INTEGRATING CONCEPTS OF PEACE & VALUES EDUCATION INTO RWANDAN CLASSROOMS

REB
Rwanda Education Board

TEACHER GUIDE

April 2018

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FOREWORD

Dear Teacher,

Welcome to this Teachers' Guidebook to Peace Education.
Peace and Values Education (PVE) is a relatively new concept to the National Curriculum. There are challenges to integrating PVE and we hope this guidebook goes some way to support you as pioneers in the planning and teaching of your lessons using this new methodology.

This guidebook is intended for you to follow remotely and at your own pace. It provides a variety of learning activities and classroom practices to promote peaceful values and attitudes - which include empathy, trust, critical thinking and personal responsibilities and skills in children. This guide was written by educators for educators to create a culture of peace within their classrooms and schools.

Peace Education is not another subject. To be successful it should be woven through the curriculum. The methods suggested in this guidebook are ways of making every lesson a positive experience and every teacher a peace teacher. Inclusion of peace values and activities will make the subjects more meaningful and interesting, increasing the quality of teaching and learning.

PVE is not confined to a function of the curriculum. To create sustainable change the school environment and its community must embrace the principles and values of PVE. The humorous story of the parrot in Section 3, imitating the behaviours it experienced, illustrates how schools and teachers should be role models, ensuring that everyone feels safe and respected. All staff must both teach peace and demonstrate peaceful ways of communicating and living together within the school setting.

Creating a school-wide culture of peace is heavily dependent upon the engagement of the leadership team and all staff to be truly impacting. It is not possible to achieve this quickly and needs long-term commitment.

PVE should not stop at the earliest opportunity, with children at a young age as they enter school. PVE should not stop at the school door; Peace Schools in Kigali and Karongi, found that parents are often willing to discuss the skills and values required to build peaceful communities.

I take this opportunity to thank the Government of Rwanda through the Ministry of Education, the Rwanda Education Board, our donors and partners for their contribution and their generous support for this programme and the achievements made in peace education in over many years.

I would like to acknowledge the immeasurable input by Morley Hanson, Johane Doyon, and Dr Sam Rushworth, Aegis Trust's Education Advisors, in the development of this Teacher Guidebook as well as the contribution of Aegis' Director of Education, Dr. Erasme Rwanamiza and the Peace School facilitators; Appolon Gahongayire, Jean Nepomuscéne Ndahimana, Janviere Uwase, Innocent Nizeyimana, Lambert Kanamugire, Emmanuel Nshimyimana, Jackson Rutayisire and Aegis' Education Manager, Enoch Ssemuwemba together with the entire Education Department. I would also like to thank all the teachers who have contributed and will continue the journey of building sustainable peace in Rwanda.

Dr James M Smith, CBE
Chief Executive, Aegis Trust

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INTRODUCTION

To achieve social cohesion and sustainable peace in Rwanda requires skills and values to resolve conflicts peacefully, reject divisive ideologies and work together towards common goals.

Learning skills such as 'actively listening to others', 'co-operating', 'problem solving' and 'critical thinking', leads people to develop values like 'empathy', 'kindness', 'honesty' and 'trust'. A population with these skills and values will be more able to live together in harmony.

As a teacher in a Rwandan school, you have an important responsibility to help the rising generation learn these skills and values, by integrating the crosscutting topic of 'Peace and Values Education' (PVE) into your teaching.

Previously, civic education was taught through social studies, political science and religious education, as well as in specific lessons, such as helping students appreciate the importance of paying tax in entrepreneurship education. By contrast, the approach to PVE is to integrate peace and values in every subject at every level. It focuses on the process of learning rather than the content. In other words, it encourages students to exercise their skills in critical thinking, problem solving, empathy and collaboration as part of all lessons (rather than learning new facts and ideas about peace or values).

This book provides a step-by-step guide to help you develop and integrate PVE approaches in your teaching. It is divided in five "sections" for you to teach yourself. The first three sections will help you to understand some theory behind peace and values education. Sections four and five will help you to put the theory into practice. As you read through each section, pay attention to the grey boxes:

- Boxes marked "Remember this…" give a summary of key points to remember.
- Boxes marked "Consider this…" are an invitation to contemplate a particular question. These questions are not just rhetorical questions to skip over. They invite you to think through your answer. It might help you to work with a colleague and discuss the question together, or to keep a notebook as you work through the lessons, writing down your thoughts. This level also opens space for another important crosscutting area which is gender: questions in line with existing inequalities between men and women, boys and girls are raised to deepen the understanding of possible roots of destruction of social cohesion which can culminate into mass atrocities such as genocide and the like.
- Boxes marked "Try this…" give a recommended activity for you to do, either a written exercise or something for you to try-out in your teaching. You are encouraged to self-evaluate these experiences, writing about what you implemented into your teaching and reflecting on what went well and why, as well as what did not go so well and why. Further gender related issues could be addressed at this juncture.

It is recommended that you work through approximately one section per week so that you have time to practice new skills and reflect on what you are learning. It may be helpful to work with trusted colleagues and share your experiences and self-evaluations. You can use a notebook to write your thoughts and responses.

"No one is born hating another person because of the colour of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love."

--Nelson Mandela, 1994, from his autobiography, "Long Walk to Freedom"

Consider This…

The quote above was given by Nelson Mandela in his efforts to build peace and unity between black and white South Africans after apartheid had generated racial hatred and distrust. From Rwanda's history, what processes taught Rwandans to hate? How could individuals carry out such horrific acts? How could they be persuaded to turn on neighbours, friends and family?

This section explores how individuals and societies can move from social cohesion to social destruction. It considers how this process can be reversed through awareness and teaching positive values and skills. Think about how the theories relate to your knowledge of Rwandan history, as well as current efforts to build peace and reconciliation.

The Path to Genocide

Academics such as Ervin Staub[i] explain how individuals and groups can be influenced over time so that people who never imagined themselves as killers come to accept and participate

in mass violence. Social beak-down seen during the Holocaust or in Rwanda does not just happen. Society breaks down gradually over time. It starts decades earlier perhaps with a period of 'worsening or prolonged insecurity' (economic stress, political turmoil and perceived threats to identity or rights).

During times of worsening or prolonged insecurity people turn inwards. They seek security and belonging through stronger identity around a group (racial, ethnic, religious, national, etc.). We call this in-grouping. At the same time stronger feelings develop against those who are outsiders, the "out-group", with increasing sense of superiority over "them". Leaders promote negative stereotypes of the out-group encouraging people to scapegoat (blame) them for their problems. This usually leads to discrimination against members of the "out-group" who are devalued and marginalised.

The in-group accepts and agrees with the negative ideology promoted by leaders, who say their lives will be better if they deal with the other group. This gives them hope and they accept the increased scapegoating and demonization. People who once would have stood up and spoken out slowly do or say less or nothing as the discrimination becomes normalised. They become passive bystanders.

As individuals carry out acts of violence with encouragement and impunity they become convinced it is acceptable. A process of "learning by doing" occurs, attitudes and actions reinforce each other, changing people's moral frameworks. The discrimination and violence begin to seem reasonable.

On-going manipulation and propaganda de-humanizes members of the out-group. People come to see other human beings as 'dangerous', 'less than human' and a threat to be removed. Once removing or eliminating the out-group becomes an accepted idea, lists are drawn up or symbols (such as yellow stars on Jews) are used to mark and identify the target group.
A target group is gradually excluded from a society. Different methods are used to degrade, break up the group or pressure them to migrate and disperse. Raphael Lemkin, who coined the term genocide, described how governments with a genocidal ideology destroy the foundations of the group. This is achieved by disintegrating the fabric that holds a group together namely its:

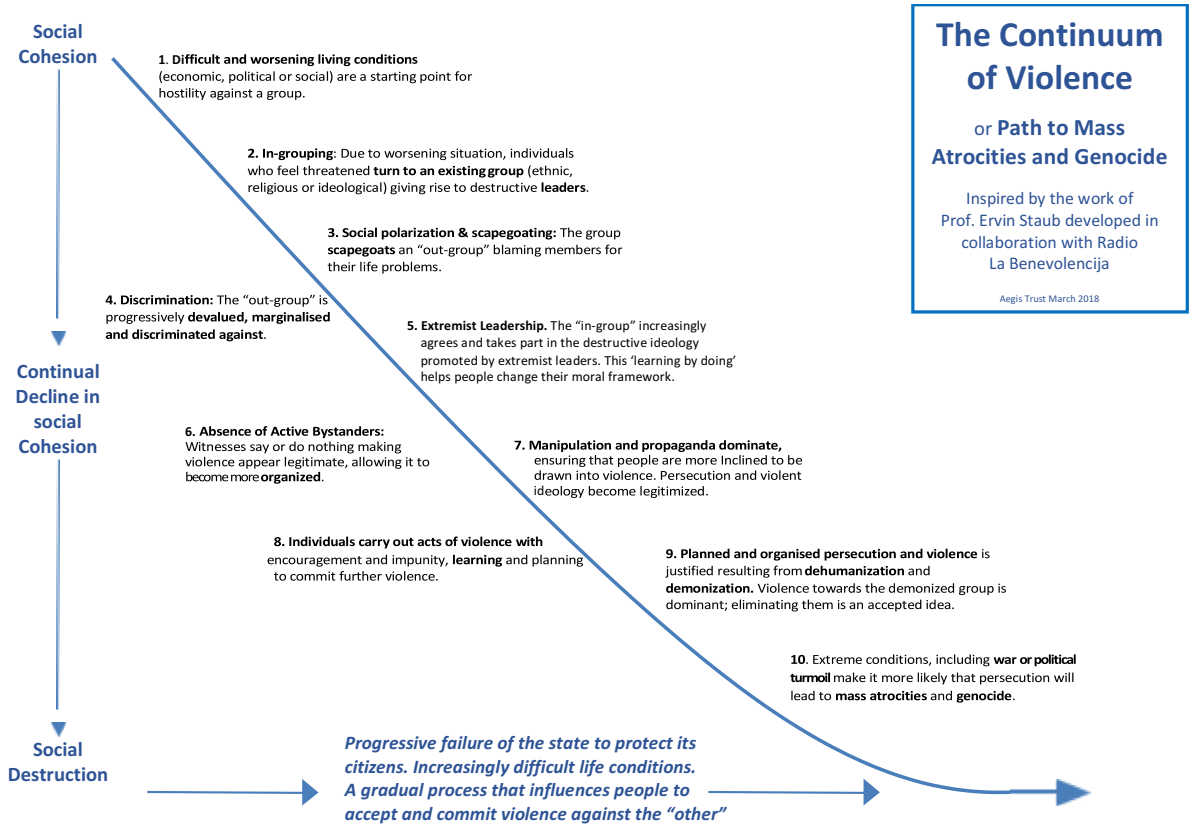
> *political and social institutions, culture, language, national feelings, or religion; the very economic existence of a group and their personal security, liberty, health and dignity.*

The next stage involves physical destruction. ***Planned and organized violence*** is committed with the intent of expelling or destroying the group in part or in full. Sexual violence is always an integral part of the pattern of destructive acts (sexual violence refers to the tool or method of violence – used as a weapon of war). This is ***genocide.*** Genocide is always followed by attempts to deny it ever happened. Such denial of genocide begins during the destruction and continues long afterwards.

History shows us that although violence can reach horrific levels, this extreme behaviour does not come from nowhere. It follows of a long process. Each stage of dehumanisation does not need to follow the one before – it is driven by the perpetrators' choices. Societies resilient to this pathway to genocide, according to Lemkin, are pluralistic, diverse and inclusive. Individuals resilient to this pathway, are critical thinkers, have empathy and values that in Rwanda are summed up by 'ubumuntu'.

Try this…

Below is a graphical interpretation of the Continuum of Violence. As you read each step, think about specific events from Rwandan History that could be associated with different steps. You may want to write them down your notebook and discuss with colleagues.



The consequences of genocides and mass atrocities

Before moving on, we can consider the consequences of genocide to the individual, society, the economy, and internationally.

Try this…

What were the consequences of the Genocide Against the Tutsi in Rwanda? In your notebook, take 5 minutes to make a list of consequences: 1) Personal (Physical and Psychological); think how differently men and women experienced the horrific event. 2) Socio-Economic, 3) National, 4) International. When you have finished, compare your notes with colleagues and Appendix B.

The continuum of benevolence

Each of Step on the Path to Genocide can be reversed. For example, instead of strengthening group identities around religion, race, tribe or other criteria, we can look beyond these and appreciate what unites us. In Rwanda we no longer identify as Hutus, Tutsis or Twa, but as Rwandans, who share a common culture, language and citizenship.

Consider this….

If the steps to genocide have opposite steps to reverse the pathway what are they? And what skills or values are necessary to complete them?

Q. What is the opposite of forming group identities?
A. EITHER forming a wider and inclusive 'national' identity based on shared citizenship, OR recognizing our common humanity, OR both.

Q. How is this achieved? A. When we learn to listen and see others' points of view we realize that we have more in common than what divides us.

Ask yourself these questions for other steps: What is the opposite of stereotyping and scapegoating? What is the opposite of discrimination? What is the opposite of being a passive bystander (those who disagree with violence they see but say or do nothing)? What skills and values are needed to achieve these things?

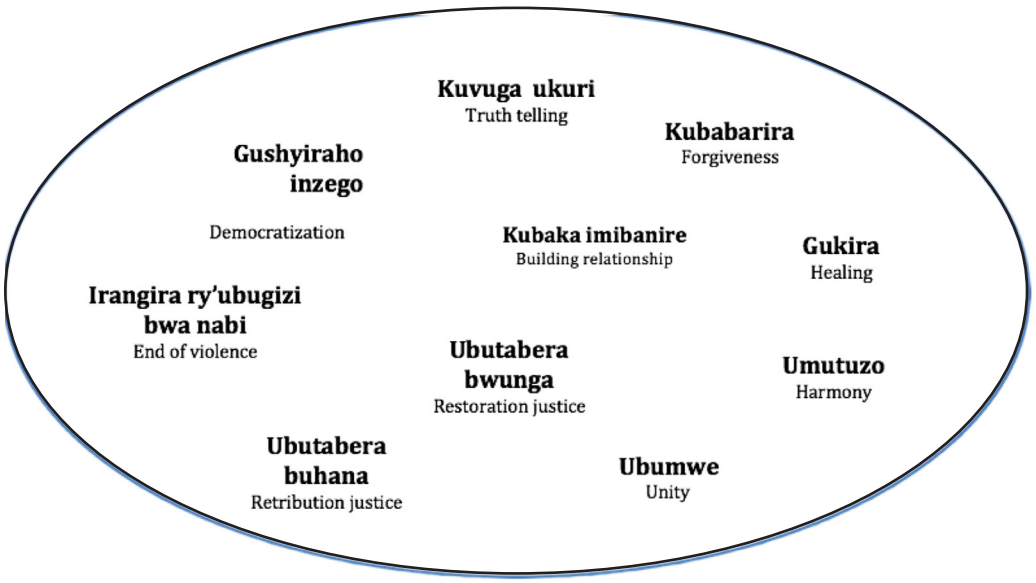
There are many positive values that form the basis of a peaceful society: empathy, trust, respect, caring, helpfulness, openness, tolerance, etc. Many of these are Rwandan Values. Such values can be strengthened and put into action through the application of skills such as actively listening to and understanding others' points of view, problem solving to find "win-win" solutions to challenges, and critical thinking to recognize and reject destructive ideologies. There are many definitions of critical thinking, but a useful one is "Reasonable, reflective thinking focused on deciding what to believe or do" [ii].

But how can these values develop within a society that has experienced mass violence, where people are left with feelings of fear, mistrust, suspicion, anger, resentment and indifference?

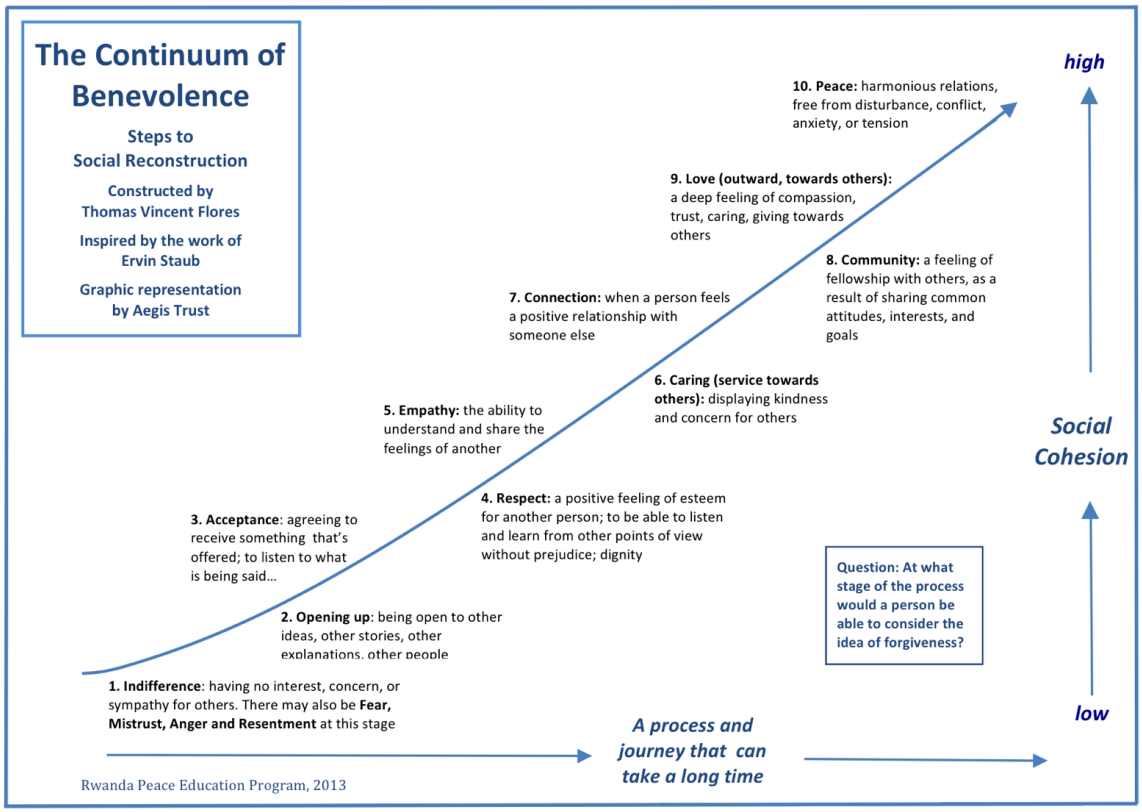
Try this…

Consider the relationship between these elements that are involved in social reconstruction and reconciliation, from Trudy Govier's book "Taking Wrongs seriously: Acknowledgement, Reconciliation and the Politics of Sustainable Peace"

- In what order to you think these steps would occur? There is no exact answer except for the first and last steps.
- Note the relationship between many of the elements.
- Compare these with "Rwandan Values" in Appendix X.



Next we have another graph. If there are steps to mass violence there must also be steps to peaceful relations. A Continuum of Benevolence is proposed in the next graphic



Try this…

Study the steps on the Continuum of Benevolence. Appendix C gives a story of two men learning to reconcile after the genocide. One of the men, Jean-Claude, is back from prison after twelve years. His neighbour, Kamanzi is a survivor who witnessed the massacre of his family. As you read the story, which steps you are seeing from the Continuum of Benevolence?

You will get more out of the activity if you do it with colleagues. Try to listen to one another's points of view respectfully. It may help you to write down your thoughts.

- What did you learn from listening to your colleagues' points of view that you may not have thought of?
- What feelings do you have towards these two men as you read the story?
- Where in the story can you visualize the steps on the Continuum?

Goals (Purpose) of Peace and Values Education in the Curriculum:

The overall goal (purpose) of including PVE in the curriculum is to contribute to the building of social cohesion and prevent a reoccurrence of identity-based violence. But what will that look like in terms of individual outcomes?

Consider this…

Before reading on, based on what you have understood, what are the broad outcomes we want to achieve with students by including Peace and Values Education in all Rwandan classrooms?

Including PVE in all classrooms will hopefully result in the development of:

- individuals who can think critically, identify negative ideologies, prejudices and stereotypes based on race, sex, religion, region, language, etc. ; identify discrimination against "other" people;
- ethical, caring and empathetic individuals are able to see a situation from the perspective on another, showing tolerance and respect for differences;
- individuals with the necessary skills and attitudes to solve problems, cooperate and interact positively with others;
- individuals who have the skill and courage to act on their values.

In the next section we will look at how skills and values for peace are learned. Peace skills and values, are unlike most other topics of education:

- *Peace Education is not a body of knowledge to be learned like Biology, or History, or Mathematics to be passed on to students for them to remember and apply.*

- *Peace and values education is a process that strengthens skills and positive values. When these skills, values and attitudes are exercised, the individual has increased capacities to make positive choices.*

Consider this…

- **Stereotyping based on race, sex, religion, region, language, etc., scapegoating and discrimination are learned behaviors which can lead people to commit horrific acts of violence they once never thought themselves capable of.**
- **All genocides and identity-based violence are preventable.**
- **Recognition of wrongdoing, forgiveness and reconciliation is possible.**
- **These steps require people to exercise critical thinking, problem solving as well as empathy, trust and personal responsibility.**
- **Formally schooling has an important role to play in the development of skills, values and attitudes that lead to peace**

How do people develop thinking skills combined with positive values and attitudes? How do people learn? What methodologies apply? This section introduces some principles about how people develop their understanding of the world, their ways of thinking and values. It also reviews the order of cognitive skills (thinking processes), starting with remembering information, being able to analyse, evaluate and create. This section provides theoretical foundations to apply in later sections.

These quotes come from educators from around the world and through history, yet each of their messages contains similar ideas. What are they?

> *"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three" – Confucius (China, 551 – 479 BC)*

> *"I cannot teach anybody anything, I can only make them think" – Socrates (Greece,*

470 – 399 BC)

"The mind is not a vessel to be filled but a fire to be ignited" – Plutarch (Greece & Rome 46 –120 AD)

"You cannot teach a man anything; you can only help him find it within himself" – Galielo Galilei (Italy, 1564-1652)

"The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind" - Kahlil Gibran (Lebanon 1883-1931)

"Good teaching is more a giving of right questions than a giving of right answers" – Josef Albers (Germany, 1888-1976)

"Education … becomes the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." – Paulo Freire (Brazil, 1968)

"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself" – Lloyd Alexander (USA, 1924- 2007)

Consider this…

As you re-read the quotes above, consider the following questions:

- **How do students, males and females learn?**
- **What is my role as a teacher?**

The quotes show that education is not an act of transferring knowledge, in which the student is an empty, passive recipient, and the teacher is the active knowledge holder, depositing information. In this traditional model, the teacher lectures, and the students "receive, memorise and repeat". The teacher knows everything, and the student knows nothing.

The process of learning (experiencing, questioning, making mistakes, reflecting) is more important than the content of learning. Content only gives a person pieces of information, but the process of learning increases a persons' ability to think and apply knowledge wisely. *Students are not an empty vessel?*

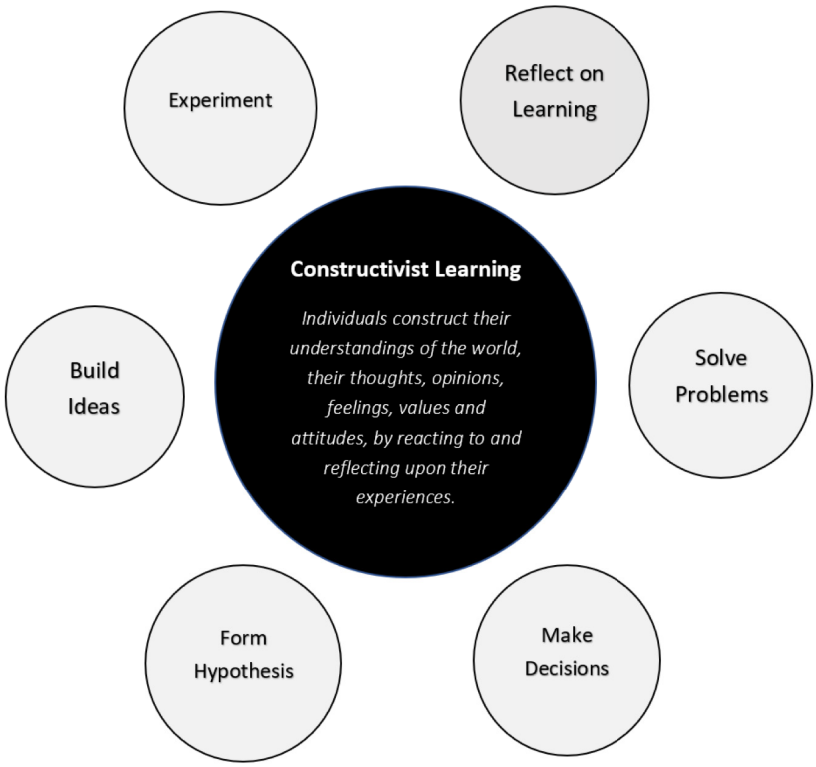
We build our understanding by reacting to and reflecting upon our existing experiences, building on what we hear, observe and understand already. Students' minds are not empty cups waiting for knowledge added by the teacher. They are active agents that come with existing knowledge and experiences. When we come across something new and different, we fit it in with our previous experiences. Maybe it changes what we believed; or it raises new questions to fill gaps with what we already know. We are active creators of our own knowledge[iii] .

Consider this…

With regard to the lessons you have taught or will teach this week, record the following:

- How much of the time are your students engaged in activities requiring them, males and females, to be active participants: thinking for themselves or in groups, solving problems, creating their own understanding, communicating original ideas, experimenting and creating?
- How much time are your students copying notes from the blackboard; listening to the teacher?
- What percentage of class time are your students required to work together in groups of males and females, rather than work as individuals?

Thinking skills and positive values and attitudes are developed through experience. They are the result of active processes. What can a teacher do to facilitate good learning? Consider the graphic below:

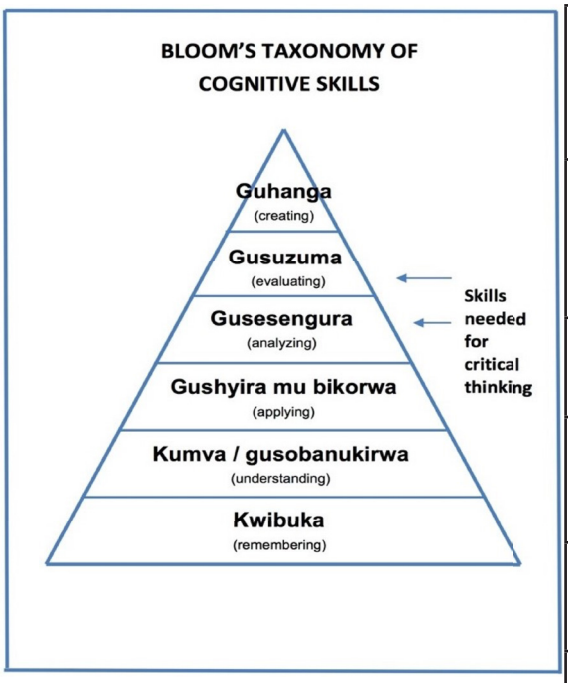


Remember this…

- Students, males and females, learn by 'constructing knowledge' based upon their existing experiences (Constructivist Learning).
- Learning is an active process rather than a passive one.
- The role of the teacher is to encourage students' natural curiosity and facilitate opportunities for them to experience, explore, discover, test ideas, make mistakes and self-reflect.

How does an individual develop critical thinking skills?

All teaching and learning requires students to "think", but this thinking occurs at different levels. Dr Benjamin Bloom[iv] , proposed an order of thinking (cognitive) skills. Certain cognitive skills are a foundation and are necessary for the development of higher skills. For example, the cognitive process of "remembering" is necessary for "understanding"; and understanding for "applying".



Remembering	The learner can recall or recognize information they have memorized. This is about accumulating knowledge – but the knowledge is not usable at this point.
Understanding	The learner is able to grasp the meaning of the material and can explain it or summarize it, but might not be able to understand its relevance or connection to other situations.
Applying	The learner understands what they've learned well enough that they can apply it to new situations.
Analysing	The learner is able to identify the essen-tial parts of something (a state-ment, a problem, an argument,etc) and the relationship between those parts.
Evaluating	The learner is able to judge the value of something based on certain criteria or prior knowledge.
Creating	The learner can use their knowledge developed through the previous steps to create something new.

Which cognitive processes you are asking your students, males and females, to use and develop in your lessons? (note: this will be easier if you have already completed the recommended activity in the "Try This" box above).

For example, a history lesson in which students spend the majority of the time copying key information (events and dates) from the blackboard into their notebooks and committing it to memory only engages the base of the pyramid, "remembering". Follow-up questions may test students' "understanding" of what they have memorized, but only if they require information to be explained or summarized in the students' own words, otherwise, the student merely demonstrates the memorization of text.

By contrast, a history lesson, which asks students to collectively 'construct' either in groups or as a class discussion what they know about a specific period and explain why they think the events raised were significant, enables them to apply, analyse, evaluate and create.

A history lesson that shows students two differing pieces of evidence and demands of them to evaluate the amount of confidence to put in each and to explain why they appear different from each other requires them to think critically.

Traditionally, most teaching and learning focused on memorizing and understanding information. However, for the purpose of PVE, if individuals are to be empowered to think critically and make positive decisions, learners need to develop skills beyond remembering and understanding information. Learners need to be able to think independently to analyse and evaluate problems and situations. These skills are referred to as critical thinking skills and are essential for PVE.

The importance of encouraging and asking questions:

Critical thinking involves the extensive use of questioning. For this skill to develop a learner must be encouraged to follow their own lines of curiosity and to ask questions. Projects in which students choose and study a topic, for instance to present as a class project, where

they can, explore their own interests can encourage inquisitive minds.

You can also help your students develop their critical thinking skills by the types of questions you ask. Some questions invite students to guess what is in the teacher's head or to recall information. Such questions do not require students to experience critical thinking. Questions that require critical thinking involve analysing and evaluating a problem or situation, for instance thinking about its significance.

WHO …	- benefits from this? - is this harmful to? - is most directly affected? - would be the best person to consult?
WHAT…	- are the strengths / weaknesses of this? - is most/least important? - can we do to make a positive change? - is another alternative?
WHERE…	- are there similar concepts/situations? - do we go to get help for this? - are the areas for improvement? - is there the most need for this?
WHEN …	- would this benefit our society? - would this cause a problem? - is this acceptable/unacceptable? - has this played a part in our history?
WHY…	- is this a problem/challenge? - is it relevant to me/others? - should people know about this? - are people influenced by this? - have we allowed this to happen? - is there a need for this today? - has it been this way for so long?
HOW…	- is this similar to _____? - does this disrupt things? - does this benefit us/others? - does this harm us/others? - can we change this for our good?

The examples in the table to the left are questions that can be used in a variety of situations in the classroom to help learners develop critical thinking.

It is also important students learn to distinguish between matters of fact, personal preference or opinion, and critical enquiry. Note three types of question:

Questions of Fact

- Ask students to locate or recall information
- Have a single correct answer
- Are helpful to assess comprehension of facts.

Questions of Preference

- Ask students to express a personal opinion, belief or preference.
- Are not grounded in reasoning but invite an emotional or "gut" response.
- Cannot have 'wrong' answers, just perspectives

Questions Inviting Critical Inquiry

- Ask students to solve a problem towards a conclusion.
- Require thoughtful weighing up of evidence in the light of a set of relevant factors or criteria.
- Are typically open-ended and have several reasonable answers.

Try this ...

Thinking about Bloom's order of cognitive thinking, which type is required to answer each of the questions below? Are they inviting the student, male and female, to Remember, Understand, Apply, Analyze, Evaluate or Create? (Answers are given in Appendix E)

CHEMISTRY
Q. What would happen to salt when mixed with water
Q. What is the chemical symbol for water?
Q. Devise an experiment to ascertain how the boiling and freezing points of water alter when water is mixed with salt?
Q. What are the strengths and weaknesses of your chosen method?
Q. What does the "2" mean in H2O?
Q. In the results table, how much salt must be added to 1ltr of water to alter the boiling point by 1 degree.
Q. What would happen if H2O mixed with salt?
Q. How might our knowledge about the freezing point of water salt solution be useful in countries with cold winters?

GEOGRAPHY
Q. How does deforestation affect farmers?
Q. Explain why farmers cut down trees even if it brings negative consequences for them.
Q. Imagine you are conservation NGO. Design a project to prevent deforestation, taking account of all you know.
Q. What is deforestation?
Q. Who are the local stakeholders in areas of deforestation and how do their interests differ?

Try this ...

Evaluate your own teaching. What kinds of questions do you usually ask? Record yourself, or work with a colleague and observe one-another. Are you requiring students to think critically? Or do you mainly ask questions that test memory and understanding?

How do we develop 'teamwork' and 'problem solving' skills?

As with critical thinking skills, problem solving is learned through *"learning by doing"*. A key part of the teaching process is to focus on the opportunities you create for students to experience, discover and do things. Consider again the quotes on page 10, particularly Lloyd's observation that, *"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself."* This is because it is in the process of searching for answers that the most learning takes place. Hence, rather than give students all the answers, your role as teacher is to help students think and come up with answers for themselves

Try this…

- Create opportunities for students, males and females, to learn by doing.
- Imagine dividing your class into groups of males and females and give each group a challenge to solve.
- As you read through the next section, on group work, make a note of all the opportunities students will have to practice skills and values through the exercise.
- Think about your role as facilitator. How will you coach your students to ensure they develop skills such as "listening to others"?

Challenge yourself to design and implement a 'team-based problem-solving activity with one of your classes, which you can evaluate and reflect on as part of your own learning.

Consider the steps involved in working together to solve problems

STEP ONE: Problem Identification – recognizing and defining the problem

Often people are aware of the existence of an undesirable situation but not fully mindful of its root cause. It can be helpful to imagine problems as **barriers** that prevent the realization of desired goals. Let's take some examples from entrepreneurship:

1. We want to start a pig farming business (our goal) BUT we do not have enough capital (the barrier).
2. We have money we want to invest (our goal) BUT we do not know the market well enough to know where to invest it (the barrier).
3. We need to increase production (our goal) BUT cannot decide whether to invest in more staff or faster machinery (the barrier).

Problems may also appear to be simply negative realities, like teenage pregnancy, HIV/AIDS, or drugs in school. If you ask yourself why these are problems, however, you will usually see that they are problems because they are barriers to a more ideal situation (the goal).

It is also important to note that problems can also be "conflicts" when two individuals or groups feel they cannot achieve their goal except at the expense of the other. For example, one group of girls want to use the school field for football at the same time that another group want to play rugby.

STEP TWO: Structuring the problem –, developing a clearer picture of the problem

Looking deeper into the problem uncovers root causes you might want to address. Consider, for example:

"We want to start a pig farm, but we do not have capital and the bank will not give us a loan, because we are already in debt"

Here, the main problem is *"access to capital".* The bank is not giving a loan, because of existing debts. However, there may be many reasons why it is difficult for people to secure loans. There can be many causes behind a given negative situation, and also many solutions. Gathering information to understand the problem helps us structure the problem so we can see what aspect we can focus on.

"Providing seed-capital for new start-ups" is one solution. If you find that most people are refused loans because of debt, "providing debt-restructuring advice" might be a better solution. If you dig deeper, you might find that most of those who are refused are women, or people who have no connections, or people from marginalised communities such as disabled. Building a "problem tree" with root causes and different branches can help develop a picture.

STEP THREE: Looking for solutions – *generating a range of possible courses of action*

Solving problems as a group often involves a 'brain-storming' in which each group member contributes different ideas. Team members often build on or inspire each other's ideas. For ideas to be reliable they should be well-researched and based on facts. Encourage students to seek out new information.

STEP FOUR: Making a decision – *careful analysis of different courses of action and selection of the best option*

The team must analyse and evaluate the strengths and weaknesses of different options and reach a group decision about which option to pursue. This is valuable for helping students to practice their skills in listening to and persuading others, as well as how to reach a compromise when there is disagreement. As the teacher you can facilitate positive learning experiences as your students engage in group decision making.

STEP FIVE: Implementing the decision

Team members must carry out agreed assignments with full attention and accountability to the group. They may find that new problems come up as things do not always go according to plan. Encourage students not to be discouraged but to use every failure as an opportunity to learn.

STEP SIX: Monitoring, Evaluation and Learning Lessons

Encourage students at this stage to evaluate what worked well, what did not work so well, and why? Groups will need to be honest with each other and themselves, but also constructive. Discourage a culture of blaming individuals and encourage openness and respect.

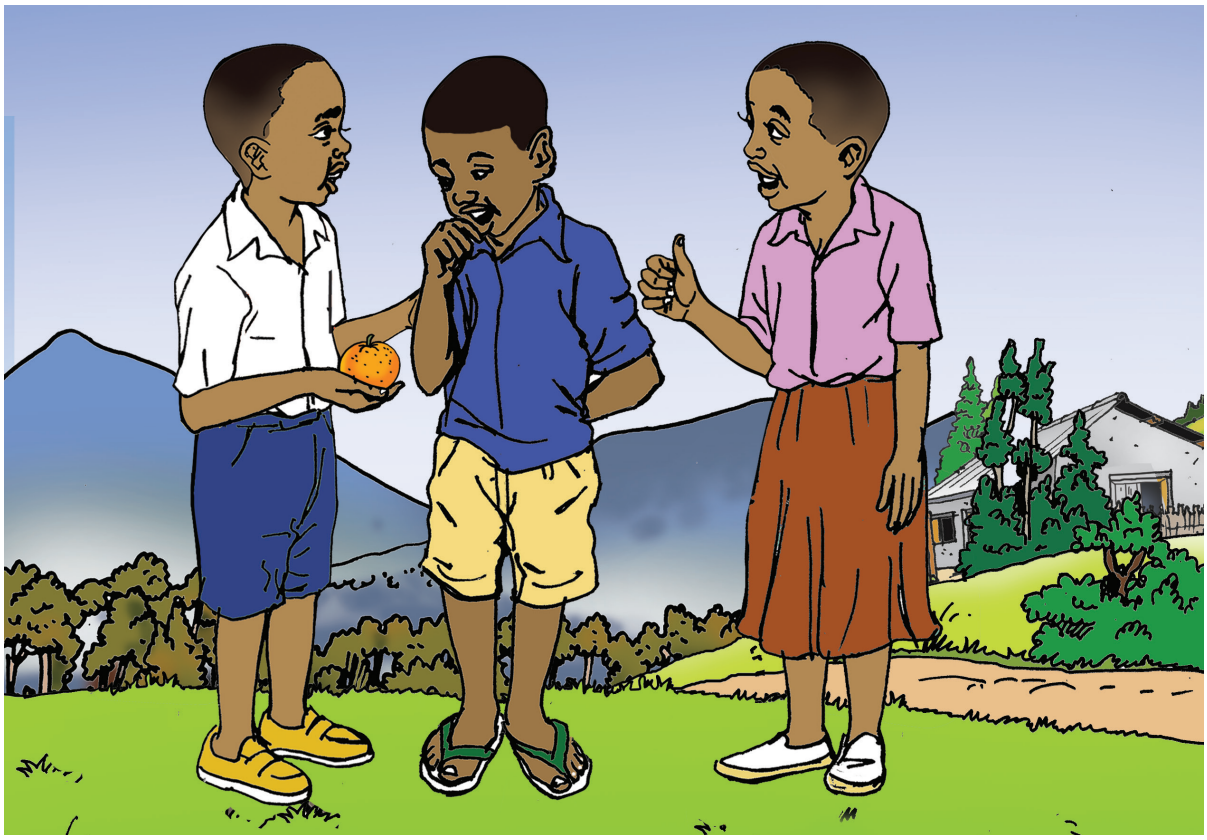
This section looked at the importance of critical thinking and how to foster an environment in which students are encouraged to question new ideas. We also considered how you could structure your lessons to provide more opportunities for students to carry out teamwork; respect, listen to and co-operate with one another; explore their own interests through independent research; solve problems; and learn from trial and error.

Remember this…

Actions are the result of our thinking process combined with our values and attitudes: This can be formulated as: thinking + values = choices & actions. For the purpose of PVE we apply this idea in the following manner:

critical thinking + positive values & attitudes (like empathy) = positive choices & actions

SECTION 3: How can I help students develop positive values and attitudes?



"Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world – be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalisation, commercialization, and so on. The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world, full of myriad challenges."[v]

-- India's National Council of Educational Research and Training

What is meant by an "attitude" and a "value"? What is their importance to building sustainable peace? What theories are there about how they are learned? How can teachers affect the development of those under their care in practical ways?

Although they are connected to our thinking, attitudes and values are learned in the emotional domain of our lives.

- VALUES are strongly-held standards about what we judge to be of worth, or 'value'. They help us judge something to be 'right' or 'wrong' in the ethical or moral sense; and they guide our moral decision making.
- ATTITUDES are defined by our ways of seeing situations. Our attitudes prompt us to respond in certain ways. Attitudes can change more easily as a result of new experiences than values.

Consider this…

The following thought experiment could be useful to helping you think through these definitions and how they are intertwined with skills discussed in the previous section:

Empathy, is the ability to understand and share the feelings of another. It is essential for developing social cohesion. But is empathy a skill? A value? Or an attitude? Pause and reflect on this for a moment before reading on.

Empathy requires the ability (or skill) to interpret another's feelings, or to imagine oneself in that person's situation. You are able to 'put yourself in the shoes of another person', to understand and feel their situation. . Empathy requires us to think in the affective domain – with our hearts as well as our minds. Some skills and values are deeply connected.

How does an individual develop attitudes and values?

In this section we look at three influences on a child's development of values and attitudes:

- Learning by imitation
- Learning by experience
- Learning by repetition or practice

Learning by examples:

> *A story is relayed by the psychologist, Bandura [vi], about a farmer who bought a parrot to keep him company. The farmer wanted his parrot to call him "uncle" and spent many long evenings trying to teach him, but the bird was completely unresponsive. Frustrated, the farmer took a stick and, repeatedly ordering his parrot to "Say uncle", struck the parrot on the head each time he failed to obey. When that did not work either he tossed his feathered friend into the chicken house. A short time later the farmer heard a commotion in the chicken house. When he went to investigate, he found the parrot beating the chickens over the head with a stick while shouting the phrase, "Say Uncle", "Say Uncle".*

In this story we see two ideas on how values and attitudes are learned. The farmer was applying a 'carrot and stick' approach, namely that behaviours can be shaped through the positive or negative response. However, the parrot in Bandura's story showed a different form of learning – learning through imitation, or 'learning by example'.
Copying the behaviours of those close to us starts in the home, but children also imitate their peers and teachers.

Bandura explains the imitation model of learning in the following way:

> *"...personality patterns are primarily acquired through the child's active imitation of parental attitudes and behaviour, most of which the parents have never directly attempted to teach. Indeed, parental modelling behaviour (e.g. copying a parent's example) may often counteract the effects of their direct training. When a parent punishes a child physically for having aggressed towards peers, for example, the intended outcome of this training is that the child should refrain from hitting others. The child, however, is also learning from parental demonstration how to aggress physically, and this imitative learning may provide the direction for the child's behaviour when he is similarly frustrated in subsequent social interactions."* [vii]

Consider this…

As a teacher you are a natural role model to your students. They will observe and copy your behaviours, attitudes and values. They may learn more from what they see you do, than what they hear you say. Reflecting on your own teaching practice, what will the students in your care pick up from you about the following values?

- Patience and peaceability (the ability to be peaceful in resolving conflict)?
- Empathy and concern for others' welfare?
- Humility and openness – esteeming other's highly and of equal worth?
- Inspiration by example of kindness, belief in positive change and actions?
- Diligence, good time keeping and dependability?

Learning by experience

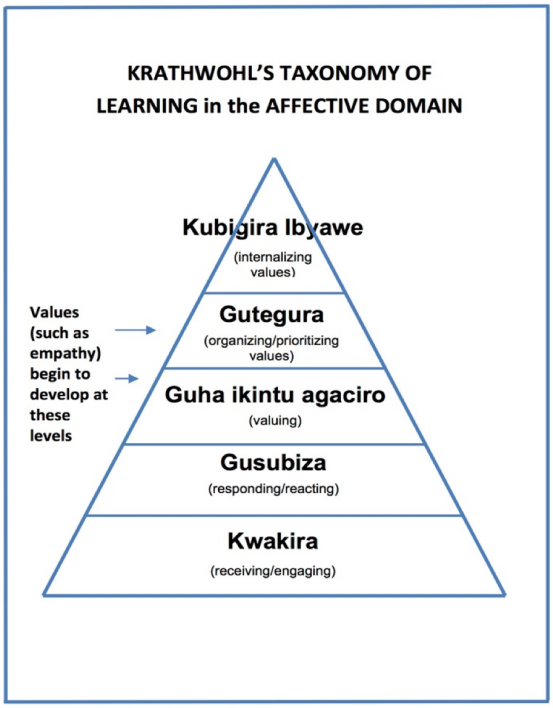
Values and attitudes are not just learned by imitation. Children, for good or for bad, do not always adopt the values of their parents or teachers. We also learn by experience, connecting our new experiences with what we already know. New experiences can add to the values we already have, but they can also cause us to question our values and lead us to adopt new ones. Young people develop attitudes and values based on what they are told, by imitating those who surround them, as well as a result of many life experiences.

Just as there are higher cognitive skills built on lower ones (Bloom's taxonomy), there are also higher attitudes built on foundations in the affective (emotional) domain. These are set out in a taxonomy developed by Krathwohl[viii] . Developing values starts with being open to new experiences and reacting to them. Through our experiences, we come to value some attitudes above others until we develop a 'value system'.

Young learners need opportunities to make positive choices, apply positive values and experience their consequences.

Consider this…

Compare the steps we climb towards internalizing positive values in Krathwohl's taxonomy (diagramed on the next page) with the Continuum of Benevolence on page 14. What similarities do you notice?



Receiving	To begin with people (infants, children) are open to and engage in new experiences (listens, observes, reads.)
Responding	Individuals actively participate in and react to the new experience.
Valuing	This refers to the worth or value individuals attach to a particular object, phenomenon or behaviour. Individuals may internally accept the value of something or may show commitment to it in way that we can see by their behaviour.
Organizing	The combination of all the experiences results in different levels of valuing. At this stage individuals are comparing and combining different values to develop their own value system that will guide their actions.
Integrating/ Internalizing	At this stage the person has developed a value system that guides all their actions. New experiences and values are generally accepted or rejected based on the existing system. Their behaviour is consistent and predictable.
Creating	The learner can use their knowledge developed through the previous steps to create something new.

The steps in the table[ix] above are occurring continuously as we react to experiences. These can be passive, such as what we see, hear, or read; or active, as we make choices, act and experience the consequences from our actions.

Natural Consequences

The consequences of our choices and actions provide important lessons. A consequence of not completing homework might be a punishment or having to miss play time to finish it. If a consequence is very harsh, we may question its rightfulness and be unable to internalise the desired learning. A child who is beaten for not completing homework may simply learn to imitate violence (as in Bandura's argument, above).

The threat of being beaten may cause students to change their behaviour and complete homework on time. However, the motivation will be to avoid harsh punishment, not because they have internalized the behaviour. By contrast, when a fairer or natural consequence is experienced, for example being made to stay behind during break to complete unfinished work, the student is likely to accept and change her behaviour, so that greater diligence becomes a part of who she is. We will look at this idea further in section five.

Learning by doing

If we want to support the development of positive attitudes and values, we need to provide opportunities for those attitudes and values to be experienced. Note that the "integration" of a value does not happen simply from being told it is important; nor does it necessarily

happen after just one experience.

If "learning" is an individual process, then we need to provide experiences that actively encourage the learning process within each person. This is methodology referred to as "learner-centred" and where the student is an active agent, it is "interactive" education (sometimes referred to as "participatory"). This is the methodology that the Rwanda Education Board would now like all teachers using.

What does this mean in a practical sense?

How can I include values in my teaching?

Below are some practical suggestions for learner-centred and interactive experiences for your students to engage in learning positive values.

Set your students problems to solve

In the previous section we learned the different steps of problem solving and noted the sorts of skills it requires when done as a team; such as listening, compromising, and weighing up and applying values to make judgements between different possibilities. When setting a piece of work, see if you can change it into a problem to be solved. For example, in chemistry, rather than having students copy theory from the board and explaining how something works, consider setting them a problem to solve through experimentation.

Set your students moral problems to resolve

It is helpful to set up moral problems where there is no perfect solution. This requires students to weigh up some values against others. A good example is given by UNESCO[x] , called 'the Elephant Dilemma'. Students are challenged to question laws to prevent poaching and the ivory trade, where the elephant population is negatively impacting on the eco-system. The elephant dilemma could be used in a geography class. Dilemmas that require students to choose between two imperfect options can be introduced in nearly any subject. Examples include: a scenario for calculating sums in mathematics; or discussing a character from history or literature whose choices had specific impacts.

The questions you ask will develop your students' moral reasoning.

Set your students group-based challenges

Similar to problem solving, when you put students into situations where they must deliver as a group, they must interact, listen, compromise and reach consensus. A challenge may be to go away and research a particular topic. Or you could structure a series of lessons around an extended group-project, like the entrepreneurship teacher who put her students into "small businesses" and used her lessons as coaching sessions, walking them through the steps of setting up a business, which, of course, she required to have a socially beneficial purpose.

Have your students discuss and analyse stories with moral lessons

Turner writes: *"A way of approaching morals, values and worldviews is through stories and examples…. A story is told with a lesson embedded in it… Often in these stories, right behaviours and actions are rewarded and, of course, wrong behaviours bring undesirable consequences… Stories offer opportunities for discussion and thinking, for questions, for focusing on alternatives, and for comparison with other stories, through looking at character*

motivation, examining alternative outcomes and beginnings, and looking at the author's viewpoint." [xi]

Storytelling and discussion is fundamental to the approach to PVE used by the Aegis Trust at the Kigali Genocide Memorial and at the two already Peace Schools in Kigali and Karongi. It is used in this Guide in the "Try This" box on page 14. Stories can help your students to imagine themselves in the situation of particular characters and to see the world through the characters' eyes. This ability is important to developing empathy.

While it is easier to analyse stories in English, French, Kinyarwanda, Political Science, Social Studies, Religious Studies and History classes, you can find ways to introduce brief stories or scenarios in all subjects.

Have your students practice active listening

Each of the activities on the right requires an ability to listen attentively and respectfully to others. It is normal for some students to hide in the background while others do all the talking. As teacher, you will need to help students learn to work together democratically, so that everybody participates, and everybody has an opportunity to be heard. You may need to structure the activity this way, for example requiring every member to 'pitch' a potential solution in a problem-solving exercise; or, when discussing stories or moral dilemmas, requiring students to discuss issues together in pairs, taking turns to speak.

In a subject like English or Kinyarwanda, in which the ability to speak and listen forms part of the learning, students can for example work in pairs or small groups; each individual is given three minutes to talk about something personal to them (maybe a happy memory from their childhood). To encourage the students to actively listen, you might first discuss some of the body language, head movements and small verbal sounds people use to demonstrate that they are paying attention and connecting with the speaker. Perhaps also encourage some polite but probing follow-up questions. After such an activity, you could ask the students questions like, "How does it feel to be listened to?", "How does it feel to tell your story to someone else?". (Note: the students will have, in fact, just practiced one of the first steps on the continuum of benevolence).

Remember, there is no "correct answer". The purpose is to provoke thought and discussion. You might be hoping students tell you it felt 'liberating' to be listened to, but maybe they actually felt uncomfortable or nervous, which should be valued. Whatever answers students give, it is an opportunity for you to help them build understanding and empathy about social situations.

Try this…

Choose two or three of the above activity suggestions and experiment with them this week. Afterwards, in your journal or with a trusted colleague reflect on what you felt worked well and what, if anything, did not. How would you do it differently next time? What will you do to develop the habit of including values in your teaching?

Remember this…

- Values are not ideal concepts but 'empowering tools', which are helpful in meeting the challenges of the present-day social world.
- Positive values include: sharing, caring, helping, love, empathy, respect, honesty, generosity, tolerance, cooperation, moral courage (see definitions in Appendix F)
- Values and attitudes are developed through 1) imitating the examples of others; 2) reflecting on active experience and learning from consequences 3) practicing skills (e.g. active listening, cooperation, team work).
- Teaching methods need to continually include experiences that will result in learners gradually integrating the values and attitudes into their lives.
- Peace and Values Education takes place whenever a learning activity or experience supports the development of positive values and the skills. PVE can be included in almost every activity that happens in a school.
- We do not develop an attitude or a value from one lesson or experience. Attitudes and values develop gradually over time. This is why they need to be reinforced at all ages and all subjects through a "cross-cutting approach" that integrates PVE in all classes.
- Positive values are more likely to develop when we learn from the natural consequences of our actions, rather than imposed values.

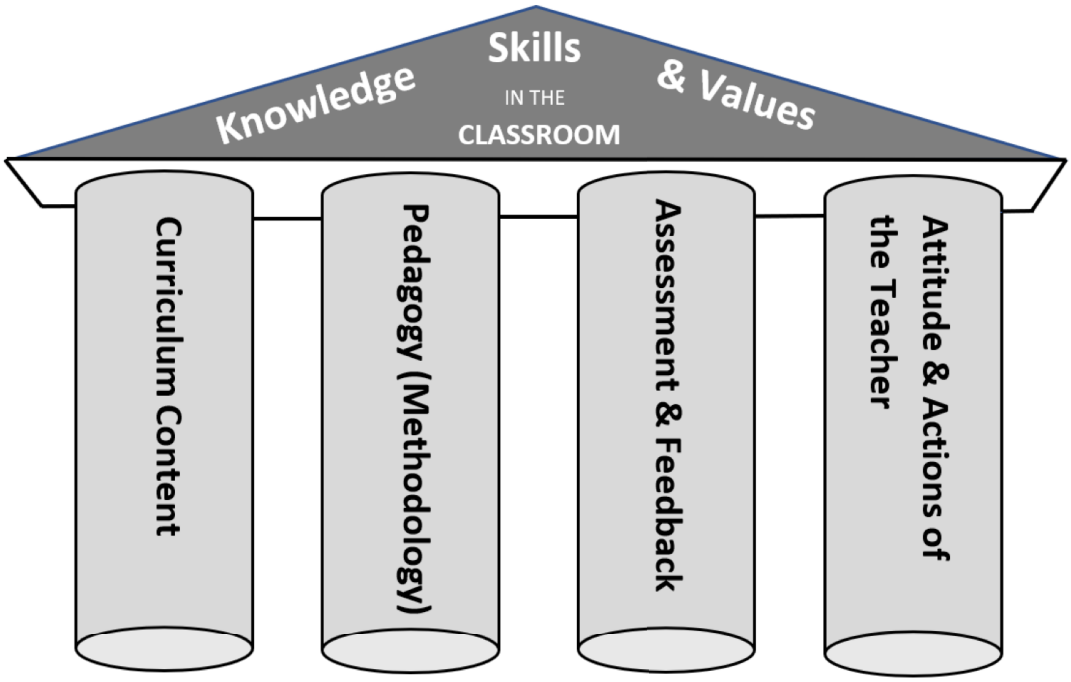
SECTION 4: How can I include Peace and Values learning in my lessons?

It is an exciting time to be a teacher in Rwanda. The traditional model of education – described as "chalk and talk" because students sit in rows listening to the teacher talk or copying notes from the board – is being replaced with a new, interactive, learner-centred model. This section is to help you apply the previous three sections into your teaching practices.

To begin with, let us consider four key components of classroom learning. The first three suggest that 'educational knowledge' is transmitted from teacher to learner through three 'message systems'[xii]:

- *curriculum* (the content of what is taught),
- *pedagogy* (the methodology used), and
- *evaluation* (how learning is assessed and rewarded).

The fourth is the example you set as a teacher, as your students will watch you closely and learn from the values and attitudes you display.



This section will cover the first two pillars above. It looks at practical ways to support positive skills and values. The second two pillars are discussed in the next chapter.

How do I include skills and values in the curriculum content I teach?

Curriculum content covers what should be taught to students. Curriculum content provides opportunities to support young people into becoming good citizens. History can emphasize our shared culture and alerts learners to the causes and dangers of divisive ideologies. Learning about the environment in geography or science or learning about socially responsible business models in entrepreneurship, including paying tax and being a good employer are other examples.

Consider this:

- Peace-promoting skills and values can be included in the content of any subject.
- Although you must teach the curriculum you are set, you have the space to bring in examples or ask questions that relate what students are learning to the desired skills and values discussed in this guidebook.

Below are some examples:

Use examples to draw metaphors or link ideas to students' own lives:

1. In a lesson focusing on international conflict, you could help learners to develop ideas about the root causes of conflict and how to prevent them, by asking if they see any examples of the causes of conflict in their own classroom and what they might do about it individually and as a class. Such questions help students to think critically and apply personal values.

2. In a lesson about how the engine of a car works, you could take a minute to ask students what would happen if you removed a particular part; and use their thinking

to draw a parallel between how the various different parts of a car must fit and work together and how we as individuals are all different but need to work together.

3. In an entrepreneurship class looking at the business environment – the need for infrastructure, security and a healthy and educated workforce – you could invite students to consider what would happen if nobody paid tax? The discussion could help them to imagine a world in which there are no roads or schools, in order to appreciate the benefits of tax paying for a business

Remember this…

Think of a lesson you have planned this week. Can you use a principle you are teaching to reinforce a positive value? E.g.:

- You are already teaching something which touches on values, but by asking questions you can help students, males and female, to apply ideas to their own lives? (Example 1 above)
- You might need to develop a metaphor out of what you are teaching (example two).

Think about the questions you will ask as you prompt and encourage your students, males and females, to think, imagine, and relate.

Afterwards, evaluate the experience in your diary. What worked? What didn't? Was the question you asked understood? Or discuss it with a colleague.

Beware: examples or situations can challenge or reinforce stereotypes:

A lot of teaching involves using examples or situation with a problem to solve, such as in a mathematics question. Be aware of how the examples you give in class might reinforce stereotypes that can be based on race, sex, religion, residential area, disability, language, etc. , negatively affecting how some students grow up seeing themselves and others. For instance, reinforcing gender, national, ethnic, religious or other stereotypes about urban or rural people, the elderly, disabled, albino, HIV, etc. Beware in particular of stereotyping marginalised or under-represented groups! A special attention should also be given to gender stereotypes whereby in the Rwanda context, like in many other countries, a certain type of activity is traditionally reserved to one sex and not to the other. For example, cleaning the house and cooking are part of the so-called female activities leaving the understanding that males cannot do the mentioned activities.

Consider this…

Picture the situation in the following mathematics question:

Ten patients were sick in hospital. The doctor gave the nurse a bottle of pills and told the nurse to give each patient one pill four times per day for three days. At the end of three days the nurse gave the doctor twenty leftover pills. How many pills did the doctor give the nurse?

- Did you imagine a male doctor and female nurse? While there are male nurses and female doctors, we are so used to seeing men commanding women that we make assumptions based on common stereotypes. This can affect girls' aspirations and boys' attitudes towards women.

What other stereotypes might creep into your teaching? Would you portray somebody from the countryside as less civilized for example? It is helpful to be aware of how we may do this without thinking or meaning to.

When using examples, try to challenge stereotypes. For example, if talking about a nurse or a secretary, use the pronoun “he or she”; and when referring to engineers, scientists, astronauts or School Principals, use the pronoun “she or he”. This can challenge students to think more open-mindedly, and will help girls to imagine themselves in roles often thought to be “reserved for men”. Equally, it is good to help boys to not feel as though they have to conform to dominant ideas about what is “masculine”.

Think about individual students. If you have any who may appear stigmatized in anyway (a child from the country at an urban school; a child with learning difficulties; a child living with AIDS) think about how the examples you use in your teaching can be empowering to them.

Plan ahead:

Below is an example of how some teachers have thought ahead about how the content of their lessons can reinforce positive values.

Subject or situation	Example activity showing how PVE can be included in a lesson	Value being supported
1. Language-Kinyarwanda	The teacher tells a story. It is from a book or inspired from an event in the community. The objective of the lesson is to learn new vocabulary in Kinyarwanda. After the story is told, the teacher asks the class to discover examples of generosity within the story and asks them to describe what motivated the generosity. Students may respond by expressing how they relate or feel concern for the person receiving generosity. The teacher could use this answer to help students understand the idea of empathy. Afterwards, the students could be asked to present examples of when they have seen other actions that show empathy.	
2.Social and Religious Studies	The teacher can create different scenarios with different points of view, which focus on the value of tolerance. For example: • My neighbours go to a different church than my family. My father says that is wrong. **Can you think of explanations of why people choose different churches?** • Some of my classmates come to school late all the time. Some people say it is because they are lazy. **Can you think of and explain a different reason?** • We have a boy in my class that is albino. Someone says it is not good to play with him. **Why would a person say this? How can that attitude affect him? How can a male and female student be differently affected? What should I do?**	Tolerance (note how the questions invoke critical thinking skills. The teacher does not give the answer, but facilitates discussion)
3.Creative Arts	The teacher could use images – paintings, photography or other physical arts – to show how art is used to convey emotions and ideas. Students could be encouraged to interpret the moods and meanings behind pieces of art and produce artwork of their own that conveys the idea of love and unity.	Cooperation, Caring, Critical Thinking, Discernment
4. Chemistry	The teacher prepares a science knowledge lesson on the use of agricultural chemicals but also includes questions for students to address on the importance of safety for the farmers who use them (to prevent illness and accidents) and of caring for the environment and the land for future generations.	Empathy, Caring
5. Biology	In a lesson on healthy diets, in which students gain knowledge about vitamins, proteins and clean water, the teacher also inserts questions on how this knowledge can be used to help people in everyday life. Who are groups of people who could benefit from this? What are their dietary needs? How might they be helped? (elders, pregnant women, the sick)	Critical Thinking, Respect for everyone

6. Economics	In a lesson on the economics of social support in Rwanda, the new law requiring every employee to contribute .06% of his or her gross monthly salary for maternity leave is presented to the students. The teacher initiates an exchange on what this means for the future mothers? If it were your mother, sister or a friend receiving this new financial help, what would it mean for these women? What does it mean for all workers to give money for future mothers? What are the factors to consider when forming an opinion on this policy?	Critical Thinking, Caring, Gender Equality
7. Mathematics	When presenting a typical calculation problem, such as "You go to a shop with 3,000 Rwf to purchase rice. The bag of rice is 2,400 Rwf. How much money should the shopkeeper return to you?", the teacher could add: The shopkeeper returns 800 Rwf to you. What do you do with the excess money?	Honesty
8. Français	The teacher writes a simple age-appropriate story from a social situation and uses it to ask questions that evoke empathy, such as how students imagine different characters are feeling and how they would react if they were that character. Here is an example text with possible reflective questions that could be discussed during the course of the reading: *…Il était une fois une jeune fille de 12 ans qui s'appelait Domina. Elle vivait dans un village au sud du pays avec sa famille et aimait beaucoup aller à l'école. Elle rêvait de devenir infirmière pour pouvoir aider les gens malades de son village mais elle n'aimait pas parler de sa famille avec ses amis, car ils se moquaient d'elle parce que son petit frère Antoine était né avec un handicap mental. Il ne parlait pas et criait souvent pour se faire comprendre. Elle avait dit à son enseignante que l'on se moquait d'elle dans la cour d'école et l'enseignante lui avait dit de ne pas s'en faire et d'ignorer les commentaires. Mais dans son cœur elle avait toujours de la peine car elle aimait bien son petit frère si différent des autres.* *Elle avait été une fois à l'église avec son petit frère et en marchant de retour à la maison, des garçons l'avaient pointé du doigt et imité les cris de son frère en riant. Elle avait demandé d'arrêter en disant qu'il était né ainsi et que le bon Dieu l'avait fait ainsi. Les garçons avaient dit que le bon Dieu n'aimait pas les enfants comme lui mais plutôt le diable.* *Elle avait couru à la maison en larmes. À cause de tous ces commentaires, ses parents avaient décidé de ne pas envoyer le petit Antoine à l'école afin d'éviter les moqueries et méchancetés des gens. Cela mettait en colère Domina car elle savait que son petit frère pouvait apprendre certaines choses, car en jouant à faire l'enseignante avec lui et lui avait appris à écrire son nom et compter. Il reconnaissait des couleurs et était toujours gentil avec elle et aimait la faire rire. Elle trouvait que c'était injuste pour Antoine ne pas aller à l'école.* How could you help the parents, so Antoine could go to school? A story can refer to many positive values at once but always keep in mind the need to formulate your questions in a way that stimulates the students critical thinking.	Tolerance, Empathy

Try this…

Put into practice what you are learning by including specific plans to build PVE into your lesson content in your lesson plans this week.

How do I include skills and values in my pedagogy (teaching methodology)?

Pedagogy is concerned with the way people learn and the methodology used to transfer

knowledge from teacher to learner. As this has been a focus of previous sections, it is helpful to review what we have already learned:

- There is a hierarchy of cognitive (thinking) skills, beginning with remembering information, then understanding it, applying it, analysing it and evaluating it; and, finally, creating new knowledge out of what we have learned.
- Critical thinking occurs at the stage of analysing and evaluating.
- We learn higher cognitive skills and positive values through 'experiencing' and 'learning by doing'. They cannot be learned simply by memorizing information.
- Your role as teacher is to help students become active participants in the learning process – solving problems, creating their own hypotheses, communicating original ideas, enquiring, experimenting, imagining and creating.
- You can do this by:

    o Asking questions that might not have a "correct" answer, requiring critical thought and creativity.
    o Encouraging group work to develop co-operation skills.
    o Setting up challenges or problems to solve.
    o Asking students to think through ethical and moral dilemmas.
    o Giving students space and support to pursue their own questions and interests.
    o If you are a primary school teacher, and take students for all subjects, using cross-cutting topics and projects in which students can develop different skills.

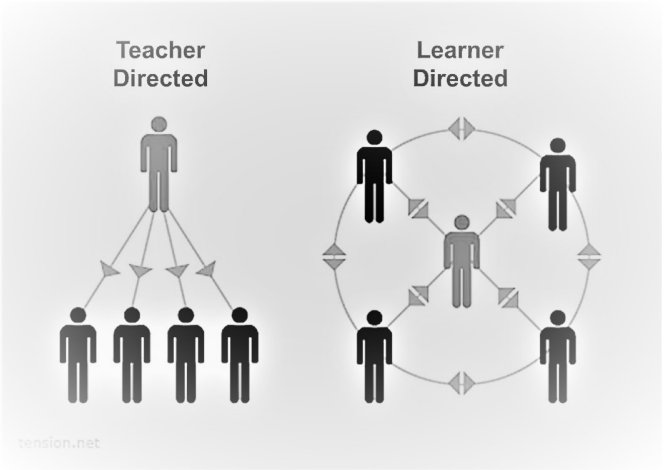
Use a learner-centred approach:

The approach to teaching that is being promoted by the Rwanda Education Board, which this guide is intended to help you to develop – has been described as "learner-centred".

Try this…

Based on what you have learned already and your own judgement, divide the different phrases below according to whether they describe a learner-centred or a teacher-centred approach. Also see if you can match the phrases into pairs. (Answers appear in Appendix G)

Teacher-Centred	← →	Learner-Centred
	Most of the time is spent listening and copying notes.	
	Working in small groups.	
	The process of finding the answer is more important than the answer itself.	
	Topics are covered according to a strict schedule, ensuring nothing is missed.	
	Working on one's own.	
	Significant time is spent engaged in activities.	
	The most important thing is to not get things wrong.	
	Making mistakes is a sign of failure and not working hard enough.	
	Students' interests and ideas are creatively explored through the curriculum .	
	Knowledge is given to students by the teacher.	
	Individual students compete for the highest marks.	
	Inquiry-based learning.	
	Learning through listening, reading and writing.	
	The group mark is more important than the individual mark.	
	Learning through experiences.	
	Making mistakes is an opportunity to learn.	
	Knowledge based learning.	
	Chalk and Talk.	
	Explanations are brief and most time is spent applying and practicing skills.	



Under the teacher-directed approach, the teacher is the one with all the answers and it is his or her job to transfer knowledge into the minds of the students. Under a learner-centred approach, the answers to problems are not given to students by the teacher, they are discovered by the students themselves, under the guidance of the teacher.

The teacher stimulates and facilitates learning opportunities. Learners working in groups to complete a project or to solve a problem, have the opportunity to think critically and practice positive skills such as: active listening, persuasive argument, compromise, empathy, personal responsibility (not leaving others out). Opportunities for thinking critically and practicing positive skills, values and attitudes.

Pay attention to time

One of the most common mistakes teachers make is spending too much time talking and not enough time getting the students engaged in discussion, an activity, an exercise or group work. It is easy to talk for too long, while our students lose attention and switch off. To help keep the right balance, it is helpful to divide lessons into timed segments. Golden rule: keep explanations brief and give lots of time for the students to put learning into practice.

For a one-hour skill-based lesson, e.g. solving equations (mathematics) or correct use of past tenses (English or French), the following model is recommended:

Try this…

Plan a lesson that is timed similar to this one – in which the time spent by the teacher addressing the class (learning by listening) is limited compared to the time given to 'learning by doing'. Then put it into practice. You may want to subtly time yourself on a stopwatch or phone. To keep to these recommended times can be very difficult, but you will develop more self-awareness and improve as a teacher as you try this.

-2 minutes: Welcome students, introduce topic. (2 min)
2-5 minutes: Attention grabbing activity. (3 min)
6-10 minutes: Explain the principle you want students to learn. (5 min)
11-30 minutes: Put the principle into action: Set students a challenge to work on individually, in pairs or groups.
31-36 minutes: Give formative feedback.
37-52 minutes: A second activity, building on the first.
53-58 minutes: Class discussion – plenary – to recap what was learned.
59-60 minutes: Any other business.

Be Prepared

Think through how to organize and structure a learning activity which keeps learners engaged. Consider how other teachers have thought about including Peace and Values in their methodologies in the table below:

METHODOLOGY		
1. Geography	The teachers divides the class into groups of males and females to draw a map of Rwanda. Each person is involved in some aspect of the project. For example: drawing, writing or presenting the final project (or political, geographic, agriculture, ecology or other types of information).	Cooperation
2. History	The teacher facilitates a group discussion composed of male and female students whenever possible on what provokes conflict in any given country and what is needed to prevent it. The teacher takes a few minutes to ask each team to reflect on what it takes to choose positive actions to prevent or stop a conflict.	Cooperation
3. Social and religious studies	For a lesson on cooperation, the teacher invites two visitors from the community who work in a cooperative, a man and a woman (gender balance) to share their experience with the students. Afterwards, the students are asked to identify and explain the positive values represented by the guests and then come up with their own actions leading to cooperation.	Caring, Tolerance

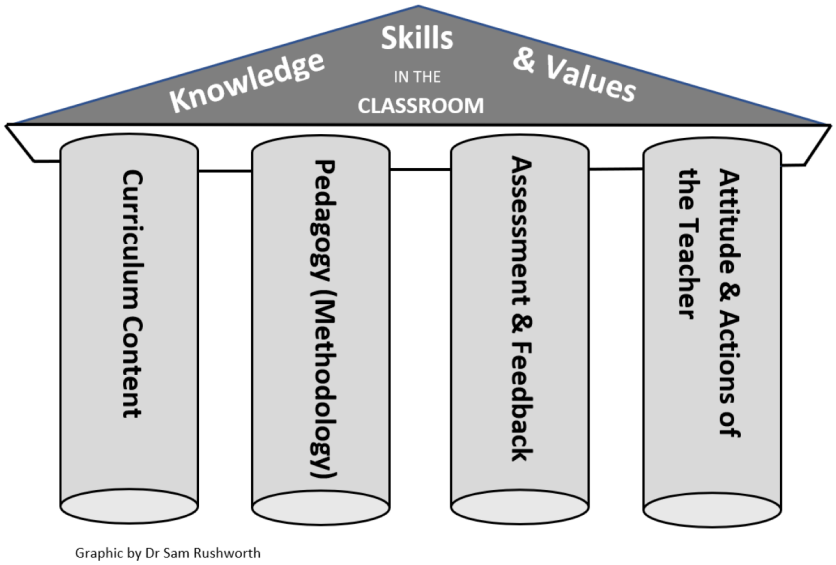
4. Physical education	To help children empathise with someone with a physical disability, basketball could be played blindfolded (pay attention to safety) or one-handed OR to encourage teamwork in football the teacher insists that each team member, male and female, must score in sequence before the first scorer may score again. Teachers may praise students who pass, demonstrate kindness and encourage other students.	Empathy, Teamwork, Cooperation
5. Chemistry	The teacher has the students share the school materials and do the lab work in pairs, helping each other to complete an assignment, or prepare a presentation or an experiment as a team for their classmates. This could be set up as a problem to solve, in which students must devise an experiment and find and communicate their discoveries. The teacher ensures gender balance among group members and presenters.	Caring, Cooperation, Problem Solving
6. Mathematics	Teachers may encourage peer support by inviting higher-level students to offer their time to help younger or less able students with their homework. Teacher to ensure gender balance if possible among higher-level students.	Caring (helping)
7. Fine Arts and Crafts	The teacher can have the children, males and females make things with their hands to give away. For example: baskets, cards, bracelets, small paintings; OR have a collective project to draw a mural for a classroom or the sector office or a church wall, etc.	Cooperation, Caring
8.Kinyarwanda	Learners work in pairs to write a short story about love and caring in Kinyarwanda with examples coming from their daily life. Each pair of male and female members takes ideas from each other and shares the task of writing. The teacher can form the pair to have more able students helping one with more difficulty. The content of the stories can be discussed in Kinyarwanda with reflective questions on how it feels to work in a team and help each other for an assignment. OR The teacher invites the class to suggest adjectives that show appreciation for others. Then divides the class into small groups of males and females and asks each to create a song or a poem in Kinyarwanda to celebrate Christmas, or the birthday of a teacher or someone special from the community using adjectives. Each group presents their creation during a school gathering or during a special event in the community.	Caring, Empathy, Cooperation

Remember this…

- **Examples in class can be used as metaphors for values and attitudes you want students to learn.**
- **Examples used can reinforce or break negative stereotypes based on race, sex, religion, residential area, disability, language, etc. of particular groups.**
- **In a 'learner-centred' approach 'knowledge' does not flow from teacher to student; it is discovered by and shared between learners.**
- **The teachers' role is to stimulate learning by asking searching questions, facilitating discussion, setting problems to solve and fostering conditions for co-operative team working.**
- **Students learn best when they are active and engaged. Teachers should time their lesson plans and practice keeping their own explanations brief; thereby maximizing time for practicing principles, researching answers to problems, creative activity and group work and ensuring gender balance among group members.**
- **This 'culture-change' in the teaching and learning process is not easy, but effective planning of content and pedagogy can help teachers be prepared.**

SECTION 5: How can I teach Peace and Values through assessment and feedback, positive discipline and personal example?

This section focuses on the skills in the second two pillars of learning: a) Assessment & Feedback, including positive discipline, and b) Attitudes and actions you provide as an example to your students.



Graphic by Dr Sam Rushworth

How do I influence my students' values and attitudes through the way I assess their learning and give feedback?

> *"It's not teaching that causes learning, after all—as painful as it might be for us educators to realize. Learning is caused by learners attempting to do something and getting feedback on the attempt. So, learners need endless feedback more than they need endless teaching"*
> *--Dr Grant Wiggins* [xiii],

> *"We need people who will give us feedback. That's how we improve"*
> *-- Bill Gates*

> *"The purpose of feedback in the learning process is to improve a student's performance, definitely not to be a damper on it. The ultimate goal of feedback is to provide students with an "I can do this" attitude".*
> *-- Laura Reynolds* [xiv]

Consider this…

Think about the quotes above. What is the role of assessment and feedback in learning? How can your feedback help or hinder a students' learning? What does the way you assess and give feedback to students reveal about your own attitudes and values? It may help to discuss this with a colleague.

How can we provide feedback while reinforcing positive values and critical thinking?

An essential part of learning is gained with feedback. If we want to emphasize the development of critical thinking skills and creativity, we cannot use tests which only measure memorized answers. What we measure and reward sends a powerful message to students about what we value.

For example, if an English teacher wants her students to develop creative writing and analytical skills, but judges their work only on spelling and grammar, no matter what she may think she is teaching, the message her students will learn is that correct grammar and spelling are more important than persuasive arguments or creativity.

Try this…

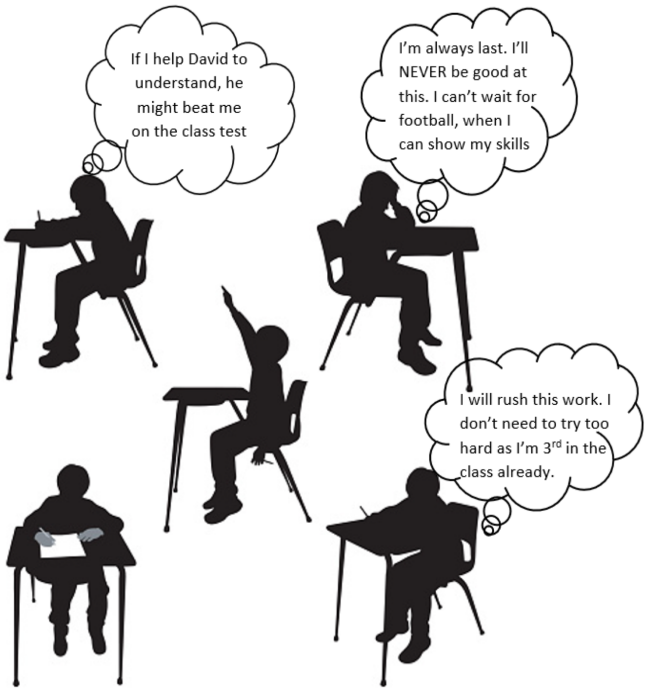
- **Look back over recent homework, class tests or end of term exams: make a note of what skills are being assessed.**
- **How could you adapt the assignment to enable assessment and feedback on higher-level skills?**

A note on ranking students by grades

We must also consider the attitudes we teach students by the way we reward learning, as we record their marks, give feedback and rank students against their peers.

A story is told by renowned business expert who was called to advise a large company on how to change the values of staff who seemed to be working against each other rather than together. When Covey sat in the office of the director, he noticed a board, which showed the faces of his staff on a racing track. At the end of the track was a picture of a luxury holiday.

Covey knew immediately what the problem was – the director wanted his staff to work as a team, but the reward system put them against each other. The remedy was simple: develop team-based objectives and rewards.



Consider this…

Many schools examine students at the end of every term and send them home with a report showing a grade for each subject and an overall grade. Reports often also show what position a child reached in her class.
Parents appreciate school reports because they want to know if their child is working hard and what areas they need to improve. Being ranked against peers is a part of life. Eventually, students will compete for scholarships.

Giving Qualitative Feedback

Marks and ranks only tell a student how they performed on a test. It does not tell them how to improve.

Good feedback is not about simply measuring and grading learning. Good feedback is part of the learning process. It enables students to learn what they are doing well, what they need to improve, and ***how to improve.*** Good feedback is qualitative rather than merely quantitative. Consider the following advice:

> *"When I mark a student's essay I never just give a number out of ten or twenty. I consider that the student is owed an explanation or justification for the grade I attached to their work. In my comments, I help the student to understand what I appreciated in their work and what I would have liked to see them do differently in order to justify giving them a higher mark. It is important to me that after reading my comments the student feels his or her work was marked fairly; that they feel they understand how to improve it; and that they feel motivated to make the improvements I recommend."*

But what about when marks are simply right or wrong, such as spelling tests or mathematical or scientific equations? In these situations, you might look for trends in their answers. Do they do well on some types of questions or not others? If they get something wrong, try to discern why. Short written feedback should be positive and direct the student to how she can learn and improve.

Try this…

Review some work you have recently marked. Did you give quantitative or qualitative feedback? What might you do differently to help the student clearly understand a) why he or she received the mark they did, b) what they could do to improve their work for a higher mark.

Top Tips for giving Positive Feedback

1. Be Specific!

Words such as "Well done", "Good", or "Excellent" can be encouraging, but on their own they do not say much. When giving feedback it is helpful to say ***why*** something is good or not and ***how*** it can be ***improved.*** The focus is on improvement, not criticism.

It helps to use the word "because". E.g., "*This is excellent work, because, you have really thought about all of the possible costs associated with setting up an agri-business." OR "I like the way you used dialogue between the two main characters in your story", OR "the write-up of the science experiment is clear and uses all the correct terminology".*

2. Be positive: show how to improve

Rather than describe something as "bad", focus on how it can be better. Use expressions like, "the work could be improved by…", Or, "Next time try…". For example, "the work could be improved by drawing a diagram of the experiment and putting your results into a table", OR "You make some excellent points, but as this is an essay they should be written in paragraphs.

3. Correct the work, not the student.

Avoid making statements that label students. Focus on their work or specific behaviour. For example, rather than say *"you're not very expressive"*, say *"using more adjectives will help you to express yourself"*; OR, rather than say "you're lazy", say *"you did not put enough effort into this piece of work"*. The same is true for positive statements.

4. Keep feedback manageable.

Most people find it difficult to focus on more than one or two things at once. If you tell a student everything she needs to improve all at once, it is likely she will feel overwhelmed. As you consider your students' progress, carefully choose one or two things at a time to help that individual improve and introduce others later.

5. Give 5:1 positive feedback!

This principle suggests that for every negative feedback you should give five praises and encouragements. One of the biggest barriers to students' improvement is their self-belief. If a person feels that they cannot do something they may not try. By hearing praise alongside critical feedback, the student is given the encouragement to make the change. They are also likely to further develop the aspects you praise. Both the positives and negatives should be specific. If you give specific criticism with only general praise, the student is unlikely to take much from the praise.

Try this…

Giving positive feedback takes practice.

- Think of some students in your care who struggle.
- Write down some specific pieces of positive feedback and praise you can give to them.
- Practice the steps above. Be consistent. Over time, note the changes you see.

Consider this...

How do the principles for giving feedback relate to students' skills, values and attitudes? Perhaps discuss with a colleague or write your ideas down.

How do I teach peace and values through positive discipline?

Rewards or punishments to discipline your students' can have a powerful effect on how they develop positive values and attitudes. "Positive Discipline" is an approach that plays an important role in building a culture of peace within your classroom and wider school.

Positive Discipline comes from the assumption that no child is born bad. It invites us to shift from seeing good and bad children to seeing positive and negative behaviours. Your role as an educator is to help them understand the consequences of negative behaviour and motivate them to choose positive behaviours instead. This requires an understanding of what is at the root of positive and negative behaviours.

Understanding Roots of Behaviour

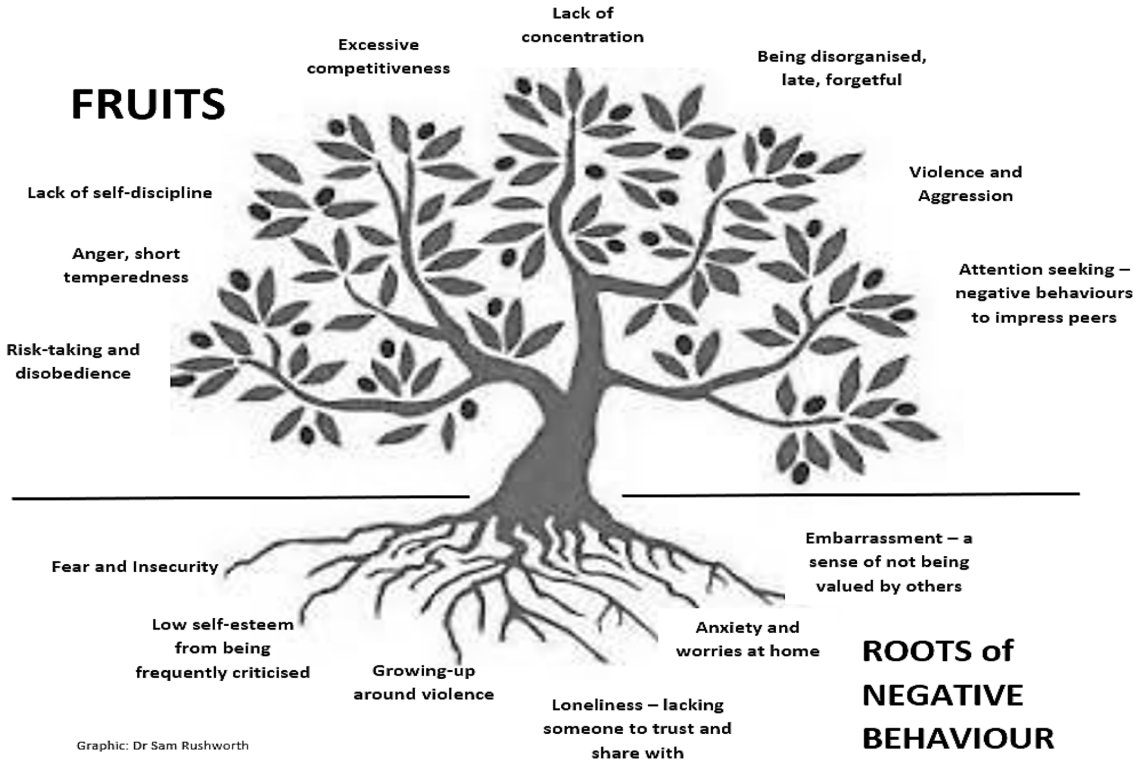
We can think of behaviour as the fruits of a tree. Sometimes, the methods we use to correct 'bad behaviour', can strengthen the roots that produce difficult behaviour in the first place. It is important to understand the roots of a young person's behaviour. For example:

> *Jean-Marie is the youngest of five. His mother died when he was a baby. His father works away. From a young age Jean-Marie was a burden on those who looked after him. He lacked the nurture of his mother and his brothers beat him for behaviour they found annoying, such as spilling food or wetting the bed. He struggles in school. He often feels embarrassed about finishing last, but he is proud of his physical strength.*
> *At the start of class, one of the smartest, Aimable, made a joke about Jean-Marie's school shoes, which were in a bad condition. Others laughed. Feeling embarrassed and wanting to recover his self-respect, Jean-Marie hit Aimable, pushing him over.*
> *The teacher ordered Jean-Marie to kneel. Upset and humiliated, Jean-Marie swore under his breath. The teacher responded by striking him across the back with a stick.*

Consider this...

In the story above, the teacher punishes Jean-Marie, firstly by forcing him to kneel and then by beating him. The teacher is attacking the fruits of Jean-Marie's bad behavior. (Consider the diagram below).

- What are the roots of Jean-Marie's outburst in class?
- What effect is the teacher's method likely to have on the roots of his behaviour?
- What values was the teacher displaying?



By using humiliation and physical punishment, the teacher may have made Jean-Marie more compliant. Would it have addressed the underlying roots of his behaviour? How might the response reinforce underlying causes of Jean-Marie's behaviour giving him skills and values to deal with conflict?

How can we know the roots of our students' behaviour?

- As an educator, it is vital to learn about those you teach. Try to gather some details about pupils' backgrounds. Be careful not to make assumptions on limited information. Just because a child has both parents or is from a wealthy home, it does not mean that their emotional needs are met. They may still experience conflict.

- Ask questions and listen! If the teacher actively listened to Jean-Marie, she might focus discipline on helping Jean-Marie to learn to deal with being teased. The teacher would have become aware of Aimable's role and could help Aimable understand the effects of his unkind words.

Steps to implement positive discipline

1. Get to the roots. Learn about students' backgrounds and what might lead to different behaviours. Do not make assumptions. Ask questions. Take a student away from other

students and ask for an explanation, respecting dignity and privacy. Ask “Why?” questions to help students understand themselves.

2. Understand consequences. Help the student understand the consequences, for themselves and for others. This develops critical thinking and taking personal responsibility for actions. It might be helpful, to complete a “think sheet” for students think through the roots and consequences of their actions, as well as alternative reactions.

Name	
What did I choose to do?	
Why did I make that choice?	
How did my choice affect others?	
How did my choice affect me?	
What could I have done instead?	

3. Experience consequences. The most effective punishments are the natural consequences of our actions. If a child is caught writing graffiti on a desk, he may be asked to spend time cleaning desks.

4. When necessary experience punishment. Sometimes it is not possible to learn from a natural consequence and punishment is necessary. Punishments must never involve physical pain or humiliation but can involve loss of privileges or extra work.

5. Restore confidence in the student. Students must always understand a punishment as an opportunity to learn, from an adult who cares. Students can tell the difference between punishment out of love and out of anger or power. When a student feels appreciated they will be better able to change behaviour. Corrective behaviour should involve restoration of respect for the student.

6. Pro-actively praise good behaviour. Good behaviour, should be praised and rewarded, particularly after corrective punishment. Be specific in your praise. Rewards can include approval or specific privileges and freedoms.

Try this...

Practice positive discipline with two or three students whose behavior is challenging. Follow the guidelines above, then evaluate. Change will not happen straight away. You will not see much change until the student begins to feel that you care for them. Think about gender stereotypes as one of the possible causes of the behavior you cant to correct.

Using Class Contracts

Rules are more effective when their purposes are understood. We should want our children to understand the purpose behind rules, and also feel commitment to keeping them.

In a classroom setting, teachers can help to build a sense of personal responsibility, mutual obligations and community, by involving students in the development of class rules. The class contract can include rules that benefit everybody, with ‘fair’ consequences or privileges for breaking or respecting tem. The following steps can be useful for developing a class

contract:

Developing a Class Contract

1. The teacher begins with a short discussion to teach the value and importance of rules. (For example, using a game they are familiar with and discussing why the rules are needed; or using a picture of traffic and discussing the chaos there would be without traffic laws).
2. The teacher moves the discussion to classrooms and how rules are needed to keep people safe and benefit everybody's learning.
3. The teacher divides the class into several groups bearing in mind to consider gender balance among group members whenever possible and asks them to brainstorm what they believe are good rules for their class. They could write these on a large poster.
4. The groups take it in turns to present their ideas and the teacher asks the class to identify the most common points between all the groups, in order to produce one set of rules.
5. If there are disagreements students should be given the opportunity to discuss and reach consensus. The priority is to compromise. Only if that is not possible should a vote be taken.
6. The teacher asks the class to consider natural and imposed consequences – including rewards and punishments. (The teacher will need to be skillful at this stage to ensure the right values (eg non-violence) are taught.

Try this...

Follow the instructions above and practice developing a class contract with one of your classes. Evaluate how the experience goes and how you can make it work better.

How do I teach peace and values through my attitude and example?

The following words of inspiration by Dorothy Law Nolte[xv] offer valuable insights into how attitudes and values are influenced by students' experience, which are affected by your attitude and example.

Children Learn What They Live[xvi]
By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and in those about them.
If children live with friendliness, they learn the world is a nice place in which to live.

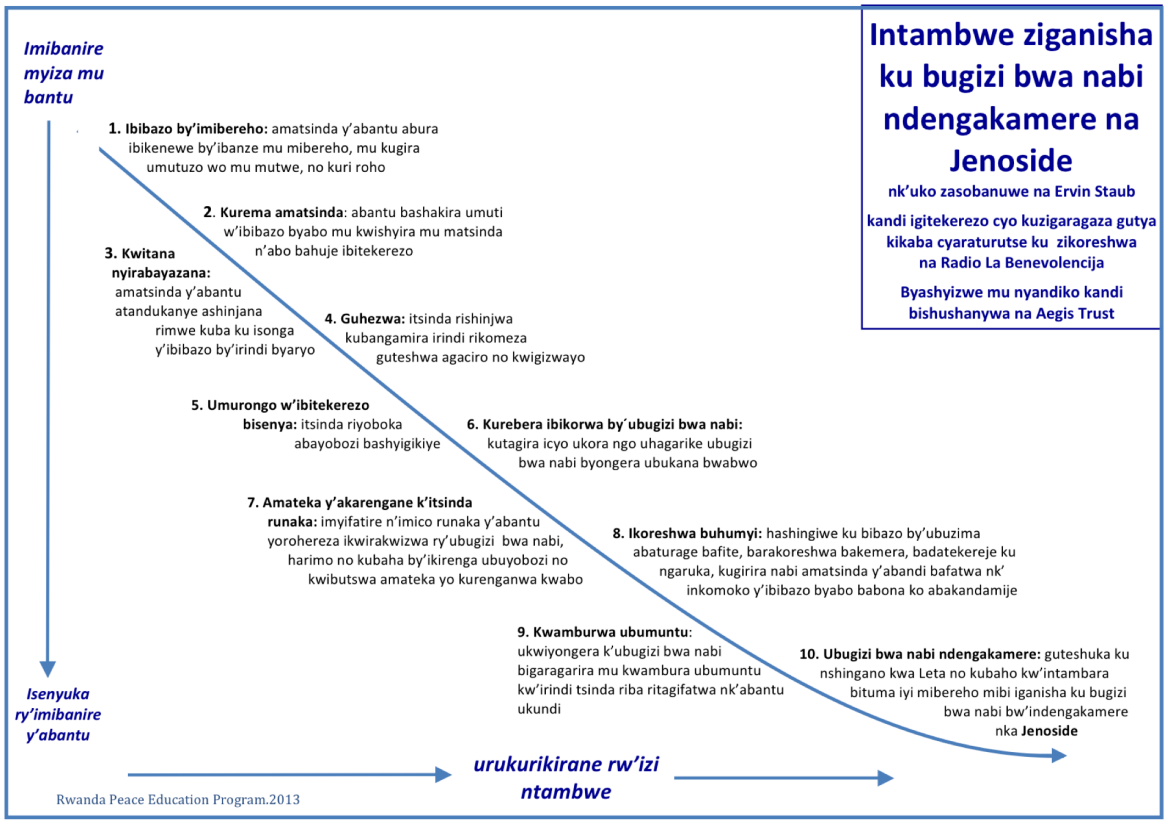
Consider this...

Think about the words of the poem in relation to the story about Jean-Marie on page 35 and what you have learned about roots and fruits and positive discipline. What could the teacher have done differently to help Jean-Marie develop positive values?

The table below gives some practical examples of how your attitude and actions can influence students' values.

ATTITUDES AND ACTIONS OF THE TEACHER		
1. School playground	When a teacher sees physical fights between students he/she intervenes by asking to talk with the students, so they can find a solution for future conflict instead of using violence.	demonstrates caring
2. School playground	When a teacher hears some students laughing at some children because of their poor clothing OR poor hygiene OR a child wearing glasses, etc., she/he intervenes in a way that asks the students to reconsider why they are acting this way and how they might think of the situation of others. Then, when the children understand the hurt their words can cause, the teacher requires them to make recompense for their deed – perhaps by performing acts of kindness to those they have hurt; or producing an anti-bullying poster while in detention.	tolerance, empathy, caring, personal responsibility for actions
3. In the classroom	A student is often punished for being late. A teacher takes time to find out what causes the lateness and learns that the child has to help at home carrying water and then has a very long walk to get to school. The teacher explains this to the other teachers on behalf of the student and instead of punishing the student, praises her diligence and hard work to get an education in spite of challenges.	caring, empathy, determination
4. In the classroom	The teacher finds ways to help learners who have special educational needs, whether physical disability, hearing loss, poor vision, etc. The teacher then engages students to do the same.	caring, empathy
5. In the classroom	There are children in the school from very poor families. They are often hungry and do not have any school supplies or suitable clothing. Teachers meet and come up with ideas on how they and the other students together might help.	cooperation, caring, empathy, love
6. In the home	A teacher becomes aware that a student is physically beaten whenever she brings home a report card showing less than average achievement. The teacher raises this with other teachers and school leaders who meet with the parents to warn of the harm physical punishment can do to a child's self-confidence and happiness and encourages them to use positive discipline and encouragement.	peacefulness, caring, empathy
7. In the community	Students notice a situation of unfairness, or corruption, or injustice in the community. They inform the teacher who suggests it is important for those in authority to be aware of this and offers to accompany them to support their explanations.	honesty, caring, moral courage
8. In the community	A teacher notices that there is often conflict between a husband and wife in the community and many people are talking about it. She decides to find a positive way that she can offer to help the couple resolve their issues and she becomes known as a mediator in the community.	caring, love, moral courage

Appendix A: Continuum of Violence (Kinyarwanda)



Appendix B: Consequences of the genocide against the Tutsi

The following table is a compilation of ideas created in an Aegis Trust Peace and Values Education training workshop with Rwandan teachers. It is not meant to be a definitive list, but rather to demonstrate the broad range and extent of the devastation resulting from the genocide against Tutsi. There are of course other consequences and other ways of categorizing the consequences, for instance, consequences directly to children, or directly to elders, or directly to women, etc.

Personal: physical /psychological	Socio-Economic	National	International
• Physical disabilities: loss of limbs, paralysis, head injuries. • Malnutrition; Chronic pain • Sensorial disabilities: sight, hearing • Emotional fragility • Chronic grief (traumatic) • Anxiety, depression • Post-traumatic stress disorder (PTSD), (witness of traumatic events) • Illness: infected wounds, increase of malaria, HIV/AIDS, • Aftermath of Rape: children born from rape (approx. 5000) Stigmatized women and children. Loss of dignity, aversion to men. • Loss of close relatives • Personality change and behavioural problems in adults and children • Excessive drinking that was not present before the genocide, and excessive aggression and irritability directed to anybody. • Increase of domestic violence, abused children • Group of descendants with PTSD • Resentment (all groups) • Many face psychological stress of anticipating the recurrence of the mass slaughter. • The stress and fear of reprisals	• High number of orphans and widows. • Child-headed households. • Unfinished education for many young adults. • Survivors have to find people who can stand-in for the dead parents. • Lack of employable skills • Economic loss for families, loss of possessions, homes, lands. • Entire families and extended families completely wiped out. • Not having a chance to bury their relatives or perform mourning ceremonies. • People fled or were displaced, many families lost connection with their relatives. • Shame and guilt among family members of perpetrators • Mutual victimization and a climate of mistrust. • Survivors are targets of harassment and taunting	• Destruction of past institutions • Loss of professional competencies • High demand and cost for judicial system, the national court system, and the Gacaca courts; so many perpetrators • Difficulty in delivering "justice" • High numbers of prisoners in jail • Social and psychological problems, which hinder national unity and reconciliation. • Reconciliation requires healing and justice – a huge challenge • Survivors' desire for justice – and facing fact that they may never see justice • Rights of land conflict (return refugees) • Deforestation from national settlement policy and energy demands of households • Environmental degradation: mass immigration and need for housing means less farming and agricultural land.	• Tension with neighbouring countries • Denial: double genocide/ negationism. • Suspicion about security- conflict from Rwandan diaspora • International Criminal Tribunal for Rwanda, • International criticism of efforts to stabilize and bring to justice. • Failure of International community

Appendix C: Kamanzi and Jean-Claude's Story – Understanding Reconciliation

Two men, two stories: Jean-Claude (45 years old) and Kamanzi (43 years old). Translated from the original in French.

June 2007
Jean-Claude, is back home after spending 12 years in jail due to his participation in the 1994 genocide against Tutsi. He is home with his wife and two children. He is nervous to be back in his village, as he knows many families lost their children and parents because of his actions during the genocide. He especially has in mind one neighbour, Kamanzi who witnessed the massacre of his entire family and is the sole survivor. He knows that Kamanzi knows of his participation in the genocide.

November 2008
Kamanzi decided to participate in some meetings with an NGO that was offering workshops to help survivors. He is all alone and his loneliness is heavy on him, even after so many years. He is often troubled with continued feelings of fear, suspicion and even hatred. He thinks that talking with other survivors might be good for him. Unfortunately, at the first meeting, he sees that a few family members of perpetrators are present, even Jean-Claude. He is confused and shocked. What is Jean-Claude doing there? Who has invited him? As he is going to leave the room, Joséphine, a good friend and neighbour, invites him to stay just to listen and see what goes on during these meetings. She tells him that she has been coming for many months now and finds them helpful. He stays seated, passive and filled with huge discomfort to be in the same room as Jean-Claude. The meetings will go on for another six months, twice a month, and Joséphine will continue to convince Kamanzi to go with her. With time, he will be less and less passive and slowly a personal reflection will be triggered. He is now trying to comprehend the incomprehensible through the story of each participant.
Break 1: Can you see any steps of the Continuum of Benevolence?

May 2010
Kamanzi has agreed to share his personal story during one of these meetings. All the while Jean-Claude is trying to understand the horrors he has committed and the shame he has brought upon his family. The facilitator also asks Jean-Claude to tell his story to the group. At this point, Kamanzi knows that he can stay and listen but nothing more. When leaving the room, the two men reach the door at the same time; Jean-Claude greets Kamanzi, who can only nod back at him. While walking back home, he is thinking of what just happened. He feels neither hatred nor fear, a certain neutral feeling, no anger, no feelings. NOTHING. This experience is totally new to him and he needs to think more and more about it. What just happened? How can he have acknowledged Jean- Claude?

July 2011
People from the community are getting ready to fix the roof of the local market. It will start on the next Umuganda at the end of the month. The sector executive secretary has invited Jean-Claude to help for he has his skills as a carpenter. He is happy to be able to help his community to build a safer shelter from the sun and rain for the women working there who are most of the time with their young children. He sees this request as a positive gesture towards him.

Saturday 30 July 2011
A small group of people is working away while Jean-Claude is sawing a few planks. He sees Kamanzi working on the roof. Looking at him, he is thinking about the suffering he has caused

Kamanzi. He cannot forget what he has done to him. They notice each other at the same time so Jean-Claude moves to give Kamanzi some wood who accepts to take them.

Break 2: Can you see any steps of the Continuum of benevolence?

November 2012

The meetings with the NGO continue and the two men continue to go regularly. For a while Kamanzi had to stop going; he felt that he was betraying his dead family by talking with Jean-Claude. At the same time, however, something inside was telling him that it was okay, that he should continue to go to these meetings, that he should not fall into hatred and fear and that he wanted to live in the present without forgetting the past. He wanted to think of a peaceful future.

During these meetings, the facilitator was asking the participants to imagine the suffering, the feelings of revenge and distress from one another: survivor and perpetrator. By doing so, Kamanzi realizes that he is changing; that some sort of personal growth is happening. After two years, some kind of mutual attentiveness is now present between the two men. They don't feel discomfort towards one another, their relationship is still very fragile but time and the meetings seem to be helping both of them.

Break 3: Can you see any steps of the Continuum of benevolence?

April 2013 Commemoration period in Rwanda
The community is preparing different events for the 19th anniversary of the genocide, a dark time for the whole country. Kamanzi has asked Jean-Claude to come with his family to the evening vigil. Jean-Claude has accepted, feeling that a new step is developing in their relationship.

September 2013

The heavy rain and wind have partially destroyed the village church. The two men offer their help to repair it. Kamanzi is feeling the relief of being able to live without constant suspicion and insecurity; he is starting to understand better all the conversations from his support group and the help of the facilitator.

July 2014

Jean-Claude's eldest son is getting married and Kamanzi is invited. Kamanzi is reflecting on the long road followed now with Jean-Claude, his friend. Yes, his friend. Some kind of trust is there and together they can imagine a better future for themselves and their families. They know too well the horror of violence and the suffering from the past. To imagine a better and peaceful future offers a kind of inner peace, peace from the heart. Nothing is forgotten nor erased but a new road is appearing before them.

Break 4: Can you see any steps of the Continuum of benevolence?

- What do you learn from listening to different points of view within your group?
- What feelings do you have towards these two men as you listen to the story?
- How easy or difficult is it to relate the Continuum of Benevolence to this story?
- Does this story help you to visualize all the step of the continuum? Explain.
- Could you use a similar type of story in your classroom? Could you use stories for other purposes in your classroom?

Further application: Both men undergo important attitude changes towards the other. Can you apply the steps of Krathwohl's taxonomy to stages of the story, explaining the process of attitude change?

Written by Johanne Doyon
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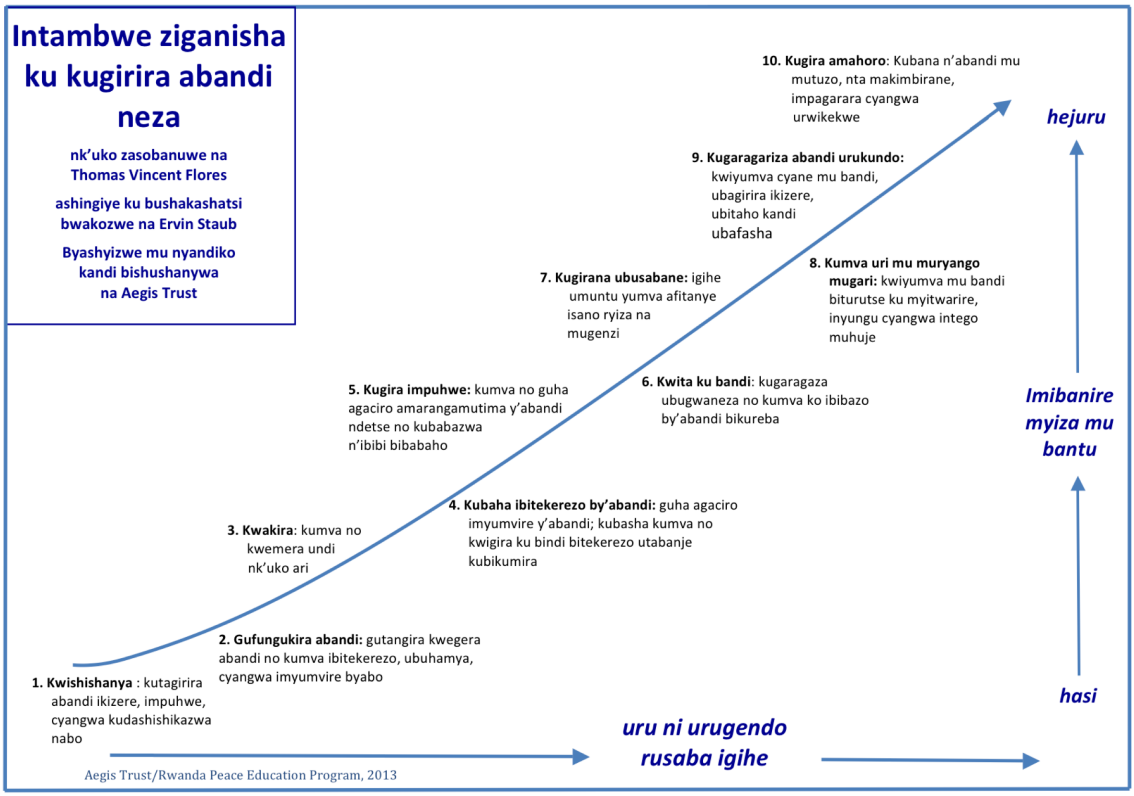
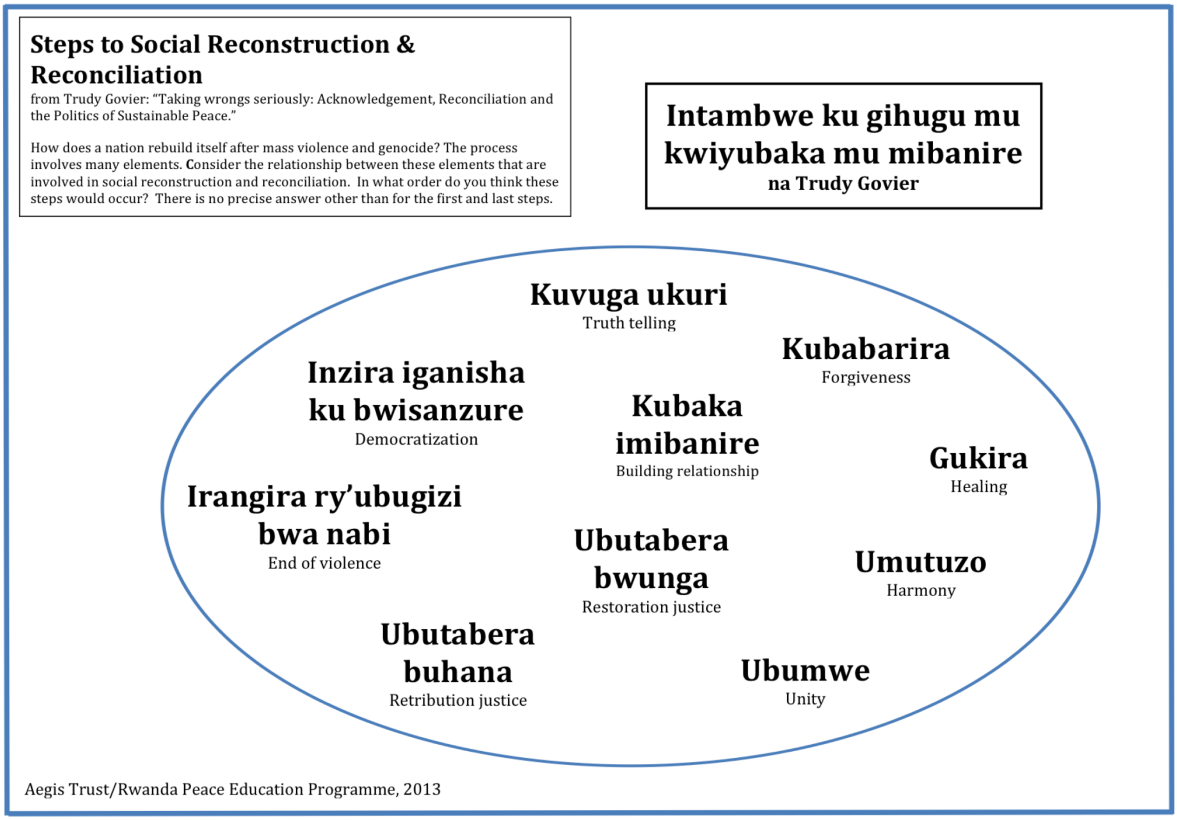
November 2014, Kigali, Rwanda

Appendix D: The Continuum of Benevolence and The Road To Peace (Kinyarwanda)





Appendix E: Answers to activity on Bloom's taxonomy (p.14)

CHEMISTRY	
Q. What would happen to salt when mixed with water	Requires recall and understanding
Q. What is the chemical symbol for water?	Requires recall of information
Q. Devise an experiment to ascertain how the boiling and freezing points of water alter when water is mixed with salt?	Requires creative thinking and originality
Q. What are the strengths and weaknesses of your chosen method?	Requires evaluation of strengths and weaknesses
Q. What does the "2" mean in H2O?	Requires understanding of a principle
Q. In the results table, how much salt must be added to 1ltr of water to alter the boiling point by 1 degree.	Requires analysis of results
Q. What would happen if H2O mixed with salt?	Requires recall and understanding
Q. How might our knowledge about the freezing point of water salt solution be useful in countries with cold winters?	Requires the application of knowledge from the abstract to the practical setting

GEOGRAPHY	
Q. How does deforestation affect farmers?	Requires understanding (or recall of class notes)
Q. Explain why farmers cut down trees even if it brings negative consequences for them.	Requires understanding and some evaluation of reasons
Q. Imagine you are a conservation NGO. Design a project to prevent deforestation, taking account of all you know.	Requires creative thought
Q. What is deforestation?	Requires recall of a definition, or at best the ability to understand and explain
Q. Who are the local stakeholders in areas of deforestation and how do their interests differ?	Requires some original analysis

Appendix F: Definitions of Values

Tolerance	is broadly interpreted as the willingness of individuals to accept the right of everyone to be different. Tolerance is fostered by knowledge, openness, communication and freedom of thought, conscience, and belief. Tolerance is harmony in difference.[xvii]
Caring	displaying kindness and concern for others.
Love	a feeling of deep affection for another
Empathy	the ability to understand and share the feelings of another
Respect	to show regard or consideration for someone
Honesty	truthfulness, sincerity, or frankness
Generosity	the quality of being kind, understanding, unselfish and willingness to make sacrifices of one's time or property to benefit another
Cooperation	the process of working together to the same end; and an innate understanding that everybody achieves more by working together than can on their own.
Moral courage	"the courage to express important values in words and actions, even in the face of opposition, potential disapproval, and ostracism or a violent response."[xviii]

Appendix G: Answers to activity on student-centred learning

Teacher-Centred		Learner-Centred
X	Most of the time is spent listening and copying notes.	
	Working in small groups.	X
	The process of finding the answer is more important than the answer itself.	X
X	Topics are covered according to a strict schedule, ensuring nothing is missed.	
X	Working on one's own.	
	Most of the time is spent engaged in activities.	X
X	The most important thing is to not get things wrong.	
X	Making mistakes is a sign of failure and not working hard enough.	
	Time is given to deviate a little from the curriculum to pursue students' own interests.	X
X	Knowledge is given to students by the teacher.	
X	Individual students compete for the highest marks.	
	Inquiry-based learning.	X
X	Learning through listening, reading and writing.	
	The group mark is more important than the individual mark.	X
	Learning through experiences.	X
	Making mistakes is an opportunity to learn.	X
X	Knowledge based learning.	
X	Chalk and Talk.	
	Explanations are brief and most time is spent applying and practicing skills.	X

Appendix H: Ideas and Questions for Developing Students' Critical Thinking Skills

xix

Thinking Skills	Purpose	Sample Actions	Example Questions
Lower levels			
REMEMBERING	to memorize & recall facts The learner recalls facts, terms, basic concepts and answers from previously learned material	The learner is asked to: recognize, list, describe, identify, retrieve, name	• What are the principles of ____? • What is ____? • When did ____ happen? • How many ____? • What did ____ do to ____?
UNDERSTANDING	to interpret meaning The learner demonstrates the meaning of the material by explaining it or by summarizing it.	The learner is asked to: describe, generalize explain, estimate,	• What will happen if ____? • What does ____ mean? • Explain in your own words ____? • How would you summarize _____? • How would you explain ___?
Higher Level thinking skills which are required for "critical thinking"			
APPLYING	to apply knowledge to new situations The learner understands what they've learned well enough that they solve problems by applying their new knowledge, facts, techniques and rules in a different way.	The learner is asked to: implement, carry out, use, apply, show, solve	• What would happen if ____? • What is a new example of ____? • How could ____ be used to____? • What examples can you find to demonstrate this idea? • How would you show your understanding of ____?
ANALYZING	to break topics or concepts into parts and draw connections between them The learner is able to identify the essential parts of something and demonstrate the relationship between those parts.	The learner is asked to: compare, organize, deconstruct	• Why is ____ important? • What is the similarity /difference between ____and ____? • Explain why ____. • Explain how ____. • What is the relationship between ____? • What are the main ideas being expressed in ____ ?
EVALUATING	to judge or decide according to a set of criteria The learner is engaged in presenting and defending opinions by making judgements about information. The learner is engaged in making judgements about the value or quality of work based on a set of criteria.	The learner is asked to: check, critique, judge, conclude, argue	• How does ____ affect ____? • Why is ____ happening? • What is the best ____ and why? • Do you agree or disagree with _____? Explain why. • What evidence is there to support your answer? • What are the strengths and weakness of ____? • Which do you think is the better plan? Explain why? • Which solution would you recommend? Explain why?
CREATING	to combine elements into a new pattern to produce original work The learner is engaged in compiling information together in a different way by combining elements in a new pattern or by proposing alternative solutions.	The learner is asked to: design, construct, plan, author	• What is the solution to the problem of...? • What do you think causes.....? Why? • What is another way to look at.....? • What might have happened if……? • Can you propose an alternative interpretation to..... ?

Appendix I: End Notes

[i] Staub E. (2001) 'Genocide and Mass Killing: Their Roots and Prevention'. Ch. 6 in Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.) (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
Anneke van Hoek, M.A., Ervin Staub, Laurie Pearlman & George Weiss, B.A. Prevention of Ethnocentric Violence in Africa – Entertainment & Education and the Theory of Staub in Practice. Retrieved from http://www.academia.edu/7438755/Prevention_of_Ethnocentric_Violence_in_Africa_Entertainment_and_Education_and_the_Theory_of_Staub_in_Practice

[ii] Ennis, R. 2002. Super-Streamlined Conception of Critical Thinking. Faculty of Education, Illinois.
[iii] Adapted from: Bada, Steve Olsegun. 2015. Constructivist Learning Theory: A Paradigm for Teaching and Learning. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 5, Issue 6 Ver. I (Nov. -Dec.2015), PP 66-70, www.iosrjournals.org. Retrieved from http://www.iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-6/Version-1/I05616670.pdf

[iv] Anderson, Krathwohl, Airasian, Cruikshank, et al.2000. Bloom's revised taxonomy. Retrieved from http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm

[v] India's National Council of Educational Research and Training; retrieved from http://www.ncert.nic.in/pdf_files/chapter_1.pdf

vi Bandura, A (1963) 'The Role of Imitation in Personality Development'. The Journal of Nursery Education. 18(3). Available online at https://www.uky.edu/~eushe2/Bandura/Bandura1963.pdf

[vii] Ibid

[xiii] Krathwohl, D.R., Bloom, B.S., and Masia, B.B. 1964. Taxonomy of educational objectives: Handbook II: Affective domain. New York: David McKay Co.

[ix] Table adapted from http://www.indiana.edu/~global/icab/notebook/LearningTaxonomy_Affective.pdf

[x] http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html?panel=1#top

[xi] Turner, T.N.(2004) Essentials of Elementary Social Studies. Pearson Allyn Bacon Prentice Hall.p. 182-187. retrieved from https://www.education.com/reference/article/develop-values/

[xii] Bernstein, B. (1971). 'On the Classification and Framing of Educational Knowledge'. In M.F.D. Young (eds) Knowledge and Control: new directions for the sociology of education'. Collier MacMillan. London.

[xiii] Grant Wiggins is president of Authentic Education in Hopewell, New Jersey; www.authenticeducation.org. His article "7 Keys to Effective Feedback" appears in the September 2012 issue of Educational Leadership. http://inservice.ascd.org/less-teaching-and-more-feedback/

[xiv] Reynolds, L (2013), 'Giving students feedback: 20 ways to do it right'. InformED 11th

June 2013. Retrieved online at: https://www.opencolleges.edu.au/informed/features/giving-student-feedback/

[xv] http://www.empowermentresources.com/info2/childrenlearn-long_version.html

[xvi] Actually, this would apply not to children alone but also to the human being in general. Moreover, it is important to note that such type of learning is called 'conditioning' or, more exactly 'operant conditioning' which "is a teaching-and-learning procedure that does not involve the learner's consciousness and willingness" (Rwanamiza, E. [2009] Knowledge, Education, Learning and Teaching: Meanings and Relationships http://ojs.library.ubc.ca/index.php/jaaacs/article/view/187684/185784, p.7) that involves both 'positive reinforcements' and 'negative reinforcements' in order to 'control' or elicit and strengthen the behavior sought to be displayed. Much more on 'conditioning' within the broader framework of the process of teaching-and-learning can be found on pp.39-64 of Rwanamiza, E. (2014) The Process of Teaching-and-Learning: A Précis of General Didactics. Kampala: Fountain Publishers.

[xvii] Agius, Emmanuel and Ambroseqicz, Jolanta.Toward a Culture of Tolerance and Peace. International Bureau for Children's Rights. retrieved from http://www.ibcr.org/wp-content/uploads/2016/06/Towards-a-culture-of-tolerance-and-peace-1.pdf

[xviii] Staub, E. (2005). In Carlo, G. and Edwards, C. (eds).Moral motivation through the life span. Lincoln:University of Nebraska Press.

[xix] Table compiled with information retrieved from the following sites:
https://www.missouristate.edu/assets/fctl/Blooms_Taxonomy_Action_Verbs.pdf
https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/questions
https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/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