

myLIFE

War Child Canada Life Skills Curriculum (Adult)



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Life Skill: **Critical Thinking and Problem Solving**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: The ability to analyze problems, conceive solutions and implement plans. Critical thinking and problem-solving skills are essential for making and implementing decisions that are in the best interest of the decision-maker and of the community of which he or she is a part.

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CENTRAL CONCEPT: Critical thinking and problem-solving are different from simply knowing some facts and processes. In order to think critically and solve problems effectively, one must be able to go through a series of steps:

- Identify and define the problem;
- Think of possible ways to solve the problem;
- Choose a solution and develop a plan;
- Act on the plan; and
- Evaluate the effectiveness of the plan.

TEACHING CONCEPT: Critical thinking and problem-solving can be improved by understanding the skills and processes involved, understanding one's strengths and weaknesses in using them, and taking systematic steps to improve them. A good thinker and problem solver can:

- Ask good questions;
- Gather important information;
- Think open-mindedly;
- Communicate effectively.

RELATIONSHIP BETWEEN CRITICAL THINKING AND OTHER LIFE SKILLS: Strong critical thinking and problem-solving skills are necessary for several other life skills. Conflict resolution and negotiation, for example, depend heavily on the ability of at least one participant in the process to think critically.

Creative thinking is very closely related to critical thinking, since many solutions require that the thinker consider unusual ideas. Empathy will help with problem solving, since people's feelings should be considered in dealing with any problem. Leaders are especially dependent on critical thinking, since they are responsible to make sure groups stay focused on specific issues and deal with specific problems.

Knowledge Base

1. **When we approach problems using logical analysis, we can usually find a reasonable solution that will take care of most of the issues, even if the solution is not perfect.**

In order to do this, we must separate our feelings such as, “I don’t like the idea because Ahmed thought of it,” or, “I am afraid any possible solution will harm my family” from our thinking, and shift our thinking to the consideration of the possible, such as, “What can we do that will help the most people without harming anyone?”.

To do this, we must first clarify exactly what the problem is, such as: “The municipality needs to provide more water to each family,” instead of, “There will never be enough water for everyone”.

Then the problem must be broken down into its component parts, such as: “1-everyone needs at least a certain amount of clean water each day; 2-there has not been enough rain; 3-now only the wealthy can pay for water; etc.”.

Possible solutions need to be proposed, such as: “Different groups get water on different days or each family is allocated a set amount of water each week or new wells will be drilled, etc.”.

Information must be gathered and a solution must be agreed upon and a plan developed to implement it, such as: “A committee will be created to decide how water will be distributed in each neighborhood and on which days, or, each member of this group will survey their neighbors about possible solutions, after which we will meet again to decide which is the best one”.

Finally, the solution must be evaluated, such as: “After one month, the committee will survey each neighborhood to determine the parts of the problem that remain unresolved”.

RELATIONSHIP TO GENDER: Effective critical-thinking and problem-solving skills are essential for recognizing how gender-related issues may or may not be involved in issues. By approaching problems rationally, one can find gender-based roadblocks and supports for decision-making as well as clarifying such intersections for others.

RELATIONSHIP TO CHILD PROTECTION: By starting with the premise that children have rights to security, health, education and independence, amongst other rights, one can seek reason-based approaches to child protection issues.

Instructional Framework

Learning Outcomes

By the end of this module participants will be able to:

1. Analyze their own thinking and problem solving skills.
2. Take steps to solve a problem.

Ask them to discuss why they think people think this way and how it influences their lives or their communities.

- A. Ask participants to think of a problem they have solved recently. The problem could be about their household, their children's education, work that needs to be done or anything else that is important to them.**

What questions did they have to ask themselves to begin to solve the problem?

They will meet in pairs to discuss the decision and its outcomes. They should describe as thoroughly as possible the process they have gone through to accomplish this task, including the questions they had to ask to solve it. How satisfied were they with the results of their decision? What would they do differently next time?

Activities:

Learning Outcome 1: Analyze your own thinking and problem-solving skills.



Facilitator's Note: This activity is about getting participants to begin thinking about the process that they go through to make a decision and then decide if that is the right decision.

Discuss the idea that effective thinking always begins by asking questions. These questions may include:

- a. Who might be affected by this? or Who might be interested in this? or Who else needs to be part of this decision?
- b. When do I need to make this decision by?
- c. Why is this important?

Have participants come up with some other questions they ask themselves when they are thinking about different issues or making decisions.

Discuss the fact that some people think that men are better critical thinkers and problem solvers than women and some people think that women are better at these.



Facilitator's Note: They may not be aware that they were asking questions, but this was part of the process, even if they did not recognize it, and you should help them understand this.

- B. Ask the groups to share the most important point or points they learned about critical thinking and problem-solving from their neighbor's story.**
- C. Ask participants as a group (no longer in pairs) to discuss ways that they can encourage their children and children in their community to become effective critical thinkers.**

Learning Outcome 2: Take steps to solve a problem.



Facilitator's Note: Use *"The Thought Process"* (Annex 1) as a vehicle for discussing the most effective way of approaching a problem.

Make sure that they understand each item on this image, and how each one leads to the next. Explain that they probably will not spend the same amount of time on each step, but that if they skip a step or hurry through one without thinking about it carefully, the decision they make may suffer.

- A. Ask participants to read the steps out loud in "The Thought Process" (Annex 1). Go over the steps in the image one by one, making sure everyone understands them and how they contribute to the process of solving a problem. Then complete the following:**



Facilitator's note: Make sure to leave room for disagreements, since this is a rather elaborate process that many will not have experienced before. Make sure to highlight issues that may have an impact on local or regional issues, such as religion, ethnic identity, and past history.

- 1. Evaluate problem:** make sure everyone is in agreement about exactly what the problem is (e.g. does it relate to the people involved; does it have to do with government activities; how long has it been a problem, etc.).
- 2. Gather information:** either in the discussion or, if necessary, assign people to gather as much information as possible (e.g. Interview people involved, read news stories, find out about similar problems in other places, etc.).
- 3. Break problem into parts** (How did it start? What are the major components? Who are the major players? etc.).
- 4. Identify solutions:** use the information gathered to think of various ways that this might be solved, including strengths and weaknesses of each.
- 5. Select best solution:** based on the previous discussion, decide which one to choose, how to proceed, and how to determine if it has been successful.
- 6. Take action.**
- 7. Examine results:** determine how well it has succeeded.
- 8. Test and review:** decide what parts of the plan need to be changed and implement them.

Ask participants how this process relates to what they went through to solve the previous problem.

- B. Ask participants to propose a local or regional problem that they might work on as an example of this process.**

It should be something that is common to each member of the group, or that affects the entire community. The problem should not be too complex but rather should be realistic for example, how to improve attendance at a the local primary or secondary school.

- C. Break participants into four groups to go through the problem-solving steps. Emphasize the importance of paying attention to each step, and having general agreement before moving on to the next step.**



Facilitator's Note: Tell participants that they will have an hour for this activity so they will feel free to take their time.



Share each group's conclusion. Emphasize the fact that there may be several possible solutions, and that none of them may be ideal, with problems remaining no matter which is chosen.

Discuss how their feelings influenced their decisions. How did what they thought about others' feelings influence their decisions?

Ask each participant what they learned from this problem-solving process.

Life Skill: **Empathy**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated. Information and ideas from the Overview and Knowledge Base, however, may be relevant, and should be included in the presentation if this seems appropriate.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



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Overview

DEFINITION: The ability to imagine what others feel without passing judgment on them.

CENTRAL CONCEPT: The central concept of this skill is that “Feelings are facts,” though some younger participants may not be able to understand the concept when it’s stated like this. The point is that people’s feelings are important and should be taken seriously.

This means that we cannot discount others’ feelings, saying things like, “Oh, don’t pay any attention to that. It’s just because it makes you sad. That doesn’t matter.” If it makes someone sad, that has to be acknowledged as a factor in their thinking about the topic. This will need a fair amount of conversation to get everyone’s assumptions and prejudices out into the open—most of us have been trained to think that feelings (ours and other people’s) don’t matter, and many children and youth experience this from adults on a daily basis.

RELATIONSHIP BETWEEN EMPATHY AND OTHER LIFE SKILLS:

The ability to empathize with others is essential for mastering some other life skills. Conflict resolution and negotiation, for example, rely to a great extent on one’s ability to empathize with the people whom one is dealing with—without empathy, one will discount and ignore their feelings, which makes successful resolution of problems almost impossible. Effective teamwork and leadership, similarly, rely heavily on one’s ability to feel what others are feeling in order to work productively with them, seeing them as collaborators, rather than competitors.

Several of the other topics dealt with in this curriculum also rely heavily on one’s ability to empathize. Gender issues, for example, cannot be dealt with if each participant is not able to imagine how the other might be feeling. And an in-depth understanding of the importance of and influences on self-esteem is also closely connected to one’s ability to empathize with others’ feelings.

Knowledge Base

1. **There is a very big difference between empathy and sympathy and by understanding this difference, one can enrich one's capacity to empathize.**
 - The difference lies in the fact that empathy is much more active than sympathy. To empathize, one must try to feel what the other person feels, which may entail reminding oneself of unpleasant personal experiences. Sincere empathy results in the person being able to say, "I can feel (or "I have felt") what you are feeling." Sympathy, however, merely requires that one see that someone else has a feeling (sadness, anger, confusion) and then acknowledge the fact that they have seen it, saying "Oh, I'm so sorry you feel that way," without any personal investment in the emotion. Empathy enriches one's understanding of another's point of view: I feel what you feel. Sympathy, on the other hand, distances people because it puts the sympathizer in a superior position: I am sorry that you are sad.
 - While different languages deal with the words differently, the Greek (em-pathos= in-feeling v. sym-pathos=with feeling) offers a good way to clarify the difference. Empathy requires getting rid of one's assumptions and trying to understand/feel those of the other. Facilitators would do well to look into the differences in the meanings and connotations between the two words in the local language.
2. **Home-life, culture, and personal experiences affect feelings, so in trying to work with others, we must understand how experience and culture influence not only people's ideas and beliefs, but how they influence the way people feel about things.**
 - The word "modesty," for example, has different meanings in different cultures, and, as such, must be clarified so people know they're talking about the same thing. Moreover, the word may have different connotations in different communities, and one's personal experiences may change the way one thinks and feels about the concept: a woman who has been raped by members of an invading army will feel very differently about "modesty" than someone living in a secure community, just as the sound of fireworks may make someone who has just left a war zone feel differently from someone who has always lived in peaceful circumstances. Empathy provides a way to connect with people who have lived in circumstances like this.
 - We can find out more about people's feelings, and help them use their feelings by asking non-judgmental questions. A non-judgmental question is one that merely seeks information, instead of including a judgment. "Why did you act that way?" carries a judgment. "How did that make you feel?" does not. People are more willing to respond openly to non-judgmental questions.
3. **People's feelings affect their beliefs and behavior, although most people think their ideas and behaviors are "rational," or at least in keeping with certain cultural or religious restrictions. When we dig deeper, however, we often find that beliefs have been strongly affected by people's feelings. Only by recognizing this in ourselves can we begin to see it in others in order to find ways to improve our interactions with them.**

RELATIONSHIP TO GENDER: By improving abilities to empathize with members of the opposite sex, we realize:

- Everyone has power and adequacy issues;
- Asking others to change their attitudes and behaviors could be threatening; and
- Others' fears must be acknowledged.

RELATIONSHIP TO CHILD PROTECTION:

Improving one's ability to empathize can influence the way one thinks about the most effecting social and personal conditions for children:

1. Children feel emotions from infancy, so adults need to learn to read children's feelings and how these influence their behaviors;
2. Children cannot learn, mature, and enter into healthy relationships without a feeling of safety and security.



Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Understand the difference between sympathy and empathy.
2. Pay attention to people in such a way that they can read others' feelings, including those "beneath the surface" that are not articulated.
3. Use what they have learned by being empathic to improve their relationships with other people.

- B.** Ask participants to share experiences they have had with sympathy and empathy when someone else has expressed each feeling. How did "Oh, I'm so sorry" make them feel? How did "Oh, I had a similar experience. I can feel some of what you are feeling. I wish I could help," make them feel? If what the people said wasn't like this, discuss what was actually said and how it made them feel.

Ask participants to get into small groups and discuss the how empathy or sympathy can help to build relationships with people in a positive way.

Activities:

Learning Outcome 1: Understand the difference between sympathy and empathy.

- A.** Explain the difference between sympathy and empathy and ensure all participants understand.
- a. Sympathy:** is the feeling of compassion, sorry, or pity for the challenges that another person faces.
 - b. Empathy:** is putting yourself in the shoes or situation of another person.

- C.** Discuss the importance of empathy for helping men and women get along and live together productively. By empathizing with members of the other gender, people can improve relationships. It can be, thus, very important for men to empathize with women as women strive for equality and rights. But it can also be very important for women to empathize with men as women's position improves, since men may think that this threatens their own status and rights



Facilitator's Note: There is a very big difference between empathy and sympathy, and by understanding this difference, one can enrich one's capacity to empathize.

The difference lies in the fact that empathy is much more active than sympathy. To empathize, one must try to feel what the other person feels, which may entail reminding oneself of unpleasant personal experiences. Sincere empathy results in the person being able to say, "I can feel that." Sympathy, however, merely requires that one see that someone else has a feeling (sadness, anger, confusion) and then acknowledge the fact that they have seen it, saying "Oh, I'm so sorry you feel that way," without any personal investment in the emotion. Empathy enriches one's understanding of another's point of view: I feel what you feel. Sympathy, on the other hand, distances people because it puts the sympathizer in a superior position: I am sorry that you are sad.

Empathy requires getting rid of one's assumptions and trying to understand/feel those of the other.

Learning Outcome 2: Pay attention to people in such a way that they can read others' feelings, including those "beneath the surface" that are not articulated.



Facilitator's Note: Here are some guiding questions for the following images:

- How do we know how these people feel?
- What are they feeling?
- Has anyone had an experience like that/feeling that way?

Please add other questions.

Paying attention to facial expressions and body language can help us see when others are uncomfortable, angry, or feeling different emotions sometimes (although these manifestations may differ, culture to culture), which can help us avoid pitfalls in our dealings with them. The three Empathy images will help participants begin to think about empathy in order to improve their own abilities to empathize.

A. Ask participants to look at the Empathy image (*Annex 2*), the cartoon in which three people, each with one of the physical problems the other person has, say "We know how you feel."

Ask participants to discuss whether the three people really do empathize with the person who has all three problems. Will the person who has all three problems think that the others really do understand him or her?



Facilitator's Note: This should be a rather playful discussion, as a way to open the possibility of talking about this complicated subject—there are no right or wrong answers.

B. Ask participants to look at the two images in Annex 3 and ask them what they think each person is feeling.

How do they know that? What experiences have they had that allow them to empathize with each of the people in these photos?

C. Some people believe that it's okay to mistreat, abuse or ignore the well-being of children. Ask participants to remember when they were children, and to imagine how children they know might feel about their lives. How can empathizing with them help adults improve the children's situations?

Learning Outcome 3: Use what they have learned by being empathic to improve their relationships with other people.

Participants practice framing questions and statements in non-judgmental ways by imagining interactions with the people in the images they are looking at. Asking non-judgmental questions can help us discover more about the feelings that lie beneath others' thoughts, as well as increase others' trust of us.



Facilitator's Note: Using *Empathy* images from *Annex 3*, participants will consider ways to communicate effectively with people they don't know well, but with whom they can empathize.

There are two important aspects of this activity:

1. They have to understand the feelings of the person they are working with, and, therefore, might feel about their request;
2. They must think of ways to use what they have sensed about the other's feelings as a way to frame non-judgmental questions that will help the other overcome whatever fears or worries he or she may have about what they are talking about.

- A. Break the participants into groups of four people. Each group will choose one image from Annex 3 to discuss.**

Each smaller group will use what the full group had decided about the individual's feelings in the previous activity to determine how they would use that knowledge to help the person in the picture.

The goal of the group working with the image of the woman with her child will be to convince the woman that she needs to join a community group to discuss the status of women in the community. What will the participants have to consider when they talk with her? How will they frame nonjudgmental questions and statements? How might she respond to them? What can they say and how can they say it to help her decide to join the group?

The goal of the group working with the image of the women with the sewing machine will be to convince her that she needs to hire another woman to help with her business. What will participants have to consider when they talk to her? How will they ask questions that do not judge the woman? How might she respond to them? What can they say to her to help her make this decision?

- B. After the groups have met to discuss the issues, they will share what they have decided with each other.**
- C. At the end of the session, ask each individual to explain how improving his or her empathizing skills can help him or her work with others in the community.**



Life Skill: **Conflict Resolution and Negotiation**

Introduction

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Overview

DEFINITION: Conflict Resolution: The ability to understand the nature of conflict and the reasons for others' points of view, then to consider win-win ways of dealing with the differences.

CENTRAL CONCEPT: Conflicts arise in a variety of ways between or among a variety of individuals and/or groups. The word brings to mind physical, or at least emotional, violence as a possible way people may try to resolve the conflict.

Many, if not most, conflicts can be negotiated so as to benefit both parties. This is called a win-win situation, in which nobody loses, and everybody gets something. Reaching this point requires that all parties work to build trust.

There are several difficulties with win-win solutions. The first is that many people believe that for everything someone must gain and someone must lose. In fact, win-win, in which both or all parties benefit, is often possible. But it can take time for some people to recognize this. The second is that win-win may not mean that everyone gets exactly the same level of result. Some may get a bit more than the others. A significant feature of win-win, however, is that it promotes good will, so that the next time a conflict arises, both parties may be more willing to think of the needs of the other and to compromise.

TEACHING CONCEPT: Communication skills (writing speaking and listening) can be altered so as to change interpersonal and intergroup interactions from negative and defensive to productive and collaborative.

Adapting the steps in “*The Thought Process*” (*Annex 1*) outlined in the Critical Thinking and Problem-Solving curriculum to resolving the conflict will be very helpful:

- Evaluate the problem;
- Gather information;
- Break problem into parts;
- Identify solutions;
- Select best solution;
- Take action;
- Examine results; and
- Test and review.

RELATIONSHIP BETWEEN CONFLICT RESOLUTION/NEGOTIATION AND OTHER

LIFE SKILLS: Stress management is closely connected to conflict resolution and negotiation because if those involved are not able to control the impact of the stress of negotiations—and the anger and frustration that come with them—they will not be able to work well with those with whom they disagree. Empathy, as well, is important, since this will allow each participant to understand the motivation of others. The ability to develop a sense of teamwork among all participants is important.

Knowledge Base

1. Conflicts are often difficult to fully understand. They usually stem from material, rational, and emotional bases.

- A material base might be a conflict over specific resource or tangible item, like water rights or over the right to make a specific product;
- A rational base might be a well-reasoned argument about the reason one group or another should be allowed to own or do a specific thing;
- An emotional base might have to do with a group's attachment to a piece of land or way of life, even though it's not actually in their best interest;

These three aspects of conflict often become interwoven, so that even those who are involved can't pull them apart easily. Among the first steps in resolving any conflict is for each party to be able to say: "This is what I/we want. We want it for these reasons. We feel very strongly about it because of...."

2. Successful negotiation is a step-by-step process as participants acknowledge and review their options. In order to reach a point where they will be ready to develop a win-win situation, they will need to use a number of approaches:

- They will need to communicate openly, expressing how they feel about the situation and focusing on the problem, not on accusations and criticisms;
- They must actively listen, which means to listen to what the other person has to say without thinking how they're going to reply to or refute the other. Only by actively listening can they understand the other person's point of view;

- Rather than looking for a single solution, once they have clarified the problem, they will need to suggest a series of possible options to discuss; and
- They need to look for a win-win solution which will satisfy all those involved in the conflict.

3. Using effective conflict resolution techniques can not only solve the specific problem, but can also lay foundations for more effective communication and conflict resolution activities in the future.

Some people enjoy conflict, but this often means that they create conflict just for the fun of it. We need to help such people understand that their need for conflict is harmful to the community.

Others avoid conflict at all cost, preferring to let things go along as they are, even if they are not in their own or their group's interest. Well-managed conflict, however, can actually strengthen a community and improve relations among community members.

The more problems we solve together, the better able we are to solve other problems.

RELATIONSHIP TO GENDER: Gender and status issues can lie at the heart of some conflicts, though these may not be recognized, or may be so deeply embedded in the culture as to seem "natural." Conflicts, thus, can serve as a vehicle for exposing such issues, thereby making them available for discussion.

RELATIONSHIP TO CHILD PROTECTION: The rights of children—to schooling, to personal autonomy and decision-making, to freedom from work—are often not honored. This being the case, it is incumbent on adults to speak up for children, to serve as their proxies in negotiations for improvements in their situations.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Determine what is/are the source(s) of a conflict.
2. Take steps to resolve conflict.
3. Use conflict resolution as a way to improve the community in general by bringing people together and sharing skills that improve communication and trust.

Now say to the volunteers that they can share one pen. This should result in them going to one side of the room and getting the pen together.

Discuss the meaning of a win-win situation.

What might have been the result if they had not decided to cooperate?

- B. Now show the participants “Types and Levels of Conflict” (Annex 4), to analyze the conflict. You will need to explain the chart, including the fact that “intra” means within (so it would relate to two members of a committee who disagree) and “inter” means between (so it would relate to two different committees that disagree). How would they analyze the donkey-hay conflict in light of this chart?**

Ask participants to discuss what kinds of conflicts arise around child protection issues, such as the right of a parent to control the actions of a child versus the right to the child not to be abused. How can these be analyzed and resolved in ways similar to those discussed above?

Activities:

Learning Outcome 1: Determine what is/are the source(s) of a conflict.

- A. Before this exercise you will need to ensure you have a piece of ribbon, string or a stick. It should be at least 12cm long. You will also need to place two pens on either side of the room, far away from where the volunteers will be standing (1 pen on each side of the room).**

Ask for two volunteers and have them come to the front of the room. Give each volunteer one end of the ribbon, string or stick. Tell them that they each need to get the pen on their side of the room but they have to hang on to their end of the ribbon, string or stick.

This should result in neither volunteer getting their pen as they will be trying to pull each other to their side of the room.



Facilitator’s Note: The participants may not be used to charts like this that break things down into their component parts. Explain how each line connects to the next box, as a way to think about specific conflicts and differentiate between conflicts. Note that it does not deal with the emotional, rational and material aspects of the conflict—those will be determined through other methods.

- C. Now ask participants to suggest a local or regional conflict that they are all aware of, but that does not affect them directly, and use “*Types and Levels of Conflict*” (Annex 4), to analyze this conflict.

Once they have determined how the conflict they have chosen fits in this format, they will then discuss:

- What are the material bases of the conflict (what actual thing or right does each individual or group want)?
- What are the rational bases of the conflict (what does each individual or group use as the reasons they should get it)?
- What are the emotional components of the conflict (how does each individual or group feel about what they want)?

Learning Outcome 2: Take steps to resolve conflict.

Using the “*Resolving the Conflict*” (Annex 5) graphic, participants will apply these five steps to the local or regional conflict that they discussed at the end of Learning Outcome 1 above.

1. “Explore the issues” means to talk about the issues that make up the conflict, e.g. the nature of the conflict, the reason for the conflict, etc.;
2. “Start the conversation” means to share both sides’ points of views about the conflict;
3. “Find common ground” means to look for areas of agreement or potential agreement;

4. Now that the actual conflict is clear, propose ways of solving the conflict, emphasizing ways that will satisfy both sides as much as possible;
5. “Make process visible” refers to “transparency,” so that everyone understands the conflict, the proposals, and the others’ points of view.



Facilitator’s Note: Participants will notice how similar this graphic is to “*The Thought Process*” (Annex 1), used as part of the Critical Thinking and Problem Solving curriculum. The point is to be systematic and careful about going through the process, as well as to make connections with things that the participants have already learned.

Break participants into pairs and have them go through the “*Resolving the Conflict*” (Annex 5) steps regarding this conflict. They should work very hard to improve their “active listening” skills—this means;

- When the other person is speaking, they do nothing but pay attention to what he or she is saying, without thinking about what you’re going to say, and interrupting the speaker;
- When they ask the other person questions, they are not hostile or accusatory (no “What made you think that you could...?”), but merely ask questions to clarify their understanding (“If you could please tell me how your family was harmed by the previous arrangement, that would help me understand.”);
- If the other person interrupts, simply say, “please let me finish,” without raising your voice. Remind participants that active listening takes a lot of practice.

When they have finished, ask participants to share what they decided, and what they learned from this activity.

Learning Outcome 3: Use conflict resolution as a way to improve the community in general by bringing people together and sharing skills that improve communication and trust.

Begin by discussing ways that gender might influence how conflicts arise and are resolved. Consider an example like having more women on a municipal committee or like what happens when men and women argue. How does gender influence both the way people discuss issues, and what they expect as outcomes?

Use “*The Difference*” (Annex 6) to generate a discussion about what is happening in each photo. Discuss how each participant will feel in each situation – one with hostile conflict versus one with the people shaking hands.

Ask participants how each will feel when the next conflict arises.

Read out the statements in Annex 7 “*Conflicts Can Be Good*” to generate a discussion about the position aspects of successful conflict resolution.

Ask participants what they think are the main points they have learned about conflict resolution and negotiation.



Facilitator’s Note: This simple image (*The Difference*) (Annex 6) shows the difference between the outcome of typical conflict and successful conflict resolution. The ideas in the graphic “Conflicts Can Be Good” may be controversial. Do not force people to agree with them all, but use them to propose that there are other, more positive, ways to look at conflict, once one begins to think of the possibility of everyone ‘winning’ in a conflict rather than one where no one wins.

Life Skill: **Gender and Child Protection**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the Facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: Gender refers to the way one's gender (male and female) affects one's status in society, one's perception of one's status, rights and identity, and the importance of treating both genders equally.

Child protection involves thinking of children as full-fledged people whose basic needs must be nurtured and whose well-being must be protected so that they can develop into human beings who are capable of working productively, relating to others satisfactorily, and contributing to the well-being of their community.

The basic premise of these two cross-cutting themes is that women are equal to, and have equal rights with men, and children, as human beings, have the right to be respected and listened to, to play and be educated, to health care, and to education. All of these rights are acknowledged in United Nations and other international—and usually national—documents, treaties, laws and agreements.

CENTRAL CONCEPT: Individual and cultural attitudes will affect the way gender and children are viewed. They will, thus, affect the way topics such as leadership and critical thinking are considered. To give just two examples regarding gender: some men (and women) don't think women can be leaders or are capable of thinking analytically.

Similarly, such attitudes will affect the way topics such as creativity and empathy are dealt with regarding children: some people (both male and female) may be upset by children's creativity, thinking that it threatens the stability of the household and community; they also may not be able to empathize with children as full human beings, thinking they are not developed enough to merit this kind of attention.

TEACHING CONCEPT: Although supporting gender equity and child protection may be difficult—because concepts related to both are so deeply embedded in most cultures—the basic principles and means of implementation can be taught. The most important aspect of such teaching will be to help participants empathize with women (or men, in the case of women who need to acknowledge their rights and strengths) and children—this is the first step toward actively supporting women's and children's rights.

Knowledge Base



Facilitator's Note: Before leading these discussions, the facilitator should find out whether his or her country has signed the UDHR, CEDAW and UNCRC. He or she should also investigate and become familiar with any other laws and policies adopted by his or her municipality, region or country regarding women's and children's rights that may be specific to his or her country. It would also be useful to find NGOs that are working on the issues locally.

A variety of international documents support women's and children's rights. Participants should not be expected to memorize these, but familiarizing them with some aspects is a very important first step they can take in support of these two areas.

1. **The Universal Declaration of Human Rights (UDHR)** was passed by the United Nations in 1948. Its basic premises are that "All human beings are born free and equal in dignity and rights" (Article 1), and that "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status" (Article 2). It is very important to note that the articles emphasize "all human beings" and "everyone," since any right included in this document will apply to women and children.

Other articles protect everyone against slavery (4), torture or degrading treatment (5) and guarantee equal protection by the

law (6-12), health (25) and education (26). People also have the right to movement, a nationality, marriage, to own property, freedom of thought and expression and assembly, security, political participation, work, rest and leisure, health and housing, and education.

2. **The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** was adopted by the UN in 1979. The Convention explicitly acknowledges that "extensive discrimination against women continues to exist," and emphasizes that such discrimination "violates the principles of equality of rights and respect for human dignity." As defined in Article 1, discrimination is understood as "any distinction, exclusion or restriction made on the basis of sex...in the political, economic, social, cultural, civil or any other field." Article 3 requires governments to take "all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men."
3. **The UN Convention on the Rights of the Child (UNCRC)** is a treaty adopted in 1989. 194 countries have signed the treaty. Ratifying states must act in the best interests of the child. In all jurisdictions implementing the Convention compliance is expected with requirements that every child has basic rights, including the right to life and to their own name and identity.

The Convention requires governments to allow parents to exercise their parental responsibilities. The Convention also acknowledges that children have the right to express their opinions and to have those opinions heard and acted upon when appropriate, to be protected from abuse or exploitation, and to have their privacy protected, and it requires that their lives not be subject to excessive interference.

THEMES:

1. *Best interest of the child* emphasizes that whatever action or decision is taken about a child, it must take into consideration the final benefit for the child.
2. *The concepts of survival and development* require doing everything possible to ensure that every child is given the chance to grow physically, emotionally, mentally, and spiritually, such as to receive adequate food, shelter, and clean water, as well as developing their skills and being protected from disease.
3. *The requirement of non-discrimination* simply states that no child should suffer discrimination by anyone for any reason.
4. *Participation* involves listening to children's views and involving children in decision making on matters that affect them.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Identify key human rights documents and key rights of women and men.
2. Identify the basic principles of child protection including the rights of the child as they pertain to international documents.

Activities:

Learning Outcome 1: Identify key human rights documents and key rights of women and men.

- A.** Share the basic rights outlined in the Universal Declaration of Human Rights (UDHR) as outlined in the Knowledge Base on the previous page. Please explain the rights in a way that all participants will understand them, emphasizing those that you think are most relevant to your culture and for this group. Discuss how many of these rights are observed or not observed in your culture in regard to all citizens—make sure to answer any questions participants may have about the meaning of specific rights.

This may open a discussion of the general lack of rights in their specific country as perceived by participants. Allow this to continue for a while, but then remind participants that the topic at hand is women's and children's rights, so it would be best to hold this conversation until after both those sets of rights are discussed.

- B.** Discuss the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), quoting from the document, and mentioning the main rights that are protected by this document, as appropriate for your participants' culture and country.

Open this for discussion, asking participants to share experiences they have had where women's rights were not respected. You may find some participants (including women) may not agree with this conclusion. Allow diverse points of view to be expressed.

Explain that you will discuss domestic violence as an example of the violation of women's rights. Explain that domestic violence means violence or abuse by one person in a household against another person in that household. This can involve beating, rape, severe criticism and other actions that violate another's rights and harm their self-esteem. Discuss the kind of domestic violence that is accepted by some people in your society. Discuss how each example violates the rights granted in the UDHR and CEDAW.

- C.** Show Image B, “*Domestic Violence*” (Annex 8). Explain that there are about 7 billion people on earth, so this means almost one-tenth of the women are not protected against domestic violence. Discuss the following statements in the UNDR and what each of these mean to the participants:
- a. Article 3:** Everyone has the right to life, liberty and security of person.
 - b. Article 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment
 - c. Article 6:** Everyone has the right to recognition everywhere as a person before the law
 - d. Article 26:** Everyone has the right to education
 - e.** Share with participants what you have learned about your country’s signing these international agreements.

Discuss the realities facing women who are abused by men. Be prepared for participants disagree on some topics but make sure to keep the discussion focused and, if necessary, limit the amount of time spent on the topic. Let participants know that it is ok to disagree and have a discussion with each other in a thoughtful and respectful manner.



Facilitator’s Note: There may be circumstances in which the facilitator feels that this topic is too sensitive for public discussion, especially if the participants are both male and female. We encourage facilitators to use their judgment, but to at least raise the issue of domestic violence by showing the image and discussing the UDHR articles and relevant local laws, even if the decision is made not to open the floor for general conversation. If the facilitator feels this issue is too sensitive to discuss, please do not discuss. The primary priority is that participants feel comfortable and that a level of trust amongst the group is developed.

The image “*Domestic Violence*” (Annex 8) describes the lack of protections against the woman’s rights. If some people remain unconvinced about the fact that women should be given equal rights, you may have to remind them that even if they believe differently, the violation of women’s rights goes against international agreements made among almost every one of the world’s countries.

Learning Outcome 2: Identify the basic principles of child protection including the rights of the child as they pertain to international documents.

- A.** The Facilitator should remind participants that the Universal Declaration of Human Rights is supposed to apply to all people, so that those human rights would apply to children as well. Ask participants to discuss the human rights that they think are best adhered to in their culture; then the ones they think are not adhered to as well.

This conversation will probably elicit comments about the inappropriateness of applying human rights to children, since they are not full-fledged adults. Encourage this conversation, while going over specific articles in the Universal Declaration of Human Rights, asking how and why they might not apply to children.

The facilitator should introduce the rights outlined in the United Nations Convention on the Rights of the Child, allowing for discussion of these rights, especially those which they find confusing or they disagree with. After this general discussion, open a discussion about the impact on children of conflict and post-conflict situations—what do they think is the long-term impact of such situations on the children’s self-esteem and ability to live happy, productive lives?

Show the image in *Annex 9* and ask participants to discuss how living in circumstances like this (which may be familiar to them) affects children. How will children be affected by such experiences?



Facilitator’s Note: “*Children in Crisis*” (*Annex 9*)—this image shows children and their families lined up at a relief agency to get their basic needs filled.

Show the *Children’s Rights image* (*Annex 10*) and ask participants to discuss each of the rights that are included. Discuss with them how each of the rights are included in different parts/aspects of life.



Facilitator’s Note: “*Children’s Rights*” (*Annex 10*) highlights just a few of the rights described in the United Nations Convention on the Rights of the Child.

Show “*The Right to Education*” (*Annex 11*). Discuss how the right to be educated, for example, is connected with child labor (which may be necessary to feed the family, but may prevent children from going to school), may have connections to cultural assumptions about gender (that girls don’t need to go to school), and with family values and experiences (that the parents may not be educated, so may not want the children to go to school). Remind participants that without an education, children’s opportunities to succeed in the modern world are very limited, and ask them how the right to education, for example, can be supported while acknowledging the problems mentioned in the discussion.



Facilitator’s Note: “*The Right to Education*” (*Annex 11*) goes into detail about two of the articles relating to education, one of the most important of children’s rights in regard to their long-term happiness.

Show the two photos in *Annex 12* (*Communities Protecting Children*). Have participants discuss how these images show communities protecting children’s rights or not protecting their rights.

Discuss the idea of a boy expressing himself as an equal to a man and a girl expressing herself as an equal to a boy. Is this a situation that you might see frequently in your culture? Which rights does this image express? What may the listeners (the man in the picture of the boy talking to the man, and the boy in the picture of the girl talking to the boy) be thinking as they listen to the other person? What is the likely impact on the self-esteem of the people expressing themselves in this interaction?

Ask participants to share the main points they have taken away from these discussions of women's rights and child protection.

Life Skill: **Self Esteem**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: This component of this life skills curriculum entails the examination of social and personal issues that prevent individuals from seeing themselves positively, encouraging participants to act independently and in groups with confidence. Self-esteem simply means how we see ourselves, and positive self-esteem means we emphasize our positive qualities when we think about ourselves.

Self-esteem is not a skill, but a cross-cutting topic that will affect how well participants are able to understand and implement the six life skills in this curriculum, and should be considered during all life-skills presentations (along with gender and child protection).

It is essential, however, that positive self-esteem not be confused with an egocentric image of oneself, in which one assumes one is better than others. “Healthy self-esteem” entails understanding one’s strengths and weaknesses, using one’s strengths to improve one’s life and the life of the community while working to improve one’s weaknesses.

RELATIONSHIP BETWEEN SELF-ESTEEM AND OTHER LIFE SKILLS: Developing and supporting positive self-esteem lies at the heart of this life skills curriculum. People—adults, youth, and children—who do not respect and believe in themselves cannot implement the life skills provided in this curriculum. How can a person successfully negotiate, participate in group activities, and think creatively or critically if he or she does not believe in his or her own worth?

On the other hand, small successes in putting these life skills into practice can improve one’s self esteem. For example, successfully solving even a small problem—and proudly acknowledging one’s success—makes a person feel better about him- or herself.

Given how important one’s self-esteem is to one’s success at implementing the life skills that follow, it is crucial that facilitators re-integrate components of this self-esteem component into the rest of the curriculum. These opportunities will sometimes be pointed out in the text, but facilitators should be listening closely to what participants think about the skills and their abilities to implement them to find ways to enhance participants’ self-esteem.

Maslow’s hierarchy of needs (*Annex 13*), demonstrates both the goal—self-actualization, or the ability to do and become what one chooses—and the obstacles to accomplishing this, especially in conflict and post-conflict situations.

Self-esteem instruction must always be based on the understanding that those who are experiencing or have experienced conflict situations may have difficulty seeing themselves in a positive light—people have a tendency to wonder what they have done to bring such disaster into their lives when, most of the time, the circumstances have little or nothing to do with what the individuals you are working with will have decided or done.

Knowledge Base

1. Positive self-esteem is essential for effective function in the world and entails believing that one:

- Is worthy of respect, while believing that others are also worthy of one's respect;
- Has something positive to contribute to society, while understanding that others also have things to contribute to society;
- Can learn from one's mistakes, while being willing to forgive others' mistakes and hope they learn from them; and
- Can, in general, improve one's life situation, and that others can also improve their life situations.

2. In order to improve one's self-esteem, one has to learn to objectively analyze and understand one's strengths and weaknesses, as well as (as far as possible) the causes for each:

- Since self-esteem is an emotional response, one can learn to recognize things that trigger negative self-esteem and develop techniques for minimizing one's reaction to situations that induce negative self-esteem [NOTE: Some specific techniques for this kind of thing will be addressed in detail in the Time and Stress Management unit];
- By recognizing what one can do well, one can play to that strength, thereby improving one's abilities in that area;

- By recognizing one's weaknesses, one can choose specific areas to try to strengthen and, if possible, seek help from others in this effort; and
- By understanding the importance of such self-understanding, one can use other life skills (critical thinking, creative thinking, empathy, etc.) to help oneself improve one's self esteem.

3. Once one has begun to develop a clear picture of emotional triggers and of one's strengths and weaknesses, one can make decisions about the ways one might be able to help others or the community in general. For example:

- If one is a good listener, this skill can be used to gather information about community problems that need attention; or
- If one enjoys working in groups, this skill can be used to bring people together to deal with problems.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Lay a foundation for understanding the importance of self-esteem for effective living, as well as the impact of their current life situation on the way they feel about themselves.
2. Think positively about themselves.
3. Understand the impact of thinking positively on their ability to make changes.
4. Involve themselves in activities and events that enable them to use their strengths and strengthen their weaknesses, as well as means of evaluating the success of these efforts.
5. Think positively about the question Who am I?

- a. **Physiological:** basic needs like food, shelter, clothing;
- b. **Safety:** the person does not feel safe from danger or the deprivation of physiological needs;
- c. **Love/belonging:** being part of a family and/or community;
- d. **Self-esteem:** feeling positively about one's worth; and
- e. **Self-actualization:** being able to use one's strengths to do what needs to be done.

Explain that people have difficulty reaching the next level if lower levels are not met. Ask participants to discuss which level they think they are operating on at this point, describing their circumstances.

Activities:

Learning Outcome 1: Lay a foundation for understanding the importance of self-esteem for effective living, as well as the impact of their current life situation on the way they feel about themselves.

A. Have participants:

Discuss the obstacles to positive self-esteem in their current circumstances.

Use *Maslow's Hierarchy of Needs* (Annex 13) to examine what needs are not being satisfied in order for them to have positive self-esteem, which would enable them to self-actualize:



Facilitator's note: In 1943 the American psychologist Abraham Maslow developed his Hierarchy of Human Needs. (The needs and theory were revised in 1954.) It stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. He believed that in some cases people whose needs on one level were not fulfilled would have difficulty satisfying the next level of needs. He believed that every person is capable and has the desire to move up the hierarchy toward a level of self-actualization.

Learning Outcome 2: Think positively about themselves.

- B.** Have participants discuss their thoughts and feelings about what they think is good about themselves, using the *Self-esteem Self-evaluation 1 (Annex 14)*. The goal of this activity is to get them to think positively about themselves. There are so many things working against them—cultural ideas, ideas they may have gotten from their family and community, and the impact of the circumstances they live in—that it can be hard for participants to think good thoughts about themselves.

The point, though, is that everyone has some good characteristics, and things they do well. People cannot improve their self-esteem if they do not first consider things that are good about themselves.



Facilitator's Note: The Self-Esteem Self-Evaluation will provide participants with the opportunity to think about their own self-esteem, about how what is positive and what is not so positive about themselves. In this activity, participants will only consider what is positive about themselves.

The goal of this activity is to help them look at themselves positively, recognizing what they have to offer their family and the community.

Learning Outcome 3: Understand the impact of thinking positively on their ability to make changes.

- C.** Use the statement “No one can make you feel inferior without your consent.” Write this statement on the board or a large piece of paper so everyone can see it. Discuss it, and its implications for self-esteem.

Ask participants:

- Do they agree or disagree with this statement? Why or why not?
- How does the fact that they have lived in or are now living in a conflict or post-conflict situation influence the truth of this statement?

Learning Outcome 4: Involve themselves in activities and events that enable them to use their strengths and strengthen their weaknesses, as well as means of evaluating the success of these efforts.

Ask participants to complete *B and C (Annex 15)* of the Self-Esteem Self-Evaluation 2.



Facilitator's note: Explain to them that this activity will ask them to think of things they don't like about themselves, and they will not be required to share their ideas with other people.

- Ask participants to list things they don't like about themselves first, working on Column B. Make sure they are as specific as possible.
- Ask those who are comfortable with sharing some of what they wrote to discuss what they have found—see how many people feel the same ways about themselves. Emphasize that their self-images are often similar to other people's images of themselves.
- Then, ask them to think of ways they could improve, using Column C. Ask the participants to refer to Self-esteem Self-Evaluation I to see if there are strengths they have that might help them improve in these areas.

Learning Outcome 5: Think positively about the question *Who am I?*

- D. Have participants generate a statement about who they are, using the “*Who am I?*” grid (Annex 16).**

The goal of this is to help participants synthesize all the thinking they have done about themselves, understanding that they have a lot to offer.

Life Skill: **Teamwork and Leadership**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: Team members must learn and use their own strengths and to recognize the strengths of others; the leader should be a facilitator who uses his or her strengths to help the group make good decisions. To facilitate means “to make things easy,” which is a very important role for a leader—not to tell people what to do, but to help them arrive at good decisions that they are all comfortable with.

CENTRAL CONCEPT: Good leaders and good team-members share similar characteristics, most of which are directly related to other life skills, including the abilities to analyze, empathize, negotiate, manage time, think creatively, listen actively, and communicate clearly.

What is a leader? A leader is the person (appointed or elected) who is responsible for:

1. Calling and facilitating meetings, including making sure the meeting follows the agenda;
2. Deciding when it is time to make a decision and supervising the decision-making process; and
3. Following up by making sure decisions are being carried out.

TEACHING CONCEPT: Leadership skills are best developed through effective collaboration and cooperation, ensuring that the leader sees him- or herself as a team member and facilitator, not a director.

RELATIONSHIP BETWEEN TEAMWORK AND LEADERSHIP AND OTHER LIFE

SKILLS: By empathizing with other group members, participants will be able to work more collaboratively.

Critical thinking and problem solving are important because using critical thinking and problem-solving strategies will enable participants to analyze problems more effectively.

The skills of conflict resolution and negotiation will enable participants to identify and resolve differences between their points of view and goals. If people have the skills of time and stress management they can minimize stress, meet deadlines and work more efficiently. Being willing to think “out of the box” will enable participants to consider alternative solutions to problems.

Knowledge Base

1. Group Dynamics

All groups have—and can modify—characteristics that can be related to the culture it is part of, the gender(s) and age(s) of those involved, the purpose(s) of the group, the nature of the leadership, and the length of time the group has existed. Group members need to understand these characteristics and understand how they affect the success of the group:

- a. **Roles:** roles within the group—chairperson, secretary, overseer of finances—may be assigned or may evolve informally;
- b. **Norms or rules:** groups should develop their own rules for member-admission, discussion, and decision-making, which should be explicit and subject to discussion;
- c. **Intragroup relationships:** relationships among group members are somewhat dependent on the members' statuses in the community and their personalities, but the most effective groups are those in which all have equal status and authority;
- d. **Values:** group members ideally will share values, or at least be clear about when and why their values differ;
- e. **Communication patterns:** effective communication within the group has to be based on honesty, but that honesty must be tempered by sensitivity to the interests and values of other group members; and
- f. **Status differences:** the assumption that all members have equal value—even if they come from different backgrounds or have different assigned roles in the group—but these may evolve over time as individuals assert themselves or form mini-alliances.

2. One's personal strengths and weaknesses

To be an effective group member, each participant should understand what he or she does well and efficiently, as well as areas in which he or she is not as effective. This will enable the participant to decide which aspects of the group's work to focus on and which skills he or she might work on improving. This self-knowledge is very important for group members in leadership positions, and should lead to those individuals being able to recognize others' strengths so they can turn to them when necessary.

3. Prioritizing and planning

In order for groups need to develop a strategy to achieve the goals, they must:

- Identify their goals;
- Agree on the tasks necessary to achieve those goals;
- Clarify the most important tasks and the order in which they should be addressed;
- Assign responsibilities for individual(s) to gather information about each task; and
- Develop a timeline for achieving the goals.

The strategy may be modified as time goes on and new information is encountered.

The activities and processes involved in the Empathy, Conflict-Resolution and Negotiation, and Critical Thinking and Problem-Solving life skills in this curriculum should be used to direct this process.

Leaders should see themselves as facilitators, and facilitation skills should be used to run group meetings, which enable all participants to contribute to the meetings.

RELATIONSHIP TO GENDER: Gender issues can loom large in group work, as cultural biases can affect the attitudes and behaviors of both men and women toward each other, especially regarding leadership positions. Attention to gender issues will help participants create gender balance in their groups and in the way they analyze problems.

RELATIONSHIP TO CHILD PROTECTION: By remembering the impact of conflict on children, participants will include relevant topics in all their group discussions and plans. The well-being of children should be considered during discussions about any topic; the possibility that their well-being might be relevant should always be considered.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Understand power dynamics and relationships.
2. Keep both the big picture and details in focus.
3. Recognize the strengths of team members.

Activities:

Learning Outcome 1: Understand power dynamics and relationships.



Facilitator's Note: When entering into a group, participants should clarify for themselves the specific characteristics of that group (points a-f under Knowledge Base as listed above)—ideally newly-formed groups should discuss them together, so as to minimize the impact of conflicts on both goals and procedures. Meetings should include time for discussion of the impact of group dynamics on the effectiveness of decision-making and implementation processes.

- A. Participants will use “*What kind of team member am I*” (Annex 17) images to help them understand their interpersonal styles. They will look at the images while the facilitator describes each animal’s characteristics, after which participants will choose their animal and talk with a partner to explain the reasons for their choice. Participants will then explain why they chose the animal, and how it will affect what benefits they can bring to group work.

Now explain how it will affect them if they were to serve in a leadership position.

The facilitator should discuss how this group would operate—what if, for example, everyone were a “lion” or a “sheep?”

How can the group use its knowledge of the different personality types to ensure effective discussions and decisions?



Facilitator's note: "What kind of team member are you?" Distribute pictures of the various animals (*Annex 17*) [Note: If one or more of these animals is offensive to your participants, either think of another that would work or drop it entirely.]

Are you a:

- Rabbit (quick thinking, but wants to jump from topic to topic)?
- Turtle (slow but steady, stays on course and gets there in the end)?
- Bird (likes to rise above the details and watch all the activity from a distance)?
- Mouse (likes to pay a lot of attention to every little detail)?
- Lion (doesn't say a lot, but pays a lot of attention to what's going on and is respected)?
- Goat (would rather not get a lot of attention, but wants to be included in the activity)?
- Bull (you get angry easily, but are full of passion for things that are important to you)?
- Another animal, and why?

Learning Outcome 2: Keep both the big picture and details in focus.

- B.** Distribute "*What's going on at the table?*" (*Annex 18*), the picture of the people sitting around the table, ask the following questions and facilitate the discussion.

Facilitator will ask participants to decide:

- Who is most involved? How do you know?
- Who is least involved? How do you know?
- Who is the leader? How do you know?
- What else does this picture tell you about this group? How do you know?

The facilitator should ask what the image is trying to say about the roles of gender in group relationships? How can gender affect group dynamics? How can negative aspects of such effects be minimized?



Facilitator's note: There are no right or wrong answers, but participants should be able to explain their answers.

Once the group's goal(s) and procedures have been established, the leader's role is to guide the group toward effectively using the procedures to achieve the goal(s).

One of the greatest pitfalls facing groups is a tendency to get bogged down in details (some minor, some more important), rather than keeping in mind the broad goals and the processes that have been agreed upon. Indeed, sometimes group members who disagree with either the goal or processes may use minor disputes to derail the group's effectiveness.

Facilitation skills can be used to remind participants of the process they have agreed upon by helping them see when they are moving toward the agreed-upon goal, and when they are getting side-tracked. It can be very useful to help members recognize the point in the process they have reached, perhaps during the meeting, perhaps at the end of each meeting.

Learning Outcome 3: Recognize the strengths of team members

The next part is the most difficult. Many will want to say that “leadership” is the most important to accomplishing a goal, or others may want to say that it’s “teamwork.” Not many will probably recognize the importance of “strategy,” but they need to realize that if the members of the group don’t agree on a process, or strategy, they’ll never be able to make things work.

So they’re all important. Remind them that if they want to get the “achieve goals” gear turning, ALL the other gears will need to turn. Each has a different function, but they’re all equally important.

- C. Tell participants these four statements and write them somewhere in the room. “Achieving Goals,” “Strategy,” “Leadership,” “Teamwork.” Ask the following questions and lead the discussion.**

Ask participants to think about the four statements and ask them which they think is the most important. Why? Why are some less important?



Facilitator’s note: They should realize that “achieving goals” is the most important, since it’s the reason for the creation of the group in the first place.



Life Skill: **Time and Stress Management**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: The ability to manage time, deadlines, and other pressures in a healthy and productive fashion, rather than being overwhelmed by such stresses.

Stress is a part of life for everyone. People living in stress-filled environments like war zones and post-conflict areas are subjected to even more stress, much of which is out of their control. However, living with high levels of stress poses many risks. Stress harms both emotional stability and physical health. It narrows a person's ability to think clearly, function effectively, and find satisfaction in life.

Even in very difficult circumstances, steps can be taken to manage stress, which is different from eliminating it. By managing stress so it has less impact, one can become more emotionally stable, physically healthy, and productive, thereby becoming happier, healthier, and more productive, developing the resilience to hold up under pressure and meet challenges directly.

CENTRAL CONCEPT: Stress is physiological, so it's important to understand how one's body responds to stress and ways to diminish its impact. But stress management is not one-size-fits-all—different techniques work differently for different people.

TEACHING CONCEPT: By learning to control the impact stress has, one can behave more effectively, make more productive decisions, improve relationships, and generally feel more positive about oneself. This includes a wide range of behavioral changes, from organizing one's time more effectively to learning and practicing stress-release techniques.

RELATIONSHIP BETWEEN STRESS AND TIME MANAGEMENT AND OTHER LIFE SKILLS: One can effectively manage time and other stressors only when one believes that one has the right and responsibility to take care of oneself—enhancing one's self-esteem, thus, is central to implementing stress-relieving behaviors and thinking.

Critical and creative thinking are also crucial for effective stress management, since such management relies heavily on one's ability to analyze situations and decide on ways to improve one's situation. Once one has become more able to minimize the impact of stress on oneself, one will be more able to feel empathy for others, which is a skill that supports other life skills. Effective leadership and teamwork rely heavily on one's ability to minimize the impact stress has on both emotional stability and decision-making.

Knowledge Base

1. **By learning to recognize events and situations that cause stress, as well of the impacts of on-going stressors, one can decide ways to protect oneself from the worst of their effects.**

People living in conflict and post-conflict situations face a lot of stress on a daily basis. Different stressors, however, affect different people in different ways—for some, it is the threat to their children that is greatest; for some, the threat to their very existence, the possibility that they may be seriously injured or killed; for others, however, it is the uncertainty which brings on the greatest stress.

Stress is always physical, caused by hormones that are released into the blood to enable people to respond to the problem, but too much stress can harm both the body and the spirit.

It is important for each individual to learn which stressors have the greatest impact on them. By doing this, they can recognize when their stress level may be getting higher.

2. **Learning and experimenting with a variety of stress-releasing activities will enable one to decide which approach works best, under which circumstances.**

Simple things like taking deep breaths or finding something to laugh at are natural responses to stress.

While we often cannot eliminate stress, we can minimize its impact on us. Some methods for reducing stress are simple, like taking deep breaths, while others are more complicated, such as exercising. Sometimes it's as simple as changing the way one looks at the problem, such as realizing that the

situation is not one's fault, or accepting the fact that the problem may not be resolvable and one will have to learn to accept the consequences.

3. **Once one has learned what provokes stressful responses and what those responses are likely to be, one can organize one's life in such a way that provides protection from stressors, developing a level of emotional stability and mental control that will make it less likely that a stress-provoking event or situation will set off harmful responses.**

The most important aspect of this has to do with managing one's time so that it doesn't add to the stress one is feeling. For some people, time management comes easily. Others, however, have to be intentional about managing their time, beginning, perhaps, by creating a daily schedule—and following it, or, if they do not do so, starting again the next day and trying again. Time management is a habit one has to get into.

One thing that's difficult to get rid of is the sense of guilt and hopelessness one can feel when one doesn't manage one's time well, a fatalistic way of thinking that says, "Oh, that's just the way I am."

But everybody can get better at managing time. For adults, the hardest part of making this change is that people usually become somewhat set in their ways, so changing something this basic can be difficult (and therefore a bit stressful). And everybody will fail sometimes—if the response is, "Oh, I knew I couldn't do it," the person will remain stuck. If, however, he or she sees such failures as opportunities to improve, it can get better.

RELATIONSHIP TO GENDER: Some stressors may be culture- or gender-specific. Learning to recognize and articulate these can diminish their impact on decision-making and implementation. You can ask participants to discuss some ways in which women and men may feel stress differently if the topic comes up. Communicating the nature of such stressors to others may help lessen the impact of such stressors on interactions with others.

RELATIONSHIP TO CHILD PROTECTION:

Children can be negatively affected by environmental and cultural stressors, often in ways that will affect their values, attitudes, and behaviors as adults. Children should not only be protected from such stressors to whatever extent possible, but should also be given tools by which to manage them. The long-term impact of stress on children can be very harmful, so it is very important to find ways to help children minimize their reactions to stress.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Understand the impact of stress on themselves.
2. Learn some techniques for reducing the impact of stress on themselves.
3. Manage time efficiently.

Activities:

Learning Outcome 1: Understand the impact of stress on themselves.

- A. Begin by defining stress. The basic definition is: “Stress is the response people feel when they are faced with circumstances that require them to take action.”**

While we usually think of stress as bad, it is natural, and it can be good—such as the stress that comes when you want to do something nice for someone you love—or it can be bad—such as when you believe that someone you love is in danger.

- B. Explain to participants that stress can sometimes be expressed in an emotional way and sometimes in a physical way.**

Divide participants into two groups. Ask group 1 to discuss some of the emotional ways that you can show emotional stress. This could include crying, feeling depressed, etc. Ask group 2 to discuss some of the physical ways you can experience stress. This could include a headache, stomach ache, crying, etc.

Have the groups then share with each other what they discussed and see if the groups can add to each others’ lists.



Facilitator’s Note: “The physical and emotional effects of stress” includes two pictures representing the two kinds of stress, the physical (image 1) and the emotional (image 2).

Explain that stressors differ from culture to culture. As well, some stressors have more impact on one gender than another—in many cultures, protecting one’s “honour” is very important to boys and men; in many cultures, female modesty is very important—either to the culture in general, or to the females themselves. Discuss the impact that such differences may have on the way males and females react to situations.

- C. Ask participants to break into groups and discuss things that can make people experience stress physically or emotionally. If they feel comfortable they can share from personal experiences or they can make up situations.**

Ask the people in each pair to discuss the most stressful situation they are facing now. Ask participants to share some of their responses.

Learning Outcome 2: Learn some techniques for reducing the impact of stress on themselves.

- A. Begin by asking participants if they have things they do to reduce the impact of stress on themselves. You may have to prompt them, since they may not think that what they do can be thought of in this way. Suggest that, for example, if they step over to the window to look out at the street when they are having an argument with someone in the family, this may be a stress-release activity, since it takes their mind off the problem for a moment.**

Collect a list of things that they do, making sure to get them to consider things they do themselves.

Ask if there are situations they wish they could find ways to feel less stressful about. Discuss their thoughts.

The response of children experiencing stress is often to “act out”—to misbehave or hit other people. While such behaviors should not be permitted, they should be taken as an indication that the child is feeling stress, and the role of the adult should be to help the child understand and deal with the problem.

- B. Write the following statements on a piece of paper - one paper per statement so you have 5 pieces of paper: “Positive Attitude,” “Support System,” “Exercise,” “Laughing,” “Taking time for you.”**

Ask for 5 volunteers. Have each volunteer come to the front and give each 1 piece of paper with 1 of the statements.

Each volunteer will then read their statement and act it out – this is meant to be fun! Then ask the group:

1. what they think this statement means.
2. how it relates to managing stress.



Facilitator’s Note:

- “Positive attitude” means that instead of thinking negatively about how they are handling a situation, they think of the things they have tried and how this shows that they are trying hard to solve the problem.
- “Support system” means that they are turning to people they trust: family members, friends, NGO or municipal officials.
- “Exercise” means that simply moving a bit can reduce the impact of stress; a short walk can make a big difference.
- “Laughing” means that if they can find something to laugh about, the body will release different chemicals from the ones it releases under stress (as happens with exercise), which counteract the impact of the stress-related chemicals.
- “Taking time for you” means that they just take a few minutes to listen to a song on the radio, watch a TV show, read a book, or chat with a friend.

Learning Outcome 3: Manage time efficiently.

- A. Tell participants there are three options: today, tomorrow or never. Ask them what it means that they should do things today, rather than putting them off. Ask participants why “never” is listed as a possibility—explain that one of the things that comes from poor time management is that sometimes things don’t get done at all.**

Ask participants to meet in pairs and discuss their problems with time management. Each should think of a situation in which poor time management caused them to feel a great deal of stress—make the connection between efficient time management and stress reduction. Why did they put off doing what needed to be done? How might they have managed their time so this wouldn’t have happened?

Share what they discussed, focusing on the things that prevented them from doing what needed to be done.



Facilitator’s Note: The message of this activity is very simple: Do it today or develop a clear plan to do it tomorrow. While this is not always possible, it is a good starting point as a way to manage time effectively, thereby reducing the stress caused by poor time management.

- B. Lead a discussion in which participants develop ideas for organizing their time more effectively. This may include:**

- Developing a schedule for each day/week/month, and crossing off things as they have been taken care of;
- Beginning each day by listing the things that need to be done;
- Discussing what needs to be done with relevant family members and agreeing on who will do what, when; and
- Other suggestions they may have.

Ask participants to discuss what they think will be the most difficult part of organizing their time. Discuss the fact that of course they will not always meet their goals, but, if they stick with it, they can get better at it.

Ask participants to share the most important of the lessons they learned about time and stress management.



Life Skill: **Creative Thinking**

Introduction

Facilitators should begin by reading the Overview. This will be followed by reading and thinking about the Knowledge Base, which provides the specific information to be conveyed for each topic. The Instructional Framework lays out the actual instruction that the facilitators will engage in, using Activities and Resources as indicated.

Details of each topic should be modified to fit with the culture in which the facilitators and participants are working. Some of the concepts will be foreign to many cultures, such as “win-win” negotiations and organizational structures that de-emphasize the role of the leader in group work. Other concepts will be culture-specific, and will be adjusted on a case-by-case basis. Many concepts, such as gender equality and honoring creativity, however, should be supported, even when these are not aligned with cultural norms. In such cases, it will be up to the facilitator to find a way to make unorthodox concepts acceptable to participants.



Facilitator’s Note: If some participants cannot read or write, the facilitator will adjust the instruction. If only a few cannot read or write, he or she will translate the materials or ask others to translate them. If none or almost none of them can read or write, the facilitator will adjust the program, translating everything and, instead of asking participants to write, providing enough information that the participants can discuss the materials without actually reading or writing.

Overview

DEFINITION: The ability to think “outside the box” means that instead of thinking of the most obvious solutions for/approaches to problems (“the box” refers to traditional or typical solutions and approaches), one is willing to consider unusual or unlikely solutions/approaches to problems that are outside of/apart from/unlike traditional solutions and approaches.

CENTRAL CONCEPT: Creative thinking entails:

- First, assuming that traditional ways of approaching a problem may not work.
- Second, an ability to look at the problem in new ways so unusual ways to deal with it can be considered.
- Third, the willingness to take intellectual and emotional risks, as well as a willingness to accept the fact that one’s ideas may not be accepted, or, if accepted, may not work.

TEACHING CONCEPT: Effective decisions and actions often entail a blend between accepting typical or traditional solutions and trying something unusual or unfamiliar.

Everyone has the potential to be creative. While people probably cannot actually be taught to be creative, they can be encouraged and empowered to think creatively.

The way to do this is by helping them see creative things that they, themselves have done without thinking of them as creative, and providing examples of creative thinking.

RELATIONSHIP BETWEEN CREATIVE THINKING AND OTHER LIFE SKILLS:

Strong creative thinking skills are closely connected to most other life skills. While some situations can be dealt with and problems can be solved simply by following the accepted approaches, most situations require at least a bit of creativity. Conflicts are usually resolved and problems usually solved by someone taking the time to think outside the box.

Empathy often enhances one’s ability to think creatively, and by critically analyzing a situation, one can consider creative solutions. Finding techniques for relieving stress almost always involves thinking creatively about one’s needs and strengths, and teamwork is an excellent vehicle for increasing creativity. The higher one’s self-esteem, the more likely one is to trust one’s creative instincts.

We have intentionally saved creative thinking as the last life skill, since creativity is so essential for the effective use of all the other skills.

Knowledge Base

1. Creative thinking can often be used to effectively solve or approach problems, but thinking “outside of the box” can be threatening to many people.

Most people already think creatively, such as the cook who substitutes an ingredient that isn’t available when following a recipe, the mechanic who uses a piece of scrap metal to replace a part in an automobile, and the student who makes a practice test for him- or herself before an exam instead of just re-studying the material.

2. Creativity comes in many forms.

All children, because they have not learned how people typically solve problems, are more creative than most adults, who lose their creativity after entering adulthood. There are a number of reasons for this, and it happens in all societies. But experience has also shown that creativity can be reawakened in adults, once they begin to trust themselves as their self-esteem improves.

An excellent vehicle for encouraging creative approaches to problems is by working in groups that are willing to treat out-of-the-box solutions and approaches seriously. Thus, “creative” (unfamiliar) ideas are often developed by groups, not individuals, and need to be expressed in ways that honour customs and traditions.

3. “Creative” solutions may not be accepted when first proposed. The person or people proposing the solution have to make sure to explain their solution or approach as clearly as possible, and must be willing to respond to questions and disagreement.

The solution or approach may, however, gain acceptance over time if the proponents are persistent (but friendly) and open to discussion. Moreover, creative solutions can lead to a more open approach to creativity, so other such solutions may be accepted. And incremental change can lead to larger, systemic changes.

RELATIONSHIP TO GENDER: Many creative proposals for change involve protecting women’s rights and giving them a bigger say in how society works. Some people think that these changes would threaten the status quo because more rights for women might, they think, involve fewer rights for men. Considering women’s equality as a win-win situation, however, (see Conflict Resolution), the negative responses can be changed. But showing that such changes are in everyone’s best interest can lessen the fears that creative thinking can inspire.

RELATIONSHIP TO CHILD PROTECTION:

A society that values creative thinking must begin by valuing creativity in its children and youth, in the home, in interpersonal relationships, in the classroom, and at work. Children whose creativity is valued are more likely to think creatively as they grow older.

Instructional Framework

Learning Outcomes

By the end of the module participants will be able to:

1. Imagine unusual ways of thinking about a topic.
2. Reawaken their own creativity.
3. Gather support for their out-of-the-box ideas.

Give them time to talk about this, then ask them what they have decided. After they have shared their ideas, explain the concept of “thinking out of the box.” Ask if their definitions and this image represent “thinking out of the box,” and in what ways.

Activities:

Learning Outcome 1: Imagine unusual ways of thinking about a topic.

- A.** Have participants get into groups of 4-5 people. Give each group 2 sticks (they can be any size but if the sticks are different sizes that is better). If you do not have sticks you can use pieces of paper.

Tell each group that they need to come up with 10 positive uses for the sticks. If you are using paper tell participants that one of the uses cannot be writing on it!

Once the groups are done have them present their ideas to each other.

The goal of this activity is for participants to learn to think creatively about different objects and potentially use those objects to address issues or solve problems in a way they haven't thought of before.

- B.** Ask them how creative thinking is different from critical thinking. Make sure they point out that both have the same goal—to understand situations and solve problems but that critical thinking relies on step-by-step logic, while creative thinking is more open-ended. Explain that the two should be used to complement and support one another.

- C.** Discuss how creative thinking might be threatening to some people. Why might some people not like creative thinking? Why might it be hard for some people to accept new ideas?

Learning Outcome 2: Reawaken their own creativity.

A. Show and explain the image “*What happens to our creativity*” (Annex 19). **Make sure everyone understands that human beings seem to lose their ability to think creatively over time. Then ask them to discuss possible reasons for this. Make sure they discuss things like:**

- When we are young we do not know much so we are willing to be creative and try new things!
- Parents, peers and communities can put pressure on you to do things ‘their way’ which could discourage creativity
- Doing things the way others want you to can be easier because all we have to do is see what they are already doing

Discuss the fact that creative thinking is a very important life skill, and children’s creativity and interest in unusual ideas should be supported, not prevented.



Facilitator’s Note: This image shows how, as we grow older, we become less creative. Explain that the percentages are supposed to represent the amount of our thinking that is creative, instead of “in the box.”

B. Explain to participants how group work can encourage creativity. Sometimes people do not like to work in groups for creative solutions but this can also be supported by asking participants to accept other ideas without judgment, as discussed in the Leadership and Team work section.

After this has been discussed, break participants into groups of five people. Give them a local or regional problem to solve, like how to distribute water equally throughout a neighborhood, how to get children to school on time, or how to minimize theft in the market—or whatever seems suitable for this group (but don’t spend a lot of time discussing which problem to tackle).

Ask participants in each group to discuss among themselves the most obvious solutions to the problem—there will probably be two or three everyone can agree on. Then ask the groups to think of three more solutions which might not have been thought of, and which are “out of the box.”

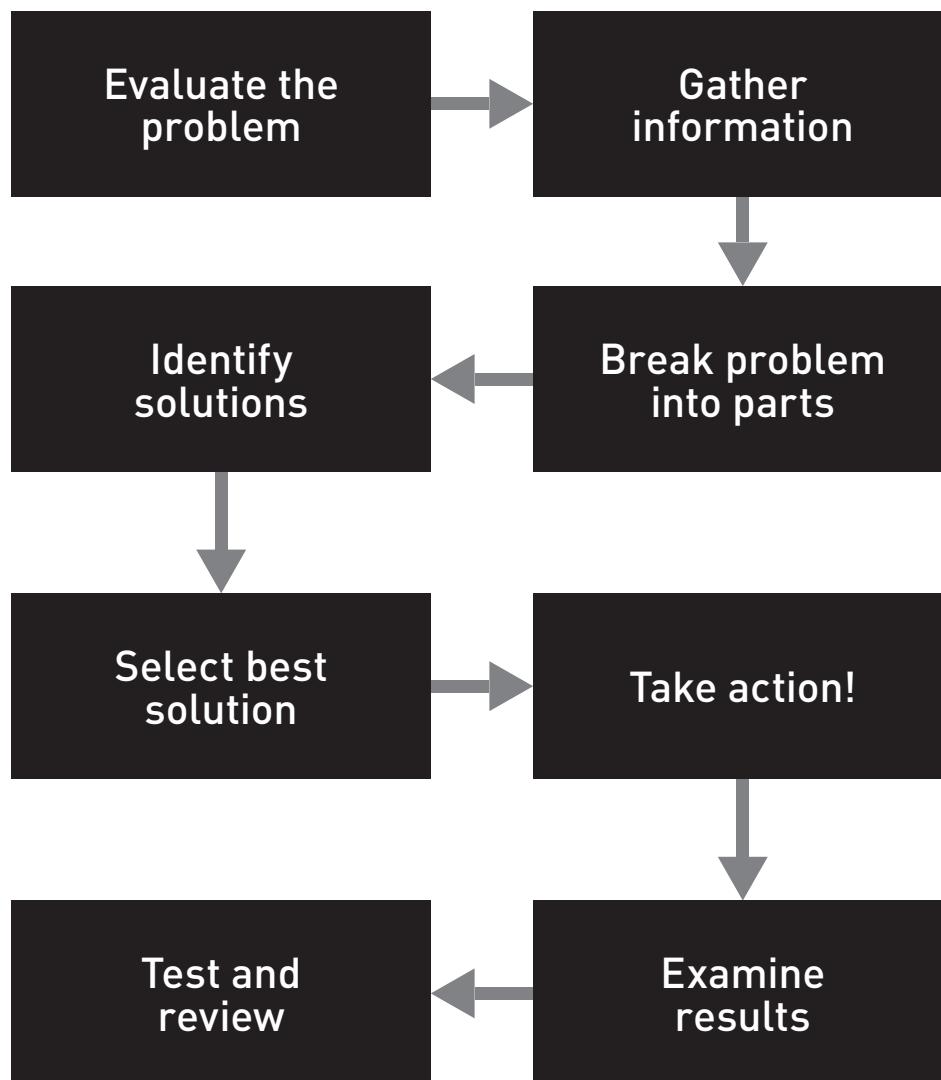
Learning Outcome 3: Gather support for their out-of-the-box ideas.

- A.** After the groups have shared their creative ideas, ask them if they have experienced a time when they had a creative idea but someone else did not like it. How did they feel? What did they do?

Put them back in their groups. Ask them to consider how they would present their “creative” solution to the problem to others. They should discuss the problems with the solutions, as well as why this solution would be a good fix for the problem.

The rest of the group should critique their solution, as well as their presentation, and the people proposing the solution should respond, but without anger or frustration. If others suggest ways to modify the plan, they should consider it, integrating it into the plan if possible.

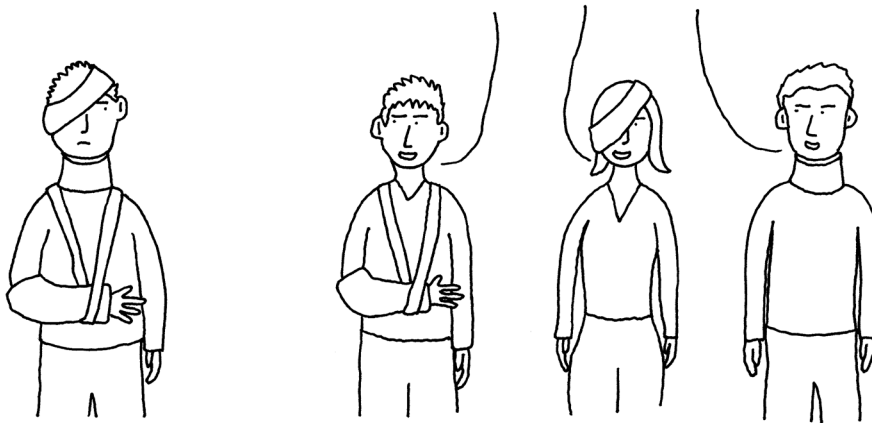
Annex 1: The Thought Process



Annex 2: Empathy cartoon

EMPATHY

WE KNOW EXACTLY
HOW YOU FEEL

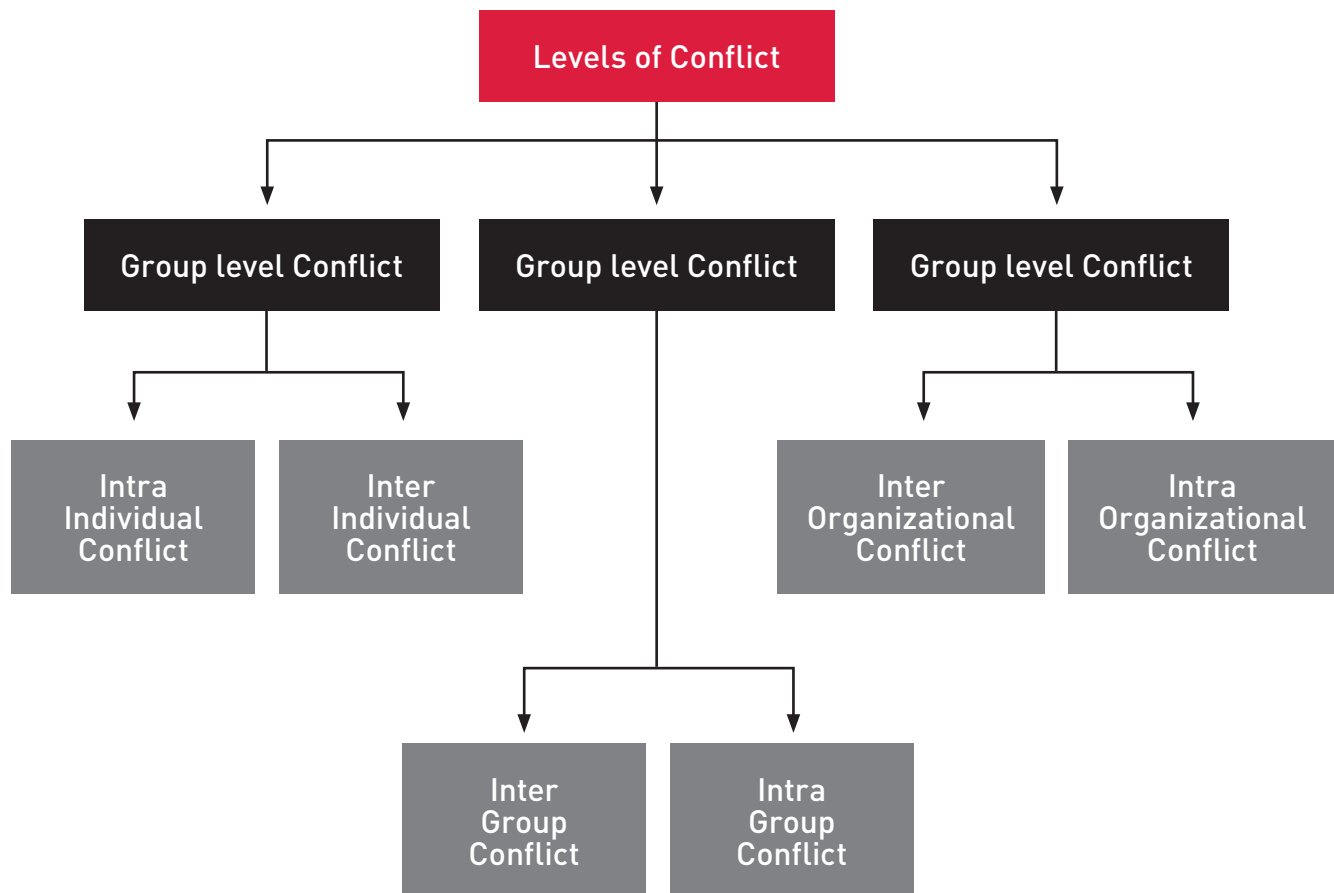


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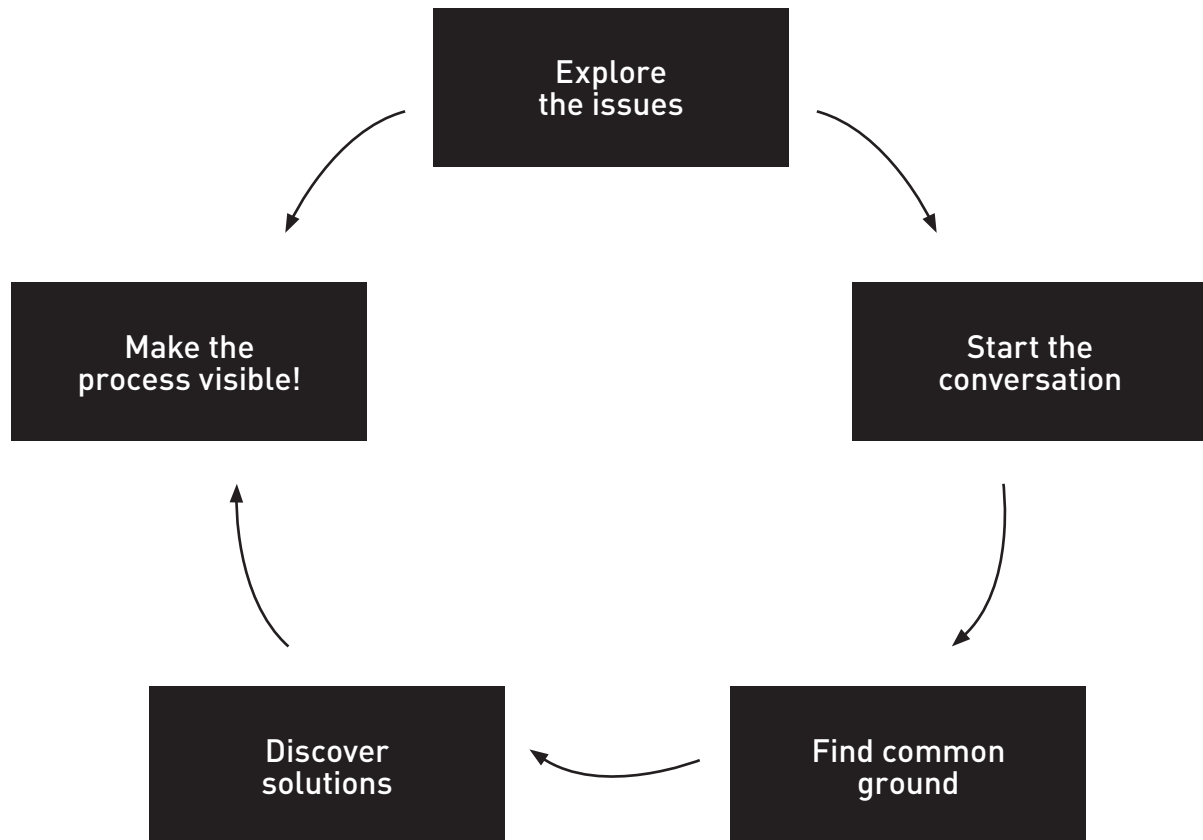
Annex 3: Empathy



Annex 4: Types and Levels of Conflict



Annex 5: **Resolving the Conflict**



Annex 6: The Difference



Annex 7: **Conflict Can Be Good**

Reasons Why Conflicts Are Good

Conflicts identify problems
Conflicts can make life more interesting
Conflicts allow you to see different sides
Conflicts create new ideas (solutions)
You to learn more about others
You to learn more about yourself

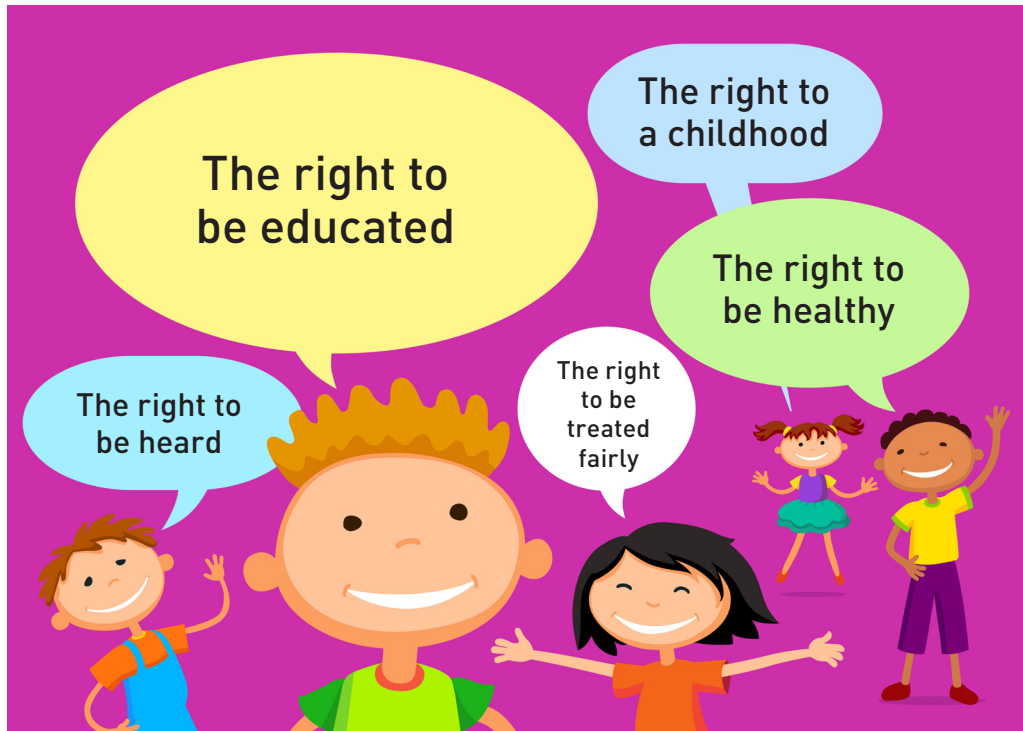
Annex 8: **Domestic Violence**

603
million
women live
where domestic
violence is not
considered
a crime

Annex 9: **Children in Crisis**



Annex 10: **Children's Rights**



Annex 11: The Right to Education



Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

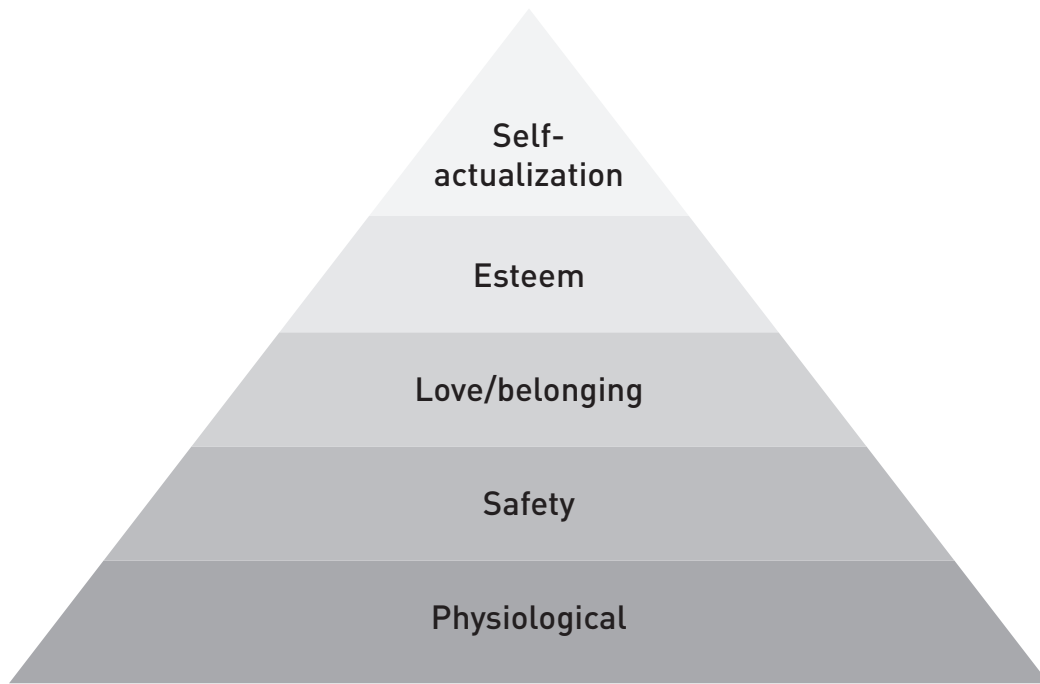
Article 28

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Annex 12: Communities Protecting Children



Annex 13: **Maslow's Hierarchy of Needs**



Annex 14: Self-esteem self-evaluation 1

A – What I do well NOTE: Be specific, instead of writing “I am a good mother (or father),” think about the things you do as a mother such as “I help my children get ready for school in the morning.”

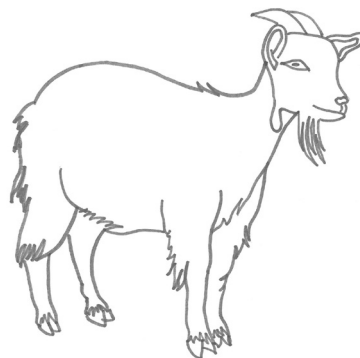
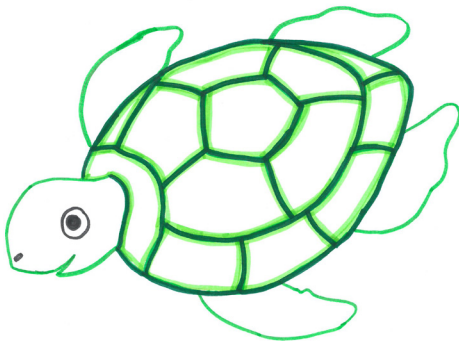
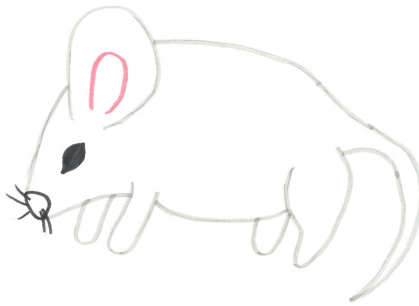
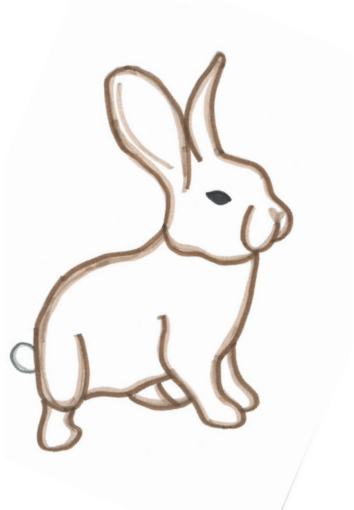
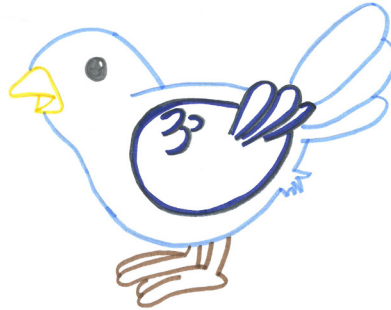
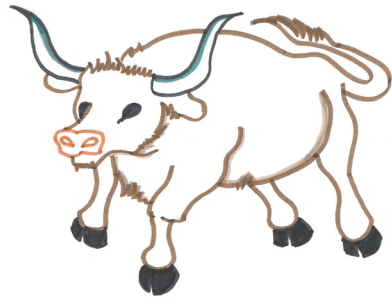
Annex 15: **Self-esteem self-evaluation 2**

B – What I don't do as well as I would like NOTE: Be specific. Instead of writing "I am usually late," think about specific incidents, like "I am often late to committee meetings."	C – What I don't do as well as I would like NOTE: Be specific. Instead of writing "I am usually late," think about specific incidents, like "I am often late to committee meetings."

Annex 16: **Who Am I?**

I am a person who can...
although I have some problems with...
I am working to improve...
so my family can expect that I will help them...
and my community can expect that I will help with...
because although I am not perfect, and even though my situation prevents me from doing many things I would like to do, I have a lot to offer my family, my community and myself.

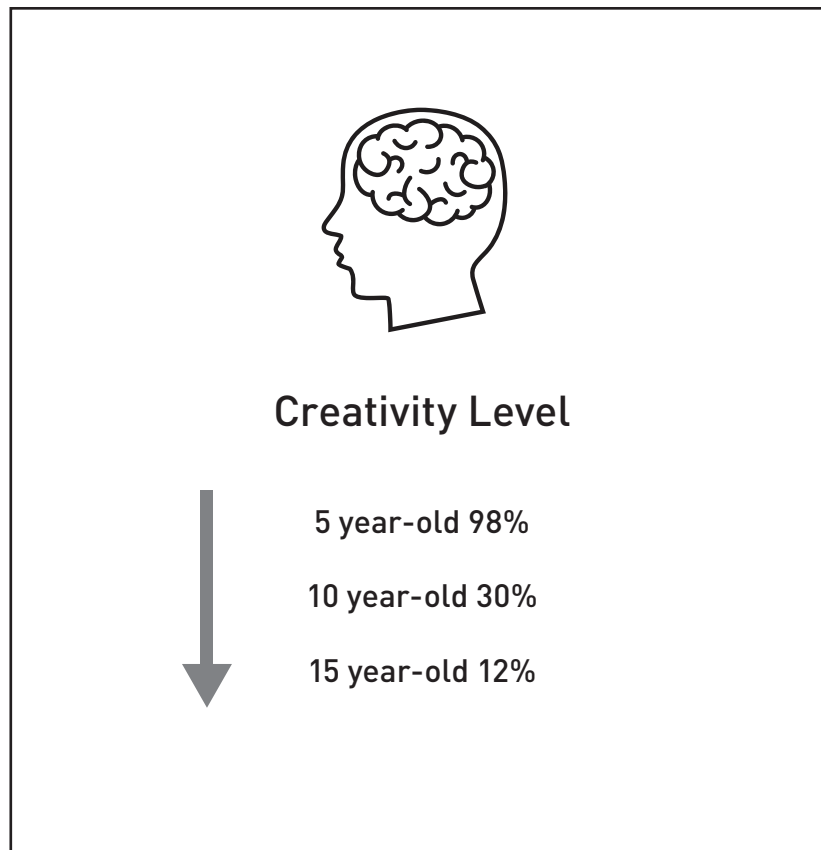
Annex 17: What Kind of Team Member Am I?



Annex 18: **What is going on at the table?**



Annex 19: **What happens to our creativity?**



myLIFE

War Child Canada Life Skills Curriculum (Adult)

