express their thoughts and feeling				
Writing, Drawing				
Discussion				
Music, Drama, Dance				_____
Hold emergency discussions with students after difficult events				_____
Use activities and discussions to promote cooperation among students				_____

EXERCISES AND GAMES FOR CLASSROOM ACTIVITIES

Warm up games

- ♦ **Sing a song**
- ♦ **Play “Touch Blue”**

Someone plays a drum, and every one else moves round the space, fairly fast. When the drummer stops, the leader calls “Touch Blue”, Touch a nose, or touch a shoe or any other colour or article which some of the people are wearing (change the instruction each time). Everyone must touch that colour or object on another person not themselves. Then the drummer begins again.

- ♦ **I am Happy / I am Sad**

Sit in a circle. Each person in turn speaks to his or her neighbour, starting with the leader who demonstrates what to do. They can say “I’m happy or I’m sad’. If they say I `m Sad, they must say it with a very happy face. If they say I `m Happy they must say it sadly, even crying.

- ♦ **Action Names**

Stand in a circle. The leader says the name he or she wants the group to call him or her, and chooses an action which begins with the same letter (I’m jumping John”; I’m smiling Sabiti”) everyone else copies the action and says the name. Then the next person does it. This is good with groups who don’t know each other’s names.

- ♦ **Pass the stick**

Sit in a circle, with chairs close together. One person is chosen to stand in the centre and closes their eyes. Give a stick (about 5 inches or 13 cm long) to one of the people sitting. The stick must be passed round the circle to right or left; everyone else can also move their hand as if they were passing it. The person in the centre opens their eyes and has three guesses who has it. if they guess right, or after three mistakes, the person who has the stick at that time goes in the centre and the game begins again.

Communication Exercises



- ♦ **Mirror**

Each person chooses a partner (If there is someone with no partner, one of the leaders should work with him or her). They stand face to face. The leader says, “ Touch your partner on the shoulder” Whoever touches first is Number 1 and the other is Number 2. Number 1 starts to make movements with arms, legs and head and number 2 follows every movement as if they were number 1 mirror. The exercise should be done in silence. After a time the leader tells Number 2 to make the movement and number 1 to be the mirror.

Afterwards have a short discussion. Was it easy to be a mirror? Was it enjoyable? Did the exercise give you a good feeling about your partner?

If you do this exercise again with the group in another session, you could ask them to find a partner whom they don’t know very well instead of a close friend.

♦ A/B Listening

(It's useful for the leader to have something which makes a noise and to explain this is the signal for everyone to stop talking at once). Each person chooses a partner. (If there is someone with no partner, one of the leaders should work with him or her) They sit face to face. The leader says "Touch your partner on the shoulder" Whoever touches first is number 1 and the other is number 2. The leader asks everyone to think of something interesting to talk about.

First stage: Everyone in the group talks at once, each person trying to make their partner stop talking and listen to them. After a minute the leader stops everyone and asks people to put up a hand to tell what that was like. (Most people find it very frustrating, and speak louder and louder; some just stop talking).

Second stage: Number 1 is told to speak, and number 2 without speaking or moving away, shows that he or she is not interested at all in what number 1 is saying. After a minute the leader stops every one, and tells number 2 to speak and number 1 shows boredom. Then the leader stops every one again, and asks people to put up a hand to tell what that was like. (Most people find it unpleasant not to be heard.) Ask them to say how they knew that the other person wasn't interested – what did the speaker actually see?

Third stage: Number 1 is told to speak, and number 2 to listen with complete attention. After a minute the leader stops everyone, and tells numbers 2 to speak and number 1 shows great interest. Then the leader stops everyone again, and asks people to put up a hand and tell what that was like. (Most people find it very nice to be listened to.) Ask them to say how they knew that the other person was listening – what did the speaker actually see? Point out that everyone was much quieter.

♦ Telephone

The group makes teams with about six people in each. Each person stands about a yard (a metre) away from their team mates. The first person in each team goes to the leader who shows them a message of about twelve words written clearly on a piece of paper. They all go back and whisper it to the next person in each team, who goes and whispers it to the next one until it reached the last people in the team, who are asked to say what the messages was. Usually there are mistakes. Sit down and discuss together: why do message go wrong? What can we do to make sure mistakes are not made? How can we listen better? After the discussion the leader might ask the team to try again with a second message and see if the results are better.

Co-operation Games

♦ Human Machines

The group is divided into teams of eight or nine, who go to different parts of the space available. Each group plans how to show the others a machine at work using only their bodies. It may be a real machine, like a pick up or a telephone, or it might be imaginary machine which hasn't been invented yet. After about seven minutes, the groups come back and sit down. Each group in turn shows its machine without saying what it is. The others have to guess what it is.

♦ Detective

The group stands in a circle. One person goes in the centre and closes her/his eyes. This is the detective. You point to another student, who is the leader. The leader starts to make a repeated movement (such as waving an arm in the air), and everyone else copies. After a few second, the leader changes to another movement and every one copies. The game is most fun if the leader make many changes very quickly. Once the first movement has begun, tell the detective to open her/his eyes. The detective has three guesses who is the leader. Then the leader goes into the centre and become the detective. When his or her eyes are closed, the former detective points to someone to be the next leader continue playing as long as the time allows.

- ♦ **Taxi**

Work in pairs. Warn the group first that no one must get hurt in this game. One partner's eyes are covered; he or she is the taxi. The other partner stands behind, holding their hips; he or she is the driver. The drivers drive their taxis, round the space being careful not to crash into anyone or anything.

- ♦ **Ground points**

The group is divided into teams with the same number of people in each, explain that each part of the body (hand, foot or backside), which touches the ground scores one point. When you call out a number, the whole team must make that number as quickly as possible. For example, if there are five people in each team you might call: seventeen = ten feet and seven hands touching the floor five = all must stand on one leg, twenty – five = every one sitting on the floor with both hands and feet touching it.

Problem – solving Exercises

- ♦ **The security guard**

The group work in pairs. One is a security guard, and has been told that the boss of the office doesn't want to see anyone. The guard was told not to leave the door, and has no telephone. The other needs to see the boss with a very important message. These people must do what they can to persuade the guard to let them enter. After about 4 minutes, use your silent signal to ask every one to be quiet. Ask if any one has succeeded; find out the method of persuasion which different people have been using. If someone has tried lying or bribing, discuss whether this is a good way to get what you want. (if you lie, the door keeper won't ever trust you again, if you bribe them they will always want money in future). Has any one found out why the door keeper doesn't want to let them in? (They will lose their job if they make the wrong decision). You are most likely to succeed if you try to meet the door keepers' needs as well as your own, (for example suggest the door keeper lock you out while they go and ask the boss). After some discussion let them change over, so the second person is now the door keeper, and tries again. Again discuss whether anyone succeeded, and how they did so.

- ♦ **Personal conflicts**

Tell the story of a conflict with someone else in your own life (you can invent one if you don't wish to talk about a real one). Then everyone divides into small groups of about six people, and discusses for five minutes: each group must make not more than two suggestions what the person can do to get an end to the conflict. Make a list of these. Point out to the group that some of them are to help you win a victory over your opponent (win lose result), Others will try to find a way to satisfy both you and the other person (win – win or compromise results; in win – win you both get everything you need and in compromise you both get part of what you need, and agree to give up part of it.

Say that you think a win – win or compromise result is better than a win – lose one and ask them why. (it satisfies everyone, so it is more likely to end the conflict; if you try for a win – lose result, you might be the loser). Tell them which of their suggestions you like best, and thank them for trying to help you.



- ♦ **Hand to Hip**

Ask someone to come forward to demonstrate with you. You hold his or her hand, and push it to touch his or her hip saying, This scores one point for (name). “Then without letting go, pull the hands gently to your hip and say. This scores a point for me”. Ask the group to work in pairs; tell them you are going to say start then give them fifteen seconds and then say stop! (you can count the time if you have no watch) everyone must try to get as many points as possible in that time, without discussion first. When they do it most pairs will fight each other, and not get many points. If two people help each other, they will score much more, watch out for any pair which does this. After fifteen seconds, ask people their scores. If a pair has co-operated, ask them to show how they got such a high score; if not you can demonstrate how helping each other gets very high scores for both partners.

Affirmation Exercises

Affirmation exercises are ones which make everyone feel good about themselves by getting respect and attention from the others.

- ♦ **Affirmation adjectives**

Stand in a circle. Each person in turn will say their name with an adjective which start with the same letter: the words must refer to good qualities. “I’m daring Daniel”. “I`m amazing Alice”. “I`m optimistic Okello”.

- ♦ **Secrets sit in a circle**

Each person in turn must tell the group a story from their life which most of the others have never heard before.

- ♦ **Introducing each other**

Let them sit in pairs. Give them five minutes to tell one another about themselves (what they enjoy, what they are good at doing, what they dislike, some of their achievements and dreams). After five minutes, come back into the large circle. Go round the circle with each person introducing their neighbour. E.g. “ This is Nelson Okot. He lives at home with two brothers and one sister. He enjoys playing foot ball, and he scored a goal in his last match. He lives at home with two brothers and one sister. He enjoys playing football, and he scored a goal in his last match. He likes pineapple, and he doesn’t like cassava. He...

- ♦ **Invisible clay**

Sit in a circle in silence. You pretend you have a piece of clay in your hands. Without speaking you pretend to slowly shape it into some object they will recognise (e.g. if you make a hat, finished by pretending to put it on your head). Don’t work too quickly! When you have finished people can guess what you made. Then pass the imaginary clay to the next person to do the same. Continue round the circle. (This is an interesting exercise, because each person in turn will feel the group watching them with close attention and interest.)



- ♦ **Affirmation pages**

For this you need a piece of paper and a pen or pencil to give to each person. They each put their name and a small picture of their face at the top. Then the pages are passed to the left. Everyone must write a few nice words about the person whose name is on the paper. Then they pass it to the left again, and write on each page as they receive it - till the pages have been all round the circle and come back to those they belong to. (Warning: if the group is larger than thirty you will need more than ten minutes for this. Once you have started it, you should let it continue till everyone has written on each page.)

Focusing on the positive

- ♦ **Child's name in a box**

Make a chart at the back of the room with each child's name in a box. Allow the children to write complementary words for each child. Children can also write something positive about themselves. *This encourages students to highlight each other's strengths.*

Okello	Anek	Acan
Kind	good story	Excellent
Good football	teller	actress
Player	funny	

- ♦ **The two best things**

At the end of every day before the children go home; ask them to think of the two best things that happened during the day.

This helps you and the students to leave school on positive note. It is not to ignore the negative but rather to remember the positive parts that are often forgotten.

- ♦ **Keep your own record of the children's strengths**

List all their names in your exercise book and throughout the term, and write down at least one strength for each child. *This helps you to focus on their strength and to build on those capacities while in the classroom.*

PEACE CLUB

Patongo Akwee Peace Club

Having experienced problems of abductions, killing, loss of property within the school community, our school decided to form a “peace club”. The members of the club consisted of the pupils from primary four to seven.

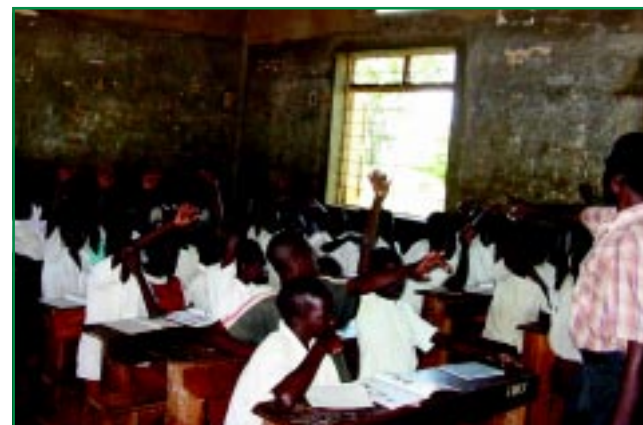
The main objectives of the club are as follows:

1. To overcome the aggressiveness among pupils.
2. To create cooperation among pupils.
3. To let members solve their own problems under the guidance.
4. To let members participate actively in activities which bring peace among themselves, the school and community.
5. To enable members to protect their own health and that of the environment.
6. To train them to be leaders of today and tomorrow who can guide people towards peaceful solutions in times of problems.
7. To make them realise that since they are boys and girls they are all equal before God and need equal treatment.
8. To instill in them respect for everybody they meet.
9. To create in them the sense of helping the needy.
10. To enable them realise the benefit of education.
11. To enable them to avoid the practices of nepotism and segregation.
12. To unite the teachers, pupils and parents together as a community.

In order to achieve the above objectives, we realised that we should embrace these pupils with the following activities that will instill in them only “Peace”.

The Activities include:

1. Rhymes recited about peace.
2. Poems done about peace.
3. Speeches about peace.
4. Debates done to realise only good points.
5. Drama acted the end result must come to peace.
6. Riddles and proverbs done to realise the good teaching.
7. Conversation acted by the pupils about peace.
8. Composition writing by the pupils.
9. Songs sung connected with peace.
10. Plays done for enjoyment.
11. Dances done to make everybody enjoy.
12. Case study discussion (This is optional).



Below are examples of a few of the activities:

Songs

I Need Help Though Am Disabled

Chorus I need your love x 2
I need your love for me - ee
I need your love x 2
I need your love for me

1. Oh teacher I need your love though I am blind
2. Oh AVSI I need your love though I am lame
3. Oh Action Aids I need your love though I am deaf
4. Oh Psycho - social I need your love though I am dumb
5. Oh D.E.O I need your love though I am an orphan
6. Oh doctor I need your love though I am sick

We Are Walking in the Light of God

Oh Denis are you walking in the light of God
Walking in the light
Are you walking in the light
Are you walking in the light of God
Oh AVSI
Oh Mary ...

I Stay in the World God is my Power

I stay in the world God is my power
I need peace
Who is to create this peace it is you and I.
Lets work together for peace, peace, peace

Games

1. Sack running
2. Three-legged races
3. Fill the bottle with water
4. Tug of war
5. Karamajong play
6. Breaking the pot

Proverbs and Riddles

1. Let sleeping dogs lie
2. Charity begins at home but should not end there
3. Let by gones be by gones
4. Tong gweno pa ladiro odoko ler (Luo)
5. Gin ma ongayo latong kweri pe tongo (Luo)
6. Agwata matek mac aye puku (luo)



RIGHTS OF A CHILD

What are the Rights of a Child?

These are the needs any child must be provided with to ensure that the child grows up healthy, happy and useful both to himself or herself, family and society.

What are these needs to rights?

Any child needs to:

- a) Grow up with a family and have a name and nationality.
- b) Be loved.
- c) Be protected from harm, injury, abuse, defilement and to be guided by parents.
- d) To be listened to when a decision affecting him or her is being made depending on her age and ability to understand.
- e) To be educated, given medical care such as immunization against polio, diphtheria, measles, whooping cough, cholera etc.
- f) To be treated with dignity and be given special care, education and training where necessary if suffering from a disability so as to develop his or her potential and self reliance.
- g) To be protected from harmful customary or cultural practice.
- h) To have time to play, to have leisure and participate in sports and positive cultural and artistic activities.
- i) To be protected from harmful employment, to be given priority among those to receive help and protection in any situation of armed conflict or and civil strife.

Which laws ensure that children get the above rights or needs? these are several laws both at national and international level that ensure that children are accorded the above rights.

The constitution of Uganda 1995

I, Article 34 spells out most of the above rights which means that any law which tries to undermine these rights in Uganda is null and void as it will be against the constitution, the basic law of the land.

The children statute 1996

This act enshrines all the rights of the child and since in its schedule it provides for the application of the UN Convention on the rights of the Child and the OAU Charter on the Welfare of the African Child where the Act is silent, it becomes a very comprehensive law on the rights of the child. It operationalizes the constitution.

The UN Convention of the rights of the child

Sets the minimum standard each state must at least strive to adhere to the treatments of its children. Most of the rights in the Children Statute are derived from this document.

The AOU Charter on the Rights and Welfare of the African Child

It is the answer to the UN Convention. They are basically the same but this one tends to look at these rights from the African's perspective and special circumstances, and openly emphasizes what an African Child should know as his or her responsibility.

Child Responsibilities

A child should not only have rights but as a must in order to grow up into a whole some responsible person must also have responsibilities. Responsibilities increase as the child grows and develops (refer to Development of the Person). What we need from others should also be what we give to others (love, care, security).

What should be the responsibilities of the child in Uganda?

A child in Uganda shall first of all have responsibilities towards his or her family, society, country and then the international community. A child shall, according to his or her age, ability and rights, have the duty:

- ♦ To work for the cohesion of the family, to respect his or her parents, elder and other children and to assist them.
- ♦ To use his or her abilities for the benefit of the community.
- ♦ To preserve and strengthen cultural values in his or her relations with other members of the society, in the spirit of tolerance, dialogue and consultation, and to contribute to the moral well being of the society.
- ♦ To preserve and strengthen the independence, national unity and the integrity of his or her country.

It is again the duty of the parents or guardians and the community to make sure that the child is made aware of these responsibilities and usually carries them out.

[From the Local Council Guidelines]

RIGHTS OF A CHILD

Summary of the Convention on the Rights of the Child by Save the Children and UNICEF

Article 1

The convention defines a child as a person below 18 unless national law recognises that the age of majority is reached earlier.

Article 2

All the rights laid down in the Convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status.

Article 3

All actions concerning the child should be in his/her best interests.

Article 4

The state's obligation to translate the rights of the Convention into reality.

Article 5

The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities.

Article 6

The right to life.

Article 7

The right to a name and a nationality and, as far as possible, the right to know and to be cared for by his/her parents.

Article 8

The right to protection of his/her identity by the state.

Article 9

The right to live with his/her parents unless incompatible with his/her best interests. The right, if desired, to maintain personal relations and direct contact with both parents if separate from one or both.

Article 10

The right to leave and enter his/her own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship.

Article 11

The right to protection by the state if unlawfully taken or kept abroad by a parent.

Article 12

The right to freely express an opinion in all matters affecting her/him and to have that opinion taken into account.

Article 13

The right to express views, and obtain and transmit ideas and information regardless of frontiers.

Article 14

The right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15

The right to meet together with other children and join and form associations.

Article 16

The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander.

Article 17

The right of access of information and materials from a diversity of sources and of protection from harmful materials.

Article 18

The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the state.

Article 19

The right to protection from maltreatment by parents or others responsible for her/his care.

Article 20

The right to special protection if she/he is temporarily or permanently deprived of her/his family environment, due regard being paid to her/his cultural background.

Article 21

The right, in countries where adoption is allowed, to have it ensured that an adoption is carried out in her/his best interests.

Article 22

The right, if a refugee, to special protection.

Article 23

The right, if disabled, to special care education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self – reliance and a full and active life in society.

Article 24

The rights to the highest standard of health and medical care attainable

Article 25

The right, if placed by the state of purposes of care, protection or treatment, to have all respects of that placement regularly evaluated.

Article 26

The right to benefit from social security.

Article 27

The right to a standard of living adequate for his / her physical, mental, spiritual, moral and social development.

Article 28

The right to education, including free primary education. Discipline to be consistent with a child's human dignity.

Article 29

The right to an education which prepares him or her for an active, responsible life as an adult in a free society which respects others and environment.

Article 30

The right, if a member of the minority community or indigenous people, to enjoy her/his own culture, to practice her/his own religion and use his/her own language.

Article 31

The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities.

Article 32

The right to protection from economic exploitation and work that is hazardous, interferes with his or her education or harm his or her health and physical, mental, spiritual, moral and social development.

Article 33

The right to protection from narcotic drugs and from being involved in their production or distribution.

Article 34

The right to protection from sexual exploitation and abuse

Article 35

The right to protection from being abducted, sold or trafficked.

Article 36

The right to protection from all other forms of exploitation.

Article 37

The right not to be subjected to torture or degrading treatment. If detained not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family.

Article 38

The right, if below 15 years of age, not to be recruited into armed forces nor to engage in direct hostilities.

Article 39

The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment for his / her physical and psychological recovery and reintegration into society.

Article 40

The right if accused or guilty of committing an offence, to age appropriate treatment likely to promote her / his sense of dignity and worth and her / his reintegration as a constructive members of society.

