Human Rights Education in Africa Curriculum

Culture of Peace: Conflict Prevention and Management

Classroom in Gao, Mali. Photograph by Marco Dormino.

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**Introduction and Background**

Regions across the world are struggling to overcome legacies of violence due to political and social turmoil, stunted economic growth, endemic poverty, lack of group identity and cohesion, and/or limited access to fundamental social services. Political instability, socioeconomic inequality, and lack of employment opportunities create an environment where segments of the population are marginalized thereby emboldening the use of violence along racial, religious, regional, and ethnic lines, and increasing the likelihood of exploitation and recruitment by extremist groups (Davies, 2015; UNESCO, 2016).

Education plays a decisive role in preparing people of different backgrounds to coexist in harmony and cultivate a culture of peace (Bajaj, 2011; UNESCO, 2016). Non-formal and formal education must create environments where the psychosocial support that youth in conflict require is found (Vega & Bajaj, 2016). Human rights education (HRE) enables people to acquire attitudes, knowledge, skills and behavior necessary to become responsible citizens within increasingly diverse societies, and assist them in appreciating the values of equality, acceptance, partnership, social cohesion, and justice (Lopes Cardozo, 2015; UNESCO, 2016). In regions with recent histories of conflict and extreme violence, HRE with a specific focus on promoting peace through prevention and management of conflict is increasingly critical (Lopes Cardozo, 2015). This curriculum, anchored to the Economic Consortium of West African States (ECOWAS) Reference Manual Module 1: Culture of Peace, Conflict Prevention and Management, will address these issues primarily through a bottom-up approach of direct engagement with our target audience, along with strategic top-down involvement and participation of local community leaders and stakeholders (UNESCO, 2013).
Curriculum Objectives and Target Audience

The broad objective is to develop a scalable, sustainable, and impactful curriculum for the three sub-Saharan African nations of Nigeria, Liberia, and Sierra Leone with appropriate local contextualization. Violent extremist groups like Boko Haram are more likely to recruit youth that are not enrolled in school – formal or non-formal education – or youth that have refugee status (Bashir Magashi, 2015; Danjibo, 2009; Walker, 2012). Boko Haram has aggressively expanded its influence in northern Nigeria by targeting embittered Nigerians and exploiting displaced children (Bashir Magashi, 2015; Danjibo, 2009; Walker, 2012). The target demographic of this curriculum includes youths from across Nigeria, Liberia, and Sierra Leone. Given their age group and the context in which they have grown up, care will be taken to create and ensure an environment of safety and trust throughout the curriculum to encourage honest and deep levels of engagement among the participants (UNESCO, 2016; Vega & Bajaj, 2016).

This environment of safety and trust will be enhanced by utilizing football (soccer) as an incentive and a key component of instructions throughout the lessons. Correctly and strategically leveraging football, while retaining vigilance over misuse (i.e. any signs of counter-productive hostility tied to overemphasis on competition, or illegal betting activities), as a tool throughout the curriculum will enable peer to peer engagement, team-building, equality, participation, and an overall culture of peace. While the core focus of the curriculum is educational, it also aims to provide a place where children can be children, and engage in the often neglected but developmentally important activity of play, and simply have fun (UNESCO, 2016). Lastly, the curriculum will actively seek out and engage local community leaders to lend further legitimacy as well as foster a broad sense of collective interest and ownership over the various programs.
Two operational caveats to be kept in mind:

- **Language and Medium of Instruction:** Because open and engaging communication is fundamental, language plays a central role in ensuring successful outcomes. Attention will be paid to the differences in languages and dialects. It is recommended that the local language most prevalent in any given location (preferably the mother tongue of the students) is used as a medium of instruction, instead of imposing rigid guidelines (i.e. use of the dominant or official language that may not be easily understood by students).

- **Formal or Non-Formal Education:** No decision has been made regarding the implementation of the program through formal or non-formal education, especially given the intent of reaching and including children who are currently not enrolled in schools. As it stands, the curriculum is adaptable and flexible enough to be used in either situation, provided a physical location (i.e. classroom) can be made available to accommodate students in a non-formal setting.
Scope and Sequence

The curriculum is based on the 2013 ECOWAS Reference Manual, Section 1: Culture of Peace, Conflict Prevention, and Management, Section 2: Human Rights, and Section 3: Civic Awareness and Citizenship. The lessons tend to involve instructor-led discussions and activities, peer-to-peer engagement, leadership development, analysis and self-reflection, assessment of knowledge gained from each lesson, and the use of football as an incentive and team-building tool. It consists of eight lessons to be taught over a two-week period:

- **Lesson 1:** Program Introduction and Kick-Off (3 hours)
- **Lesson 2:** Culture of Peace, Part I (1 hour 40 minutes)
- **Lesson 3:** Culture of Peace, Part II (1 hour 40 minutes)
- **Lessons 4:** Conflict Prevention and Management, Part I (1 hour 50 minutes)
- **Lesson 5:** Conflict Prevention and Management, Part II (1 hour 40 minutes)
- **Lesson 6:** Human Rights Principles, Standards, and Characteristics (1 hour 50 minutes)
- **Lesson 7:** Civic Awareness (1 hour 40 minutes)
- **Lesson 8:** Program Conclusion and Football Tournament (2 hours)
Lesson 1: Program Introduction and Kick-Off

Materials: Suitable outdoor space for football, ball, sign-up sheet [APPENDIX A], pre-course questionnaire [APPENDIX B], writing utensils (at least one per student), and the Human Rights Handout and Children’s Rights Handout (see below).

Lesson Objectives: Introduce key aspects of the program to the target audience (12 to 18 year olds, girls and boys), begin to establish a safe space, and promote respect and tolerance.

Program Introduction

Time: 10 minutes

1. Sign-up: Create an attendance sheet that will be utilized throughout the course [APPENDIX A]. Ensure that attendance is tracked consistently at the beginning of each lesson.
2. Distribute the pre-course questionnaire and have the children fill it out [APPENDIX B].
3. Distribute the Human Rights Handout and the Children’s Rights Handout (see below).

Human Rights Handout (Equitas, 2008)

- What are human rights?
  - Human rights are fundamental rights that belong to every person simply because they are human. Human rights are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances.

- What is human dignity?
  - Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, color, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve respect.

- What is the purpose of human rights?
  - Human rights are fundamental rights that belong to every person simply because he/she is a human being. Human rights are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances.

Children’s Rights Handout (Equitas, 2008)

- What are the rights of the child?
  - The rights of the child are specific rights that aim to protect all human beings younger than 18 years old. The human rights proclaimed in the Universal Declaration of Human Rights apply to all human beings regardless of their age, and as such children benefit from the same rights as adults. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

- What is the purpose of having children’s rights?
  - Children’s rights aim to ensure that each child can reach their full potential. All children – without discrimination – should be able to develop fully, have access to
education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society. Children’s rights are a tool to protect children from violence and abuse.

- Children’s rights foster mutual respect among people. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviors of respect, inclusion and acceptance.

**Icebreaker**  
**Time:** 60 minutes

1. Pick-up game of football.
2. Promotion within the community needs to be completed prior to this event.
3. Encourage young people over the age of 18 to be involved as peer leaders.

**Human Rights Education Stations**  
**Time:** 70 minutes

1. For each station, the facilitator should finish each activity with a group discussion about how the children felt while playing the game and how it relates to human rights.
2. **Station 1 – The Human Knot:**
   - The class stands in a circle. Everyone raises their right hand and grabs the hand of someone across from them in the circle (cannot be the person to either side of them). Repeat with left hands. Everyone must untangle the “knot” without letting go of each other’s hands.
   - Watch the group to ensure no one gets hurt and intervene only if necessary.
   - Rights and responsibilities addressed: Right to Non-Discrimination (Article 2 in the Universal Declaration of Human Rights).
   - For us to enjoy the right to non-discrimination, we must include others and work together.
3. **Station 2 – The Human Telephone:**
   - Ask the class to stand in a circle or line, close enough so they can whisper to their neighbor.
   - The first person in the line or circle whispers a phrase (i.e. “I like yams and rice” or “It is pleasant outside”) into the ear of the person sitting or standing to their right.
   - Players whisper the phrase to their neighbors until it reaches the last player in line.
   - The last player says the phrase aloud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.
   - Rights and responsibilities addressed: Right to express your opinions (Article 12).
4. **Station 3 – I have the right to…:**
   - Briefly discuss human rights (refer to the Human Rights Handout on page 7).
   - Divide the children into pairs. Each pair is made up of a “Runner” and an “Actor.” They should stand opposite each other on either side of the play area.
   - As the leader of the game, stand where all the players can see you, outside of the play area.
• Explain to them that they are going to act out different human rights by assuming positions you will describe to them. Each right has a corresponding position. Both members of the pair act out the right. First, the Actors assume their part of the position, and then the Runners run to the actors to complete the position (see the Position Descriptions on page 9).

• The 4 positions listed represent the following rights: Education, security, freedom of expression, and rest. You can also invent other positions for different rights.

• The last team to complete the position is eliminated.

• The Runners and the Actors return to their original places on either side of the play area and wait to hear the next right to be acted out.

• The winning team is the last pair remaining in the game.

• Rights and responsibilities addressed: Right to know your rights (Article 42) and right to exercise your rights (Article 4).

• For all of us to enjoy these rights, we must be aware of our rights and responsibilities.

Position Descriptions

The Right to Education
• This right is represented by a school bench. The Actor kneels on one knee and the Runner goes over as quickly as possible to sit on the knee. The last team to get into this position is eliminated.

The Right to Security
• This right is represented by a circle of security. The Actor stands with arms extended and fingertips touching, forming a circle. The Runner crosses the room and stands in the center of this circle. The last team to assume this position is eliminated.

The Right to Expression Oneself
• This right is portrayed by one person speaking and another listening. The Actor stands in a listening position, each with a hand cupped around an ear (to hear better) and the Runners kneel in front of the Actors, with their hands cupped around their mouths (to be better heard). The last team to assume this position is eliminated.

The Right to Rest
• Nobody moves.

Active Learning
Time: 30 minutes

1. Go through the Human Rights Handout and Children’s Rights Handout (pages 7 to 8).
2. Read the handouts aloud. Ask volunteers (or peer leaders) to read the prompts and responses on the handouts to the class in an engaging and enthusiastic manner.
3. Make sure every participant has their own copy of the handouts.
4. Engage in group discussion to enable learners to relate the material to their own lives.
5. Discuss how this program provides an opportunity to learn about human rights, how human rights relate to their lives, and how they can use human rights to empower themselves.

Program Kick-Off
Time: 10 minutes

1. Provide a brief overview of the following lessons to the children and community leaders who have attended this event, and encourage them to return for the next session.
2. Encourage students to gather more participants for the next session.
Lesson 2: Culture of Peace, Part I

Materials: Pre-course questionnaires from last class [APPENDIX B].

Learning Objectives: Learning about the importance of peace, and developing strategies to promote a culture of peace.

Reflection

Time: 20 minutes

1. What is a culture of peace? Divide the class into small groups and have them consider this question and discuss their thoughts on the matter.
2. Ask the class: What is peace? When, if ever, have you experienced peace? What does peace look like to you? How does peace make you feel?
3. Have the students think about the questions for a few minutes, and then ask students to share their thoughts with the class, if they feel comfortable doing so.

Learn – Identify

Time: 20 minutes

1. Define key concepts about a culture of peace, and identify the meaning of keywords such as “peace” and “culture.”
2. Share relevant and relatable personal experiences and/or stories that highlight the importance of peace. Instructor should start the exercise with their own peace-related anecdote, and then encourage all children to share with the class, especially ones who did not speak in the last exercise.

Challenges to the Culture of Peace

Time: 40 minutes

1. Explain the skills required to maintain peace, and the challenges that obstruct peace in a society. Encourage students to raise their hands to ask questions, answer the questions as they arise.
2. Skills and challenges to explain to the class:
   - **Skills:**
     o Trust and cooperation
     o Dialogue rather than violence
     o Negotiation between individuals, groups, and states
     o Acceptance toward all, regardless of gender, ethnic, religious, or national identity
     o Caring and responsible citizen
     o Capable of appreciating the value of freedom
     o Demonstrating respect for human dignity and differences
     o Mindful of conflict prevention and resolution by non-violent means
   - **Challenges:**
     o Absence of dialogue
     o Human rights violations
- Failure to treat all people with respect and fairness
- Corrupt / weak governance
- Failure to learn from past experiences
- Failure to meet basic human needs

3. Ask students to brainstorm examples of the skills and challenges mentioned in the lecture in real life. Have they seen any of the skills being used in everyday life to promote peace? Have they seen any of the challenges hindering peace in their community? Encourage students to be specific. Students can also come up with their own examples of skills that promote peace and challenges that hinder peace.

**Assessment**

**Time:** 20 minutes

1. Students write down what they think human rights are, being as specific as possible. What do human rights do? Why are human rights important? How can human rights make people’s lives better?

2. Distribute the pre-course questionnaires that students filled out in the first lesson, and have them compare their writing from this class to their responses to the questionnaire, examining to see what they have learned.

3. Ask a few students to share what they have learned about human rights with the class.
Lesson 3: Culture of Peace, Part II

Materials: Prompts for role-plays, and supplies for writing letters.

Learning Objectives: Learning about the importance of peace, and developing strategies to promote a culture of peace.

Revisit: What is a Culture of Peace?
Time: 15 minutes

1. Reflect on the lessons from the previous class.
2. Ask students to define peace, describe what a “culture of peace” means to them, and give examples of different types of peace.

Practice: Developing Strategies for the Promotion of Peace
Time: 60 minutes

1. Role-playing in human rights-related scenarios, giving examples of how to resolve and/or react to given situations. Divide the class into pairs, distribute prompts with different scenarios, and give the students about 15 minutes to come up with a role-play that they will then share with the class.
2. Suggested prompt: Someone is trying to convince someone else to join a violent extremist group. One person in the role-play will pretend to be the extremist, while the other person will explain to them why they will not join their group. Each role play should be approximately 5 minutes long.
3. Group critique and discussion on whether the role-plays were applicable to real-life situations, what tactics seemed effective and/or what seemed impractical, and more.
4. Develop strategies and tactics as a group to support:
   - Establishment of equal justice for all citizens
   - Organizations working to promote peace
   - Strengthening of national democratic institutions and respect for ratified international conventions
   - Ecological protection for the sustainability of relations between human beings and environment
   - Promotion of human rights
   - Teaching diversity, learning about other cultures and different ways of viewing the world, to ensure a peaceful coexistence with others

Planning and Action
Time: 40 minutes

1. Write letters to community leaders and/or influential public personalities urging them to help cultivate a culture of peace and promote human rights.
2. As a class, brainstorm a list of community leaders and/or public personalities.
3. Students can work together or alone to write letters.
4. Supervise the letter-writing process to make sure that the letters clearly support peace and
human rights.
5. Students can share their letters with the class, reading them aloud to their peers before putting them in envelopes.
Lesson 4: Conflict Prevention and Management, Part I

Materials: A soft ball, sheets of paper, and writing utensils (at least one per student).

Learning Objectives: Understand different types of conflicts, examine social issues that lead to conflicts, reflect on personal experiences dealing with conflict, and begin to learn conflict prevention tools.

Warm Up
Time: 20 minutes

1. Participants sit in a circle on the floor or ground.
2. One person volunteers to start, and the class goes around the circle with each person saying their name and a fun fact about themselves.
3. After everyone has spoken, the soft ball is given to the last person to speak. This person must choose another person in the circle, state the person’s name and their fun fact, and then gently toss or roll the ball to that person. This continues until everyone has had the ball passed to them. If students cannot remember each other’s names or fun facts, they can ask the class for help.

Discussion
Time: 30 minutes

1. Class discussion about prejudices and biases. Remind the class that this discussion is a judgment-free zone.
2. Define the following terms:
   - Prejudices: Preconceived opinion not based on concrete facts.
   - Biases: Unfair way of favoring a person, thing, or group based on prejudices.
3. Ask the class to discuss and answer the following questions:
   - Why did you pass the ball to the person you did?
   - Do you tend to reach out to people who are more like you? If so, why?
   - Is important to try to connect with people who are different from you? If so, why?
   - Have you ever behaved in a prejudiced or biased way? If so, when and why?
   - Have you ever had someone treat you differently due to their prejudices and biases? If so, when and why? How did it make you feel?
   - How do prejudices and biases relate to conflict?
   - What are the negative aspects of conflict? What are the positive aspects of conflict?

Understanding Conflict
Time: 40 minutes

1. Define conflict: “Conflict is a disagreement over issue likely to cause emotional, psychological or physical problems” (ECOWAS, 19, 2013).
2. Conflicts can be a misunderstanding or dispute over stereotypes, societal norms, beliefs, ideas, ethnic groups, government roles, gender norms, and more.
3. Two types of conflict include armed conflicts and relational conflicts:
   - **Armed conflict**: Violent conflict that is either happening between international states (interstate conflict) or occurring within the boundaries of a state (intrastate conflict).
   - **Relational conflicts**: Strong dispute between two or more people over miscommunication, biases, stereotypes, etc.
4. Conflict is part of the human experience. In other words, conflict is normal.
5. It is natural to hold prejudices and biases.
6. Prejudices and biases become dangerous when action is incorporated.
7. To establish conflict resolution and prevention tactics, one must understand other people’s differences, and learn how to live with them.
8. Activity: Students write a short personal essay reflecting on a local example of an armed or relational conflict, and how it was influenced by biases. 20 minutes. Instructor collects essays.

**Assessment**

**Time**: 20 minutes

1. Facilitator asks students to reflect and share an experience they had dealing with conflict, the methods they used to approach the situation, and how the situation was ultimately resolved.
2. Class discussion about existing conflicts in their community.
3. Ask the class if any of the methods for conflict management and resolution that students listed could be applied to existing conflicts in the community. If so, which methods? Students can also brainstorm new methods that apply to the local conflict.
Lesson 5: Conflict Prevention and Management, Part II

Materials: N/A

Learning Objectives: Learn more about social issues that lead to conflict, and strengthen understanding of conflict prevention, management, and resolution tools (mediation, negotiation, conciliation, and compromise).

Warm Up
Time: 10 minutes

1. Check in: Ask a participant or volunteer to remind the group of the definition of conflict, and the two types of conflict according to the ECOWAS reference manual (page 15).
2. State the expectations for class today:
   - Participants will use their knowledge of conflict from the previous lesson to analyze conflict resolution methods.
   - Participants will reflect on the right choices to make when placed in a disagreeable situation.
   - Participants will use skills and knowledge from the previous lesson to compromise with people who hold different views.

Application of Theories of Conflict
Time: 60 minutes

1. Divide participants into several small groups.
2. Facilitator chooses one representative for each group. The representative will be the only in the group with a voice. Other group members must turn their backs to the representative.
3. Representative will be given a scenario, and must make decisions without consulting their group members.
4. Scenario: Representative will create their idea of a utopian society that represents the group without consulting the rest of the members.
5. Representatives will take turns describing the utopia that their group will live in to the rest of the class.
6. After the representatives have spoken, the facilitator asks group members to answer the following questions (the representatives do not speak):
   - How did you feel when the representative was chosen by the facilitator, without input from any of the group members?
   - What did you like and dislike about the representative making decisions without consulting the rest of the group? Why?
   - Is this a situation that could potentially lead to conflict in real life? Why or why not?

Understanding the Aftermath of Conflict
Time: 10 minutes

1. Explain that when the voice of the people goes unheard, it often leads to conflict.
2. The consequences associated with armed conflicts:
   - Violations of human rights
   - Widespread distrust between groups
   - Loss of life, property, and infrastructure
   - Trauma and other psychological problems

Assessment
Time: 20 minutes

1. Encourage participants to reflect on conflict. What causes conflict? How can we be aware of potential conflict, and how can we work to prevent and resolve conflict?
2. Identify and analyze the positive effects of reaching compromises as a resolution tool when a solution to the conflict seems improbable.
Lesson 6: Human Rights Principles, Standards, and Characteristics

**Materials:** Copy of the Universal Declaration of Human Rights, sheets of paper and writing utensils (at least one per student), 3 to 5 human rights case studies to read to the class (recent and locally relevant news stories related to human rights), and new prompts for role-plays.

**Learning Objectives:** Communicate key principles, standards, and characteristics of human rights in a way that is relevant to the target audience. Discuss and develop strategies for action.

**Warm Up**

*Time: 10 minutes*

1. Quick check-in and reflection on everyone’s thoughts and feelings about conflict management and resolution since the last class.
2. Reminder of the ground rules: Mutual respect, open discussion, agree-to-disagree, and always speak up if you are confused or in distress.

**What are Human Rights?**

*Time: 20 minutes*

1. Students write a paragraph about human rights, addressing the following questions:
   - What is the meaning of **human**? What makes someone human?
   - What are **rights**? How is it defined, and who owns it?
   - What does **human rights** mean? Be as descriptive as possible.
2. After the students have written their paragraphs, ask a few students to share with the class, and offer constructive feedback and compliments.
3. Class discussion about what human rights are and are not, why human rights are important, sharing relevant and relatable personal experiences about human rights, and answering any questions about human rights.

**Human Rights Principles, Standards, and Characteristics**

*Time: 20 minutes*

1. Give a brief history of how human rights were created (historical context regarding World War II, touch upon post WWII activities by the United Nations).
2. Review appropriate portions of the UDHR (1, 4, 18, and 23).
3. Ask students questions about the subject to make sure they are comprehending the material.

**Fostering Human Rights Attitudes and Behaviors**

*Time: 40 minutes*

1. Instructor divides the class into several small groups.
2. Instructor presents the human rights case studies.
3. If possible, the instructor gives copies of the case studies to each group.
4. Group discussion: Share thoughts on outcomes of the case studies, discuss where they agree
and disagree with the actions that took place in the case studies, and note the decisions they would have made if they were in each scenario.
5. Give each group enough time to discuss all the case studies. 20 – 30 minutes.
6. Reconvene as a class, and have a representative from each group (who the group picks beforehand), describe the group’s overall thoughts and opinions on the human rights cases studies.

**Developing Every Day Human Rights Strategies**

**Time:** 40 minutes

1. Group activity: Role-playing in human rights-related scenarios to practice ways to react to and resolve potential conflicts.
2. Group critique and discussion on what makes the situations difficult, and the smartest methods to handle high-stress situations related to human rights.
3. Discussion about peer pressure. How can we stay strong in our commitment to human rights when a group is trying to make you do something that goes against human rights principles?
4. Develop strategies and tactics as a group that could be used in every-day situations.

**Assessment**

**Time:** 20 minutes

1. For a second time, have students write their own definitions of human rights.
2. Compare this definition to their original interpretation of human rights.
3. Group review on what they have learned: What surprised you most? What did you like most or least, and why?
4. List several human rights resources that the class can utilize, both locally and globally via technology (i.e. helpful websites, if enough students have internet access).
5. Personal commitment: What is one thing that students can start doing (or thinking) differently to promote human rights? Have students go around sharing ideas.
Lesson 7: Civic Awareness

Materials: Sheets of paper and writing utensils (at least one per student), civic awareness case studies, and new prompts for role-plays.

Lesson Objectives: Understand the value of civic awareness, leverage civic awareness to bond and unite across ethnic, religious, linguistic, and regional lines, and instill a sense of national pride in students.

Warm Up
Time: 15 minutes

1. Quick check-in and reflection on everyone’s progress. Students can share thoughts, opinions, and experiences related to the previous lesson with the class.
2. Expectations for today. Reminder of the ground rules: Mutual respect, open discussion, agree-to-disagree, and always speak up if you are confused or in distress.

What is Civic Awareness?
Time: 40 minutes

1. Ask the following questions to the class, and encourage responses from many students: What country do we live in? What is our nationality? How are we different than other countries?
2. Ask students to write down definitions of the word “nation.” Provide younger students with guidance if they are completely unsure.
3. Students can volunteer to share their definitions.
4. Define the word nation for the class: “A country, especially when thought of as a large group of people living in one area with their own government, language, and traditions” (Cambridge Dictionary). Remind students that a nation can be diverse in terms of racial and ethnic groups, there can be multiple languages and traditions within one nation, but for a nation to be successful, people must unite and respect their shared nationhood.
5. Discuss the personal relevance of nationhood, and moments of collective identity and national pride, such as sporting events, cultural practices, food, art, etc.
6. Discuss inter-ethnic and regional differences and commonalities, based on personal experiences and observations.
7. What is the best way to develop solidarity across ethnic and regional lines?

Civic Awareness Case Studies
Time: 30 minutes

1. Present one or more examples of civic awareness in action (civic awareness case studies).
2. Focus on how diverse groups can work together for civic causes. Provide at least one instance of a nation uniting for justice.
3. Divide class into several small groups.
4. Groups review and discuss the civic awareness case studies presented by the instructor.
5. Groups share their thoughts with the rest of the class.
Developing Civic Awareness in Real Life

Time: 40 minutes

1. Short presentation: How can civic awareness be enacted? Show examples of civic awareness from around the world.
2. Class discussion: How do the examples of civic awareness relate to the situation in our country?
3. Divide the class into pairs who will practice role-playing scenarios involving civic awareness using the new prompts. The role-plays can also include conflict resolution tactics.
4. Reconvolve as a class to discuss how to practice civic awareness, whether through voting and other political participation or grassroots campaigns bringing attention to a significant issue.

Assessment

Time: 15 minutes

1. Brief class discussion: Has your understanding of the word “nation” changed since you wrote a definition at the beginning of class? If so, how?
2. Provide a list of civic awareness and activism resources.
Lesson 8: Program Conclusion and Football Tournament

**Materials:** White shirts (enough for half of the class) and blue shirts (enough for the other half of the class), suitable outdoor space for football, ball, post-course questionnaires [APPENDIX B], and writing utensils (at least one per student).

**Lesson objectives:** Look back on previous lessons to reflect on learning progress, feel confident in abilities to promote a culture of peace, recognize their classmates and session leaders as a support network, use football to develop social and cultural skills, play and collaborate with teammates regardless of social barriers.

**Warm-Up**
**Time:** 25 minutes

1. Use the attendance sheet to divide teams randomly regardless of race, ethnicity, religion, social status, or any other social division.
2. Two teams: White shirts are distributed to one half of the class, and blue shirts are distributed to the other half of the class. These are the two teams.
3. Warm-up exercises (20 minutes): Class jogs for 15 minutes, then stretches to prevent injury.

**Rules and Regulations**
**Time:** 20 minutes

Explain the rules to the class:
- The football game will consist of two 45-minute sections with a 20-minute interval.
- Referees are the authority figures in the game. We must respect their decisions.
- Fouls include: Dangerous plays and preventing the goalkeeper from releasing the ball.
- Yellow cards are given by referees if a player violates behavioral standards or disputing calls are made by referees.
- Red cards are given if a player displays violent physical or verbal conduct toward another teammate or the referee.
- Scoring: A team scores a goal only when the ball has crossed the goal line.

**Football Game**
**Time:** 110 minutes

Teams play football!

**Assessment**
**Time:** 45 minutes

1. Ask the class: How has this course influenced your views on human rights? How are human rights relevant to our community and nation?
2. Look back to previous lessons and reflect as a class. Ask students to share anything important that they have learned.
3. Encourage students to feel confident about their new knowledge and abilities to promote a
culture of peace, and ask the class, “What can/will you do to uphold human rights?”

4. Tell the class to view their fellow classmates, peer leaders, and instructor(s) as a support network that they can rely on after the completion of the course. If they have questions or concerns about human rights and peace after the course has ended, do not hesitate to reach out.

5. Ask the class what they liked and disliked about the curriculum, what kind of people (demographics) would benefit most from this course, and encourage them to spread the word about the program.

6. Create an opportunity for students who have completed the program to volunteer in future sessions.

7. Have the students fill out the post-course questionnaire [APPENDIX B] and hand it in.
APPENDIX A: Attendance Sheet Template

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>SEX</th>
<th>VILLAGE/TOWN</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
<th>L5</th>
<th>L6</th>
<th>L7</th>
<th>L8</th>
</tr>
</thead>
<tbody>
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</table>

The L stands for Lesson. Put a check in the L box to mark if the student was present for that lesson, leave it blank if they were absent.
### APPENDIX B: Pre-course / Post-course Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Scale (1 = strongly disagree, 3 = neutral, 5 = strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know what the Universal Declaration of Human Rights is.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>2</td>
<td>I know what the Convention of the Rights of the Child is.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>3</td>
<td>I feel that my human rights are being respected.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>4</td>
<td>I do NOT feel comfortable talking about human rights.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>5</td>
<td>I have talked about human rights in the last two months.</td>
<td>1    2    3    4    5</td>
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<tr>
<td>6</td>
<td>I feel comfortable speaking to my parents / caregivers about human rights.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>7</td>
<td>I would be willing to advocate for my human rights in my community.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>8</td>
<td>I know when my human rights are being violated.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>9</td>
<td>I feel comfortable speaking to my community leaders to help protect my human rights.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>10</td>
<td>I feel that I have skills that help prevent and resolve conflict.</td>
<td>1    2    3    4    5</td>
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<tr>
<td>11</td>
<td>I can engage with other people regardless of their ethnic backgrounds, cultures, religions, and other differences.</td>
<td>1    2    3    4    5</td>
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<tr>
<td>12</td>
<td>I feel that I am self-aware regarding my attitudes and beliefs.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>13</td>
<td>I have a civic responsibility in my country.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>14</td>
<td>I understand the importance of civic awareness.</td>
<td>1    2    3    4    5</td>
</tr>
<tr>
<td>15</td>
<td>I am proud to be a citizen of my country.</td>
<td>1    2    3    4    5</td>
</tr>
</tbody>
</table>
References


